

**FACTORS AFFECTING THE PERFORMANCE IN PLE IN IYOLWA SUB COUNTY, TORORO  
DISTRICT**

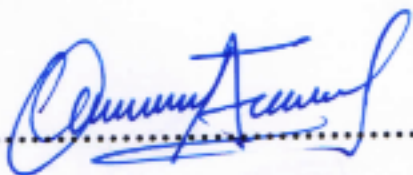
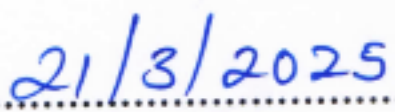
**BY  
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BU/UP2021/2126**

**A RESEARCH REPORT SUBMITTED TO THE FACULTY OF SCIENCE AND EDUCATION IN  
PARTIAL FULLFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELORS' DEGREE IN EDUCATION  
PRIMARY OF BUSITEMA UNIVERSITY**

MARCH, 2025

**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.

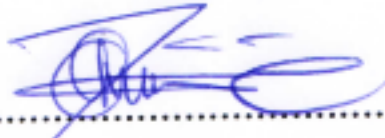
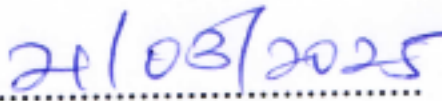
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**APPROVAL**

This is to certify that this research report was compiled by Orono Andrew under the title "an investigation into the causes of poor performance in PLE in Iyolwa Sub County, and has been under my supervision and it's now ready to be submitted to the academic board

Signature..........Date..........  
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**(RESEARCHER)**



## DEDICATION

I dedicate this research report to my Family, father Osilo Sylvanos, Mother Nabukwasi Beatrice for their overwhelming support.

## **ACKNOWLEDGEMENT**

I extend my sincere thanks to the Almighty God for having enabled me to complete this course.

I also thank my friends and classmates who have stood with me through this course, both physically, spiritually and financially.

Brothers Opio Alfred, sisters Adongo Patience Sharon, Kaima Rebecca, Atono Joyce, children Akolong Beatrice, Osilo Emmanuel, Osilo Sylvianos, Obbo Jeremiah and Alupo Martha.

Special appreciation to my supervisor for the guidance as undertook this study.

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## **ABBREVIATIONS**

|              |   |   |
|--------------|---|---|
| <b>CPDCs</b> | : | Continuous Professional Development Courses |
| <b>EFA</b>   | : | Education for All                           |
| <b>UN</b>    | : | United Nations                              |
| <b>UPE</b>   | : | Universal Primary Education                 |
| <b>US</b>    | : | United States                               |

## **ABSTRACT**

This study investigated the causes of poor PLE performance in government primary schools in Iyolwa sub county, Tororo District. The study answered the following questions; does Pupil's attendance affect their performance in PLE in Primary Schools in Iyolwa sub county, Tororo District ?, does teachers' attendance affect the pupil's performance in PLE in Primary Schools in Iyolwa sub county, Tororo District?, does the coverage in PLE syllabi affect pupil's performance in PLE in Primary Schools in Iyolwa sub county, Tororo District?, The study was guided by descriptive survey design and targeted a population of 6523 comprising of 7 head teachers, 98 teachers and 6403 pupils. Both stratified and random sampling was applied to sample the respondents. The data was analysed according to the questions using tables, frequency, percentages, pie charts and standard deviations. It was found that pupil's attendance, teachers' attendance, syllabus completion was not always effective leading to poor performance of PLE and worse was with syllabus completion. Therefore, the study recommended absenteeism to be curbed by the effort of com



munity and local government in primary schools.



## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

Performance in PLE in primary schools in Iyolwa sub county Tororo District is low. This is contrary to the performance in science, mathematics and social studies. This chapter del t with the background of the study, statement of the problem, purpose of the study, limita tion of the study and definition of terms.

#### 1.1 Background of the Problem

The background of the study was structured into four perspectives namely; the historical, theoretical, conceptual and contextual dimensions.

