

**FACTORS INFLUENCING THE TEACHING AND LEARNING
OF AGRICULTURE IN PUBLIC PRIMARY SCHOOLS IN
BUKABOOLI SUB-COUNTY, MAYUGE DISTRICT,
UGANDA**

BY

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**A RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF
A BACHELOR OF EDUCATION PRIMARY DEGREE OF
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APRIL, 2023

DECLARATION

I,, declare that this research report is my original work and that it has never been presented to any University or other institution of higher learning for any academic award.

Signature:..... Date:.....

NAIWUMBWE JALIA

APPROVAL

This research report has been done by the student under my supervision as the University supervisor. It is now ready for submission to the department of education for examination.

Sign:..... Date:

MUGOYA LIVINGSTONE
UNIVERSITY SUPERVISOR

DEDICATION

My dedication goes to my Brother ---- for his patience, encouragement, and moral support he accorded me during the tiresome moment of developing this Dissertation.

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ABSTRACT

The study of Agriculture in education contributed significantly in political, social and economic realms of development. Academic skill development of Agriculture in most primary schools in Bukabooli Sub-County was challenged by factors including inadequate learning resources, the discipline of the pupils, improper approach to teaching, poor mastery of the content, overloading of teachers, denial of field trips and strikes. Effective and proper supervision and curriculum implementation played a significant role in the manner under which Agricultural concepts are performed. The major objective of this research was finding out the Factors influencing academic performance of pupils' in Agriculture in Primary schools in Bukabooli Sub-County. This research was based on a model developed by Mitzel with an aim of advancing the opinion that teaching is a concept with an interplay that employs sets of variables. The study utilized descriptive survey design to analyze and collect data. The target population consisted of 5 Head teachers, 5 Head of departments and 24 Agriculture teachers, one County Education Officer and 203 Agriculture pupils. The researcher used purposive Sampling to collect data from 5 Head teachers and 5 department teachers while the study utilized simple random sampling to collect data from 203 form pupils. A reliability coefficient of 0.7 was an acceptable value for research purposes, hence the researcher considered the instruments reliable for data collection. Findings obtained included inadequate science textbooks (85%) and the study established that improving physical resources by 1 unit would enhance academic performance in Agriculture by 0.362 unit ($\beta_1 = 0.362$; $p > 0.05$). It was found that enhancing attitude of pupils and teachers influenced learning and teaching of Agriculture by 1 unit enhances academic performance. In conclusion physical resources, attitude of pupils and teachers influence learning and teaching of Agriculture. Furthermore, supervision on learners have a positive and important influence on academic performance in Agriculture. The study recommended that there's need to implement appropriate policies to ensure adequate physical resources as well as improve supervision of learners. Furthermore, Teaching Service Commission (ESC) should employ teachers to curb the acute shortage and external and internal supervision of curriculum should be intensified in all schools teaching agriculture in the Sub-County. Similarly, seminars for teachers should be intensified to encourage cultivation of positive attitude toward teaching Agriculture in these public schools.

TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT.....	v
LIST OF MAPS	xi
LIST OF TABLES.....	xii
LIST OF FIGURES.....	xiii
LIST OF ABBREVIATIONS AND ACRONYMS.....	xiv
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	4
1.3.1 Specific Objectives	4
1.5 Significance of the Research.....	5
1.6 Scope of the Research.....	5
1.6 Limitations of the Study	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2 The Adequacy and Management of Physical Resources	6
2.2.1 Concepts of Learning Resources and Teaching	6
2.2.2 Performance Based on Learning Resources and Teaching.....	7

