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**TEACHING CAPACITY, PHYSICAL RESOURCES, FAMILY, AND QUALITY OF  
LEARNING AMONG PRIMARY SCHOOL CHILDREN IN BIDIBIDI REFUGEE  
SETTLEMENT, YUMBE DISTRICT**

A dissertation presented to

**SCHOOL OF ARTS AND SOCIAL SCIENCES**

in partial fulfillment of the requirements for the award of the degree

**Master of Arts in Development Studies**

**UGANDA MARTYRS UNIVERSITY**

*Making a Difference*

**OKULLU Ogang Denis**

**2015-M093-10020**

Supervisor: Aliowaku Isaac

September 2025

# Uganda Martyrs University

## DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND ENTERPRISE

### Master's Dissertation

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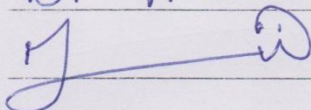
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Name of Supervisor (1): Dr. Malsika Andrew

Signature of Supervisor: 

Name of Supervisor (2): N/A

Signature of Supervisor: N/A

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## **DEDICATION**

I dedicate this work to my wife Mrs. Catherine Okullu Ogang for her moral and spiritual encouragement and support that enabled me to complete my study. I also extend the dedication to my three lovely children, Laura Atoo Okullu, Lisa Okullu and Letitia Apio Okullu for their patience when I was always away for my study

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## TABLE OF CONTENTS

<b>DECLARATION.....</b>	<b>i</b>
<b>APPROVAL.....</b>	<b>ii</b>
<b>DEDICATION.....</b>	<b>iii</b>
<b>AKNOWLEDGEMENT.....</b>	<b>iv</b>
<b>TABLE OF CONTENTS .....</b>	<b>v</b>
<b>LIST OF TABLES .....</b>	<b>viii</b>
<b>LIST OF FIGURES .....</b>	<b>ix</b>
<b>ACRONYMS AND ABBREVIATIONS.....</b>	<b>x</b>
<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER ONE: INTRODUCTION .....</b>	<b>1</b>
1.0 Introduction .....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem .....	4
1.3 Objective of the Study.....	5
1.3.1 Main Objective of the Study.....	5
1.3.2 Specific Objectives .....	5
1.4 Research Questions .....	6
1.6 Scope of the Study.....	6
1.6.1 Geographical Scope.....	6
1.6.2 Content Scope.....	6
1.6.3 Time Scope .....	7
1.7 Significance of the Study .....	7
1.8 Conceptual Framework .....	8
<b>CHAPTER TWO .....</b>	<b>10</b>
<b>LITERATURE REVIEW .....</b>	<b>10</b>
2.0 Introduction .....	10
2.1 Theoretical Review .....	10
2.1.1 Ecological theory .....	10
2.1.2 School Climate Theory.....	11
2.2 Conceptual Review .....	12
2.2.1 Teaching Capacity .....	12
2.2.2 Teaching Physical Resources .....	12
2.2.3 Family of Learners.....	13
2.2.4 Quality of learning.....	13

2.2.5 Skills in literacy .....	14
2.2.6 Skills in Numeracy .....	15
2.2.7 Examination results .....	16
2.3. Review of Literature on Teaching Capacity, Physical Resources, Family of Learners and Quality of Learning .....	17
2.3.1 Teaching Capacity and Quality of Learning.....	17
2.3.2 Teaching Physical Resources and Quality of Learning.....	19
2.3.3 Family of Learners and Quality of Learning.....	21
2.4. Summary of Literature and Gap.....	23
<b>CHAPTER THREE .....</b>	<b>25</b>
<b>METHODOLOGY .....</b>	<b>25</b>
3.0 Introduction .....	25
3.2 Research Design.....	25
3.3 Study Population .....	25
3.4 Sample Size Determination.....	26
3.5 Sampling Techniques .....	26
3.6 Data Collection Procedure .....	27
3.7 Methods of Data Collection .....	27
3.7.1 Questionnaire survey .....	28
3.7.2 Interviews .....	28
3.7.3 Focus Group Discussion.....	28
3.8 Data collection instruments.....	29
3.8.1 Questionnaire.....	29
3.8.2 Interview guide .....	29
3.8.3 Focus Group Discussion Guide .....	29
3.9 Validity and Reliability of Research Instrument.....	30
3.10 Data Analysis and Presentation.....	31
3.10.1 Quantitative data analysis .....	31
3.10.2 Qualitative data analysis.....	32
3.11 Ethical Considerations.....	32
3.12. Limitations of the Study.....	32
<b>CHAPTER FOUR.....</b>	<b>34</b>
<b>PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF FINDINGS.....</b>	<b>34</b>
4.0 Introduction .....	34

4.2	Demographic Characteristics of the Respondents.....	35
4.4	Descriptive Statistics on Responses on Quality of learning.....	44
4.4.1	Descriptive Statistics on Skill in Numeracy .....	44
4.5.2	Homoscedasticity of Residuals.....	51
4.5.3	Checking for Multi-Collinearity .....	51
4.6	Inferential Statistics of Teaching capacity, physical resources and family on quality of learning.....	52
4.6.1	Teaching Capacity and Quality of Learning.....	52
4.6.2	Teaching Physical Resources on Quality of Learning.....	55
4.6.3	Family of Learners on Quality of Learning.....	59
4.7	Multiple Regressions on Capacity and Staff Performance.....	62
4.8	Discussion of the Findings .....	64
4.8.1	Teaching Capacity and Quality of Learning.....	64
4.8.2	Teaching Physical Resources and Quality of Learning.....	66
4.8.3	Family of Learners and Quality of Learning .....	68
	<b>CHAPTER FIVE .....</b>	<b>71</b>
	<b>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .....</b>	<b>71</b>
5.0	Introduction .....	71
	<b>REFERENCES .....</b>	<b>75</b>
	<b>APPENDICES .....</b>	<b>77</b>
	APPENDIX I: Questionnaire for Teachers .....	77
	APPENDIX II: Interview Schedule for Head Teachers, and Parents Representatives (PTA/SMC).....	82
	APPENDIX III: Focus Group Discussion Guide for Pupils .....	83
	Appendix VI: Informed Consent.....	84

