

CAUSES OF POOR PERFORMANCE IN PRIMARY LEAVING EXAMINATION IN LIRA
PALWOSUB-COUNTY, AGAGO DISTRICT.

BY

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STATEMENT OF DECLARATION

I declare that this research report is my original work and its contents have not partially or wholly been presented for any academic award by any person in any university or institution of higher learning.

OBUA Patrick.....Date.....

ENDORSEMENT BY THE SUPERVISOR

This research report has been prepared under my supervision upon appointment by Busitema University

MADAMACENREBECCAELYAK.....DATE.....

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THE SUMMARY

For the last few years, there has been very poor performance at Primary Leaving Examinations in the sub-county of Lira Palwo. The trend of performance has been persistently poor despite the schools using the national syllabus and prescribed instructional materials. This study was carried out to establish the causes of the persistent poor performance. The study used a mixed approach and a cross-sectional survey design. The focus of the study was on the home-related causes and school-related causes of poor performance at PLE level, as well as suggesting possible strategies to overcome the causes. Data was analysed using Microsoft Office Excel data analysis package.

The study revealed that there are a number of home and school-related factors causing poor performance, and therefore, the study concluded that since there are a lot of home and school-related factors leading to poor performance, a lot needs to be done by various stakeholders in order to overcome the causes of poor performance in PLE by pupils in Lira Palwo sub-county, and the whole country, through an effective coverage of syllabi, good teacher motivation, effective parents' involvement, as well as timely and sufficient instructional resources and favourable home and school environment. The researcher recommended the key stakeholders in education such as ministry of education and sports, district education offices, directorate of education standards, inspectorate of education, school administrators, teachers, and parents, to use the finding to determine the extent to which supervisory roles are being executed, and make necessary adjustments for improvement, reflect and realise their role in the children's education, and execute them effectively, make decisions related to parents' involvement in the academic performance of pupils as well as teachers' commitment and absenteeism, while to the other researchers, the study recommends that similar studies be carried out in other areas.

APPREVIATIONS AND ACRONYMS

PLE..... Primary Leaving Examinations

UNESCO..... United Nations Educational, Scientific and Cultural Organization.

CHAPTER ONE

1.0 Introduction

This chapter presents the background to the study, statement of the problem, aim and objectives of the study, purpose of the study, research questions, significance of the study and context of the study.

1.1 Background to the Study

Throughout the globe, education has come to be regarded as a vehicle that promotes social, economic and political development and an investment that opens new horizons, a means to empower both men and women, and provides for active participation in development programmes and projects. It is important because, it instils knowledge, skills and attitudes that are compatible with sustainable development in all aspects of life (Maxwell, 2004).

Education is a vital investment for human and economic development for any nation. It is a crucial sector in that, being a major investment in human capital development, it plays a critical role in long-term productivity and growth both at micro and macro levels (Cavalevu, 1979). Education at all levels and in all its forms constitutes a vital tool for addressing virtually all global problems. Education takes place as a learning process conducted in institutions of learning referred to as Schools as well as institutions of higher learning (Universities, Polytechnics and College) (Adeyemi, 2014)

To achieve quality education, world governments, through their various stakeholders, strive to ensure that there is good performance at all levels such as Primary Leaving Examinations, Uganda Certificate of Education, and Uganda Advanced Certificate of Education. The government does this through the effort to provide adequate instructional materials, effective supervision, timely and regular follow-up on implementation of government policies, innovations and other programmes in education. The vision 2030 which aims to turn Uganda into a middle-income economy by the year 2030 is anchored in the national education system. For this reason, examinations are reviewed as an important tool for achieving these objectives. The assessment of student's attainment in learning is therefore an integral part of any educational process (Bongonko, 2012). Thus, thousands of students in both, primary and secondary schools sit for national examinations every year. Primary schools students sit for Primary Leaving Examination (P.L.E) at the end of 7 years. Surprisingly, there has been a lot of variation in the performance of pupils in the examinations among and within schools in the country. This is real, despite the fact that these pupils follow a common syllabus and are of comparable abilities and have studied together in the same class throughout, perhaps both in primary and secondary schools.

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