Historically, PLE in Uganda education system started as far back as the coming of the Br itish colonist in 1800 where PLE syllabi including English language, Maths, Science, and SST were taught and the British tightening their colonial grip on Uganda. PLE syllabi beg an to be taught in schools and gave rise to the official language. The reason for this was partly because in Uganda there wasn't a common vernacular or local language hence se arch and imposition of the English Language from the queen's land. Although Uganda h ad local recognized language like Luganda that was approved for use in primary school s, it could not be used to serve the whole country. In 1965, PLE was therefore introduced i n primary one as a subject contrary to its previous usage in primary three. By 1970, it wa s hoped that pupils had become used to PLE. It was therefore important to use PLE to te ach other subjects.

Education for All (EFA) has been an Endeavour for the whole world since 1948 when the United Nations (UN) Universal Declaration for Human Rights was adopted which declared that everyone has a right to education. In 1990, the World Conference on Education for All was held in Jomtien Thailand with the objective of setting the global agenda for education and literacy. The World Education Forum met in Dakar Senegal in the year 2000 and set the EFA goals to be achieved by 2015 which was fully supported by the Millennium Development Goals (Muola, 2010).

Contextually, Pupil's performance has been an issue of great concern worldwide since the beginning of modern education. Majority of the countries have realized that in the heart of educational process are the pupils. Previous strategic attempts had been on the improvement of pupil's performance in PLE syllabi as a mode of transition from primary level to other academic levels.

Murray & Christison (2010), observed that many pupils think PLE is only for school performance and they don't see its significance for their prospective employment to work with multinational or national companies where PLE is employed. Susanna (2007), pointed out that the mismatch between the pupils' conceptual or cognitive capacities and the learners' PLE proficiency level often cause problems for pupils because the pupils' learning style and teachers' teaching approach do not match and also the PLE course does not relate to the pupils' needs and interests. Susanna (2007), also claimed that weak pupils usually have poor strategies and give up easily when they find struggle. In addition, many

studies have been conducted on pupil's' poor performance in learning the PLE such as a study of Challenges of Learning PLE in Australia towards Pupil's Coming from Selected Southeast Asian Countries found that factors that affected the Asian pupil's' weakness in learning PLE because of the changing of learners' habits, cultures, and the structure of languages; for example, there were no strict rules for pronunciation of their mother language (Cao, 2011).

Therefore, it is paramount that schools emphasize on improving on methods of instruction to enhance PLE performance. This can be done through improved training of teachers which goes along way also in improving their attitude towards teaching the language. On the other hand, there are recommendations that schools should ensure they offer meticulous academic curricular for the pupil's Learning PLE with the intentions of making them succeed (Rebecca, 2005). The increase in the dropout rate among the Learners of PLE may be indicative of the academic disconnect experienced by the minority and linguistic minority pupil's alike (Gandara, 2002). Proficiency in PLE gives confidence to the learners and enables them to interact freely even with the teachers. This consequently creates an enabling environment for learning.

In the African context, Orgunsiji & O. (2009) observed that as a means of instruction PLE plays a fundamental role in Ugandan schools right from primary to the tertiary level. The comprehension of the contents of school subjects is transmitted to pupils in all the levels of education using PLE as the main medium of communication. As such, it is presume

It is found that pupil's academic achievement is dependent to a large extent on their level of proficiency in PLE. In a study by Orgunsiji and O. (2009), their findings indicated that PLE proficiency significantly impacted the pupil's' overall academic achievement. Further they found a positive significant relationship between PLE proficiency of the pupil's and their overall academic achievement.

Studies carried out in Uganda established that pupil's PLE achievement in National Examination has been poor for a long period of time. The major cause of the decline in academic achievement has been considered to be the proficiency in the language of instruction and also the general decline of the standards of education. Indeed, adeptness in the language of instruction is a pre-requisite factor in the attainment of successful performance in education. Fakeye and Ogunsiji (2009) observed that pupil's' success in school is based on being proficient in the language of instruction (LOI). In addition, according to Harb and El-Shaarawi (2006) a pre-requisite factor having positive effect on pupil's' performance has been considered to be competence in PLE. If the pupils are good in communication skills and are well versed in PLE, their academic performance is increased.

In Iyolwa sub county Tororo District PLE performance has not been good for many years. Many pupil's in PLE examination pass with passes while others with F9s and small number passing with credits. PLE as a language of instruction in upper classes determine the performance of other subject since they are set using PLE. The low standards of this subject has been related to pupil's, teachers' and head teachers' presence at school.

