



**Factors Affecting Academic Performance in UPE Schools in Uganda: A case study of
Buyende Town Council**

Erikwaine S. M Ngobi

12/MMSPAM/28/117

**A dissertation submitted to the school of Management science in Partial fulfilment of
the requirements for the award of a master's degree in Management studies of Uganda
Management Institute**

October 2015

DECLARATION

I, **Erikwaine S.M. Ngobi**, do declare that the work therein is presented in its original form and has not been presented to any other University or Institution whatsoever for any award.

Signature:

Date:.....

APPROVAL

This dissertation entitled, “**Factors affecting Pupil Academic Performance in UPE Schools in Uganda: A Case of Buyende Town Council**” has been submitted for examination with the approval of as Institute supervisors

Dr. Karim Ssesanga

Signature: _____

Date: _____

Mr. Martin Muhereza

Signature: _____

Date: _____

DEDICATION

This dissertation is dedicated to my parents: Mr. David Erukwaine and Tapenensi Nabirye, who brought and groomed me up through hardship with a lot of sacrifice. In addition, my dedications goes to my family.

May the almighty bless them all.

Thank you so much.

ACKNOWLEDGEMENT

A dissertation of this nature cannot be successfully completed without due assistance and cooperation of many good friends and organizations. I wish to acknowledge all those persons who in one way or the other assisted me in the completion of this study. Acknowledging every person or organization is not possible; however I cannot fail to mention a few persons.

Special appreciation goes to Dr. Karim Ssesanga for his personal commitment. In a similar way I appreciate Mr. Martin Muhereza for his consistent encouragement, for their endeavor in guiding and directing my efforts, enabling the right completion of the study.

I cannot forget all my respondents in their different capacities for their support and cooperation extended towards me.

Above all, my gratitude to God for abundant grace and guidance

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	iii
DEDICATION	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS	vi
ABBREVIATIONS AND ACRONYMS	xii
LIST OF FIGURES	xiii
LIST OF TABLES	xiv
ABSTRACT	xv
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	1
1.2.1 Historical Background	1
1.2.2 Theoretical Background	4
1.2.3 Conceptual Background	4
1.2.4 Contextual Background	6
1.3 Statement of the Problem	9
1.4 General Objective of the Study	9
1.5 Specific Objectives	9

1.6	Research Questions	10
1.7	Research Hypotheses	10
1.8	Conceptual Framework	10
1.9.0	Scope of the Study	12
1.9.1	Geographical Scope	12
1.9.2	Content Scope	12
1.9.3	Time Scope	12
1.10	Significance of Study	12
1.11	Justification of the Study	13
1.12	Operational Definitions of Terms and Concepts	14
CHAPTER TWO		15
LITERATURE REVIEW		15
2.1	Introduction.....	15
2.2	Theoretical Review	15
2.3.0	The Concept of Academic Performance	18
2.3.1	Factors affecting Pupil Academic Performance in UPE Schools	20
2.3.1.1	Absenteeism and Pupil Academic Performance	20
2.3.1.2	Teacher Absenteeism and Pupils Academic Performance.....	21
2.3.2	Class Size and Pupils' Academic Performance	23
2.3.2.1	Pupil-Teacher ratio and Pupils' Academic performance	23
2.3.2.2	Pupil-Class Room Ratio and Pupils Academic Performance	25

2.3.3 Attitude of Parents/Guardians and Pupils' Academic Performance	26
2.4 Summary of Literature Review	28
CHAPTER THREE	29
METHODOLOGY	29
3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Study Population	29
3.4 Determination of Sample Size	30
3.5 Sampling Technique and Sampling Procedure	31
3.5.1 Simple Random Sampling	31
3.5.2 Purposive Sampling	31
3.6 Data Collection Methods	31
3.6.1 Questionnaire survey Method	32
3.6.2 Interview Guide Method	32
3.6.3 Documentary Review Method	33
3.7 Data collection Instruments	33
3.7.1 Structured Administered Questionnaire.....	33
3.7.2 Interview Guide Checklist	33
3.7.3 Documentary Review Checklist	34
3.8 Validity of Data Collection Instruments	34
3.9 Reliability of Data Collection Instruments	34

3.10 Procedure for Data Collection	35
3.11 Data Management and Analysis	36
3.11.1 Quantitative Data	36
3.11.2 Qualitative Data	36
3.12 Measurement of Variables	37
CHAPTER FOUR.....	38
PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	38
4.1 Introduction.....	38
4.2 Response Rate	38
4.3 Demographic Characteristics of the Respondents	39
4.3.1: Gender of the respondents	39
4.3.2 Age of the respondents.....	40
4.3.3 Education attained by the respondents.....	41
4.4 Empirical Findings.....	42
4.4.1 The Effect of Absenteeism on the Pupils’ Academic Performance in UPE schools	42
4.4.1.1 Correlation results for Absenteeism and Pupils academic performance	47
4.4.1.2 Linear regression results for absenteeism and pupils’ academic performance	48
4.4.1.3 Hypothesis results for objective One	48
4.4.2 The Effect of Class Size on the Pupils’ Academic Performance in UPE schools	49
4.4.2.1 Correlation results for Class size and Pupils’ academic performance	52
4.4.2.2 Linear regression results for Class size and Pupils’ Performance	53

4.4.2.3 Hypothesis results for objective Two	54
4.4.3 The Extent to which Parents/Guardians’ attitude affects the Pupils’ Academic Performance in UPE schools	54
4.4.3.1 Correlation results for Parents/Guardian Attitude and Pupils’ academic performance	59
4.4.3.2 Linear regression results for Parents/Guardian Attitude and Pupils’ Performance	60
4.4.3.3 Hypothesis results for objective Three	60
CHAPTER FIVE	61
SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	61
5.0 Introduction.....	61
5.1 Summary	61
5.1.1 Absenteeism and the Pupils’ Academic Performance	61
5.1.2 Class size and Pupils’ Academic Performance	62
5.1.3 Attitude of Parents/Guardians and Pupils Academic Performance	62
5.2 Discussion.....	63
5.2.1 Absenteeism and Pupils’ Academic Performance	63
5.2.2 Class Size and Pupils’ Academic Performance	65
5.2.3 Attitudes and Pupils’ Academic Performance	67
5.3 Conclusion	69
5.3.1 Absenteeism and Performance of Pupils in UPE schools.....	70
5.3.2 Class size and Performance of Pupils in UPE schools	70
5.3.3 Parents/Guardians attitude and Pupils’ performance in UPE schools	71

5.4 Recommendation	71
5.4.1 Pupil Absenteeism and performance in UPE schools.....	71
5.4.2 Class size and Performance of Pupils in UPE schools	73
5.4.3 Parents/Guardians attitude and Pupils’ performance in UPE schools	73
5.5 Limitations of the Study.....	Error! Bookmark not defined.
5.6 Areas for further Studies.....	75
REFERENCES	75
Appendix.....	79
Appendix A: Questionnaire for Teachers	79
Appendix B: Questionnaire for parents	83
Appendix C: Documentary Checklist	84
Appendix D: Interview Guide Checklist for District Officials and Head Teachers	85
Appendix E: Kjerchie and Morgan Population Table (1970).....	86

ABBREVIATIONS AND ACRONMYMS

CAO	-	Chief Administrative Officer
COPE	-	Complementary opportunities for Primary Education
CMS	-	Church Missionary Society
CVI	-	Content Validity Index
DEO	-	District Education Office
DV	-	Dependent Variable
EFA	-	Education for All
FDG	-	Focus Group Discussions
GoU	-	Government of Uganda
ICT	-	Information computer Technology
IV	-	Independent Variable
KII	-	Key Informant interviews
MDGs	-	Millennium Development Goals
MoE&S	-	Ministry of Education and Sports
PEAP	-	Poverty Eradication Plan
PLE	-	Primary Leaving Examination
PTA	-	Parents Teachers Association
SAQ	-	Structured Administered Questionnaire
SPSS	-	Statistical Package for Social Sciences
UNEB	-	Uganda National Examinations Board
UNESCO	-	United Nations Education and scientific and Cultural Organization
UNICEF	-	United Nations International Children’s Emergency Fund
UPE	-	Universal Primary Education

LIST OF FIGURES

Figure 1.1: Conceptual frame for the study	11
Figure 4.1: Gender distribution of the respondents	38
Figure 4.2: Age distribution of the respondents.....	39

LIST OF TABLES

Table 3.1: Accessible population, Sample size and Sampling techniques	29
Table 3.2: Reliability Results.....	34
Table 4.1: Response Rate.....	37
Table 4.2: Education level of respondents	40
Table 4.3: Descriptive statements about Absenteeism	42
Table 4.4: Correlation results for Absenteeism and Pupils' Performance.....	46
Table 4.5: Regression results for Absenteeism and Pupils' Performance	47
Table 4.6: Descriptive statements about Class size	48
Table 4.7: Correlation results for Class size and Pupils' Performance.....	52
Table 4.8: Regression results for Class size and Pupils' Performance	53
Table 4.9: Descriptive statements about Parent/Guardian Attitudes	54
Table 4.10: Correlation results for Parent/Guardian Attitudes and Pupils' Performance.....	58
Table 4.11: Regression results for Parent/Guardian Attitudes and Pupils' Performance	59

ABSTRACT

The general objective of the study was to examine the factors affecting Pupil Academic Performance in UPE Schools in Buyende Town Council, Uganda. The specific objectives included: finding out the effect of absenteeism on the pupils' academic performance, establishing the effect of class size on the pupils' academic performance and establishing the extent to which parents/guardians' attitude affects pupils' academic performance in UPE schools.

The study adopted a cross sectional design supported with qualitative and quantitative approaches. An accessible population of 166 respondents was identified from which a sample size of 113 respondents was drawn. The overall response rate of 83.1% was obtained. Key findings obtained reveal that absenteeism (.715**), class size (.579**) and attitude of parents or guardians (.692**) positively influenced the pupils' performance. Based on the study findings, several conclusions were made notably fewer pupils attended classes regularly, engaged more in domestic work, participated more in selling wares on market days, many parents did not respond to school meetings, teachers regularly attended school as others were absent and penalised. Class size conclusion includes; many pupils studied in small classes, could not improve on reading and writing abilities and were not manageable.

The teachers were demotivated to provide good supervision and assessment of pupils. Attitude conclusions: Parents ranked education as a number one source of success, although fewer parents did not. Many parents could not afford lunch and uniforms, fewer pupils learnt skills and children were encouraged to attend school regularly. Based on the, conclusions, a number of recommendations were made namely; come up with work-pay system, whistle blowing facility, inspectorate departments, constructing more teachers' houses and teachers' transfers while for class size recommendations included, UPE pupils' – teachers' census, introduction of the morning and afternoon sessions and constructing libraries, class blocks and health blocks and for parents-guardian attitude, inspection/supervision of parents, more community

awareness programs, more parent responsibility and activate parent school management committees.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The study investigated the factors that affect the pupils' academic performance in Universal Primary Schools in Buyende town council in Buyende district. The point of focus was the factors affecting pupils' academic performance. The factors were limited to; absenteeism, class size and attitude of parents/guardians. This chapter presented the background to the study, the statement of the problem, purpose of the study, objectives of the study, research questions, research hypotheses, the study scope, justification and the significance of the study findings and conceptual framework.

1.2 Background to the Study

1.2.1 Historical Background

According to the U.S Library of Congress (2003), the development of education can be traced way back as before AD 43 when the Romans occupied Britain (AD 43-410) where education was concentrated on the elites and on religion basis. In 574 AD a monk was sent by Pope Gregory to bring Christianity to the British Islands. Its then that many schools were established especially in churches and chapels with missionaries as teachers. There were basically Grammar schools for boys and men and song schools for vocational education. Until well after the achievement of independence early in the nineteenth century, the Roman Catholic Church remained the principal authority in the sphere of education. The first schools were established by the church during the sixteenth century, and in the seventeenth century and the sons of Spanish settlers received schooling in the first seminaries. After the achievement of independence, the government's control over the school system increased progressively, and ever-larger numbers of students attended public schools. Nevertheless, the traditionally dominant role played by the church in education profoundly influenced the role played by education in society and probably contributed to a reluctance to change educational institutions.

Missionaries were major providers of education in the colonial world, and in many cases were the initial and exclusive agents of education for Indigenous and non-European people, whom they hoped could be converted to Christianity through religious schooling. However, by the end of the 19th century many governments in colonial lands were keen to take more active roles in providing secular education for their subjects.

Christianity came late to Uganda compared with many other parts of Africa. Missionaries first arrived at the court of Kabaka Muteesa in 1877, it was about this time when Henry Morton Stanley visited Buganda and then sent the Stanley's famous letter to the Daily Telegraph with a painted and much more romanticized picture of Muteesa representing him as a great enlightened despot eager to hear the Gospel and ready to propagate it throughout his kingdom. This letter led to the sending of the Anglican Church Missionary Society (CMS) .The first two representatives of this group arrived at the court of Muteesa on June 30, 1877, Eighteen months later, on February 17, 1879, a group of French Catholic White Fathers arrived, also by the East Coast route. They spread their missionary work in the regions of Toro in Western Uganda and Bukedi, Busoga, Bugisu and Teso, in Eastern Uganda.

One of the chief reasons for the continuing success of the missionaries in the colonial era was the continued attraction of literacy. The missionaries began in the 1890s to establish a formal system of schooling. Each village would have, next to the church, a school for elementary instruction. In the early years of this century the missionaries also began to establish "central" or "high" schools for more advanced learning. At first the Government was more than content to leave education to the missionaries. But after the First World War, the British began to take a much more active role in African education. The Church Missionary Society had pioneered high schools such as Mwiri (Busoga), Nyakasura (Toro) and Nabumali (Bugishu), and Gayaza for girls. King's College Budo was the apex of the whole system. By the 1920s a large proportion of missionary personnel were absorbed in teaching in such schools, and government funding, once begun, became absolutely necessary if the system were to be maintained. Kisubi

for the White Fathers, and Namilyango for the Mill Hill Fathers, became important high schools on the CMS model. But the Catholics did not neglect their own seminary system, which aimed primarily at encouraging vocations to the priesthood. Though missionary education was criticized as an agent of imperialism: for its narrow "academic" curriculum stressing British culture, history and geography at the expense of African culture, the system went progressing (Nthamburi (1991).

In 1939, the Governor appointed a committee under the chairmanship of H. B., Thomas, Director of Lands and Surveys, to draw up a plan for the development of African education, 1941-1945, and to review the principle of grants in aid. This recommended the continuation of grants as set out under a five year plan along with the re organization of the district education boards African and one a woman, (Education Committee Commission, 1963). However, most subjects were taught according to the British syllabus until 1974. In 1975 the government implemented a local curriculum, and for a short time most school materials were published in Uganda. School enrolments continued to climb throughout most of the 1970s and 1980s, but as the economy deteriorated and violence increased, local publishing almost ceased, and examination results deteriorated. The education system suffered the effects of economic decline and political instability during the 1970s and 1980s. In 1990 adult literacy nationwide was estimated at 50 percent. Improving this ratio was important to the Museveni government. In order to re-establish the national priority on education, the Museveni government adopted a two-phase policy borrowing a leaf from the Education for All (EFA) to re-habilitate buildings and establish minimal conditions for instruction, and to improve efficiency and quality of education through teacher training and curriculum upgrading. Important long-term goals included establishing universal primary education, extending the seven-year primary cycle to eight or nine years, and shifting the emphasis in postsecondary education from purely academic to more technical and vocational training and it's upon this basis that today's UPE evolved, (Uganda Education data, 1990)

1.2.2 Theoretical Background

This study was guided by the Skinner's (1945) "Learning Theory". 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. This is in line with Ezewu, (2008) who says that, "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. I do agree with this theory taking comparison between urban schools in conducive learning environment and better family income levels performing better than the rural schools with relatively unfavourable learning environment and low family income levels.

1.2.3 Conceptual Background

Pupil's performance, defined as, the ability of pupils to do something while academic performance refers to the quality and quantity of knowledge, skills techniques and positive attitudes, behaviour and philosophy that learners achieve or acquire, (Ferguson, 2009).

