

**IMPACT OF PUPILS ATTITUDE TOWARDS MATHEMATICS AND THEIR
PERFORMANCE IN BUTALEJA TOWN COUNCIL, BUTALEJA DISTRICT**

BY

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DECLARATION

I Nafula Janet declare that this research is my own work and it never been presented in any university for the award of degree in education

Signature.......... Date 21/03/2025.....

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APPROVAL

This is to certify that this research has been carried out under my supervisor may be submitted to Busitema University, Faculty of Science and education with my approval.

Signature.....

Date.....

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(SUPERVISOR)

DEDICATION

I would like to sincerely dedicate this work to my dear children Bwibo Shamy Naleba, Naleba Sarah, and Naleba Moses for the warmth and social support.

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ABBREVIATIONS

EFA	:	Education for All
CPDCs	:	Continuous Professional Development Courses
UN	:	United Nations
US	:	United States
UPE	:	Universal Primary Education

ABSTRACT

This study investigated the impact of pupils' attitude towards mathematics and their performance primary schools Butaleja Town Council, Butaleja District. The study answered the following questions; do pupils' feelings contribute towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?; do pupils' beliefs contribute towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?, and do pupils' experiences contribute towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?. The study was guided by descriptive survey design and targeted a population of 4477 comprising of 3 head teachers, 45 teachers and 4403 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 mathematics and worse was with syllabus completion. Therefore, the study recommended absenteeism to be curbed by the effort of community and local government in primary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter comprised of the background of the study, problem of the study, purpose of the study, objectives of the study, research questions, significance of the study and scope of the study which will be broken down into time, geographical and content scope, and the conceptual framework.

1.1. Background to the Study.

The background to the study was categorized into historical, conceptual, contextual and theoretical background.

1.1.1. Historical background.

Nazir Himayun (2022) defines attitude as a way of feeling or acting towards a person. A thing or a situation. Attitude structure can be described in terms of three components for instance the affective component which consist of emotions of liking of disliking , favoring or disfavoring, Positive or negative emotions toward an object, Cognitive component which is the st of information , ideas and knowledge about an object and Behavioral component which is the tendency to behave towards the object for instance how an individual behaves toward the object depends on the facts about the object (cognitive component) and emotions towards the object (affective component).

The component of attitude is described under four types for instance positive, negative, neutral and sikken attitude. Positive attitude makes success easy while negative attitude makes success pointless.

Michad Hogg (2023) defines attitude as a negative or positive evaluation of an object which influences human behavior and gives the following characteristics of attitude; attitudes are learnt, attitude has an object, attitude as an emotional component and attitude influences human behavior.

A positive attitude towards mathematics can lead to higher achievements and higher achievements can lead to more favorable attitudes. Students' attitude towards mathematics can affect their overall achievement. Self-efficacy, enjoyment, motivation and anxiety surrounding mathematics are all reflected in the student's attitude. Getting involved early is the best way to prevent long lasting negative attitude towards mathematics (Michad Hogg, 2023).

Pupils' attitude towards mathematics affects their performance. There is a positive correlation between pupils' attitude and their performance in mathematics. Study habits and learning techniques used by pupils are important determinants of how well they perform in mathematics (Donato, 2023).

The word attitude is derived from an Italian word *attitudine*, which means fitness. The concept of attitude became used widely in several social science disciplines to indicate a relatively stable evaluative stance of a person towards any object. Originary from the language of painting and sculpture, the term became used to designate an inner preparedness of some stability. Benjamin F (2022) argues that pupils' performance in mathematics is highly influenced by parental mentoring. Through continuous encouragement of children by their parents to have a positive attitude towards, mathematics improves their performance in the subject. Mathematics performance is the ability to perform and achieve in the subject of mathematics.

According to Laney Kennedy (2019), whether positive or negative, attitude towards mathematics often reflects a student's value, self-confidence, enjoyment, and motivation and anxiety levels when it comes to the subject. 17% of Americans suffer from high levels of mathematics anxiety and as early as first grade, students can start displaying negative attitude towards the subject.

In Singapore, according to Taekwon Son (2021), pupils' positive attitude towards mathematics leads to their greater achievement and argues that there are four profiles of attitude for instance very negative (5.44%), neutral (38.77%) and positive (14.41%). Mathematics is a multi-dimensional integrated construct comprising of mathematics value and confidence. There is therefore a need for educators to examine the students' attitude towards mathematics and provide appropriate support to stimulate the development of a positive attitude of students towards mathematics.

In Nigeria, Attitude toward mathematics is among the factors that influence pupils' performance in the mathematics subject especially in primary schools. Most pupils have a negative attitude towards mathematics which affects their performance and argues that parents and teachers should provide supportive measures that can help to change the pupils' attitude for better performance in the subject.

In Uganda, according to Sselunyima R (2010) pupils in primary schools have a positive attitude towards mathematics, the poor performance in mathematics is due to teachers using inappropriate methods of teaching which makes pupils to get low marks and get discouraged with the subject.

In conclusion, given the fact that attitude of pupils towards mathematics affects their performance, coupled with teacher quality factors and parental involvement, there is a need for

continuous recruitment of qualified teachers who will deliver the best mathematical concepts to pupils that will help to increase pupils' enjoyment and interest in the subject. Parents also have to keep on encouraging their children to develop a positive attitude towards mathematics (Swamadu Abdu. 2021).

1.1.2. Conceptual background.

The study will be about pupils' attitude towards mathematics and its impact on their performance. Pupils' attitude will be the independent variable while performance in mathematics will be the dependent variable. Pupils' feelings, beliefs and experience will be sub variables under pupils' attitude while pupils' Knowledge, applicability of the knowledge and evaluation will be considered as sub variable under pupils' performance.

1.1.3. Theoretical background.

The study will be carried out on the impact of pupils' attitude towards mathematics on their performance, with pupils' attitude as the independent variable and pupils' performance as the dependent variable.

Theory plays a vital role in research by providing explanation, understanding and meaningfulness to research. Theory helps to predict facts and to identify unexplored areas of research. A theory is a rational type of abstract thinking about a phenomenon or the result of such thinking. Research without a theory is less emphatic to establish the relationship between the variables. Pupils' performance in mathematics is greatly affected by their attitude.

1.1.4. Contextual background.

Attitude towards mathematics affects performance in the subject. When attitude is positive performance is high and vice versa. Attitude as the inner preparedness of an individual towards a

given task affects the way individuals given tasks. This study aims at investigating the impact of pupils' attitude towards mathematics on their performance in Bunghaji primary school, Butaleja District. It will specifically look at effect of pupil's feelings towards mathematics on their performance, contribution of pupils' beliefs towards their performance in mathematics and the effect of pupils' experiences in mathematics towards their performance.