## LIST OF TABLES

Table 1: Study sample size .....	26
Table 2: Reliability test.....	31
Table 3: Response Rate.....	34
Table 4: Demographic Characteristics of Respondents .....	35
Table 5: Descriptive Statistics for Responses on Teaching Capacity .....	38
Table 6: Descriptive Statistics for Responses on Teaching Physical Resources .....	40
Table 7: Descriptive Statistics for Responses on Family of Learners .....	40
Table 8: Descriptive Statistics for Responses on Skill in Numeracy.....	44
Table 9: Descriptive Statistics for Responses on Skills in Literacy .....	44
Table 10: Descriptive Statistics for Responses on Performance in examinations .....	47
Table 11: Tests of Normality .....	51
Table 12: Breusch-Pagan / Cook-Weisberg test for heteroscedasticity.....	51
Table 13: Variance Inflation Factor .....	52
Table 14: Correlation on Teaching Capacity and Quality of Learning .....	53
Table 15: Model Summary for Regression on Teaching Capacity .....	53
Table 16: Coefficients for Teaching Capacity .....	54
Table 17: Correlation on Teaching Physical Resources and Quality of teaching and learning .....	56
Table 18: Model Summary for Regression on Teaching Physical Resources and Quality of learning .....	57
Table 19: Coefficients for Teaching Physical Resources .....	57
Table 20: Correlation on Family of Learners on Quality of teaching and learning.....	59
Table 21: Model Summary for Family of Learners on Quality of teaching and learning .....	60
Table 22: Coefficients of Family of Learners on Quality of teaching and learning .....	60
Table 23: Regression on Teaching capacity, Resources, Family and Quality of learning .....	62
Table 24: Coefficients of Teaching capacity, Resources, Family and Quality of learning .....	63

## LIST OF FIGURES

Figure 1: Conceptual Framework depicting the hypothesized relationship between the independent and dependent variables .....	8
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## ACRONYMS AND ABBREVIATIONS

AEP	:	Accelerated Education Program
BRMS	:	Basic Requirement and Minimum Standard
CRRFU	:	Comprehensive Refugee Response Framework Uganda
ECD	:	Early Childhood Development
GER	:	Gross Enrolment Rate
ERPRHC	:	Education Response Plan for Refugees and Host Communities
IDP	:	Internally Displaced People
LEARN	:	Lasting Education Achievement Responding to Needs
MoES	:	Ministry of Education and Sports
NAPE	:	National Assessment of Progress in Education
NDHR	:	Universal Declaration of Human Rights
NGO	:	Non-Governmental Organisation
OPM	:	Office of the Prime Minister
PLE	:	Primary Leaving Examination
UNESCO	:	United Nation Education Social and Cultural Organisation
UNHCR	:	United Nation High Commissioner for Refugees
UNICEF	:	United Nations Children's Fund

## ABSTRACT

This study examined the influence of teaching capacity, physical resources, and the family background of learners on the quality of learning among primary school children in Bidibidi Refugee Settlement, Yumbe District, using mixed method (quantitative and qualitative). The research study was guided by three specific objectives namely; to establish the influence of teaching capacity on quality of learning, to investigate the influence of the teaching physical resources on quality of learning, and to examine the influence of the family of the learners on the quality of learning. A sample size of 248 respondents (92 teachers, 120 pupils, 12 CMC, 12 PTA and 12 Head teachers) was used data collected through questionnaires, interviews, and focus group discussions all from within the schools, and the analysis was conducted using SPSS version 23. The findings revealed that teaching capacity had a positive but statistically marginal effect on learning quality, indicating its limited standalone influence in refugee contexts. In contrast, teaching physical resources demonstrated a significant and moderate positive impact, highlighting the importance of infrastructure and instructional materials. Most notably, family background emerged as the strongest predictor of learning quality, underscoring the critical role of parental involvement, home learning environments, and socioeconomic conditions. The study concludes that enhancing educational outcomes in refugee settings requires a multi-dimensional strategy that integrates teaching capacity development, resource provision, and family engagement. Key recommendations include targeted investments in educational infrastructure, teacher support systems, and family-centered interventions. Areas for further research include refining the measurement of teaching capacity, exploring longitudinal interactions among variables, and investigating the pathways through which family dynamics shape educational outcomes.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This investigation assessed the teaching capacity, physical resources, family of the learner and quality of learning among primary school children in Bidibidi Refugee Settlement, Yumbe District. The independent variables that were examined include teaching capacity, physical resources, and the family of the learner. The dependent variable, quality of learning, was measured in terms of learning outcomes that include skills in literacy, skills in numeracy and examination results. Besides the introduction of the study, this chapter presents the background to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the justification of the study, the scope, the significance of the study and the operational definitions of terms and concepts.

### **1.1. Background of the Study**

Globally, various socioeconomic, psychological and environmental factors have been recognised as the determinants of the academics of learners, and over the past several decades, academic researchers and educators have performed several research experiments to determine the influencing driving factors of learners' academic performance (Anticevic et al., 2018). Relatedly, socio demographic characteristics such as gender, age, family status, marital status, ethnicity and previous accomplishment have thus been shown to influence the academic performance of the learners (Hasan & Ahmad Razak, 2017). According to Gilav and (2016), there are internal and external factors in the learning environment which significantly affect students' learning outcomes, such as open space and noise in classrooms, inadequate light, unsatisfactory temperature, overcrowded classes, improper classroom layout and misplaced boards. All these constitute factors and confounding variables that disrupt students in class. Accordingly, noise as well as negative and inappropriate colouring, poor classroom lighting and open space affect the learning and academic achievement of elementary school students (Gilavand, 2016).

Factors within the school setting, such as physical environments, play an important role in the behaviours or cultural practices that take place within them. The quality of the environment, the presence and condition of its features, the decay that it suffers, and the level at which it is maintained are all factors in the quality of the activities that take place in it (Seda & Aysegul, 2012). Environmental factors are those aspects within the pupils' surroundings that influence

the performance. Environment is an important aspect of educational planning. The quality of education not only depends on the teacher as reflected in the performance of their duties but also on the effective coordination of the environment (Chuma, 2012). According to Kilel (2012), physical resources have an influence on the process of teaching and learning; hence, the environment remains an important area that should be studied and well managed to enhance pupils academic performance. Physical resources, teaching capacity and family will be examined in relation to their influence on the quality of learning of the primary school children in the Bidibidi refugee settlement.

Theoretically, this study was informed by Bronfenbrenner's (1979) ecological theory and school climate theory by Gregory, Cornell and Fan (2011). The theories suggest that a person's surroundings, including their home, school, work, church, neighbourhood, culture and government, have an influence on the way a child develops (Chinyoka, 2014). This theory looks at learners' development within the context of the system of relationships that form their environment. According to this model, the microsystem is the small, immediate environment in which the child lives. The ecological model states that child development occurs within an interactive system of nested influences between the child and the environment. His ecological environment consists of the following five nested structures: microsystem, mesosystem, exosystem, macrosystem and chronosystem (Chinyoka, 2014).

