

**FACTORS THAT HAVE LED TO POOR PERFORMANCE AT PLE OF PUPILS IN  
SELECTED SCHOOLS IN BUHEHE SUB COUNTY, BUSIA DISTRICT.**

**BY:**

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**A RESEARCH DISSERTATION SUBMITTED TO  
DEPARTMENT OF EDUCATION IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF A BACHELOR'S DEGREE OF  
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**2024.**

**DECLARATION**

I, BWIRE PATICK, declare that, the dissertation is my original work and has never been submitted to any University or Institution for any award.


Sign: ..... *Bwire* .....

BWIRE PATICK

Date: *25<sup>th</sup> / 09 / 2024* .....

**APPROVAL**

This dissertation has been written under my supervision and has been submitted for the award of the degree of Bachelors of Education, Primary with my approval as University Supervisor.

  
.....

**Ms. Abulo Rebecca**

Date: 25/9/2024.....

## **DEDICATION**

I dedicate this work to my dear wife, my daughters and sons who endeavoured lots of vexation and discomfort while I was away to write this dissertation.

## ACKNOWLEDGEMENT

Above all, the Almighty God receives the highest appreciation and acknowledgement for sparing my life and for providing me with sufficient energy, time and wisdom to write up this dissertation. I do recognize all their contributions, which have enabled this study attain its current shape.

## ABSTRACT

The purpose of the study was to investigate the influence of factors like; level of education of parents, family income and parents' marital status on the performance of pupils in primary schools in Buhehe Sub County, Busia District with a view of recommending on how to improve pupils' performance. The study was conducted in that particular area because in the past five years, pupils' performance in the schools has been alarmingly deteriorating. Specifically, the study was intended to achieve the following objectives: (1) to investigate the influence of level of education of parents on performance of pupils in primary schools in Buhehe Sub County; (2) to investigate the influence of family income on performance of pupils in primary schools in Buhehe Sub County; and (3) to establish the influence of parents' marital status on performance of pupils in primary schools in Buhehe Sub County. The study adopted a cross-sectional survey research design. Quantitative and qualitative approaches of data collection were employed. A total of 80 respondents constituted the sample of the study. These included eight headteachers, 20 parents, 10 teachers and 50 pupils from the four schools. The researcher used four types of research instruments: namely questionnaires, interviews, observation and nominal group discussion. The results revealed that there was a positive significant relationship between the level of education of parents and pupils' performance; two, that there was no relationship between family income and pupils' performance, and thirdly, that there was no relationship between parents' marital status and pupils' performance. The conclusions were that level of education of parents of pupils in the said schools led to low performance of pupils in primary schools in Buhehe Sub County but level of family income and parents' marital status had nothing to do with pupils' performance in the said schools. The recommendation was that parents in Buhehe Sub County need to improve on their level of education so as to improve pupils' performance in schools.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction

This Chapter presents the background, problem statement, purpose specific objectives, research questions, scope and the significance of the study.

#### 1.1 Background

The issue of pupils' 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. There is a wide dissatisfaction with the current situation of schooling in many countries 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. The Uganda Primary School Curriculum (1999) clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). Therefore, all school efforts should be aimed at high quality pupils' learning. 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 behaviour among pupils and to consult with school authorities to foster good performance of their children. Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behaviour 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. He further pointed out that the home and the school should be accepted as partners to improve pupils' performance.

#### 1.1.2 Theoretical Perspective

According to Skinner (1945) “Learning Theory” achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children’s education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

## 1.2 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 (Ballon 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 Buhehe Sub County schools over the years. The low academic achievement of pupils is a cause of worries and concern to many stakeholders in the Town Council and other parts of Nebbi District as it is likely to impact on implementation and achievement of Universal Primary Education. However, to-date, learners’ level of performance in Buhehe Sub County schools is very low. The study therefore specifically focused on the elements of: Level of education of parents, level of family income and parents’ marital status and pupils’ performance in the said area. It was believed by the researcher that if this scenario persists, it means that most of the pupils in primary schools in Buhehe Sub County would fail to progress in their education and their future would be blighted due to low levels of education.

## 1.3 Purpose

The purpose of this study was to investigate the influence of homebased factors on the performance of pupils in primary schools of Buhehe Sub County with a view of improving pupils' performance.

