

**FACTORS AFFECTING THE PERFORMANCE OF PUPILS  
IN PRIMARY SCHOOLS IN PAIDHA TOWN COUNCIL**

**ACHOMBO CHRISTINE NYIPIR**

**2006/HD04/5101U**

**DISSERTATION SUBMITTED TO GRADUATE SCHOOL IN  
PARTIAL FULFILMENT OF REQUIREMENTS FOR THE  
AWARD OF THE DEGREE OF MASTERS OF ARTS  
IN EDUCATIONAL MANAGEMENT  
OF MAKERERE UNIVERSITY**

**APRIL 2010**



## **DECLARATION**

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

Sign: .....

ACHOMBO CHRISTINE NYIPIR

Date: .....



## **APPROVAL**

This dissertation has been written under our supervision and has been submitted for the award of the degree of Masters of Arts in Educational Management and Administration with our approval as University Supervisors.

.....

Dr. David Onen

Date: .....

.....

Dr. Fredrick Edward K. Bakkabulindi

Date: .....



## **DEDICATION**

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



## **ACKNOWLEDGEMENT**

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

On a special note, my heartfelt appreciations go to my supervisors: Dr. David Onen, my lecturer in Educational Policy and Planning, Implication for Human Resource Development and Utilization, Methodologies of Educational Planning and Cost Analysis and Financial Resources Planning and Dr. Fredrick Edward K. Bakkabulindi, my Lecturer in (1) Introduction to Educational Research, (2) Educational Measurement and Evaluation, for their fatherly and untiring close supervisions they accorded this work despite their busy schedules; from topic selection, research proposal development, to its current form. In a similar vain, I am indebted to Dr. B. Ezati, Dr. Mugimu and Dr. Sentongo. I say thank you very much for sparing time to read through the draft of the proposal and your suggestions which added value to this study.

I extend my gratitude and respect to Makerere University Administration, Dr. J.L. Nkata, the Head of East African Institute of Higher Education Studies and Development.



I similarly thank Fr. John Bosco Ssebwalunnyo who lectured me together with Dr. J.L. Nkata in Financial Management. Special thanks go to Professor J.C.S. Musaazi, Dr. Maria Kaguhangire – Barifaijo – the Coordinator Postgraduate Programmes and Dr. E.S. Kasenene – Deputy Coordinator Graduate Programmes in the East African Institute of Higher Education Studies and Development for their inspirational stand and encouragement in the pursuit of this study. I also extend my honest and sincere gratitude to my secretaries; Miss Maureen Nantongo, Madam Monica Kairamibwa, Bena Khulubya and Rosemary all of Makerere University who assisted me by typing the work. God should reward you abundantly.

Special thanks to the office of the District Education Officer – Nebbi for granting me study leave. I must not fail to thank the office of the Local Council Three – Paidha Town Council and all the Headteachers – Paidha Town Council who gave me time and permission to carry out data collection. I also thank them for their cooperation. Special thanks go to all respondents for being flexible in giving me enough information. I also thank all the teachers of Paidha Town Council Schools, for their cooperation during my data collection. I wish to express my utmost appreciation to my course-mates, particularly with the 2006/2008 sets, for wise words of encouragement, which enabled me to carry on during difficult moments of the course. I do recognize your moral, spiritual and intellectual support. Thank you very much.



I fully acknowledge the patience, tolerance and understanding of my family members, Mr. Nyipir Gabriel Nyipir (husband); Arnold and Humphrey (sons), Collate, Gertrude, Verdine, Fortunate, Sylvia, Mildred, Jane and Divine (daughters). These people had to put up with my absence and a seeming lack of due attention during the duration of my course. I heartly thank them.



## TABLE OF CONTENTS

	Page
Declaration ... ..	i
Approval ... ..	ii
Dedication ... ..	iii
Acknowledgement ... ..	iv
Table of contents ... ..	vii
List of tables ... ..	x
List of figures ... ..	xii
Abstract ... ..	xiii
 <b>CHAPTER ONE: INTRODUCTION</b> ... ..	 1
1.0 Introduction ... ..	1
1.1 Background ... ..	1
1.2 Problem statement ... ..	11
1.3 Purpose ... ..	12
1.4 Objectives ... ..	12
1.5 Research questions ... ..	12
1.6 Hypotheses ... ..	13
1.7 Scope ... ..	13
1.8 Significance ... ..	14
 <b>CHAPTER TWO: LITERATURE REVIEW</b> ... ..	 16
2.0 Introduction ... ..	16
2.1 Theoretical Review ... ..	16



2.2 Conceptual Framework	...	...	...	...	...	...	...	18
2.3 Related Literature	...	...	...	...	...	...	...	19
<b>CHAPTER THREE: METHODOLOGY</b>	...	...	...	...	...	...	...	26
3.0 Introduction	...	...	...	...	...	...	...	26
3.1 Design	...	...	...	...	...	...	...	26
3.2 Population	...	...	...	...	...	...	...	26
3.3 Sample and sampling techniques	...	...	...	...	...	...	...	28
3.4 Data collection methods	...	...	...	...	...	...	...	29
3.5 Instruments	...	...	...	...	...	...	...	30
3.6 Validity	...	...	...	...	...	...	...	31
3.7 Reliability	...	...	...	...	...	...	...	32
3.8 Procedure	...	...	...	...	...	...	...	33
3.9 Data analysis	...	...	...	...	...	...	...	34
<b>CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND</b>								
<b>INTERPRETATION...</b>	...	...	...	...	...	...	...	36
4.0 Introduction	...	...	...	...	...	...	...	36
4.1 Background information on respondents	...	...	...	...	...	...	...	36
4.2 Description of the dependent variable: Pupils	...	...	...	...	...	...	...	40
4.3 Variation of dependent variable with background variables	...	...	...	...	...	...	...	44
4.4 Verification of hypothesis	...	...	...	...	...	...	...	49



## **CHAPTER FIVE: DISCUSSION, CONCLUSIONS AND**

<b>RECOMMENDATIONS</b>	...	...	...	...	60
5.0 Introduction	...	...	...	...	60
5.1 Discussion	....	...	...	...	60
5.2 Conclusion	...	...	...	...	62
5.3 Recommendations	...	...	...	...	62
5.4 Areas for further research	...	...	...	...	62
<b>REFERENCES</b>	...	...	...	...	63
Appendix A: Self-administered questionnaires	...	...	...	...	67
Appendix B: Interview guide for primary school headteachers	...	...	...	...	70
Appendix C: Interview guide for parents	...	...	...	...	72
Appendix D: Interview guide for primary teachers	...	...	...	...	74
Appendix E: Nominal group discussions for parents	...	...	...	...	76
Appendix F: Introductory Letter	...	...	...	...	



## LIST OF TABLES

Table 1:	Primary schools past results in Paidha town council from 2004 – 2007 ... ..	7
Table 2:	Number of pupils of P.6 and P.7 in the study ... ..	27
Table 3:	Study sample from the eight primary schools ... ..	28
Table 4.1:	Respondents by sex ... ..	36
Table 4.2:	Respondents by age ... ..	37
Table 4.3:	Respondents by class ... ..	38
Table 4.4:	Respondents by school ... ..	39
Table 4.5:	Respondents by responsibility ... ..	40
Table 4.6:	Descriptive statistics on academic performance ... ..	41
Table 4.7:	Descriptive statistics on academic performance index ... ..	42
Table 4.8:	Descriptive statistics on performance in co-curricular activities ... ..	43
Table 4.9:	Descriptive statistics on performance in co-curricular activities index ... ..	43
Table 4.10:	Descriptive statistics on overall pupils' performance index ... ..	44
Table 4.11:	Descriptive statistics and t-test results on how pupils' performance varied with sex ... ..	44
Table 4.12:	Descriptive statistics and ANOVA results in how pupils' performance varied with age ... ..	45
Table 4.13:	Descriptive statistics and t-test results on how pupils' performance varied with class ... ..	46



Table 4.14:	Descriptive statistics and ANOVA results in how pupils' performance varied with school ...	...	...	...	...	...	...	47
Table 4.15:	Descriptive statistics ANOVA results in how pupils' performance varied with responsibility at school	...	...	...	...	...	...	48
Table 4.16:	Descriptive statistics on level of education of parents	...	...	...	...	...	...	49
Table 4.17:	Descriptive statistics on parents' level of education index	...	...	...	...	...	...	50
Table 4.18:	Pearson Product Moment Correlation for level of education of parents and pupils' performance	...	...	...	...	...	...	51
Table 4.19:	Descriptive statistics on level of family income	...	...	...	...	...	...	53
Table 4.20:	Descriptive statistics on parents' level of income index	...	...	...	...	...	...	54
Table 4.21:	Pearson Product Moment Correlation for level of family income of parents and pupils' performance	...	...	...	...	...	...	55
Table 4.22:	Descriptive statistics on level of parents' marital status	...	...	...	...	...	...	57
Table 4.23:	Descriptive statistics on parents' marital status index	...	...	...	...	...	...	57
Table 4.24:	Pearson Product Moment Correlation for level of parents' marital status and pupils' performance	...	...	...	...	...	...	58



## **LIST OF FIGURES**

Figure 2.1 Framework relating the variables in the study	...	18
--	-----	----



## **ABSTRACT**

The purpose of the study was to investigate the influence of factors like; level of education of parents, family income and parents' marital status on the performance of pupils in primary schools in Paidha Town Council with a view of recommending on how to improve pupils' performance. The study was conducted in that particular area because in the past five years, pupils' performance in the schools has been alarmingly deteriorating. Specifically, the study was intended to achieve the following objectives: (1) to investigate the influence of level of education of parents on performance of pupils in primary schools in Paidha Town Council; (2) to investigate the influence of family income on performance of pupils in primary schools in Paidha Town Council; and (3) to establish the influence of parents' marital status on performance of pupils in primary schools in Paidha Town Council.

The study adopted a cross-sectional survey research design. Quantitative and qualitative approaches of data collection were employed. A total of 404 respondents constituted the sample of the study. These included eight headteachers, 80 parents, 40 teachers and 276 pupils (Primary Six and Seven) from the eight schools (Oturgang Boys', Oturgang Girls', Paidha Demonstration, Paidha Model, Mvugu Upper, Mvugu Lower, Nguthe and Cana primary schools. The researcher used four types of research instruments:



namely questionnaires, interviews, observation and nominal group discussion.