2.2.3	How Access of Learning Materials and Teaching Affects the Performance of Pupils	7
2.2.4	Impacts of Access to Physical Facilities on Performance of Pupils.....	7
2.2.5	Impacts of Access to Human Resources to Performance of Pupils in UNEB 8	
2.2.6	How TLR has been utilized in UNEB.....	8
2.3	The Attitude of Pupils and Teachers towards Learning and Teaching of Agriculture	8
2.3.1	Theories on Attitude	9
2.3.2	Mechanisms of Attitude.....	9
2.3.3	Formation of Attitude	9
2.3.4	Attitude towards Agriculture.....	10
2.3.5	The Attitude of Pupils towards Agriculture	10
2.3.6	Teacher Attitude towards Agriculture.....	11
2.4	The Effectiveness of Supervision and Curriculum Implementation	14
2.4.1	Leadership and School Effectiveness	15
2.4.2	Supervision and Teacher Effectiveness.....	16
2.4.3	Supervision and Teacher Improvement.....	17
2.4.4	Issues and Challenges Facing Supervision.....	18
2.5	Theoretical Framework.....	21
2.6	Conceptual Framework.....	22
2.7	Gaps Identification.....	23
CHAPTER THREE RESEARCH METHODOLOGY		24
3.1	Introduction.....	24
3.1	Research Design	24
3.2	Target Population	24
Total		25

3.1	Sampling Procedures and Sample Size	25
3.3	Instruments	26
3.3.1	Questionnaires	26
3.3.2	Interview Schedules for Sub-County director of Education	27
3.7.1	Reliability	27
3.8	Data Collection Procedures	28
3.9	Data Analysis plan	28
3.10	Ethical and Legal Considerations	29
CHAPTER FOUR		30
RESULTS AND DISCUSSION.		30
4.1	Introduction	30
4.2	Response Rate	30
Table 4.1.....		30
4.3	Reliability Test Table 4.2.....	31
4.4	Results and Discussions	31
4.4.1	Demographic Characteristics Table 4.3	31
4.5	Attitude of Pupils towards Learning Agriculture	32
4.5	Effectiveness of Supervision and Management of Curriculum Implementation Table 4.6	34
4.6	Inferential Analysis	37
4.6.1	Relationship between Physical resources and Academic performance in public primary schools	37
4.6.2	Relationship between Attitude of pupils and teachers towards learning and teaching Agriculture and Academic performance in public primary schools	37
4.6.3	Relationship between Supervision by head of department and Academic performance in public primary schools	38
4.6.4	Multiple Regression Analysis	39

Table 4.13:	39
Table 4.14:	40
4.7 Discussion of Key Findings	41
CHAPTER FIVE	42
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.	42
5.1 Introduction.	42
5.2 Summary and Findings.	42
5.2.1 The Adequacy of the Teaching and Learning Resources	42
5.2.2 The Effectiveness in the Supervision and Implementation of Curriculum .	43
5.2.3 Attitude of Pupils towards Learning Agriculture	43
5.2.4 How the Attitude of Teachers towards Teaching Agriculture affect Performance	44
5.3 Conclusions	44
5.4 Recommendations	45
5.4.1 Headteachers	45
5.4.1 Teachers.	46
5.4.2 Pupils.	46
5.5 Recommendations for Further Research.	47
REFERENCES	48
APPENDICES	52
APPENDIX I: QUESTIONNAIRES	52
Part III - Indicate the adequacy of the following in the school (please tick)	52
Part V – Effectiveness and supervision and management of curriculum implementation.	53
Part VI – Views of the respondents on the strategies of improving Agriculture performance	53
B: Questionnaire for teachers (Science)	53

Part I – Demographic Data	53
Part III – How attitude of pupils towards learning Agriculture affect their performance	54
Part VI-Effectiveness of supervision and management of curriculum implementation	54
C: Questionnaire for Head of Department (Agriculture)	55
Part III – How is pupils attitude towards learning Agriculture affect their performance	56
Part IV – How is attitude of teachers towards teaching Agriculture affect performance	56
D: Questionnaire for Headteachers	57
Part I – Demographic Data	57
Part II – Indicate the adequacy of the following resources	57
E: Interview schedule for Inspector of Schools	57
APPENDIX II	60