#### 1.4 Objectives

The main objectives of this study were:

1. To investigate the influence of level of education of parents on performance of pupils in Buhehe Sub County primary schools.
2. To investigate the influence of family income on performance of pupils in Buhehe Sub County primary schools.
3. To establish the influence of parents marital status on performance of pupils in Buhehe Sub County primary schools.

#### 1.5 Research Questions

This research sought answers to the following questions:

1. To what extent does level of education of parents influence performance of pupils in Buhehe Sub County primary schools?
2. To what extent does family income influence performance of pupils in Buhehe Sub County primary schools?
3. To what extent does parents' marital status influence performance of pupils in Buhehe Sub County primary schools?

### 1.6 Scope of the Study

#### **1.6.1 Time Scope**

The study was carried out between February and April 2024.

#### **1.6.2 Geographical Scope**

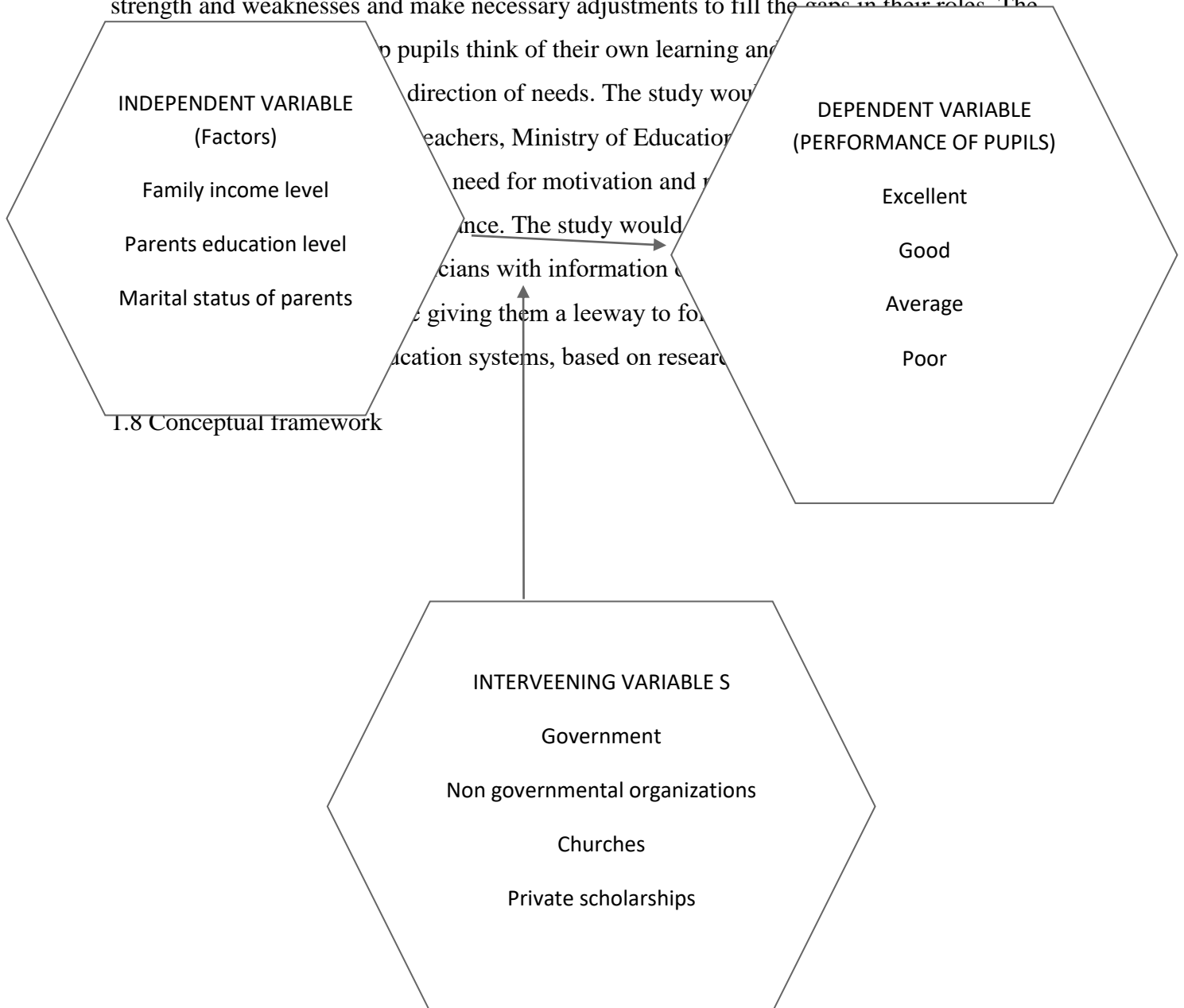
The research was conducted in Buhehe subcounty, Busia District.

