



Causal Factors for Academic Underachievement in Public Primary Schools, Iganga District, Uganda

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Abstract: *This study explored causal factors for academic underachievement in public primary schools in Iganga district. The study specifically pointed out school and home factors that explain persistent academic underachievement. The core intention of these investigations was to get in-depth views of stakeholders concerning the two basic environments (home and school), which control teaching/learning process. Whereas the home is a habitat of all activities and decisions which support child's going to school, the school environment promotes all activities and decisions that enable imparting knowledge and skills into a child's mind. Data were collected from 205 teachers from 16 public primary schools in four sub-counties, 493 primary seven pupils, and 27 school management committee members. This was done through questionnaires, focus group discussions, observations and interviews. Purposive and cluster sampling techniques were used to determine the respondents. Data was analyzed through descriptive statistics using means and standard deviations. Qualitative results were used to back-up the quantitative results. Findings revealed the following as the causative influencing factors: absenteeism, inadequate teacher preparation, parental neglect, lack of school and managerial skills. The study recommends close teacher support supervision by the district inspectorate department, head teachers and heads of department at school level to help teachers improve their daily routine and professional duties, Government to provide teachers with accommodation at school, make bye-law to keep pupils in school and set up standards for school management committees.*

Key words: *Causative factors, Academic underachievement, Home and School environment. Iganga, Uganda*

1. Introduction

Academic underachievement is all about the failure of a learner, teacher or institution to achieve short or long-term educational goals (Hialele & Nooe, 2015). Countries assess academic performance differently but in Uganda, academic underachievement is observed using lower scores than average marks in Primary Leaving Examinations or continuous assessments of regular tests and exercises to children (Salmah, Azizah, & Shaifol, 2016). Academic underachievement takes place if learners are not in a position to exercise efforts to their maximum in order to harvest good scores in tests, examinations and assignments given to them by their teachers. Academic achievement is the extent to which a student, teacher or institution has achieved their short or long-term educational goals (Ward, Howard, & Stoker, 2001). It is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important (Salmah, Azizah, & Shaifol, 2016). The known correlates of academic improvement are: reading speed, phonetics, reading comprehension, and listening comprehension, individually administered by an examiner and assessed through ranges,

percentiles, age equivalents and grade equivalents (Hertler, 2016). Globally, the problem of academic underachievement is reported to be increasing in the United States, and some European countries. The latest PISA results from 2012 show that 22.1 % of European students had low achievement in mathematics, 17.8 % in reading, and 16.6 % in science (European Commission, 2013). The common attributes for global academic underachievement are; out of school factors, i.e. peer group influence, learners' socio-economic background, educational level of parents and language barrier (Teodora & Vansteenkiste, 2016). In the United States of America, African American children as a whole are reported to be academic under-achievers due to: self-sabotage, family influences, low socioeconomic status, failing schools, cultural gaps, crime and drug abuse, lack of African American teachers, lack of parental involvement, resistance in middle-class school norms, low teacher expectations, low effort syndrome, anti-intellectualism, lack of priorities, tag line and social services (Lauren, 2016).

In the African context, like in other parts of the world, there are rising cases of academic underachievement expressed through reduction in levels of achievers by grade. The causes of academic underachievement in

African countries range from financial constraints, school and home environment factors, peer factors, and parents support. However, research shows that not much has been published on academic underachievement in primary schools (Adeyemi, Moradeyo, & Semiu, 2014). In South Africa, Educational underachievement results from: being instructed in a second language in which one has low levels of competence, having to rely on a second language for learning and reading, having one's mother tongue largely or totally ignored in the educational process, being a member of a marginalized societal group and perpetuating one's educational, marginalization by rejecting the perceived culture of power of the educational institution, believing that one has no control over one's academic achievement and thus developing, and learned helplessness and passive failure (Basque & Dare, 2008; Amiena, Wynand, & Ravinder, 2014).

