TEACHERS' CONCEPTIONS ABOUT SOURCES OF KNOWLEDGE AND PUPILS' ACADEMIC PERFORMANCE: A CASE OF GOVERNMENT AIDED PRIMARY SCHOOLS IN KUMI DISTRICT

BY

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DECLARATION

I, Okwapi Charles**,** do here declare that this research report entitled ***"Teachers' Conceptions about Sources of Knowledge and Pupils' Academic Performance: A Case of Government aided Primary Schools in Kumi District."*** is my original work as a result of my personal effort and has never been submitted to any University or any other institution for any kind of award. Due acknowledgement has been done for other people's work that has been referred to.

Signed…….....Date……

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APPROVAL

This research report has been approved for submission as partial fulfillment for the award of Degree of Masters' in Foundations of Education of Kyambogo University with our approval. We certify that Okwapi Charles has done this work under our guidance and supervision.

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DR. HARRIET KEBIRUNGI

Supervisor

DEDICATION

This dissertation is dedicated to my wife who has sacrificed her pleasures because of the value she attaches to Education as an Investment. You have been a shoulder on which I bent my head.

ACKNOWLEDGEMENT

Because of the realities of life, a project can only be completed with a great lot of teamwork, effort, and support from others. This study was no unusual in many ways from the beginning to the end. First and foremost, I want to thank the Almighty God for all of the benefits He has bestowed upon me throughout my life. Although I am grateful to many people for their contributions to this project, I am especially grateful to my two supervisors, Dr. Disan Kuteesa and Dr. Harriet Kebirungi for their support and direction. You have exceptionally accepted to share your invaluable knowledge and direction throughout this work. My classmates and friends deserve special thanks for their constant guidance, recommendations, and ready assistance in ensuring the success of this project. Thank you to my entire family, especially my wife, for your faith in me; you have helped me stay on track in a variety of ways; you have graciously contributed your time, knowledge, support, prayers, and financial assistance during my academic path. To my lovely parents and pastors, you have always been praying for me at all times especially when I felt things were not moving, you are the people who inspired me to apply for this course. You didn't leave me alone but pushed me from all corners till this point in time. I would also want to appreciate all persons of good will who have made this work a success.

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ABBREVIATIONS / ACRONYMS

DV	Dependent Variables
IV	Independent Variables
EV	Extraneous Variables
PLE	Primary Leaving Examination
MoES	Ministry of Education and Sports
UNEB	Uganda National Examination Board
NAPE	National Assessment for Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization.

ABSTRACT

The purpose of the study was to investigate the Teachers' Conceptions about Sources of Knowledge and Pupils' Academic Performance in Government aided primary schools: a case of Kumi District with a view of recommending on how to improve pupils' academic performance. The study was guided by three objectives; to establish teachers' conceptions about the sources of knowledge in government aided primary schools, to analyze how pupils are aided during the teaching-learning process in government aided primary schools and to determine whether there is a relationship between teachers' conceptions about sources of knowledge and the pupils' academic performance in government aided primary schools. The study was conducted because in the past five years (2015-2019), pupils' academic performance has been deteriorating. The study adopted a cross-sectional survey research design. Quantitative and qualitative (mixed) approaches of data collection were employed. A total of 454 respondents constituted the sample size of the study. These included 35 Head teachers, 35 Director of studies, 104 classroom teachers and 280 Primary Seven pupils; from the 35 Government aided primary schools. The researcher used three types of research instruments: Questionnaires, Interview guide and Classroom observation. The results revealed that there was a significant statistical relationship ($r=1.00$, $p=0.000$) between teachers' conceptions about the sources of knowledge and the pupils' academic performance. The study concludes that; Professional teachers appreciate the role played by each source of knowledge including Rationalism, Empiricism and Authoritarianism so as to enable them to make reliable and informed conclusions that have enabled them to boost pupils' academic performance. The researcher recommends that Primary Teachers' Colleges (PTCs) programme should incorporate and encourage learning of topics concerning conceptions about sources of knowledge and their role to enable pupils perform well academically.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose, objectives, research questions, hypothesis, scope, and significance of the study. It also presents the conceptual frame work and operational definitions**.**

1.1 Background to the study

This section is categorized into four sub-sections namely; Historical, Theoretical, Conceptual, and Contextual perspectives.

1.1.1 Historical perspective

Pupils' academic performance has been widely a discussed topic in research, and has gained attention among institutions, teachers, and policymakers due to its various implications for students and the state (Okoh, 2013). The school as an organization, has aims and objectives focused to the school's mission being achieved through good pupils' academic performance, especially in the national examinations (Okuda, 2014). Siddiek (2012) also made the argument that assessments give us confidence in the caliber of the instruction provided by teachers in the classroom.

Accountability for pupils' academic performance through tests and examinations became a threat to school head teachers and teachers (Taylor & Williams, 2001). Therefore, in order to increase students' academic performance, head teachers and instructors needed to act as change agents to modify the teaching and learning process in the classrooms. They ought to do this by effectively carrying out their respective professional tasks (Fullan, 2001). Considerations about the sources of knowledge, which include philosophically divergent sources of knowledge such as empiricism, authoritarianism, rationalism, intuitionism, and

revelationism, are among the professional roles of head teachers and teachers (Akinpelu, 1981).

In connection to the sources of knowledge, the current state of education in many nations is widely unsatisfactory, and teachers are held responsible (Motie & Sheikhzadeh, 2015). Maloba (1991) observed that teachers are central factors in the education of a child. Teachers must have a thorough understanding of the methods of knowing because they are entrusted with the personal care of their students. This is done in and outside the classroom by engaging pupils in discipline and participation in the academic and co-curricular programs in the schools to achieve holistic learning.

However, it is doubtful whether government-aided primary school teachers in Kumi district are conscious of modes of knowledge in their choice of teaching and learning methodology, which has led to pupils' inadequate performance in both academics and co-curricular activities. Standardized public examinations have led to traditional teaching methodologies that limit pupils' concentration in their work (Mitana, Muwagga, & Ssempala, 2019). This has led to limited pupil self-discovery, skill practice, and group discussions. This is because most of time is utilized by teachers rushing to complete the syllabus. The general pedagogical knowledge, content knowledge, and pedagogical content knowledge have not been shown to be teaching-worthy, and students' performance has been low (Mitana, Muwagga, & Ssempala, 2019; Shulman & Sherin, 2004). Freire (2018), in Rugut & Cosman (2013), emphasises the idea of authentic education and contends that instruction should empower learners to critically and privately reflect on their surroundings and, if required, contradict what their professors or masters are saying.

In order to improve pupils' academic performance, teachers should have a clear view on how knowledge is acquired in order to employ better teaching methods and approaches for the

teaching-learning process and be more intelligently prepared. In schools, pupils are led to learn various forms of knowledge, skills, and attitudes, which call for a variety of methods. Such methods need to be consciously determined, and epistemological orientation is essential in this regard (Akinpelu, 1981).

1.1.2 Conceptual perspective

1.1.2.1 Teachers' conceptions about Sources of Knowledge

According to Margolis and Stephen (2012), conception is the forming of an idea for something in one's mind. Because knowledge is obtained through experience, perception, discovery or learning, ideas of sources of knowledge include familiarity, awareness or comprehension of anything such as facts, information, descriptions or skills (Tholappan, 2015). For anyone to qualify as a teacher, one has to have the ability to conceptualize this knowledge.

Teachers who conceptualize the different sources of knowledge are knowledgeable in their fields of expertise and actively involve in the social, intellectual, physical, and moral development of the students in their class (Caena, 2011). Teachers' ideas about the sources of knowledge help students develop their knowledge, competence, and virtue. This in turn enables teachers to instruct students in government-aided primary schools in subjects including literacy and numeracy, handicrafts or vocational training, the arts, religion, civics, community roles, and life skills (Caena, 2011).

1.1.2.2 Pupils' academic performance

Teachers in government-supported elementary schools have the ability to improve students' academic performance through conceived knowledge. Thus, according to Trow (1995), cited in Ganai and Mir (2013), academic performance is the knowledge, ability or degree of

competence in school tasks typically measured by standardized tests and expressed in grades or units based on pupils' performance. Students' academic performance is conceptualized as the ability of students to do something.

Additionally, Ganai and Mir (2013), explain academic performance as the knowledge acquired or skills honed in academic subjects that are typically determined by test scores or grades given by the teacher. Academic performance is measured by participants' examination results at the conclusion of a specific program in a specific field of study (Okoh, 2013). This is consistent with Adeyemi's (2005) definition of academic performance as a student's current scholastic position.

1.1.3 Theoretical perspective

Dewey's (1998) Constructivism Philosophy of teaching and learning served as the basis for the research (Olusegun, 2015; Babakr, 2019). Constructivism is essentially a hypothesis about how people learn based on observation and research from science (Olusegun, 2015). According to the notion, "by experiencing things and reflecting on those experiences, humans develop their own perspective and knowledge of the universe" (Bereiter, 1994). According to cognitive constructivists like Jean Piaget (1972), students create their own reality, or at the very least, interpret it based on their perceptions and experiences (Babakr, 2019).

The constructivist theory guides the study in the following ways: One of the ways is that the learner is better able to deal with life situations because of their ability to interpret multiple realities. For example, a learner who can solve problems is more likely to apply existing knowledge to new situations. The theory is also useful for tasks requiring divergent thinking and solving social problems. Learners are given the opportunity to explore, think, and act in a logical way. The methods recommended by the cognitive-constructivist theorists are crucial for tasks that require high-level processing, such as classification and problem solving. The

theory encourages one to learn through discovery. When one learns through discovery, one learns principles that one can apply widely. The constructivist theory also motivated the development of educational philosophies and programs emphasizing discovery learning and direct contact with the environment. The constructivist theory of Piaget's cognitive development made people aware that children's age is extremely important in influencing the way they think, what they learn, how they learn, and what they are able to do.

However, the constructivist theory has its disadvantages; particularly, Piaget's cognitive theory underestimated the competencies of infants and preschoolers. For example, it has been shown through research that these children are not egocentric and can classify and conserve in certain situations. Many studies have also shown that performance on Piagetian tasks can be improved through training. The stage theory of Piaget does not sufficiently give attention to social and cultural influences. The stages are not unitary structures of thought. For example, a child can conserve a certain concept but not others. Divergent thinking and action can be a problem where conformity is required. The theory does not give room to teachers to officially manage the class but rather to guide and facilitate. This calls for a high level of efficiency and preparedness so as to manage the number of pupils in these classes. In most Ugandan primary schools, the number of pupils is too large to allow the teacher to apply the constructivism approach to teaching. In addition, the resources, like laboratory equipment and text books, may not be sufficient to make this theory realistic.

The constructivist theory is so important in that it ensures that the activities developed for pupils are appropriate for their age. The theory reminds teachers to provide a variety of experiences, teaching-learning materials, and methods to cater for pupils' individual differences so as to improve their academic performance. Constructivist theory encourages teachers to foster reflective practices by encouraging an understanding of one's own thinking

process and problem-solving methods. Pupils should be given natural and real-life experiences and materials to enhance the learning process. The constructivist theory also allows students to build knowledge from their experiences. The theory supports the collaborative construction of knowledge through social negotiation, group work activities, and not having too much competition among learners. The constructivist theory encourages divergent thinking by accepting that there are many ways of arriving at solutions to a particular problem and that there is not always a right answer. The theory reminds teachers to act as coaches, facilitators, or mentors rather than as givers of knowledge. The constructivist theory reminds teachers that testing should be integrated into the task rather than as a separate activity. The objective of the test and the use of observation to understand pupils are emphasized.

The constructivist theory of learning is used in this study to remind teachers to provide pupils with an environment that challenges them to learn on their own through problem-solving, asking and answering questions, and doing activities on their own. Teachers also should also provide feedback to students, answer their questions, ask those additional questions, correct students, and recognize their efforts and achievements.

.1.1.4 Contextual perspective

In Uganda, the 2017 UNEB report on the performance of pupils in the Primary Leaving Examination in Eastern Uganda was the worst amongst all the regions in Uganda (Manishimwe, 2018). This prompted the Minister of Education and Sports to visit the Eastern Districts of Uganda to find out about the persistent poor performance of pupils.

To demonstrate their dissatisfaction, pupils stormed the District Education Office, demanding better education (Manishimwe, 2018). In response to pupils' dissatisfaction with education, the district, with support from the Ministry of Education and Sports, organized refresher

training courses to remind teachers of what they had learned earlier in the training workshop that took place at St. Aloysius primary teachers' college (Omoding, 2013). The training was to equip teachers with modern teaching and learning methods in the primary schools and to re-awaken the teachers' philosophical conceptions about sources of knowledge (how best a pupil learns) to improve pupils' performance. The training also focused on reading and writing skills since it had been one of the causes of the high failure rate in the district, where teachers were blamed for being "half-baked," hence poor pupils' academic performance.

As a result, the preceding demonstrated that there was much to be researched in the teachers' conceptions of knowledge sources in order to improve pupils' academic performance in Kumi district.

1.2 Statement of the problem

Different educational philosophers and educators place varying emphasis on sources of knowledge, for example, Empiricism, Authoritarianism, and Rationalism (Akinpelu, 1981). There is a close relationship between sources of knowledge, good methods of teaching, and good performance (Akinpelu, 1981). Nakibirige (1999) states that teachers are not well versed with the sources of knowledge behind good teaching methods like the learner-centered method, the Socratic method, and the experimental method, which influence pupils' academic performance, yet as noted, there is a relationship between the source of knowledge and pupils' academic performance. Many pupils in primary schools perform poorly, and researchers have written on the causes of poor academic performance, but none has reported on teachers' sources of knowledge as a factor influencing pupils' academic performance (Nakibirige, 1999; Manishimwe, 2018). Therefore, the study sought to investigate how Teachers' Conceptions about Sources of knowledge affect Pupils' academic performance in government aided primary schools.

