

**FACTORS WHICH AFFECT THE ACADEMIC PERFORMANCE IN GOVERNMENT  
PRIMARY SCHOOLS OF NAMUTUMBA TOWN COUNCIL, NAMUTUMBA  
DISTRICT**

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**DECLARATION**

I, Nakantu Alaisa, declare that this research report is my original work and has not been presented in any other university or institution for academic credit.

Signature..........Date.....1st September 2024

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**APPROVAL**

This is to certify that Nakantu Alaisa compiled this research report under the title "an investigation into the causes of poor performance in PLE in primary schools in Namutumba Town Council Namutumba District" and has been under my supervision and it's now ready to be submitted to the academic board of Busitema University.

Signature:  ..... Date: 01.09.2024, .....

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**(SUPERVISOR)**

## **DEDICATION**

To my husband Muyinda Paul, and children Isiiko Emmanuel Frank, Muyinda Jonah Lucky, Kwagala Maria Faith, and Muyinda John Paul Goodluck supported me in this study.

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## ABSTRACT

This research study was carried out in Namutumba Town Council, Namutumba District. It is basically about the Academic performance and pupils' achievements in P.L.E in Primary Schools of Namutumba Town Council in Namutumba District. The objectives included; to establish whether the socio-economic status of parents influenced their children's performance in P.L.E., and to explore the school learning context and its influence on the learners' performance.

The identified good methods which could uplift the academic performance in primary schools were discussion, discovery, problem solving among others. The recommendations were as follows; teachers to teach using real objects and practical methods, refresher courses for teachers and director studies, guidance and counseling to pupils' motivation.

The researcher therefore concluded that the poor academic performance of pupils in schools was projected to the pupils' home background where they face many problems including poor feeding, domestic violence in some families, abject poverty which usually result into of scholastic materials.

## DEFINITION OF TERMS

- Government aided schools; schools sponsored and supported by the government.
- Performance; the successful completion of someone's work that has been given to him/her to
- Private Schools; schools owned by individuals or organizations
- Subjects; respondents or informants to the study

## **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 causes of poor PLE performance in government primary schools Namutumba Town Council, Namutumba District. The study answered the following questions; does Pupil's attendance affect their performance of PLE in Primary Schools in Namutumba Town Council, Namutumba District ?, does teachers' attendance affect the pupil's performance in PLE in Primary Schools in Namutumba Town Council, Namutumba District?, does the syllabus coverage affect pupil's performance in PLE in Primary Schools in Namutumba Town Council, Namutumba District?, The study was guided by descriptive survey design and targeted a population of 3523 comprising of 4 head teachers, 60 teachers and 3403 pupil's. Both stratified and random sampling was applied to sample the respondents. The data was analysed according to the questions using tables, frequency, percentages, pie charts and standard deviations. It was found that pupil's attendance, teachers' attendance, syllabus completion was not always effective leading to poor performance of PLE and worse was with failure to complete syllabus. Therefore, the study recommended absenteeism to be curbed by the effort of community and local government in primary schools.

This research study was carried out in Namutumba Town Council, Namutumba District. It is basically about the Academic performance and pupils' achievements in P.L.E in Primary Schools of Iganga Town Council in Iganga District. The objectives included the following; To establish whether the socio-economic status of parents influenced their children's performance in P.L.E. To explore the school learning context and its influence on the learners' performance. The researcher identified some of the methods regarded as a way of uplifting the academic performance in primary schools as; discussion, discovery, problem solving among others. The recommendations were as follows; teachers to teach using real objects and practical methods, refresher courses for teachers and director studies, guidance and counselling to pupils' motivation. The researcher therefore concluded that the poor academic performance of pupils in schools was projected to the pupils' home background where they face many problems including poor feeding, domestic violence in some families, abject poverty which usually result into of scholastic materials.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

General performance in PLE in primary schools in Namutumba Town Council, Namutumba District is low. This is contrary to the performance in science, mathematics, English and social studies. This chapter dealt with the background of the study, statement of the problem, purpose of the study, limitation of the study and definition of terms.

### **1.1 Background of the Problem**

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

Historically, PLE comprises four subjects done as for promotion from primary level to secondary section in Uganda education system started as far back as the coming of the Greeks colonist in 1800 the subjects were taught locally as home general knowledge and the Greeks tightening their colonial grip on Uganda introduced a streamlined curriculum. The four subjects began to be taught in schools and became compulsory subjects. The reason for this was partly because in Uganda there wasn't a common formal curriculum locally. Although Uganda had local recognized subject like Luganda that was approved for use in primary schools, it could not be used to serve the whole country. In 1965, PLE was therefore introduced in primary schools as a way of examining individual to enable them to join junior school. By 1970, it was hoped that pupils had improved in skills that bettered their performance in PLE.

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

EFA goals to be achieved by 2015 which was fully supported by the Millennium Development Goals (Muola, 2010).