In North Africa, boys' underachievement indicates a gap between the performance of boys and girls as the attainment continues to be low for boys at key stages of academics (Mirza & Millett, 2015). In East Africa, the rate of academic underachievement is not so different. Primary Education Learners fail in some cases due to academic difficulties directly attributed to deficiencies in the teaching and developmental learning activities (Ahmed, 2015). A report by Uganda National Examinations Board about PLE results for 2013-2014 on the best and worst performing districts indicated that the worst ten performing districts were; Keen, Bulambuli, Bukwo, Kaliro, Luuka, Iganga, Buyende, Bugiri, Bududa and Namutumba, making Iganga the 6th after Luuka (Matthew, 2014). In addition, PLE results for 2014-2015 indicate that Iganga is among the ten worst performing districts, coming second after Kween as the list goes-Kween, Iganga, Bugiri, Bududa, kaliro, Bulambuli, Bukwo, Luuka, Namutumba, and Buyende(Alupo, 2015). Results for 2015 continue to indicate Iganga among the worst performing districts in the following list by UNEB executive secretary Mathew Bukunya; Bugiri district, Iganga, Luuka, Mayende, Kween, Bulambuli, Kapchorwa, Manafwa, Bukwo and Mayuge(Senabulya, 2015).The above results clearly indicate that Iganga District is indeed among the poor performing districts each year and this creates a lot of questions because whereas the government has played its role in responding to counter-performance factors, such districts as above in eastern Uganda continue to derail government expectations. Therefore, this study was intended to ascertain the causal factors for the persistent academic underachievement.

2. Literature Review

2.1 School environment

Absenteeism among teachers contributes immensely to the learners' poor performance, a phenomenon that makes teachers not to cover the syllabus adequately (Ahmed, 2015). Non-coverage of prescribed syllabuses due to their extensiveness and the general nonchalant attitudes of teachers towards teaching were among the

fundamental causes of examination irregularities in Nigeria's educational system. The argument here is that if the syllabus is not covered adequately, pupils are likely to be examined in content they did not fully cover and comprehend, which is likely to lead to poor performance (Natalia & Naomi, 2017).

A World Bank survey report on Kenya highlighted by Kamuri (2013) established that children in Kenya are being cheated out of education because teachers stay away from school for more than half the school day. This was because the teachers either did not go to work at all or spent more of the day in the school compound doing other things. Even when teachers go into the classrooms, the survey found only about one third of them give students value for money. This low level of service delivery is expected to have a major effect on the achievement of the country's development objectives. It has been shown above that teacher absenteeism impacts negatively on the quality of education received by their students.

Other ways in which teachers are responsible for academic underachievement include; poor background knowledge, not keeping up with advances in their subject area, no work experience in the subject area particularly for practical subjects, relationships with colleagues either too social or a lack of rapport, relationships with students- again, too close or not, prioritizing personal errands over workload, prioritizing younger years over older years, personal problems preexisting teaching, lack of engagement with support provided by more experienced teachers, feedback from colleagues are negative with little positive, tight deadlines which are unfeasible, students are vicious, disrespectful and head of faculty, year or senior leadership are not backing teacher, and head of faculty is not cooperating with teacher (Benard, 2004; Mohammed, 2016).

These are serious threat to all level of our educational systems, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the nation. According to Walekie (2012) "the teacher belongs to a special class (sub-group) saddled with" the responsibility of molding the child into a functional adult that will contribute to national development with the following qualities; knowledge of the subject matter being taught far ahead of that of the pupils; professional skill or know-how to awaken a child's interest in what is being taught and to enkindle in his pupils a love of learning and a good moral character (Anapol, 2017).

2.2 Home Environment

Encouragement of children to go to school regularly: The most out of education, children need to go to school every day. School attendance has a major influence on educational outcomes. Students who attend school regularly are more likely to achieve better results at school and are more likely to complete their schooling (Jackjackpeter & Beetwought, 2017).

Parents can encourage their child to attend school by having a positive attitude to learning and education. Poor school attendance patterns can start as early as Year 1. It is important that from the first day of school parents set an expectation that their children will be at school every day. Missing an average of ten days of school a term adds up to missing two full years of schooling by the end of Year 10 (Rufino, 2016).