1.2. Statement of the Problem.

There has been poor performance of primary school pupils in in mathematics in Butaleja town council; having been attributed to the negative attitude by both teachers and pupils. Owing to the fact that mathematics is a compulsory subject which affects learners' grades in PLE, some learners have missed on opportunities due to failing mathematics. This occurrence burrs the learner's success in their future in terms of job opportunity and income. The government has tried to popularize science and mathematics to improve attitude of community members but even some teachers fear mathematics and keep discouraging the learners.

For positive attitude to develop towards mathematics, performance might improve and this can be as a result of enjoyment of the subject by the pupils. Teachers' qualification, attitude of pupils and inadequate parental guidance discourages pupils from loving the subject. Recruitment of qualified teachers, parental involvement in the education of their children helps to improve mathematics performance of their children. Therefore, this study intends to find out the impact of pupils' attitude towards mathematics on their performance in Butaleja town council in Butaleja District and the researcher therefore seeks to investigate it

1.3. Purpose of the Study.

The purpose of the study was envisaged on establishment of the impact of pupils' attitude towards mathematics on the academic performance of pupils in primary schools in Butaleja Town council, Butaleja district.

1.4. Objectives of the Study.

The study was guided by the following specific objectives

- i. To assess the contribution of pupils' feelings towards pupils' performance in mathematics in primary schools of Butaleja Town council, Butaleja district.
- ii. To examine the contribution of pupils' beliefs towards pupils' performance in mathematics in primary schools in Butaleja town council, Butaleja district.
- iii. To assess the effect of pupils' experiences towards pupils' performance in mathematics in primary schools in Butaleja town council, Butaleja District.

1.5. Research Questions.

The study was guided by the following research questions:

- i. What is the contribution of pupils' feelings towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?
- ii. What is the contribution of pupils' beliefs towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?
- iii. What is the effect of pupils' experiences towards their performance in mathematics in primary schools in Butaleja town council, Butaleja district?

1.6. Scope of the study.

The scope of the study will be categorized into content scope, geographical scope and time scope.

1.6.1. Content scope.

The proposed content scope was the impact of pupils' attitude towards their performance in mathematics in primary schools in Butaleja Town council, Butaleja District. Pupils' feelings, beliefs and experiences will be considered as sub variables under attitude and pupils' knowledge. Applicability and evaluation was considered as sub variables under pupil's performance.

1.6.2. Geographical scope.

The study was carried out in Bunghaji Primary school, Leresi primary school and Hisega primary school in Butaleja district.

1.6.3 Time scope.

The proposed study will be conducted within a period of three months from March 2024 to June 2024 to effectively gather information that effectively meets the study objectives. This will include the time for data collection, analysis, interpretation and preparation of the final report.

The topic will be submitted and approved in February 2024. The proposal will be written from February 2024-March 2024. The proposal will be approved and then data will be collected in April 2024; followed by analysis of data and report writing from April to May 2024.

1.7. Significance of the study.

The significance of the study will be the following:

The study will increase on the existing literature on the impact of pupils' attitude towards mathematics in Bunghaji primary school in butaleja district where little research has been carried out, , hence creating more knowledge and information to future researchers and academicians.

The findings of the study will act as a benchmark to Butaleja District because it will provide the district officials with crucial data about the impact of pupils' attitude towards their performance in mathematics and conclusions drawn for further research.

The study will help future researchers to form part of their reference material in the same or related research field.

The findings of the study will help the researcher to fully understand the underlying concepts of field research very well including; data collection, information compiling and gathering, and analysis skills.

The study will help the researcher to obtain Bachelors degree in Education, primary of Busitema University.

1.8. Justification of the study.

The main rationale for this study will be to analyze por attitude by pupils in primary schools in Butaleja Town council and how it affects their academic performance in PLE. This is because there is a high level failure of mathematics even after a teacher does extreme work hoping to achieve best results. Research has not been done in this locale about the subject in question, and no study presented in the literature review applied descriptive survey as propose in this study.

The study will be justified on the ground that crucial information concerning attitude of pupils and how it impacts their performance in mathematics in PLE is going to be unveiled by the study.

1.9. Limitations of the study.

Some of the respondents may not be willing to take part in the study. However, the researcher will explain to them the purpose of the study.

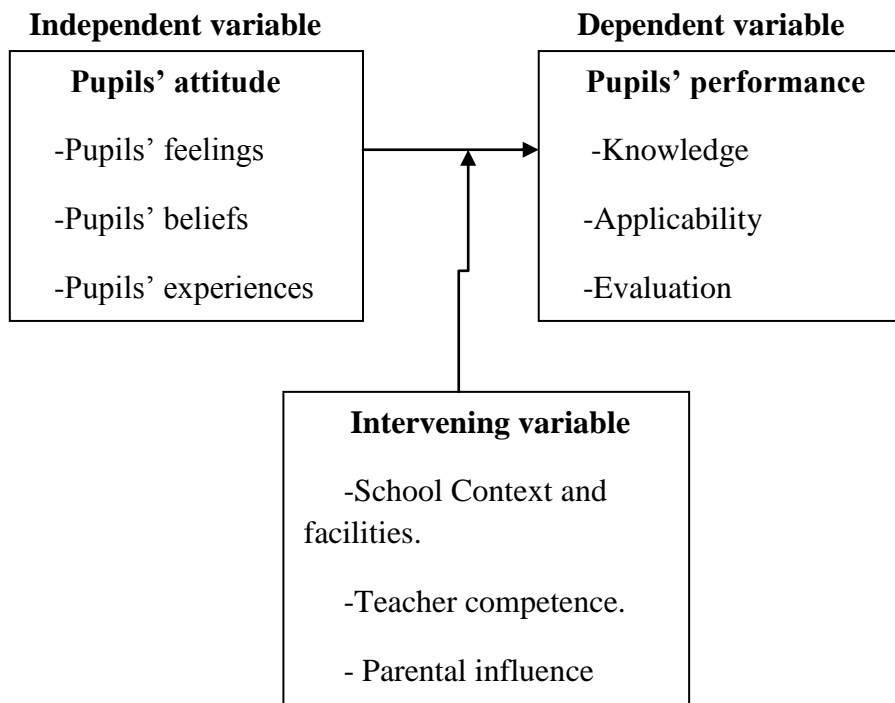
Some of the respondents may want some payment before taking part in the study. The researcher however will explain to them that the study will be for academic purpose and not for business.