1.3 Purpose of the study

The purpose of was to establish how Teachers' Conceptions about Sources of Knowledge affect Pupils' academic Performance in Government aided primary schools.

1.4 Objectives of the study

The study was guided by the following three objectives.

1. To establish teachers' conceptions about the sources of knowledge in government aided primary schools.
2. To analyze how pupils are aided during the teaching-learning process in government aided primary schools.
3. To determine whether there is a relationship between teachers' conceptions about sources of knowledge and the pupils' academic performance in government aided primary schools.

1.5 Research questions

1. What are the teachers' conceptions about sources of knowledge in government aided primary schools?

2. How are pupils aided during the teaching-learning process in government aided primary schools?

1.6 Research hypothesis

H1: There is a significant statistical relationship between teachers' conceptions about the sources of knowledge and the pupils' academic performance in government aided primary schools.

1.7 Scope of the study

1.7.1 Geographical scope

The study was carried out in government-sponsored primary schools in Kumi District, Eastern Uganda. The researcher chose Kumi district's government-funded primary schools because of their persistently dismal academic performance (Ministry of Education and Sports, 2017; Mukhaye, 2018). Eastern Uganda's Kumi District served as the site of the study. The Kumi District covers a total area of 1,074.6 km2 (414.9 sq miles) (Kumi District Local Government, 2018). Kumi District is bordered to the north by Katakwi District, to the north-east by Nakapiripirit District, to the east by Bukedea District, Palisa Districts in the South-West, and to the west by Ngora District. Kumi district is made up of eight sub-counties namely; Ongino Sub-County, Atutur Sub-County, Nyero Sub-County, Kanyumu Sub-County, Mukongoro Sub-County, Kumi Town Council, and Kumi Sub-County. The boundaries and neighborhood of Kumi district are as per Appendix II.

1.7.2 Content scope

The content scope included mainly orientation of primary school teachers in Uganda on sources of knowledge in relation to pupils' academic performance.

1.7.3 Time scope

The study was conducted between 2016 and 2019. The years of study reflected the poor academic performance as referred to in the results of the primary leaving examination by pupils in Eastern Uganda, Kumi District (Ministry of Education and Sports, 2017; Mukhaye, 2018). Reference is also made to Appendix VIII, which shows the academic performance of the Kumi District.

1.8 Significance of the Study

The findings of the study are important mainly in four ways:

1. The study may aid educators and educational leaders in their evaluation of teachers' practices by shedding new light on the methods of knowledge transmission in schools. Educationalists and educational leaders will do these assessments through internal and external supervision, the holding of educational conferences, appraisals of teachers, and guidance and counseling. Teachers will be motivated to learn new philosophical approaches to better handling students in order to improve their academic performance as a result of the fore mentioned processes.

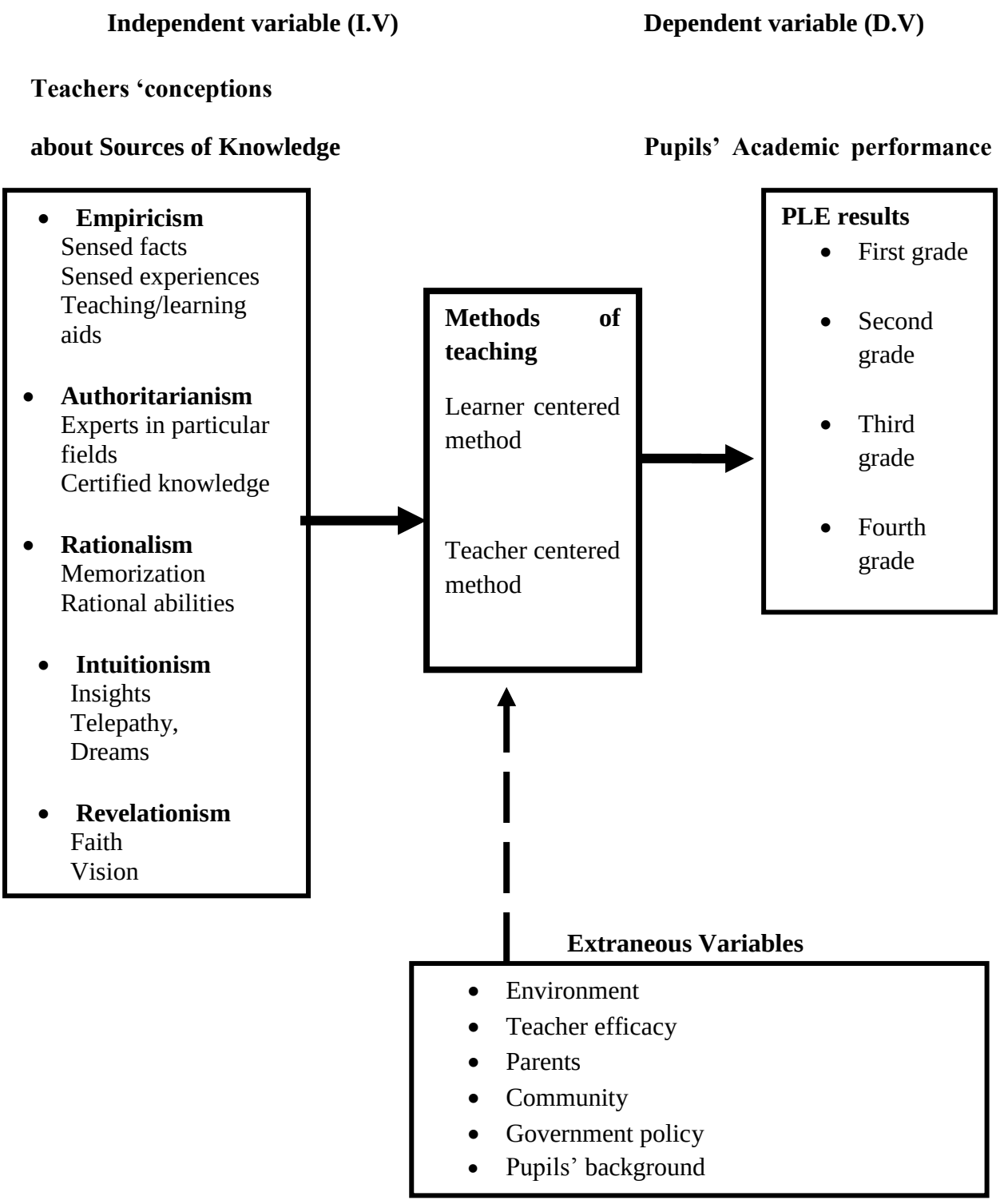
2. The study may encourage service teachers to reflect on the types of fundamental beliefs they hold about alternative teaching methods that are supported by evidence, philosophically analyzed, and proven worthy of being applied in the teaching-learning process to enhance pupils' academic performance.

3. The study may help stimulate new thinking about approaches regarding the training of teachers in training institutions and professional development programs. Tutors in the Primary Teachers Colleges will appreciate the fact that they are supposed to learn and understand Philosophical orientations on Epistemology so as to equip themselves with sources of knowledge to enable them to train professional teachers, who will in turn be employed in the primary schools to improve pupils' academic performance through the use of correct Philosophical approaches.

4. The study may add literature reviews to the already established data about teachers' conceptions of knowledge sources and students' academic performance, serving as a resource for future academicians who might be interested in researching the same studied variables of Teachers Conceptions about Knowledge Sources and the Students' Academic Performance in Primary Schools.

1.9 Conceptual framework

Figure 1; The relationship between teachers' conceptions about sources of knowledge and pupils' academic performance



Source: Designed by the researcher (2020).

According to the paradigm in Figure 1, the independent variable is defined as teachers' views about sources of knowledge, and sources of knowledge indicators are Empiricism, Rationalism, Authoritarianism, Revelationism, and Intuitionism. The issues that were looked at under empiricism include sensed facts, sensed experiences, and teaching and learning aids. While authority was a source of knowledge, emphasis was put on experts in particular fields and certified knowledge. Reason is comprised of memorization, rational abilities, and the mind. There is intuition, which is comprised of insights, telepathy, and dreams. Another source is the revolution, which consists of visions and faith. To attain academic performance, the methods of teaching have to be considered, for example, the learner-centered method and the teacher-centered method, which are determined by the sources of knowledge. The dependent variable is conceptualized as pupils' academic performance, with the indicators categorized into PLE results, which comprise first grade, second grade, third grade, and fourth grade.

However, teachers' conceptions about the source of knowledge can be affected by extraneous variables like the environment and government policy (regulation), pupils' backgrounds, teacher efficacy, parents, and community.

1.10 Operational definitions

Academic performance: The knowledge, aptitude, or level of proficiency in academic tasks that is typically evaluated by exams and indicated in grade.

Authoritarian Knowledge: Based on information that has been obtained from books, research studies, experts.

Empiricism: The idea that all learning comes from only experience and observations.

Good performance: Pupil attaining the required mark ranging from the average to the best.

Knowledge: Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject**.**

Learner centered method: The student is actively involved in the learning process as the teacher does the moderation and facilitation.

Performance: Is the ability to do something.

Poor performance: The pupil does not meet the set mark (pass mark) in a given examination.

Pupils: Primary school going children who attend formal education.

Pupils' academic performance: The ability of primary school children to demonstrate intellectual abilities in class measured in terms of examination grade assessment.

Rationalism: The theory that advances reason rather than experience and is the foundation of certainty in knowledge.

Teachers: Professional qualified personnel involved in the physical, intellectual and moral development of pupils at school.

Teacher centered method: Teacher is the king, the boss, the owner of the knowledge and students are merely passive and recipients.

Teacher efficacy: The ability of a teacher to achieve the required levels of student engagement and learning, even with challenging or unmotivated students, is referred to as teacher effectiveness.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter entails literature related to the objectives of the study regarding the structure of teachers' conceptions about sources of knowledge and pupils' academic performance, the gaps and summary of the literature.

2.1 Teachers' Conceptions about Sources of Knowledge for teaching-learning process

According to Firestone (2016), basic perceptual processes of sourcing and transferring knowledge can be significantly influenced top-down by higher-level cognitive processes, including beliefs, desires, and motives. Different perspectives on knowledge sources influence how teachers transmit knowledge content to their students. Such a relation is highlighted by a number of educators, Habaimana (2001) and Mwanahewa (1997), who discuss generalized conceptions about sources of knowledge and their limitations. These, according to Mwanahewa (1997), include sense and perceptual experience (empiricism), authority (authoritarianism), reason, intuition, and revelation.

In relation to Authoritarianism, a great deal of our knowledge is derived from the testimony of some authorities. In school practice, teachers accept without questioning the given formulas for solving certain mathematical problems, and we memorize for decimalizing English assessments. We could check the accuracy of these formulas personally, to accept them in order to save time and effort; after all, they have been vouched for by authorities in mathematics for a long time. Modern civilization would be unable to function without authoritative knowledge of this sort, but it should be noted that philosophical problems arise

concerning the validity of the information upon which we base our conclusions. These problems tend to become more complex as factual information proliferates.

Many nations, particularly those in Asia and Africa, have always adhered to the conventional strategy, which is founded on teacher-directed learning (Mapesos, 2017). However, in recent years, they have switched to a more modern strategy that incorporates student-centered learning activities like problem-based learning. Here, teachers have shifted away from embracing authoritarianism as a source of information and have begun to accept various approaches, such as the use of collaborative learning, inquiry-based learning, cooperative learning, small group learning, peer led team learning, and project-based learning (Benlahcene, Sana, Tahira, Muhammad, & Wu, 2020). This is due to mounting evidence that these educational activities can effectively aid students in acquiring the knowledge and abilities that they frequently lack (Benlahcene et al., 2020).

According to Angus (2013), the core tenet of the pupil-centered learning strategy is to promote student involvement and active learning, which improves students' independent thinking, knowledge, and abilities, which in turn boost critical thinking. Additionally, students' roles in pupil-centered learning approaches differ dramatically from those in teacher-centered approaches (Lee, 2009). Determining instructors' beliefs regarding sources of knowledge is crucial during the teaching and learning processes.

A study was undertaken by Gelişli (2009) to ascertain the impact of student success on pupil-centered training methods. The findings indicated that, as compared to the teacher-centered group, the group using pupil-centered methods had much higher measured success. Collaborative, cooperative, problem-based, small-group, and project-based learning are some of the mediation techniques used in pupil-centered learning. According to earlier studies, the student-centered learning approach has numerous advantages over conventional teaching

methods (Asoodeh, 2012). However, the ECAM model of mediation is the only important strategy that jointly considers environment, cognition, affectivity, and metacognition. This model was introduced by Abdul Rahim in 2007. Both students and teachers regard these as trustworthy sources of information.