LIST OF MAPS

MAP SHOWING BUSOGA DISTRICT

MAP OF MAYUGE DISTRICT SHOWING THE LOCATION OF BUKABOOLI SUB COUNTY

MAP OF SAMPLE SCHOOLS FOUND IN THE PARISHES OF BUKABOOLI SUB COUNTY

LIST OF TABLES

Table 3.1 Target Population	44
Table 3.2 Sample Matrix	45
Table 4.1 Response Rate	51
Table 4.2 Table Showing Reliability Decisions	52
Table 4.3 Demographic Characteristics of Respondents.....	53
Table 4.4 Showing Attitude of Pupils towards Learning Agriculture.....	56
Table 4.5 Attitude of Teachers towards Teaching Agriculture in Bukabooli Sub-County.....	57
Table 4.6 Effectiveness of Supervision and Management of Curriculum Implementation	59
Table 4.7 Effectiveness of Supervision and Management of Curriculum Implementation by Heads of Department (Agriculture).....	60
Table 4.8 Effectiveness of Supervision and Management of Curriculum Implementation by Principals.....	61
Table 4.9 Teaching Learning Strategies Employed in the Teaching of Agriculture.....	61
Table 4.10: Correlation Analysis Physical resources.....	63
Table 4.11: Correlation Analysis for Attitude of pupils towards learning and teaching Agriculture....	63
Table 4.12: Correlation Analysis for Supervision by head of department.....	64
Table 4.13 Multiple Regression Model Summary	65
Table 4.14: Results of ANOVA.....	66
Table 4.15: Evaluating Individual Regression Coefficients	67

LIST OF FIGURES

Figure 2.1	Conceptual Framework.....	40
Figure 4.1	Adequacy of Physical, Teaching and Learning Resources.....	53

LIST OF ABBREVIATIONS AND ACRONYMS

AIS	Agricultural information systems
BOM	Board of Management.
FPE	Free Primary Education
IT	Information Technology
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parent Teachers Association
QFAT	Questionnaires for Agriculture Teachers
QFHD	Questionnaires for Head of Department
QFP	Questionnaires for Principals
QFS	Questionnaires for Pupils
SMC	School Management Committee
STR	Pupils Teacher ratio
TAC	Teacher Advisory Centre
TLM	Teaching and Learning Materials
TLR	Teacher Learner Resources
TSC	Teacher's Service Commission
USAID	United States Agency for International Development
WASCE	West Africa School Certificate Examinations

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter introduces the study on the factors that influence academic performance in agriculture in primary schools in Mayuge district. This chapter presents the background of the study, statement of the problem, objectives of the study and the research questions. It also gives the significance of the study, assumptions together with its limitations and scope.

1.1 Background of the Study

Worldwide scholars argue that development started with Agriculture, when our predecessors started to settle and develop their own settlements, human culture always showed signs of change (Nova, 2016). Not exclusively did centres, and urban communities start to thrive, as well as information, expressions of the human experience and the innovative sciences.

Agribusiness has a vital effect to humankind as far as worldwide sustenance supplies, hunger mitigation, financial advancement and arrangement of work (Nova, 2016). Accordingly, Agriculture can be viewed as a column for human survival and thus the significance of Agriculture being instructed at all levels of learning.

In the U.S.A, formal projects in Agriculture training are directed at optional schools, junior colleges and tertiary colleges. As a professional instructive program, rural training centers' around three noteworthy parts - formal study hall guidance, vocation training experience projects and authority advancement. These segments are conveyed through a competency based educational program concerning Agriculture in the U.S.A (Lloyd and Osborne, 2014). Past the auxiliary Agriculture program, junior colleges and tertiary colleges give magnificent chances to understudies to practice and pick up attitudes and learning in Agriculture (Williams and Dollisso, 2014).

Agriculture is the customary establishment of Chinese society and China is confronting an extraordinary test in rebuilding its framework to address the issues of the market economy. The country's financial framework is moving from a halfway wanted to a market driven framework (State Committee, 2015). Specifically, agribusiness instruction is assuming a significant role in getting individuals ready for another period of great advancement. According to Xiarong and Thomas (2012) China's monetary change development proposed Agriculture educational program

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