Contextually, Pupil's performance has been an issue of great concern worldwide since the beginning of modern education. Majority of the countries have realized that in the heart of educational process are the pupils. Previous strategic attempts had been on the improvement of pupil's performance in PLE as media of instruction before changing local subject(s).

Murray & Christison (2010), observed that many pupils think formal curriculum is only in school and they don't see its significance for their prospective employment to work with multinational or national companies where PLE is employed. Susanna (2007), pointed out that the mismatch between the pupil's' conceptual or cognitive capacities and the learners' process of acquiring primary education studies often causes problems for pupil's because the pupils' learning style and teachers' teaching approach do not match and also the primary course does not relate to the pupils' needs and interests. Susanna (2007), also claimed that weak pupil's usually have poor strategies and give up easily when they find struggle; especially in academics. In addition, many studies have been conducted on pupils' poor performance in learning the primary course comprising of the corresponding subjects such as a study of Challenges of Learning in Australia where Pupils Coming from Selected Southeast Asian Countries found that factors that affected the Asian pupils' weakness in learning formal subjects because of the changing of learners' habits, cultures, and the structure of subjects; for example, there were no strict rules for conceptualization of the subjects (Cao, 2011).

Therefore, it is paramount that schools emphasize on improving on methods of instruction to enhance PLE performance. This can be done through improved training of teachers which goes along way also in improving their attitude towards teaching the subjects in upper classes and climax in the candidate class. On the other hand, there are recommendations that schools

should ensure they offer meticulous academic curricular for the pupil's Learning the formal curriculum with the intentions of making them succeed (Rebecca, 2005). The increase in the dropout rate among the Learners in primary schools may be indicative of the academic disconnect experienced by the minority pupil's alike who may have limited interest in the academic and formal world of employment and achievement (Gandara, 2002). Proficiency in languages and other subjects required for passing PLE gives confidence to the learners and enables them to interact freely even with the teachers. This consequently creates an enabling environment for learning.

In the African context, Orgunsiji & O. (2009) observed that as a means of instruction by school teachers plays a fundamental role in Ugandan schools right from primary to the tertiary level. The comprehension of the contents of school subjects is transmitted to pupil's in all the levels of education using basics from the syllabus of primary level as the main medium of computation. As such, it is presumed that pupil's academic achievement is dependent to a large extent on their level of proficiency in PLE. In a study by Orgunsiji and O. (2009), their findings indicated that proficiency in the existing formal syllabi significantly impacted the pupils' overall academic achievement. Further they found a positive significant relationship between PLE proficiency of the pupil's and their overall academic achievement. Circumstantially, majority of the primary schools seldomly complete the study syllabi before sitting for the PLE examinations putting candidates at a disadvantage in answering the items set by Uganda National Examinations Board (UNEB).

Studies carried out in Uganda established that pupil's PLE achievement in UNEB has been poor for a long period of time. The major cause of the decline in academic achievement has been considered to be the level of preparedness of both the candidates and teachers coupled with administrative interventions in the subject of instruction and also the general decline of the standards of education. Indeed, adeptness in the subject of instruction (English Language)

is a pre-requisite factor in the attainment of successful performance in education. Fakeye and Ogunsiji (2009) observed that pupils' success in school is based on being proficient in the subject of instruction (SOI). In addition, according to Harb and El-Shaarawi (2006) a pre-requisite factor having positive effect on pupils' performance has been considered to be competence in learning with view of bettering future performance in the terminal examinations. If the pupils are good in computation skills and are well versed in the formal curriculum, their academic performance is increased; and the reverse is true.

In Namutumba Town Council, Namutumba District PLE performance has not generally been good for many years. Many pupil's in PLE examination pass with passes while others with F9s and small number passing with credits. The subject of instruction (English Language) in upper classes determine the performance of other subjects since they are set using language of instruction. The low standards of this subject has been related to pupils', teachers' and head teachers' attitude, conceptualization and presence at school.

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

tasks given to pupils by different teachers at different times during preparation of pupils for the national examinations at the end of the course. The completion activities output by learners is realized through completion of syllabi, syllabus can be complete by ever present teachers and regular supervision as a task of ever-present administrators.

Indeed, ministry of education in Uganda has expressed concern over the apparent decline in the performance of learners in all subjects in the order of Mathematics, Science , English and social studies in the order of the poorest done to the fairly performed; at the Primary Leaving Examination (PLE). Education is considered to be a basic need and a basic right needed for the economic development of a country. Performance is ranked very highly on the national agenda, with educators and policymakers focused on testing, accountability, curriculum reform, and teacher quality, school choice and related concerns. The one thing that has been conspicuously absent is an examination of the effect of school conditions on the teaching and learning process, despite the existence of extensive literature linking school facilities with the quality of education and to the teacher morale and teacher productivity (Mark, 2003).

Contextually, the formal curriculum has been designed to deliver the curriculum area designated for learning of a foreign subject as per the provision by the ministry of education (MoE) in the syllabus (Isutsa. E.L. (2015).