Parents can also reassure a child about school by helping the little one with his homework. Since the parents are more knowledgeable about their child's comprehension level, they can explain a class lesson in a way that the kid can better understand. But helping does not mean doing all the work for the child. All the parents need to do is explain the assignment further to him. The child shall also have a peaceful and quiet place at home where to do his homework and study his lessons (Mangeni, 2016).

According (Sonja, 2012), parents do not provide money for materials like textbooks and pencils, do not take domestic work as the priority for their children, parents support their children against their teacher to the extent of taking the teachers to the police and this is a problem because the teachers are trying to discipline the students so that they can teach them. Domestic work, in which student can sustain tardiness" also prevents students from studying at night. Parents deny child to go to study class.

Some men will have more than one wife and this will cause arguing which will disturb the student. Parents are not supportive. In addition, parents don't answer teachers' calls to discuss issues like poor performance and absenteeism; parents have a lack of concern and are not persuading students to commit to education and students are watching films instead of studying (Ahmed, 2015).

Families are crucial partners in promoting positive social skills. Home visits, parent visitation to child care or school setting, telephone conversations, newsletters, informal notes, bulletin boards, workshops, and regular face-to-face communication can be used to keep families informed about the specific social skills being focused on in the early childhood setting and for care providers to learn about what families are doing at home (Adams & Barombarg, 2014).

Provision of necessary materials to school: Children are more successful at school when parents are involved. Better yet, teachers, too, are positively affected when parents take interest. That's because involved parents promote positive classroom behavior, make sure children do their homework, and help them be more organized, enforce disciplinary measures, and validate their effort. For teachers, involving parents boosts positive self-perception and job satisfaction (Covell, Howe, & McNeil, 2010).

Provision of breakfast to children before school: Almost a third of children regularly go without breakfast before school and are more likely than classmates to be inactive, unfit and obese. While 68% of pupils eat before leaving home, 32% do not (Campbell D. , 2010). Of the latter, 25% only sometimes have a morning meal and 7% never have breakfast on school days, according to findings which have raised fresh concern about children's eating habits and general health. The study of 4,326 children, aged 10-16, in England was reported in the European Journal of Clinical Nutrition and found that 26.6% of boys and 38.6% of girls skipped breakfast some or all of the time. Boys often blame lack of time, while many girls missed breakfast because they believe doing so would help them lose weight (Rufino, 2016).

3. Methodology

3.1 Research Design

This study employed a concurrent mixed methods approach which is recommended by the pragmatic paradigm for its flexibility and creation of a ground for the researcher to use the best approaches to conduct the study. In this approach, the researcher combined elements of the qualitative and quantitative strategies in data collection, analysis, and inference techniques for the broad purpose of breadth and in depth understanding and corroboration. This was through semi-structured interview guide to generate qualitative data; as well as questionnaire for quantitative descriptive and correlation inferences.

3.2 Sample and Sampling Techniques

The study used 16 public primary schools located in 4 sub- counties with 219 qualified and appointed primary teachers, 16 head teachers, 680 candidates of primary seven for 2017, 32 School Management Committee members (SMC) and 3 District Education Officer constituted the study population.

Given the nature of the population, the study adopted purposive and cluster sampling techniques. Purposive sampling was used to select the head teachers, chairpersons of the school management committees, and the district education officers who were directly responsible for administration of the schools; they are close supervisors and custodians of policy and performance in the schools. They were expected to possess reliable information and measures ever employed for the situation as it seemed not to be new in the district. Cluster sampling was used to determine the teachers and pupils who participated in the study. Table 1 shows the categories of study population.

Table 1: Categories of Sample

School Label	Head teachers	Teachers	SMCs	Pupils
A	1	12	2	45
B	1	10	2	12
C	1	13	2	32
D	1	14	2	20
E	1	14	2	12
F	1	18	2	50
G	1	15	2	32
H	1	15	2	24
I	1	15	2	54
J	1	15	1	38
K	1	13	2	40
L	1	11	1	35
M	1	12	2	25
N	1	10	2	15
O	1	08	1	18
P	1	10	2	43
Total	16	205	27	495

Source: primary data from Iganga district primary schools

3.3 Research Instruments

Findings of the study were obtained using questionnaires and interview guides. The questionnaires consisted of three sections; socio-demographic characteristics, school environment and home environment while interview guide had two sections school environment and home environment.