Theoretically, task-based language learning theory postulated by Long (1985) defines task as any job undertaken by somebody for himself or for other people. It can be attending classes, teaching sessions or any work that require specified individual. Practicing or doing variety of tasks will enhance language learning and can be considered as successful task completion. It will also increase the communication skill of the pupils. Language is practiced for learning communication and not for the sake of the language. Doing the task should enhance language learning. Tasks can be done individually, in pairs or as a group activity. Ellis (2003) expects a task to be like a real work activity, which involves productive oral and written skills like any other language learning process. David Nunan (2007) defines a task as a classroom work, which helps pupils to understand, manipulate and communicate in the target language. Pupil's should acquire grammatical knowledge, while being involved in a task. And therefore, the element to be enhanced in pupil's is attendance of classes and complete PLE tasks. The completion activities output by learners is realized through completion of PLE syllabi, syllabus can be complete by ever present teachers and regular supervision as a task of ever-present administrators.

Indeed, ministry of education in Uganda has expressed concern over the apparent decline in the performance of learners in PLE at the Primary Leaving Examination (PLE). Education is considered to be a basic need and a basic right needed for the economic development of a country. Performance is ranked very highly on the national agenda, with educators and policymakers focused on testing, accountability, curriculum reform, and teacher

quality, school choice and related concerns. The one thing that has been conspicuously absent is an examination of the effect of school conditions on the teaching and learning process, despite the existence of extensive literature linking school facilities with the quality of education and to the teacher morale and teacher productivity (Mark, 2003).

Contextually, PLE as term has been used interchangeably with PLE subject to mean the curriculum area designated for learning of a foreign language as per the provision by the ministry of education (MoE) in the syllabus (Isutsa. E.L. (2015).

Pupil's performance, defined as, the ability of the pupils to do something while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire, (Ferguson, 2009). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public Ferguson, (2009). In Iyolwa sub county, Tororo district, poor academic performance in the Primary Leaving Examinations (P.L.E.) has been attributed to factors such as; absenteeism of both teachers and pupil's, failure to complete syllabus. However, these factors differ depending on the critical region under study as well as school.

Absent teachers, defined as teachers who miss 18 or more days per year, account for 16% of the teaching workforce but account for 33% of total teacher absences (Nithya et al., 2014). In an unrelated study of the largest metropolitan school districts in the country, Sawchuk (2014) also found that teachers had the same 16% chronic absence rate. Sawchuk also concluded that 16% of teachers missed three days or less with an average teacher absent rate of 11 days.

### **1.2 Statement of the Problem.**

Monitoring or supervision of teaching processes enhances the teacher effectiveness towards teaching which promote pupil's academic performance. However, this is not the case with most schools in Iyolwa sub county in Tororo District whose pupils have continued to report poor performance in PLE. It has affected most pupil's to be promoted to next classes hence creating low self-esteem in the subject. Teachers have tried to conduct remedials and extra lesson but still the performance is still low. This has affected the general schools' performance and further denying pupils to join secondary school hence creating drop outs who in turn are developing an illiterate community in the subcounty. And hence forth, the study on the causes of poor performance in PLE at primary leaving examinations (PLE) in Iyolwa sub county Tororo District, to ameliorate the situation.

### **1.3 Purpose of the Study.**

The aim of the study was to investigate the causes of poor performance in PLE at primary leaving examinations (PLE) in Iyolwa sub county Tororo District

## **1.4 Objectives of the Study**

The study intended to:

- i. Examine the effect of pupil's attendance on their performance in PLE.
- ii. Establish the effect of teachers' attendance on the performance of pupil's in PLE.
- iii. Investigate the effect of the PLE syllabi coverage on pupil's performance in PLE.

## **1.5 Research Questions**

In view of the above objectives, the researcher was guided by the following research questions

- i. Does Pupil's attendance affect their performance in PLE in Primary Schools in Iyolwa sub countyTororo District?
- ii. Does teachers' attendance affect the pupil's performance in PLE in Primary Schools in Iyolwa sub countyTororo District?
- iii. Does the coverage in PLE syllabi affect pupil's performance in PLE in Primary Schools in Iyolwa sub countyTororo District?

## **1.6 Scope of the Study**

### **1.6.1 Geographical Scope**

The research was carried out in Iyolwa sub countyTororo District. The study targeted the primary government school that is Bumanda primary School.