According to Siegel (2007), authoritative knowledge can be obtained through research and law, the manufacturing industry, and university consulting, among other avenues. He further asserts that although these authoritarian sources have given the world all the basic knowledge necessary to make man come to terms with the world, they also have the following limitations, which teachers should be aware of. First, their attaining the title "expert" might have been achieved without much critical scrutiny; hence, what they have written may contain truths and falsehoods, and the knowledge they give can lead the whole world to perdition. Second, authoritative knowledge, such as encyclopedic knowledge and textbook knowledge, may become obsolete over time. Thirdly, can man possibly attain absolute truth about any subject on earth? Surely such authoritative writers should not commit a fallacy that what they have published is perfect. They are humans, hence liable to error. So every authoritative book has to be treated tentatively and with caution because other authors may have information that contradicts or falsifies the existing knowledge.

Conversely, empirical knowledge is gained through the senses, notably through experimentation and observation (Akinpelu, 1981). Its theory is called empiricism, and it is confirmed by the evidence of the senses. This kind of knowledge is acquired through observation of the world around us, using our senses, and through firsthand knowledge gained through our own experiences (Akinpelu, 1981). In his article on human understanding, John Locke maintained that nothing in the mind came from the senses first (Smith et al. 2004). According to this theory, the mind is viewed as a blank canvas that experiences are

written on. All main and secondary ideas including abstract ones, in Locke's view come from the senses or from the mind's analysis of the sensory experience. This is an extremely important source of knowledge in today's world of science and technology, but the senses alone cannot provide children with knowledge without the cooperation of reason (Akinpelu, 1981). It was stated by Anthony (2019) that teachers use empirically acquired knowledge to teach pupils, for example, by using visual aids, carrying out experiments, and examining pupils, which help teachers understand the pupils' learning progress. In other words, using empirical knowledge helps teachers interpret the senses and performance of pupils and give them meaning for awarding grades.

In the 2007 study about human understanding, Hume expanded on Locke's contention by aiming to construct a science of human nature by relying purely on sensory and experiential evidence. He rejected all concepts including those of God, the self, causality, and inductive knowledge that were not based on personal experience. In regards to causation, he asserted that all people can infer from their personal experiences that there is a consistent correlation between two events. It is impossible to demonstrate that one thing caused another. Hume (2007) criticized the idea of induction, the foundation of the scientific experimental method, by making the same argument and inferring general norms from specific occurrences. According to empirical knowledge, for a statement to be valid, it must either be true by definition or be open to verification by experience (Ayer, 1955).

Knowledge is made up of concepts generated in line with observable facts, according to Kneller (1971), who claims that we form our conceptions of the world around us through our senses of sight, hearing, smell, taste, and touch. Dupuis (1973) gives the liberals' view about how we know. The liberals hold that, books, materials, the school environment, the curriculum, and teachers must be in place for the teaching and learning process to proceed.

This implies that teachers learn through observation. Nsereko (1994) explains naturalism. “We learn primarily through empirical means, which are obtained through scientific methods such as observation, hypothesis testing, and generalization, which seeks an explanatory conclusion”. However, Kneller (1971) says that this source has a limitation; sometimes empirical instruments give wrong information, for example, and a straight stick may look bent in a glass of water. Siegel (2007) also asserts that this mode of knowing is too expensive to employ in an educational situation, thus telescopes and microscopes are very expensive. So, we have to consider our acquaintance with other sources besides sense data or empirical knowledge.

Rationalism is the philosophical view that knowledge is acquired through reason alone, without the aid of the senses (Kennon, 2012; Fieser, 2020). Both philosophy and logic are excellent instances of rational knowledge, just as mathematics is. We can proceed to infer a number of consequences that must necessarily follow from a given hypothesis or premise. For instance, it follows logically from the premise that a man is a bachelor that he is not married. Alternatively, the presence of a teacher implies the existence of a student. We logically infer or conclude that there must be a learner or learners that he instructs based on the teacher's presence. A hallmark of inference is when something logically follows from what came before. According to a law of reasoning and argumentation that holds true for the majority of academic topics (Akinpelu, 1981), a teacher in mathematics should give the student credit for the logical steps they took to arrive at the answer rather than just marking the answer as correct or incorrect. This is also how philosophy works; there, the method of reaching a conclusion matters more than the conclusion itself (Akinpelu, 1981). The adherents of this conception (rationalists) argue that reason is the most authentic method of knowing. They maintain that rational knowledge is obtained by the exercise of reason alone, unaccompanied by observation of the actual state of affairs. They contend that the

fundamental ideas of formal logic and pure mathematics serve as models of rational knowing. According to conservatives, man may know the most when he employs his intellectual powers rather than his sensory ones, according to Dupuis (1985). Rationalists further argue that when teachers begin with the sense experience of pupils, they hope that the pupils will have this realm of general principles through the use of reason. So, facts need to be mastered quickly by pupils, and a large amount of time is spent on memorizing the materials to be employed in the reasoning process.

Battista (1980), further, wrote that the human mind is specialized and gifted with reasoning ability; precisely, knowledge is acquired through the use of reasoning faculties. Writing in a similar vein, Mwanahewa (1997), wrote that the mind is endowed with the capacity to reason; he claims that knowledge can reach the mind through logical means, and thus we can get knowledge when we draw inferences from the evidence provided. So, it is through the mind that the process of reasoning can extract reliable and valid knowledge.

But as Kneller (1973) and Habaimana (2001), point out that logical knowledge has its limits. It is basically impersonal and abstract; it deals with logical relationships and impersonal meanings while ignoring emotional demands and the real condition of events, despite the fact that we live emotionally within the context of those realities. In addition, not everyone can reason systematically to reach a viable solution; this means rational knowledge alone is hardly significant, and so it becomes important to consider other methods of knowing.

The teacher should be able to create an educational environment in which the student can make contact with himself or herself, become aware of it, and experience self-realization, according to existentialists like Macquarpie (1968). This necessitates the transfer taking an existential attitude. He must also have had a self-realization experience in order to be able to assist the students in this process. In order to assist students in establishing their own essence,

teachers should expose them to a variety of possible life routes and foster an environment where they can freely select their own chosen path.

In Sinha (1995), Freire writes, "Knowledge is not an isolated phenomenon." It encompasses both movement and contemplation. According to him, the process of knowing entails a dialectical progression from action to reflection and from reflection on reflection to new action. In terms of pedagogy, he claims that students should be treated as subjects rather than as objects of the learning process since this will enable them to become members of society. In the learning process, both the teacher and the students participate equally; everyone creates knowledge. A constant conversation between the teacher and the students helps to strengthen the learning process. The goal of the educational process is to free individuals from internal and external oppression and provide them with the knowledge and skills necessary to alter their reality, their way of life, and the society in which they reside.

In Sharma (2000), Plato argued that learning should be motivated and interesting. He believed that "knowledge that is learned under constraint obtains a hold on the mind" and was opposed to the use of force in education. Plato advises, "Don't then train students by force and harshness, but direct them by what amuses their minds in order to be better able to accurately find the distinctive bent of the genius in each." Plato envisioned a location where kids would want to visit, stay, and play with things that would further their education. Thus, the teacher serves as the students' continual mentor. The teachers must be well-mannered, knowledgeable, and professionally trained. He should have a strong sense of duty, be devoted to his career, and be an excellent role model. Teachers ought to live decent lives. They ought to put their words into action (Sharma, 2000).

Intuitionism is another manifestation of the knowledge source. According to Callahan (1983), intuition is the rapid explosion of a concept into consciousness that is the result of a

protracted process of unconsciousness. We suddenly jump to the answer to the issue that has been consuming our unconsciousness for days, months, or even years. Knowledge that is suggested and accepted on the basis of an individual's inner experience or imaginative vision is known as intuitive knowledge. It should be noted that there is no known source for intuitive knowledge. Many people who fill in puzzles in newspapers and get answers through quizzes use this source of knowledge.

According to Callahan (1983), intuition also takes place below the threshold of consciousness, on what psychologists refer to as the subliminal level. It contrasts with the logical process typically linked with thinking at the conscious level and is directly connected to feeling and emotion. People often realize something is true in a flash of insight (Hab'mana, 2001). According to Siegel (2007), intuitionism is the direct and instantaneous perception of something by a person when they are aware of themselves, other people's minds, the outside world, universals, values, or rational facts. Without prior knowledge of a subject or experience in the field, a person can make quick decisions and reach appropriate conclusions through intuition (Siegel, 2007).

The role of intuition as a method of knowing is hotly debated among Philosophers (Siegel, 2010). The proposition that one can grasp with immediate certainty conscious knowledge of the things, events, and people of the external world and the values and universal rational truths of reality without utilizing the senses implies the existence of non-physical experience that gives direct insight into truth (Siegel, 2007). The proponents of intuitionism, led by Kant, argue that knowledge is obtained through intuitive methods like insight, telepathy, dreams, etc. In mathematics and science, it is the eureka type of learning where one is presented with an acute problem and jumps suddenly to a solution without passing through the traditional steps. Eureka is a word for exclamation, a cry of joy when one finds or discovers something.

It is said to have been uttered by Archimedes when he hit upon a method of determining the purity of gold.

In terms of school learning, the insight method of developing the mind to obtain the capacity to intuit has been used in lower primary classes. This is through the play-way method of finding solutions to puzzles. Many times, mathematics teachers administer quizzes in class, and the pupils may reach the answer intuitively without using their reasoning faculties. Among adult learners, intuitionism is an important source of moral guidance, and even difficult mathematical calculations rely on intuitionism for solutions. Just like other methods of knowing, intuitionism has limitations. Siegel (2007) argues that, though intuited knowledge is accurate, it is not readily available at most times whenever man needs immediate solutions, particularly in school learning. However, this source is limited in its application and thus only works in moral perception and religious issues, which have less educational value when compared to knowledge from other sources.

Revelationism is the source of knowledge. Knowledge that God has imparted to man might be referred to as "revealed knowledge." In His omniscience, God encouraged some people to record and transmit the truths He revealed to them so that all humans would one day be aware of them. The Bible serves as the source of this knowledge for Jews and Christians, the Koran for Muslims, and the Bhagavad-Gita and Upanishads for Hindus. According to certain accounts, those religions' proponents received some wisdom that they allegedly recorded for humanity and attempted to share with their adherents. For this initial acquisition method, it may have only been available to those who were holy enough for God to show Himself to them by vision or trance. This way of knowing cannot be supported by logic or reasoning and is not susceptible to observation or other empirical testing. This knowledge is accurate by

faith because it only requires trust to be accepted. In the opinion of instructors of divinity and religious education, it is the most trustworthy source of information.

Siegel (2007), on the other hand, limits the Revelation as a source of knowledge. He states that it is only reliable to those who have faith, but not everyone has faith, and it does not extend to all areas, like scientific fields. In addition to the foregoing, what assurance has one that the revealed knowledge is indeed from God and not from a human source? Even when one assumes that God did reveal something, we are left with the problem of interpretation. How can we be certain that God's message is understood, and if it is, how can we be certain that it is communicated accurately?

2.2 Teachers' conceptions and how the pupils are aided in the learning

Vlasta and Zoran (2013) defined teaching as an occupation or profession, a business, or the act of teaching with the goal of achieving effective learning. So, the knowing process is concordant with teaching methods, for teachers to transmit knowledge, they need authentic teaching methods, which this research partly aims at finding out.

According to Deutsch (2009), the teacher should be able to comprehend the student as they are without imposing an ideal of what we believe they should be. Ideals impede both our comprehension of the student and the student's understanding of himself. A teacher should also be a great observer of the student, and the best way to do this is to see the student at work, playing, and in various moods (Aggarwal & Gupta, 2006). The teacher shouldn't be tempted to project his biases, hopes, or concerns onto the student. The perfect instructor will refrain from modifying him to match his quirks, prejudices, and ideals in order to satisfy himself. Given that a lamp cannot light other lamps if it does not burn itself, the teacher should likewise be an integrated educator. We cannot expect a teacher to assist students in developing integrated personalities if he or she does not have one themselves. This would

affect students' academic achievement (Aggarwal, 2007). According to Volkmein and Strauss (2004), the most important factor influencing students' academic achievement is teachers' willingness to prepare their lessons well and create assignments that the students find meaningful. According to Pascarella and Terenzini (2005), instructors' subject-matter expertise, excitement for their work, and interactions with students are crucial for students' academic success. Teachers should also have high expectations for their charges and provide timely, encouraging feedback.

Students' academic performance is significantly and favorably impacted by teacher ratings and the curriculum. Voss and Gruber (2006) used the laddering method to perform a study at a prominent German university to examine the qualities of professors that students desire and seek (a data collection technique in which respondents are asked to produce ladders or give answers in such a sequence that they reflect growing levels of abstraction). Students admire teachers' expertise, approach, attitude, and excitement, as well as their ability to adapt to their requirements and communicate effectively, according to the findings. Students and teachers both desire high-quality instruction in order to succeed academically and professionally.

In connection to the process of learning, Akinpelu (1981) presents many ideologies and their perspectives on teaching techniques. The idealist believes that dialectic, the Socratic Method, or questions and answers that engage the child's mind and are referred to as teacher-student partnerships are the best ways to elicit information. Appropriate questions are asked, which, when based on the child's current knowledge, can gradually lead him to new knowledge. This is the best method among idealists because they hold that the source of knowledge is within, so children are born with ideas. Idealists also advocate for the use of project-based learning, in which students begin learning activities individually or in groups, carry them out independently, and understand the underlying principles of their experiences. It should also

be noted that despite the other methods seen in the foregoing, the idealists emphasize the pupil's self-learning as the core of education, and thus the ultimate responsibility for learning must rest with the pupil, not with the teacher. From the above account of the idealist philosophy, it is clear to the researcher that their ideas about teaching methods are out of date and that they need to look at other philosophies. Since knowledge cannot be transferred, both teachers and students must make learning feasible. The idea of lecturing or assigning books for students to read must be abandoned by the teachers. Learning through communication is a collaborative effort between teachers and students (Hagstrom, 2012).