Validity of the questionnaires: Content validity was ascertained through expert analysis. An Expert was given the question items which was read over and

commented on items that needed adjustment or removal from the achievement test. The researchers made the recommended adjustments on the items following the guidance of the expert.

Reliability of the questionnaires. In order to ensure consistence of results, the questionnaires were piloted in two primary schools (one high-performing and one low-performing) in one sub-county in Iganga district that were not included in the study. The Cronbach Alpha coefficient of 0.6 was set as the minimum reliability coefficient. Table 2 below show the reliability.

Table 2: Cronbach's Alpha Coefficients

Variable	No. of Items	Alpha Results	Interpretation
1. School environment-Pupils' views	9	.958	Very High
2. Home environment-Pupils' views	8	.962	Very High
3. School environment Teachers' views	7	.613	Reliable

Source; primary data

3.4 Data Gathering Procedures

Letters of introduction was obtained from the University of Eastern Africa Baraton office of the Director Graduate School and the Ethics committee to seek for the research permission from the district and sub-county authorities before embarking on the study. Authority from the local Ethics committee of Gulu University and finally National Council for Science and Technology Uganda was also obtained. The researcher then made appointments with key respondents and then visited the sites for the data gathering exercise within the area of study.

Data gathering by the questionnaires was done in each school that had been selected for the study. Questionnaires content was explained to the respondents to meet the purpose of the study. In each school visited, the teachers and primary seven pupils were given the questionnaires under the supervision of the lead researcher.

Interviews were also conducted on the same day in each selected school. This was possible because prior appointments were made with SMC of each school also used the primary seven class teacher to manage and supervise the answering of the pupil's questionnaires.

The researcher planned and used one day for each school for data collection.

3.5 Statistical Treatment of Data

Data was collected using questionnaires and interviews. The data obtained through the questionnaires were analyzed using descriptive statistics (means and standard deviations). The findings were presented by using graphs, tables and summary measures like means and standard deviation.

4. Results and Discussion

Socio-demographic characteristics of respondents

The background information of the study presents, family type, and caretaker.

Family Type: Respondents belonged to various family types namely; monogamous, extended and polygamous. Results were obtained as indicated in the table below.

Table 3: Family Type

Family type	Frequency	Percentage (%)
Monogamous	237	32.2
Extended	273	37.1
Polygamous	226	30.7
Total	736	100.0

According to Table 3, it is so clear that respondents belonged to various family categories, the highest percentage representation 273(38%) indicated those who came from extended families. The least percentage representation (31%) indicated respondents who came from polygamous families. The nature of families normally influences the frequency of school attendance especially considering factors such as the level of engagement a child gets into when they go back home

from school and the level of being treated at home by either their step mothers or relatives. Therefore, it is always so probable that these family issues influence the life of a learner in schools and thus explains either academic achievement or academic underachievement.

Caretaker of learners: Learners' reports about who they stayed with varied significantly as indicated in the table below.

Table 4: Caretaker Category

Caretaker category	Frequency	Percentage (%)
Mother	52	10.5
Father	55	11.1
Both father and mother	274	55.4
Sister	8	1.6
Brother	65	13.1
Other Relative	41	8.3
Total	495	100.0

Table 4 shows that 274(55.4%) of the primary seven learners in surveyed primary schools stayed with their parents, 65(13.1%) stayed with their brothers and the lowest percentage 41(8.3%) were staying with other relatives. On a number of occasions, children who receive direct care of parents are favored so much and their desire for academics is a top priority of their parents. On the contrary, children who stay with brothers, sisters, uncles and other relatives face various challenges. Some of the relatives taking care of these children already have families that are their first priority. In other families, apart from having many responsibilities, relatives who have relatively low academic achievement are not so supportive. They

normally develop a misconception that "since they could not make it, no other person can make it, in the entire family or even clan".