#### **1.6.3 Subject scope**

The study was about the effects of instructional materials on teaching SST in schools in Buhehe subcounty, Busia District.

### 1.7. Significance

It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed 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 could 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



1.8 Conceptual framework

Source: primary data.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1. Introduction

This section reviews literature related to the respective specific objectives in this research.

#### 2.2 Level of education of parents and pupils' performance at school

Many scholars defined education differently; with Odaet and Bbuye (1997) 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 Prewitz 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 (1998) pointed out that children who join primary schools at early age also complete their primary education early.

Ezewu (1988) 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 (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children. According to Sentamu (2003), 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 and Zappala (2002) 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 (1985) 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 (1990) and Mugisha (1991) who both attempted to analyze 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. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Buhehe Sub County. According to Nabbumba (1988), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own 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 Mukono District in 2003 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 attends. This was in congruence with what Combs (1985) 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 is 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 (2003) 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.

### 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 (1980), 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. Heyman (1980) 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 Mukono District in 2003 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 attends. This was in congruence with what Combs (1985) 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 is 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 (2003) 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.

#### 2.4. Parents Marital Status and pupils' performance at school

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners' Dictionary 1994). This state has both positive and negative effects on pupils' performance at school, depending on the organization of each family member. Kasirye 1995:11) observed that polygamous and extended families where income is low influence pupils' performance in a sense that big numbered of children over burden the parents, therefore, they fail to support their children's education adequately. He further observed that in homes where parents are quarrelsome, children are neglected hence affects their performance both in school and at home. The fact that no study has been carried out in the said schools has left a gap for the researcher to investigate the effect of marital status of parents on the performance of the pupils. Baron and others (1991), Mbuti (1969) and Malaga (1981) pointed out that marriage is a bond that unites two families, two clans, even more, a bond that introduces families into another. One the full contract of marriage is broken it creates a great scar in the community and it is likely to

be traumatic for the couple's children. According to Hethengton (1979) as cited by Laura (1989), divorced parents exercise less control over their children. Medrich et al 1982 as cited by Laura (1989), further said, children from single parent families receive less adult attention, affection, love, sympathy, guidance and security and they are emotionally disturbed. Bhati (1998) stressed that there is a link between parents' marital status and pupils' performance. For instance lack of cordial understanding in a family causes instability, lack of control in children's behaviour also influence performance.

According to Gentlement and Markowitz (1974) they looked at separation of parents as a destructive event in a family, which affects performance in all aspects of life. United States Census Bureau (1988), Michael and Sheila (1989) found that level of parents' marital status actually influences pupils' performance at school. But in Buhehe Sub County primary schools no study has been conducted on the said problem to find out whether it has its effects on the performance of pupils. Penny (2001) found that parents' marital status actually has effects on pupils' performance. She emphasized that children living with their stepmothers are targets of misdirected emotion and mistreatments while children from stable families tend to perform far better in schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter presents the study design, study population, sample and sampling techniques, data collection methods, instruments, validity, reliability, procedure and finally data analysis techniques.

#### 3.1 Design

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it 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 influence of home-based factors on the performance of pupils in primary schools in Buhehe Sub County. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of the meaning of numbers, while the latter later gave precise and testable expression to qualitative ideas.

#### 3.2 Population

The study was conducted in all the four primary schools, The study population composed of 10 teachers, 20 parents and 50 pupils of primary six and seven. The total population was 80 (headteachers' records) physical visit to the headteachers' offices.