Akinpelu (1981) further gives the realists' view of teaching methods in relation to the knowing process. They believe that the teacher is a storehouse of knowledge; hence, their teaching methods are teacher-centered and discipline-focused. However, they also believe that in order for a child to understand a subject, they must develop the practice of self-discipline. Realists believe that there are fundamental facts to be passed down, and since the teacher is aware of some of these realities, knowledge is external to individuals. This is what John Dewey describes as "traditional discipline"—centered and teacher-oriented education. But this method has defects. The major weakness is that pupils are not accorded recognition, yet they need confidence and independence for proper acquisition of knowledge.

The most fundamental principle for Pragmatists is that teaching must be child-centered, which means it must take into account the child's current needs, interests, and abilities, yet it should not end with his current requirements alone. Learning by doing is one teaching strategy that makes use of multiple senses while still involving the student in the task. It is one where students learn theoretical information that has been isolated from how to solve problems. The source of information is experience; thus, what is taught must involve practical activity or practical application of his knowledge. The student material must be

presented at the child's level, and any examples must relate to the students' current requirements. The project method, which assigns issues to groups and allows students to use their own initiative and innate intelligence to solve the difficulties, should also be highlighted. According to Dewey (1963), instruction must adhere to two criteria: interaction and continuity. This calls for the employment of activity- and discovery-based teaching strategies as well as giving students the most freedom possible. According to him, subject matter should be child-centered because it always evolves in light of what men do to their environment.

The Socratic style of teaching is emphasized by existentialists and idealists because it involves the student in the action and involves both the teacher and the student in a shared search for knowledge through dialogue. It's a technique Socrates himself employed as a "midwife" to give birth to other people's ideas, and it takes the student into consideration. Existentialism is a contemporary philosophy that developed in the 19th and 20th centuries in response to traditional philosophy, which is focused on rational and objective truth or knowledge and was inspired by thinkers like Kierkegaard, Nietzsche, Jaspers, Sartre, and Heidegger (Malik & Akhter, 2013). Existentialism challenges the validity of traditional objective standardized tests and assessments in terms of knowledge conception because they have long focused on measuring intelligence associated with reality knowledge, such as linguistic and mathematical intelligence, at the expense of other types of intelligence, such as naturalistic and existential intelligence (Gardner, 1983; McKenzie, 2002). Existentialism rejects the idea of a common intelligence and standardized tests and asserts that a person's subjectivity is paramount and more significant than the existence of systems, nations, and the entire universe (Malik & Akhter, 2013).

Existentialism advocates for individualized evaluations in opposition to objectively standardized knowledge and exams because it holds that knowledge is a personal possession and that any information that is based on generic ideas and systems is similarly an illusion or even self-destructive (Malik & Akhter, 2013). Existentialists would describe traditional educational assessment, which primarily focuses on objective and systematized knowledge, as self-destruction since, in their view, it is ludicrous when viewed in terms of accountability, selection, and certification (Greaney & Kellaghan, 2008).

The teacher must allow for freedom of speech and debate in the classroom while also being aware that his own opinions, which are supported by more knowledge and experience, will be given more weight. Students must be able to exercise their right to free speech, and teachers must foster an environment in the classroom that is accepting and free from intimidation so that students can voice their opinions. The Socratic Way, or teacher-student collaboration, is thus the most effective method. The Socratic Method transforms the instructor into an evoker or an awakener for the pupil's personal knowledge, yet it should be noted that the source of knowledge for existentialists is personal experience.

Because the learner’s individuality transcends all societal norms, systems, and expectations, existentialists frequently place more emphasis on the learner's personality in the classroom than on the subject matter or even the class (Malik & Akhter, 2013). However, the World Bank (2008) and Freire (2018) report that while educational assessment is an important component of what takes place in the classroom, most activities are designed to help students internalize specific ideas that they will be expected to recall and reproduce in exams. This practice limits the ability of each student to independently verify the lesson content. The majority of curricula in Sub-Saharan Africa (SSA) are said to "formally aim at learning outcomes like comprehension, application of knowledge, methodological and social

competencies, and problem-solving," but the current "assessment and examination practices are limited to the recapitulation of memorized facts," according to additional information (World Bank, 2008; Freire, 2018). In this instance, it is assumed that educational assessment does not serve as a gauge of students' capacity for introspective reflection on their life objectives, difficulties, and desires. Instead, the promotion of systems and social norms through evaluation and exams condemns students to conform to them. Therefore, the World Bank (2008) and Freire (2018) suggest that a change in the current educational assessment is necessary in order to move away from the rote learning that currently predominates in African classrooms and to place more emphasis on the teaching of higher-order thinking and social skills. However, the World Bank does not suggest any knowledge that may be implemented to allow students to strengthen their critical thinking and problem-solving skills.

2.3 Relationship between teachers' conceptions about sources of knowledge and pupils' academic performance

In relation to this study, the study conducted by Trigwel & Prosser's (1996) study found a significant correlation between teachers' ideas of the sources of information and students' academic achievement. However, Bas & Beyhan (2013) found that there was a significant inverse relationship between constructivist teaching and learning conceptions of prospective teachers and the student control ideologies, while there was a significant inverse relationship between conceptions of traditional learning and the ideologies. So, this might have been due to a prospective teacher having a flawed understanding of the sources of knowledge and how they significantly impact students' academic performance in government-sponsored primary schools.

For idealists, learning in the context of education depends equally on teachers and students (Akinpelu, 2005). This is supported by research done by Bas (2015), who discovered a

connection between instructors' teaching-learning strategies and their educational philosophical ideas. Additionally, he found a connection between progressivism and the constructivist idea of teaching and learning. All of these have an impact on students' academic success, either directly or indirectly. Thus, in order to create a candidate with a wide range of skills and abilities, the philosophical ideologies of the teachers must focus on achieving great results and personal skills and competences.

In addition, Ibrahim et al (2019) provide a realistic assessment of the teacher-student relationship with regard to the problem of knowing. According to realists, a teacher must accurately convey the fundamental principles of his subject since he or she is a storehouse of information, a cultural representative, and a repository of wisdom. On the other hand, it is the learner's responsibility to integrate or absorb the truths that are taught to him. Therefore, in a learning environment, the instructor is the source of knowledge. However, the final PLE results and students' individual skills like reading and writing must reflect this knowledge.

Unlike the idealists, the realists believe in the transfer of knowledge into the learners' mental treasury because the source of knowledge is the material world, that is why the impressional model typified the Realists way of teaching, whereby the blank mind of the pupil at birth is 'filled with knowledge from outside or from the teacher (Shahid, 2008). The desired end result of teaching is an accumulation in the learner of basic elements fed in from without organized and processed in standard ways, so in this sense, the relationship between the teacher and pupil is that the teacher treats the pupil as though, he/she has empty mind, therefore at the receiving end of knowledge, and the teachers' role is to present mass information to the attentive pupils.

According to pragmatism, the teacher's main responsibility is to direct the student's learning activities because he or she is fundamentally an organizer and moderator of the student's

learning (Beniwal, 2018). The teacher serves as a resource person that the child can turn to for assistance with issues that he is unable to resolve on his own. Since experience is the foundation of knowledge, teachers encourage their students' problem-solving skills by sharing their own experiences with them (Beniwal, 2018). The learning assignments should be chosen by the teacher, who should then arrange them logically according to the child's level of development. The educator is actively involved in the learning process, sharing knowledge with his students and fostering the growth of intellect.

The existentialists on the other hand, their view about how pupils should be taught in respect to knowing process, is that the teacher has to bring himself close to the pupil (Ginny, 2012), he must be a counselor and a guide to the teaching learning process, and the learner has to participate in the teaching learning process (Juliano, 2016) so as to enhance their academic performance. The process of getting knowledge is a joint search by the teacher and the learner (Ginny, 2012). The students' ultimate goal, however, is to become autonomous, self-sufficient, and capable of making their own decisions, which are fundamental signs of skills learned in school. According to existentialists, a child's parents are their finest teachers because they accept them for who they are. On the other hand, the student is an "open possibility," a growing person with many potentials, and the teacher's job is to help him achieve some of these potentials. Therefore, the existentialist educator views the student as the source of his knowledge from firsthand experience (Kankara, 2017). According to this school of thought, knowledge gained through personal experience is the most reliable source of information. As a result, teachers must allow for free speech and classroom debate while also being aware that his own opinions will be given more weight because they are based on more extensive and superior experience (Malik & Akhter, 2013).

The review has accordingly centered on how different philosophical beliefs about how do we know can lead to different approaches to teaching learning methodologies, aims of education

and nature of the subject content. Many philosophers are interested in the method of knowing. Peterson (2003) suggested that educated people are those whose states of mind and behavior exhibit knowledge and understanding, but they are not born this way. So, a philosophical exploration of the source of knowledge is very vital and calls for an immediate research. Linked to the above, Dupuis (1985), observed the modern concern with the mode of acquiring knowledge makes epistemology the heart of the philosophical endeavor and guide of educational practice, teachers need to know how pupils acquire knowledge and the researcher found it significant to disclose the conceptions regarding source of knowledge held by teachers at primary school level. All this is aimed at helping pupils obtain good grades, competences and other vital skills of life.

2.4 The Literature gaps

Based on the literature already in existence, teachers' conceptions about sources of knowledge and pupils' academic performance have been studied in different schools and organizations (Jaguszewski & Williams, 2013). According to most of the literature reviewed (Ginny, 2012; Shahid, 2008; Akinpelu, 1981), basically tackled teachers' conceptions about sources of knowledge. However, teachers' conceptions about sources of knowledge and pupils' academic performance have not been well addressed, especially in Uganda. Therefore, this justifies the need to evaluate this phenomenon so as to advance remedies to the problem and propose recommendations on how teachers' conceptions about sources of knowledge can influence pupils' academic performance in primary schools.

2.5 Summary of the Literature Review

The literature review has given us the basic conceptions about sources of knowledge, for example, Empiricism, Authoritarianism, Rationalism, Intuitionism, and Revelationism, as well as pupils' academic performance with their correspondence to the PLE grades,

competences, and skill acquisition. These methodologies have been backed up by philosophical beliefs grouped into; Realist, Idealist, Pragmatist and Existentialist. Regarding the study's objectives, it has been highlighted that while there have been various investigations into teachers' beliefs about the sources of information in primary schools, the majority of these investigations lacked sufficient validity and were designed to address urgent issues. The majority of these studies lacked a critical and philosophical examination of how teachers conceptualize knowledge and how it affects students' academic performance. Schools of thought and sources of knowledge that have been presented all call for adjustments in the teaching methods so as to have an interactive and learner centered approach to teaching.

The researcher believes that the data collection findings will shed light on whether teachers' perceptions of knowledge sources directly or indirectly influence students' academic performance in primary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology and processes of inquiry that were used in the study. The chapter began by presenting the description of the study area, the research design, data collection methods, analysis and gave methodological decisions to enhance the validity and reliability of the results. Ethical considerations were observed and discussed. The chapter concluded with a discussion of the challenges and limitations of the study.

3.1 The study area

The study was conducted in Kumi District government-aided elementary schools and the schools are as listed below;

Sub-county	**Primary school**
Kumi Sub-county	Kumi Boys and Girls, Basaar, Aterai, Aburbur, Olupe, and Otipe Primary Schools.
Ongino Sub County	Adeso, Atuitui, Aakum, Ongino, Kapolin, Akide, Kanapa, Totolim, Kapasak, and Akolitorom Primary Schools.
Kanyumu Sub County	Kogil, Aukot, Kokomer, Kadengel, Akulony, Agurut, Olimai, and Ajuket Primary Schools.
Atutur subcounty	Atutur Elementary School, Kapokina, Kacherede, Kajama, Kamenya, Kamaca, and Kajamaka Primary Schools.
Kumi Sub County	Omolokonyo Elementary School, Asiinge, Boma North, Ceele, Olungai, and Omatenga Primary Schools

3.1.1 Choice of the study area

Kumi district government-aided primary schools were selected for this study because the Ministry of Education and Sports cited poor academic performance in the Eastern region of Uganda and indicated that Primary Leaving Examination performances were poor, yet other regions of Uganda performed well (Ministry of Education and Sports, 2017b; UWEZO, 2015; NAPE, 2015).

3.2 Research Design

A cross-sectional survey research design was used in the study. The design was chosen because it allowed for a thorough investigation of a particular phenomenon (Zainal, 2009), and as a result, it was thought to be appropriate for investigating primary school teachers' conceptions of the sources of knowledge and students' academic performance in the Kumi District. Additionally, cross-sectional survey designs are widely employed to identify the predominant traits in a community at a specific moment (Kendra, 2019). A cross-sectional survey design was also chosen because it captures the present situation. For the objective of triangulation, qualitative and quantitative methodologies complement one another (Boeije, 2010; Creswell, 2013). The approach helped the researcher get a clear picture of the domain being investigated. Qualitative and quantitative approaches helped to comprehensively examine the study variables (Odiya, 2009).

3.3 Study population and sampling techniques

3.3.1 Target population

The study focused on pupils, teachers, head teachers and directors of studies from government-aided primary schools in Kumi district. In order to get a representative sample of respondents who are constant and homogeneous , only government-aided primary schools

were chosen. The major practitioners of knowledge that could be used to enhance pupils' academic performance at the primary school level were also chosen as the study population.