School Environment

Pupils' views: Pupils' evaluation was intended to establish views regarding teachers' direct roles towards pupils' academic performance and the extent to which pupils are in position to adhere to instructions appropriately. Results were interpreted based on the following rating scale: Not at all (low) = 1.0 – 1.49, sometimes (average) = 1.50 – 2.49, and usually (high) = 2.50 – 3.00.

Table 5: Pupils' views

	Min	Max	Mean	Std. Deviation
Our teachers give us homework for practice at home.	1	3	1.93	.973
Our teachers encourage us to borrow books from our school so we can read at home.	1	3	1.70	.923
Our teachers teach us all the lessons every day.	1	3	1.82	.922
My teachers help me when there are lessons I do not understand.	1	3	1.82	.877
Our teachers encourage us to work hard	1	3	1.45	.808
Our teachers give us exercises to do during our free time.	1	3	2.13	.976
Our teachers take us out of the school for educational tours	1	3	1.98	.959
Our teachers check our attendance to make sure that we do not miss classes.	1	3	1.50	.812
My teachers invite my parents at school to discuss my performance.	1	3	2.28	.917
Evaluation of teachers	1.00	3.00	1.85	0.79

Pupils' evaluation of teachers indicates that primary school teachers in Iganga District sometimes gave pupils homework for practice at home (Mean = 1.93; SD = 0.973). By implication, teachers in public primary schools sometimes keep track of a day's work in pupils' minds by giving them work to do back home. Homework enables pupils to recall what they studied in class in the course of the day and puts them in the right position to make a summary of a day's lesson per subject. For example research has demonstrated a lot of knowledge in support of the positive benefits that homework causes to pupils in primary schools. In available knowledge, one study by Harris (2008) identified that the homework question is best answered by comparing students assigned homework with students assigned no homework who are similar in other ways. He states that results of such studies suggest that homework can improve students' scores on the class tests that come at the end of a topic.

In addition, average responses also revealed that primary school teachers in Iganga District sometimes taught all lessons every day (Mean = 1.82; SD = 0.922). The implied advantage of sometimes teaching all lessons every day is to increase chances of completing the syllabus early enough so as to leave enough time to handle other tasks related to question approach, among others. A well-organized system in a school fights hard to complete syllabi in time and acquaints pupils with the best ways to approach questions in classrooms. Indeed it is from such primary schools that best performing pupils in the district emerge. In the academia, there is still scanty research emphasizing the relevance of every day teaching practices. One of the proponents of this is Mecca (2018) who identified that every day, reinforcement of basic reading, listening, math, vocabulary, and geography skills can go a long way toward ensuring that kids learn and retain the skills you teach.

Pupil's evaluation of teachers' role further revealed that teachers sometimes render extra help to pupils with

learning difficulties especially in understanding certain concepts in schools (Mean = 1.82; SD = 0.877). In many schools, it isn't common to find pupils who need review of lessons with teachers. This implies that teachers ought to be flexible in all circumstances. Normally, schools where teachers compromise this, there are high cases of low academic achievement which are registered. These results are also mirrored in the study of Claiborne, Morrell, Bandy, and Bruff (2012) on teaching outside classroom which revealed that repetitive services rendered by teachers outside classroom can be formative and can inspire students [pupils] to continue in a field. Therefore, according to the study, many teachers in public primary schools in Iganga District endeavored to provide extra assistance to pupils outside classrooms to enhance their mastery of basic concepts especially in subjects like mathematics, and science, the normally worst performed subjects in the District.