The researcher may also experience delays from the respondents in filling the questionnaires.

The researcher however will keep on reminding them until the questionnaires will be fully filled.

1.10. The conceptual framework on pupils' attitudes and performance in mathematics.

Figure 1: Showing Conceptual framework



CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction.

This chapter will present literature that is relevant to the study giving reference to the study objectives, sub-divided into three sections. The first section will review related literature on the contribution of pupils' feelings towards their performance in mathematics, followed by the subsection which will review literature on the contribution of pupils' beliefs toward their performance in mathematics and the last sub section will review literature on the effect of pupils' experiences towards their performance in mathematics.

2.1. Theoretical review.

The major variables of the study will be pupil' attitude towards mathematics and their performance, with pupils' attitude towards mathematics as the independent variable and their performance as the dependent variable. These variables can best be explained and understood by referring to a theory. This study will be guided by the self perception theory. The self perception theory states that people's attitudes and preferences are determined by the how they interpret the significance of their conduct. The self- perception theory of attitude was developed by Daryl Bem in 1972 who argued that people depend on their behaviors and the circumstances in which these behaviors occur to infer their inner states such as beliefs and attitudes. The self-perception theory of attitude is relevant to this study in that pupils always depend on their inner most facts about mathematics to judge whether they can pass the subject or not. The pupils' inner facts that they exhibit about mathematics determines their effort to pass the subject.

2.2. Effect of pupils' feelings towards mathematics on their performance.

According to Ekow J et al (2020), a pupil's feelings towards mathematics are described in terms of self - confidence, value, enjoyment and motivation and they may be either positive or negative toward a given object. Positive feelings towards mathematics increase the level of performance of the pupils especially when they perceive that the subject is very important in their daily lives. Given the importance associated to mathematics as a subject, however difficult it is, pupils will always work hard to achieve the best from it. (Ekow J et al, 2020).

According to Abalde D et al (2023), feelings that pupils have towards mathematics greatly affect their performance. The more positive a pupil feels about his or her ability to pass the subject, the more she or he will work hard past the circumstances that surround the math anxiety, leading to their better performance in the subject and the reverse is true.

Mathematics is used in a variety of contexts, including the economy of nations, building and construction, marking and appraisal. The Filipino students rank mathematics as one of the most challenging academic disciplines. Countries continually pay attention to students' mathematical ability since it is regarded as the primary topic that is important for expansion and development. This very important value attached to mathematics boosts students' attitude towards the subject, leading to their hard work and better performance. (Abalde D et al, 2023).

According to Mensah JK et al (2019), the teacher factor can to be underestimated when it comes to pupils' feelings about mathematics. Teachers' positive feelings towards mathematics coupled with time management clear lesson plans radiates confidence in pupils who in turn end up liking the subject, leading to their better performance.

Mathematics anxiety negatively affects pupils' performance in mathematics. (Mensah JK et al, 2019). According to Mensah JK (2019), Mathematics anxiety is described as feelings of fear, tension, apprehension or worry about mathematics. Parental role is vital in lowering mathematics anxiety because children whose parents are less anxious about mathematics will always perform better due to the encouragement they receive from their parents.

In Nigeria, according to Fatima D et al (2020), feelings that pupils exhibit toward mathematics are among the factors influencing performance especially among primary schools. Most Pupils in primary schools in Nigeria have a negative attitude towards mathematics which affects their performance.

According to Nyabuto A (2014), in Kenya, parental involvement in the education of their children helps to improve the performance of their children especially in mathematics because it gives them a feeling of courage and enjoyment.

Pupils at primary level tend to have a positive feeling of passing mathematics and this is attributed to parental involvement, social context of the pupils and teachers' perception of their pupils' attitude towards mathematics. (Nyabuto A, 2014).

Francesca H (2016) argues that mathematics anxiety is among the factors affecting mathematics performance worldwide. Mathematics anxiety is described as a deliberate negative emotional reaction towards mathematics which in turn negatively affects performance. Francesca H (2016) says that mathematics anxiety is less in primary schools in America which is evidenced by their good performance, however, as they progress to secondary, the anxiety sets in.

Mathematics performance in primary schools in Uganda is best in private schools compared to government schools and this is greatly attributed to the teacher factor. Teachers in government, primary schools in Uganda, including mathematics teachers lack enjoyment, commitment and have poor lesson plans, which make pupils to have negative feelings about mathematics. (Odama S et al 2023). According to Odama et al (2023), Teachers in Ugandan government schools need to be more committed to teaching mathematics in order to improve the academic performance of the pupils in the subject, and also the government and other stakeholders need to provide the necessary pre-requisites to enable the teachers to do their effectively .

In conclusion, given the importance that is associated with mathematics, for example mathematics is a pattern that helps people to understand the world around them, the pupils in primary schools have to be encouraged to embrace and love the subject and this takes the initiative of the government, teachers, society and parents.(Sunita Y, 2019).

2.3. Contribution of pupils' beliefs towards their performance in mathematics.

Schoen R et al (2019) argue that beliefs influence individual behavior and the decisions they make throughout their lives. Beliefs are defined as psychologically held understandings, premises or propositions about the world that are felt to be true. The facts that teachers have about mathematics will impact the way they deliver the lessons to their pupils. When teachers have a belief within themselves that mathematics is a passable subject, they will always encourage the pupils, which in turn helps to change the attitude of the pupils from negative to positive, leading to better performance in the subject.

According to Birri T at al (2022), Mathematical reasoning is crucial for pupils to pass the subject, however it is a difficult activity and although standards have been introduced worldwide, reasoning is practiced in classrooms. Mathematical reasoning is positively correlated with pupils' self-efficacy beliefs. Pupils who have a strong belief that they can reason and pass mathematics always work hard in the subject and they are focused, and such students pass highly than the rest who are affected by mathematics anxiety.

Mathematics performance is the ability to perform and achieve in the subject of mathematics. Mathematics performance can be measured through various factors such as self-efficacy, study habits and learning achievements and this performance affects both teachers and the pupils. The relationship between the overall beliefs with mathematics performance and the actual mathematics performance is a positive significant relationship. The three sub -factors of beliefs for instance difficult problems, steps and understanding greatly negatively affects pupils' performance in mathematics in Malaysia, however, the use of multiple regression analysis helps to reduce pupils' anxiety about mathematics in terms of steps, difficult problems and understanding and it greatly improves mathematics performance (Fauzl A et al, 2019).