Pupil's performance, defined as, the ability of the pupils to do something while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire, (Ferguson, 2009). This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic

performance in a given class or institution in a given period in a particular examination, be it internal or public Ferguson, (2009). In Namutumba Town Council, Namutumba district, poor academic performance in the Primary Leaving Examinations (P.L.E.) has been attributed to factors such as; absenteeism of both teachers and pupil's, failure to complete syllabi. However, these factors differ depending on the critical region under study as well as school.

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

## 1.2 Statement of the Problem.

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

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

The aim of the study was to investigate the causes of poor performance by pupils at primary leaving examinations (PLE) in Namutumba Town Council Namutumba District

### **1.4 Objectives of the Study**

The study intended to:

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

### **1.5 Research Questions**

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

- i. Does Pupils' attendance affect their performance in PLE in Primary Schools in Namutumba Town Council Namutumba District?
- ii. Does teachers' attendance affect the pupil's performance in PLE in Primary Schools in Namutumba Town Council Namutumba District?
- iii. Does the coverage in individual subject syllabus affect pupil's performance in PLE in Primary Schools in Namutumba Town Council Namutumba District?

### **1.6 Scope of the Study**

#### **1.6.1 Geographical Scope**

The research was carried out in Namutumba Town Council Namutumba District. The study targeted the primary government schools which included Namutumba Primary school, Nakisi P/S, Matyama P/S, Kalamila P/S and Buwambi P/S.

### **1.6.2. Content Scope**

The study investigated the causes of poor performance by pupils at primary leaving examinations (PLE) in Namutumba Town Council Namutumba District. The study established effects of pupil's attendance on their performance in PLE, effect of teachers' attendance on the performance of pupil's in all subjects, and investigated the effects of the syllabus coverage on pupil's performance in PLE in Namutumba Town Council, Namutumba district.

### **1.6.3 Time Scope**

The study ran from January 2024 to June 2024.

### **1.7 Significance of the Study**

This study is intended to benefit the following stakeholders:

**Community:** It shall be used by the community as an awakening tool to get fully involved in school programs to improve on teachers, head teachers, and pupil's attendance.

**Administrators:** The study may serve as an eye opener to primary school administrators on the best practices that will help them improve performance of PLE in their schools. Moreover, checking on their presence at school to effectively supervise daily routines of the school.

**Parents** shall develop positive attitude towards their schools for better school performance realization. Approval of the matter may be through enhancing children's daily presence at school. **Teachers:** In the light of these findings, teachers may be able to plan their teaching in order to complete the recommended academic work within the affected term. It might further out the strategies that enable teacher.

**Government policy makers:** To come up with school subject policies that might help in enhancing performance of PLE in primary schools.

**Researchers:** Finally, the study findings contribute to the existing literature and serve as a reference point to future scholars who might be interested in this area.

### **1.8 Justification of the Study**

The rationale for this study was to analyse the causes of high-level poor performance in PLE in the locality. The presumed existing conditions include caused by distinctive factors of pupil's attendance, teacher attendance and syllabuses. Scanty research has been made in relation to these factors and the need to create a new knowledge to curb the accruing situation. This overwhelming outcry sets firm ground for the scholars to interest themselves in the contentious subject; which should be mitigated before it escalates beyond repair.

### **1.9 Definition of Operational terms**

The following terms have been uniquely used by the researcher. They are hereby defined as follows;

**Performance** – Performance can be defined as the observable and measurable behavior of a pupil in terms of Grade Point Average score in Primary Leaving Examination.