Pupils also acknowledged that teachers sometimes gave them exercises to do during their free time (Mean = 2.13; SD = 0.976). This mean score represents a moderate practice done by the teacher in keeping their learners busy. Finally, pupils reported that teachers in most primary schools in Iganga District sometimes called parents in schools to discuss children's performance (Mean = 2.28; SD = 0.917), implying that there was some opportunity for parents to make follow-up of their children's academics. This suggests teachers' moderate efforts in helping learners at school and involving parents in the school learning programs for the benefit of the learners. The findings are in line with the research by Buck (2009) which pointed out that the teachers are responsible to the kind of learning and experiences learners engage everyday plus setting of educational goals and total personality development. Furthermore Education for All (2005), also established that supportive teachers and their ability to explain clearly were the most influential factors that impacted students' satisfaction. Furthermore, whether parents send their children to school at all is likely to depend on

judgments they make about the quality of teaching and learning provided upon whether attending school is worth the time and cost for their children and themselves.

Teachers’ views of school environment as antecedent for academic underachievement

The purpose of the teacher self-evaluation was to find out how the teachers in primary schools in Iganga district get involved into professional activities that help them improve and keep them with current knowledge,

plan for academic achievements in their schools, plan effectively for teaching, carry out remedial work with learners, and also have collective effort as school staff to ensure quality for all learners. Seven items were used to measure teachers’ self-evaluation of activities they are involved in, to enhance academic performance in their schools. The rating was validated on a four Likert scale running from strongly disagree (1), disagree (2), Tend to disagree (3), Tend to agree and (4) agree. This rating used a measurement scale: 1.00 – 1.49 disagree, 1.50 – 2.49 Tend to disagree, 2.50 – 3.49 Tend to agree and 3.50 – 4.00 agree, to interpret results. The meaning of the scale above is given as below.

Table 6: Teachers’ Views

	Min	Max	Mean	Std. Deviation
As teachers in our school we participate in educational school based seminars/ workshops that aim at improving our teaching.	1	4	2.34	.878
Together with our school head teacher we work on our school academic and development plan	1	4	1.72	1.049
I plan for every lesson and design attractive teaching aid for each lesson.	1	4	1.52	.994
Teachers and parents visit each other to find out more about their pupils learning problems at school and home.	1	4	2.23	.980
I offer extra assistance to the learners when it is needed	1	4	1.68	.885
Together with our school administration we ensure that educational quality is a collective responsibility.	1	4	2.65	.688
Teachers do not discriminate learners in the school based on sex, caste, creed or religion.	1	4	2.05	.957
	1.00	3.71	2.03	0.72

Findings in Table 6 the only positive teachers self-evaluation response, was that they are involved into the collective effort or responsibility of working together with school administration to enhance educational quality in their schools (2.65 SD = 688). This mean score interprets a good teacher self-evaluation rating. For example, Jenni, Hattie, and Eells (2018) established that when a team of individuals share the belief that through their unified efforts they can overcome challenges and produce intended results, groups are more effective. The ability to lead is dependent on others and the relationships or networks leaders cultivate.. Therefore, through team work cultivated by the school administration, by delegating responsibility challenges faced in the teaching system are shared and collective solutions obtained to enhance teacher performance and academic achievement. On the other hand, the rest of the results for teachers self-evaluation indicated a fair involvement into the school activities that are geared into the schools performance (Mean = 1.68 SD = 885) and (Mean= 2.34 SD =878).

The findings therefore had an implication that teacher in Iganga district do not take active involvement in school programs that help to improve on their product performance in their schools. Research by Basque and

Dare (2008) noted that school leaders can engage community members, teachers, students, and parents in school climate improvement work through conversations, meetings, surveys, and creating school-community partnerships. This helps them to get feedback that guides them improvement of their work.

Furthermore, educational studies conducted on performance of learners have put the teacher at the centre of the teaching-learning process especially aiming at improving academic achievement. Other studies such as Adams and Forsyth (2006) and Ahmed, (2015) elaborated that stakeholders such as parents, the government educational officials, management within and outside schools including parents, all stress the importance of teachers claiming that school administration and all other key stakeholders need to prepare teachers intellectually to equip them with the most appropriate skills of handling pupils with a goal of enhancing academic achievement in primary schools.