The results revealed that there was a positive significant relationship between the level of education of parents and pupils' performance; two, that there was no relationship between family income and pupils' performance, and thirdly, that there was no relationship between parents' marital status and pupils' performance. The conclusions were that level of education of parents of pupils in the said schools led to low performance of pupils in primary schools in Paidha Town Council but level of family income and parents' marital status had nothing to do with pupils' performance in the said schools. The recommendation was that parents in Paidha Town Council need to improve on their level of education so as to improve pupils' performance in schools.



## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

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

#### **1.1 Background**

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

##### **1.1.1 Historical Perspective**

The issue of pupils' performance at schools has been of concern ever since modern education was introduced. Many countries have come to realize that pupils are the heart of educational process and that without good performance, all innovations in education are doomed to failure. There is a wide dissatisfaction with the current situation of schooling in many countries and parents come in for the share of the blame. This is because majority of parents involve their children in garden and other domestic work. This makes pupils have limited time with their teachers and no time for revision, therefore, affecting their performance.



The Uganda Primary School Curriculum (1999) clearly spells out what Primary Education is. It also spells out the broad aims and objectives of Primary Education. The Curriculum in both Volume One and Volume Two was designed to address the National Aim of Education as specifically stated in the Government White Paper on the Education Policy Review Commission Report (1992). Therefore, all school efforts should be aimed at high quality pupils' learning. Parents as active stakeholders in schools should ensure that they are cooperative, participate fully in school activities, provide children with essential needs, check pupils' work, encourage and enforce good behaviour among pupils and to consult with school authorities to foster good performance of their children.

Similarly, Kundu and Tutoo (2000) believed, that home background is the most significant primary factor which influences and shapes children's attitudes, personality and behaviour patterns that lead to good performance at schools. A study conducted by Mugisha (1991) in some selected schools in Kampala District on causes of pupils' poor performance revealed that attitudes of children and their home background positively or negatively influence their performance in schools. He further pointed out that the home and the school should be accepted as partners to improve pupils' performance. Despite the above studies, none had been done in Paidha Town Council primary schools to find out about pupils' poor performance. It is the hope of the researcher that pupils' performance in Paidha should be very good



due to its conducive geographical background. Skinner (1945) advised that for proper learning to take place, learning experiences should be guided and appropriately controlled. This means, the environment or the circumstances under which learning occur should be supportive and conducive enough for effective learning and achievement.

### **1.1.2 Theoretical Perspective**

Theoretically, according to Maicibi (2005:169), a good environment should be provided by the home if our children in school must learn, if the school administration must be successful and if the school must develop. Maani (1990) observes that pupils' success at schools is closely related to their home backgrounds. These include; level of education of parents, family income, parents' marital status, and attitudes of parents towards education of their children and the children's attitudes and the quality of learners admitted in school. Could this be true with the case of parents and pupils of Paidha Town Council schools in Nebbi District, North-western Uganda? No study has been done in Paidha Town on the same therefore it has left a gap to investigate the cause of low performance of pupils in the said area of study.

According to Skinner (1945) "Learning Theory" achievement vary among individuals due to several reasons. Level of performance and aspirations of pupils depend on factors linked to the level of education of parents, family income and marital status of parents. The theory



further emphasizes the importance of motivation, involvement in learning by learners and involvement of parents in supporting their children's education. According to Obanya and Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better. Skinner (1945) advised that for proper learning to take place, learning experience should be guided and appropriately be controlled. This means, the environment or the circumstances under which learning occurs should be supportive and conducive enough for effective learning and achievement.

### **1.1.3 Conceptual Perspective**

Pupil's performance, defined as, the ability of pupils to do something (Oxford Advanced Learners Dictionary, 1994) 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, 1990). 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, 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, 1990).



#### **1.1.4 Contextual Perspective**

Paidha Town Council has eight primary schools: seven government-aided and one private school (District Education office, Nebbi, 2008). In all, the schools have a population of 10,002 pupils and 156 teachers almost all of whom are native people of Nebbi (District Education Office, 2008). In the past five years, pupils' performance in the schools has been deteriorating. While a few pupils excel in their examination, the majority of the pupils perform poorly. For instance, in 2003, only 25% of the entire Primary Leaving Examination (PLE) candidates got Division One. In 2004 again, only 30 candidates obtained Division One. Last year 2007, only 40 candidates managed to get Division One (District Education Office, 2008). In all these years, failure rates have been on the increase. Other than pupils' performance in examinations, there have been persistent complaints from teachers about the commitment and the participation of the pupils of Paidha Town Council primary schools in their education. According to District Education

Currently, Paidha Town Council has 49 administrative units composing of four wards (Central, Oturgang, Dwonga and Umua) and 45 villages. There are seven government aided schools namely: Oturgang Boys, Oturgang Girls, Paidha Demonstration, Mvugu Upper, Mvugu Lower, Nguthe and Cana primary schools and one privately owned school called Paidha Model Primary School. Of the existing secondary schools one is community owned called Paidha Secondary



School and another privately owned called Charity College. There are also nursery schools namely: St. Bakhita, Country Side, Faredu, Triget and Our Lady of Charity nursery schools. Despite this, pupils' performance in primary schools has been persistently and alarmingly low over the years as illustrated in Tale 1. The low performance has caused worries and concern to many stakeholders in the study area. This is the reason for investigating the said factors.

Paidha Town Council is located 22 kilometres west of Nebbi Town on Democratic of Congo border. It covers a total land area of 29 square kilometers and is bordered on the south by Democratic Republic of Congo and east, west and north by Paidha Sub-county. The Town Council has hilly relief and has pleasant climate with a mean annual temperature of 22.8°C and an annual rainfall of 1437mm. The soils composed mainly of loamy, sandy and clay textures classified as the most fertile and productive soils within the tropic. The Town Council is a source of food for the district and other neighbouring districts like Arua, Gulu, Masindi and Koboko due to plentiful food crops. Majority of the people practice subsistence agriculture which accounts for more than 80% of the revenue income which the Town Council rely on.

Table 1 below shows the performance of the eight Primary Schools in Paidha Town Council from 2004 – 2007.



**Table 1: Primary Schools past results in Paidha Town Council  
from 2004 – 2007 (End of Year Results)**

Year	School Oturgang Boys'	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		14	36	0	1	4	0	10	49	56	7	5	5
2005		10	42	2	0	1	0	11	52	42	14	4	3
2006		28	15	0	0	0	0	6	64	25	38	8	12
2007		14	28	0	0	0	0	3	28	47	58	6	26
<b>Total</b>		<b>66</b>	<b>121</b>	<b>2</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>30</b>	<b>193</b>	<b>170</b>	<b>117</b>	<b>23</b>	<b>46</b>

Year	School Mvugu Lower	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		1	25	12	11	2	7	2	20	8	20	2	10
2005		0	17	22	7	10	5	6	13	4	22	0	13
2006		1	25	23	15	8	6	0	4	1	8	2	29
2007		2	29	18	5	7	6	2	8	5	34	2	38
<b>Total</b>		<b>4</b>	<b>96</b>	<b>75</b>	<b>38</b>	<b>27</b>	<b>24</b>	<b>10</b>	<b>45</b>	<b>18</b>	<b>84</b>	<b>6</b>	<b>90</b>

Year	School Mvugu Upper	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		0	11	13	11	1	12	2	10	15	30	10	28
2005		0	10	16	15	9	12	0	24	14	29	31	25
2006		0	25	15	6	6	4	1	24	14	40	10	16
2007		0	14	14	7	6	8	2	26	16	20	24	14
<b>Total</b>		<b>0</b>	<b>60</b>	<b>58</b>	<b>39</b>	<b>22</b>	<b>36</b>	<b>5</b>	<b>84</b>	<b>59</b>	<b>119</b>	<b>75</b>	<b>83</b>



Year	School Paidha Demonstration	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		6	63	9	7	4	3	4	28	25	15	0	14
2005		0	57	19	16	3	2	2	24	23	29	6	2
2006		1	60	12	5	4	1	1	14	24	48	0	32
2007		1	42	6	0	0	0	1	12	15	50	0	0
<b>Total</b>		<b>8</b>	<b>222</b>	<b>46</b>	<b>28</b>	<b>11</b>	<b>6</b>	<b>8</b>	<b>78</b>	<b>87</b>	<b>142</b>	<b>6</b>	<b>48</b>

Year	School Paidha Model	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		14	18	0	0	1	0	20	36	2	7	0	1
2005		16	29	5	7	1	0	16	29	5	7	0	1
2006		5	35	2	0	1	0	16	28	39	14	1	12
2007		22	25	0	0	1	0	2	16	25	19	0	12
<b>Total</b>		<b>57</b>	<b>107</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>0</b>	<b>54</b>	<b>109</b>	<b>71</b>	<b>47</b>	<b>1</b>	<b>26</b>

Year	School Oturgang Girls	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		0	22	4	2	0	1	3	14	15	25	7	9
2005		0	22	9	0	0	4	2	15	9	34	1	10
2006		2	26	1	1	0	1	1	20	10	18	6	7
2007		1	30	5	2	0	3	3	18	11	17	8	6
<b>Total</b>		<b>3</b>	<b>100</b>	<b>19</b>	<b>5</b>	<b>0</b>	<b>9</b>	<b>9</b>	<b>67</b>	<b>45</b>	<b>94</b>	<b>22</b>	<b>32</b>



Year	School Nguthe	Primary 7						Primary 6					
		D1	D2	D3	D4	DX	DU	D1	D2	D3	D4	DX	DU
2004		0	7	20	15	3	8	0	8	10	20	6	8
2005		0	5	23	14	2	5	0	6	21	10	3	8
2006		0	4	20	9	1	7	0	5	22	15	2	10
2007		0	6	27	10	2	6	0	4	13	18	5	12
<b>Total</b>		<b>0</b>	<b>22</b>	<b>90</b>	<b>48</b>	<b>8</b>	<b>26</b>	<b>0</b>	<b>23</b>	<b>66</b>	<b>63</b>	<b>16</b>	<b>38</b>

Year	School Cana Primary School	Primary 6					
		D1	D2	D3	D4	DX	DU
2004		0	2	26	10	6	8
2005		0	0	34	9	4	19
2006		0	3	30	11	11	7
2007		0	0	5	38	13	10
<b>Total</b>		<b>0</b>	<b>5</b>	<b>95</b>	<b>68</b>	<b>34</b>	<b>44</b>

Source: Headteachers' Records: Physical visits to headteachers' offices.