3.3.2 Sampling Technique

The researcher employed purposive and simple random sampling techniques. Purposive sampling entailed locating and choosing instructors, that is, head teachers, directors of studies, and classroom teachers who had particular expertise in or experience with a phenomenon of interest (Cresswell & Plano, 2011). Bernard (2002) and Spradley (1979) emphasize the significance of availability, participation, and the capacity for clear, expressive, and reflective communication of experiences and opinions in addition to knowledge and experience. Contacting the principal informants, including, classroom teachers, head teachers, and directors of studies, was appropriate using the purposive sampling technique. The primary seven pupils who participated in the study were chosen at random using the basic random procedure. A straight forward random sample technique was utilized to draw conclusions about a population's statistical make-up (West, 2016). Randomization was the best technique to lessen the impact of any confounding variables, which helped to assure good internal validity. A simple random sample also had excellent external validity when the sample size was large since it accurately reflected the features of the wider population.-

3.3.3 Study sample size

Table 3.1: Showing the study population

Adopted from Eninu (2019) and modified by the Researcher

The sample size was determined using the Morgan formula so as to get the right sample size.

Category	Target Population		Sample Size		Respondents		Sampling Technique
	Male	Female	Male	Female	Male	Female	
Head teachers	38	37	33	30	20	15	Purposive sampling
Directors of studies	38	37	33	30	35	00	Purposive sampling

(Krejcie & Morgan, 1970). This formula was applied to the total number of respondents among the head teachers, directors of studies, classroom teachers, and primary seven pupils.

Classroom teachers	314	300	53	53	57	47	Purposive sampling
Pupils	2400	2400	178	178	156	124	Simple random sampling
Sub-total	2,790	2,774	297	291	265	186	
Grand total	5,564		588		454		

3.4. Data collection techniques and instruments

Data collection involved three instruments, namely, a questionnaire, an interview guide, and an observation guide.

3.4.1. Questionnaires.

In research, questionnaires are a typical instrument that were created by the researcher and utilized for data collection. The questionnaire was formatted using a Likert scale. When responding to a Likert item, participants rank a series of assertions according to how much they agree or disagree with each one (Burns & Ronald, 2008). So, the variety of responses accurately reflected the intensity of their feelings toward a particular object.

3.4.2 Interview guide

The researcher conducted interviews with head teachers and directors of studies to gather qualitative data for a thorough examination of each person's unique viewpoint (Lewis, 2003). The interviews provided more freedom, which made it possible to obtain more data (Malcom, 2016). The quantity was dependent on the saturation point (Hagaman & Wutich, 2017). Saturation happens when including more people in the study does not produce new insights or data (Guest & MacQueen, 2008; Bunce & Johnson, 2006). Due to the fact that this is a

benchmark for determining an appropriate sample size, the sample size for individual interviews was consequently dependent on the point at which saturation was reached.

3.4.3 The Classroom Observation Guide

The classroom observation guide was used to gather experiential data on the sources of knowledge and teaching-learning methods used by teachers as they taught in the classroom. The researcher's intention was to find out the source of knowledge, the teaching approach used by the teachers, the pupil's involvement in the classroom activities, and the relationship between the teacher and the pupil on the issue of knowing. The researcher observed seventeen lessons to attain qualitative data while observing the subject (teaching and learning) in its natural setting.

3.5 Validity and Reliability

3.5.1 Validity

Validity means the ability of a research instrument to measure what is intended to be measured (Field, 2005, cited by Taherdoost, 2016). Validity entails face validity and content validity. Face validity is reached by taking questionnaires and interview guides to the supervisors. The content validity of data collection instruments was ensured with the help of the technical opinions of three content experts who are well versed in areas of Philosophy of education and who rated each item based on the relevance of the questions that enabled the instruments to meet the set objectives on the four-point scale. The researcher then compiled the information in the form of a table and used it to calculate the content validity index (CVI).

$$CVI = \Sigma \frac{\text{(Number of judges who accept validity of questions)}}{\text{Total number of judges}}$$

The researcher issued 20 research instruments. 17 said it was valid, and 3 said it was not valid. The calculated CVI was 0.85. This means that the tools were valid because an instrument with a CVI of 0.7 and above is considered valid (Amin, 2005).

3.5.2 Reliability

If an instrument consistently produces the same results when given to the same respondents, it is considered to be reliable. Field (2013). In the district of Bukedea, the pre-test research was conducted in government-sponsored primary schools. This is because Bukedea district is located in the same geographical area as Kumi district and thus has teachers who share similar perspectives on sources of knowledge and issues concerning pupils' academic performance. After pre-testing the instruments on 10 respondents from various government-aided primary schools, a reliability of 0.7 for the questionnaire and interview guides was established in the study using the Cronbatch Alpha (Tavakol & Dennick, 2011) correlation formula. Therefore, an instrument with a reliability coefficient greater than 0.7 is very reliable (Yusof, 2012; DeVaus, 2007).

3.6 Data Collection Procedure

Following the University's approval of the research project, the researcher received an introduction letter from the Dean of the Graduate School. The school head teachers and directors of studies gave their previous consent for the researcher to interview them. The delivery of questionnaires to primary seven pupils and classroom teachers came next. Data from key informants was gathered by the researcher using an interview guide. Data on the sources of knowledge used in the classroom's teaching and learning processes were gathered using the observation guide. The questionnaires were individually distributed and administered by the researcher.

3.7 Data Analysis

Data analysis comprises breaking data down into components or aspects that are simple to understand, justify, and draw conclusions from (Strauss & Corbin, 1998). Both quantitative and qualitative data analysis methodologies were used in this investigation.

According to the key topic areas that arose from the objectives, such as a teacher as a counselor and guide, a teacher as a father, and a teacher as driven by rational knowledge, the qualitative data was evaluated using narrative statements (Guest et al., 2012). By creating explanations and descriptions from the data, the raw data was interpreted before being input into a one-way ANOVA. The case of the interviews involved the use of content analysis. This is because it focuses specifically on text- or transcript-based communication, which gets to the essential element of social interaction.

SPSS was used to code and enter quantitative data collected onto a computer (Ver. 16). Descriptive statistics, such as frequency tables, frequencies, and percentages produced from the answers to the study questions, were used to examine it. The theory was investigated, and a correlation was established with the study's findings.

3.8 Study limitation and delimitation

3.8.1 Limitation of the study

It was anticipated that the collection of reliable data might be difficult due to respondents' fear of victimization by their immediate supervisors and fellow teachers, who could have failed to perform their duties in and out of class. By becoming involved and informing the respondents upfront that the data is intended purely for academic purposes and that no names of respondents were required, the researcher was able to combat this. It was also anticipated that respondent schedules as teachers would make it challenging for them to be available.

This was avoided by scheduling appointments in advance and adjusting data collection timing.

3.8.2 Delimitation of the study

The study was conducted in a few selected government primary schools in the Kumi District. Consequently, conclusions from the study would not be applied to primary schools in Uganda.

3.9 Ethical considerations

3.9.1. Permission

The researcher got the approval letter that allowed him to collect data. The approval was awarded by the Graduate School upon completing the proposal and submission as evidenced in appendix vii.

3.9.2. Confidentiality

To ensure confidentiality, the researcher kept the acquired information secure, private and made data anonymous thus the information was not disclosed to other people who were not directly involved in the research (Hennink, Hutter & Bailey, 2011).

3.9.3. Informed consent

The researcher sought informed consent of participants. Informed consent is the process through which a researcher respects individual autonomy, the fundamental ethical principle (Silverman 2016). At this particular moment, the researcher explained the purpose of the research to the participants before administering the interview.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the findings of the study that focused on establishing the teachers' conceptions about sources of knowledge and pupils' academic performance in a case of government-aided primary schools in Kumi district. It presents views obtained from class room teachers, head teachers, directors of studies, and primary seven pupils in Kumi district. It covers information about the bio data of respondents and the study objectives. The themes in the findings are based on the objectives of the study. The objectives are:

1. To establish teachers' conceptions about the sources of knowledge in government-aided primary schools.
2. To analyze how pupils are aided during the teaching-learning process in government-aided primary schools.
3. To determine whether there is a relationship between teachers' conceptions about sources of knowledge and pupils' academic performance in Government-aided primary schools.

Data was collected using field questionnaires, interview guides, and classroom observation guides, which were administered to class room teachers, head teachers, directors of studies, and primary seven pupils in government-aided primary schools in Kumi district. The data was analyzed using SPSS (Ver. 16) and a one-way ANOVA was computed. Results were computed based on the study response rate presented below.

4.1 Response rate of participants

The percentage of respondents who participated in the study is indicated by the response rate. According to Frederick and Wiseman (2003), the response rate is included in research results because doing so ensures the study's validity; failing to do so may call the study's conclusions into question. Studies with a high response rate provide some comfort in the fact that the results could be extrapolated to the entire community from which the sample was taken. When comparing survey quality, response rate is usually employed. An optimal response rate should be at least 75%, and whenever a response rate is smaller, procedures must be taken to account for potential non-response errors (Bailar & Lamphier, 1978). This is as represented in table 4.1 below.

Table 4. 1: Response rate for respondents who participated in the study

Table 4. 2: Response rate of respondents by Gender

Category	Targeted population		Sample Size		Respondents		%age of Response rate
	Male	Female	Male	Female	Male	Female	
Head teachers	38 (50.7%)	37 (49.3%)	33 (52.4%)	30 (47.6%)	20 (57.1%)	15 (42.9%)	55.6%
Directors of studies	38 (50.7%)	37 (49.3%)	35 (52.4%)	30 (47.6%)	35 (100%)	00	53.8%
Classroom teachers	314 (51.1%)	300 (48.9%)	53 (50%)	53 (50%)	53 (50.9%)	51 (49.1%)	98.1%
Pupils	2400 (50%)	2400 (50%)	178 (50%)	178 (50%)	156 (55.7%)	124 (44.3%)	78.7%
TOTAL	5564		588		454		77.2%

From the table above, the study obtained a total of 77.2% response rate which was attributed to availability of sampled respondents.

4.2 Gender responsive rate

A total of 454 respondents participated in the study. The information about the gender of head teachers, directors of studies, the classroom teachers and primary seven pupils was established.

Table 4.2.1: Head teachers

Response rate of head teachers' in terms of gender

GENDER	Frequency	Percent	Valid Percent	Cumulative Percent
MALES	20	57.1	57.1	57.1
FEMALES	15	42.9	42.9	100.0
Total	35	100.0	100.0	

Source: Primary Data (2021)

Table 4.2.1 shows that male head teachers outnumbered female head teachers by 20 (57.1%) to 15 (42.9%). More males were recruited into government-aided primary schools as head teachers than their female counterparts. According to Lunyolo, Ayodo, and Tikoko's (2017) research in Ugandan primary schools, female head teachers faced challenges such as insubordination from some staff members, marginalization by male teachers, low regard from peers, having to handle dual responsibilities at home and at school, bias from male counterparts, and stigmatization by male teachers.

Table 4.2.2: Directors of studies

Response rate of Directors of studies in terms of gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent

Valid MALES	35	100.0	100.0	100.0

Source: Primary Data (2021)

Results in Table 4.2.2 show that only male teachers were serving as directors of studies in 35 (100%). This means that preference is given to male teachers to serve as Directors of studies. Female teachers in Uganda were found by Sperandio and Kagoda (2010) to have aspired to positions in school leadership, but few had set themselves up to succeed in the competitive application process and believed it to be corrupt. They also did not anticipate receiving the support of their current school administrators, which prevented them from being considered for positions like director of studies.

Table 4.2.3. Classroom teachers

Response rate of classroom teachers in terms of gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Males	57	54.8	54.8	54.8
Females	47	45.2	45.2	100.0
Total	104	100.0	100.0	

Source: Primary Data (2021)

Results in Table 4.2.3 show that male professional teachers, 57 (54.8%), were more numerous than female professional teachers, 47 (45.2%). This indicated that more males qualify as teachers and are recruited into government-aided primary schools as professional teachers than females. This is because most males attend and complete the Grade III course that places them in primary schools compared to their female counterparts (MoES, 2016). The Ministry of Education also observed college-based inequalities between males and

females in terms of intake and transition from high school to higher levels of education (MoES, 2016).

Table 4.2.4. Pupils

Response rate of pupils in terms of gender

Gender	Frequency	Percent	Valid percent	Cumulative percent
Males	156	55.7	55.7	55.7
Females	124	44.3	44.3	100.0
Total	280	100.0	100.0	

Source: Primary Data (2021)

Results in Table 4.2.4 show that 156 (55.7%) boy pupils were higher than 124 (4.3%) girl pupils . This meant that more boys complete school than girls and reach the primary seven level. This has a significant impact on the results for the dependent variable, the academic performance of children after completion.

4.4. Teachers' Conceptions about the Sources of Knowledge

The first objective of this study was to explore the teachers' conceptions about the source of knowledge. This section presents information on the sources of knowledge as conceived by different teachers.