Pupils’ Evaluation of Home Environment

Pupils’ home environment was investigated to find out factors in the home which facilitated high or low academic achievement by pupils in Iganga. Results in Table 10 were validated on a three-scale rating: Not at

all 1(1.0 – 1.49) Sometimes (1.50 – 2.49), Usually (2.50 – 3.00).

Table 7: Home Environment

	Min	Max	Mean	Std. Deviation
I get breakfast at home before going to school	1	3	1.95	.961
My parents give me my school requirements whenever I ask them	1	3	2.14	.954
I am given time at home to do my home work	1	3	2.14	.936
My parents provide me with the midday meals at school.	1	3	2.01	.921
My parents talk to me and advise me to study hard for my good future.	1	3	2.15	.932
My parents see that I go to school every day.	1	3	2.19	.871
My parents visit me and the teachers in school to check on my learning progress.	1	3	1.75	.907
My parents check my books to see the work I do at school.	1	3	1.95	.949
Home environment	1.00	3.00	2.0346	.82627

Following this scale, pupils' evaluation of their home environment revealed that home environment was favorable for academic activities of most pupils. This is because the Mean scores for each factor in the table are within the agreement zone (between 1.75 and 2.15) meaning that the pupil's responses to the items were rated with sometimes whose interpretation is moderate.

According to Table 7, generally, parents provided pupils in public primary schools in Iganga District with necessary requirements whenever asked (*Mean = 2.13; SD = 0.95*). By implication, home environment was found to be moderately favorable to pupils' learning process in as far as parents' role of providing basic needs towards education of children was concerned. Provision of requirements such as school uniforms, mathematical sets, exercise books, writing materials, and relevant equipment for pupils with disabilities was reported to have a positive bearing on enhancement in the level of pupils' attendance, and concentration in classroom higher than the pupils who do not receive facilitation from parents. Available studies also stress that parents who know the value of education endeavor to provide scholastic materials to their children to keep them in school and enable them register good academic grades. However, Bossaert, Doumen, Bugse, & Verschueren (2011) indicates that children from low socio economic background who encounter these environmental factors are four times more likely to have learning difficulties than those from high socio economic background while a combination of these environmental factors accelerate academic success. To signal additional ideas, Bossaert, et al., (2011) add that a child, who has not eaten for days and has clothes that do not fit, cannot maintain focus in a classroom. In some societies, Bossaert, et al. (2011) note that there some basic needs like Water, Plenty of nutritious foods, Shelter, A warm bed with sheets, blankets, and a pillow, Medical care as needed/Medicine when ill, Clothing that is appropriate for the weather conditions etc.; that parent must meet for the up keep of their children.

From pupils' evaluation of home environment still, it was established that in most homes, children had an average time to do homework when they went back home after school (*Mean = 2.14; SD = 0.93*). This therefore implies that as far as time for doing homework is concerned, the blame is not fully on parents as some homes do provide pupils with time to do it. In specific terms, parents of pupils who reported positive home environment were interested more in seeing their children succeed than occupying them with too much domestic/house work, which encroaches on their time for academic concentration. Explaining about the best time children should do homework, findings by Marissa (2017) reveal that when children get back home, they need to do it before any other home tasks, owing to the fact that at that moment, the day's work from which coursework has been generated is still fresh in their minds. It can be easier to help them understand problems being asked or to recall suggestions from their teachers.

Furthermore, there is evidence in Table 7 that pupils' home environment catered for provision of children with meals in school (*Mean = 2.01; SD = 0.920*). This implies that by the time of this research, parents were aware that by mid-day, their children needed to eat something, thus some parents provided children with parked food and other parents provided money. However, observation revealed that some of the children carried food in polyethylene papers, instead of closed dishes compromising the hygiene standards. The problem with this phenomenon was that at the time of eating, the food could have become too cold for the children's health and also likely to affect their concentration span in class when the teachers are conducting lessons. Noting the example of Wood (2001) published that nutrition has a significant contribution towards the cognitive functioning of brains, and cites a direct correlation between poor nutrition and lowered school performance. From the food variety point of view, these results revealed that Iron has also been shown to play an important role in brain function as