**Attendance** has been used in this study to mean duty conscious of pupil's, teachers and administrators.

### **1.10 Conceptual Frame Work**

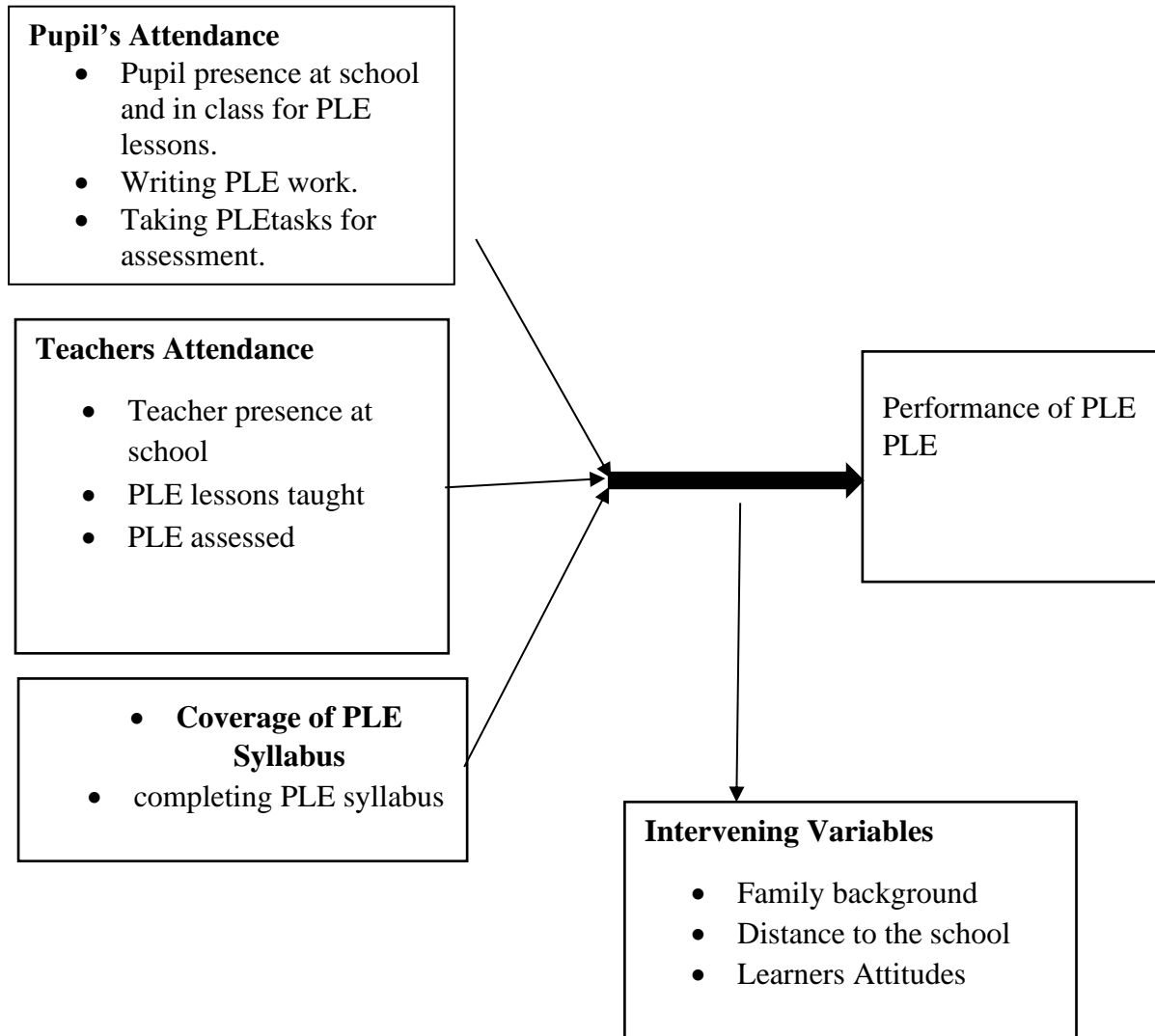
The frame work diagrammatized below has been suggested to help conceptualize the independent variable and dependent variable and their relation.

**Independent Variable**  
**Variable**

*The Causes*

**Dependent**

*Poor performance of PLE*



**Figure 1: Conceptual Frame work**

The researcher structured the independent variable as the causes to attendance of pupil's, attendance of teachers, and PLE syllabus coverage. The dependent variable, poor performance in PLE was structured into poor performance of PLE in PLE. These factors are hoped to result an organized school, lesson presentation and active learning if they are enhanced at school leading to better performance. The gaps prevail probable cause the poor performance of PLE in Namutumba Town Council, Namutumba District. However, there are

factors that may cause poor performance of PLE but they are not within the scope of this study like the location of the school, the type of the school and teacher qualification

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.0 Introduction**

This Chapter is related to the review of research work according to various studies and findings. For the purpose of this study, the researcher is concerned with poor performance of pupil's in examinations with specific reference to PLE in Namutumba Town Council Namutumba District. The review of literature related to this study is done objective by objective.

### **2.1 Examine the impact of Pupil's attendance on their performance in PLE**

Pupil's class attendance and engagement plays an important role in contemporary higher education. Several previous studies have shown that class attendance is an important determinant of academic outcomes: Pupils who attend more classes earn higher final grades (Kirby and McElroy, 2003). However, differing results exist as well. In a recent study, no statistically significant relationship between class attendance and Pupil's performance was identified after adjusting for control variables that included gender and age (Eisen et al.2015).

In a study conducted in Saudi Arabia by Alghamdi and his team, the overall percentage of absenteeism was comparable to that of the studies carried out regionally and internationally. The study showed the performance GPA mean is influenced by low attendance rates (Alghamdi et al., 2016). In another study conducted by Bamuhair and her colleagues in College of Medicine, King Saud Bin Abdulaziz University for Health Sciences in The Kingdom of Saudi Arabia, class attendance showed a positive effect on pupil's academic performance with stronger effect for lecture attendance compared to attendance in International Research Journal of Short Computation other teaching modalities (Bamuhair et al., 2016).