The above table shows that over the period of decade, Oturgang Boys' qualified 66 Primary Seven in Division 1, 131 Division 2 and two in Division 3. While Primary Six who qualified were: Division 1 = 30, Division 2 – 193 and 71 got Division 3. Paidha Model qualified 57 Primary Seven pupils in Division 1, 87 were in Division 2 and seven in Division 3, the rest were in Division 4 and Division U. While Primary Six were: 54 Division 1, 109 Division 2 and 71 Division the rest were



also in Division 4 and Division U. The total number of pupils who qualified from all the eight primary schools were: Primary Seven pupils who got Division One in the whole schools were 138, Division two were 728 and Division Three were 374, the rest were in Division 4 and U. Primary Six who got Division 1 from the eight schools were 115, 529 Division Two and 762 Division Three. The table further shows that Oturgang Boys came first performance followed by Paidha Model primary School and then Paidha Demonstration was third. Generally performance was not very good.

Home-based factors refer to the instilled, adopted or cultural-oriented attitude, which is characteristic of a family, clan or an ethnic group setting (Ezewu, 1988). In this study the factor to consider as those affecting the performance of pupils at schools include: parents' level of education, level of family income and marital status of parents. It is not clear as to whether these have influence on pupils' performance in the primary schools in Paidha Town Council – Nebbi District. Many variables could explain why pupils' performance in the said area is low, as the statistic shows. These could be affected by, among other factors, the quality of the pupils admitted into the primary schools (Primary Seven classes), administration, availability of resources (inputs) like classrooms, library, science laboratory and equipments, funds available, the performance of teachers, the teachers perception of the pupils, the attitudes of the pupils, maturation and teachers instructional performance. Teachers' instructional performance here



refers to teachers management of time (Shalaway, 2001), student behaviour (Farrant, 1980), instructional presentation (Gagne, 1985) and monitoring of pupils' performance (Ryan, 1998).

## **1.2 Problem Statement**

The purpose of primary education is to develop quality of life of the learners so that they can properly serve the society according to their roles and responsibilities as good citizens. To achieve the aim and improve pupils' performance in primary schools, Primary Teachers' Colleges are to prepare high quality and sufficient teachers to provide quality education in primary schools (Ballon and Podgursky, 1997). The learning process must be guided and controlled; and the learning environment must be conducive and supportive (Skinner, 1945). In other words, learners need to be motivated by their parents in whatever they do. Given this role, Government has deliberately made effort to improve on infrastructure and other educational inputs. Despite this, pupils' performance has been persistently and alarmingly low in Paidha Town Council schools over the years as illustrated in Table 1. The low academic achievement of pupils is a cause of worries and concern to many stakeholders in the Town Council and other parts of Nebbi District as it is likely to impact on implementation and achievement of Universal Primary Education.

However, to-date, learners' level of performance in Paidha Town Council schools is very low. The study therefore specifically focused on



the elements of: Level of education of parents, level of family income and parents' marital status and pupils' performance in the said area. It was believed by the researcher that if this scenario persists, it means that most of the pupils in primary schools in Paidha Town Council would fail to progress in their education and their future would be blighted due to low levels of education.

### **1.3 Purpose**

The purpose of this study was to investigate the influence of home-based factors on the performance of pupils in primary schools of Paidha Town Council with a view of improving pupils' performance.

### **1.4 Objectives**

The main objectives of this study were:

1. To investigate the influence of level of education of parents on performance of pupils in Paidha Town Council primary schools.
2. To investigate the influence of family income on performance of pupils in Paidha Town Council primary schools.
3. To establish the influence of parents marital status on performance of pupils in Paidha Town Council primary schools.

### **1.5 Research Questions**

This research sought answers to the following questions:

1. To what extent does level of education of parents influence performance of pupils in Paidha Town Council primary schools?



2. To what extent does family income influence performance of pupils in Paidha Town Council primary schools?
3. To what extent does parents' marital status influence performance of pupils in Paidha Town Council primary schools?

## **1.6 Hypotheses**

The study aimed at testing the following hypotheses:

1. Level of education of parents has positive influence on the performance of pupils in primary schools in Paidha Town Council.
2. Level of family income has positive influence on the performance of pupils in primary schools in Paidha Town Council.
3. Parents' marital status has positive influence on the performance of pupils in primary schools in Paidha Town Council.

## **1.7 Scope**

Geographically, the study was conducted in Paidha Town Council, Nebbi District, North-western Uganda. The study area has eight primary schools, one of which is private and the rest of the seven are government-aided. The boundary of the study was focused on aspects of home-based factors, which among others included level of education of parents, level of family income and parents' marital status. The outcomes of these factors were explored through pupils' performance as exhibited in academic results, overall school



performance in Primary Leaving Examinations. The respondents in the study were pupils, teachers, headteachers and parents respectively. The main respondents were the pupils.

### **1.8 Significance**

It was anticipated that the findings and recommendations of this study would go a long way in generating the much needed information that would be used by various stakeholders in education to improve on the quality of education of their children. Through this study, the assessment results could be guideposts that would help both parents and pupils identify their areas of strength and weaknesses and make necessary adjustments to fill the gaps in their roles. The assessment would also help pupils think of their own learning and redirect their efforts where necessary and in appropriate direction of needs.

The study would help parents, educational managers and administrators, teachers, Ministry of Education and Sports officials and politicians see, recognize and appreciate the need for motivation and motivate their subordinates and children for an improved performance. The study would also furnish policy makers, Ministry of Education and Sports, and politicians with information on parents' roles and their implications on pupils' performance; hence giving them a leeway to formulation of better policies regarding parents' roles within the education systems, based on researched information. It was also hoped to improve level of parents' status for an improved



performance. Lastly, the study was expected to add to the existing body of knowledge and act as a stepping-stone for later researchers in similar studies. It would also help future researchers who have the quest for improving education for all the learners in primary schools in the said area and Uganda at large.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter examines both theoretical and conceptual frameworks. The chapter also contains the review of related literature.

#### **2.1 Theoretical Review**

The status of a family can have an influence on the performance of its children as observed by Obanya and Ezewu (1988) that the higher the status of a family the more likely it motivates its children to learn and perform better. They looked at this status in three ways: Level of education of parents, level of family income and parents' marital status. They defined education as acquisition of knowledge, skills and attitudes from parents to children. Nabbumba (1994) reports that pupils' performance and aspirations, is linked to level of education of their parents.

Heyman (1980) emphasized the importance of family income that children born and reared from wealthier families do better in all aspects of life and have high moral reasoning and good performance. Sentamu (2003) reports that family incomes gives direction of what kind of schools the child will attend. She defined income as money received over a certain period of time, which can be through payment



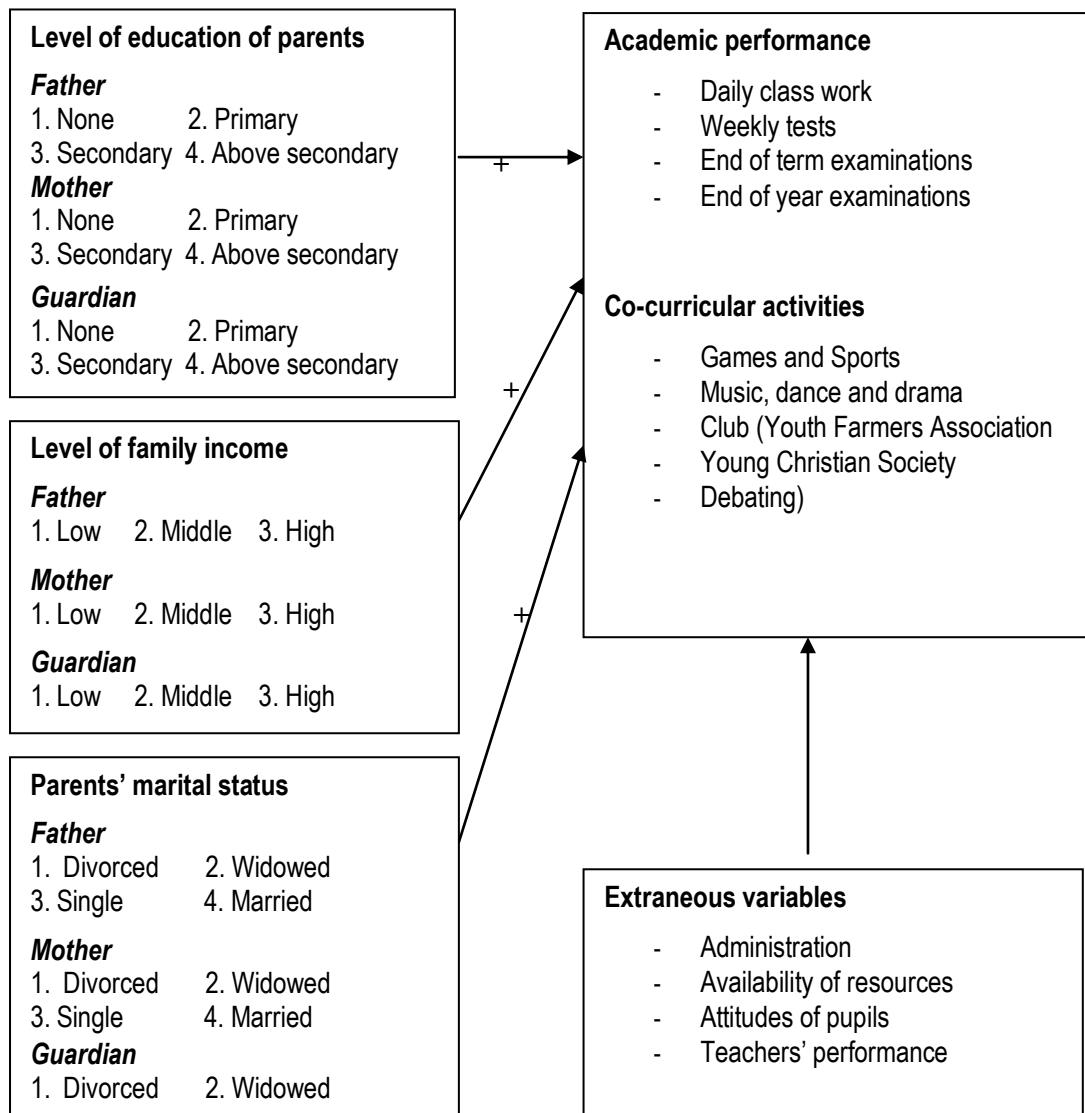
for work or returns on investment. She defines family income as the state at which a family receives money over a certain period of time.