The teaching capacity, physical resources and family under study in this case are all part of the microsystem described by Bronfenbrenner's ecological theory because they form the immediate relationships the children interact with in Bidibidi Refugee Settlement, hence potentially influencing the quality of learning. As indicated in the theory, the environment therefore plays a crucial role in the learning of children. The presence of qualified and motivated teachers, availability of learning resources and the support from parents towards children's learning help to improve the quality of education in refugee settlements.

School climate theory by Gregory, Cornell and Fan (2011) explains the various elements of how students experience their school environment. The school climate theory assumes that the interaction of varied factors creates a school learning environment in a school, including the academic activities, safety, community and institutional environment that impacts the cognitive, behavioural and psychological development of students. Thus, school climate has both direct and indirect effects on students' outcomes in the school, including their academic performance (Gregory, Cornell, & Fan, 2011). In applying this theory to the current study,

the school climate is used interchangeably with a school learning environment to signify various elements of the school environment that affect student learning in both direct and indirect ways. Thus, when the learning environment is conducive, it will improve the academic performance of the learners.

The concept of environment refers to physical space, the way time is structured, and the roles we are expected to play (Seda & Aysegul, 2012). In relation to learning, environmental factors consist of external and internal factors that impinge on the learner, including people, objects, perceptions, climate, aesthetics, noise, floods, buildings, interactions, socio-economic status, and laws (Eimuhi, 2016). Studies on the impact of environmental factors on the quality of learning indicate that the environment in which learning takes place has significant influences on the learning outcome and its quality. According to Darling-Hammond, Flook & Cook-Harvey (2019), the learning environment dramatically affects the learning outcomes of students.

Quality learning refers to how well the learning opportunities available to students help them to become knowledgeable citizens who have problem-solving skills, relevant work skills and good interpersonal skills. Quality learning focuses on what happens to the student while in school for his or her benefit in the future. The quality of education not only depends on the teacher as reflected in the performance of their duties but also on the effective coordination of the environment (Chuma, 2012).

In Uganda, the learning environment in the refugee settlements presents numerous characteristics with potential impact on the learning outcome (UNHCR, 2019). Available reports on the condition of learning in Bidibidi refugee settlement and other refugee settlements in Uganda report alarming gaps, which include a limited number of teachers, classrooms, latrines, and textbooks and overcrowding (UNHCR, 2019). These are essential factors for quality learning to take place, providing concrete information on the impact of these gaps on achieving quality learning.

In Bidibidi refugee settlement in Yumbe District, North Western Uganda, there are about 70,401 children enrolled in primary school and only 5,618 children enrolled in secondary school (FCA 2019). However, the Education Situation Analysis report (2021) revealed that 752 ECD, 901 primary and 116 secondary schools in refugee and host communities do not meet the Basic Requirements and Minimum Standards (BRMS), especially in terms of

providing appropriate infrastructure and quality of teaching and learning. There are growing concerns about the quality of learning in the refugee camps due to the exceptionally challenging learning environment in which refugee children learn, yet there is barely any literature on the effect of environmental factors on the quality of learning in a refugee setting.

## **1.2. Statement of the Problem**

The education of refugees is crucial to the peaceful and sustainable development of the countries that have welcomed them and to the future prosperity of their own countries (UNCHR, 2017). Globally, the Global Compact on Refugees (GCR) was adopted in 2018 in response to the need to support the education of refugee children. Similarly, the Global Refugee Forum (2019) embraced the Education Co-Sponsorship Alliance as a catalyst to support the education of children in refugee camps. Relatedly, in South Sudan and Uganda the BRiCE/Education for Life Project under the European Union was introduced and implemented by Oxfam to improve access and completion of safe, quality education for learners in fragile and crisis-affected environments (Oxfam, 2019b).

From the establishment of Bidibidi refugee settlement in 2016 to date, several educations in emergency interventions have been implemented by different actors.in line with framework developed by the government of Uganda ( MoES), the Education Response Plan for Refugees and Host Communities (ERPRHC).These include, the Accelerated Education Programmes (AEP) , the Lasting Education Achievements Responding to Needs (LEARN) project and PlayMatters amongst others, to ensure the refugee children in Bidibidi refugee settlement enjoy their fundamental human right to quality education and learning (UDHR, article 26). However, the NAPE Report (2021) revealed that the percentage of P6 learners rated proficient in numeracy in refugees' settlements dropped by 13.4 from that of 2018. Similarly, the percentage of P6 learners rated proficient in literacy in English in 2021 dropped by 4.7 from that of 2018.

Relatedly, the NAPE Report (2023) on the proficiency of P 3 and P 6 learners in numeracy and literacy revealed that 52.3% of P 3 were proficient in numeracy while only 26.9% were proficient in English language literacy. The report also indicated that 48.8% of P6 learners were proficient in numeracy, while only 21.9% were proficient in English language literacy. This demonstrated the low level of proficiency of learners in both numeracy and literacy. The NAPE Report (2023) further shows in refugee host schools with Bidibidi refugee settlement

included, 45.96% of P3 learners were proficient in numeracy, while only 32.43% were proficient in literacy. For P6 learners in the refugee host schools, 50.2% were proficient in numeracy, while only 23.69% were proficient in English language literacy. This also indicated a low level of proficiency of the learners in numeracy and literacy.

Relatedly, analysis of the performance of pupils in Bidibidi refugee settlement revealed that in 2022, out of 2,715 candidates who sat the PLE examination from the refugee school, 38 pupils representing 1.40% scored division one, while 16.5% of the candidates got division U. In 2023, out of 2,231 candidates who sat for PLE, 30 pupils representing 1.3% got division one. However, with all the undesirable learning outcomes in literacy, numeracy and the PLE performances over the years, there is limited documentation on the influence of environmental factors on the quality of learning by the children in the Bidibidi refugee settlement. Maintaining the status quo amounts to deliberate deprivation of fundamental human right enshrined in UDHR article 26, failure to achieve the SDGs number4, Ugandas' refugees act of 2006 commitment and denial of the transformative effects of quality education to the children in refugee contexts, Bidibidi refugee settlement in particular, To address all the cited undesirable situation, this study therefore examined the influence of teaching capacity, family and physical resources on the quality of learning among primary school children in the Bidi Bidi refugee settlement, Yumbe district.