There is need to work on the causes of absenteeism to further increase the rate of attendance of all academic activities (Alghamdi et al., 2016). Many institutions adopt non-mandatory

attendance policy for their pupil's and researches have clearly shown the positive relation between non-mandatory attendance and pupil's performance.

Yusoff (2014) Mostly, studies on pupil's success reports that class attendance is a reliable predictor associated with better outcomes in terms of improving cumulative grade point average of the pupils who do best. When pupils are absent from lectures, they miss valuable information and do not clarify their concepts resulting in inadequate learning and compromised academic performance.

Bamuhair et al. (2016) 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.

## **2.2 Establish the Effect of Teacher's Attendance of the Performance of Pupil's in PLE in Primary Schools Namutumba Town Council Namutumba District.**

There are multiple ways in which teacher absence can affect pupil's achievement. When a teacher is absent, the teacher is usually replaced with a substitute for the day's instruction. The quality and availability of these substitute teachers affect pupil's achievement (Rothstein, 2010).

Additionally, substitute teachers are not necessarily licensed in the subject area for which they are substituting and are not expected to prepare lessons like a teacher would (Roby, 2013) which also contributes to the potential of achievement loss. In rural areas, substitute teacher fill rates for absent teachers are 91% in medium-sized rural school districts. This results in no teacher being assigned to the classroom 9% of the time a teacher is absent. Nationally, chronically absent teachers, defined as teachers who miss 18 or more days per year, account for 16% of the teaching workforce but account for 33% of total teacher absences (Nithya et al., 2014). In an unrelated study of the largest metropolitan school districts in the country, Sawchuk (2014) also found that teachers had the same 16% chronic

absence rate. Sawchuk also concluded that 16% of teachers missed three days or less with an average teacher absent rate of 11 days.

In a study of teachers in Chicago, Jacob (2012) analyzed the effects of new contract subject the Chicago Teachers Association negotiated that grants principals the authority to dismiss teachers without cause or reason during a probationary period. The research concluded that principals make retention decisions based on the attendance of teachers in their probationary period and that the poor attendance is related to low achievement levels of its pupil's.

Related to administrative decision-making regarding teacher attendance, Grissom, Loeb, and Nakashima (2014) found that when teachers are involuntarily transferred, their absenteeism declines significantly in their new school. However, the achievement of their pupil's does not necessarily increase as a result of the transfer.

District administrators feel pressure for their pupils to perform well on standardized tests (Brown, Jones, & Schuenemann, 2012). However, when elementary school teachers miss 10 or more days of instruction per year, pupils suffer a significant loss in achievement (Miller, Murnane, & Willett, 2008). When reviewing the 30 highest and 30 lowest performing school districts in Ohio, the state where this study occurred, Roby (2013) found that teacher attendance was far better in high performing districts than in low-performing ones.

#### **2.4 Investigate on the Effect of the PLE Syllabus Coverage on Pupil's Performance in PLE**

Shikuku. B.N. (2021). Asserted that pupils who cover the syllabus, have a better mean score than those who fail to cover the syllabus. Pupils who cover the syllabus early in the year and spend more time on revision, have an even better mean score than those who cover the syllabus just before KCSE examinations. To cover the syllabus early in the year, both pupil's and teachers have to put in extra time for which the parents pay handsomely. Some schools

use team teaching to ensure all topics in the syllabus are understood by all pupils in the class who attend. They also ensure both teachers and pupils are present in school and actually attend lessons.

According to Bishop (1985), the integrated PLE syllabus is too wide hence most teachers lack

sufficient time for studying and examining aspects of PLE and literature in a more practical way. Also, the increased workload for both teachers and pupil's do not allow them to have any spare time for extra practice outside the timetabled sessions in most schools a lot of teaching and learning time is lost at the beginning and at the end of every term as both the pupil's and teachers settles down and adjusts the timetables.

Lack of syllabus coverage has resulted to poor performance since learners are usually ill prepared and less confident to handle the examinations. However, to be able to cover the wide syllabus the teacher should work hand in hand with the pupil's and arrange for extra lessons, because the more the hours allowed in instruction in a subject the higher the achievement (Bishop, 1985).

Lilian Michere Macharia, (2013) found that 70% of schools in Kikuyu District were able to cover the syllabus last year and only 30% were not able to complete the syllabus. Although many schools were able to finish the syllabus, the results were still wanting and there was no correlation between finishing the syllabus and good performance. However, it is professional to complete the syllabus as designed by curriculum developers to prepare learners either for the next class or level of learning.

Lilian, (2013) asserted only 28% of teachers were available/ready/willing to give and mark the assignment 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). This is dangerous for pupil's who will need regular guidance and encouragement. The study further revealed that, 80% of teachers do not give test weekly which may have resulted to some sought of laxity in masterly of subject content. It is important to have more tests frequently so that pupils would master the subject content.

## CHAPTER THREE: RESEARCH METHODOLOGY

### 3.0 Introduction

This chapter explains research design, target population, sample size, description of research instruments, sampling technique, data collection instruments to be applied, validity and reliability of research instruments, data collection procedure, data source, description of data analysis procedure and ethical consideration that was employed in the field study.

