

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF PUPILS IN PRIMARY  
LIVING EXAMINATION UNDER UNIVERSAL PRIMARY EDUCATION (UPE)  
SCHOOLS IN UGANDA: A CASE OF TORORO DISTRICT**

**BY**

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## DECLARATION

I Doreeh Nyadoi an adult of sound mind hereby declare that this work is my own (original). It's not copied from any source anywhere. All mistakes found herein are my own for which I am entirely responsible. I do welcome all sorts of positive criticisms.


Signature..........

Date.....30th March, 2023.....

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## APPROVAL

I hereby approve that this research study has been written under my supervision and is now ready for submission.

Signed 

Date 04/04/2023

DR. BOAZ GEOFFREY HIIRE

**Supervisor**

## **DEDICATION**

This humble book is honestly dedicated to my dear parents , Mr. Mugoya Muttusa Adrian Mrs. Kabanyana Margaret , my husband, my children Audrey, Adriannah, and Austin for enduring my absence in three good years and suffering some financial hardships while I was heavily spending on my studies. May this book give you an encouragement to follow the same path.

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## **ABBREVIATIONS/ ACRONYMS**

BOG: Board of Governors

CVI: Content Validity Index

PTA: Parents Teachers Association

NGO Non-Governmental Organizations

SESEMAT: Primary Science and Mathematics Teachers Programme

SPSS: Statistical Package for Social Scientists

UPE: Uganda Certificate of Education

UNEB: Uganda National Examinations Board

UNESCO: United Nations Education Scientific Cultural Organization

UPE: Universal Primary Education

UPE: Universal Primary Education

US: United States

## **ABSTRACT**

The study set out to examine the factors affecting academic performance of Pupils in UPE under UPE in Uganda, a case of Tororo district. The objectives of the study were, to find out the influence of teacher factors, student factors and the school factors in influencing academic performance in UPE under UPE schools in Tororo district. The study was grounded on two theories; the systems theory by Bertalanffy (1920) and Maslow (1954) theory of motivation. A cross sectional survey design based on qualitative and quantitative approaches was UPEd to get the findings. The target population comprised of 121, head teachers, teachers, Pupils, student leaders, district education officers, Board of governors members, community leaders were randomly and purposively sampled. The methods of data collection included: questionnaire survey, interview, observation and documentary review. Descriptive and inferential statistical analyses were UPEd and the data was presented using frequency tables and correlation matrices. The study found out that most of the teachers were well trained and qualified but not well motivated. Most Pupils were never punctual for lessons, were indiscipline and were never interested in learning. The schools had functional laboratories, poorly stocked libraries and limited staff accommodation and inadequate support from government. It was concluded that there existed a significant positive relationship between teacher factors, student factors, school factors and academic performance. The researcher made the following recommendations as: there is need to motivate the teachers, encourage Pupils to work hard to pass and need for more government and parental support to the schools. Finally further studies on motivational strategies and staff performance in Tororo District could be explored.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

A critical problem facing Uganda is that much as efforts and resources have been devoted to education (Secondary, Primary and vocational), the envisaged results have not been achieved (ESSP, 2002 -2015). This study therefore examined the factors affecting academic performance in UPE under Universal Primary schools in Uganda: a case of Tororo district. This chapter presents the background to the study, statement of the problem, purpose or objectives of the study, research questions, hypotheses, scope of the study, significance, justification and operational definitions , terms and concepts UPEd in the study.

#### **1.1 Background to the Study**

##### **Historical background:**

Worldwide, the need for quality education for all was embedded in the UNESCO (1960) convention against discrimination in Education as well as cultural, social and economic rights of the child. In 1989 the Convention on child rights was endorsed by 191 member states of the United Nations, Uganda inclusive in which primary education was considered as basic and free. While in Uganda it took off in 1997 as a government programme of Universal primary education (UPE) and that was followed by introduction of Universal Secondary Education (UPE) in 2007. These developments in the education sector have some challenges such as failure to

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