### **1.3 Objective of the Study**

The objective of the study was divided into main and specific objectives.

#### **1.3.1 Main Objective of the Study**

The main objective of the study was to establish the influence of teaching capacity, physical resources and family on the quality of learning among primary school children in the Bidi Bidi refugee settlement, Yumbe district.

#### **1.3.2 Specific Objectives**

This study was guided by the following specific objectives:

- i. To establish the influence of teaching capacity on quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district.

ii. To investigate the influence of the teaching physical resources on quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district.

iii. To examine the influence of the family of the learners on the quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district.

#### **1.4 Research Questions**

To address the research objective above, this research answered the following research questions below.

i. What is the influence of the teaching capacity on the quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district?

ii. What is the influence of the teaching physical resources on the quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district?

iii. What is the influence of the family of the learners on the quality of learning among primary school children in the Bidibidi refugee settlement, Yumbe district?

#### **1.6 Scope of the Study**

The scope of the study focused on the geographical, content and time scope.

##### **1.6.1 Geographical Scope**

Geographically, the study was conducted in primary schools in Bidibidi Refugee Settlement, located in the West Nile sub-region in Northern Uganda. The settlement has 198,184 South Sudanese refugees who fled from the civil war in South Sudan as of late 2016. Bidibidi is one of the largest refugee settlements in the world, with 29 primary schools (Africa Wiki Challenge, 2024).

##### **1.6.2 Content Scope**

The study focused on teaching capacity, teaching physical resources, and the family of the learners as the independent variables, while the quality of learning, which is the dependent

variable, was assessed in terms of skills in numeracy, literacy, and performance in examinations.

### **1.6.3 Time Scope**

The study focused on a period of five years, from 2019 to 2023. This is because it is during this period that the NAPE report (2018-2023) showed that the quality of learning of emergency-affected children in settlements was poor.

### **1.7 Significance of the Study**

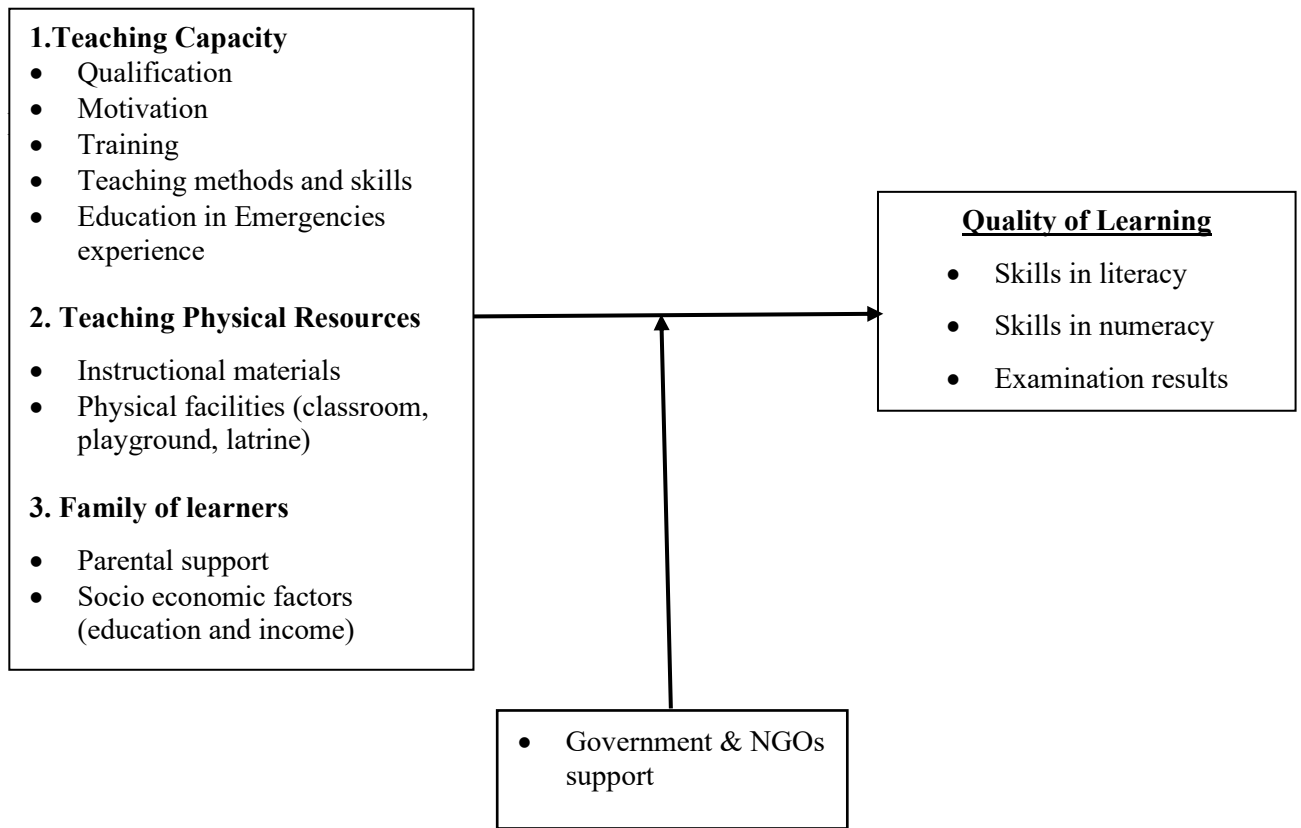
The following was the significance of the study:

- i. Provide a basis for redesigning humanitarian and development approaches for responding to the education needs of the emergency-affected children in the refugee camps.
- ii. Provide the basis to develop common educational frameworks and tools among a wide array of stakeholders to enable delivery of quality learning among the emergency-affected children in refugee camps.
- iii. Contribute towards having in place strong and resilient institutions that can deliver quality education (INEE, 2024), that build resilience and self-reliance among both refugee and host communities and that maintain and promote the asylum space.
- iv. Form a basis for the government of Uganda to strengthen collaboration between government institutions, humanitarian and development actors, donors, academia, and the private sector to the benefit of children of refugees and host communities. Provide a basis for building and strengthening ownership and capacity among local governments and community institutions.
- v. The study will contribute to the existing body of knowledge, and this will help future researchers who may be interested in carrying out studies in the same area.
- vi. The finding will also enable the researcher to fulfil the requirement for the award of the degree of master in development study.