According to Oxford Advanced Learners' Dictionary (1994) marital status refers to the state of being together as a husband and a wife. The state has both positive and negative influence on pupils' performance. For example, in a polygamous family pupils' performance is negatively influenced by low family income because big number of children over burden the parents. Where parents are separated children become targets of mistreatments by their stepmother, hence, they do not perform well in schools. While those who have stable marriages collectively exercise control over their children's behaviour, children receive enough adult attention, love, sympathy, guidance, security and they are well supported that motivate them to perform better in schools.



## 2.2 Conceptual Framework

Figure 2.1 provides a framework relating the variables in the study.



Key: + Means positive

Figure 2.1 Conceptual framework relating home-based factors to pupil's performance.

Source: Likert response scale



The framework in Figure 2.1 suggests that the independent variable is conceptualized as three factors, namely: level of education of parents, level of family income and marital status of parents, which is the dependent variable, "Pupils' performance is conceptualized as academic performance, which refers to the quality and quantity of knowledge, skills and positive attitudes, behaviour and philosophy that students acquire (Ferguson 1990). This includes daily class work, weekly tests, and of term examinations and end of year examinations.

The dependent variable is also conceptualized as co-curricular activities which involve games and sports, music dance and drama, different clubs like young farmers association, young Christian society and debating.

## **2.3 Related Literature**

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

### **2.3.1 Level of education of parents and pupils' performance at school**

Many scholars defined education differently; with Odaet and Bbuye (1997) defining it as a process whereby some human being directs and guides the growth and development of some human being towards some end or goal in life. It deals with preparing the right type of environment for the individuals to allow them physically, mentally and



spiritually so as to develop harmoniously within themselves and together with their fellow human beings. Level of education of parents is the degree to which parents have acquired some knowledge, skills, attitudes and values of informal and formal education. The study conducted by Prewittz in Kenya on parents' education showed that parents' level of education is very crucial for the performance of their children because educated parents send their children to school early, in most cases at the age of five to six. Ezewu (1998) pointed out that children who join primary schools at early age also complete their primary education early.

Ezewu (1988) found that educated parents provide adequate learning materials for their children, which stimulate them to learn and perform better in all subjects. These parents are concerned over their children's education/performance, which sometimes makes them coach their children themselves or appoint part-time teachers for them. They send their children to the best nursery and primary schools which serves as sure gateways to secondary and university education which in turn leads to higher educational qualification to occupy higher positions in societies. Owen (1999) in her study exploring beliefs about academic achievement studied the relationship between parents' educational attainment and found that the educational attainment of parents have a relationship with educational achievement of their children.



According to Sentamu (2003), the educational attainment of parents determines the kind of schools to which their children go to. Such schools are near in kind to the ones their parents attended. This tends to lay a foundation for better performance of their children while at school. Considine and Zappala (2002) in their study in Australia on the influence of education disadvantages in the academic performance of school found that families where parents are educated foster a higher level of achievement in their children because of providing psychological support for their children. Combs (1985) found that virtually all nations, children of high parents on education have far better chances of getting into better secondary schools and universities than equally bright children of ordinary workers or farmers. In other words, the highly educated parents tend to provide a more conducive learning environment that propels their children to go to schools and succeed.

Maani (1990) and Mugisha (1991) who both attempted to analyze the relationship between children's performance at school and the level of their parents' education established that the more educated the parents are, the better the children's performance at school. Mugisha actually did his study on the primary school pupils in Kampala (Uganda) which also belongs to the same education system like in Paidha Town Council. According to Nabbumba (1988), parents' level of education influences pupils' performance in the sense that educated parents value education and they tend to encourage their own



children to value and actively engage in receiving education. In a study conducted in Kenya by Obanya and Ezewu (1988) it was found that the higher the levels of education of parents, the more likely it motivates children to learn and perform better. Kundu and Tuto (2000) found that home background has a significant influence on the achievement of children at school because educated parents tend to offer more psychological, social and financial support to their children, thus giving them the opportunity to excel in their studies.

### **2.3.2 Level of family income and pupils' performance at primary schools**

Income means money received over a certain period of time, which can be through payment for work or returns on investments while family income can be referred to the state at which a family receives money over a certain period of time (Oxford Advanced Learners' Dictionary 1994). In this study, level of family income includes money received by father, mother and Guardian. According to Farrant (1980), children from poor home background usually suffer from serious diseases that lead to their poor performance at schools. In such homes parents are attempted to encourage their children for early marriages which affect their performance. While families with high financial background tend to support their children's education and encourage the importance of education rather than encouraging them for marriages. Heyman (1980) emphasized the importance of family income on pupils' performance that children born and reared from wealthier homes do



better in many aspects of life and have high moral reasoning and better performance compared to children who come from poor home background who face a lot of problems in their education.

In a study conducted by Sentamu in Mukono District in 2003 on the influence of family income on pupils' performance at school, it was found that family income was the determinant of the kind of a school a child attends. This was in congruence with what Combs (1985) had established in several countries that children from high parents' occupation have far better opportunities of getting into better secondary schools and university than equally bright children of ordinary workers or farmers. The researcher is in total agreement with this assertion because in Uganda, it is generally the children of the rich who flock to the academically better performing schools. Family income, according to Escarce (2003) has positive influence on the education opportunities available to adolescence and on their chances of educational success. This is because richer parents are able to take their children to high-cost schools that generally tend to perform academically better.

### **2.3.3 Parents Marital Status and pupils' performance at school**

Marital status refers to the state of being together as a husband and a wife (Oxford Advanced Learners' Dictionary 1994). This state has both positive and negative effects on pupils' performance at school, depending on the organization of each family member. Kasirye



(1995:11) observed that polygamous and extended families where income is low influence pupils' performance in a sense that big number of children overburden the parents, therefore, they fail to support their children's education adequately. He further observed that in homes where parents are quarrelsome, children are neglected hence affects their performance both in school and at home. The fact that no study has been carried out in the said schools has left a gap for the researcher to investigate the effect of marital status of parents on the performance of the pupils.

Baron and others (1991), Mbuti (1969) and Malaga (1981) pointed out that marriage is a bond that unites two families, two clans, even more, a bond that introduces families into another. Once the full contract of marriage is broken it creates a great scar in the community and it is likely to be traumatic for the couple's children. According to Hethengton (1979) as cited by Laura (1989), divorced parents exercise less control over their children. Medrich et al 1982 as cited by Laura (1989), further said, children from single parent families receive less adult attention, affection, love, sympathy, guidance and security and they are emotionally disturbed. Bhati (1998) stressed that there is a link between parents' marital status and pupils' performance. For instance lack of cordial understanding in a family causes instability, lack of control in children's behaviour also influence performance.



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



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

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

#### **3.1 Design**

The researcher used a cross-sectional survey design because the study intended to pick only some representative sample elements of the cross-section of the population. The study was cross-sectional because it was conducted across participants over a short period of time and it did not necessitate the researcher to make follow-ups of the participants. The survey was also preferred because it allowed the researcher get detailed inspection of the influence of home-based factors on the performance of pupils in primary schools in Paidha Town Council. Quantitative and qualitative approaches were adopted. The former enhanced the understanding of the meaning of numbers, while the latter later gave precise and testable expression to qualitative ideas.

#### **3.2 Population**

The study was conducted in all the eight primary schools namely: Oturgang Boys, Oturgang Girls, Paidha Demonstration, Paidha Model,



Mvugu Upper, Mvugu Lower, Nguthe and Cana primary schools. The study population composed of eight headteachers, 156 teachers, 567 parents and 1429 pupils of primary six and seven. The total population was 2,160 (headteachers' records) physical visit to the headteachers' offices.

**Table 2: Number of pupils of Primary Six and Seven in the study**

<b>Schools</b>	<b>Oturgang Boys</b>	<b>Oturgang Girls</b>	<b>Paidha Demonstration</b>	<b>Paidha Model</b>	<b>Mvugu Upper</b>	<b>Mvugu Lower</b>	<b>Nguthe Primary School</b>	<b>Cana Primary School</b>	<b>Total</b>
Primary Six	120	124	112	188	134	96	64	58	896
Primary Seven	58	60	98	66	67	79	55	50	533
Total	178	184	210	254	201	175	119	108	1429

Source: Headteachers' records, physical visit to headteachers' offices.



### 3.3 Sample and Sampling Techniques

**Table 3: Study sample size from the eight primary schools**

<b>Category of Population</b>	<b>Parent Population</b>	<b>Sample Population</b>	<b>Sampling Technique</b>
Headteachers	8	8	Purposive Sampling
Teachers	156	40	Purposive Sampling
Pupils	1429	276	Purposive Sampling
Parents	567	80	Purposive Sampling
Grand Total	2160	404	Purposive Sampling

Note: R.V. Krejcie and D.W. Morgan (1970) Determining Sample Size for Research Activities Educational and Psychological Measurement, 30, 608, Sage Publishers.

Purposive sampling technique was used to select headteachers and teachers because they were few and were the experts in the education industry (Amia 2005). The total number of headteachers and teachers was 164. Parents and pupils were also purposively selected because the researcher believed that they were the right people who could give the right information about the pupils and parents. The researcher had in mind that they had information she required (Amia, 2005:142). From the population of eight headteachers, 156 teachers, 1429 pupils and 567 parents that made up the total of 2,160 from eight primary schools only 404 respondents were sampled to reduce cost, time and effort. The sampling was done in such a way that different categories



of respondents were represented in the sample. The sample was large enough to enable generalization of results.