### 3.1 Research Design

The design used in this study was descriptive survey. It was applied because it permitted the researcher to study small sample and later generalized the findings to the whole population. Osuala, (2001) was of the view that in survey research small sample is studied and the findings generalized to the population.

### 3.2 Area of Study

Namutumba District is within Namutumba district and it is made up of 20 sub counties. The district is bordered by Bulambuli in the North, Mbale district in south, Kenya in the east, and Bukedea district to the west district. The District has been preferred in this study as most as most pupils are performing poorly in PLE.

### 3.3 Target Population

The research study targeted a population of 6523 in 7 government primary schools in the sub county. The population of teachers and pupils were obtained from respective schools present in Namutumba Town Council Namutumba District as shown in the table below;

Government Namutumba Town Council	Primary Schools	Head teacher	Teachers	Pupil's	TOTAL
School A	1	18	1239	1258	
School B	1	15	907	923	
School C	1	17	1141	1159	
School D	1	13	978	992	
School E	1	10	580	191	
TOTAL	7	98	3403	3523	

### 3.4 Sampling Size

The sample size was selected basing on Krejcie and Morgan (1970) table for determining sample size as shown below;

**Table 3:2 Sample Size**

Government primary schools in Namutumba Town Council	Head teacher	Teachers	Pupil's	TOTAL
School A	1	7	78	86
School B	1	8	65	74
School C	1	7	80	88
School D	1	8	57	66
School	1	6	45	52
<b>TOTAL</b>	<b>5</b>	<b>36</b>	<b>327</b>	<b>368</b>

### 3.5 Sampling Technique

Both simple random sampling and stratified random sampling technique was used in selecting the sample for this study. This is because it permitted the researcher to have representation from both the teachers and the pupils. The head teachers were automatically selected to participate in the study.

### 3.6 Research Instruments

The researcher used questionnaires as instruments for the collection of data for this study. The questionnaire comprised of demographic questions and questions on variables of the study. The questions asked were both closed and open ended.

Document analysis was carried out in this study. The researcher analyzed administrative record pertaining pupil's performance, attendance of teachers, pupil's, the head teachers and the current coverage of the PLE syllabus.

### 3.7 Reliability of Research Instruments Results

To measure the reliability of the data collection instruments, an internal consistence technique using Cronbach's Alpha was applied. The coefficient difference of less than or

equal to 0.1 was considered reliable. In Table 3.3, the Cronbach alpha test showed values ranging from as low as 0.821 to as high as 0.912. These results showed that instruments had a high reliability standard and therefore data collected from pilot study were reliable and obtained acceptable values of internal consistency.

**Table 3.3 Reliability Values for the Research**

<b>Reliability Aspects</b>	<b>Cronbach's Alpha</b>
Pupil's Attendance	0.821
Teachers' Attendance	0.912
PLE Syllabus Completion	0.881
Average Value	0.871

### **3.8 Validity of Research Instruments Results**

Validity of a research instrument is the appropriateness of the research instrument to measure what is intended to establish results given the context in which it's applied. The instruments were amended according to the experts' comments after the pilot study and recommended dates before being administered. In this study the researcher sought help from the supervisor specialized in this particular area of assessment to weigh in possible improvements and thus covering the required content in the study. Then pilot test was conducted on a population similar to the target population in Namutumba Town Council to test the validity of the instruments

### **3.9 Data Collection Procedure**

The researcher obtained a letter of introduction from the Department of Education, Faculty of Science and Education, Busitema University to obtain permission of the respondents in the schools chosen through their respective head teachers. Thereafter, permission was granted, she visited and explained the purpose and benefits of the research to the respondents from respective schools. The researcher requested the respondents to provide responses voluntarily

which are relevant to the study and informed them of voluntary withdrawal from the study in case of any misunderstandings. Questionnaires were completed by teachers and pupil's while the interview schedule was be completed by head teacher. Thereafter, the researcher perused through school documents like registers, approved record of schemes of work and lesson plan, teachers' attendance books and pupil's attendance books. The researcher spent at least three days in each school collecting data from the respondents and document reviews.

### **3.10 Data Analysis Procedure**

The data collected was analyzed using frequency and simple percentage. The data was presented in tables and pie charts.

An SPSS version 21 was used to analyze the data.

### **3.11 Ethical Considerations**

The researcher observed and adhered to standard ethics as set by the university research committee; considered helpful for smooth process in data collection in this study. The researcher considered the followings ethics in order to establish rapport with the respondents:

**Informed Consent.** In doing research, the researcher ensured that she seeks permission from the respondents to participate in her research. The researcher picked an authorization letter from the university (Busitema University) permitting her to collect data in the field. The respondents received clear information about the purpose of the study to voluntarily accept or refuse to participate and or withdraw at any stage.