Mutia D (2023) argues that success in learning mathematics; particularly in problem solving is influenced by pupils' beliefs related to mathematics and their self - perception as mathematical learners. Given the fact that mathematics as a subject has complex problems to be delt with, the more the learners have a belief that they can deal with such complex issues of mathematics, the more they can work hard and consequently their performance improves.

In Nigeria, many pupils are faced with a number of challenges that affect their performance in mathematics among which their beliefs that mathematics is a very hard subject and therefore fit

for the bright students cannot be underestimated in most primary schools, which discourages many from concentrating on the subject. The continued use of unqualified teachers in most schools in Nigeria also contributes to the poor performance of the pupils in mathematics (Hannula M et al, 2016).

According to Mayang P et al (2023), parents, teachers and peers influence pupils who think that intelligence does not change, but rather it is changed. Parents have the biggest on their children's mindsets. Genes and socio-economic background are not the reasons but parental parenting patterns that prioritize performance over process influence pupils' thinking patterns. The teacher factor cannot also be underestimated. Like parents, teachers who assess pupils based on performance rather than process make pupils to lose self-confidence when they fail and teachers also who support their pupils to surrender to the situation when they also make pupils unmotivated to study mathematics deeply. Collaboration therefore between teachers, parents and peers is needed to change a fixed mindset to a growth mind set. Constructive feedback is needed so pupils are always oriented towards a process without results.

In conclusion, beliefs play a great role in learning and teaching, the learning outcomes of students in mathematics are strongly related to their beliefs and attitudes. Therefore, assessing or evaluating of students' mathematical knowledge must be made I awareness of their beliefs.

2.4. Effect of pupils' experience on their performance in mathematics.

Mathematics is a complex subject both in terms of teaching and learning, with a diversity of attitude. Students perception about mathematics are a combination of anxiety and unease, and this is one of the most common cause of frustration and negative attitude towards school,

however, the relationship that students may have with the experienced teachers can help boost their morale about the subject (Susana R, 2020).

Susana R (2020) further argues that academic wellbeing contributes to a good performance. The experience that the mathematics teachers have determines the content they deliver to their students in Spain, which in turn boosts their performance. However, teacher' experience in teaching mathematics has to be coupled with pupils' positive attitude towards the subject for better achievement.

According to Korbel P (2015), there is persistent and wide spread concern about students' engagement in mathematics in Australia at all levels. The study of mathematics is not just for few who want to become mathematicians and engineers, but there is a growing need for mathematics literacy throughout society so individuals are prepared to engage in critical thinking, debates and interact with the an increasingly technological world. Pupils who extensive reading of textbooks and other mathematical articles outside class gain more experience and become familiar with the subject, which helps them to perform better.

The impact of early learning of mathematics and numeracy skills prior to formal schooling on later academic success cannot be underestimated. Early experience with mathematics has a great contribution to mathematics achievement in the future in the United States. (Payton G, 2019).

According to Brittany Klenczar (2020), in a world that is increasingly driven by science and technological innovation, literacy in the domains of science, technology, engineering and mathematics is quickly becoming a basic job requirement and a necessity for daily life functioning. An individual's memory of early mathematics experience can color mathematics effect, mathematics motivation and plans for pursuing mathematics in the future.

In conclusion, the experience that a person has can be a determining factor for success or lack of success in a subject that is being taught. Teachers' and pupils' experiences with mathematics are very crucial for better mathematics results (Brittany Klenczar, 2020)

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction.

This chapter comprised of the research design, area of the study, study population, sample size, sample selection, sources of data, data collection instruments, procedure of data collection, data quality control, data processing and analysis, ethical consideration, and study constraints.

3.1. Research Design.

The design of the study used descriptive research design. The choice of the design is to enable the researcher to provide an accurate description of the subject under study. The approach of the study used purely qualitative. The choice of qualitative approach is to enable the researcher gain deeper understanding of topic under study.

3.2. Study Population.

Population of the study involved 100 respondents who was include pupils in upper primary in Bunghaji primary school, Hisega primary school and Leresi primary school teachers and parents.

3.3. Sample Size Determination.

The sample size was 80 respondents and this was determined using the Morgan and Krejcie formula of sample size determination.

According to Krejcie and Morgan (1970), in their study about sample size determination, Business research methods, sample size is determined based on the following formula;

$$S = \frac{X^2 NP(1-P)}{d^2(N-1)} + X^2 P(1-P)$$

Where; S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (0.05 = 3.841).

N = the population size.

P = the population proportion (assumed to be 0.50) since this would provide the maximum sample size.

d = the degree of accuracy expressed as proportion (0.05).

3.4. Sampling Techniques.

A convenience sampling technique was used to select the sample. A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach.

3.5. Sources of Data.

Primary data was used in this study. The researcher used self-administered questionnaires to collect data related the impact of pupils' attitude towards mathematics and their performance in Bunghaji primary school, Hisega primary school and Leresi primary school, Butaleja district.

3.6. Data Collection Instruments.

The study used questionnaires with open ended questions to collect qualitative data on the impact of pupils' attitude towards mathematics on their performance in Bunghaji primary school, Hisega primary school and Leresi primary school in Butaleja District.

3.7. Method of Data Collection.

The study used survey questionnaires to collect qualitative data. The questionnaires were given to the respondents and collected after an agreed period of time.

3.8. Procedure of Data Collection.

Ethically, the researcher obtained a letter of introduction from the Dean, Faculty of Science and education, Busitema University, Nagongera Campus to conduct research. The letter was taken to respective heads of various institutions like schools, homes, political offices to give the researcher authority to collect data.

3.9.1. Validity.

Validity determines if the research instrument truly measures that which it is supposed to measure (Kothari, 2011). To ensure content validity, the tools developed was given to the expert judges to score the relevance of each question in providing answers to the study. After the expert opinion, a content validity index (CVI) was computed as indicated in the formula below;

$$\text{CVI} = \frac{\text{No of item declared valid by the judges}}{\text{Total No of items on the questionnaire}}$$

3.9.2. Reliability.

Reliability indicated the stability of measures administered at different times to the same individuals or using the same standard or the equivalence of sets of items from the same test or of different observers scoring a behavior or event using the same instrument (Saunders et al, 2009). Reliability was established by carrying out a pilot study to see if the instrument gives consistent results.

3.10. Data Processing and Analysis.

The data was analyzed using the Pearson's correlation analysis. Pearson's Correlation analysis was used to test the strength and the direction of the relationship between the variables.