This ability is evaluated by the marks and grades that the pupils attain in a test or examination which is done at the end of a topic, school term, and year or education cycle. The scores and grades that each pupil obtains measure the degree of achievement. The quality of the grade and the number of candidates who pass in various grades determine the level of academic performance in a given class or institution in a given period in a particular examination, be it internal or public Ferguson, (2009). In some regions of Uganda, poor academic performance in the Primary Leaving Examinations (P.L.E.) has been attributed to factors such as; absenteeism

of pupils from school, lack of facilities, lack of teacher motivation, understaffing and lack of role models. However these factors differ depending on the critical region under study as well as school.

Lateness and absenteeism reduce the amount of instructional time and this results in the syllabi not being completed. The completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not taught and this would affect the performance of the students, (Etsey, 2005).

Parental attitude is a measure or an index of parental involvement. A child, brought up with affection and care in the least restrictive environment would be able to cope up better with the sighted world. Therefore, the family shapes the social integration of the child more than a formal school. In addition, Etsey, (2005) has identified four basic parental roles- parents as educational decision makers; parents as parents; parents as teachers and parents as advocates. Since the parent's attitude is so important, it is essential that the home and school work closely together, especially for children with disabilities.

Class size is calculated differently in different countries. In Uganda, class size is calculated basing on teacher pupil ratio yet class size is not the same as teacher pupil ratio. The calculation of teacher pupil ratio include both full time and part time teachers, librarians, special education support staff divided by the number of pupils in a school. Thus, the teacher pupil ratio is always lower than the actual class size and the difference between the two can vary depending on the teachers' roles and the amount of time spent by teachers in classroom during the school days (Goldstein & Blatchford, 2008). Although teacher pupil ratio is important in measuring the amount of money spent per child in terms of how pupils learn, what matters is the number of pupils that are physically interacting with the teacher (Ferguson, 2009).

In this study, class size is defined as the number of pupils taught by a teacher at a particular time. Class size varies per day and term by term since the number of pupils enrolled in class may differ from those being taught in a class at a particular time for reasons like absenteeism, change of school among others factors (Goldstein & Blatchford, 2008)

1.2.4 Contextual Background

Buyende District was created by an act of Parliament and began functioning on 1st July 2010, prior to that, it was part of Kamuli District, and it was known as Budiope County. One of the reasons given for the creation of Buyende District was the long distance that residents had to travel from the remote areas in the north of the district, to access services at Kamuli, then district headquarters at that time.

Additionally, it borders Kamuli District in the west, Lake Kyoga in the north and Kaliro in the east. Administratively the district has two counties, 5 sub-counties and one town council, the district comprises of 38 parishes and 348 villages and the administration headquarter is located in Buyende Town, 32 kilometres North of Kamuli Town (Buyende District Report, 2011/2012). The 2002 Uganda National census estimated the population of Buyende District at about 191,300 people. At the time of the 2002 census, the population growth rate was 3.2%. Using this rate, the current population stands at 248,000 people. If Buyende is to maintain this growth rate, by the next census in 2014, it will have a population of 255,440 people (Buyende District Development Plan, 2011/2012).

Buyende town council has six Government aided primary schools, namely Baganzi, Buseete, Buyende town ship, St. Kizito Nambula, Nakabira COPE Centre and Nakabira, primary schools. According to the Buyende District report 2011/12, the annual enrolment for Buyende Town council schools was 3810 pupils and the total number of teachers at 40 meaning the pupil teacher ratio is 95.2 which is too big for a teacher pupil interaction hence poor performance. Besides these, Buyende being one of the districts hosting the UPE program in Uganda, it is no

different from the current poor performance problem experienced in UPE schools (Buyende District Education Report, 2011/2012).

According to the Buyende five year District Development Plan 2011/12-2015/16, the education system still lags behind with inadequate classrooms and furniture for all primary schools, inadequate trained teachers, insufficient Education Management Information System at district and school level, low academic standards, low community participation in education of children and inadequate supervision and monitoring of school programs which breeds poor performance, (see Table 1.1 below).

Table 1.1: Buyende District PLE results for the selected four schools for the years 2010-2013

Year	School	Divisions						Total	Pass Rate (%)
		Div I	Div II	Div III	Div IV	Div U	Div X		
2013		0	23	13	5	1	0	42	79.0%
	1	0	5	7	7	2	1	22	86.0%
	2	0	24	29	27	56	6	142	56.0%
	3	0	12	27	17	28	30	87	65.0%
2012		0	16	11	8	0	5	35	100.0%
	1	0	11	10	13	12	1	51	67.0%
	2	2	8	29	15	15	5	86	77.0%
	3	0	13	19	6	18	0	57	67.0%
2011		0	12	5	6	2	0	23	92.0%
	1	0	5	6	9	34	2	56	36.0%
	2	1	11	13	15	17	9	66	64.0%
	3	1	7	6	5	2	1	22	66.0%
2010		0	17	18	5	3	8	51	79.0%
	1	0	9	5	8	8	1	31	71.0%
	2	0	8	18	9	4	4	43	82.0%
	3	0	11	10	3	2	22	48	50.0%

Source: Buyende District Local Government Education Statistics (2010-2013)

Key: Div I=Division One, Div II=Division Two, Div III=Division Three, Div IV = Division Four, Division U= Failures and Division X= Absentees

Table 1.2: Summary Of Buyende District PLE results for the selected four schools for 2010-2013

YEAR	DIV I	DIV II	DIV III	DIV IV	U	ABSENT	TOTAL	% PASS
2010	0	64	76	56	87	10	293	67
2011	2	34	30	35	55	12	169	60
2012	2	58	69	44	45	22	229	76
2013	0	45	51	25	17	35	173	70
TOTAL	4	201	226	160	204	79	864	68

Source: UNEB Results (2010 - 2013)

Key: Div I=Division One, Div II=Division Two, Div III=Division Three, Div IV=Division four, Division U= failures and Division X= Absentees

From Table 1.1 and 1.2, though the percentage passes for the three years for the four selected schools are above average, the total number of failures (Division U) is relatively big with 87 of the 293 pupils who sat in 2013 failing totally, 45 of 229 pupils failing totally in 2012, 55 of the 169 who sat in 2011 failing totally and 17 of 173 failing totally in 2012. In 2013, out of the 393 pupils who sat for PLE, none of them managed to score in first division and this was the same case in 2010 and only 2 pupils managed to score in first division in 2012 and 2011. This leaves a big gap in academic performance as many of the pupils scored in the third and fourth division; in 2010, 76 of 173 were in the fourth and third division, in 2012, 113 of 229 were in the fourth and third division and in 2013, 125 of the 293 were in the fourth and third division which is not relatively a good standard of performance.

If this trend is to continue, then the goal of achieving quality education by 2015 may not be achieved.

1.3 Statement of the Problem

Universal Primary Education (UPE) is a United Nations Millennium Development Goal , to ensure that by 2015, children everywhere, boys and girls were expected to be able to enrol and complete a full course of primary schooling worldwide (MDG Report, 2000). According to the UNICEF Report (2011) the Ugandan government adopted the said policy so as to increase access, equity, and performance of primary education with the view of eradicating illiteracy and subsequently transform the society from the doldrums of poverty. Free education was availed to all children in the due course. Since then, enrolment in primary schools grew from 70% shortly after UPE was established, to 120% by 2011 (UNICEF Report, 2011). However, according to MoES Report (2007), the performance of pupils in primary schools is still poor and this may be partly explained by the physical absence of teachers and pupils from school and lack of teacher engagement in the classroom.

The Buyende District Education Report (2012/2013) shows a decline in the percentage pass for the selected four schools from 70% in 2010 to 67% in 2013 with no pupil scoring in first division in 2010 and 2013 and only two pupils scoring in first division in 2011 and 2012. Though the percentage passes for the selected schools are above average, many of the pupils totally failed in Division U with 87 of the 293 failing in 2013, 45 of 229 pupils failing in 2012, 55 of 169 failing in 2011 and 17 of 173 failing totally in 2012. It is in light of the foregoing, therefore that the study sought to explore factors affecting pupil academic performance in Buyende Town Council.

1.4 General Objective of the Study

To examine the factors affecting pupils academic performance in universal primary schools in Buyende Town Council, Buyende District.

1.5 Specific Objectives

- i. To find out the effect of pupil absenteeism on pupil academic performance in UPE schools in Buyende Town Council

- ii. To establish the effect of class size on pupil academic performance in UPE schools in Buyende Town Council.
- iii. To establish the effect of parents/guardians' attitude on pupil academic performance in UPE schools in Buyende Town Council.

1.6 Research Questions

- i. What is the effect of pupil absenteeism on pupil academic performance in UPE schools in Buyende Town Council?
- ii. What is the effect of class size on pupil academic performance in UPE schools in Buyende Town Council?
- iii. What is the effect of parents/guardians' attitude on pupil academic performance of pupils in UPE schools in Buyende Town Council?

1.7 Research Hypotheses

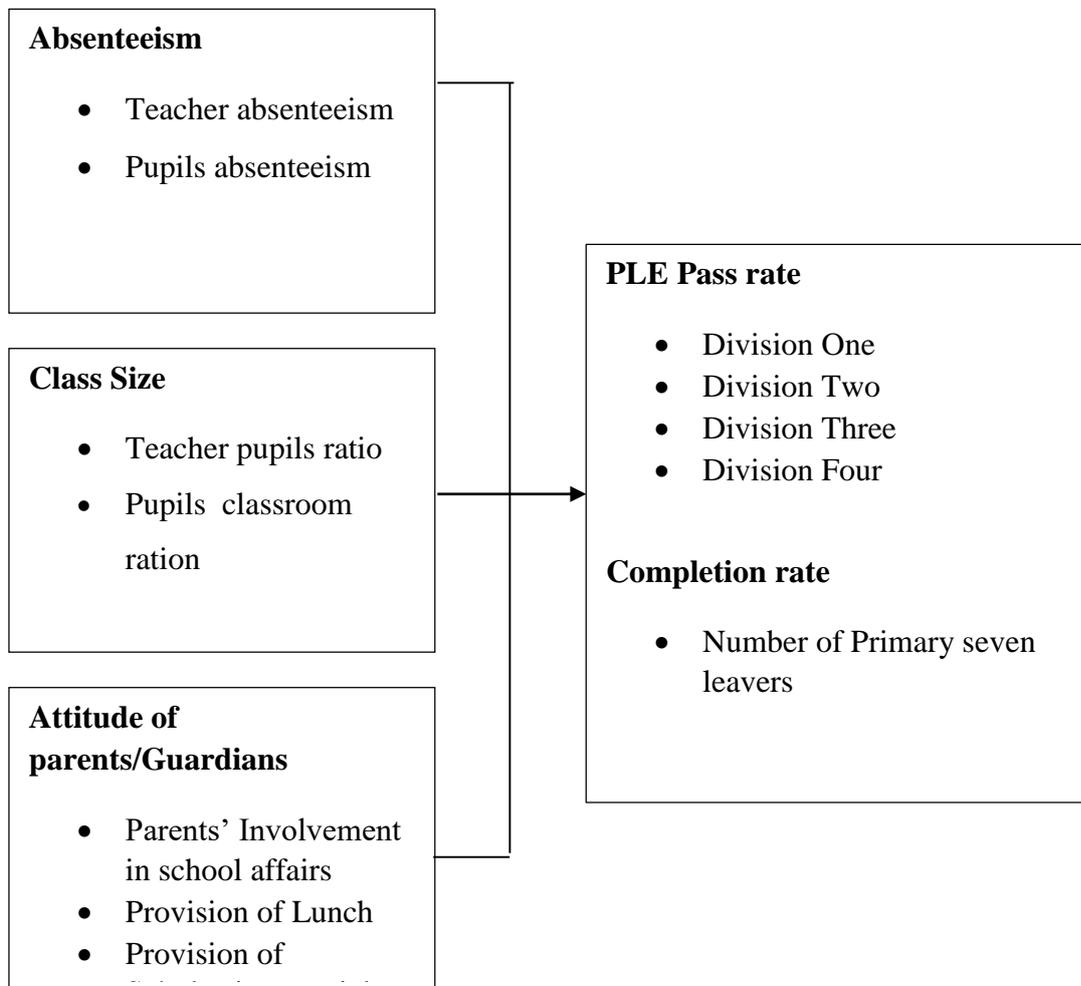
- i. Absenteeism has a significant effect on pupil academic performance in UPE schools in Buyende Town Council.
- ii. Class size has a significant effect on pupil academic performance in UPE schools in Buyende Town Council.
- iii. Parents/guardians' attitude has a significant effect on pupil academic performance in UPE schools in Buyende Town Council.

1.8 Conceptual Framework

This study establishes whether there is a relationship between absenteeism, class size and attitude of parents/guardians and pupils' academic performance in UPE schools in Buyende Town Council. The study's conceptual framework is based on the model shown in the illustration below:

Factors(IV)

Pupils' Academic Performance (DV)



Source: Adopted from Asdullah (2005) and modified by the Researcher

Figure 1.1: Conceptual Frame work showing factors affecting the academic performance of pupils in Universal Primary schools.

It can be seen in Figure 1.1 that there is a relationships between the variables of the study, as indicated above; Absenteeism, class size and attitude of parents/guardians were shown as the independent variables. Pupils' academic performance in UPE schools was shown as the dependent variable. It was conceptualized that the independent variables may work to improve or worsen Pupils' academic performance for example less absenteeism, adequate class sizes and good attitude of parents/guardians will improve Pupils' academic performance and vice versa.

1.9.0 Scope of the Study

1.9.1 Geographical Scope

The study was conducted in Buyende Town council, Buyende District. Buyende District is bordered by Amolatar District to the northwest, Kaberamaido District to the north, Serere District to the northeast, Kaliro District to the east, Luuka District to the southeast, Kamuli District to the south and Kayunga District to the west. The district headquarters at Buyende are located approximately 100 kilometers (62 miles), by road, north of Jinja. Buyende town council has six UPE/Government aided schools and four schools were included in the study namely Buseete, Buyende, Nakabira, and Baganzi. St. Kizito Nambula and Nakabira COPE were left out because they did not have candidates registered at PLE.

1.9.2 Content Scope

This study focused on the factors that influence the academic performance of pupils in primary schools. These factors were categorized in form of absenteeism, class size and attitude of parents/guardians that affect the academic performance of pupils in universal primary schools. Academic performance of pupils on the other hand, was measured by how pupils perform at PLE.

1.9.3 Time Scope

The study covered five years from 2009 to 2013. This is because the district was newly created by Act of Parliament and began functioning on 1 July 2010 (New vision, Tuesday, March 17, 2013). The first two years covered the period when Buyende was still part of Kamuli and the other three years covered the period when Buyende is a fully fledged district.

1.10 Significance of Study

The study is significant in the following ways: to the pupils, education planners and the whole community. To the pupils, the study will help them through understanding the personal weaknesses that impact on their academic performance by enhancing a better attitude and perception towards learning and education hence eventually better performance.

The community, specifically families will understand the home-based factors that influence the performance of children in universal primary schools and thus are in position to help the pupils perform better in their term examinations.

To education planners, the study will help them identify the factors that influence the performance of pupils in universal primary schools and thus help them to enact the most appropriate policy that enhances a better academic performance of pupils not only in universal primary schools but also in all primary schools in the country.

1.11 Justification of the Study

The study on the factors that affect the performance of pupils in Universal Primary Schools in Buyende Town Council is such a necessary one at this juncture. It is founded on the basis of education as a right to all Ugandans (Republic of Uganda, 1995) and thus every Ugandan including those at Buyende Town Council are entitled to this right.

However it is on a sad note that Buyende District's academic performance is very poor as only 68 out of 3,980 pupils who sat for the Primary Leaving Examination in 2012 managed to pass in first grade. Further still, only 8 pupils managed to pass in first grade in 2010 and 52 pupils passed in first grade in 2011. The poor performance is partly attributed to teachers and pupil's absenteeism (New Vision, 2013). This therefore calls for immediate attention into the factors influencing pupil's academic performance so as to come up with appropriate remedies

Secondly, the Buyende District (MoE&S Report, 2011) shows that the pupil teacher ratio was 1:115 and the pupil classroom ratio was 1:109 which is not conducive for a fair teacher pupil interaction and learning. This necessitates immediate attention and intervention which can only be effective and efficient after a thorough study on the factors that influence the performance of pupils in primary schools thus a need for this study.

1.12 Operational Definitions of Terms and Concepts

Academic performance: According to Ward & Murry (1996), academic performance is the outcome of education, it shows the extent to which a pupil has achieved a goal and it is commonly measured by tests and examination. They further say that it may refer to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. It is also said to be the ability to study and remember facts and being able to communicate their knowledge verbally or down on paper.