#### 3.3 Sample and Sampling Techniques

Purposive sampling technique was used to select headteachers and teachers because they were few and were the experts in the education industry (Amia 2005). The total number of teachers was 10. Parents and pupils were also purposively selected because the researcher believed that they were the right people who could give the right information about the pupils and parents. The researcher had in mind that they had information she required (Amia, 2005:142). From the population, 10 teachers, 50 pupils and 20 parents that made up the total of 80 from four primary schools were sampled to reduce cost, time and effort. The sampling was done in such a way that different categories of respondents were represented in the sample. The sample was large enough to enable generalization of results.

#### 3.4 Data Collection Methods

Questionnaires, survey interviews, non participation observation and nominal group discussion were 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 kept the respondents on the subject, they were respectively objective and were 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 used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents to confirm pupils' performance in classes and past results. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils' performance in primary schools in Buhehe Sub County.

### 3.5 Instruments

The researcher used four types of instruments. These included: questionnaires, interviews, non-participation observation and nominal group discussion.

#### 3.5.1 Questionnaires

The researcher used a set of self-administered questionnaires directed toward pupils (Primary Six and Seven). The respective selfadministered questionnaires started with a main title, followed by introductory letter and had sections. Section One consisted of the background, Section Two was on independent variables in the study while Section Three consisted of items about the dependent variables. Self-administered questionnaires were preferred because of the number of respondents, costs and the nature of the topic, which had to do with both quantitative and qualitative data (Katheri, 2004). The questionnaires were constructed to obtain information on level of education of parents, level of family income and parents' marital status, which formed the independent variables and pupils' performance (the dependent variables). Data were analyzed and were coded using a five-point Likert response scale.

#### 3.5.2 Interviews

At least 10 teachers and 20 parents were interviewed to provide information on the impact of home-based factors on the performance of pupils in primary schools in Buhehe Sub County. Interviews were preferred because they allowed pursuance of in-depth information around the

topic and were useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amia 2005).

### 3.6 Validity

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data. Teachers and parents were interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influence pupils' performance in schools in Buhehe Sub County. A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance.

### 3.7 Reliability

The questionnaires were pre-tested in two selected schools outside Buhehe Sub County that ensured reliability. The sample was 28. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study. Raw data from the instruments were subjected to a reliability analysis.

### 3.8 Procedure

The researcher obtained an introductory letter from the University. On arrival to the District, he sought for permission from the District Education Office, office of Local Council Three (LC 3) and the headteachers of primary schools to collect data in schools. Self-administered questionnaires were then administered to the pupils by headteachers and completed anonymously. Teachers and parents were interviewed and completed well. Nominal group discussion was done peacefully, lessons were observed and relevant documents were obtained from schools. The raw data obtained were then arranged into a format from which some meaningful conclusions were drawn.

### 3.9 Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data were analyzed using descriptive

statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils' performance. ANOVA was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The qualitative data collected through interviews, non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. The analysis steps were systematically and consistently done for each one of the three hypothesis, from hypothesis one to three.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter contains the presentation, analysis, and interpretation of collected data.

#### 4.1 Objective One

The researcher asked the respondents (pupils) to rate the level of education of their parents accordingly, conceptualized as: father, mother and Guardian, using a Likert scale where one represented “none” (no education); two representing “Primary”; three representing “Secondary” and four representing “Above secondary”. Descriptive statistics on respondents’ rating on the same is given in Table 1

Table 1: Descriptive statistics on level of education of parents and what percentage it contributes to their performance

Category	Frequency (%)
Father	80
Mother	50
Guardian	25

Means in Table .1 suggest that education level of parents were higher on the father's side than any other clicking 80% of the response. Table1 further illustrates that pupils rated the education levels of their fathers to be highest followed by those of their mothers, trailed by the Guardians. This showed when the head of the family is educated, most pupils suggested it contributes more to their performance.

#### 4.2 Objective Two

The researcher asked the respondents to rate the level of income of their parents in accordance to academic performance. Parents were conceptualized as father, mother and Guardian, whose level of income was scaled using a Likert scale where one represented “low”; two representing “middle” and three representing “high”. However, it was seen that their income levels

contributed alot on the child's academic performance and this is significant as 90% of the respondents agreed to this and only 10% didn't.