### **3.4 Data Collection Methods**

Questionnaires, survey interviews, non participation observation and nominal group discussion were the methods used to collect data from the respondents. Questionnaires were preferred because of number of respondents, cost and the nature of the topic which had both quantitative and qualitative data (Kothari, 2004) self-administered were also preferred because they were easy to fill by the participants. They kept the respondents on the subject, they were respectively objective and were fairly easy to make frequent counts and it was the easiest means of reaching respondents and obtaining desired information in the limited time available. Interviews were used as they allowed pursuance of in-depth information around the topic; they were also used as follow-ups to certain respondents to confirm pupils' performance in classes and past results. Nominal group discussion was preferred because it helped the researcher to come up with agreed position and conclusions with respect to the influence of the said home-based factors on pupils' performance in primary schools in Paidha Town Council.



### **3.5 Instruments**

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

#### **3.5.1 Questionnaires**

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

#### **3.5.2 Interviews**

At least eight headteachers, 40 teachers and 80 parents were interviewed to provide information on the impact of home-based factors on the performance of pupils in primary schools in Paidha



Town Council. Interviews were preferred because they allowed pursuance of in-depth information around the topic and were useful as follow-ups to certain respondents and to further investigate their responses and serve the purpose of triangulation (Amia 2005).

### **3.5.3 Non-participation Observation**

The researcher carried out observation of lessons in each primary school and assessed pupils' performance in daily class work. Relevant school records like, Primary Leaving Examination results, end of term results and end of year results were also consulted and thoroughly observed to obtain information on pupils' performance.

### **3.5.4 Nominal Group Discussion**

This was used to obtain information from 20 parents as a group who helped the researcher come up with agreed position and conclusions with respect to the influence of level of parents' education, level of family income and parents' marital status on pupils' performance in primary schools in Paidha Town Council. The researcher intended that the finding be in agreement with that of the group (Amia 2005).

## **3.6 Validity**

Accuracy of information was ensured by the use of relevant instruments. The questionnaires were subjected to the scrutiny of the supervisors and their recommendations were used to finally formulate instruments that had the ability to obtain the expected relevant data.



Headteachers, teachers and parents were interviewed to obtain data on how level of education of parents, level of family income and parents' marital status influence pupils' performance in schools in Paidha Town Council. A group of parents were engaged in nominal group discussion and some relevant documents were consulted to obtain information on pupils' performance. After designing the questionnaires, they were subjected to rating and Content Validity Index (CVI) were computed using the following formula:

$$\text{Average of CVI} = \frac{\text{No of items rated valid}}{\text{All items in the questionnaires}}$$

The CVI for the questionnaires for pupils was  $\frac{4.2}{6} = 0.7$  which was equal to 0.7 the recommended validity (Amia 2005). Hence, the questionnaires were considered valid for data collection.

### **3.7 Reliability**

The questionnaires were pre-tested in two selected schools (Jupumwocho and Cana) outside Paidha Town Council that ensured reliability. The sample was 268. It helped to ensure consistency and dependability of the research instruments and their ability to tap data that answered to the objectives of the study. Raw data from the instruments were subjected to a reliability analysis from which Cronbach's co-efficient alpha was systematically and consistently computed using the following formula



$$\frac{k}{k-1} \left( \frac{1 - \sum SD_i^2}{SD_t^2} \right)$$

k = the number of items in the questionnaires.

$\sum SD_i^2$  = the summation, variance for individual items in the questionnaires.

$SD_t^2$  = the variance for all summoned items in the questionnaires.

The reliability for the questionnaires for pupils was  $\frac{4.8}{6} = 0.8$ , which was greater than 0.7 the recommended reliability (Amin, 2005). Hence, the questionnaires were considered reliable for data collection.

### **3.8 Procedure**

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



### 3.9 Data Analysis

The researcher analyzed the qualitative data collected using structured closed ended items in the questionnaires for each objective and coded using a five-point Likert response scale. They were subjected to frequencies and percentages, which helped to show the distribution of respondents on each of the independent and dependent variable. Raw data were analyzed using descriptive statistics and Pearson Product Moment Correlation. Correlation was used to test the hypotheses in order to determine the influence of home-based factors on pupils' performance. ANOVA was used to test the influence of the combined independent variable components on the dependent variable. Rank order was performed to determine the relative influence and significance of each component of the independent variable on the dependent variable. The following formula for the correlation was used:

$$r_{xy} = \frac{n\sum x,y, - \sum x, \sum y,}{\sqrt{n\sum x,^2 - (\sum x,)^2 \quad n\sum y,^2 - \sum y,)^2}}$$

Where:

$r_{xy}$  = Pearson Correlation Coefficient

$\sum xy$  = summation of product of variable x and variable y

$\sum x$  = summation of variable x

$\sum y$  = summation of the square of variable y

$\sum x^2$  = summation of the square of variable x

$\sum y^2$  = summation of square of variable y

$(\sum x)^2$  = the square of summation of variable x



$(\Sigma y)^2$  = the square of summation of variable y

n = number of subjects in the study.

The qualitative data collected through interviews, non-participation observation and nominal group discussion were categorized, cleaned, interpreted and analyzed under their respective themes. This was used to triangulate and support findings obtained through quantitative data analysis. The analysis steps were systematically and consistently done for each one of the three hypothesis, from hypothesis one to three.



## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter contains the description of the respondents' background, the dependent variable and the verification of hypotheses.

#### **4.1 Background information on respondents**

General information comprised data on the sex of the respondents, age, class, school and responsibilities at school as per Section A of the questionnaire (Appendix A).

##### **4.1.1 Respondents by sex**

Table 4.1 shows the distribution of respondents by sex.

**Table 4.1: Respondents by sex**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	146	52.9
Female	130	47.1
<b>Total</b>	<b>276</b>	<b>100.0</b>

Table 4.1 illustrates that out of the total of 276 respondents, the male students had the highest representation of about 53% and the female had 47%. Actually, according to the District Education Officer Nebbi (2007) female pupils slightly outnumber the male pupils. The highest



number of male respondents would mean that there might have been some form of bias in the selection of respondents by the researcher or the boys were more cooperative.

#### 4.1.2 Respondents by age

Table 4.2 shows the distribution of respondents according to age:

**Table 4.2: Respondents by age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Cumulative Percentage</b>
Below 13 years	67	24.3	24.3
13 – 14 years	111	40.2	64.5
Above 14 years	98	35.5	100.0
<b>Total</b>	<b>276</b>	<b>100.0</b>	

Table 4.2 illustrates that the highest percentage of respondents, 40% were aged between 13 – 14 years. About 36% of the respondents were aged above 14 years and the least number of respondents (less than 21%) were below 13 years meaning that respondents between 13 – 14 age groups are more honest than those of 13 years and above 14 years old, or children between 13 – 14 years are more knowledgeable than those above 14 and those below 13 years old or they might be more cooperative.



#### **4.1.3 Respondents by class**

**Table 4.3: The distribution of respondents according to class**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Primary Six	134	48.6
Primary Seven	142	51.4
<b>Total</b>	<b>276</b>	<b>100.0</b>

Table 4.3 illustrates that the highest percentage of respondents came from Primary Seven (over 51%) followed by Primary Six pupils (about 49%). This could be that primary Seven were more cooperative than Primary Six, or they were more knowledgeable in answering the questions than Primary Six pupils.

#### **4.1.3 Respondents according to school**

Table 4.4 shows the distribution of respondents according to school.



**Table 4.4: Respondents by school**

<b>Primary School</b>	<b>Frequency</b>	<b>Percentage</b>
Oturgang Boys	40	14.5
Oturgang Girls	40	14.5
Paidha Demonstration	36	13.0
Paidha Model	44	15.9
Mvugu Lower	28	10.1
Mvugu Upper	35	12.7
Nguthe	27	9.8
Cana	26	9.4
<b>Total</b>	<b>276</b>	<b>100.0</b>

Table 4.4 illustrates that the highest percentage of respondents came from Paidha Model Primary School (about 16%), followed by Oturgang Boys and Oturgang Girls primary schools (about 15%) each. Cana Primary School came last with (over 9.4%). Actually, Mvugu Upper that came fifth has the highest enrolments in the Ton Council. However, it might be that they were not cooperative enough or there might be some bias.

#### **4.1.5 Respondents According to Responsibility**

Table 4.5 shows the distribution of respondents according to responsibility held at school.



**Table 4.5: Respondents by Responsibility**

<b>Responsibility</b>	<b>Frequency</b>	<b>Percentage</b>
Prefect	54	19.6
Class Monitor	30	10.9
Club Official	78	28.3
None	113	40.9
<b>Total</b>	<b>276</b>	<b>100.0</b>

Table 4.5 shows that the highest percentage of respondents were those pupils who did not hold any responsibility in school activities (41%), while the least percentage of respondents were the Class Monitors (with almost 11%). The respondents have little interest in holding responsibilities in schools for the reasons known by themselves.

## **4.2 Description of the dependent variable: pupils' performance**

This Section describes the dependent variable (pupils' performance), which in this study was conceptualized to mean academic performance and performance in co-curricular activities respectively.

### **4.21 Academic performance**

In this study, academic performance was conceptualized in terms of four questions prompting each respondent to do self-rating in terms of performance in daily class work, weekly tests, end of term and end of year examinations. The scale used had a one representing "poor", two



representing “fair”, three representing “good” and four representing “very good”. Table 4.6 gives descriptive statistics on the same.

**Table 4.6: Descriptive statistics on academic performance**

<b>Indicator of Academic Performance</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard Deviation</b>
Daily Class Work	276	3.01	.791
Weekly Tests	276	2.78	.641
End of Term Examinations	276	2.97	.705
End of Year Examinations	276	3.21	.766

Table 4.6 suggests that pupils performed highest in daily class work, followed by end of year examinations, third was in end of term examinations. Pupils performed lowest in weekly tests. Considering the means reflected, the respondents overall rated themselves as performing well. To get an overall picture of how pupils rated themselves in the area of academic performance, all items in Table 4.6 were aggregated in one index (Academic) with the descriptive statistics in Table 4.7.



**Table 4.7: Descriptive statistics on academic performance index**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard Deviation</b>
<b>Total</b>	<b>3.00</b>	<b>2.5</b>	<b>.57</b>

To get an overall picture of how pupils rated themselves in terms of performance, the two indices Academic (from Table 4.6) and Co-curricular (from Table 4.8) were aggregated into one index, performance with the descriptive statistics as in Table 4.8.

#### **4.2.2 Performance in co-curricular activities**

In this study, performance in co-curricular activities was conceptualized in terms of five questions prompting each respondent-pupil to do self-rating in terms of performance in games and sports; music, dance and drama; Young Farmers' Association; Young Christian Society and Debating Club. Table 4.7 shows descriptive statistics resulting there from.