## 1.8 Conceptual Framework

### Independent Variable

### Dependent Variable



*Source: Adopted from UNICEF (2018) and modified by Researcher (2025)*

Figure 1: Conceptual Framework depicting the hypothesized relationship between the independent and dependent variables

Figure 1 above is a conceptual framework depicting the relationship between the independent and dependent variables. The independent variables of this study were teaching capacity, teaching physical resources and family of the learners. The dependent variable was quality of learning, measured in terms of learning outcomes, skills in literacy, skills in numeracy and examination results.

Teaching capacity is significant to good pupil academic performance. Teachers are the people who guide and facilitate the learning experiences in the school, and therefore they should have the right qualification, experience, attitude and motivation for them to exhibit effectiveness and efficiency in order to realise good academic performance. Teachers are also educators of learners whose consequences may have autonomy on the education curriculum of the learners within a school.

On the teaching of physical resources, a conducive school environment makes learning attractive and interesting, hence enhancing the academic performance of pupils. Physical resources, such as physical facilities (classroom, playground, latrine) and instructional material, affect the quality of learning. The school infrastructure, such as classrooms, libraries, sanitary facilities, staff accommodation, teaching and learning materials, among others, should be spacious, adequate and in good condition. Where the library is lacking or poorly stocked, the pupils do not have the opportunity to expand the knowledge gained in the classroom. Where staff accommodation is lacking, teachers have to walk long distances to reach the school, and at times they arrive late or when they are tired, which affects their performance in class, which ultimately manifests itself in the form of poor academic performance of pupils.

The family of learners also has an influence on the pupil's academic performance. The surrounding community have activities they perform, which activities determine the nature of the environment in which the school is operating. For instance, the school located near bars, night clubs, quarries, and markets operates in a noisy environment, which makes learning ineffective, finally affecting the pupil's academic performance. Therefore, it is important to be aware that each aspect of the school environment has a role to play to facilitate effective pupil academic performance.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents a review of related literature on the impact of teaching capacity, teaching physical resources, and the family of the learners on the quality of learning. The review starts with a theoretical review and a review according to study objectives. The literature review focused on existing research work findings related to teaching capacity, teaching and learning physical resources, and the family of the learners. This informed the researcher during this study in Bidibidi refugee settlement, Yumbe District.

#### 2.1 Theoretical Review

##### 2.1.1 Ecological theory

This study was informed by Bronfenbrenner's (1979) ecological theory. The theory suggests that a person's surroundings, including their home, school, work, church, neighbourhood, culture and government, have an influence on the way a child develops (Chinyoka, 2014). This theory looks at learners' development within the context of the system of relationships that form their environment. According to this model, the microsystem is the small, immediate environment in which the child lives.

The ecological model states that child development occurs within an interactive system of nested influences between the child and the environment. His ecological environment consists of the following five nested structures: microsystem, mesosystem, exosystem, macrosystem and chronosystem (Chinyoka, 2014). Children's microsystems will include any immediate relationships or organisations they interact with, such as their immediate family, school, peers, neighbours and caregivers. How these groups or organisations interact with the child will have an effect on how the child grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow. Bronfenbrenner's next level, the mesosystem, describes how the different aspects of a child's microsystem work together for the sake of the child. The exosystem level includes the other people and places that the child may not interact with often but still have a large effect on him, such as parents' workplaces, extended family members and the neighbourhood (Chinyoka, 2014).

Given the above, understanding the interactions of these systems is therefore key in understanding how the child develops and measuring the quality of their learning in any context. This research study's objectives (main and specific) seek to establish the influence of teachers, school physical resources and the family that are referred to as environmental factors in this study. The environmental factors under study in this case are all part of the microsystem described by Bronfenbrenners' ecological theory because they form the immediate relationships the children interact with in Bidibidi Refugee Settlement, hence potentially influencing the quality of learning. As indicated in the theory, the environment therefore plays a crucial role in the learning of children. The presence of qualified and motivated teachers, availability of learning resources and the support from parents towards children's learning help to improve the quality of education in refugee settlements.

### **2.1.2 School Climate Theory**

The study was also guided by the school theory put forward by Gregory, Cornell and Fan (2011). The theory assumes that the interaction of varied factors creates a school learning environment in a school, including the academic activities, safety, community and institutional environment that impact the cognitive, behavioural and psychological development of students. Thus, school climate, however it is formed, has both direct and indirect effects on students' outcomes in the school, including their academic performance (Gregory, Cornell, & Fan, 2011). In building the theory further, later researchers theorised elements of school climate that promote positive student development. For instance, Wang and Degol (2015), borrowing from research on parenting styles and child development, argued that authoritative school climate promotes positive student development. They defined a positive school climate as one that offers a democratic atmosphere for students to express themselves. They used two leading indicators for authoritative school climate, which are democratic disciplinary structures and warmth student support (Wang & Degol, 2015). In applying this theory to the current study, the school climate is used interchangeably with a school learning environment to signify various elements of the school environment that affect student learning in both direct and indirect ways. Thus, when the students' learning environment is conducive, it will improve the academic performance of the students and vice versa.

## **2.2 Conceptual Review**

### **2.2.1 Teaching Capacity**

The quality of education exerts a substantial influence on student academic performance, prompting numerous studies to delve into the various factors contributing to this relationship. Among these factors, student engagement, defined as the proactive and purposeful dedication that students exhibit towards educational pursuits, has garnered considerable attention (Zhao & Ko, 2020). This engagement spans both formal and informal educational activities and is thought to positively influence students' overall academic performance and well-being (Wong et al., 2024). An increasing amount of research is examining the interconnections among teaching quality, student engagement, and academic performance. Blömeke, Olsen, & Suhl (2016) discovered a positive relationship between instructional quality and academic performance. Similarly, Wang, Tigelaar, Luo, and Admiraal (2022) observed a positive link of the quality of teaching to student engagement. Furthermore, research carried out by Lei and colleagues, as well as Wong and their team, has shown a positive link between students' engagement and their academic achievement (Wong et al., 2024).

### **2.2.2 Teaching Physical Resources**

The performance of pupils is impacted by the presence of physical resources (Los-Santos et al., 2019). According to Budiharso and Tarman (2020), the availability of school facilities can significantly impact the standard of education provided by the institution and ultimately impact student test scores. Additionally, Eric and Ezeugo (2019) state that students' academic achievements are associated with the existence of resources such as laboratories, sports facilities, and libraries within the school. The research conducted by Limon and Castillo (2016) in the Philippines revealed that the adequateness of the physical facilities is among the most important factors that directly affect students' educational outcomes. This is because it helps in the process that reinforces the skills and knowledge of the students.