#### 4.3 Objective Three

The researcher asked the respondents to rat the level of their parents' marital status accordingly. Parents were conceptualized as: father, mother and Guardian and marital status was scaled using a Likert scale where one represented "Divorced"; two represented "Widowed"; three represented "Single"; and four represented "Married". From the discussion, it was clear that families that stayed together that is, mother, father and children better supported their children and so perfomed better. This was shown as 50% said so, 20% took the widowed and 10% took the divorced and the other 20% took the side of the guardians.

Table 2. Level of perantal marital status on academic performance

Category	Frequency%
Married	50
Divorced	10
Widowed	20
Guardians	20
Total	100

## 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 Buhehe Sub County. The parents' level of education was looked at in term of highest level of education which was divided into: No education, primary education, secondary education and above secondary education. The hypothesis was accepted indicating that level of education of parents had positive influence on pupils' performance in primary schools in Buhehe Sub County. 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 Level of family income and pupils' performance at school

The second objective was to investigate the influence of level of family income on pupils' performance in primary schools in Buhehe Sub County. The second hypothesis which stated level of family income has positive influence on pupils performance was rejected implying that pupils' performance was not significantly influenced by level of income of parents. This finding contradicted with that of Farrant (1998) that family income actually influence pupils' performance in schools. This could be to the fact that most parents in the study area generally have equal income. They are equally poor or rich, thus the difference in the pupils' performance cannot be attributed to the difference in the level of income of parents.

##### 5.1.3 Parents' Marital Status and Pupils' Performance

The third objective was to establish the influence of parents' marital status on pupils' performance in primary schools in Buhehe Sub County. The data collected from questionnaires,

interviews and nominal group discussion revealed that there was no significant relationship between level of parents' marital status and pupils' performance in the said schools. This finding contradicted with that of Sheila (1989) and Peny (2001) which found that level of parents' marital status actually influence pupils' performance at schools. This therefore, implied that the difference in performance of pupils in the said area cannot be attributed to the difference in the level of parents' marital status.

## 5.2 Conclusions

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

First, level of education of parents led to low performance of pupils in primary schools in Buhehe Sub County.

Secondly, level of income of parents had nothing to do with pupils' performance in primary schools in Buhehe Sub County.

Thirdly, parents' marital status had no significant influence on pupils' performance in primary schools in Buhehe Sub County.

## 5.3 Recommendations

There is need to improve on level of education of parents in Buhehe Sub County so as to improve pupils' performance in schools.

## 5.4 Recommended Areas for Further Research

The results of this research revealed that family income and parents' marital status did not have any effect on pupils' performance in Buhehe Sub County schools. Therefore, more research should be done on the followings:

1. Effect of petty trades on pupils' performance in Buhehe Sub County primary schools.
2. Parents' participation towards improvement of pupils' performance in Buhehe Sub County schools.

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## Appendixii: WorkPlan

Activity	Feb-March	March-April	April
Writingresearcherproposal			
DataCollection			
Datapreparation			
DataAnalysisandInterpretation			
SubmissionofFinalReport			

## Appendix iii: Proposed Budget

ITEM	QUANTITY	COST
Pens	10	10,000=
Clipboard	1	10,000=
Typingandprinting		250000=
Bindingofdissertation	3copies	15,000=
Travels		100,000=
<b>Grandtotal</b>		<b>385,000=</b>

## Appendix iv. Questionnaire for pupils

### 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

A. Male

B. Female

2. Age:

A. Below 13 years

B. 13 – 14 years

C. Above 14 years.

3. Your Class:

A. Primary Six

B. Primary Seven.

4. Responsibility held at school

A. Prefect

B. Class Monitor

C. Club Official

D. None

### Section B: Independent Variable: Home-based Factors

For the following sub-sections, use the rating scale below to supply appropriate facts about your parents' status. Tick on the digit that gives the most objective and accurate rating.

#### Sub-section B.1: Level of Education of Parents

1.1 Father:

None

Primary

Secondary

Above secondary

1.2 Mother:

None

Primary

Secondary

Above secondary

1.3 Guardian:

None

Primary

Secondary

Above secondary

Sub-section B.2: Level of Family Income

2.1 Father:

Low

Middle

High

2.2 Mother:

Low

Middle

High

2.3 Guardian:

Low

Middle

High

Section B.3: Parents' Marital Status

3.1 Father:

1. Divorced 2. Widowed 3. Single 4. Married

3.2 Mother:

1. Divorced 2. Widowed 3. Single 4. Married

3.1 Guardian:

1. Divorced 2. Widowed 3. Single 4. Married

Section C: Dependent Variable; Pupils' Performance

Please tick the number of the correct response that you feel is appropriate about your performance. Use the rating scale provided.