Table 4.4.1: Authoritarianism as the most reliable source of knowledge

A table showing Authoritarianism as the most reliable source of Knowledge

Responses	Frequency	Percent	Valid Percent
AGREE	56	63.6	63.6
DISAGREE	32	36.4	36.4

Total	88	100.0	100.0

Source: Primary Data (2021)

Results in Table 4.4.1 show that most 56 (63.6%) of the respondents agree that Authoritarianism is the most reliable source of Knowledge whereas few 32 (36.4%) respondents disagree with the view that authoritarianism is the most reliable source of knowledge in the teaching-learning process. In the interviews with the head teachers of primary schools and the directors of studies, it was ascertained that authoritarianism is the most appropriate source of knowledge. Using this source, the teachers can easily offer competent and coherent knowledge during the teaching-learning process. This leads to good grades and competence since children listen attentively and master what the teacher teaches. One of the Director of Studies (DOS) said,

> *"You cannot imagine how you feel when the pupils know you as the master of the subject." They will always say, "The Encyclopaedia has come," referring to the one who knows. They respect you and honour you. Even when you commit an error, they can hardly recognize it, for they take everything as gospel truth. (School C Director of Studies: February 20, 2021).*

This demonstrates that teachers who own what they teach and can deliver it competently in class build trust among their pupils. This, in turn, boosts academic performance since the pupils will have mastered the content.

The head teacher in school C said,

> *"You will see a brain walking in the compound." However, the head teacher notes that such teachers are always arrogant, disrespectful, and proud. This is because they feel that they know a lot. "This is common among the youthful teachers." (Head of School C on February 20th, 2021).*

Therefore, such teachers may become unruly and always want to do things according to their will, notwithstanding the school's rules and regulations. They sometimes want to identify with the best-performing or urban schools.

In line with the above explanations of authoritarianism as a source of knowledge in the teaching-learning process, teachers as masters of the class deprive pupils of their potential to explore, discover, and learn on their own because teachers and textbooks are assumed to be the only sources of knowledge. Since there are changes in the physical environment due to technological advancement, knowledge also needs to be updated through research. Therefore, authority as a source of knowledge easily gets outdated. This is seen with old text books, journals, and magazines that have outdated facts and teachers who have not upgraded or attended refresher courses. As a source of knowledge, authoritarianism is insufficient to produce an all-around pupil in terms of academic performance. This does not agree with the Constructivist theory of Piaget's Cognitive Theory of Learning in Babakr (2019), where a teacher and a pupil can deal with life situations because they are able to interpret multiple realities. To interpret the multiple realities correctly, authority as a source of knowledge must be integrated with other sources of knowledge, such as empiricism and rationalism. It can control and avoid the storage of outdated information by teachers with the help of other sources of knowledge because authority knowledge is subject to change, which is why many studies have shown that performance on Pigeon-like tasks can be improved through training (Babakr, 2019). There is therefore no master of the subject, but all are learners because there is no limitation to learning. Authoritarianism as a source of knowledge therefore negatively influences pupils' academic performance.

Table 4.4.2: Teachers get motivated of our knowledge through rationalism (Rational knowledge)

A table showing how teachers get motivated through rationalism

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	68	77.3	77.3	77.3
DISAGREE	20	22.7	22.7	100.0
Total	88	100.0	100.0	

Source: Primary Data (2021)

Results in Table 4.4.2 show that most 68 (77.3%) of the respondents agree that teachers get motivated by knowledge through rationalism. They believe that knowledge is gotten through reasoning, which is the ability to use cognitive faculties so as to come to true knowledge. However, some 20 (22.7%) respondents do not agree with this assertion . They believe that this is only part of the source of knowledge and does not stand alone to make knowledge sufficient and self-sustaining.

Through such source of knowledge, pupils are able to acquire and develop cognitive skills like reasoning and critical thinking, which they can later use in life. Programs like discussion and debate help equip pupils with these skills and competences, like reading, effective communication, writing, confidence, and fluency.

It was noted that some teachers feel confident when they can chronologically present their material without errors in the logical flow of sentences. Teachers are known as Philosophers, especially when they can sustain a conversation without any contradictions. The head teacher had this to say:

"These teachers always want to argue, defend themselves, and control the pupils' debating clubs." However, some of them are interpreted as quarrelsome. They are hard to convince with knowledge, for they want a reason for everything one tells them. They will always start their discussion by asking colleagues, "Are you sure?" According to who? Why do you think like that? "Is it true?" This in most cases annoys the pupils and fellow staff members, who refer to them as "wisakers," literally meaning "those who pretend to know" (Head Teacher, School A. February 18, 2021).

From the above quotation, the teacher needs to be neutral in speech, open-minded, and respectful of others' opinions during discussions. This makes others appreciate them and always confide in them. The teachers are also not perceived as deviants or non-compliant.

Based on the above findings, rationalism as a source calls for extensive and intensive research so as to be extremely knowledgeable about the subject matter and the surrounding physical environment. This will enable a teacher to logically reason and employ teaching methods and techniques that are favourable to enhancing the pupils' understanding capacity during the teaching-learning process. When rational knowledge is logically applied in the teacher's preparation and classroom organization, there are higher chances of having a conducive environment that promotes the pupils' positive emotions, and therefore the pupils' interest in learning is high. Conclusively, rationalism influences pupils' academic performance.

Table 4.4.3: Knowledge is composed of ideas formed in accordance with observed or sensed facts

A table showing how Knowledge is composed of ideas formed in accordance with observed or sensed facts

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	81	92.0	92.0	92.0
DISAGREE	7	8.0	8.0	100.0
Total	88	100.0	100.0	

Source: Primary Data (2021)

Results in Table 4.4.3 show that most of the respondents 81(92%) agree that Knowledge consists of ideas formed in accordance with observed or sensed facts. They believe that Empirical knowledge is practical and facilitates practical learning. However, some 7 (8.0%) respondents did not agree with this assertion. They believe that this is only part of the source of knowledge and does not stand alone to make knowledge sufficient and self-sustaining.

Head teachers too believed that practical teaching was more essential than mere theorizing. They said that they always encourage their teachers to make learning more practical and learner-centered so that learners can easily retain what has been taught, especially when it is done by the individual learners. They insisted that what pupils learn by doing is easier to apply than what is learned theoretically.

In the same manner, the directors of studies concurred with the head teachers on the emphasis on practical teaching since the pupil is able to use all the body's faculties. This also caters for learners with different difficulties like hearing, seeing, and memorization, among others. However, the practicability of doing this is costly owing to the challenge of the little funds

they get from the government, the cost of buying the equipment and other instructional material, and also the need to facilitate the methods of teaching like field work and field trips.

The responses from teachers about the knowledge composition of ideas formed in accordance with sensed facts of touching, hearing, feeling, and seeing clearly indicate that empiricism as a source of knowledge influences pupils' academic performance. This promotes a good relationship between the pupils' and their surrounding environment, resulting in good academic performance.

4.5 The teacher and the choice of the teaching-learning methods in the education process

The second objective of the study was to establish teachers' conceptions on how the pupils should be aided in the learning process. Data was collected from the professional teachers using the questionnaire guide, interview guide and observation guide; the responses were established and presented in tables below.

Table 4.5. 1: A teacher as a counselor and a guide

A table showing a teacher perceived as a counselor and a guide

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	88	100.0	100.0	100.0

Source: Primary Data (2021)

As presented in the table above, all 88 (100%) respondents agree that a teacher is meant to be a counsellor and guide. That means that he or she is meant to do more than mere class teaching but also incorporate other aspects of human formation. Head teachers, when interviewed, also strongly believe that a teacher does more than teaching as one said;

"Alongside teaching, the teacher is supposed to guide the learners especially in the HIV and AIDS, career paths and choice of friends to have in and around school. They have to guide learners during their occasional interactions in and outside class for life is more than attaining academic grades and also enhance children's academic performance" (Head teacher school Y, 20th Feb, 2021).

This is very appropriate since all teachers undergo a guidance and counseling session during their teacher training. Guidance and counseling are professional units taught to every teacher trainee in the Ugandan education cycle. This equips them with some skills and knowledge on how to counsel and guide the pupils in and out of class.

Teaching and guidance cannot easily be separated. A teacher provides guidance either directly or indirectly in the classroom. Counseling is embedded in the lesson plan through skills and values that are meant to be achieved at the end of the lesson. Therefore, the teacher has the role of guiding and counseling the pupils so as to improve their academic performance. This guidance may tackle career guidance, spiritual and moral guidance, and academic teaching. The teacher as counselor shapes the moral attitude that helps the pupil complete primary seven and also advance to higher levels like secondary and post-secondary.

Table 4.5. 2: A teacher as a parent of the child

A table showing the rate at which the teacher is perceived as a parent of a child

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	85	96.6	96.6	96.6
DISAGREE	3	3.4	3.4	100.0

Total	88	100.0	100.0	

Source: Primary Data (2021)

In Table 4.5.2, the majority 85 (96.6%) out of 88 the respondents agreed that a teacher acts as a parent to a child in school. This is because, on ordinary occasions, children spend more time at school as compared to their homes of origin. The schools become the second home, substituting for the original home. Teachers, according to the respondents, spend a lot of time interacting and sharing with their pupils. Teachers have even become the confidants of the learners in schools by listening to their problems, which are social, economic, spiritual, and even physical. However, another section of respondents (3.4%) did not agree that teachers were parents to children during the teaching-learning process. These respondents argued that parents could not be substituted due to the primary roles they play, directly or indirectly.

From the response rate above, the highest percentage of respondents agreed that teachers play a parental role while at school. Therefore, they have to love, care for, and treat the pupils in a way that their own parents would have done. This makes the pupils not want to run out of school under the guise of not being loved or accepted. The pupils who are loved and treated well at school perform well in primary seven and complete the education cycle.

Table 4.5. 3: A teacher ensures that pupils fear him

A table showing the rate at which a teacher should be feared

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	8	9.1	9.1	9.1
DISAGREE	80	90.9	90.9	100.0
Total	88	100.0	100.0	

Source: Primary Data (2021)

According to Table 4.5.3, a section of 8 (9.1%) respondents agree that a teacher should ensure that pupils fear him or her. This deprives one of being a model but rather an authoritarian, which is an ancient mode of teaching. The majority of 80 respondents (90.9%) disagreed with the assertion that teachers should ensure that pupils fear them. Fear leads to less interaction in class, causes timidity among the learners, and leads to a teacher-centered approach to teaching that, at the end of the day, does not lead to the complete and holistic learning of the pupils. Teachers must allow pupils to respect them rather than fear them. A head teacher narrates,

> "*Pupils always fail exams of teachers who are most feared in school. They are not easy to consult, they set a harsh environment around themselves which scares away learners. Pupils are always waiting to be canned, just mentioning the name of the pupil, the pupil lies down waiting to be canned without explanation even if he is being called for a different reason." (Head Teacher from school Q, 23rd Feb, 2021).*

Whether at school or not, the teacher is not to be feared. Fear is a threat and disrupts pupils' retention and concentration during the teaching and learning process. There is no positive interaction between teachers and pupils. This greatly contributes to the poor academic performance of the pupils. Teachers have to be pupil-friendly so as to eradicate fear and promote confidence, thus boosting pupils' performance. The majority of respondents did not agree that teachers should be feared by pupils.

Therefore, teachers should rather be respected than feared. Fear makes pupils reserved and not attentive, yet according to Piaget, pupils should be active and learn differently from adults. If they fear, that means their learning is affected, thus negatively influencing pupils' academic performance. As a result, teachers must be more of an encouragement to pupils than a threat that causes fear, which helps to reduce dropouts and academic failures.

Table 4.5. 4: A table showing a teacher as a role model

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	83	94.3	94.3	94.3
DISAGREE	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Source: Primary Data (2021)

From Table 4.5.4, most of the respondents (94.3%) agreed that a teacher, apart from being a guide, parent, and counselor, was also perceived as a role model. Teachers exhibit the majority of the characteristics that pupils hope to emulate in the future. This is because of the professional training teachers go through. According to the respondents, the longer a teacher stays in the classroom, the more experience he or she gains and thus becomes a better role model. This is supported by the various sources of knowledge that teachers have acquired, which inform the decisions they make. These ideas and thoughts were opposed by a small percentage (5.7%) of the five respondents. These respondents believe that learners can be influenced by people other than teachers. Pupils get role models like musicians, film actors, footballers, netballers, politicians, and writers. Therefore, they do not agree that teachers are the basic role models for pupils. Pupils also have divergent thinking and actions, so they may not conform to the teachers' expectations as role models.

To influence the pupils' way of life, teachers have a big role to play, ranging from physical appearance (dress code and neatness) to life outside school (material and societal influence). As a result, how the teacher appears and conducts himself or herself in the learning situation can either encourage or discourage the pupil, thereby affecting the pupils' academic performance in government-aided primary schools.

Table 4.5. 5: A table showing a teacher as an essential organizer and facilitator of child's learning

Response	Frequency	Percent	Valid Percent	Cumulative Percent
AGREE	87	98.9	98.9	98.9
DISAGREE	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Source: Primary Data (2021)

From Table 4.5.5, the majority of the respondents (98.9%) agree that a teacher is an essential organizer and facilitator of a child's learning. This means that the learner is at the center of the teaching and learning process. The role of the teacher is to organize and guide learning without being the central focus during the teaching-learning process. This was clearly observed during the practical teaching, where some teachers employed learner-centered approaches to teaching and learning, for example, think-pair, group discussion, and brainstorming, among others. These, in the long run, can enhance easy learning and retention of the material taught, thus aiding pupils' academic attainment. However, a handful of the respondents (1.1%) said that the teacher is not an essential organizer and facilitator. They argue that teachers must own the teaching and learning process, control it, and provide what is to be learned. The pupils are basic recipients of what the teacher gives them.