**Table 4.8: Descriptive statistics on performance in co-curricular activities**

<b>Indicator of Co-curricular Activities Performance</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>
Games and Sports	276	2.83	.883
Music, dance and drama	276	2.90	.845
Young Farmers' Association	276	2.57	.979
Young Christian Society	276	2.76	.950
Debating Club	276	2.81	1.024

Table 4.8 suggests that pupils' performance in co-curricular activities was fairly good (all means between 2.5 and 3). To get an overall picture of how pupils rated themselves with regard to performance in co-curricular activities, all items in Table 4.8 were aggregated in one index (Co-curricular) with the descriptive statistics in Table 4.9.

**Table 4.9: Descriptive Statistics on performance in co-curricular activities index**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard Deviation</b>
2.78	2.80	3.000	.56

To get an overall picture of how pupils rated themselves in terms of performance, the two indices, Academic (from Table 4.6) and Co-curricular (from Table 4.8) were aggregated into one index, Performance with the descriptive statistics in Table 4.10.



**Table 4.10: Descriptive statistics on overall pupils' performance**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard Deviation</b>
2.88	2.93	2.28	.48

To get an overall picture of how pupils rated themselves in terms of performance, the two indices, Pupils' Performance (from Table 4.7) and Co-curricular (from Table 4.8) were aggregated into one index, Performance with the descriptive statistics in Table 4.10.

### **4.3 Variation of dependent variable with background variables**

This Section deals with how the dependent variable (pupils' performance) varies with sex, age, class, school and responsibility at school respectively.

#### **4.3.1 Variation of pupils' performance with sex**

The study was interested in whether pupils' performance varied with sex. Table 4.1 shows pertinent descriptive statistics and T-test results.

**Table 4.11: Descriptive statistics and T-test results on how pupils' performance varied with sex**

<b>Sex</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>T-test</b>	<b>Significant</b>
Male	146	2.95	0.46	2.325	.021
Female	130	2.81	0.50		



Means in Table 4.11 suggest that males were better than females at pupils' performance. This is supported by t-value of 2.325 and its calculated significant value of 0.021 (less than  $\alpha = 0.05$ ). So the conclusion was that there was significant difference in pupils' performance with males beating female pupils at the five-percent level of significance.

#### **4.3.2 Variation of pupils' performance with age**

The study was interested in whether pupils' performance varied with age. Table 4.12 shows pertinent descriptive statistics and ANOVA results.

**Table 4.12: Descriptive statistics and ANOVA results in how pupils' performance varied with age**

<b>Age</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>F</b>	<b>Sig.</b>
Below 13 years	67	2.77	.50	3.285	.039
13 – 14 years	111	2.89	.46		
Above 14 years	98	2.96	.47		
<b>Total</b>	<b>276</b>	<b>2.88</b>	<b>.48</b>		

Means in Table 4.12 suggest that different age groups scored differently on pupils' performance with age group "above 14 years" scoring highest, followed by age group "13 – 14 years" and age group "below 13 years" scoring the lowest. Confirming the differences, we



consider the F-value of 3.285 with its significant value of 0.039 which is less than alpha 0.05, leading to the conclusion that there were significant differences in pupils' performance by age at the five-percent level of significance.

### **4.3.3 Variation of pupils' performance with class**

The study was interested in whether pupils' performance varied with class. Table 4.13 shows descriptive statistics and T-test results there of.

**Table 4.13: Descriptive statistics and T-test results on how pupils' performance varied with class**

<b>Age</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>F</b>	<b>Sig.</b>
Below 13 years	67	2.77	.50	3.285	.039
13 – 14 years	111	2.89	.46		

Means in Table 4.13 suggest that Primary Seven were better than Primary Six at performance in class. This is supported by the t-value of -3.77 and its calculated sig value .000 which is less than 0.01. hence the conclusion is that Primary Seven were significantly better at performance than primary Six at the one-percent level of significance.



#### 4.3.4 Variation of Pupils' Performance with School

This study was interested in whether pupils' performance varied with school. Table 4.14 shows descriptive statistics and ANOVA results there-of.

<b>School</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>F</b>	<b>Sig.</b>
Oturgang Boys	40	3.07	0.34	17.484	.000
Oturgang Girls	40	2.61	0.35		
Paidha Demonstration	36	3.24	0.42		
Paidha Model	44	3.11	0.39		
Mvugu Lower	28	2.85	0.51		
Mvugu Upper	35	2.94	0.44		
Nguthe	27	2.64	0.42		
Cana	26	2.37	0.33		
<b>Total</b>	<b>276</b>	<b>2.88</b>	<b>0.48</b>		

Means in Table 4.14 suggest that different schools scored differently on pupils' performance with Paidha Demonstration scoring the highest and Cana primary School scoring the lowest. To confirm whether the differences were significant we consider the F value 17.484 whose significance value of .000 is less than alpha 0.01. Hence the conclusion was that there is a significant difference in pupils' performance between different schools at the one percent level of significance.



#### **4.3.5 Variation of pupils' performance with responsibility at school**

This study was interested in whether pupils' performance varied with responsibility. Table 4.15 shows pertinent statistics and NOVA results.

**Table 4.15: Descriptive statistics ANOVA results in how pupils' performance varied with responsibility at school**

<b>Responsibility</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>F</b>	<b>Sig.</b>
Prefect	54	3.04	0.40	3.895	.004
Class Monitors	30	2.75	0.48		
Club official	78	2.96	0.43		
None	113	2.79	0.52		
Total	276	2.88	0.48		

Means in Table 4:15 suggest that respondents with different responsibilities scored differently with prefects scoring highest while class monitors scoring lowest. To confirm whether the differences in the mean were significant we consider the F-value of 3.815, whose significance value of 0.004 is less than  $\alpha = 0.01$ . therefore, the conclusion was that responsibilities at school significantly influences pupils' performance in schools at the one percent level of significance.



## 4.4 Verification of Hypotheses

This section gives the verification of the three study hypotheses.

### 4.4.1 Hypothesis One

The hypothesis stated that level of education of parents has positive influence on pupils' performance in primary schools in Paidha Town Council. To test this hypothesis, the researcher asked the respondents (pupils) to rate the level of education of their parents accordingly, conceptualized as: father, mother and Guardian, using a Likert scale where one represented "none" (no education); two presenting "Primary"; three representing "Secondary" and four representing "Above secondary". Descriptive statistics on respondents' rating on the same is given in Table 4.16.

**Table 4:16: Descriptive statistics on level of education of parents**

<b>Level of education of:</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>
Father	276	2.67	.829
Mother	276	2.21	.767
Guardian	276	2.50	.833

Means in Table 4.16 suggest that education level of parents were between Primary and Secondary levels (means about 2.5). Table 4.16 further illustrates that pupils rated the education levels of their fathers to be highest followed by those of their Guardian, trailed by



those of their mothers. To get an overall picture of how pupils rated the level of their parents' education, all items in Table 4.16 were aggregated into one index (Parented) with descriptive statistics as shown in Table 4.17.

**Table 4.17: Descriptive statistics on parents' level of education index**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard deviation</b>
2.46	2.33	3.00	.61

To test whether level of parents' education has influence on pupils' performance, the two numerical indices (Parented and Performance) were correlated using Pearson's correlation co-efficient as illustrated in Table 4.18.



**Table 4.18: Pearson Product Moment Correlation for level of education of parents and pupils' performance**

		<b>Pupils' performance</b>	<b>Parents' education</b>
Performance	Pearson correlation	1	.349**
	Sig. (2-tailed)		.000
	Frequency	276	276
Parents' education	Pearson correlation	.349**	1
	Sig. (2-tailed)	.000	
	Frequency	276	276

\*\* Correlation is significant at the 0.01 level (2-tailed).

According to Table 4.18, the Pearson correlation index obtained is  $r = .349$ . Being positive it suggested positive correlation, that is, that pupils' performance rose with parents' education. Its significance or p-value = .000 which was less than  $\alpha = 0.01$  implies that pupils' performance was significantly positively influenced by parents' level of education at the one percent level of significance.

All the headteachers of primary schools of Paidha Town Council and some 80 parents were interviewed on how low level of education on parents affected pupils' performance. Schools reported that the majority of the parents of children in their schools are primary school leavers who are not very concerned about the performance of their children in schools. They reported that these parents send their



children late to schools at the age of eight or nine years instead of six. Such parents do not follow up their children in schools to check on their performance and they do not adequately provide enough support for the teaching and learning of their children. In fact, all headteachers remarked that many parents of children in their schools have resorted to excessive drinking of alcohol instead of focusing on education of their children.

One headteacher reported that majority of the parents of pupils in Paidha Town Council are not concerned about the education of their children, especially the education of the girls. She revealed that most of the parents encourage their girls to be engaged in income generating activities and early marriages that has resulted into a number of dropouts from schools. She expressed concern about the girls who listen to their mothers and stay at home to help them with domestic work.

One of the headteachers also commented that lack of education of these parents is not only seen in the way they handle their children's performance in schools but it has also resulted into poor relationship among parents and teachers because parents are not concerned even about the discipline of their children; instead they blame the teachers who try to discipline children in schools. Almost all the headteachers reported that generally performance and discipline have become problems in all the primary schools in Paidha Town Council. They



proposed for serious sensitization of parents if performance in these schools is to improve. Nominal group discussion results confirmed the quantitative and interview results that majority of parents in Paidha attained Primary education (50 percent), 26 percent attained Secondary education, 18 percent attained Tertiary education and those who did not attend schools are 6 percent (own finding).

#### **4.4.2 Hypothesis Two**

The hypothesis was to the effect that “level of family income has positive influence on the performance of pupils in primary schools in Paidha Town Council.” To test this hypothesis the researcher asked the respondents (pupils) to rate the level of income of their parents accordingly. Parents were conceptualized as father, mother and Guardian, whose level of income was scaled using a Likert scale where one represented “low”; two representing “middle” and three representing “high”. Descriptive statistics on respondents’ rating on the same is given in Table 4.19.