Absenteeism: This basically refers to the pupils' failure to report to the school for learning on working days when schools are open.

Class size: In this study, class size is defined as the number of pupils taught by a teacher in a given class at a particular time.

Attitude of Parents/guardians: Parental attitude is a measure or an index of parental involvement in school activities and programs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the factors that influence the academic performance of pupils in Universal Primary Schools, it is organized around the study themes of; absenteeism, class size and attitude of parents/guardian as factors that affect the academic performance of pupils in universal primary schools respectively.

2.2 Theoretical Review

The study was guided by Skinner's "Learning Theory". According to Skinner (1945) achievement varies 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 & Ezewu (1988), the higher the status of a family, the more likely it motivates its children to learn and perform better.

In addition, 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. The need for free primary education was emphasized by the United Nations General Assembly in 1948. The Universal Declaration of Human Rights states that: "Everyone has the right to education; Education shall be free for at least the elementary and fundamental stage" (UNICEF, 2011). However, According to Liesbet & Baudienville (2007), more than 75 million children around the world of primary school age were not in school, majority of these children are in regions of sub-Saharan Africa and South Asia. Within these countries, girls were at the greatest disadvantage in receiving access to

education at the primary school age. I also do agree with Liesbet & Baudienville because even with the existence of free education at elementary and fundamental stages, very many children are still out of school as stated by the above scholars and even those who enroll, the dream of completing is almost a night mare as many of them drop out before completing primary seven.

At a World conference held in Jomtien, Thailand in 1990, all countries, which participated, resolved to provide education for all their citizens, both young and old. A set of goals and targets to be met was set and these were to be monitored under the Education for All 2000 Assessment, hereafter referred to as EFA. The anticipation by then was that EFA goals and targets should be achieved by the year 2000. At that conference, it was agreed that six thematic areas should form the core of the EFA goals and targets. The six thematic areas (EFA goals and targets) include: Expansion of Early Childhood and Development Activities, Providing Universal Access to, and Completion of, Primary Education by the Year 2000, Improvement in Learning Achievement, Reduction of Adult Illiteracy Rates, Expansion of Basic Education and Training in other Essential Skills Required by Youths and Adults, Increased acquisition by individuals and families of the knowledge, skills and values required for better living made through education channels, (EFA Assessment, 2000) .

This therefore made Universal Primary Education (UPE) Uganda's flagship educational policy and Uganda was the first developing nation to introduce universal primary education, well before the Millennium Development Goal (MDGs) and Education for All was implemented. Uganda's Universal Primary Education (UPE), was initiated in 1996, during the 1996 presidential campaigns by President Yoweri Museveni who emphasized the need for promoting education for skills. This was under item number 14 in his presidential election manifesto. He also outlined how to achieve universal primary education. Education would be the main tool to abolish illiteracy and enable Ugandans to utilize the acquired skills to apply the natural laws of science. In order to develop the skilled labour force that would help the nation to improve productivity, the nation's main channel was its new education policy which sought

to make primary education Universal and Vocational by 1997 (Uganda Election Manifesto, 1996).

When Uganda decided to open up primary schools to every single child, it was acknowledging the role of education in empowering young people and transforming their lives. If the poor can gain a basic level of knowledge and skills, particularly literacy and numeracy, then they can become self-reliant. They will also become more employable in a marketplace where opportunities for the uneducated and those lacking core skills (such as literacy, numeracy, problem-solving, critical thinking and competence in using ICT) are increasingly becoming fewer.

Initially, the UPE programme was not universal, but had a realistic tendency towards universality. Before implementation, the policy was extensively discussed at various fora, including educational institutions, in the cabinet and at parliamentary level. Under this program, the government committed itself to providing primary education for a maximum of 4 children per family. In order to comply with Uganda's constitutional requirements on affirmative action in favour of marginalized groups, 2 of the 4 must be girls, if a family has children of both sexes. In addition, if a family had a child with disability, he or she was to be granted the highest priority in enrolment under this programme. The Government pays the school fees for the children. It also provides grants to be spent on instructional materials, co-curricular activities like sport, and the management and maintenance of utilities like water and electricity.

By the end of September 1999 six and a half million children aged 6-15 had enrolled for primary school education - one third of Uganda's total population. Total enrolment rates for all children had tripled since 1996 and the enrolment of children with disabilities, almost half of whom are female, had quadrupled, (UNESCO, 2007).

However, despite all these important achievements, the world is currently not on course to achieve its target of universal primary education (UPE) by 2015. 120 million children could still be out of school in 2015 and girls will still lag behind boys in school enrolment and attendance. Sub-Saharan Africa is particularly affected as over a quarter of its children of primary school ages were out of school in 2007. It is estimated that there is a US \$16.2 billion annual external financing gap between available domestic resources and what is needed to achieve the basic education goals in low income countries, with current aid levels addressing only 15% of that gap and resources are all too often not provided to those countries who need it most and the amounts pledged not fully honoured (Liesbet & Baudienvill, 2010). This is in line with (UNICEF Report, 2011) which showed that only about 32% of pupils who enrol for UPE program make it to primary 7. This therefore makes the target of achieving Universal Primary Education by 2015 almost unattainable

2.3.0 The Concept of Academic Performance

According to United Nations (1966), Education in its general sense is a form of learning in which the knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be autodidactic involving self-learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. Education can take place in formal or informal educational settings. The Formal education system of schooling involves institutionalized teaching and learning in relation to a curriculum, which itself is established according to a predetermined purpose of the schools in the system. Schools systems are sometimes also based on religions, giving them different curricula while Informal education, is driven by conversation and being with others. It develops through spending time with people, sharing in their lives, listening and talking. Blyth (2004) described conversation as ‘the spontaneous business of making connections.’ It involves connecting with both ideas and other people. When we join in conversation it is often difficult to predict where

it will lead. As such it can be a very powerful experience, ‘conversations changes the way you see the world, and even changes the world.’

Primary education is the first stage of compulsory education. It is preceded by pre-school or nursery education and is followed by secondary education and other higher levels of learning. In North America, this stage of education is usually known as elementary education and is generally followed by middle school. In most countries, it is compulsory for children to receive primary education although it is permissible for parents to provide it. The major goals of primary education are achieving basic literacy and numeracy amongst all pupils, as well as establishing foundations in science, mathematics, geography, history and other social sciences (Zeldin,1999).

World over, Education is conceived as a fundamental basic Human Right, The Dakar world Conference on Education For All (EFA) of April 2000 adopted six goals to be achieved by the year 2015 and besides that, achieving Universal Primary education (UPE) was United Nations Goal number two ; ensuring that all children achieve Universal Primary Education, particularly girls, children in difficulty circumstances and those belonging to ethnic minorities have access and complete free and compulsory Primary Education of good quality (UNESCO, 2000). The Dakar World Education forum also re-affirmed the vision of the World Declaration of Human Rights and the Convention on the Rights of the child, that all children have a right to benefit from an education that will meet their basic learning needs.

It is upon this background that Uganda in 1997 decided to open up primary schools to every single child, acknowledging the role of education in empowering young people and transforming their lives. If the poor can gain a basic level of knowledge and skills, particularly literacy and numeracy, then they could become self-reliant. They would also become more employable in a marketplace where opportunities for the uneducated and those lacking core skills (such as literacy, numeracy, problem-solving, critical thinking and competence in using

Information Computer Technology (ICT) are increasingly becoming fewer. Since 1997, enrolment in primary schools has grown from 70% shortly after UPE was established, to 120% today, a ridiculous figure that can be explained by the frequent dropping out and re-enrolling characteristic of the educational experience of many Ugandan children. In many respects real enrolment of around 92% is a triumph. However, only about 32% of these children make it to Primary 7 (UNICEF, 2011).

2.3.1 Factors affecting Pupil Academic Performance in UPE Schools

2.3.1.1 Absenteeism and Pupil Academic Performance

Absenteeism is the term generally used to refer to unscheduled employee absences from the workplace. In this study, absenteeism was assumed to have occurred when teachers who were scheduled for work do not attend. In addition, absenteeism involves non-attendance from scheduled work in terms of hours and days.

Kafui (2005), notes that pupils' absenteeism and irregularity at school can determine their performance. According to him, when students absent themselves from attending classes, the material taught becomes difficult to understand when they are studying it on their own. It also results in loss of content and knowledge about topics taught and thus, when assignments, exercises and examinations are set, they are not properly and correctly done hence leading to poor performance. The Middle School Programme (2004) of West Orange Public School, America cited in Paaku, (2008) noting the importance of the presence of a student in class wrote that it is the student's responsibility to make up work missed as a result of being absent. It also added that the student must speak to each teacher upon return from an absence of any duration to arrange to make up work missed. According to (Paaku, 2008), the programme continued to state that if a student were absent for two days and beyond, double those days should be provided to make up work missed. This indicates the need and importance of

students' regularity as a way of commitment in effective academic work before the student can succeed.

2.3.1.2 Teacher Absenteeism and Pupil Academic Performance

Teachers are the most valuable resource in improving educational outcomes. Uganda's main efficiency problem is the poor utilization of its teaching staff. Two pieces of evidence to support this conclusion. First, over three-quarters of teachers are not in class teaching when unannounced school visits are conducted, and many of them are not even at work and second, across districts, teachers are not deployed to the regions where there is greatest need for them, (MoES, 2011).

Teacher absenteeism, an observable indicator of teacher effort and performance, has been the focus of several recent studies. Chaudhury et al. (2004) report on surveys in six developing countries that yield observational data on absence of teachers and health workers. Averaging across the six countries, they find an absence rate of 19%, among primary school teachers. Indonesia's estimated absence rate is 19%, thus ranking it an atypical country in the sample, with a lower teacher absence than India (25%) or Uganda (27%) but a higher absence than Peru (11%), Ecuador (14%), or Bangladesh (16%). Two other project studies have yielded preliminary results on the correlation between absence and performance. In India, higher primary teacher absence is correlated with a small but strongly significant reduction in predicted test scores, (Kremer et al, 2005). On the other hand, in Bangladesh, teacher absence predicts lower scores in English but not mathematics, (Chaudhury et al. 2004).

Lateness and absenteeism reduce the amount of instructional time and this results in the syllabi not being completed (Etsey, 2005). According to this author, the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught. As these continue, there would be a backlog of content not

taught and this would affect the performance of the students. Moreover, since the subject matter syllabuses tend to be spiral, the non-completion of a syllabus tends to have cumulative effect on the pupils such that as they move from grade to grade, they encounter materials they do not have the foundation to study. In the final analysis, poor performance is the result.

More research conducted reveal that in India, 25 percent of teachers at Government primary schools absentee themselves from work on any given day, and only 50 percent of teachers present in schools are actually engaged in teaching said a World Bank research project on teacher absenteeism. However a National Council of Education Research and Training (NCERT) survey conducted in 20 states in 2005 found that six out of 10 students in Bihar's classrooms understood what they were being taught; in states like Uttar Pradesh, Goa and Chhattisgarh confirming that teacher absenteeism didn't affect pupil outcomes, (Abhiyan, 2006).

While Abhijit et al (2005), argue that the high levels of teacher, headmaster, and student absenteeism is the most important source of leakage at the school level. The magnitude of teacher absenteeism, in particular, is so large that reducing it should be a principal focus of any Government with UPE School in the equation, efforts to improve efficiency in primary education. Since Government actions to reduce absenteeism are relatively recent, they may not have yet had much impact. The researcher concurs to the findings as absenteeism contributes more to inefficiency, reduced performance for teachers and pupils coupled with a financial burden on education resources which is not cost effective.

Results obtained in chapter four reveal that teachers' presence in attendance, preparation of lessons, giving homework, marking exercises coupled with pupils timely attendance of class would result into betterment in their final PLE results while increased absenteeism would result into failure to teach the pupils and therefore poor performance hence more failure.

2.3.2 Class Size and Pupil Academic Performance

Class size can be defined as the number of persons that accommodate a given class. From the Ugandan content within schools, it's clearly evident that teachers are not being assigned in such a way that class sizes across grades are the smallest possible: rather, the early grades (P1-P3) have large class sizes, and the later grades (P4-P7) have much smaller class sizes hence has had an impact on the UPE academic performance of pupils.

Numerous authors have argued for and against the problem that was investigated. For instance literature on class size as presented by Card & Krueger (1992; 1996) & Krueger (2003) using different measures of education outcomes, in particular post-graduation earnings and controlling for omitted variables such as student ability, find that lower class sizes have strong and positive effects on future earnings. Differences in the results on class size are attributed to different treatment of omitted variables such as student ability and family background, which can lead to a spurious relation between school inputs and student performance. Other studies focusing on developing countries also point to school infrastructure to be an important factor for improved learning outcomes. Linked to the above; Glewwe & Jacoby (1994) using a survey of 1600 households in Ghana that tested students on mathematics, reading, and abstract reasoning investigate what kind of resources are important determinants of learning achievement and school completion. They find that providing blackboards and repairing school roofs that leak, increases learning per year.

2.3.2.1 Pupil-Teacher Ratio and Pupil Academic Performance

Class sizes seem to be a big factor contributing to students' performance especially in lower classes the world over. A comparative study on public schools in the USA found out that in Tennessee, smaller classes contributed positively to student learning particularly in fields of elementary reading, (Darling, 2000), thus directly contributing to their good performance in that particular subject. Going more specific to the matter, Angrist & Lavy, (1999) through their

regression discontinuity design found out that reducing class sizes had increased test scores among the fourth and fifth grades among public schools in Israel.

However, some scholars have had some insignificant signs between small class sizes and student academic performance. A study by Asadullah, (2005) for example, found out insignificant positive signs on class size as a variable determining student achievement and thus concluded that a reduction in class size may not be useful in developing countries like Bangladesh. This study was however, conducted among secondary schools and thus raising a possibility of different results if it was conducted among primary schools. Class sizes have also been identified as another determinant and a motivating factor for a better academic performance. A teacher (whether professional or not) who has to work with too large a class size would undoubtedly have his performance hindered and this will have a negative spill over effect on students. Too large class sizes might be one of the unfavourable conditions that might affect the performance of teachers in most Ghanaian schools. With the inception of the Ghana School Feeding Programme (GSFP, 2005), school enrolment has increased tremendously in some cases over 90 pupils in a class handled by one teacher. This increase in class size brings in its trail problems of ineffective class management, poor supervision of assignment and ineffective teaching and personal pupil – teacher contacts. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. (Kraft, 1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class sizes above 40 have negative effects on students' achievement. This is however contrary to the UPE class sizes in Uganda for there has been an increase in enrolment. Data from the Ministry of Education indicate progressive increase of enrolment into primary schools, (DHS Ed Data, 2001) indicates that 87% of primary school age (6-12 years) attend school (87.3% boys and 86.9% girls). While attendance is higher today compared to ten years ago, there are regional differences with the highest attendance rates in the Eastern region (94.3% boys and 93% girls) and the lowest in the Northern region (84.1% boys and

80.6% girls). Trends show a clear move towards parity in access between boys and girls and towards universal enrolment of all school age population at primary level. This has left the class sizes even bigger for conducive and efficient learning.

2.3.2.2 Pupil-Class Room Ratio and Pupil Academic Performance

School resources are among the key inputs which the Government of Uganda focuses on. To this effect, teachers, classrooms and equipment are vital. According to the Quality Enhancement Initiative (QEI) baseline survey conducted in 2009 (Makerere Institute of Social Research, 2009), the overall pupil-teacher ratio was as high as 65:1 and above in a half of the QEI in the 12 worst districts of Uganda. Related findings were obtained from his review of about 100 studies from the developing world (Hanushek 1995). Hanushek found the results inconclusive regarding the impact of class size and teacher experience, but found that teacher education appeared to have a stronger impact in the developing world. He also recognized that there was a larger share of studies in the developing world that reported a significant effect of school resources, suggesting that school resources are likely to play a more significant role in the developing world than in the U.S. Similar conclusions were reached by (Velez, Schiefelbein & Valenzuela, 1993) in their review of 18 studies and 88 regression models from Latin America. Teacher education, subject matter knowledge, active methodologies and teacher experience appeared significant in a large share of the studies, but they found no effect for in service training and class size.