3.11. Ethical Consideration.

The researcher obtained informed consent from each research participant. This was obtained in writing after the participant had the opportunity to carefully consider the risks, benefits and to ask any pertinent question. Informed consent was seen as an ongoing process, not a singular event or a mere formality.

The researcher observed privacy and confidentiality of the respondents. In this case, the researcher agreed with the respondents on the appropriate time and a place convenient for the respondents so as to enhance free interaction. The respondents were assured that the responses that were got from them were treated with the utmost confidentiality it deserved and further that it was strictly for academic purpose.

About the privacy of the data that was got from the respondents, the researcher made the best use of pseudonyms for the purpose of the study instead of the actual name of the respondents.

CHAPTER FOUR
RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents, and discusses the findings on the impact of pupils' attitude towards mathematics and their performance in primary schools in Butaleja Town Council, Butaleja District. The sources of information for this study were the head teachers, teachers and pupils. The findings are presented and discussed accordingly in relation to the research questions stated. Data presentation was done using frequency tables and percentages.

4.2 Questionnaire Return rate

Table 4.1 Questionnaire Return Rate

Participants	Targeted sample	Number collected	Percentage return rate
Head teachers	5	5	100%
Teachers	36	31	86.1%
Pupil's	327	320	97.86
TOTAL	368	361	95.81%

The researcher distributed a total of 368 questionnaires and a total of 361 were returned, giving a 95.81% return rate. According to Nachmias and Nachmias (2009), 80 to 90 per cent return rate is enough for a descriptive research study. Seven pupils who failed to return the questionnaires were absent and came from both school A and E hence affecting the researcher to realize 100% return of questionnaires within the scheduled period for collecting data from the respondents.

4.3 Presentation of the Findings

4.3.1 Demographic Information of the Respondents

The study sought to determine the respondents' gender, age, level of education and their experience in their current jobs. Table 4 shows the distribution of the responses from teachers and head teachers on their demographic information.

Table 4.2 Demographic Information for Teachers and Head teachers

Demographic Information	Description	Teachers		Head teachers	
		F	%	F	%
Gender	Male	19	61.29	3	60
	Female	12	38.81	2	40
Age	20-29	2	6.45	0	0
	30-40	4	12.90	2	40
	40-50	20	64.52	2	40
	50-60	7	22.58	1	20
Level of Education	GIII Teacher	15	48.39	0	0
	Diploma	10	32.26	1	20
	Bachelor's degree	6	19.35	3	60
	Master's degree	0	0	1	20
Experience in current job	1-5 years	5	16.13	0	0
	6-10 years	4	12.90	3	60
	11-15 years	11	35.48	1	20
	Above 15 years	11	35.48	1	20

Table 4 shows that 42(61.18%) of the teachers were male while 28(38.82%) were female; the male head teachers were 4(66.67%), female head teachers were also 2(33.33%). This meant that both sexes were represented well in the study.

The researcher sought to establish the age bracket of the teachers and head teachers in Butaleja Town Council; Table 4 shows that 10.29% of the teachers were in the age bracket between 20-29 years, 47.06 % were in the age bracket between 30-40 years of age, 33.82% were between 40-50 years, 8.82% were between 50-60years of age, 83% head teachers were between 40-50 years and 16.67% of them were between 50-60 years of age.

The researcher also sought to establish the education level of the teachers and head teachers and Table 4 showed that majority 31(45.59%) of the teachers had diploma, 20(29.41%) were GIII teachers, 17(25%) of them had bachelor degree and none had masters degree. For the head teachers none had certificate or diploma as highest qualifications, 5(83.33%) had Bachelor's degree and 1(16.67%) had a master's degree.

The researcher also investigated the length of experience of the teachers in their job. From Table 4, 7(10.29%) of the teachers had been in the teaching profession for a period between 1-5 years, 17(25%) were between 6-10 years, 23(33.82%) were between 11-15 years and 21(30.88%) were above 15 years. For the head teachers, 2 (33.3%) had an experience period of 6-10 years, 1(26.67%) had served for 11-15 years and 3(50%) had an experience of 16 years and above.

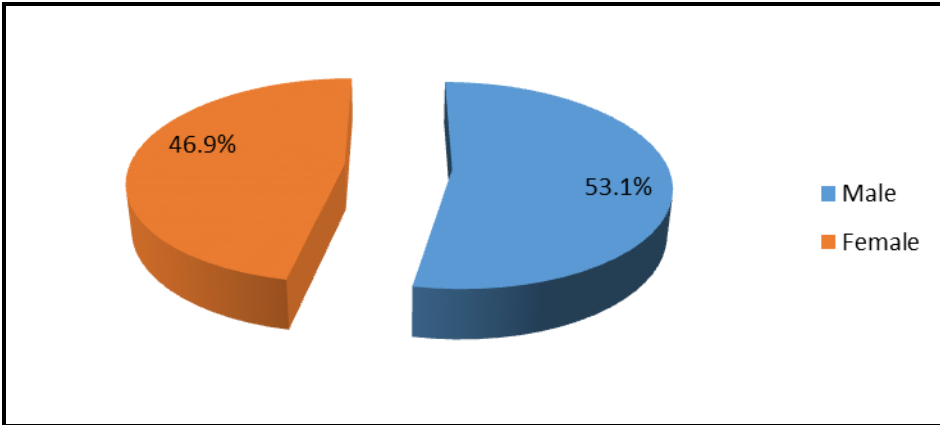


Figure 2: Gender of the Pupil's

Figure 2 shows that 51.2% of the pupils were female while 48.8% were male. The study findings showed more female pupil's than male pupils who participated in the study. The results meant that both sexes were well represented in the study. The study was conducted in mixed day school where results of learners categorized according to sex.