**Table 4.19; Descriptive statistics on level of family income**

<b>Family income of:</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>
Father	276	1.84	.575
Mother	276	1.53	.542
Guardian	276	1.40	1.526



The means in Table 4.19 illustrate that the level of family income of parents were between low and middle (means about 1.5). Table 4.19 further illustrates that pupils rated the level of family income of their father to be higher than of their mothers while of the Guardian is the lowest in that order. To get an overall picture of how pupils rated the level of their parents' income all items in Table 4.19 were aggregated into one index (Pincome) with descriptive statistics as shown in Table 4.20.

**Table 4.20: Descriptive statistics on parents' level of income index**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard deviation</b>
1.59	1.67	7.67	.61

To test whether level of parents' income has influence on pupils' performance, the two numerical indexes (Pincome and Performance) were correlated using Pearson's correlation co-efficient as illustrated in Table 4.21.



**Table 4.21: Pearson Product Moment correlation for level of family income of parents and pupils' performance**

		<b>Performance</b>	<b>Parents' income</b>
Performance	Pearson correlation	1	.108
	Sign. (2-tailed)		.074
	Frequency	276	276
Parents' income	Pearson correlation	.108	1
	Sign. (2-tailed)	.074	
	Frequency	276	276

According to Table 4.21, the Pearson correlation index obtained is  $r = .108$ . Being positive it suggests positive correlation, that is, that pupils' performance rose with parents' income. Its significance or p-value .074, which is greater than alpha 0.05 however implied that pupils' performance was not significantly influenced by level of income of parents, at the one percent level of significance.

Regarding the level of family income and its effect on pupils' performance, interview results generally revealed that parents' income in the Town Council is good as shown in Table 4.21 and nominal group discussion because majority of the parents are businessmen and women who can afford paying the school fees of their children. They are able to support their children in both academic and co-curricular activities and they make sure their children participate in



all the curricular activities held at schools. One headteacher observed that the majority of the parents are able to afford scholastic materials. He added that parents are supportive and are able to provide basic needs for their children.

Another headteacher reported that family income is not the factor accounting for the differences in pupils' performance in Paidha Town Council. In fact two headteachers and six teachers commented that pupils in primary schools in Paidha Town Council perform poorly in schools not because of poor financial status of their parents but it is because the children themselves are lazy, they involve themselves in petty trade which result into their poor performance. They emphasized that parents are financially okay only that some of them have resorted to drunkardness instead of paying their children in schools. Nominal group discussion results reported it clearly that majority of parents in the study area get the highest income from coffee sales that make them provide sufficient support for the education of their children.

#### **4.4.3 Hypothesis Three**

The hypothesis was stated "parents' marital status has positive influence on performance of pupils in primary schools in Paidha Town Council." To test this hypothesis, the researcher asked the respondents (pupils) to rate the level of their parents' marital status accordingly. Parents were conceptualized as: father, mother and Guardian and marital status was scaled using a Likert scale where



one represented “Divorced”; two represented “Widowed”; three represented “Single”; and four represented “Married”. Descriptive statistics on respondents’ rating on the same is given in Table 4.22.

**Table 4.22: Descriptive statistics on level of parents’ marital status**

<b>Marital status of:</b>	<b>Frequency</b>	<b>Mean</b>	<b>Standard deviation</b>
Father	276	2.22	.711
Mother	276	2.45	2.618
Guardian	276	1.50	.746

The means in Table 4.22 suggest that the level of parents’ marital status parents were between single and married (means between 1.5 and 2.5). To get an overall picture of how pupils rated the level of their parents’ marital status all items in Table 4.22 were aggregated into one index (parents’ marital status) with descriptive statistics as shown in Table 4.23.

**Table 4.23: Descriptive statistics on parents’ marital status index**

<b>Mean</b>	<b>Median</b>	<b>Range</b>	<b>Standard deviation</b>
2.00	1.67	3.00	.49

To test whether parents’ marital status has positive influence on pupils’ performance, the two numerical indexes (parents’ marital



status and performance) were correlated using Pearson co-relation coefficient as illustrated in Table 4.24.

**Table 4.24: Pearson product moment correlation for level of parents' marital status and pupils' performance**

		<b>Pupils' performance</b>	<b>Parents' marital status</b>
<b>Pupils' performance</b>	Pearson correlation	1	-0.017
	Sig. (2-tailed)		.781
	Frequency	276	275
<b>Parents' marital status</b>	Pearson correlation	-0.017	1
	Sig. (2-tailed)	0.781	
	Frequency	276	275

\*\* Correlation is significant at the 0.01 level (2-tailed)

According to Table 4.24, the Pearson correlation index obtained is  $r = -0.017$ . Being negative it suggests negative correlation, that is, that pupils' performance fell with improved parents' marital status. Its significance or p-value = .781 which is greater than alpha 0.05 implies that pupils' performance is not significantly influenced by level of parents' marital status at the 1 percent level of significant.

Regarding parents' marital status, one of the headteachers reported that majority of the parents in Paidha Town Council have stable marriages and this has influenced children's behaviour so greatly that



it has encouraged majority of the pupils to be God-fearing. In fact, some headteachers and teachers revealed that parents who are stable in their marriages are prompt in school fees and their children perform far better than children from single and divorce families. One headteacher and four teachers reported that majority of parents who are stable in their marriages are the parents who regularly visit schools to check on their children's performance; they give guidance and counseling to enhance good discipline and behaviour in schools. They emphasized that poor performance in the Town Council schools is the result of negative attitudes children have towards education because most of them engage themselves in income generating activities instead of attending schools. They concluded that parents' marital status had nothing to do with pupils' performance in schools; that, the reason for poor performance of children in Paidha Town Council can be due to other factors that need to be investigated in future so as to improve pupils' performance in the schools.

Nominal group discussion results with the Chairman Local Council Three and ten Council officials who are also parents reveal that majority of parents in the Town Council are Christians who are stable in their marriages. That poor performance of pupils in schools is due to too much involvement in income generating activities within the town, laziness of children and poor attitudes they have towards education. Therefore, the results confirmed the quantitative result of Table 4.24.



## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This Chapter presents the discussion, conclusions, recommendations and areas for further research. The first Section demonstrates discussion according to the objectives and hypotheses of the study; the second Section advances conclusions drawn from the discussion. The third Section gives recommendations drawn from the conclusions. The fourth Section puts forward possible areas for further research.

#### **5.1 Discussion**

##### **5.1.1 Level of Education of Parents and Pupils**

The first objective of this study was to investigate the influence of level of education of parents on pupils' performance in primary schools in Paidha Town Council. The parents' level of education was looked at in term of highest level of education which was divided into: No education, primary education, secondary education and above secondary education. The hypothesis was accepted indicating that level of education of parents had positive influence on pupils' performance in primary schools in Paidha Town Council. The positive relationship meant that improvement in parents' level of education, for instance, led to improvement in pupils' performance in primary schools.



### **1.1.2 Level of family income and pupils' performance at school**

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

### **1.1.3 Parents' Marital Status and Pupils' Performance**

The third objective was to establish the influence of parents' marital status on pupils' performance in primary schools in Paidha Town Council. The data collected from questionnaires, interviews and nominal group discussion revealed that there was no significant relationship between level of parents' marital status and pupils' performance in the said schools. This finding contradicted with that of Sheila (1989) and Peny (2001) which found that level of parents' marital status actually influence pupils' performance at schools. This therefore, implied that the difference in performance of pupils in the said area cannot be attributed to the difference in the level of parents' marital status.



## **5.2 Conclusions**

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

First, level of education of parents led to low performance of pupils in primary schools in Paidha Town Council.

Secondly, level of income of parents had nothing to do with pupils' performance in primary schools in Paidha Town Council.

Thirdly, parents' marital status had no significant influence on pupils' performance in primary schools in Paidha Town Council.

## **5.3 Recommendations**

There is need to improve on level of education of parents in Paidha Town Council so as to improve pupils' performance in schools.

## **5.4 Recommended Areas for Further Research**

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

1. Effect of petty trades on pupils' performance in Paidha Town Council primary schools.
2. Parents' participation towards improvement of pupils' performance in Paidha Town Council schools.



## REFERENCES

- Amin, M. E. (2005). Social Science Research: Conception, Methodology and Analysis. Kampala: Makerere University Printery.
- Baron, B. M. (1991). Social Psychology. Tom Holt, Rinehart and Winston Inc. Saunder College.
- Bhati, K. K. (1998). Principle of Education. New Delhi: Kalyani Publishers.
- Cohen, M.W McLaughlin & J.E. Talbert (Eds) pp. 1 – 10 San Francisco: Jossy-Bass Publishers.
- Considine, G. & Zappala, G. (2002). Influence of Social and Economic Disadvantage in the Academic Performance of School Students in Australia, Page 38, 129 – 148.
- Coombs, H. P. (1985). World Crisis in Education: View from the Eighties. New York: Oxford Press.
- Creswell, J. W. (1994). Research Design: Qualitative and Quantitative Approaches. London: Sage Publications.
- District Education Office, Nebbi (2008).
- Escarce, J. J. (2003). Socio-economic Status and the Fates of Adolescents. Retrieved on September 27, 2007 from <http://www.pubmedcentral.nih.gov/article.fcgid>.
- Ezewu, E. (1988). Sociology of Education. London: Longman Group Ltd.
- Farrant, J. S. (1980). Principles and Practice of Education. Longman Group, UK Ltd.



Ferguson, R. F. (1990). Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings. Dallas: Meadows Foundation.

Gagne, J. F. (1985). Understanding Teaching in Context. Teaching for Understanding Challenges for Policy and Practice. D.K.

Gentlement & Markowitz, J. (1974). The Courage of Divorce. New York: Simon and Schuster.

Heyman, S. P. (1980). Students Learning in Uganda. Textbook available and other factors. Comparative Education Review, 24.2.

Isingoma & Pifua (1995). Headteachers Training Series Module 1 Educational Management. Ministry of Education and Sports, Kampala, Uganda.

Kasirye, B. (1995 January). Youth Plead: Give Us a Chance, Leadership. Kampala: Marianum press 1 (3447), 11-13.

Kothari, C.R. (2004). Research Methodology, Methods and Techniques. New Delhi: New Afe International (P) Ltd. Publishers.

Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size for Research Activities: Educational and Psychological Measurement. Sage Publications.

Kundu, C.L. & Tutoo, D.N. (2000). Educational Psychology. New Delhi: Sterling Publishers PVT Ltd.

Laura, E. B. (1989). Child Development (4<sup>th</sup> Ed.). Massachusetts.