By contrast, other studies find that small class sizes are either not significant or even detrimental to student performance (Hanushek 1995; Hoxby 2000; Urquiola, 2006). In addition, Jones (2001) reviews 277 econometric studies on the effect of class size on achievement and finds that 28% of the studies report statistically significant estimates but 13% of those report a negative sign. A recent study of secondary schools in India Kingdon, (1996) finds an insignificant positive sign on the class size variable in determining student

achievements. Kingdon, (1996) concludes that a reduction in class size may not be useful in a developing country such as Uganda.

The Ugandan pupil/classroom ratio has remained relatively high ranging from 72:1 to 74:1 in the last five years with that of government schools stagnating between 81:1 and 77:1. Detailed analysis of specific schools revealed that Kitedeko Primary School in Soroti had the highest number of pupils in a stream, followed by Muchahi primary school in Kabale, followed by Rock View primary school with 71 pupils, followed by Okulonyo Primary School with 66 pupils in a stream among others. These enrolment numbers are too high to allow for effective teaching and learning as well as concentration by the pupils.

Findings captured from the field of study reveal that teachers having a manageable number of pupils fitting in a given class would result into more interaction, free movement among the pupils and making the job interesting for the teachers for instance ease with marking of assigned exercises, tracking attendance among others resulting into realisation of their UPE dream by performing much better in PLE. On the other hand, a congested class hinders free movement of teachers, loads of work, increased noise all leading to stress and eventually the teachers' intent to quit hence affecting pupils' academic performance negatively.

2.3.3 Attitude of Parents/Guardians and Pupil Academic Performance

In Indonesia, studies realized that a student's background is more important than his or her individual characteristics and attitudes towards school; and thus family encouragement is more important than wealth or socio-economic conditions towards student achievement, (Johnstone, 1983).

Similarly, Mohandas (2000), in his study measuring mathematics and science achievements in junior secondary students found out that home background was among the major significant student-level determinants of achievement in academics.

On the same note, Suryadarma et al (2006), in their studies among public primary schools in Indonesia realized that parent's level of education was significant to students' performance. Their study categorized student's performance in quartiles and realized that the majority parents of students who were in the first quartile had a primary school certificate while those in the fourth quartile had high school certificate.

According to Suryadarma et al, (2006) & Kafui (2005), parents who put in effort and initiative to consult about their children's affairs, effort from their teachers enhances children's academic performance. In the former's study, it was realized that parents of children who had performed better in mathematics test had met teachers in one to six months prior to the test. Kafui notes such involvement would put students on alert at school they know their parents will always inquire about them hence increasing their class attendance and eventual good performance.

Likely, the parents' involvement in school meeting can enhance the pupils' academic performance. Kafui (2005), realized that when parents attend Parents Teachers Association (PTA) meetings, the school can be in position to discuss the welfare of the school, teachers and pupils. As a result problems relating to pupils performance can be discussed hence increasing their performance.

Provision of the basic materials and environment at home also predicts whether pupils will perform well or not at school. In his study on causes of poor performance in primary schools in Shama Sub-metro (Ghana) in 2005, Kafui realized that parents from the poor performing region were not providing to their children basic needs like school uniform, school bags, exercise books, pencils, rulers need which in the long run could not provide a stable and conducive environment for learning and their inability to do assignments hence directly leading to poor performance.

It was found out after data collection that the positive involvement of parents in school affairs for instance attending meetings, sharing and exchanging constructive ideas, ensuring that they

avail lunch to their children coupled with availing other scholastic materials for instance books, writing aids, text books among others would result into their children understanding the value of education, be encouraged and eventually attend school on a daily basis hence be motivated to perform better. However, failure of the parents to honour their responsibilities would result into children disliking the school, being absent and in the long run not be able to perform better in PLE.

2.4 Summary of Literature Review

The literature highlighted some of the factors that affect pupils' academic performance in UPE schools. Areas of concern were absenteeism, class size and attitude of parents/ guardians. When the relationship between absenteeism, class size and parents/ guardians' attitude and pupils' academic performance in UPE schools is identified, this may help to improve academic performance of pupils in UPE schools in Buyende Town Council in Buyende District.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research design, study population, determination of the sample size, sampling techniques procedure, data collection methods, data collection instruments, validity and reliability, procedure of data collection, data analysis and measurements of variables.

3.2 Research Design

A research design, is defined as an in-depth investigation of an individual group or phenomenon, (Mugenda & Mugenda, 1999). The researcher design adopted in this study was the cross sectional design. This type of design involves the collection of data from different people at ago and covers a short period of time or duration as recommended by Amin (2005). The research design allows one to collect information or data over a small period of time hence saves time and financial constraints as one covers a big population within the minimum possible time, Amin (2005). In addition, the research design was supplemented by the use of both qualitative and quantitative approaches which supported data collection and analysis of data. As explained by Saratakos, (2005), a mixed design allows the study of both qualitative and quantitative parameters allowing both detailed descriptions of meanings as well as facilitating numerical and statistical measurements.

3.3 Study Population

Population refers to the total number of elements within a given study. In this particular study, the target population of Buyende town council is 5617 people, (Buyende District Local Government Education Report, 2013). However, a portion of 166 accessible population was used as the town council is sparsely populated and the existing UPE schools are not evenly distributed at an average distance between one school and another of over 6 kilometers. This comprised of (36) teachers, (3) district education officials (District Education Officer, District inspector of schools and An Inspector of schools), and (121) parents. More, according to the

Buyende Education Management Information System (EMIS, 2013) shows that Buyende district has 251 primary schools, of which 91 are UPE ones. Buyende town council was the scope of the study and had four UPE schools which registered candidates for PLE. All the four schools were selected to form the accessible population.

3.4 Determination of Sample Size

Sample refers to the subset of the population. In this particular study, a sample size of 113 respondents was drawn from an accessible population of 166 respondents based on the Morgan & Krejcie (1970) sample size determination table (See appendix E).

Table 3.1: Population, Sample and Sampling Techniques

Category	Accessible Population	Sample size	Sampling techniques
District Officials	3	3	Purposive
Head Teachers	6	6	Purposive
Teachers	36	36	Simple random sampling
Parents	121	68	Simple random sampling
Total	166	113	

Source: Buyende District Local Government Education Statistics (2012-2013)

Table 3.1 above comprises of category, accessible population, sample size and sampling techniques. The sample size of 113 respondents was drawn from an accessible population of 166 respondents. The sample size comprises of district official including District Education Officer (1), District Inspector of schools (1) and Inspector of schools (1) while Head teachers were (6), primary school teachers were (36) and parents forming the majority (68).

3.5 Sampling Technique and Sampling Procedure

Simple random sampling and purposive sampling techniques were used to determine the respondents that formed the samples that participated in the collection of data.

3.5.1 Simple Random Sampling

Simple random sampling is probability sampling used in a situation when each respondent has an equal chance of being selected to participate in the study (Adam & Kamuzora, 2008). Simple random sampling was used to select both teachers and parents who were willing to offer information and the study constituted 68 respondents. The technique involved the use of varying containers each having papers with numbers written on them. The procedure involved the researcher selecting all even numbers randomly from the containers and these formed the sample. In this case, the accessible population was named in a piece of paper, put in ballot box and randomly selected. The reason this technique is preferred is because the researcher wants to collect unbiased information from parents and each respondent has a chance of being chosen (Amin, 2005).

3.5.2 Purposive Sampling

Purposive sampling technique was employed to obtain the research subjects and determine the sample size for questionnaires for head teachers and district officials. The purposive sampling technique was used because it gives a chance to collect data from a respondent who is assumed to have the right information on the study. It was used as it is the best to be used when it is difficult to get respondents and on sensitive topics as supported by (Sarantakos, 2005).

3.6 Data Collection Methods

Data collection methods refer to the methods that are used in research to support in the collection of data. The data collection methods used in this study included; questionnaire survey method, interview guide method and documentary review method.

3.6.1 Questionnaire Survey Method

A questionnaire is defined as a list of questions which are designed to solicit specific responses that are required Sarantakos, (2005) which was used in this study. This method was used to aid in the collection of data from teachers and parents. According to Amin, (2005), a questionnaire is a self-report instrument used for gathering information about variables of interest in an investigation. Closed ended likert scale questionnaires was designed and used in accordance with the objective and key variables of the study. Likert scale questionnaires are preferred because of their ease for analysis. They are also appropriate for large samples and correspondences can fill them in at their own convenience as recommended by (Mugenda & Mugenda, 1999). Additionally, information can be easily obtained from questionnaire and be coded. The major weakness of this tool is that it does not provide detailed information about the subject nor a chance for the researcher to view the body actions of the respondent hence substantiating it with interviews (Mugenda & Mugenda, 1999).

3.6.2 Interview Guide Method

Interview refers to the conduction of a verbal face to face interaction between two parties. The design adopted for the interview guides involved with forming open ended questions and were administered to the key informants who included district officials and head teachers. Interviews are qualitative research methods where a researcher has a face to face encounter with the correspondent as recommended by (Mugenda & Mugenda, 1999). The researcher used an interview guide to guide the interview with key informants (district educational officials) as they are believed to be more knowledgeable to the study. It's advantageous to use interview method because it allows probing which may lead to generating of crucial results or issues on the subject as recommended by (Mugenda & Mugenda, 1999).

3.6.3 Documentary Review Method

Documentary review is a method that involves reviewing existing document containing a list of documents like minutes of meetings held, district education records, reports on education in the local media, ministry of education reports and data were reviewed to provide the necessary information or data.

3.7 Data Collection Instruments

3.7.1 Structured Administered Questionnaire

One set of a structured questionnaire was prepared and pretested before being used as the main data collection instrument. The researcher designed mainly closed ended questions based on the specific objectives. The instrument was administered on teacher and parents because this is the most appropriate instrument for a big sample (Mugenda & Mugenda, 1999). The closed questions in the questionnaire were based on a 5- point likert scale ranging from 5 {strongly agree} to 1 {strongly disagree} and these were based on a choice option where each researcher had numerous choices from which to choose the most appropriate answer.. In order to provide consistent responses, the questionnaire was systematically organized to include demographic characteristics of the respondents, absenteeism, class size, attitude of parents/guardians and pupil performance in Universal Primary Education, (See appendix A & B).

3.7.2 Interview Guide Checklist

The interview schedule or guide was used as the tool for applying this method. Interviews were conducted with the key respondents since this method gives chance for probing hence being able to draw deeper information (Amin, 2005). Semi structured questions organized per objective that was used for the district education officers to stimulate them into detailed discussion on the factors affecting pupil's academic performance in universal primary education. This helped to standardize the interview and to obtain data required to meet the specific objectives of the study, (See appendix D).

3.7.3 Documentary Review Checklist

Documentary review checklist was used for implementing this method of study. Documentations like newspapers, reports and books on the academic performance of pupils in UPE schools were visited to ascertain the academic performance of UPE schools. This helped to establish the state of academic performance and factors behind them. A list of documents with PLE records UPE schools in Buyende Town Council was reviewed in order to provide the necessary data for the study, (See appendix C).

3.8 Validity of Data Collection Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research result (Mugenda & Mugenda, 1999). Validity was measured by using the Pre-testing method which includes discussing the questionnaire and draft interview schedule with the supervisors. The research tools were presented to other 4 (four) experts so as to get expert judgement on validity of instruments. Construct validity over an instrument was refined based on expert advice. The formula below was used test the validity index

$$\text{CVI} = \frac{\text{Number of items regarded relevant}}{\text{Total number of items}} \times 100 \quad \text{where CVI} = \text{content validity index}$$

Total number of items

$$\text{CVI} = \frac{33}{42}$$

$$\text{CVI} = 0.785 \text{ (79\%)}$$

3.9 Reliability of Data Collection Instruments

According to Mugenda & Mugenda (1999), reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability of instruments was established basing on the preliminary results which were be derived from pilot

study. The whole exercise involved identifying and administering questionnaire to a total number of ten respondents and thereafter results entered, edited and analysed in SPSS for results. Reliability of the questionnaire was established using the internal consistent technique specifically the cronbach alpha reliability coefficient. This coefficient measures internal consistence of a test and it generally increases when the correlation between the variables increases. It ranges from 0 to 1, the more the value is closer to 1, and the reliable the instrument is in measuring the variables and the emerging results are presented in the Table 3.2 below.

Table 3.2: Reliability Results

Variables	Cronbach Alpha	No. of items
Absenteeism	.500	9
Class size	.647	8
Attitude of Parents/Guardians	.552	9
Pupils' academic performance	.671	7
Total	2.37	pap33

Source: primary data

The results presented in the above Table show that reliability results of **0.6** (60%). Thus summation (**2.37**, cronbach alpha) divided by number of variables (**4**). With a confident value of at least 0.50 indicates that the instrument was reliable and therefore which is acceptable, (Amin, 2005).

3.10 Procedure for Data Collection

After the proposal has been approved by the School of Management Science at Uganda Management Institute, the researcher sought an introduction letter from the school that allowed him obtain permission. Thereafter, he then proceeded to Buyende District Local Government, office of the Chief administrative officer-DEO office; seek authorization from the district officials that permitted him to interact with Heads of Universal Primary Schools. Meanwhile,

the researcher also introduced himself and cleared with the police and local council leaders around the study area. At the schools, the researcher was introduced to the head teacher and sought permission to allow him access performance records and interact freely with the pupils and teachers. After, the researcher went to the surrounding villages to interact with the parents about the study.

3.11 Data Management and Analysis

Data management and analysis process involves data collection, coding, recording, interpretation among others. Both qualitative and quantitative techniques were used to support this entire exercise.

3.11.1 Quantitative Data

Quantitative data collected from questionnaires was quantitatively analysed. It was then subjected to statistical analysis where it was first be coded and thereafter entered into SPSS version 20, this helped uncover the factors influencing the academic performance of pupils in universal primary school through presentation of descriptive and inferential statistics. The descriptive results were summarised in form of frequencies, percentages, means and standard deviations presented in tabular and graphical formats. Inferential statistics for instance correlations was used to establish the relationship between variables relating to the factors affecting pupil's academic performance in universal primary education in Buyende town council while the regression specifically (linear regression) was used to determine the variation the IV had on the DV. The information of the same category was gathered, analysed and a report was written.

3.11.2 Qualitative Data

Qualitative data that was collected from in depth interviews and documentary review was thereafter analysed based on the content analysis technique. The analysis technique exercise involved reading through the collected information, identifying errors and inconsistencies. The responses obtained were thereafter typed using Microsoft word and summarized into emerging

themes or narrative statements based on the study objectives. The researcher was able to capture any emerging patterns that raised from the content being analysed. Detailed information was collected, analysed and presented in form of paraphrases or quoted up on the subject matter. The responses were summarized in a narrative form as a representation of the major findings of the study.

3.12 Measurement of Variables

The study had varying variables that were measured based on mainly the nominal and ordinal scale measurements. The nominal scale was used to measure demographic variables as this data is regarded as unranked or non-categorical data. This was applied to variables including Gender of the respondents, their education status and age of the respondents while the ordinal scale was used to measure the main variables under investigation. These variables were factors representing the independent variables and pupils' academic performance representing the problem under investigation (dependent variables). The reason to this effect was because these variables are based on a numerical, categorical or ranked data setting. This scale provides for variables which generate responses that can be ranked. Since this study used a five point likert scale, the level of agreement can be ranked as strongly agree, agree, neither agree nor disagree, disagree, strongly disagree, therefore the measurement was ordinal.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the analysis and interpretation of the findings that were obtained from the field of study. It is presented under the following subheadings; the response rate, followed by the demographic information about the respondents, descriptive and inferential statistics and finally, the hypothesis results, all based on the specific objectives of the study.

4.2 Response Rate

The researcher set out to administer as well as conduct face to face interviews with key informants. A total of one hundred four (104) questionnaires were distributed and of these only eighty eight (88) questionnaires were returned fully completed constituting **84.6%** ($88/104*100\%$) while planned interview sessions were nine (09) and out of these only six (6) were conducted constituting **66.6%** ($06/09*100$).

Table 4.1: Response Rate

Instrument	Distributed/planned	Actual administered/conducted	Percentage
Interviews	09	06	66.6%
SAQ	104	88	84.6%
Total	113	94	

Source: Primary data

Table 4.1 above shows the response rate that was obtained. Results presented reveal that **83.1%** ($94/113*100\%$) was the overall response rate that was obtained. This can be supported by Amin (2005) who argues that a response rate equal to 50% is adequate; however, that above 70% is good.