Sub-section C.1: Academic Performance

1.1 Daily class work:

1. Poor 2. Fair 3. Good 4. Very good

1.2 Weekly tests:

1. Poor 2. Fair 3. Good 4. Very good

1.3 End of term examinations:

1. Poor 2. Fair 3. Good 4. Very good

1.4 End of year examinations:

1. Poor 2. Fair 3. Good 4. Very good

Sub-section C.2: Co-curricular Activities

2.1 Games and Sports:

1. Poor 2. Fair 3. Good 4. Very good

2.2 Music, Dance and Drama:

1. Poor 2. Fair 3. Good 4. Very good

2.3 Young Farmers' Association:

1. Poor 2. Fair 3. Good 4. Very good

2.4 Young Christians Society:

1. Poor 2. Fair 3. Good 4. Very good

2.5 debating Club: 1. Poor 2. Fair 3. Good 4. Very good

Appendix v. Questionnaire for teachers.

Section A: Background information

1. Your age .....

2. Your gender: .....

3. Name of your school .....

4. Years of service in the current school .....

Section B.1: Level of education of parents

5. What is your view about the level of education of the majority of the parents of this school?

6. Mention some ways by which the level of education of parents of this school affect the performance of pupils in this school.

Section B.2: Level of family income

7. What is your opinion about the level of income of the majority of the parents of this school?

8. To what extent do parents of this school support the education of their children?

Section B.3: Parents' marital status

9. Comment on the marital status of the majority of parents of this school.

10. What influence does the marital status of parents have on the performance of the pupils in your school?

Section C.1: Academic performance

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

12. What do you think are some of the factors that have led to the current state of pupils' performance in your school?

Section C.2: Co-curricular activities

13. Give comment on the co-curricular activities in your school.

14. What should parents do to improve on pupils' performance in your school?

(i) .....

(ii) .....

(iii) .....

Appendix vi. Questionnaire for parents.

Section A: Background information

1. What is your occupation?

Section B.1: Level of education of parents

2. What is your highest level of education?

Section B.2: Level of family income

3. What major economic activities do you carry out?

(iv) .....

(v).....

(vi) .....

4. What are some of the problems that affect your economic activities?

5. How do you describe your income level?

(i) Low

(ii) Middle

(iii) High

Section B.3 Marital status

6. What is your marital status?

(i) Divorced (ii) Widowed (iii) Single (iv) Married

7. Do you stay together with your family members? If no, why?

8. What do you think can happen to children when parents stay separately with their family members?

Section C.1: Academic performance

9. What is your view about the performance of pupils in primary schools in Buhehe Sub County?

10 What are some of the major problems that hinder pupils' performance in schools?

11. What should parents do to minimize some of the problems?

Section c.2: Co-curricular activities

12. Comment on the co-curricular activities of primary schools in Buhehe Sub County?

13. What contributions should parents make to improve the cocurricular activities in these schools?

(i) .....



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

06<sup>th</sup> May, 2024

**TO WHOM IT MAY CONCERN**

**BACHELOR OF EDUCATION, PRIMARY**

MR/Ms... BWIRE PATRICK ..... is a student  
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,  
Nagongera Campus. His/her Registration Number is... BUIUP1202211746.....

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

His/her research topic is... FACTORS THAT HAVE LED TO POOR PERFORMANCE  
AS A PLE OF PUPILS IN SELECTED SCHOOLS IN BUIHEG  
SUB COUNTY, BUSIA DISTRICT......

Yours Sincerely,

**BUSITEMA UNIVERSITY**  
DEPARTMENT OF EDUCATION  
FACULTY OF SCIENCE AND EDUCATION

**06 MAY 2024** ★

*[Handwritten Signature]*

**Dr. Kaweesi Muhammad**  
Ag Head of Department, Education  
NAGONGERA CAMPUS  
P.O BOX 236, TORORO (U)