well. Wood (2001) cited details from a study done with men aged 27 to 47 that looked at iron and its effect on concentration. Low scores on a concentration test corresponded with lowered levels of iron in the bodies of the subjects. Furthermore, Erickson (2006) noted that fluctuating levels of carbohydrates may cause dizziness and mental confusion, both of which can affect cognitive performance. Eating a carbohydrate-heavy meal can cause one to feel more calm and relaxed because of a brain chemical called serotonin and its effect on mood. Serotonin is created within the brain through the absorption and conversion of tryptophan. Tryptophan is absorbed within the blood and this absorption is enhanced with carbohydrates.

Further results indicated that sometimes parents in public primary schools in Iganga District spared time to talk to learners and advise them on the need to study hard for bright future ($Mean = 2.49$; $SD = 0.93$). In other words, the motivation to study and work hard among many pupils most especially in high performing public primary schools was partly determined by parents' level of interaction with their children. With courage from parents, pupils are expected to study and work hard so as not to disappoint their parents prior to advices given to them. Further, female pupils need to be talked to, almost frequently because they easily mess up and become pregnant and have reason to stop schooling. Counseling pupils always lets them weigh school against early marriage responsibilities and may end up choosing to study hard and become employed. These results are mirrored in some of available research efforts by Murphy (2012) indicate that while the conversations parents have with their children change as kids grow older, the effect of these exchanges on academic achievement remains strong. And again, the way mothers and fathers talk to their middle-school students' makes a difference. Parents play an important role in academic socialization setting expectations and making connections between current behavior and future goals

Results in Table 7 further indicate that pupils acknowledged the idea that their sometimes parents encouraged them to go to school every day ($Mean = 2.04$; $SD = 0.80$). Parents do this either by preparing or escorting children to school which makes them secure and confident especially when they develop a feeling that they are moving with their parents. To make this point clear to readers, some authors have decided to discuss it starting from factors which can let children not want to go to school thus calling for parental interventions. Bean (2017) notices gives four major categories of children do not want to go to school, one of the being children who are bullied or those having trouble getting along with peers, either for the short term or the long term; children struggling academically and for whom school has become a very negative experience; those who have problems with authority and following school rules and regulations, and children experiencing some anxiety or separation anxiety, or worry about tests, what's happening at home, or whether or not they'll be picked up that day.

Pupils' evaluation of their home environment also indicate that parents took their right parental responsibilities of providing to their children the home and school needs, carried out parental guidance at home and also by visiting their children at school to work together with the teachers. These results are also explained by Chiang & Lai (2008) indicate that Parent-Teacher Conferences are some of the most important days of the school year. Here, parents and teachers collaborate to determine ways they can both help learners continue to succeed.

5. Conclusion and Recommendations

5.1 Conclusion

Teacher evaluation in Iganga district by the pupils and teachers can be concluded that the teacher ratings in carrying out their role of teaching and learning was fairly done, while on the side of fulfilling their professional roles that enable deliver effectively was low. Pupil's evaluation of their home environment was moderate indicating that the home environment fairly provided the learners with the necessary school and home requirements for learning.

According to the stakeholder's perspectives, it can be concluded that the causative factors for academic underachievement include, schools leadership ability, low value for education by parents, teacher lack of exposure to current knowledge, regular absenteeism of both pupils and teachers among others. Overall, for academic improvement to take place, stakeholders need to be sensitized on the value of education, curb the vice of absenteeism among teachers and learners, and increase on the teacher exposure to current knowledge.

5.2 Recommendations

Government, through the local councils and district education department, should increase on the teacher support supervision, seminars and school internal departmental meetings to encourage teachers improve on their teaching and learning activities with the pupils in their respective schools.

Government through the local councils and district education department should provide teacher with accommodation at schools to improve on the late coming, early departure, and regular absenteeism of teachers on duty.

School administrations should put in place systems through which learners can access text books from the school by borrowing or reading at school during their free time. Government should set up standards for school management committees so that educated and knowledgeable members of the community serve the schools as managers.

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