There are a variety of factors that are present and operate in the process of teaching and learning. It has been shown that students' academic achievement, just as performance, is negatively affected by the inadequacy of school facilities. Based on this, the school administration needs to strongly emphasise developing policies and procedures focused on prioritising providing schools with facilities and the appropriate utilisation or management of available resources. Limn et al. (2022) showed that classroom application of physical

resources is necessary for students' success in all areas of academic study. Learning and teaching can become more engaging when there are a range of learning facilities available. The quality of a learner's external environment, which includes the physical resources available to them, has also been revealed to be related to the quality of their academics.

### **2.2.3 Family of Learners**

Family plays a vital role in enhancing the children's education. Without proper guidance from the family, learners cannot be able to achieve the academic achievement goal (Durlak et al., 2015). Studies indicate that family and children interaction is a basic foundation of good academic achievement. The strongest relationship between children and family, especially when they are school-related problems, shows high academic achievement. When families are involved in the children's education, they get high academic achievement. When a family actively involves the children in home and school activities, it is called family involvement (Lippard et al., 2018).

Family involvement may divide different activities like helping children in reading books, appreciating their homework assignments, different school tasks, observing their activities indoors and outdoors, and providing home tuition services to improve their academic achievement (Breeman et al., 2015). These are the three indicators of family involvement, home involvement, school involvement, home school partnership. When there is communication among parents and teachers concerning their children's achievement in school. Parents take interest in the school and home activities of the children. Taking the decision of parents towards their children's social and mental health (Weidsberg et al., 2015).

### **2.2.4 Quality of learning**

Quality learning refers to how well the learning opportunities available to students help them to become knowledgeable citizens who have problem-solving skills, relevant work skills and good interpersonal skills. Quality learning focuses on what happens to the student while in school for his or her benefit in the future ([www.igi-global.com/dictionary/quality-of-learning](http://www.igi-global.com/dictionary/quality-of-learning)). Education Response Plan (ERP) for refugee and host communities in Uganda (2018) reveals that quality at the ECD level is constrained by large class sizes, shortage of caregivers, and many untrained caregivers. Additionally, due to pressure of high demand and low supply, existing centres are overcrowded and fail to meet basic standards of a safe and

stimulating learning environment. This information created an immediate need to examine the impact of the reported situation on learning in the area, thus the reason for conducting this research.

### **2.2.5 Skills in literacy**

Literacy is the process of using reading, writing, and oral language to extract, construct, integrate, and critique meaning through interaction and involvement with multimodal texts in the context of socially situated practices (Frankel, Becker, Rowe & Pearson, 2016). The concept of English reading literacy is explained as the ability to spell and pronounce words and the accuracy of reading (Kunert & Scheepers, 2014). School outcomes and good performance in different subjects depend on children's ability to read. Therefore, teaching children how to read during early grades is critical (Mwoma, 2017).

Children who do not learn to read well are more likely to be retained in a grade in school and are likely to drop out when they reach high school (Connor, Alberto, Compton & O'Connor, 2014). Without strong reading literacy development, learners have to battle to be successful in their educational progression throughout schooling, which has dire consequences for their future prospects. Therefore, reading literacy needs to be a central school activity (Zimmerman, 2018). This study will investigate the environmental factors affecting reading literacy, looking at the relationship between instructional materials and pupils' English reading literacy.

Utibe-Abasi (2016) noted that when teachers teach using realia materials, learners recognise things and remember the names easily; their interest in the lessons increases, and boredom during the lesson dies out. According to Bably and Nusrat (2017), using realia stimulates the mind and encourages creativity by involving the senses in the learning process. Relatedly, Hadi (2018) indicated that appropriate use of realia in English lesson classrooms serves to create an active teaching environment and help to create a link between the objects and the words or phrases they represent. Further, the author shows that the use of real objects encourages learners to learn texts with interest and understand the abstract ideas in the text. Accordingly, Olatoye (2017) noted that in order to have good understanding and retention of what is being taught in class by teachers, an effective use of instructional aids, especially real objects, is required.

In African countries studies show that literacy is still a big challenge. For instance, in South Africa learners have reading problems, regardless of which language they read in (Zimmerman, 2018). In Kenya, Mwoma (2017), in a study on children's reading ability in early primary schooling, revealed that for both boys and girls, reading literacy was far below average in the reading of tasks in both English and Kiswahili, which are the official national languages.

In Uganda, the NAPE report (2021) stated that the literacy level among pupils in primary three and primary six was still poor and the situation was worst in refugee host schools.

### **2.2.6 Skills in Numeracy**

Numeracy achievement is integral to a child's day-to-day mathematics life and impacts their ability to function effectively in the world (Costa et al., 2020). Numeracy influences their problem-solving abilities, basic life skills, career prospects, financial literacy, and overall academic success (Ranta *et al.*, 2022). Therefore, fostering numeracy skills in young children is essential for personal and educational development. Numeracy skills are essential for basic life skills such as telling time, understanding calendars, and managing personal finances (Salini, 2022). As noted by MoES (2018), without numeracy skills, children may struggle to plan their day, keep appointments, or budget their money effectively. However, teachers who do not use developmentally appropriate, engaging, or interactive approaches may not effectively facilitate pupils' understanding of numeracy concepts.

Numeracy skills acquired in classroom situations are fundamental to understanding and navigating the world. They directly impact various aspects of a child's daily life, including ethno-math (Ranta *et al.*, 2022). Numeracy achievement fosters problem-solving abilities, and therefore young children proficient in numeracy can analyse situations, identify patterns, and make informed decisions. These problem-solving skills are valuable in various real-life scenarios, from figuring out, for example, how to calculate the time it takes to get to school (Tout, 2020).

However, classroom numeracy activities often involve abstract and formal mathematical concepts and procedures that can be challenging for young children. In addition, classroom math can be intimidating for some children, as it involves formal instruction with prescribed methods and procedures (Xia *et al.*, 2020); therefore, failure to grasp the classroom numeracy

concepts may affect the mastering ability of the child. Therefore, teachers should try as much as possible to make the development of the concept real by the use of real objects.

On the other hand, numeracy is intertwined into numerous everyday tasks, and this integrates local wisdom with the problems of everyday life in the context of mathematical problems or concepts (Arisetyawan *et al.*, 2021). Therefore, numeracy skills promote critical thinking and logical reasoning. Numerically proficient children can analyse information, evaluate options, and make informed choices. For instance, children need numeracy skills to measure cooking ingredients, determine quantities when shopping, and calculate travel distances. Without these skills, simple tasks can become challenging. Surprisingly, each pupil has unique strengths, weaknesses, and learning styles (Amiti, 2020). Some pupils may excel in day-to-day life mathematics due to their specific interests or prior experiences while struggling with more formalised classroom numeracy activities. Despite their differences, this study investigated the relationship between numeracy achievement and ethno-math by children in the upper primary classes.