4.3 Demographic Characteristics of the Respondents

The researcher set out to find out the varying demographic characteristics that respondents possessed, these included gender of the respondents, their age of the respondents and education that they had attained as reflected below.

4.3.1: Respondents by Gender

During the course of the study, the identified respondents were requested to indicate the Gender in which they fell. The reason to this effect was to determine whether gender was a key role to play in the betterment of pupils' academic performance in UPE schools in Buyende town council.

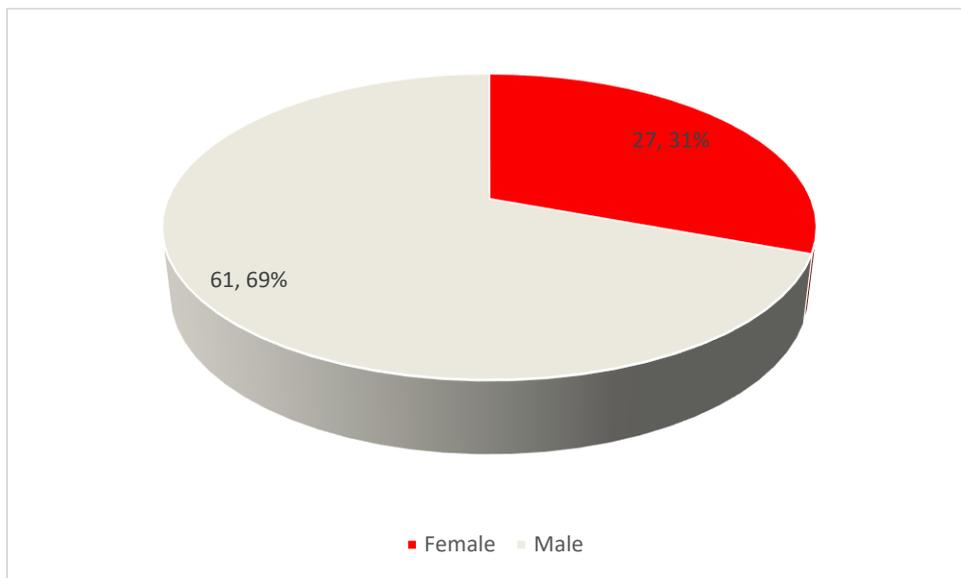


Figure 4.1: Showing Gender distribution of the respondents

Findings as presented in the pie chart above reveal that the gender were both male and female respondents. Of these, male were the dominant constituting (n=61, 69%) while the female formed (n=27, 31%). These revelations reflect the fact that researcher obtained balanced views from the respondents about factors affecting the performance of pupils in Buyende town council as views were captured from both gender. However, statistics obtained still reveal that the male respondents were a dominant force in undertaking pupils' academic performance decisions in most schools. Secondly, the presence of both gender reveals how the education

system of Uganda through the district service commission recruits teachers and other staff based on gender equality. Lastly, it can be observed that both gender that participated in the study value the education of their children very much, this is reflected in the way they encourage them to go to school, avail scholastic materials among other school requirements hence a positive indicator to better education and performance of the pupils.

4.3.2 Respondents by Age

The respondents were of different age ranges. The reason to this effect was to establish whether having staff of varying age ranges had a stake in the ensuring of better academic performance as indicated in the illustration below.

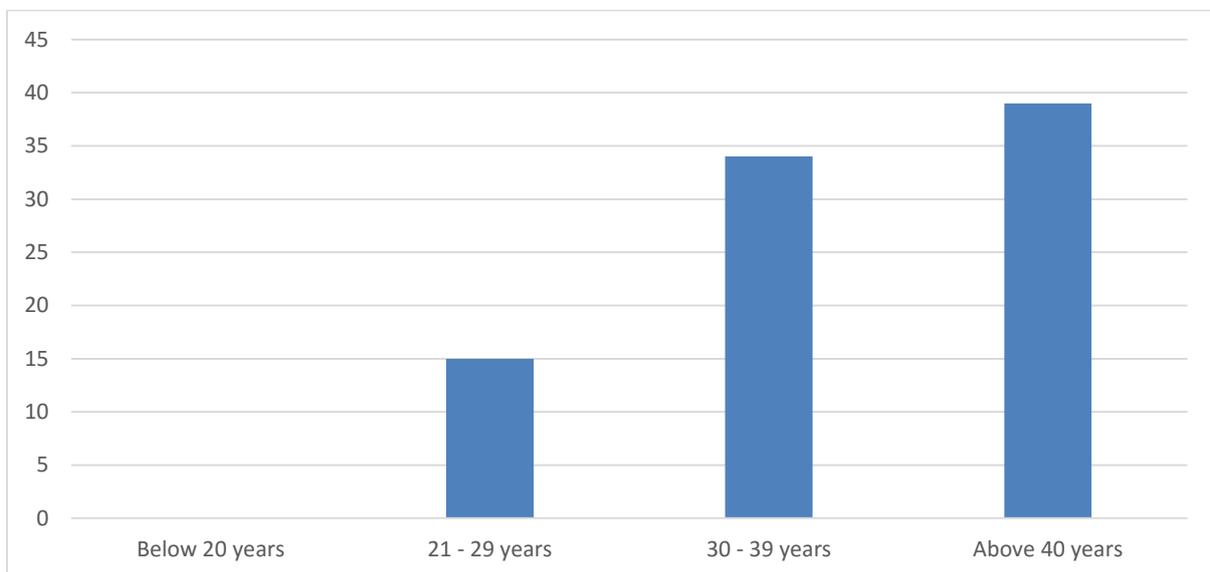


Figure 4.2: Showing the Age distribution of the Respondents

Findings from the table above reveal that majority of the respondents (44.0%, n= 39) were above 40 years of age, this was followed by the respondents between 30 – 39 years of age (30.0%, n=34), while respondents with the age between 21 – 29 years were (17.0%, n=15) and those below 20 years were none. First and foremost, the researcher ethically dealt with adults as required by research hence the researcher did not breach the rules of research and was therefore obtaining information or data from persons above 18 years of age.

Secondly, it can be noted that the UPE teachers comprise of the youth, the middle age that have already defined their career path; these execute their assigned teaching duties and

responsibilities coupled with experience required in the creating of better platform for the pupils to perform better academically while those in advanced age act as mentors of the middle and youth for future education jobs.

In addition, the presence of more education personnel and parents in middle and advanced age clearly reveal that these age ranges have passed through good and bad times and therefore understand the value of their children or pupils achieving better education.

4.3.3 Respondents by Education Level

The researcher in this research requested the respondents to indicate their education level that they had achieved. The reason to this request was done in order to establish whether the education respondents had obtained was key in the primary seven academic performance decision making as indicated in the table 4.2 below.

Table 4.2: Education level of respondents

Education level	Frequency	Percent
Degree	2	2.0
Diploma	11	13.0
Advanced level	17	19.0
Ordinary level	47	53.0
Primary level	6	5.0
Others	5	6.0
Total	88	100.0

Source: Primary data

Table 4.2 above presents the varying education levels that respondents had obtained. The results obtained reveal that most respondents had obtained ordinary level education (53.0%, n=47), advanced level education holders were (19.0%, n=17), diploma holders constituted (13.0%, n=11), primary school holders were (5.0%, n=6), others formed (6.0%, n=5) and degree holders were (2.0%, n=2) meaning that respondents in the study had at least obtained a certain degree of literacy hence were able to read and write.

Further, it can be noted that in order to value UPE, one must have obtained a minimal education qualification as the degree holders and Head teachers are entrusted with managerial and supervision roles of overseeing the school operations while diploma holders are entrusted with the task of mainly teaching; involving lesson preparations, marking homework and teaching among others. In addition, the workforce above was able to understand what was expected of them, work around for the better academic performance of the pupils in these primary schools.

4.4 Empirical Findings

The findings that follow below include the descriptive and inferential statistical findings in details as were obtained from the field of study based on the specific objectives. These include; finding out the effect of absenteeism on the pupils' academic performance in UPE schools, establishing the effect of class size on the pupils' academic performance in UPE schools and establishing the extent to which parents/guardians' attitude affects pupils' academic performance in UPE schools, all in Buyende Town Council. More, the hypothesis results are explained below.

4.4.1 The Effect of Absenteeism on the Pupils' Academic Performance in UPE schools

The researcher set a couple of questions that focused on mainly teachers and pupils absenteeism with the responses obtained reflected in the table 4.3 below.

Table 4.3: Descriptive Statements about Pupil Absenteeism

Statements on Absenteeism	Percentage Responses (%)			Mean	Sd. dev
	A	UD	D		
All pupils attend school regularly	16% (9)	5% (3)	79% (76)	1.97	1.184
Pupils are stopped from attending school for household work or problems	66% (68)	10% (6)	24% (14)	3.67	1.248
Pupils skip classes during market days to assist parents sell their wares	85% (79)	5% (3)	10% (6)	4.12	1.027
Pupils do other menial jobs to support themselves with their school needs	75% (75)	10% (4)	15% (9)	3.79	1.031
Parents of students who are irregular at school respond to invitations for discussion	21% (12)	5% (3)	74% (73)	2.19	1.331
All teachers attend school regularly	38% (38)	17% (10)	45% (40)	3.29	1.200
Teachers are detained from school for household work or problems	48% (37)	21% (12)	31% (39)	2.83	1.187
Teachers skip lessons during market days to sell their wares	15% (9)	14% (8)	71% (71)	2.05	1.262
Teachers who are irregular at school are penalised	42% (44)	29% (17)	29% (27)	3.12	1.156

Source: primary data

Key: A=Agree UD=Undecided D=Disagree

For interpretation purposes; it can be noted that standard deviation scores less than one show communalities in the responses that were given while the score above one show differences (mixed responses) in responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal mixed responses. More, results obtained for both agreed (A) and strongly agreed (SA) were grouped to represent the respondents who agreed while disagreed (D) and strongly disagreed (SD) responses obtained were grouped to represent the respondents who disagreed and those who were undecided (UD) were not grouped.

Findings obtained and presented in the Table 4.3 above reveal that many of the respondents (79.0%, n=76) disagreed to the statement that pupils attended school regularly, (5.0%, n=3)

were undecided while (16.0%, n=9) agreed. Further still, (66.0%, n=68) respondents agreed that pupils were stopped from attending school for household work or problems as compared to (24.0%, n=14) who disagreed and (10.0%, n=6) neither agreed nor disagreed. In addition, (85.0%, n=79) respondents agreed that pupils skip classes during market days to assist parents sell their wares while (10.0%, n=6) disagreed and (5.0%, n=3) were neutral meaning that the class registers have indicated that over the time, pupils are irregular at the school premises. This has been attributed to the distant areas that make the pupils fatigued every day as they move or walk to and from the school daily coupled with insufficient basic needs for instance food makes it unhealthy for them to attend school the following day. The fact that most parents prefer their children to attend to household work than school can be attributed to the fact that most of the parents' literate levels is very low and therefore do not value education despite the presence of free education services provided by the Government. The presence of any business opportunity as compared to attending schools to attain education by the pupils make the parents thoughts totally switch to getting more income as supported by their children hence the pupils than allowing them attend schools, this results into failure to obtain proper education services and therefore has a negative bearing on the existing pupils academic performance and hence less value to the existing education levels.

Furthermore, teacher and student absenteeism are high. Head teacher absenteeism was 21% on the day of the assessment on the status of education in Uganda conducted by ASER in 2011. Although efforts to reduce teacher absenteeism are paying off, still 14% of teachers were absent on the day of the assessment (ASER, 2011). This is not good for the existing education system and the children in general. One respondent had this to say "*Teacher absenteeism is a crucial issue education stakeholders must tackle, there is no debate on this!*" while another said, "*How do these head-teachers expect to lead when they are scarcely seen by the people they supposedly are heading?*" and another official said, "*Schools are receiving minimum*

supervision from even head teachers who tend to leave schools in the hands of teachers who are also supposed to be supervised by the head teacher.”

In addition to the above, results obtained show that (75.0%, n=75) respondents agreed that pupils did other menial jobs to support themselves with their school needs as compared to (15.0%, n=9) that disagreed and (10.0%, n=4) that were not sure. Furthermore, results obtained reveal that (74.0%, n=73) disagreed that parents of students were irregular at school. The respondents to invitations for discussion, (21.0%, n=12) agreed and (5.0%, n=3) were neutral. These findings can be linked to the fact that domestic and commercial related work in domestic cultivation, selling of merchandise during the open market days always on Thursdays and Saturdays makes them earn an income of which is used to support their day to day home operations. Some of the parents might have thought that they had failed to contribute to their required responsibilities and therefore they had no need to attend any organised school meetings as they should have been identified from the many and hence held solely responsible for their failure. This has negatively affected the pupils' academic performance. In support of the above findings, one interviewee observed that, *“The girl child is more deprived of education opportunities than the boy child as the need for children to do work in support of the households looms, the children engage in collecting firewood, water and cooking among others as the boys go for hunting, domestic cultivation among others”* while another official said, *“Other factors for instance early marriage have prevailed and negatively affected the girl child as both boys and girls drop out of school to engage in such activities”*

Respondents constituting (45.0%, n=40) disagreed to the statement that that teachers attended school regularly, (38.0%, n=38) agreed and only (17.0%, n=10) neither agreed nor disagreed respectively. In addition, (48.0%, n=37) agreed that teachers were detained from school for household work or problems, (31.0%, n=39) disagreed and (21.0%, n=12) neither agreed nor disagreed. The statistics reflected above can be connected to the fact that teacher absenteeism can be attributed to factors such as illness, attendance of funerals, poor school infrastructure,

transport problems, environmental conditions, lack of lunch available at school and even drunkenness, a combination of which lead to poor pupil performance as these pupils miss lessons, rarely attempt their homework and besides stay idle for the duration the teacher is absent. This can further be complemented by key findings where according to figures in Transparency International's global corruption report on education, published 2013, teachers in Uganda were absent from their classes 27.0% of the time, the second-highest rate among 21 countries. The study describes the problem as one of the most serious forms of corruption in education. One responding school official said, *"There are some teachers who could not go a full week without missing at least a day," he said, sitting in his office with a 2014 calendar behind him. "Teachers would come up with flimsy excuses. Some students would even be absent on the assumption that 'my teachers are not even there, why should I waste time going there when teacher X did not attend yesterday?"*

While another interviewee said that, *"In one week any teacher could be absent,"*

Lastly, statistics obtained (71.0%, n=71) negatively revealed that teachers skipped lessons during market days to sell their wares, (14.0%, n=8) were neutral and (15.0%, n=9) agreed. Additionally, (42.0%, n=44) respondents representing the majority agreed that teachers who were irregular at school were penalized, (29.0%, n=17) were undecided and (29.0%, n=27) meaning that teacher absenteeism is one of the most serious forms of the increased poor performance in the current primary education in Uganda. In addition, while there are many valid reasons for a teacher to be away from the classroom, some absences are clearly illegitimate, such as when teachers 'moonlight' thus working elsewhere when they should be teaching. Even official absences may be the cause of inefficiency or poor pupil performance upstream. Qualitatively, a district official said, *"Teacher absenteeism accounts for the loss of up to one-quarter of primary school spending"*. More to the above, another district official argued that, *"The pupils are monitoring the teachers and the teachers are monitoring the pupils, at the end of the day we have both of them attending school regularly"*

Another PTA official added that, “Schools with a greater likelihood of visits by senior officials have lower rates of teacher absence.” And another district official argued that, “We as government are doing a lot to ensure and improve the welfare of its teachers in order to eliminate absenteeism and improve the quality of UPE service provision in most upcountry primary schools.

4.4.1.1 Correlation Results for Absenteeism and Pupils’ academic performance

The researcher used the Pearson product correlation moment technique to establish whether absenteeism was related (positive or negative) to the pupils’ performance academically as presented in Table 4.4 below.