In the researcher's observations, some respondents were observed as organizers and classroom controllers. It was seen that the teacher developed a good child-teacher relationship with the pupils. The teacher used a child-centered approach emphasizing discussion, and through this, pupils' independence to discover was encouraged. This means

that pupils will be encouraged to learn and do work on their own with minimum supervision. The teacher was in class, moving in rows, which clearly indicated that he did not tolerate misbehavior and laziness in the learning process. The teacher therefore acted as a role model and a facilitator of the learning process, which is a good practice because it encourages free interaction between the teacher and the pupil, and interest is also developed towards learning due to the conducive environment.

4.6. The relationship between teachers' conceptions about sources of knowledge and pupils' academic performance

Table 4.6.1: Responses of males and females about whether pupils do tests

MALES

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
YES	136	55.1	87.2	87.2
NO	20	8.1	12.8	100.0
Total	156	63.2	100.0	

Source: primary data, 2021

FEMALES

Responses	Frequency	Percent	Valid Percent	Cumulative Percent
YES	111	44.9	89.5	89.5
NO	13	5.3	10.5	100.0
Total	124	50.2	100.0	

Source: primary data, 2021

From the tables above for both males and females, it is clear that the pupils greatly accept that they do tests as a mode of continuous assessment. 136 (87.2%) respondents of boys, said Yes, and 20 (12.8%) boys respondents, said No. Similarly, 111 (89.5%) girl respondents, said Yes, and 13 (10.5%) girl respondents, said No. This means that most government-aided primary schools were administering tests so as to boost the pupils' academic performance.

Table 4.6.2 Responses on how often the tests were done as a tool of assessment

	Frequency	Percent	Valid Percent	Cumulative Percent
WEEKLY	63	22.5	22.5	22.5
FORTNIGHT	123	43.9	43.9	66.4
MONTLY	44	15.7	15.7	82.1
NONE	50	17.9	17.9	100.0
Total	280	100.0	100.0	

Source: primary data, 2021

From table 4.6.2, the majority of respondents, 123 (43.9%), said that the tests were done every fortnight, while 63 (22.5%) of the respondents said that the tests were done weekly. 44 (15.7%) of the respondents said the tests were done monthly, whereas 50 (17.9%) of the respondents did not do the tests at all. This shows why some government-aided primary schools perform better than others due to the variation in administering continuous assessment in the form of tests.

Table 4.6.3: Responses on activities done in class apart from class work

ACTIVITIES	Frequency	Percent	Valid Percent
DRAMA	67	23.9	23.9
DEBATES	59	21.1	21.1
SKITS	44	15.7	15.7
NONE	50	17.9	17.9
Total	280	100.0	100.0

Sources: Primary data, 2021

The Table above shows different activities that were done in the classroom apart from the ordinary learning process. The pupil respondents ranked the activities differently. Drama was

rated by 67 respondents at 23.9%, debates were rated by 59 at 21.1%, and skits were rated by 44 at 15.7% in the order in which they were performed. However, some respondents (50, representing 17.9%) said that no activities were done in the classroom.

Table 4.6. 4 Showing the relationship between teachers' conceptions about sources of knowledge and pupils' academic performance

		SOURCESOF KNOWLEDGE	PUPILS' ACADEMIC PERFORMANCE
SOURCESOFKNOWLEDGE	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	88	88
PUPILS ACADEMIC PERFORMANCE	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	88	88

Source: Primary Data (2021)

Results in Table 4.6.1 show that r = 1.00 and p = 0.000. This means that there was a very strong positive correlation between sources of knowledge and pupils' academic performance. The correlation was statistically significant because of the P value (0. 000) and r = 1.00. Therefore, there was a strong statistically significant relationship between sources of knowledge and pupils' academic performance in government-aided primary schools in Uganda. For this particular reason, the hypothesis that there is a significant relationship between teachers' conceptions about the sources of knowledge and pupils' academic performance in government-aided primary schools in Uganda was retained.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the findings on the teachers' conceptions about sources of knowledge and pupils' academic performance: a case of government aided primary schools in Kumi district. The chapter also includes the conclusion and recommendations of the study.

5.1 Discussion of the findings

A total sample size of of 454 participated in the study. It included head teachers, directors of studies, class teachers and pupils in government aided primary schools in Kumi District.

5.1.1 Conceptions about sources of knowledge

The first objective of the study was to explore conceptions about sources of knowledge. This was in relation to the way teachers perceive different sources of knowledge and how those sources influence pupils' academic performance. These included Authoritarianism, Rationalism and Empiricism.

Findings revealed that the majority of the respondents agree that Authoritarianism is the most reliable source of knowledge used by teachers in primary schools. The reasons they attributed it to it were that they become more confident and respected and avoid errors during the delivery of content. There is a logical flow of content delivery in the classrooms, and this was based on the teachers' acquaintance with sources of knowledge. However, some scholars said that this causes self-deception, pride, and arrogance among the teachers, for they feel they know it all. This was in line with researchers like Siegel (2007) and Mwanahewa (1997), who

discussed general conceptions about sources of knowledge and their limitations. It was also in agreement with Firestone (2016), who said that higher-order cognitive processes could exert significant top-down influence on basic perceptual processes of sourcing and transmitting knowledge.

According to the findings, teachers are also motivated by their own knowledge. Most of the respondents (77.3%) agreewa that teachers get motivated by using their own rational knowledge. Therefore, knowledge is gained through rationalism. Rational knowledge helps teachers defend themselves, control pupils during class, and also interpret pupils' arguments. This helps them boost pupils' academic performance. This is in agreement with Akinpelu (1981), who said that reasoning was one of the philosophical practices through which one arrived at the final conclusion. The rationalists maintain that knowledge is obtained through the use of reason. Application of reasoning helps greatly boost pupils' academic performance in primary schools.

Findings revealed that most of the respondents (92.0%) agreed that knowledge was composed of ideas formed in accordance with observed or sensed facts. They believed that empirical knowledge is practical and facilitates practical learning. This hands-on learning has aided pupils' academic performance in primary schools. This received the highest percentage due to its contribution to modern teaching and learning methods. This is the most practical approach to teaching, which is learner-centered and puts the pupils at the center of the teaching and learning process. Kneller (1971) conforms to this assertion and says that through seeing, hearing, smelling, tasting, and feeling, we form our conceptions of the world around us. He further asserts that knowledge is therefore composed of ideas formed in accordance with observed facts. Similarly, Anthony (2019) states that teachers use empirically acquired

knowledge to teach pupils, for example, by using visual aids, carrying out experiments, and examining pupils, which help teachers understand pupils' learning progress.

The findings indicate that there are overlapping positions among the teachers in the school. This finding could be attributed to the fact that all various sources of knowledge have something to offer teachers. Consequently, teachers do not conform to one specific source. Academic achievement can be well achieved in primary schools when teachers combine all sources of knowledge. More to that, it was hinted in the literature review that each source has definite areas of weakness and strength. These findings are in line with what Bigge (1982) urged: that no one theory or source can be found to be absolutely superior to all others. It is also in agreement with what Akinpelu (1981) observed, that no school of thought can be regarded as sufficient to supply all a teacher needs to make him a successful professional. Therefore, an educator or teacher may have to adopt ideas from a number of sources of knowledge in an eclectic fashion, and the teacher also has to be aware of all sources of knowledge and employ them depending on the subject.

In summary, it may be said that whichever choice a teacher makes is okay as long as he is fully convinced of the justification for his decision. In principle, this condition allows teachers to plan learning experiences within the context of what they believe to be reliable sources of knowledge. Scheffler (1973) further supports the view when he says:

> *"If a justification is needed for a teacher's scholarly and theoretical explanations regarding his work, it is not that, lacking it he cannot manage to teach, but having it, the quality of his effort and role is likely to be enhanced."*

In the event that educators in institutions of teacher education are aware of the above, they should give due attention to various aspects of the Philosophy of education, especially Epistemology and, in particular, the sources of knowledge. Teachers need to have a strong

theoretical orientation in order to avoid what Bigge refers to as "the jumbled kind of teaching." In summary, it is reasonable to believe, as Reid (1962) urges, that teachers ought to think as philosophically as they can about their assumptions and examine them in some detail.

5.1.2 Teachers' conceptions and how pupils should be aided to learn

The second objective was to establish teachers' conceptions of how the pupils should be taught using the teaching and learning methods. The data collected and analysed indicated that a teacher is a counsellor and guide. All respondents 100% agreed that a teacher was meant to be a counsellor and guide. That means that he or she is meant to do more than mere class teaching but also incorporate other aspects of human formation. The teachers have to guide career paths and friends' choices in and around schools. This guidance greatly helps in improving pupils' academic performance. This is because pupils feel accepted and appreciated by teachers, thus performing well.

This is in agreement with Fieser (2020), who says that teachers have a long tradition of helping pupils with personal and career decisions, with pupils looking to them for advice, guidance, and support. Gifted educators do not have to become counsellors, but they can implement counselling techniques and affective practices in their classrooms. These educational therapy techniques are integral to other teaching and learning activities since they focus on feelings as well as ideas. However, the aim is not to replace professional counsellors; teachers must accept their personal and professional boundaries and make referrals for serious issues. Teachers with gifted education training not only have knowledge of the unique developmental challenges facing some gifted and talented pupils, but they also have the opportunity to establish very close relationships with them. Classroom teachers can take a proactive approach by being prepared with affective strategies and counselling

techniques to address social, emotional, and career development in general and some of the predictable developmental issues for gifted and talented pupils (Peterson, 2003; Silverman, 1993; Van Tassel-Baska, 1998).

Furthermore, the research findings revealed that the majority of respondents agreed that a teacher is a child's parent at school. This is because, in ordinary circumstances, children spend more time in school than at home. The school has become a second home, substituting for the original. This is supported by Rubiano (2016), who says that the teachers' primary role is to teach children to behave and to judge what is right and wrong. Teachers, on the other hand, serve as second parents to their pupils. It is they who correct the pupils if something goes wrong, like they do with their own children. Teachers also play an important role in shaping the lives of the pupils in their care.

Rubiano (2016), further, notes that talking to a pupil can help a teacher understand a pupil's life situation better. Some of the children are from broken families, while others are orphans and live with their immediate relatives. This helps them improve their academic performance in primary schools. Sometimes they are experiencing problems and difficulties in school, and the teacher, as a second parent, will decide to have a home visit to somehow solve the problem. Home visitation also helps teachers understand why pupils behave in different ways.

The majority of respondents (90.9%) disagree with the idea that teachers should instil fear in their pupils. This is because it leads to poor academic performance because pupils may not concentrate well in class because they fear the teachers. Fear leads to less interaction in class, causes timidity among learners, and leads to a teacher-centered approach to teaching, which in the end leads to school dropout and failure of exams. This could be the reason why the results are fluctuating, as evidenced in Appendix VIII.

The majority of the respondents (94.3%) agreed that a teacher, apart from being a guide, parent, and counsellor, was also a model of all that is good. The importance of teachers as role models in the socialization of children is well documented in teacher education literature (Sava, 2002; Ozel, 2007; Lumpkin, 2008). Teachers serve as role models through how they perform their duties and the manner in which they conduct themselves. Literature on the impact of teacher attitudes, behaviors, and personalities on pupils' overall academic, social, and personality well-being is significant (Harden & Crosby, 2000; Narvaez & Lapsley, 2008; Seyyed-Hassan, Roghayyeh, & Mustafa, 2008; Kagoda, 2011). The findings suggested that there is a universal agreement that pupils learn from their teachers in more ways than one; they learn from the way teachers dress, speak, and behave. This helps enhance their performances in and out of school.

As represented by 89.9% of the respondents, the teacher is an essential organizer and facilitator of a child's learning. The role of the teacher is to organize and facilitate learning without being the central focus during the teaching and learning process. Some teachers were observed organizing and facilitating teaching, while others were not. This is in line with Dave (2016), who said that the teacher's main role is as a facilitator. They also provide support and advice as needed, as well as scaffolding and skill teaching as needed. Teachers must remember to teach and instruct their pupils in any specific skill or piece of mathematical knowledge required for the task.

5.1.3 The relationship between teachers' conceptions about Sources of Knowledge and Pupils' Academic Performance.

The third objective of this study was to examine the relationship between teachers' conceptions about sources of knowledge and pupils' academic performance. The findings revealed that some government-aided primary schools administered tests as a form of

continuous assessment. It was further revealed that the tests were mostly administered after a fortnight. However, it was also discovered that some schools did not administer these tests at all. The tests are good approaches for assessing the taught content, content mastery, and retention (Windschitl, 2010). He further asserts that the tests are forms of assessment that help the pupils demonstrate the learning outcome, which reflects the efficacy of the teacher as a promoter of understanding. The pupils will still have to demonstrate an understanding of key principles and concepts as well as critical thinking skills that are assessed on standard tests.

The study findings also revealed that some activities were done in class so as to make learning learner-centered. This was in line with a constructivist learning environment where pupils acquire knowledge from different aspects like drama, debate, skits, and demonstrations. These help to develop an understanding of the problem the pupils have negotiated with the teacher and are going to solve (Kumar, 2019). This is because,

> "*Receiving information or hearing it does not mean that learning has taken place. Learning in the constructivist terms is the process and result of questioning, interpreting and analyzing information. It is problem-based learning. The pupils are involved in dialogue with the teacher but also make and share meaning with their peers*" (Kumar, 2019).

However, it was revealed that in some government-aided primary schools, such activities and modes of learning are missing, which greatly affects pupils' academic performance.