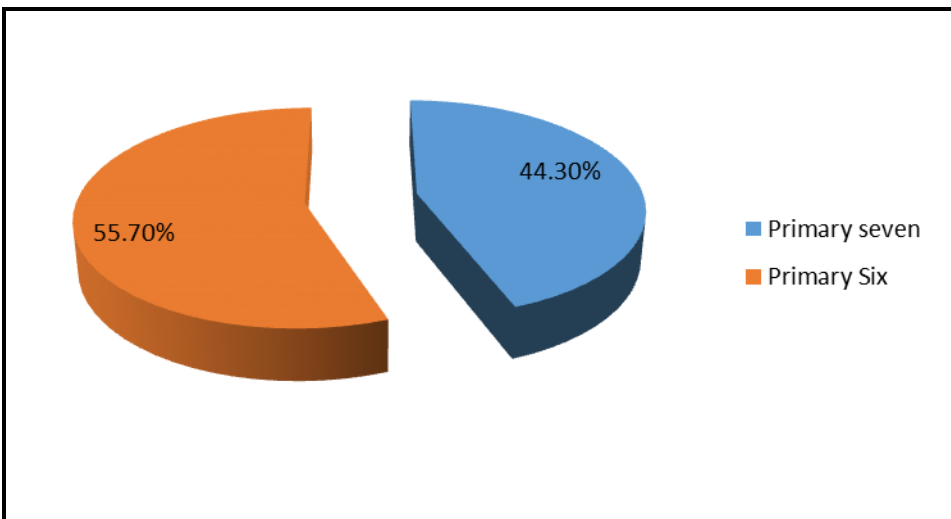


Figure 3: Class Level of the Pupil's

Out of 320 pupils who participated in the study, 55.7% were in Primary six while 44.3% were in Primary seven. The two classes were chosen for reference in this study because they are end focus of the primary level which determines the performance of schools.

Table 4.3 : Descriptive Statistics for Age of Pupil's

	N	Mean	Std. Deviation
What is your age?	320	14.64	1.321

The minimum age of the pupil's was 12 years while the maximum age was 18 years; the mean age was 14.64 years, with a standard deviation of 1.321. The study revealed that minimum age of pupil's was 12 years and maximum was 18 years. Pupil's at different ages perceive environment differently which affect their school attendance hence affecting their performance in Mathematics.

4.3.2 Effects of Pupil's Absenteeism on mathematics Performance in Primary Schools.

Table 4.4 Results for Pupil's Absenteeism

Challenges	Frequency(f)	Percentage (%)
Missed lessons hence low performance	41	100
Difficulty in attempt assignments	39	95.12
Failure to conceptualize content	41	100
Failure to express in mathematics	35	85.37

According to the table above on pupil's absenteeism is very high with 41(100%) hence leading to poor performance in mathematics in Butaleja Town Council as compared with other divisions in the District. The findings are in relation with Bamuhair et al. (2016) who observed that Class attendance has an encouraging impact on pupil's' academic achievements, and therefore, a

mandatory attendance policy plays a significant role in accelerating academic success among the pupils.

The findings from the field also revealed that as learners continue absenting, they tend to experience difficulties in attempting mathematics assignment 39(95.12%). This makes them to obtain results that are relatively low.

The research also found that learners' absenteeism leads to failure of content conceptualization 41(100%).

Failure to express in mathematics 35(85.37%) was due to rampant absenteeism among pupils. This makes learners to get low grades since they can't read understand concepts during exams. Similarly, Alghamdi et al., (2016) their study showed the performance GPA mean is influenced by low attendance rates.

4.3.3 Effects of Learners' poor attitude, Absenteeism and mathematics Performance in Primary Schools.

Table 4.4 Results for Teachers Absenteeism

Challenges	Frequency(f)	Percentage (%)
Learners absenteeism cases negatively affect performance in mathematics regularly	34	82.93
Learners' negative attitude leads to low academic performance	40	97.56
Leraner's home background causes attitudinal changes that affect performance in mathematics	41	100
Low grade score obtained	40	97.56

According to the table above learners report of absenteeism cases negative affect mathematics regularly was rated 34(82.93%). Similar findings are of Miller, Murnane, & Willett, (2008) who concluded in their study that when elementary school some learners miss 10 or more days of instruction per year, pupils suffer a significant loss in achievement (Miller, Murnane, & Willett, 2008).

To confirm effects of learner's about absenteeism, negative attitude was also culpable as a cause of low academic performance 40(97.56%) of the respondents. Generally, learners do not possess a good attitude to learning and even assessment of mathematics regularly indicating that pupil's miss out concretizing mathematics concepts required to be achieved. Similar findings are those of Lillian, (2013) who asserted that only 28% of learners were not available/ready/willing to be given the assignment, and only 43.5% of pupil's would have their homework/assignment but would not submit for marking, only 12.18% of pupil's will get and do assignment, and have it marked always.

Consequently, the home environment including parents and elder siblings not forgetting local leaders create a toxic attitude by having a lot of negative talk about the learners abilities in correspondence with passing of mathematics; most pupil's learning in mathematics was rated very negative by 81(100%). The findings are in line with Nithya et al., (2014) who found that chronically negative home and society attitude, that brings down the morale of the learners even before having a serious encounter with challenging tasks in the subjects.

Generally, the study shows that teachers' absenteeism has indeed led to low grades as reported by 40(97.56%) of the respondents.

4.3.4 Effects of learners' beliefs on performance in mathematics

Table 4.5 Results for beliefs about passing mathematics

Challenges	Frequency(f)	Percentage (%)
Pupil's don't come to school willingly enabling them to learn Mathematics	24	58.5
Parents inculcate beliefs that learners will perform well in mathematics	32	78.05
Local leaders spread nesitive believes about learning mathematics	41	100
Pupil's voluntarily attend mathematics remedial to gain lost opportunities for performance elevation	32	78.05
Widely believed that content coverage for increased performance	41	100

According to the table, pupils who don't willingly come to school daily enabling them to learn mathematics was rated by 75(88.5%) of the respondents. The results indicated that little is achieved by learners due to their absenteeism and steady teaching-learning process.

For parents inculcate beliefs that learners will perform well in mathematics was reported by 73(88.05). The results showed that learners failed to benefit from the lessons taught since the parents inculcate a belief of inferiority about the subject. The findings are in line with, Bishop (1985), who asserted that learners' lack of self-confidence due to parents' negative sentiments created inferiority among learners in mathematics caused low performance.

From the above, low content coverage leads decreased performance was disclosed by 81(100%). This indicates that teachers that pupil's ideologies of local leaders and community members are negative about majority learners and their performance in mathematics; irrespective of all forms of interventions. Rwakasisi (2007) noted that community members have a great deal of influencing beliefs and attitudes of the academic efforts of the school going pupils.

Pupil's voluntary attendance to mathematics remedial classes to gain lost opportunities was very low and most learners were compelled to join the remedial lessons or even dodged to a tune of 68(78.5%). The pupil's performance in mathematics have been affected since pupil's fail to turn up for organized remedials and some believe they cannot improve even when they try.

Wide content coverage for increased performance was reported by 81(100%) the record of work covered to disclose systematic coverage of the mathematics syllabus leads to higher achievement in Mathematics. The findings are related to Lilian, (2013) who asserted that only 28% of teachers were available/ready/willing to give and mark the assignment and record always, and only 43.5% of pupil's would have their homework/assignment marked, the probability that a teacher will give and mark assignment and, a pupil's will have his/her assignment marked always is $0.28 \times 0.435 = 0.1218$ (that is, only 12.18% of pupil's will get and do assignment, and have it marked always).