Table 4.4: Correlation Results for absenteeism and pupils’ academic performance

		Absenteeism	Pupils’ performance
Absenteeism	Pearson Correlation	1	.715**
	Sig. (2-tailed)		.000
	N	88	88
Pupils’ performance	Pearson Correlation	.715**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field data

It can be observed, Table 4.4 comprises of the key variables, Pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that the Pearson correlation score was (R=.715**), sig at 99% confidence level was (p<0.01, .000) and N was (=88). The Pearson correlation product moment (R) value of .715** reveals that absenteeism was positively related to pupils UPE PLE performance meaning that reduced teachers’ presence in attendance, preparation of lessons, giving homework, marking exercise coupled with pupils timely attendance of class would result into

better final PLE results. While increase absenteeism would result into failure to teach the pupils and therefore poor academic performance hence more failure. Its implication is that the presence of teachers for the pupils bridges good relations and the children liking education hence better performance, completion rates and better PLE pass rates.

4.4.1.2 Linear Regression results for Absenteeism and Pupils' Academic Performance

The linear regression analysis technique specifically the model summary was used to determine the variation absenteeism had on the academic performance of pupils' in Buyende Town council.

Table 4.5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.715 ^a	.512	.506	.44309

a. predictors: (constant), absenteeism

Source: field data

The model summary in Table 4.5 above comprises of values; R, R², adjusted R² and standard error of the estimate; where R=.715**, R²=.512, adjusted R²=.506 as and standard error=.44309 using the predictor; absenteeism. The adjusted R² value of (.506) explains up to. 56.0% (.506*100%) variation absenteeism had on the academic performance of pupils' in Buyende town council, the remaining percentage of 44.0% % could be attributed to other factors not part of the study.

4.4.1.3 Hypothesis Results for Objective One

Pupils' absenteeism has a significant effect on pupil academic performance in UPE schools in Buyende Town Council as hypothesis statement one was upheld and the null rejected

4.4.2 The Effect of Class Size on the Pupils' Academic Performance in UPE schools

The researcher set a couple of questions that focused on mainly teachers'-pupils ration and pupils classroom ratio with the responses obtained reflected in the table below.

Table 4.6: Descriptive statements about Class Size

Statements on Class Size	Percentage Responses (%)			Mean	Sd. dev
	A	UD	D		
Large class size affects pupils class achievement	96% (84)	3.0% (2)	3.0% (2)	4.41	.974
Class size affects pupils reading ability	74% (73)	12% (7)	14% (8)	3.84	.951
Class size affects pupils writing ability	47% (69)	15% (9)	17% (10)	3.69	1.030
The class size is manageable in our school	35% (30)	5.0% (3)	60% (55)	2.69	1.477
In our school the performance is poor in large classes	82% (77)	3% (2)	15% (9)	3.93	1.024
Class size affects supervision by the teacher	74% (73)	17% (10)	9% (5)	4.02	1.051
Class size affects assessment of pupils	60% (65)	16% (9)	24% (14)	3.62	1.211
Current class sizes in our school de-motivate teachers	55% (73)	12% (7)	33% (19)	3.29	1.402

Source: primary data

Key: A=Agree UD=Undecided D=Disagree

For interpretation purposes; it can be noted that standard deviation scores less than one show communalities in the responses that were given while the score above one show differences (mixed responses) in responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal mixed responses. More, results obtained for both agreed (A) and strongly agreed (SA) were grouped to represent the respondents who agreed while disagreed (D) and strongly disagreed (SD) responses obtained were grouped to represent the respondents who disagreed and those who were undecided (UD) were not grouped.

The mean of 4.41 coupled with respondents constituting (96.0%, n=84) agreed that large class size affects pupils class achievement, (3.0%, n=2) were not sure and (3.0%, n=2) disagreed while (74.0%, n=73) respondents agreed that class size affects pupils reading ability, (12.0%, n=7) were neutral and (14.0%, n=8) disagreed. More, (47%, n=69) agreed that class size affected pupils writing ability with (17.0%, n=10) disagreed and (15%, n=9) that neither agreed nor disagreed. The above revelations could be attributed to the fact the less smaller the class might be, the better face to face interaction between the teachers and pupils are expected while the bigger the class size, the lesser interaction teachers have with their pupils hence the lesser quality education they attain hence results into poor academic performance. More, it can be observed that research was conducted in the remote district of Buyende where the pupils access to scholastic materials for instance books, text books, pencils among others are limited and therefore hard to access. This makes it harder for the pupils to realise and obtain good writing skills as indicated by the negative responses. This in the long run affects their academic performance as they lack the pace to write and end up being caught up by time during their final examination hence failing to perform better academically. On the other hand, the fewer pupils were able and better placed to write hence they were able to academically enjoy the fruits of having good writing skills and therefore perform better. In one related interviewee a school administrator said, *“Our children do not enrol for nursery school education which has over time affected our children’s’ abilities to have better writing skills. This has affected their performance at a much higher level”*

Another said, *“These are our children they have varying learning capabilities and therefore some need more attention. Therefore smaller class size is very crucial to their better learning abilities. They need more attention from the teachers”*

With the mean score of 2.69 coupled with the standard deviation score of (1.477) reveal that many of the respondents (60.0%) disagreed that the class size was manageable in their school

as compared to (35.0%) that agreed and (5.0%) that reserved their choice of response. On whether, in their school the performance was poor in large classes; (82.0%, n=77) agreed, (3.0%, n=2) were neutral and (15.0%, n=9) disagreed respectively. Class size affected supervision by the teacher fetched the following answers. These included (74.0%, n=73) that agreed, (17%, n=10) disagreed and (9%, n=5) were neutral. To answer the above statistics it can be noted that in 1997, the Ugandan Government introduced the Universal Primary Education (UPE) program in order to improve the enrolment and attainment in primary schools. It was initially realized to provide free education for four children per family, but the program was not performing based in its regulations due to a complex structure of Ugandan families. Most Ugandan families have more than four children and households started sending every child, which resulted in a rapid increase in the number of student enrolment in primary schools. To this effect therefore, the class sizes of mainly the rural localities is still unmanageable. More, according to the Ministry of Education and Sports (MoES, 2000) statistics, the school enrolments increased from 3 million to 5.3 million in 1997 and the number rapidly increased until seven million by 2004. Even though the increased number of pupils was perceived as a good thing, there were only 125, 883 teachers, thus breaking the UPE required pupil-teacher ratio of 1:40. It is obvious that this large number of pupils makes the learning environment more difficult and it becomes harder for the teacher to be heard and teach the materials. This can be supported by an official who lamented that, *“Under the UPE programme, the Government of Uganda abolished all tuition fees and Parents and Teachers Association charges for primary education which tends to increase on the number of pupils enrolled and hence increase on the class size”*

While another PTA member said, *“The classrooms are always too congested. In some areas classes are conducted under trees”*

A proportion of respondents (60.0%, n=65) agreed to the statement that class size affected assessment of pupils, (24.0%, n=14) disagreed and (16.0%, n=9) were not sure. Further still, (55.0%, n=73) respondents indicated positively that current class sizes in their school demotivate teachers, while (12.0%, n=7) were negative and (33.0%, n=19) neither agreed nor disagreed respectively meaning that handling large sized classes called for more attention by the pupils and extra input by the teachers; however, the story is different teachers have found it rather demoralising to keep on entertaining constant noise and indiscipline for instance making noise amongst the pupils alongside their duties and responsibilities hence this has negatively affected the performance of the pupils academically. More, the noise and numerous complaints amongst the pupils have negatively affected the patience of the teachers only to quit involuntarily as they tend not to handle the big sized classroom hence a demerit to the pupils' academic performance. In an interview held, one respondent said, *"The current ratio of teacher to pupil is 1:110. This is extremely high and not conducive to proper learning and good standards. With this ratio, the children with disabilities who need special attention, simply get "swallowed" in the congested classrooms"*

Another responding district official said, *"The massive increase in pupil numbers immediately created a problem of classroom space. In addition, the increase in the number of schools has not kept pace with the increase in the number of students"*

4.4.2.1 Correlation Results for Class size and Pupils' Academic Performance

The researcher used the Pearson product correlation moment technique to establish whether class size had a relationship (positive or negative) with pupils' performance academically as presented in Table 4.7 below.

Table 4.7: Correlation Results for Class size and Pupils’ academic performance

		Class size	Pupils’ performance
Class size	Pearson Correlation	1	.579**
	Sig. (2-tailed)		.000
	N	88	88
Pupils’ performance	Pearson Correlation	.579**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field data

It can be observed in Table 4.7 comprises of the key variables, Pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that the Pearson correlation score was (R=.579**), sig at 99% confidence level was ($p < 0.01$, .000) and N was (=88). The Pearson correlation product moment (R) value of .579** reveals a positive relationship between class size and pupils’ performance meaning teachers having a manageable number of pupils fitting in a given class would result into more interaction, free movement among the pupils and making the job interesting for the teachers for instance ease with marking of assigned exercises, tracking attendance among others resulting into realisation of their UPE dream by performing much better in PLE. On the other hand, a congested class hinders free movement of teachers, loads of work, increased noise all leading to stress and eventually the teachers’ intent to quit hence affecting pupils’ academic performance negatively. Its implication is that a planned and manageable class size may improve on the academic performance of the learners at PLE.

4.4.2.2 Linear Regression results for Class Size and Pupil Performance

The linear regression analysis technique specifically the model summary was used to determine the variation class size had on the academic performance of pupils’ in Buyende Town Council

Table 4.8: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.579 ^a	.336	.328	.51669

a. predictors: (constant), class size

Source: field data

In Table 4.8 above comprises of values; R, R², adjusted R² and standard error of the estimate; where R=.579**, R²=.336, adjusted R²=.328 as and standard error= .51669 using the predictor; class size. The adjusted R² value of (.328) explains up to 32.8% (.328*100%) variation class size had on the academic performance of pupils' in Buyende Town Council, the remaining percentage of 67.2 % can be attributed to other factors not part of the study.

4.4.2.3 Hypothesis results for Objective Two

The class size has a significant effect on pupil academic performance in UPE schools in Buyende Town Council hypothesis statement was accepted and the null rejected.

4.4.3 Parents/Guardians' Attitude and Pupil Academic Performance

The researcher set a couple of questions that focused on mainly Parents' involvement in school Affairs, provision of lunch and provision of scholastic materials with the responses obtained reflected in the table below.

Table 4.9: Descriptive statements about Parents/Guardian Attitude

Statements on Parents/Guardian Attitudes	Percentage Responses (%)			Mean	Sd. dev
	A	UD	D		
Most parents believe good education will help their children to get ahead in life.	78% (75)	3% (2)	19% (11)	3.79	1.181
Most parents are aware that education will help their children for his all-round development.	66% (58)	10% (6)	24% (24)	3.52	1.301
All parents pay for their children's' lunch at school	17% (10)	14% (8)	69% (70)	2.17	1.110
All parents bought uniforms for their children	5% (3)	7% (4)	88% (81)	1.90	.872
Most parents believe their children learn important life skills at school.	54% (61)	5% (3)	41% (24)	3.10	1.238
Parents are interested in sending children to school every day and discourage absence even for a day.	46% (36)	14% (8)	40% (44)	2.71	1.213
Some parents think schooling will make my child less productive in the sense he/she will be relevant to adopt family occupation.	31% (28)	12% (7)	57% (53)	2.50	1.218
Some parents think schooling takes away valuable time from my child's life which could have otherwise been spent in earning/jobs.	49% (43)	10% (6)	41% (39)	2.90	1.435
All parents provide their children with enough scholastic materials such as books, pens, pencils etc.	29% (17)	10% (6)	61% (65)	2.48	1.301

Source: primary data

Key: A=Agree UD=Undecided D=Disagree

For interpretation purposes; it can be noted that standard deviation scores obtained are interpreted as follows; the scores less than one show communalities in responses that were given while the score above one show differences responses that were given. In addition, the mean scores above three reveal positive responses (agree) while those below three reveal disagreement in responses. More, results obtained for both agreed (A) and strongly agreed (SA) were grouped to represent the respondents who agreed while disagreed (D) and strongly disagreed (SD) responses obtained were grouped to represent the respondents who disagreed and those who were undecided (UD) were not grouped.

As indicated in the table 4.9 above, (78.0%, n=75) respondents agreed that most parents believe good education helps their children to get ahead in life as compared to (19.0%, n=11) disagreed

and (3.0%, n=2) were neutral. On whether most parents were aware that education helps their children for their all-round development; the answers included; (66.0%, n=58) agreed, (24.0%, n=14) disagreed and (10.0%, n=6) were neutral meaning that parents valued education which some of them had missed, paving the way for their children attain the skills, knowledge and other competences that were required by the children to realise their future careers. The presence of good primary education formed the basis for future prospects, Further, it can be observed that the parents believed that allowing their children to study meant that their better future would be realised through this only channel. To support the above findings, a couple of interviews were held for instance the district education official commented that, “Education is a key platform that our children should base on to realise their future careers. The presence of better and quality education adds value to the shaping of the children mentally, physically among other attributed”

Another school inspector said, “Parent or Guardian are the first address before the school welcomes our children. Failure for the parents to realise this results into a future disaster therefore parents-child encouragement should be mandatory to make the children like school”

On whether parents paid for their children’s lunch at school; majority (69.0%, n=70) disagreed, while (17.0%, n=10) agreed and (14.0%, n=8) were neutral. In addition, (88.0%, n=81) respondents disagreed that parents bought uniforms for their children, (5.0%, n=3) disagreed and (7%, n=4) were undecided. More, (54.0%, n=61) agreed that most parents believe their children learnt important life skills at school, (41.0%, n=24) disagreed and (5.0%, n=3) were neutral. The statistics can be linked to the fact that insufficient income levels by parents who are peasants or local farmers only had the potential to work domestically and earn a living. Most parents seem to have lacked better resources to fund the required school items and this negatively affected the performance of their children as these children were very often sent home to collect these items, continuously exposed in class among others. On the other hand,

fewer parents ensured that they availed all school requirements to the schools in time. Pupils at these varying primary schools learnt arts and crafts that enabled them make mats, baskets, pots among others which were sold to earn a living. One responding official said,

“ Given the fact that primary education was not made compulsory, nor entirely free, parents are still expected to contribute to school requirements for instance buy pens, exercise books, clothing, firewood, bricks and labour for classroom construction among others. This has been a positive step towards the goal of ensuring better education for their children”

Another district official said, “The existing poverty levels in our family settings have negatively affected the better delivery of quality education to our children. This is bad for the education system”

A responding Head teacher stressed that, “extending practical skills to the pupils is core as it prepares them for the better future and hence success”

The mean score of 2.71 coupled with the percentage score of (46.0%) respondents agreed that parents were interested in sending children to school every day and discourage absence even for a day however, a moderate percentage of (40.0%) respondents disagreed and (14.0%) neither agreed nor disagreed respectively. More, (57.0%, n=53) respondents disagreed that parents think schooling made their child less productive in the sense he/she adopted to family occupation, only (31.0%, n=28) respondents disagreed and (12.0%, n=7) were not sure. These facts obtained from the field of the study could be linked to the fact that despite the interest shown by parents in sending their children to schools, the prevailing circumstances for instance the distance of homes to schools was far for the children to cope, lack of scholastic materials for instance books, writing aids among others, lack of meals for the children among others would negatively affect the children emotionally and in the event impact on their desire for education hence preferably causing to more dropouts. Secondly, it can be observed that most

parents believed that the presence of their children in UPE primary schools would at least help their children realise the value of education and at least attain a certain level of education hence wanted the better for their children. One of the interviewee observed that, “The timely preparation of our children to go and attend school, paves the way for them to continuously realise that the best thing is to obtain education up to a certain level and enjoy the fruits of the world at a later stage”

Another official argued that, “It is our responsibility as Parents or Guardians to realise that better school attendance by the pupils helps them obtain the required skills, competences from the teachers”

Lastly, a fraction of respondents representing (49.0%, n=43) agreed that their parents thought that schooling took away valuable time from their children’s’ life which could have otherwise been spent in earning/jobs while (41.0%, n=39) disagreed and (10.0%, n=6) were undecided. Additionally, respondents constituting (61%)disagreed to the question posed that parents provided their children with enough scholastic materials such as books, pens, pencils etc. however, (29.0%) agreed and (10.0%) were indecisive meaning that a number of rural based parents did not value study time as a resource for the future well-being of their children as they still doubted the value education would add on their children hence a negative perception of education which negatively impacts on the final performance of the pupils academically; however, there were parents who thought that despite being poor, education was a foundation for their children success. Secondly, the parents’ poverty levels attached to very low income expectation negatively affected the performance of their children as the parents/guardians, lacked the financial resource to buy text books and other slightly expensive scholastic materials for the children. This impacted negatively on the PLE academic performance of the pupils as they are limited to insufficient learning aids.