### **2.2.7 Examination results**

The use of examinations and tests are part of evaluation and assessment that are carried out to fulfil the academic requirement (Wong *et al.*, 2020). They are systematic methods in assessing individual change of behaviours, which are related to effective teaching and learning activities (Kellaghan & Greaney, 2019). A test question is an assessment tool to gather information on the cognitive, psychomotor, and affective achievement of a student (Vaughan, 2014). Tests and assessments are implemented to fulfil their important purpose to reflect learners' achievements and proficiency in learning skills (Morris *et al.*, 2021). It is important to classify learners according to their skill and capability. However, the refugee setting, unfriendly learning environment and lack of teaching and learning aid, affect the performance of the learners in examinations. It is therefore important for the government to come out with strategies for improving the study environment of children so as to improve their performance in examinations.

Assessing the performance of children in examinations is an important instrument to reflect children's achievement and progress in learning (Baik *et al.*, 2019). Examination plays a crucial role in providing a means to certify levels of achievement, verify learning outcomes, and test student knowledge. Assessment has considerable additional educational value due to

its potential to motivate, facilitate and enhance learning and lay the foundations for future learning (Kickert et al., 2022). The way in which students are assessed also has profound implications for both student wellbeing and student engagement and, arguably more than any other aspect of teaching, signals to students what is valued by their teachers, the discipline, and the institution (Jones et al., 2021). In refugee host schools, lack of learning material affects the quality of assessment of the learners, and this in turn impacts negatively on the performance of learners in national examinations.

On the other hand, over-reliance on examinations is problematic for two key reasons. Firstly, it constrains diversity in assessment methods. Such diversity is necessary to assess a broad range of learning outcomes, provide a multi-dimensional understanding of learners' skills and knowledge, maintain student engagement, and involve learners in learning activities that lead to higher-order thinking and a deeper understanding of content (Biggs et al., 2022). Secondly, high-stakes final examinations tend to serve a purely summative function, which becomes an issue when they dominate the curriculum at the expense of opportunities for formative assessment and feedback (Henderson et al., 2020). It is important that formative assessment and feedback feature prominently in curriculum design to allow students to advance their learning by actively engaging with and implementing feedback (Winstone & Carless, 2020). It is therefore important that an appropriate method should be devised by the teachers in order to assess the progress of the learners. In a refugee setting, the high enrolment of the learners sometimes affects the quality and the method of assessing the performance of the learners. However, continuous assessment of learners using tests, class exercises and termly examinations is important to evaluate the progress of the learner. This helps to assess the readiness of the learners for national examinations.

## **2.3. Review of Literature on Teaching Capacity, Physical Resources, Family of Learners and Quality of Learning**

### **2.3.1 Teaching Capacity and Quality of Learning**

Teachers play a vital role in the academic performance of students. According to Usman (2012), a qualified teacher can be defined as one who holds a teaching certificate and/or is licensed by the state. According to the Uganda Education Service Act (2002), a teacher is a person who has successfully completed a course of training approved by the ministry responsible for education and has been entered on the register of teachers. The quality of any

education system depends on the quality of teachers, and the most important school-based determining factor of students' achievement is the teacher quality (Migosi & Musau, 2015).

A study conducted by Kimani, Augustine & Njagi (2013) in Kenya on teacher factors influencing academic achievement found that teachers' experience, age, gender and professional qualification had no statistically significant relationship with the academic performance of students. However, they noticed that performance targets, completion of syllabus, paying attention to weak students, assignments, student evaluation, and the teaching workload of a teacher had a significant relationship with students' academic performance.

The lack of trained teachers is reflected in poor learning outcomes for refugees (UNESCO, 2018). For example, in NGO-run and community-based secondary schools for Chin and Afghan refugees in Malaysia, refugee teachers were unable to effectively teach the Malaysian curriculum because of issues with training and inadequate support (Rahman, 2011 in Dryden-Peterson, 2011). Research shows that teachers of refugees commonly find it difficult to implement instruction and to build inclusive classroom environments and end up using teacher-centered rather than learner-centered methodologies; quality pedagogy is constrained by factors including limited resources (low funding, overcrowding, and lack of educational materials), a lack of pedagogical training and content knowledge, and curriculum and language policies (Mendenhall *et al.*, 2015).

Uganda's Ministry of Education and Sports (MoES, 2013) argued that the quality of education depends upon the teaching and learning skills of the teacher. When the quality of teachers is maintained, quality education can be expected in schools. Conversely, credible information from the ERP for Refugee and Host Communities (2018) reveals that quality learning in the Bidibidi refugee settlement in the West Nile sub-region of Northern Uganda faces shortage of qualified teachers (pre-primary teachers and primary school teachers). It further mentions that the quality of ECD is constrained by shortage of caregivers and a large number of untrained caregivers among others. This report seems to corroborate this study's conceptual framework that hypothesized the direct or indirect influence of environmental factors on the quality of learning.

Mahona and Mkulu (2020) added that learners are motivated, influenced and inspired to participate actively if the academic condition is secure and positive. This suggests that the teacher-pupil interaction is crucial for pupils' learning and academic success. The study also

suggested that a relationship between learners and teachers should be established. They added that such an establishment creates a good classroom environment that is important in rendering learning a meaning. A child who has a good relationship with teachers normally participates more often in learning perspectives than the one with a low level of relationship. This therefore affirms the fact that teacher-related factors play a critical role in the learning of the child and the quality of education. This aligns with one of the research questions, which is focusing on the effect of teacher-related factors on the quality of education.

Pervin, Ferdowsh and Munni (2021) stated that when the level of interaction increases, the academic performance of a child also increases, and this impacts positively on the achievement of the learners. According to the authors, a conflicted relationship increases the poor academic grade of a child. Pupil-teacher relationships also play an important role in reducing the chance of future dropping out of schools. As noted in the study, a learning environment where there is a good relationship between the teacher and the learners is always associated with good quality of learning. The qualification of the teacher and the level of motivation play leading roles in the teaching and learning process.