4.3.5 Pupil's Response on Causes of Poor Performance in Mathematics

Table 4.6 Results for Pupil's rating of main variables

Challenges	low	average	High
Level of performance in Mathematics	101(31.57%)	200(62.50%)	19(5.93%)
Corporal punishment by teachers	10(3.13%)	153(47.81%)	157(49.06%)
Threats during lessons by teachers	7(2.19%)	153(47.81%)	160(50%)
Intimidation by teachers during learning of mathematics	50(15.63%)	120(37.50%)	150(46.88%)

In table 4.6 above, the rating of mathematics performance was 101(31.57%) as low, 200(62.50%) and low 19(5.93%)high respondents, corporal punishment at school was rated 10(3.13%) low 153(47.81) average and 157(49.06%) was rated high, threats during lessons was rated 7(2.19%) low, 153(47.81%) average and 160(50%) high and intimidation by mathematics teachers.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The chapter mainly dealt with summary, conclusions of findings, and recommendations based on the conclusions made. This was handled by the researcher systematically following the research questions. Does Pupil's attendance affect their performance in mathematics in Primary Schools in Butaleja Town Council, Butaleja District? does teachers' attendance affect the pupil's performance in mathematics in Primary Schools in Butaleja Town Council, Butaleja District? Does the coverage in mathematics syllabus affect pupil's performance in mathematics in Primary Schools in Butaleja Town Council, Butaleja District? The study was guided by descriptive survey design. The target population was 4477 from 10 primary schools. Morgan and Krejcie (1970) sampling technique was adopted to determine the sample size. The researcher used simple random sampling to select 3 head teachers and 36 teachers and 327 pupils who participated in this study.

5.2 Summary of the Findings

This section presents the summary of the findings of the study according to the research questions.

5.2.1 The poor attitude, absenteeism of Pupils and Poor Performance of mathematics in Primary Schools of Butaleja Town council, Butaleja District.

Based on the findings of the study, the response ranged from 35(85.37%) to 41(100%) indicated pupil's attendance was not good and greatly affected their performance in mathematics since consistent relation of mathematics concepts were not achieved by learners. This could have

emanated from poor attitude and negligence by the pupils on attendance to classes due to phobia for the subject and negative rhetoric by community members about the subject.

5.2.2 The learners' beliefs and Poor Performance of mathematics in Primary Schools of Butaleja Town Council, Butaleja District.

The rating ranged from the learners' beliefs and academic performance; 54(82.93%) to 41(100%) revealed that learners believed that the subject was hard and they could not pass it, contributing low performance of mathematics.

5.2.3 The learners' experiences and Poor Performance of mathematics in Primary Schools in Butaleja Town Council, Butaleja District.

The learners reported to have experienced poor techniques of handling by the teachers including excessive corporal punishment and threats from the teachers, the rating ranged from 74(58.5%) to 81(100%). this variable highly contributed to poor performance of mathematics in primary schools as compared to other variables. The syllabus coverage cannot be achieved when teachers and pupil's are always absent from school.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

1. The study concludes that pupil's poor attitude, absenteeism and attendance has a negative relation with performance of Mathematics. The low performance of mathematics was as a result of poor attitude and absenteeism cases practiced by pupils.
2. There was belief that the learners had no ability to pass the subject and this was further engineered by the reports from community members who had failed mathematics, and hence low morale causing low performance in Mathematics.

3. The learners' experiences during learning were reported to be horrific as most teachers of mathematics militarise the punishment and lessons; hence threatening the learners and causing tension. This further leads to low concentration span and poor grasping of concepts; thence eventual poor performance.

5.4 Recommendations

Based on the findings, the study made the following recommendations:

There should be rampant and organized counselling programs that should improve attitude and change beliefs of the pupils during preparation for the examinations.

The department of Primary school in the Ministry of Education through the government should enact laws that reduces absenteeism among head teachers and teachers for example paying according to days attended or permanent deletion of individuals who have perpetual absenteeism.

The local councils should sensitize parents on children attendance at school. And further, collaboratively draft community-based laws concerning Education to minimize absenteeism among pupils to better academic especially in mathematics subject.

The local councils should work hand in hand with the District Education officers to deal with the pupil's, teachers and head teachers to enhance regular teaching and learning of Mathematics.

This can be achieved through CPDCs and regular inspection of schools in the Division.

5.5 Recommendations for Further Research

The study recommended the following areas for further research:

- The performance of girls in mathematics in Butaleja Town Council Butaleja District.
- Effects of teachers' attitude towards mathematics on their academic performance in Butaleja Town Council, Butaleja District.

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APPENDICES

APPENDIX 1: THE QUESTIONNAIRE FOR PUPILS.

SECTION A: Demographic information.

Please tick (✓) where applicable

A1. Gender

1) Male

2) Female

A2. Class

1) primary four

2) Primary five

3)Primary six

4) Primary seven

A3. Occupation.

1) Teacher

2) non teaching staff

3) Parent

SECTION B: pupils' attitude and performance.

Please answer the following questions with explanations where applicable.

Question 1(a)

How do pupils' feelings towards mathematics affect their performance in the subject?

.....

b) How can pupils with negative feelings be helped for better performance in mathematics?

.....

Question 2

How do beliefs that pupils have towards mathematics impact their performance?

.....

.....

Question 3

Can experience that pupils have with mathematics improve their performance in the subject?

.....
.....

b) If yes, explain

.....
.....

APPENDIX II: QUESTIONNAIRE FOR HEAD TEACHERS

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided.

1. Identify your gender

Male () Female ()

2. What is your age range?

15-20 years () 21-30 years () 31-40 years () 40 years and above ()

3. Education level

Grade three () diploma () degree () masters ()

4. How long have you served as a head teacher.

1-5 years () 6-10 years () 11-15 years () 16-25 years ()

Section B: Questions on independent variables

5. How has pupil's absenteeism affected their mathematics performance.

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

6. What are the effects of teachers' absenteeism on pupil's performance in Mathematics?

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

7. How has mathematics syllabus coverage affected the performance of pupil's?

.....

.....

.....

.....

.....