Maani (1990). Factors Affecting Academic Performance. Unpublished dissertation, Makerere University, Kampala, Uganda.



Maicibi, N. A. (2005). Pertinent issues in Management: Human Resource and Educational Management. Net Media Publishers Ltd.

Mbiti, J. S. (1969). African Religion and Philosophy. Nairobi, Kampala, Dar-es-Salaam: East African Education Publishers.

Michael, C. & Sheila, R. C. (1989). The Development of Children. San Diego; University of California.

Mugisha, B. A. (1991). An investigation into the Causes of Poor Performance in Business Studies Subjects in Selected institutions in Kampala District. Unpublished dissertation, Makerere University Kampala, Uganda.

Muhael, C. & Sheila, R. C. (1989). Development of Children. San Diego: University of California.

Mulago, G. C. M. (1981). Traditional African Marriage and Christian Marriage. Kampala: Uganda, St. Paul.

Nabbumba, R. (1994). Socio-economic Factors Affecting Technology Adoption by Coffee Farmer in Mukono District. Unpublished M.Sc. thesis, Makerere University, Kampala, Uganda.

Nebbi District Records (2004-2008).

Odaet, C.F. & Bbuye, J.R. (1997). Comparative Education. Foundations of Education Institute of Adult and Continuing Education Department of Distance Education, Makerere University.

Owen, V. (1999). Exploring Beliefs about Academic Performance Achievement. The Uganda Education Journal Vol.2, 57, New Vision.

Oxford Advanced Learners' Dictionary (1994). Longman Group UK Ltd.



Penny, M. (2001). Understanding Children's Challenging Behaviour, Why Try to Influence or Change Behaviour for a Variety of Purposes. United Kingdom, nelson.

Robbins, P. S. (2003). Organizational Behaviour. New Delhi: Prentice Hall.

Ryan, G. (1998). The Impact of Subject Matter on Curricular Activity. An analysis on five academic subjects American educational Research Journal, 32(2), 227 – 249.

Salaway, P. L. (2001). Class Size and Student Achievement: Research-based Policy Alternative. Educational Evaluation and Policy Analysis, 12(2), 213 – 227.

Sarantakos, S. (1997). Social Research. New York: Palgrave Publishers Ltd.

Sentamu, N. P. (2003). School Influence of Learning: A Case of Upper Primary Schools in Kampala and Wakiso Districts. Uganda Education Journal, 4.

Skinner, C. E. (Ed.) (1945). Educational Psychology (Rev. Ed.). New York: Prentice Hall Inc.

Ssekamwa, J. C. & Lugumba, S. M. E. (1973). History of Education in East Africa (19000 – 1973). Kampala.

Uganda Government/World Bank. Coffee Marketing Technical Study Working Group No. 9, Kampala March 1987.

Uganda Population Census Report (1991), NEMA (1988).

United States Census Bureau (1988).



## **APPENDIX A**

### **SELF-ADMINISTERED QUESTIONNAIRE FOR PRIMARY SIX AND SEVEN PUPILS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN PAIDHA TOWN COUNCIL**

Dear respondent,

The purpose of this study is to investigate the influence of home-based factors on the performance of pupils in primary schools in Paidha Town Council. As a pupil, you have been selected to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only. Please endeavour to fill the questionnaire within one week and return it to the researcher.

Thank you.

Yours sincerely,

**Achombo Christine Nyipir**

**Researcher.**



## Section A: Background Information

Please help us classify your responses by supplying appropriate facts about yourself as the case may be. Tick your appropriate choice in boxes provided.

1. Sex                1. Male                          2. Female
2. Age:             1. Below 13 years   2. 13 – 14 years      3. Above 14 years.
3. Your Class: 1. Primary Six   2. Primary Seven.
4. Your School: .....
- Responsibility held at school    1. Prefect                          2. Class Monitor
3. Club Official      4. None

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

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

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

- |               |                    |            |              |
|---------------|--------------------|------------|--------------|
| 1.1 Father:   | 1. None            | 2. Primary | 3. Secondary |
|               | 4. Above secondary |            |              |
| 1.2 Mother:   | 1. None            | 2. Primary | 3. Secondary |
|               | 4. Above secondary |            |              |
| 1.3 Guardian: | 1. None            | 2. Primary | 3. Secondary |
|               | 4. Above secondary |            |              |

### Sub-section B.2: Level of Family Income

- 2.1 Father:            1. Low                      2. Middle                      3. High



- |               |        |           |         |
|---------------|--------|-----------|---------|
| 2.2 Mother:   | 1. Low | 2. Middle | 3. High |
| 2.3 Guardian: | 1. Low | 2. Middle | 3. High |

### **Section B.3: Parents' Marital Status**

- |               |             |            |           |            |
|---------------|-------------|------------|-----------|------------|
| 3.1 Father:   | 1. Divorced | 2. Widowed | 3. Single | 4. Married |
| 3.2 Mother:   | 1. Divorced | 2. Widowed | 3. Single | 4. Married |
| 3.1 Guardian: | 1. Divorced | 2. Widowed | 3. Single | 4. Married |

### **Section C: Dependent Variable; Pupils' Performance**

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

#### **Sub-section C.1: Academic Performance**

- |                               |         |         |         |              |
|-------------------------------|---------|---------|---------|--------------|
| 1.1 Daily class work:         | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 1.2 Weekly tests:             | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 1.3 End of term examinations: | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 1.4 End of year examinations: | 1. Poor | 2. Fair | 3. Good | 4. Very good |

#### **Sub-section C.2: Co-curricular Activities**

- |                                 |         |         |         |              |
|---------------------------------|---------|---------|---------|--------------|
| 2.1 Games and Sports:           | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 2.2 Music, Dance and Drama:     | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 2.3 Young Farmers' Association: | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 2.4 Young Christians Society:   | 1. Poor | 2. Fair | 3. Good | 4. Very good |
| 2.5 debating Club:              | 1. Poor | 2. Fair | 3. Good | 4. Very good |

***Thank you for your cooperation.***



## **APPENDIX B**

### **INTERVIEW GUIDE FOR PRIMARY SCHOOL HEADTEACHER ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN PAIDHA TOWN COUNCIL**

#### **Section A: Background Information**

1. Years of working experience as a headteacher .....
2. Years of service in the current school .....

#### **Section B.1: Level of education of parents**

3. What is your opinion about the level of education of the majority of the parents of this school? .....  
.....

#### **Section B.2: Level of income of parents**

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

#### **Section B.3: Parents' Marital Status**

6. Comment on the marital status of the majority of the parents of this school. ....
7. What influence does the marital status of the parents have on the performance of the pupils in your school? .....  
.....



### **Section C.1: Academic Performance**

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

.....

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

.....

### **Section C.2: Co-curricular Activities**

10. Give comment the co-curricular activities in your school.

.....

.....

.....

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

(i) .....

(ii) .....

(iii) .....

***Thank you for your cooperation.***



## APPENDIX C

### INTERVIEW GUIDE FOR PARENTS OF PUPILS IN PRIMARY SCHOOLS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN PAIDHA TOWN COUNCIL

#### Section A: Background Information

1. What is your occupation? .....

#### Section B.1: Level of Education

2. What is your highest level of education? .....

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

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

(i) .....

(ii) .....

(iii) .....

4. How do you describe your income level? .....

.....

5. How does your income level compare with that of other parents in  
the neighbourhood? .....

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

.....

#### Section B.3: Marital Status

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

3. Divorced      4. Widowed

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

.....



9. Who do you think is responsible for the improvement of pupils' performance in primary school? Give reasons .....
- .....
10. What do you think are some of the major problems that hinder pupils' performance in primary schools? .....
- .....

### **Section C.1: Academic Performance**

11. What is your view about the academic performance of pupils in this schools? .....
- .....
12. What should parents do to improve on the academic performance of their children? .....
- .....

### **Section C.2: Co-curricular Activities**

13. Comment on the co-curricular activities of the school
- .....
- .....
14. What contributions should parents make to improve the co-curricular activities in this school?
- (i) .....
- (ii) .....
- (iii) .....

***Thank you for your cooperation.***



## **APPENDIX D**

### **INTERVIEW GUIDE FOR PRIMARY TEACHERS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PRIMARY SCHOOLS IN PAIDHA TOWN COUNCIL**

#### **Section A: Background information**

1. Your age .....
2. Your gender: .....
3. Name of your school .....
4. Years of service in the current school .....

#### **Section B.1: Level of education of parents**

5. What is your view about the level of education of the majority of the parents of this school?
6. Mention some ways by which the level of education of parents of this school affect the performance of pupils in this school.

#### **Section B.2: Level of family income**

7. What is your opinion about the level of income of the majority of the parents of this school?
8. To what extent do parents of this school support the education of their children?



### **Section B.3: Parents' marital status**

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

### **Section C.1: Academic performance**

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

### **Section C.2: Co-curricular activities**

13. Give comment on the co-curricular activities in your school.
14. What should parents do to improve on pupils' performance in your school?
  - (i) .....
  - (ii) .....
  - (iii) .....

***Thank you for your cooperation.***



## **APPENDIX E**

### **NOMINAL GROUP DISCUSSION GUIDE FOR PARENTS ON FACTORS AFFECTING THE PERFORMANCE OF PUPILS IN PAIDHA TOWN COUNCIL PRIMARY SCHOOLS**

#### **Section A: Background information**

1. What is your occupation?

#### **Section B.1: Level of education of parents**

2. What is your highest level of education?

#### **Section B.2: Level of family income**

3. What major economic activities do you carry out?

(iv) .....

(v) .....

(vi) .....

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

5. How do you describe your income level?

(i) Low      (ii) Middle      (iii) High

#### **Section B.3**

6. What is your marital status?

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



7. Do you stay together with your family members? If no, why?
8. What do you think can happen to children when parents stay separately with their family members?

**Section C.1: Academic performance**

9. What is your view about the performance of pupils in primary schools in Paidha Town Council?
10. What are some of the major problems that hinder pupils' performance in schools?
11. What should parents do to minimize some of the problems?

**Section c.2: Co-curricular activities**

12. Comment on the co-curricular activities of primary schools in Paidha Town Council?
13. What contributions should parents make to improve the co-curricular activities in these schools?
  - (i) .....
  - (ii) .....
  - (iii) .....

***Thank you for your cooperation.***