**Confidentiality and Privacy.** The researcher observed respondents' confidentiality during the data collection process. The researcher didn't allow the respondents to mention their names and the data obtained from the respondents were treated purely for academic purposes.

## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.1 Introduction

This chapter presents, and discusses the findings on the causes of poor performance in PLE in primary schools in Namutumba Town Council, Namutumba 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 was 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

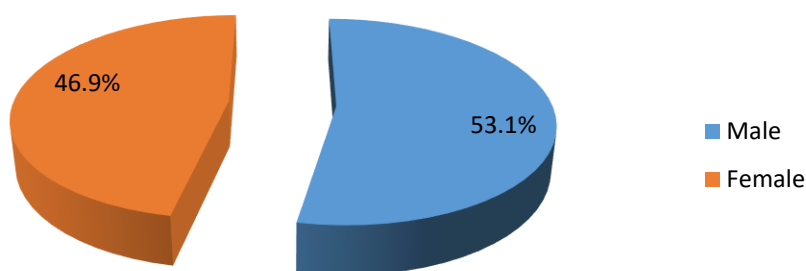
Table 4 shows that 42(61.18%) of the teachers were male while 28(38.82%) were female; the male head teachers were 4(66.67%), female head teachers were also 2(33.33%). This meant that both sexes were represented well in the study.

The researcher sought to establish the age bracket of the teachers and head teachers in Namutumba 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.

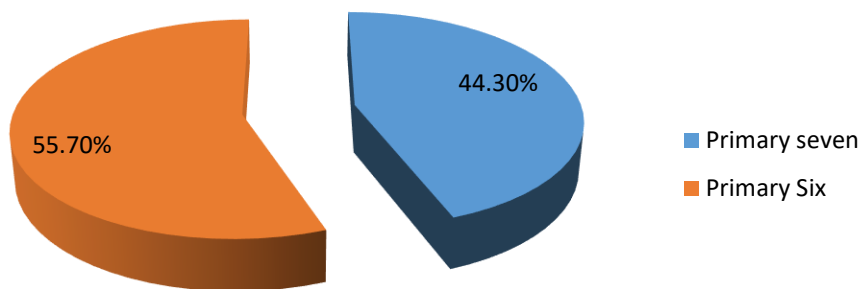
The researcher also sought to establish the education level of the teachers and head teachers and Table 4 showed that majority 31(45.59%) of the teachers had diploma, 20(29.41%) were GIII teachers, 17(25%) of them had bachelor degree and none had masters degree. For the head teachers none had certificate 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 1: 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 2: 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 determine 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 PLE.

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

**Table 4.4 Results for Pupil's Absenteeism**

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

According to the table above on pupil's absenteeism is very high with 41(100%) hence leading to poor performance in PLE in Namutumba 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 PLE 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 PLE 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 Teacher Absenteeism on PLE Performance in Primary Schools.

**Table 4.4 Results for Teachers Absenteeism**

<b>Challenges</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
Teachers report of absenteeism cases negatively affect PLE regularly	34	82.93
Inadequate assessment leading to low academic performance	40	97.56
Un stead progress of performance in PLE	41	100
Low grade score obtained	40	97.56

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

To confirm effects of teacher's absenteeism, it was found that inadequate assessment leading to low academic performance 40(97.56%) of the respondents. Generally, teachers do not assess PLE regularly indicating that pupil's miss most of PLE concepts required to be achieved. Similar findings are those of Lilian, (2013) who asserted that only 28% of teachers were available/ready/willing to give and mark the assignment 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).

For teachers report on un stead progress of performance in PLEschool to regularly to monitor pupil's learning in PLEwas rated never by 41(100%). The findings are in line with Nithya et al., (2014) who found that chronically absent teachers, were defined as teachers who miss 18

or more days per year, account for 16% of the teaching workforce but account for 33% of total teacher absences.

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 PLE Syllabus Completion PLE Performance in Primary Schools

**Table 4.5 Results for PLE Syllabus Completion**

<b>Challenges</b>	<b>Frequency(f)</b>	<b>Percentage (%)</b>
Pupil's come to school daily enabling them to learn PLE	24	58.5
Teachers cover termly syllabus hence steady progress	32	78.05
Low content coverage leads decreased performance	41	100
Pupil's attend remedial lessons to gain lost opportunities for performance elevation	32	78.05
Wide content coverage for increased performance	41	100

According to the table, pupil's come to school daily enabling them to learn PLE was rated by 24 (58.5%) of the respondents. The results indicated that little is achieved by learners due to their absenteeism and steady teaching-learning process.

For teachers cover termly syllabus hence steady progress was reported by 32 (78.05). The results showed that learners failed to benefit from recommended syllabus. The findings are in line with, Bishop (1985), who found that integrated PLE syllabus is too wide hence most teachers lack sufficient time for studying and examining aspects of PLE in a more practical way for all the curricular subjects.