The study findings further revealed that there was a very strong relationship between teachers' conceptions about sources of knowledge and pupils' academic performance (table 4.6.4). This was in agreement with the study conducted by Bas (2015), who affirms that there is a relationship between teachers' educational philosophical beliefs and pupils' academic

performance. In a similar manner, Akinpelu (2005) believes that both teachers and pupils are equally important for learning to take place to aid the teacher in applying the teaching and learning methods that would later help pupils perform well in school. However, most professional teachers do not acknowledge the contribution of the Philosophy of Education to their professional practices.

5.4 Conclusion

The conclusions are drawn based on the objectives of the study between conceptions about sources of knowledge and pupils' academic performance in government-aided primary schools in Kumi district.

Professional teachers appreciated the role played by each source of knowledge so as to enable them to make reliable and informed conclusions and yielded good results in the classes they were teaching. However, it was discovered that there was no absolute source of knowledge that could stand alone. In addition, though the majority of the respondents seemed to use and preferred the Empirical method, the approaches used seemed to be lacking in proper moderation and fitting into the post-modern approach.

On the aspect of how pupils should be taught, the teachers are basically role models, counsellors, and guides for the learners' choice of careers in the future. However, the respondents did not agree that the teacher should be feared in class for the consequences that come along with it. Therefore, teachers were meant to be mentors, guides, parents, and, above all, counsellors.

On the third objective, there was a very strong relationship between conceptions about the sources of knowledge and pupils' academic performance. As a result, conceptions about sources of knowledge improve performance only when teachers use appropriate teaching methods.

5.5 Recommendations

In light of the above findings and conclusion, the study recommends that:

Teachers need to know the limitations of different sources of knowledge so as to provide dependable knowledge in educational situations. This is because all sources of knowledge have limitations, which, according to the research carried out, many teachers are unaware of and may end up imparting unreliable knowledge to their pupils. This would help to ensure that teachers have clear conceptions about the sources of knowledge. Nevertheless, workshops, conferences, and symposiums should also be extended to tutors (teacher educators) of Philosophy of education so as to meet and share their knowledge, experience, and lessons learned.

Another recommendation should be to sensitize policymakers, educational planners, and teacher educators about the role of philosophical conceptions in the educational process. Lecturers and tutors in Philosophy should be facilitated so as to publish books that simplify the Philosophy of education. The unit of Philosophy of education in Primary Teachers' Colleges and Universities should be given more time as far as teaching is concerned so as to give enough "doze" of Philosophy to teachers during pre-service and in-service.

Furthermore, both in-service and pre-service teachers in primary schools should be made aware that there is a relationship between sources of knowledge and pupils' academic performance, and the philosophical reasoning should be given to them. This is possible through refresher courses, seminars, and tutorials for pre-service and in-service teachers.

The researcher also suggests that teachers of primary school should be made aware that during the teaching-learning process, pupils should be fully involved in order to develop their reasoning capability; the teacher acts as an awakener; intercommunication should always be

emphasized in order for pupils to exhibit their native intelligence and develop their reasoning faculties; and the knowledge they will gain will be part of them forever.

5.5 Areas for further research

The study was carried out in government-aided primary schools in Kumi District. Further, researchers are encouraged to carry out the same study in private schools in other parts of Uganda to get a general view of the conceptions about the sources of knowledge and the pupils' academic performance.

There would be a study conducted about the Tutors' pedagogy in teaching Philosophy of Education and Student Teachers' Academic Performance.

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APPENDICES

APPENDIX 1: INTRODUCTORY LETTER

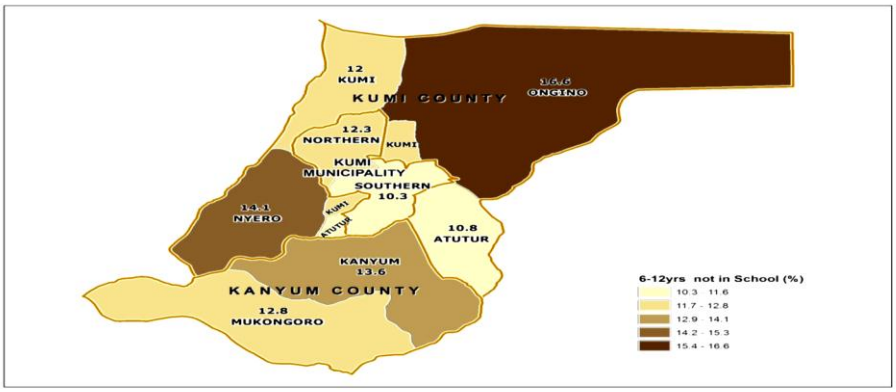
Dear respondents,

I am Okwapi Charles, a student of Kyambogo University undertaking a study in fulfilment of the requirements for the award of a Master's Degree in Foundations of Education at Kyambogo University. The topic of the study is primary school teachers' conceptions about the sources of knowledge and pupils' academic performance in Kumi district.

As a teacher, you have a significant contribution to make to this study. Therefore, I will still be greatly pleased if you could respond to this questionnaire by ticking the options that best represent your views (Level of agreement and disagreement). The information provided will be respected and treated confidentially.

Thank you very much in advance for your time.

APPENDIX II: MAP OF KUMI DISTRICT SHOWING SUB-COUNTIES



MAP OF UGANDA SHOWING KUMI DISTRICT

APPENDIX III: QUESTIONNAIRE

Questionnaire for class room teachers

SECTION A

BIO DATA OF RESPONDENTS

1. Name of the school……
2. Name of sub-county…….
3. Please, indicate your gender (kindly tick)

a) Male b) Female

INSTRUCTION

Kindly tick only one answer among the alternative answers given

Teachers' conceptions about sources of knowledge

1. We accept a good deal of knowledge as true because we have checked it ourselves, but because it is certified by others who are believed to be knowledgeable or authorities in their respective fields. So authoritarianism is the most reliable source.

   a) agree b) strongly agree c) disagree d) strongly disagree

2. A large amount of time is spent in memorizing the material to be employed in the reasoning process, so we get motivated of our knowledge through rationalism.

   a) agree b) strongly agree c) disagree d) strongly disagree

3. Knowledge is composed of ideas formed in accordance with observed or sensed facts, so the source of knowledge is empiricism.

   a) agree b) strongly agree c) disagree d) strongly disagree

4. Many teachers get knowledge from textbooks, pamphlets, encyclopedias, newspapers etc. So experts or authorities in particular fields are reliable and basic source of knowledge.

a) agree b) strongly agree c) disagree d) strongly disagree

5. Man reaches the highest potential for knowing when he uses rational abilities rather than other sources, so it is through rationalism that human beings get reliable and basic knowledge.

a) agree b) strongly agree c) disagree d) strongly disagree

6. It is our common senses that tell us true knowledge and we can verify whether it is true or not by comparing what the senses tell us with actual situation.

a) agree b) strongly agree c) disagree d) strongly disagree

7. Knowledge should be organized and presented to the pupil by the teacher because he is the authority figure and a source of knowledge during teaching-learning process.

a) agree b) strongly agree c) disagree d) strongly disagree

8. At birth, the minds of the pupils are blank so all knowledge is transferred through sense experience. Teachers should note that dependable knowledge is got from five senses (seeing, hearing, feeling, smelling and tasting) or empiricism.

a) agree b) strongly agree c) disagree d) strongly disagree

9. The source of knowledge is in the mind and not senses. Our intellects interpret and organize bits of information into what we call valid knowledge. So teachers should note that the reasoning process is the only means by which their learners get reliable knowledge.

a) agree b) strongly agree c) disagree d) strongly disagree

10. The use of teaching aid like microscope, telescope, and practical should be in place for pupils to observe if they are to get knowledge.

a) agree b) strongly agree c) disagree d) strongly disagree

SECTION B

The teacher and the choice of the teaching-learning methods in the education process

11. A teacher must be a counselor and a guide to the learner and his/her aim should be to make the pupil independent and capable of making his/her own decisions.

a) agree b) strongly agree c) disagree d) strongly disagree

12. A teacher is a parent of the child, so he/she must create a classroom atmosphere which is tolerant and devoid of fear and threats.

a) agree b) strongly agree c) disagree d) strongly disagree

13. The teacher during teaching-learning process, should ensure that pupils fear him/her because children learn more from a teacher who talks down to them rather than with them.

a) agree b) strongly agree c) disagree d) strongly disagree

14. During the teaching-learning process, the teacher should be a model of all that is good, upright and beautiful and he must respect the personality of the pupil as the centre of learning.

a) agree b) strongly agree c) disagree d) strongly disagree

15. A good teacher is that who is close to his pupils, making them successful in discovering for themselves, so he must allow freedom of opinions and discussion in the classroom.

a) agree b) strongly agree c) disagree d) strongly disagree

16. Children learn more from the teacher because he has authority as far as the subject matter is concerned, so during teaching-learning process the teacher should exhibit authority in respect to subject matter.

a) agree b) strongly agree c) disagree d) strongly disagree

17. The teacher is essentially an organizer and a facilitator of the child's learning. By reason of his superior experience, he moderates the learning activities putting into consideration the psychological development of the learner and individual needs and interests.

a) agree b) strongly agree c) disagree d) strongly disagree

SECTION C

Relationship between teachers' conceptions about sources of knowledge and pupils' academic performance

(1) What teaching methods do you normally use in your lessons?

……

……

(2) Why do you use these methods?

……

……

……

……..

(3) Do you think there is a relationship between your views about the sources of knowledge and pupils' academic performance? YES or NO. Give reasons for your answer.

……

……

APPENDIX IV

INTERVIEW GUIDE FOR HEAD TEACHERS AND DIRECTORS OF STUDIES

Dear respondent,

I am Okwapi Charles, a student on Masters of Educational Foundations from Kyambogo University. I would like to get information about Teachers' Conceptions about Sources of Knowledge and pupils' academic performance. You have been identified as the best source of this information since you are a Head teacher OR Director of Studies in the school. Information obtained will be kept confidential and your names are not required.

Name of the school……

Name of sub-county…….

Title……..

Gender a) Male b) Female

Questions

(4) Do you supervise your teachers during the teaching –learning process? YES or NO. Would you please give a reason for your response?

……

(5) In your opinion, how do your teachers conceive sources of knowledge?

……

(6) What are the common methods you see your teachers using during the teaching-learning process?

……

(7) Do you think conception about sources of knowledge affect teachers' teaching methods, how?

……

APPNDIX V: PUPILS' QUESTIONNAIRE

Name of the school……

Name of sub-county…….

Instruction

- ✓ **Kindly tick your choice**

Gender a) Male b) Female

1. Do you always do tests at school?

   a) Yes b) No

2. How often do you do the tests?

   a) None b) Weekly

   c)Monthly d) Termly

3. Which other activities do you do in class apart from tests and exercise work in class?

   a) Drama b) skits

   c)debates d) demonstration

   e) None

APPENDIX VI: CLASSROOMOBSERVATION GUIDE

BIO DATA OF RESPONDENTS

Name of the school……

Name of sub-county…….

Gender a) Male b) Female

1. What is the source of knowledge?

   Authoritarianism Empiricism Rationalism

2. What teaching approach does the teacher use?

   Teacher centered Learner-centered Teacher-learner-centered

3. Are pupils involved in the classroom activities?

   Involved Not involved

4. What is the relationship between teachers and pupils in relation to the issue of effective teaching and learning?

   .....……

   ……

   ……

APPENDIX VII: INTRODUCTORY LETTER

KYAMBOGO UNIVERSITY

P. O. BOX 1 KYAMBOGO
Tel: 041 - 4286792 Fax: 256-41-220464
Website: www.kyu.ac.ug

Office of the Dean, Graduate School

10th February, 2021

To Whom It May Concern

RE: LETTER OF INTRODUCTION

Dear Sir/Madam,

This is to introduce **Mr. Okwapi Charles** Registration Number **16/U/13431/GMEF/PE** who is a student of Kyambogo University pursuing a Masters Degree.

He intends to carry out research on **"Teachers' Conceptions about Sources of Knowledge and Teaching Methods in Government Primary Schools in Kumi District"** as partial fulfillment of the requirements for the award of Master of Foundations of Education of Kyambogo University.

We therefore kindly request you to grant him permission to carry out this study in your institution.

Any assistance accorded to him will be highly appreciated.

Yours sincerely,

KYAMBOGO UNIVERSITY
OFFICE OF THE
DEAN GRADUATE SCHOOL

for Assoc. Prof. Muhamud N. Wambede
DEAN, GRADUATE SCHOOL

APPENDIX VIII: RESULTS OF PUPILS' ACADEMIC PERFORMANCE IN PLE FROM 2015-2019 IN KUMI DISTRICT

KUMI DISTRICT LOCAL GOVERNMENT-EDUCATION DEPARTMENT(INSPECTORATE SECTION)
SUMMARY ANALYSIS FOR PRIMARY LEAVING EXAMINATION FROM 2015 TO 2019

YEAR	DIV 1	DIV 2	DIV 3	DIV 4	DIV U	DIV X	TOTAL	DIV 1-4	% PASS
2015	321	1905	1328	962	723	100	5339	4516	84.6
2016	201	1474	1100	801	638	89	4303	3576	83.1
2017	153	1566	1127	819	485	54	4204	3665	84.6
2018	196	1150	1167	894	412	28	3847	3407	88.6
2019	143	1697	1287	771	479	40	4417	3898	88.2

DISTRICT INSPECTOR OF SCHOOLS-KUMI
Date.....
P O BOX 44 KUMI