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 BUSITEMA UNIVERSITY.

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.
ACKNOWLEDGEMENTS

I would wish to take this humble time to acknowledge and appreciate all those individuals who greatly assisted me during the course of developing this Dissertation.

I would like to sincerely appreciate my supervisor Mr. Mugoya Livingstone for his great guidance and time that he gave me during my Dissertation writing. I would also like to extend my gratitude to Mayuge District Local Government and the District Education Officer (DEO) for giving me permission to conduct my study in the district. My appreciation also goes to Busitema University library Nagongera campus for allowing me to use their facilities during the writing of my literature review. Also, not to forget my beloved husband ----- for his support in the course of undertaking this research. I would like also to acknowledge my respondents for their support and assistance they accorded me during data collection. May God bless you all abundantly!
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.
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### LIST OF ABBREVIATIONS AND ACRONYMS

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<tr>
<td>AIS</td>
<td>Agricultural information systems</td>
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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>FPE</td>
<td>Free Primary Education</td>
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<td>IT</td>
<td>Information Technology</td>
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<td>MOE</td>
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<td>PTA</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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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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