From the above, low content coverage leads decreased performance was disclosed by 41(100%). This indicates that teachers that pupil's low performance is highly affected by partial syllabus coverage in most schools in the division.

Pupil's attendance to remedial classes to gain lost opportunities for performance elevation was reported by 32(78.05). The pupil's performance in PLE have been affected since pupil's fail to turn up for organized remedial lessons.

Wide content coverage for increased performance was reported by 41(100%) the record of work covered to disclose systematic coverage of the PLE syllabus leads to higher achievement in PLE. 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 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 PLE

**Table 4.6 Results for Pupil's rating of main variables**

<b>Challenges</b>	<b>low</b>	<b>average</b>	<b>High</b>
Level of performance in PLE	101(31.57%)	200(62.50%)	19(5.93%)
Learners' attendance at school	10(3.13%)	153(47.81%)	157(49.06%)
Teachers' attendance	7(2.19%)	153(47.81%)	160(50%)
Performance of PLEteacher	50(15.63%)	120(37.50%)	150(46.88%)

In table 4.6 above, the rating of PLE performance was 101 (31.57%) as low, 200 (62.50%) and low 18(5.93%)high respondents, learners' attendance at school was rated 10 (3.13%) low 153 (47.81) average and 157 (49.06%) was rated high, PLE teachers' attendance was rated 7 (2.19%) low, 153 (47.81%) average and 160 (50%) high and performance in PLE by subject teachers as shown by the results of their learners. 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 PLE in Primary Schools in Namutumba Town Council, Namutumba District? does teachers' attendance affect the pupil's performance in PLE in Primary Schools in Namutumba Town Council, Namutumba District? does the coverage in PLE syllabus affect pupil's performance in PLE in Primary Schools in Namutumba Town Council, Namutumba District? The study was guided by descriptive survey design. The target population was 6523 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 5 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 Absenteeism of Pupils and Poor Performance of PLE in Primary Schools of Namutumba Town Council, Namutumba 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 PLE since consistent relation of PLE concepts were not achieved by learners.

#### **5.2.2 The Teachers' Absenteeism and Poor Performance of PLE in Primary Schools of Namutumba Town Council, Namutumba District.**

On the second objective, the rating ranged from 34(82.93%) to 41(100%) revealed that teachers were not always present to help pupil's in learning PLE hence contributing low performance of PLE in the division.

### **5.2.3 The Completion of PLE Syllabus and Poor Performance of PLE in Primary**

#### **Schools in Namutumba Town Council, Namutumba District.**

Based on this objective, the rating ranged from 24(58.5%) to 41(100%). this variable highly contributed to poor performance of PLE in primary schools as compared to other variables. The syllabus coverage cannot be achieved when teachers and pupils are always absent from school.

### **5.3 Conclusions**

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

From the findings of the first objective, the study concludes that pupil's attendance has a relation with performance of PLE. The low performance of PLE was as a result of absenteeism cases practiced by pupils.

According to the second objective, there was habitual absenteeism realized among teachers as a cause of low performance in PLE.

From the findings of the third objective, administrators were found to irregular session of close supervision due absenteeism cases among them leading to low PLE performance by primary schools surrounding Namutumba Town Council, Namutumba district.

Finally, the findings of the fourth objective, syllabus coverage variable was the lowest rated in the sampled schools where the respondents participated in the study. This was due absenteeism of teachers and administrators hence leading to poor performance of PLE.

## **5.4 Recommendations**

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

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 all subject subjects done at PLE in the primary schools.

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 pupils in primary schools. This can be achieved through continuous professional development courses (CPDCs) and regular inspection of schools in the Town council.

## **5.5 Recommendations for Further Research**

The study recommended the following areas for further research:

- The level of head Teachers' commitment in improving PLE performance in Namutumba Town Council Namutumba District.
- Effects of practice in different subjects on pupil's academic performance in Namutumba Town Council Namutumba District.

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**APPENDICES**

**APPENDIX I: 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 ( ) 11-15years ( ) 16-25years ( )

**Section B: Questions on independent variables**

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

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

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

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.....

**APPENDIX II: 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 PLE performance.  
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6. What are the effects of teachers' absenteeism on pupil's performance in PLE?  
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7. How has PLE syllabus coverage affected the performance of pupil's?  
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**APPENDIX III: QUESTIONNAIRE FOR PUPIL'S**

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

1. Identify your sex  
Male ( )      Female ( )
2. What is your age?  
.....
3. Which class are you?  
P.5 ( )      P.6 ( )      P.7 ( )
4. State your level of performance in PLE?  
Low ( )    average ( )    high ( )
5. What is your attendance level at school?  
Low ( )    average ( )    high ( )
6. What is the attendance level of your PLEteacher in terms of teaching?  
Low ( )    average ( )    high ( )
7. Rate the performance of your PLEteacher in terms of syllabus completion  
Low ( )    average ( )    high ( )

## APPENDIX VI: KREJCIE AND MORGAN SAMPLING TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970