APPENDIX III: QUESTIONNAIRE FOR TEACHERS

Kindly answer all the questions by ticking in the appropriate box or filling in the spaces provided

Section A: Personal Profile

1. Identify your gender

Male () Female ()

2. What is your age range?

15-20 years () 21-30 years () 31-40 years () 40 years and above ()

3. State your designation

Classroom teacher () senior teacher () deputy head teacher ()

4. Education level

Grade three () diploma () degree () masters ()

Section B: Questions on independent variables

5. How has pupil's absenteeism affected their mathematics performance?

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

6. What are the effects of teachers' absenteeism on pupil's performance in Mathematics?

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.....

7. How has mathematics syllabus coverage affected the performance of pupil's?

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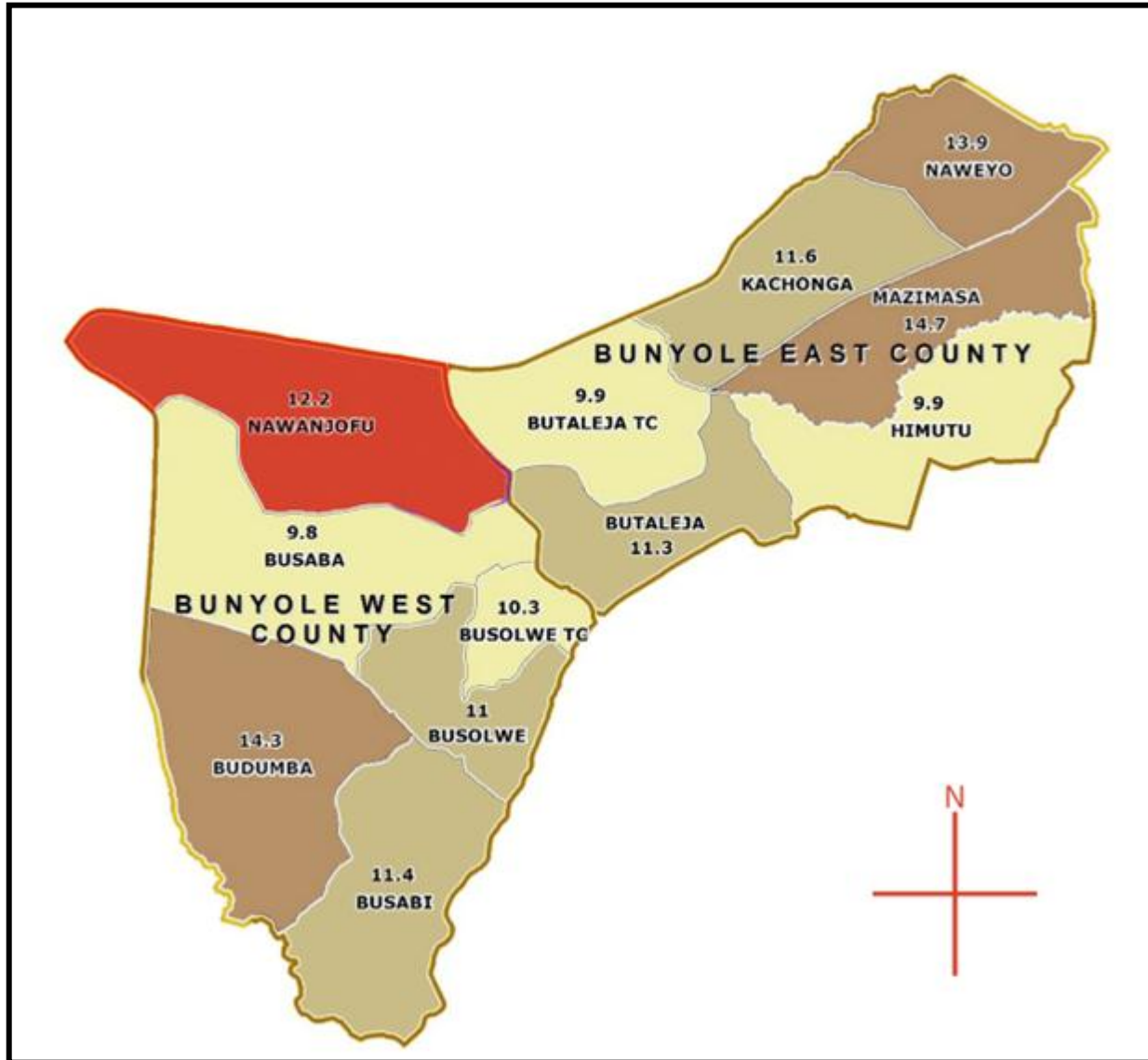
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APPENDIX IV: THE BUDGET.

PARTICULARS		UNIT COST IN UGX	TOTAL COST IN UGX
Typing and printing			600, 000
Reams of paper	5	20,000	100, 000
Pens	12	500	6000
Transport			200,000
Field research expenses			700,000
Binding proposal	5	3,000	15,000
Binding report	5	12,000	60,000
Miscellaneous			600, 000
TOTAL			2,281,000

Source: self-developed.

APPENDIX V: MAP OF BUTALEJA DISTRICT SHOWING THE LOCATION OF THE STUDY.



APPENDIX VI: LETTER OF PERMISSION TO COLLECT DATA



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Pursuing Excellence

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Website: www.busitema.ac.ug

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

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. NARULA JANEZ.....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/2021/2410.....

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 impact of pupils attitude towards

Mathematics and their performance in Butateja
Town Council schools, Butateja district.

Yours Sincerely,



[Signature]
Dr. Kaweesi Muhammad

Ag Head of Department, Education





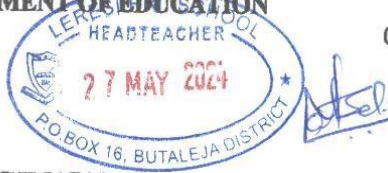
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**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN



BACHELOR OF EDUCATION, PRIMARY

MR/Ms. NAFULA JANEZ is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is Bulu/Pl/2021/2410

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 Impact of Pupils Attitude towards
Mathematics and their performance in Butaleja
Lower General schools, Butaleja district.

Yours Sincerely,


BUSITEMA UNIVERSITY
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION
06 MAY 2024 ★
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)
Ag Head of Department, Education



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

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. NAFUJA JANEZ is a student
of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,
Nagongera Campus. His/her Registration Number is BULWP/2021/2410

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 Impact of pupils attitude
towards Mathematics and their performance
in Butaleja town council, Butaleja district.

Yours Sincerely,


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DEPARTMENT OF EDUCATION
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06 MAY 2024 ★
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Dr. Kaweesi Muhammad
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HEADTEACHER
BUTALEJA PRIMARY SCHOOL
★ 27 MAY ★

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