4.4.3.1 Correlation results for Parents/Guardian Attitude and Pupils' Academic Performance

The researcher used the Pearson product correlation moment technique to establish whether the parents/guardian attitude had a relationship (positive or negative) with pupils' academic performance academically as presented in Table 4.10 below.

Table 4.10: Correlation Results for Parent/Guardian Attitude and Pupils' Academic Performance

		Parents Attitude	Pupils' performance
Parents Attitude	Pearson Correlation	1	.692**
	Sig. (2-tailed)		.000
	N	88	88
Pupils' performance	Pearson Correlation	.692**	1
	Sig. (2-tailed)	.000	
	N	88	88

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field data

It can be observed, Table 4.10 comprises of the key variables, Pearson correlation, significance and the number of respondents upon which the questionnaires were administered. Results obtained reveal that the Pearson correlation score was ($R=.692^{**}$), sig at 99% confidence level was ($p<0.01$, .000) and N was (=88). The Pearson correlation product moment (R) value of .692** reveals a positive relationship (.692**) between parents –guardian attitude and pupils' academic performance in Buyende town council meaning that positive involvement of parents in school affairs for instance attending meetings, sharing and exchanging constructive ideas, ensuring that they avail lunch to their children coupled with availing other scholastic materials for instance books, writing aids, text books among others would result into their children understanding the value of education, be encouraged and eventually attend school on a daily basis hence be motivated to perform better. However, failure of the parents to honour their

responsibilities would result into children disliking school, being absent and in the long run not be able to perform better in PLE. Its implication is that parents who avail such support realise better performance of their children as compared to those that do not.

4.4.3.2 Linear regression results for Parents/Guardian Attitude and Pupils' Performance

The linear regression analysis technique specifically the model summary was used to determine the variation parents/guardian attitude had on the academic performance of pupils' in Buyende Town council.

Table 4.11: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.692 ^a	.478	.472	.45793

a. predictors: (constant), parents/guardian attitude

Source: field data

The model summary in Table 4.11 above comprises of values; R, R², adjusted R² and standard error of the estimate; where R=.692**, R²=.478, adjusted R²=.472 as and standard error=.45793 using the predictor; parents/guardian attitude. The adjusted R² value of (.472) explains up to 47.2% (.472*100%) variation intention had on the academic performance of pupils' in Buyende town council, the remaining percentage of 52.8% can be attributed to other factors not part of the study.

4.4.3.3 Hypothesis Results for Objective Three

Parents/guardians' attitude had a significant effect on pupil academic performance in UPE schools in Buyende Town Council", based on this, the alternate hypothesis was upheld and the null rejected.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, discussion, conclusions and recommendations based on the specific objectives of the study. Further, it includes the limitations that the researcher encountered during the course of the study and areas for further studies.

5.1 Summary

In this particular study, the following are summarized based on the specific objectives of the study.

5.1.1 Absenteeism and the Pupil Academic Performance

Results obtained from the previous chapter reveal that both absenteeism and pupils' academic performance were positively related (.715**) to one another in UPE schools in Buyende Town

council with the following summarized; Many pupils' (79.0%) were always absent from school, many pupils (85.0%) preferred assisting their parents to attending UPE school education while teachers attended school regularly with (38.0%) score and (42.0%) of the teachers irregular at school were penalised.

5.1.2 Class size and Pupil Academic Performance

Class size was found to have a positive relationship (.579**) with pupils' academic performance in Buyende town council with an effect of (32.8%) on the pupils academic performance. The following can be summarised: the class sizes were small to accommodate the pupils' academic achievement with (96.0%) recorded, the UPE pupils' had reading and writing difficulties as reflect by (74.0%) and (47.0%) responses respectively. The school class size was not manageable (60.0%), small class room sizes affected pupils' performance with response (82.0%) obtained, Teachers found it difficult to supervise pupils due to class size reflected by (74.0%) and teachers were de-motivated (55.0%) as a result of overwhelming numbers of pupils,.

5.1.3 Attitude of Parents/Guardians and Pupil Academic Performance

The attitudes of parents/guardians and pupils' academic performance were found to be related to one another positively (.692**) with a (47.2%) effect established between the two variables. The following can be summarised: parents (78.0%) believed that education formed the platform for success for their children; many parents (69.0%) fail to pay for their children's lunch while (88.0%) could not buy uniforms for their children and more parents (54.0%) believed that their children learn important life skills at school.

5.2 Discussion

5.2.1 Absenteeism and Pupils' Academic Performance

From the findings obtained, it can be observed that absenteeism affected both the teachers and pupils' performance in the final PLE examination to a great extent. The impact of this issue was found to be negative to the expected performance of students in the UPE schools in Buyende Town Council. This is evidenced by the couple of responses that were obtained during the study where for example: A number of respondents disagreed that both the pupils and teachers did not attend school regularly (79.0%) and (45.0%) indicated negatively that teachers regularly attended school. These findings are in line with Abhijit et al (2005), who argue that the high levels of teacher, headmaster, and student absenteeism is the most important source of leakage at the school level. The magnitude of teacher absenteeism, in particular, is so large that reducing it should be a principal focus of any Government with UPE School in the equation, efforts to improve efficiency in primary education while Kafui (2005) notes that pupils' absenteeism and irregularity at school can determine their performance. The researcher concurs with the findings as supervising pupils in a rural or village settings has more of demerits than merits for example the child is likely to first execute domestic tasks like fetching water from the nearby well, early morning domestic cultivation, boiling tea coupled with walking long distances to go and attend school. By the time the child is done it's already too late. For some of the teachers, the job is not paying and they are figuring out what to do next. Coupled with a combination of all these there is dropping morale hence contributing to low grade scores by these pupils in their final PLE results.

While, it can be evidenced that (85.0%) pupils' skipped classes during market days to assist parents sell their wares. This evidence reveals that pupils' absenteeism is common during market days which in the long run would negatively impact on their final performance. This is literally productive to the children as supported by Paaku (2008) noting the importance of the presence of a student in class wrote that it is the student's responsibility to make up work

missed as a result of being absent. It also added that the student must speak to each teacher upon return from an absence of any duration to arrange to make up work missed. Paaku, (2008) further, argues that if a student was absent for two days and beyond, double those days should be provided to make up work missed. This indicates the need and importance of students' regularity as a way of commitment in effective academic work before the student can succeed. From an income perspective, the researcher agrees with the findings as these parents are peasant farmers who cultivate domestically to earn a living. As they sell off their produce, they tend to diversify their business by engaging in purchasing and selling of wares during the market days. More, the parents given the current employment levels prevailing where even after one has completed school, the chances of landing on a job are minimal makes them think their children would rather engage in business than go to UPE schools and study hence a positive mind towards rural survival. However, the respondents that disagreed might have cited depriving the child of the right to free education geared towards helping create a platform for building their future careers but given the poverty levels in their families they tend to opt for absenteeism to earn daily bread. More, one respondent argued that,

In another scenario, teachers who were irregular at school were penalised with a (42.0%) admitting yes and (48.0%) indicating positively that teachers were detained from school for household work or problems. This is in line with Etsey (2005), who argues that lateness and absenteeism reduce the amount of instructional time and this results in the syllabus not being completed. The author further argues that the completion of the syllabus for each subject in each class provides the foundation for the next class to be built upon. When the syllabus is not completed, content that should be taught in the next class which is based on the previous class could not be taught the end result is that the non-completion of a syllabus tends to have cumulative effect on the pupils such that as they move from grade to grade. The researcher realises that teacher irregularities create a backlog of work in terms of lesson preparations and delivery which negatively affects the academic performance of the pupils as they are piled with

numerous class sessions that would have been otherwise covered from the start. More, these arranged late lessons prevent the pupils from concentrating on revision as well as other preparations for final PLE examinations hence working bad the clock. The presence of penalties sound negative to the affected teachers much as it would sound positive to the school management. However, this should be done according to existing policies or others penalties may cause intent to leave by the teachers which may cause a teaching vacuum negatively leaving the pupils with loads of lessons to cover within a shortest possible time.

5.2.2 Class Size and Pupils' Academic Performance

The findings obtained and reflected in the earlier discussion reveals that class size and pupils' academic performance are two variables twined together and a change (positive or negative) in one variable automatically results into (positive or negative) change in another variable. Numerous questions posed to respondents about class size yielded mainly positive response as compared to negative responses for instance; a margin of respondents (96%) agreed to the statement that large class size affects pupils' class achievement while another position of respondents (74%) indicated that class size affects pupils reading ability. These revelations can be supported by scholarly information laid in chapter two where Card & Krueger (1992; 1996) & Krueger (2003) who argued that lower class sizes have strong and positive effects on future earnings. They further argued that differences in the results on class size were attributed to different treatment of omitted variables such as student ability and family background, which can lead to a spurious relation between school inputs and student performance. Relative to the argument above, Darling (2000), argued that smaller classes contributed positively to student learning particularly in fields of elementary reading, thus directly contributing to their good performance in that particular subject. The researcher totally agrees to the discussion above, as having a suitable and well-designed learning shelter for a manageable number of learners positively contributes a platform better for reading, writing and sharing of ideas between the teachers and pupils, this in the long run is likely to yield better overall pass rates hence better

pupils' academic performance. On the other hand, the margin of respondents that disagreed to these statements above might have sighted a loophole in the existing class size meaning that despite efforts by the GoU to budget, allocate and release funds to support the construction of more class rooms to accommodate the massive UPE enrolment especially in the rural Uganda, the resources have seemed to be insufficient to meet the demands of class size hence making the problem persistent.

Further, positive results obtained (82%) respondents agreed that the school poor performance was attributed to large classes while (35%) positive responses connect class size was not manageable their schools. This can be complemented by findings by Asadullah (2005) found out insignificant positive signs on class size as a variable determining student achievement and thus concluded that a reduction in class size may not be useful in developing countries like Bangladesh. More, Ghana School Feeding Programme (GSFP, 2005), highlights that school enrolment increased tremendously in some cases over 90 pupils in a class handled by one teacher. Linked to the above, too large class sizes might be one of the unfavourable conditions that might affect the performance of teachers in most schools. This discussion is aided by Kraft, (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that, class sizes above 40 have negative effects on students' achievement. However, the pockets of respondents that disagreed to the above statement might have traced discrepancies lying in the school enrollment UPE program as the source of non-attainment of expected PLE results and to them, the UPE anticipated numbers were over the odds which made it difficult for the teachers and the UPE School to manage appropriately. On the other hand, such poor educational outcomes not only highlight internal inefficiencies in the education system, but also cast doubts on Uganda's ability to accumulate the requisite human capital for sustainable economic development. In light of the increased expenditure on key school inputs for UPE schools, it is important to understand why knowledge and skills acquisition has not registered similar improvements.

Lastly, it was found out that class size affected (74%) supervision negatively, while (55%) of the results obtained revealed that UPE schools de-motivated teachers. This is supported by the Quality Enhancement Initiative baseline survey conducted by Makerere Institute of Social Research in 2009, where results reveal that the overall pupil-teacher ratio was as high as 65:1 and above in a half of the QEI in the 12 worst districts of Uganda and Hanushek (1995) who found out that the results were inconclusive regarding the impact of class size and teacher experience, but found that teacher education appeared to have a stronger impact in the developing world.

In addition to the above, Velez, Schiefelbein et al, 1993) in their review of 18 studies and 88 regression models from Latin America argued that teacher education, subject matter knowledge, active methodologies and teacher experience appeared significant in a large share of the studies, but they found no effect for in service training and class size. The presence of supervision is intended to create a positive and warm working relationship between two parties geared towards ensuring that tangible evidence is attained to register better pupils' academic performance, either through their immediate learning efforts or in the long term by demonstrating that the highest levels of potential is realized after being supported by their teachers, pupils' realization of their education dream leaves teachers motivated. However, there were pockets of respondents that disagreed to the statements above citing supervision as being a failure as the pupils are massive to handle, noisy, literally poor in reading, writing and speaking skills. This made work harder for teachers since they had lessons to prepare, coordinate co-curriculum activities and mark homework among others which caused stress and work dislike affecting the teachers negatively.

5.2.3 Parents Attitudes and Pupil Academic Performance

Parental attitude is a measure or an index of parental involvement. This measure was found out to be a positive ingredient (.692**) required to enhance pupils' academic performance in most Buyende UPE schools in Uganda. Additionally, this was found to have a 47.2% effect on their

realization of better PLE results in the end. During one interview, a PTA member said, “It is our responsibility as Parents or Guardians to ensure our pupils attend school and are taught by the teachers in order to get the required skills and competences.”

Extracts obtained during the course of the investigation reveal that many parents believed that good education helps their children to get ahead in life while more parents were fully aware that education will help their children for his all-round development. These facts can be linked to the findings attributed to Johnstone & Jiyono (1983) in their study in Indonesia who found out that a student’s background is more important than his or her individual characteristics and attitudes towards school; and thus family encouragement is more important than wealth or socio-economic conditions towards student achievement while Suryadarma et al(2006), in their studies among public primary schools in the same area found out that parent’s level of education was significant to students’ performance. Parents’ potential to fully understand and value education highlights the fact that education forms the backbone to life success and interestingly the key resource to children’s realisation of their dream career in mainly the developing world, Buyende town council, Uganda inclusive. This portrays the positive heart that parents have for their children. However, not all parents realise this dream as reflected by the number of respondents that disagreed. This weakness can be traced from the fact that education yields nothing as even when their children after completing university and other tertiary institutions still miss out on job opportunities.

More interesting responses obtained reveal that parents believe their children learn important life skills at school while fewer respondents agreed that parents bought uniforms for their children, in addition, statistics obtained in chapter four reveal that parents did not fully provide their children with enough scholastic materials such as books, pens, and pencils among others and it was found out that parents pay for their children’s’ lunch at school. This can be linked to suryadarma et al, (2006) & Kafui (2005), who argued that parents who put in effort and initiative to consult about their children’s affairs, effort from their teachers enhances children’s

academic performance. Additionally, Kafui (2005), in his study on causes of poor performance in primary schools in Ghana, realized that parents from the poor performing region were not providing to their children basic needs like school uniform, school bags, exercise books, pencils, rulers need which in the long run could not provide a stable and conducive environment for learning and their inability to do assignments hence directly leading to poor performance. More, Kafui (2005), argues that when parents attend Parents Teachers Association (PTA) meetings, the school can be in position to discuss the welfare of the school, teachers and pupils. As a result problems relating to pupils performance can be discussed hence increasing their performance. The researcher argues that provision of the timely basic materials and creating better environment at home also predicts whether pupils will perform well or not at school. Additionally, the availability of a better education system in any setting positively makes the children learn and obtain numerous series of skills at school. Such skills may entail art and crafts skills, poetry skills, mat-rope making skills, dance and drama among others. These skills may form a platform for their better future. In the same context, parents in one way or another are responsible for providing scholastic aids to the pupils in Buyende town council which shows how they have only been able to partially fulfil their roles in the school setting. However, the attainment of skills by pupils is left hanging as the skills obtained tend to be more of theoretical. The theoretical skills are good in nature but this leaves the pupils wanting as no skills can be used for a living after school. On the other side, the issue of parents providing required scholastic materials is quiet interesting. To them free education means not contributing anything. The results obtained reveal that fewer parents contribute towards the school requirements hence negatively contributing to the performance of the children in the long run.

5.3 Conclusions

Based on the study findings, the following conclusions were made

5.3.1 Absenteeism and Academic Performance of Pupils in UPE schools

As earlier noted, absenteeism was found to have a negative bearing on the pupils' academic performance with the following conclusions noted; Fewer pupils attended classes regularly, domestic work took precedence over schooling although in other homes, the story was different, children were found to participate more in selling wares than attending classes on market days, many parents did not respond to school meetings held for discussion despite others attending. Many teachers regularly attended school while others were absent and were penalised based on the school disciplinary policies. Therefore, it is concluded that pupil absenteeism has a significant effect on their academic performance. Reduced teachers' presence in attendance, preparation of lessons, giving homework, marking exercise coupled with pupils timely attendance of class would result into better final PLE results while increase absenteeism would result into failure to teach the pupils and therefore poor performance hence more failure.

5.3.2 Class size and Pupil Academic Performance in UPE schools

Matching class size with a maximum number of pupils' paves a way for better management of lessons, the class among others. Based on this the following about class size can be summarised notably; many pupils in a small class are overwhelming and could not improve on their abilities hence less achievement, fewer pupils had reading and writing abilities. The number of pupils' was not manageable, most teachers were de-motivated to provide good supervision and assessment of pupils and however, fewer did. Therefore, it is concluded that pupil class size has a significant effect on their academic performance. Manageable number of pupils fitting in a given class would result into more interaction, free movement among the pupils and making the job interesting for the teachers for instance ease with marking of assigned exercises, tracking attendance among others resulting into realisation of their UPE dream by performing much better in PLE. On the other hand, a congested class hinders free movement of teachers,

loads of work, increased noise all leading to stress and eventually the teachers' intent to quit hence affecting pupils' academic performance negatively.

5.3.3 Parents/Guardians Attitude and Pupils' Academic Performance in UPE schools

Based on the above earlier discussions, the following can be concluded namely; more parents ranked education as a number one source of success, however fewer parents did not, many parents could not afford lunch and uniforms for their children although fewer were able. In addition, fewer pupils learnt skills as others did not, much as some parents encouraged their children to attend school daily while some discouraged them. Some parents attributed their jobs as peasants to domestic cultivation while citing schooling as wastage of time; however other did not. Therefore, it is concluded that positive involvement of parents in school affairs for instance attending meetings, sharing and exchanging constructive ideas, ensuring that they avail lunch to their children coupled with availing other scholastic materials for instance books, writing aids, text books among others would result into their children understanding the value of education, be encouraged and eventually attend school on daily basis hence be motivated to perform better. However, failure of the parents to honour their responsibilities would result into children disliking school, being absent and in the long run not be able to perform better in PLE.

5.4 Recommendations

On the basis of the study conclusions, the following recommendations were made

5.4.1 Absenteeism and Performance of Pupils in UPE schools

The following are some of the recommendations the researcher came up to support in addressing the issue of absenteeism in relation to Pupils' academic performance in Buyende town council:

It is recommended that the UPE school administration comes up with work-pay system based on session school registers where teachers are paid based on the work rate. This will be intended to limit on frequent absenteeism and hence create a well aligned and friendlier working ethics.

Secondly, the teacher absenteeism rates are so worrying that most teachers stay back home and only go to fetch a salary yet they have not done any work. This genre of corruption that is acting as a barrier to the efficiency of the UPE programs in Uganda, Buyende Town council UPE schools inclusive must be collectively handled. Based on this, it is recommended that a whistle blowing facility be deployed to address absenteeism issues and culprits be dealt with including deletion from the payroll thus creating employment opportunities for new recruits. This will improve efficiency in primary education in the coming years.

Three, the effective school to school supervision is necessary to reduce the high teacher absence rate in public primary schools as found in this study. The Ministry of Education should strengthen its inspectorate departments both at national and district level. This would involve appropriating funds, recruiting, training and motivating manpower in the key inspection positions at both central and local government levels. While the local political leaders should also be allowed to undertake school monitoring and submit reports to the education ministry for action.

As seen in the foregone discussion, majority of the teachers walk long distances and some are even forced to borrow money to facilitate their travel to school and this correlates with teacher absenteeism. The Ministry of Education and Sports supported by Government of Uganda should consider constructing more teachers' houses in the affected schools in Buyende town council. This will be able to help the school administration track teachers' absenteeism accordingly.

Lastly, the existing timetable for teacher transfers should be revised as a way of encouraging transfer of teachers from one location to another based on a merit procedure with minimal

political influence. Additionally, there are teachers who have stayed in a school for many years, this is monotonous and therefore such teacher be transferred. Such teachers know a lot about the school and can deliberately absent themselves knowing that they will not be punished.

5.4.2 Class Size and Performance of Pupils in UPE schools

The following are some of the recommendations the researcher came up to support in addressing the issue of class size in relation to pupils' academic performance in 1 UPE schools in Buyende town council:

It is recommended that there is need for the initiators to carry out a thorough UPE pupils' – teachers' census to establish the number of school going children with the existing infrastructure.

Another recommendation is that the school administration should be carrying out a feasibility study with support from the council education office to help establish whether the introduction of the morning and afternoon sessions for teaching the many pupils for fewer hours in two different sessions reduces on the congestion or the class size issue as other solutions seem long term yet a short term solution might be required.

The researcher argues that the school administration should formally communicate to the town council education office requesting for construction of more classrooms, libraries, health blocks to cater for teaching and avoiding teaching children under trees, the library to help the pupils' have a quiet reading environment and the health block to house health personnel to provide health services for all stakeholders.

5.4.3 Parents/Guardians Attitude and Pupils' Academic Performance in UPE schools

It is recommended that numerous inspection/supervision have been put in place to establish whether teachers and pupils are in class. To this effect the researcher recommends that this time, supervision be done on the parents spearheaded by the school administrations and local

leaders who know where the parents/guardians stay to ensure that the right of the child to access free education is fully driven by parent/guardian efforts. This is likely to lead to more parents being held responsible for their failed support. The exercise would entail frequency of home inspection or visits. The local leaders have at least transport facilities in bicycles donated to them, accessing the remotes of the schools will be done.

The researcher observed that parental and guardian responsibility towards keeping children in school is wanting. It appears that the parents and the community do not appreciate the negative impact of absenteeism on children's school performance. More, school administration through local leaders should come up with more community awareness programs for instance more radio talk shows, flyers in local languages be made and distributed, loud speaker drives be made, and education messages be delivered through local born again crusades and use of churches among others. This is likely to awaken and enlighten the parents about the value of education.

Since the Government of Uganda has committed itself to provide tuition to children, Government through the education ministry and numerous district education offices should devise a mechanism of compelling the parents to take more responsibility of providing their children with the other school requirements and failure to comply lead to punishment. This strategy would create fear and make parents have a sense of belonging to this effect.

It is recommended that that UPE schools assemble more activate parent school management committees and entrusted with the task of ensuring that each stakeholder executes their duties and responsibilities this will help in paving the way to better pupils' academic performance. In addition, schools that score a good number of first grades be awarded for having a functional school management committee while those schools with non-functional school management committees are encouraged to perform much better. In the long run the issue of absenteeism and parent/guardian attitude will be addressed well.

5.5 Areas for Further Research Studies

The following are the areas for further study:

Future research should focus on untimely distribution of instructional materials had an effect on pupils' academic performance.

In addition, on the further Research should focus on the active role of the school management committees in realising improved pupils' academic performance.

Research should be carried out on the role of parent involvement and sustainability of the UPE programme in Buyende District.

REFERENCES

- Abhijit, B. & Duflo, E. (2005). "Addressing Absence" *Journal of Economic Perspectives*
- Angrist, J. D, & Lavy, .V. (1999). Using Maimonides' Rule to Estimate the Effect of Class-size on Scholastic Achievement. *The Quarterly Journal of Economics*, 144 (2) 53575
- Armentano, D. (2003). Let's Re-think Class size Amendment. Cato Institute, Washington DC
- Asadullah, M. N (2005). The Effects of Class size on student Achievement: *Evidence from Bangladesh*. *Applied Economics Letters*, 12 (4), pp. 217-221
- Banerjee, A., Shawn, C., Daflo, .E,& Linden. L. (2005). Remedying Education: *Evidence from Two Randomised Experiments in India*. NBER Working Paper No.11904. National Bureau of Economic Research, Cambridge MA.
- Buyende District (2013) *Planning Unit*. Report on Education Progress.

Buyende District (2012) *Planning unit*. Education status Report

Catherine Blyth (2008) *Informal Education article*

Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: *A Review of State Policy Evidence*. Educational Policy Analysis Archives, 8(1).

Das, J., Dercon, S., Habyarimana, J., & Pramila, K. (2005). Teacher Shocks and Student Learning: *Evidence from Zambia*. World Bank Policy Research Working Paper. No 3602. World Bank, Washington DC.

Ehrenberg, R., Randy, E., Daniel, R. & Ehrenberg, E. (1991). School District Leave Policies, Teacher Absenteeism and Student Achievement. *Journal of Human Resources*, 26(1) pp.72-105

Ezewu, E. (2008). *Sociology of Education*. London: Longman Group Ltd.

Ferguson, R. F. (2009). Racial Patterns on How School and Teacher Quality Affect Achievement and Earnings. Dallas: Meadows Foundation.

Goldstein, H. & Blatchford, C. (2008). Class size and Educational Achievement: *A Review of Methodology with Particular Reference to study Design*, *British Educational Research Journal* vol 24: 255-268.

Glewwe, P., Jacoby, H & King, E. (2001). Early childhood nutrition and Academic Achievement: *A longitudinal Analysis*. *Journal of Public Economics* Vol.81, No.3. pp. 345-368.

Johnstone, J. & Jiyono, P. (1983). Out-of-School Factors and Educational Achievement in Indonesia. *Comparative Education Review*, 27 (2) pp. 278-295

Kafui, E. (2005). Causes of low academic performance of primary school pupils in the Shama Sub-metro of Shama Ahanta East Metropolitan Assembly (SAEMA) in Ghana. Regional Conference on Education in West Africa- Senegal. (Un published)

Kariuki, .Z.M., Komen, K., Mungiria, M. G.,& Nkonke, R.K. (2012). Factors contributing to student's poor performance in mathematics at Kenya Certificate of Secondary Education in Kenya:A Case of Baringo County, Kenya. *American International Journal of Contemporary Research*. 2(6), pp.87-90

Krueger, A. B. (2003). Economic Consideration and Class Size,*Economic Journal* Vol. 113: 34-63.

Liesbet, G. B. (2010).What Drives Donors to Financing Basic Education. Overseas Development Institute.

MoE& S (2012) *Uganda Education Statistics Abstract*

Mohandas, R. (2000). Report on the Third International Mathematics and Science Study (TIMSS). Mimeo. National Institute for Research and Development of the Ministry of National Education, Jakarta

Mwamwenda, T.S. (1995). *Educational Psychology: An African Perspective*. Heinemann Bulterworth Publishers Ltd. London.

New Vision (2013) Buyende district Education Report, 17th Tuesday December.

Ndeezi, A. (2000).Focus on Policy: *UPE in Uganda*.

Nthamburi, Z. (1991).Handbook of Christianity in East Africa,published by Uzima Press Education Committee Commission (1963)

Oxford Advanced Learners' Dictionary (2004). Longman Group UK Ltd.

Republic of Uganda. (1995). *The constitution of the Republic of Uganda 1995*.

Suryadarma, D., Suryahadi, A., Sudarno, S., & Halsey, F. R. (2004). Determinants of Student Performance in Indonesian public schools: *The Role of Teachers and school. Smeru. Working Paper*

Suryadarma, D., Suryahadi, A., Sudarno, S., & Halsey, F. R. (2006). Improving Student performance in public schools in developing countries: *Evidence from Indonesia. Education Economics. 14 (4): 401-429.*

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

Uganda Management Institute, (2011). *Guidelines on proposal and dissertation writing at Uganda Management Institute*. Author. Kampala.

Uganda National Household Survey, (2010). *Uganda National Household Survey 2009/2010*. Uganda Bureau of Statistics. Kampala.

Uganda Vision 2040. (2012). *A Transformed Ugandan society from a peasant to a modern and prosperous Country with in 30 years*. Republic of Uganda. Draft

United Nations (1966) *International Covenant on Economic, Social and Cultural Rights. Article 13*

UNESCO (2007) *Report on Millennium Development Goals*.

UNICEF (2011) *The State of the World's Children*.

U.S Library of Congress (2003) *Evolution of Education*

UWEZO (2012) *Annual Learning Assessment Report-6883342/2*

Ward, M. W. (1996). "Achievement and Ability Tests - Definition of the Domain", Educational Measurement, University Press of America, pp. 2–5.

Zeldin, R. (1999). Article on Primary Education, Section Three

APPENDICES

Appendix A: Questionnaire for Teachers

Dear respondent,

I am Erikwaine Ngobi, a student of Uganda Management Institute perusing a Masters in management studies and am here to carry out a Study investigating the factors affecting the pupils' academic performance in Universal primary schools in Buyende Town Council. As a teacher or parent, you have been selected randomly 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.

Thank you.

Instructions

Please tick (✓) the option you consider the most appropriate to you.

SECTION: A [Demographic Data]

1. Gender

Male Female

2. Age bracket of respondent

- a) Below 15-20 years
- b) Between 21-29 years
- c) Between 30-39 years
- d) Above 40 years

3. Highest Educational level

Primary O Level A Level Diploma Degree none of these

QUESTIONNAIRE FOR TEACHERS

Instructions

Please use the rating scale 1-5 as provided below to select an option that you consider the most appropriate to you.

1. Strongly disagree 2. Disagree, 3. Undecided, 4. Agree, 5. Strongly agree

SECTION: B

Pupils' Academic Performance

No.	Statement on Pupils' academic performance	1	2	3	4	5
		SD	D	U	A	SA

1	Pupils' performance in daily class work is good					
2	Pupils' performance in weekly tests is good					
3	Pupils' performance in end of term exams is good					
4	Pupils' performance in end of year exams is good					
5	Pupils' performance in Primary Leaving Exams is good					
6	All pupils in P5,P6 & P7 are able to read					
7	All pupils in P5,P6 & P7 are able to write well					

SECTION: C

1. The effect of school absenteeism on pupils' academic performance in UPE schools in Buyende Town Council.

No.	Statements on Absenteeism	1	2	3	4	5
		SD	D	U	A	SA
1	All Pupils attend school regularly.					
2	Pupils are stopped from attending school for household work or problems.					
3	Pupils skip classes during market days to assist parents sell their wares.					
4	Pupils do other menial jobs to support themselves with their school needs.					

5	Parents of students who are irregular at school respond to invitations for discussion.					
6	All teachers attend school regularly.					
7	Teachers are detained from school for household work or problems.					
8	Teachers skip lessons during market days to sell their wares.					
9	Teachers who are irregular at school are penalized.					

2. Class Size and Pupil Academic Performance

No.	Statements on Class size	1	2	3	4	5
		SD	D	U	A	SA
1	Large class size affects pupils class achievement					
2	Class size affects pupils reading ability					
3	Class size affects pupils writing ability					
4	The class size is manageable in our school					
5	In our school the performance is poor in large classes					
6	Class size affects supervision by the teacher					
7	Class size affects assessment of pupils					

8	Current class sizes in our school de-motivate teachers					
---	--	--	--	--	--	--

Appendix B: Questionnaire for parents

Please use the rating scale 1-5 as provided below to select an option that you consider the most appropriate to you. Strongly disagree 2. Disagree, 3.Undecided, 4. Agree, 5. Strongly agree,

3. Parents/Guardians and Pupils Academic Performance

No.	Statements on Attitude of Parents/Guardians	1 SD	2 D	3 U	4 A	5 SA
1	Most parents believe good education will help their children to get ahead in life.					

2	Most Parents are aware that education will help their children for his all round development.					
3	All Parents pay for their children's' lunch at school					
4	All parents bought uniforms for their children					
5	Most parents believe their children learn important life skills at school.					
6	Parents are interested in sending children to school every day and discourage absence even for a day.					
7	Some parents think Schooling will make my child less productive in the sense he/she will be relevant to adopt family occupation.					
8	Some parents think Schooling takes away valuable time from my child's life which could have otherwise been spent in earning/jobs.					
9	All parents provide their children with enough scholastic materials such as books, pens, pencils etc					

Thank you for your cooperation

Appendix C: Documentary Checklist

New Vision (2013) Buyende district Education Report, 17th Tuesday December

Buyende District (2013) Planning Unit. Report on Education Progress.

Buyende District (2012) Planning unit. Education status Report

Appendix D: Interview Guide Checklist for District Officials and Head Teachers

1. Briefly comment about the academic performance of pupils in UPE SCHOOLS IN Buyende Town Council?
2. How is absenteeism for both teachers and pupils affecting academic performance in UPE schools in Buyende Town Council?

Prompt: What is being done to reduce absenteeism?

3. How is class size affecting academic performance in UPE schools in Buyende Town Council?

Prompts: What is being done to better the teacher-pupil ratio in these schools?

4. How is attitude of parents/guardians affecting academic performance in UPE schools in Buyende Town Council?

Prompts: What is being done to improve/change the situation in these schools?

Thank you for your cooperation

Appendix E: Kjercie and Morgan Population Table (1970)

N	S								
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351

35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Key:

N= Population

S= Sample