### **2.3.2 Teaching Physical Resources and Quality of Learning**

It cannot be denied that the type and quality of instructional materials and equipment play an important part in the instructional efficiency of the school. It is difficult to do a good job of teaching in a poor environment and type of building without adequate equipment and instructional materials (Eimuhi, 2016). Therefore, physical resources have significant influence on quality of learning and the modalities to make the learning environment well-resourced with adequate relevant instructional materials and equipment, adequate classrooms and other buildings in good conditions through adequate funding to schools or the education sector, especially in refugee settings, may be important.

Education programmes in emergencies sometimes fail to take the specific learning situation of IDPs into account. An evaluation of UNICEF's education programming in the Maldives following the tsunami found that no thorough situational analysis of IDPs had been undertaken and that they had some of the highest rates of dropout and absenteeism (UNICEF, 2009). Oftentimes, there is a lack of data on education for displaced persons, especially for the vast majority who do not live in clearly planned camps. It should be noted that some camps or settlements may be planned by the authorities or may be self-settled with

inadequate data about the displaced persons (Lloyd et al., 2010). This lack of data is symptomatic of, and at the same time contributes to, the low priority accorded to the education of displaced persons by national and international actors. Ultimately, this often affects the quality of learning in the camps (UNESCO, 2018). Accordingly, a favourable learning environment is critical for the good learning of the child. This research study seeks to establish information with specific focus on the influence of environmental factors on quality of learning in Bidibidi camp to address the data gap with the potential of triggering planning and prioritisation of the education and learning needs of the children in the refugee settlement.

Another important issue that often affects the learning situation in the camps or settlements is the funding of the education. Quality education requires appropriate funding to get the resources in place, especially the instructional materials and infrastructure. The responsibility for provision of education to people in camps and settlements remains with the national government (UNESCO, 2018). Some countries have adopted legal frameworks to protect the rights of IDPs, but only a minority, and of these, only a handful have laws or policies specifically addressing the needs of IDP children and youth. In some cases, little progress has been made in putting these policies into practice (Smith Ellison and Smith, 2012). This therefore means that in nations where little progress has been made in adopting a legal framework to protect the rights of IDPs, the right of children to education is always affected. This study is expected to highlight information that educational stakeholders may use to address education challenges specifically in refugees' settings.

Colombia, for example, is a country with a large IDP population that has made significant progress in developing and implementing laws protecting IDPs' rights, including the right to education (UNESCO, 2018). The state is bound by law to provide access to education for all IDP children between the ages of five and fifteen (Espinosa, 2013). While the enrolment rate of IDP children in Colombia in 2007 was slightly below that of the general population, analysis of the pre-displacement data indicates that the IDP population had better access to education than they had previously had in their places of origin (Ferris and Winthrop, 2011). In such learning situations, the quality of learning may be better than in cases where the governments do not have policies or cannot put the policies into practice. By and large, it is imperative that a study such as this be done to really ascertain the effect of the physical resources on the quality of learning in the camps in Uganda.

### **2.3.3 Family of Learners and Quality of Learning**

It is well known that children's academic performances are affected by both their family backgrounds and contextual or structural factors such as the urban–rural difference and regional variation. A study by Lyu (2019) to evaluate the relative importance of family background versus structural factors in determining children's academic achievements across three different societies: China, the United States of America, and Germany, analysing data from five large-scale, high-quality, and nationally representative data sets. The results reveal two main findings: (a) family socioeconomic status exerts much stronger positive effects on children's academic achievement in the USA and Germany than in China; and (b) structural factors (such as those measured by location and urban/rural residence) play much smaller roles in the USA and Germany than in China.

According to Buckingham, Wheldall & Robyn (2013), socioeconomic status at the individual and school levels are positively related to literacy achievement in all English-speaking countries. Buckingham, Wheldall, & Robyn (2013), in their study, found that the components of socioeconomic status – income, parent education and parent occupation – are each statistically significant predictors of school literacy achievement, but they are primarily a proxy for more directly salient factors. However, this study was done in a non-refugee setting, and therefore its finding cannot be replicated in this study setting. This therefore presents a contextual gap that will be addressed by this study.

Osuolale (2014) investigates the influence of parental background on the academic achievement of senior secondary school students in the Ibadan North Local Government Area of Oyo State, Nigeria. As one of the criteria of the quality of education, students' academic achievement was investigated because it is most often cited as an indicator of school effectiveness by school authorities and educationists. The data collection was done through interviews and use of well-structured questionnaires administered to one hundred students (100) within the target local government. This was statistically analysed, and the result showed that parents' attitudes towards their children's education had significant effect(s) on students' self-reporting of academic achievement. However, such factors as parental education and socioeconomic background had no significant relationship with the students' self-reporting of academic achievement. Again, the study was done in a non-refugee setting; therefore, undertaking this study in Bidibidi refugee settlement will provide documentation regarding the influence of parental factors on the quality of learning in a refugee setting.

According to Sandip & Naik (2014), the family provides emotional support to an individual as well as plays a major role in the formation of one's personality. The quality and nature of the parental nurturance that the child receives will profoundly influence his future development. The knowledge of these family factors associated with behaviour problems may be helpful to identify at-risk children. This is in line with this study, as it seeks to answer the question on the effect of family-related factors on the quality of education in a refugee setting.

According to Bennett (2018), children from lower-income homes often experience a lack of parental consistency, a frequent change in part-time caregivers, a lack of supervision, poor nutrition and poor role-modelling. According to a 2007 article titled "The Impact of Poverty on Educational Outcomes for Children" in the journal "Paediatric Child Health", studies show that children from impoverished families tend to score lower in communication and vocabulary skills, knowledge of numbers, ability to copy and recognise symbols, concentration, and teamwork and cooperative play. Research conducted by the Society for Research in Child Development also found that children from low-income families received less positive parenting and had higher levels of cortisol, which has been associated with lower levels of cognitive development (Bennett, 2018). However, this study did not address the issue of children from refugee settings, which this study will address.

Xiang (2019) examines the impact of family income and other factors related to family on the learning and performance of students in their first college-level financial accounting course. Based on data collected through a survey conducted at a public university, we find three main results: 1) Family income shows some relation to learning performance in the first college financial accounting course, but the strength of the relation is limited; 2) other family-related factors, including first-generation college student status, family members working in the business, or family members being accountants, have no significant relation with learning performance; and 3) compared with family-related factors such as family income, college GPA, and study attitude, as well as motivation, are the key factors that explain learning performance in the first college-level accounting course.

As with refugee camps, IDP camp residents are often provided with food rations; however, the distribution of these rations can inadvertently act as a barrier to education, as collecting and transporting them is a common cause of absenteeism (Ferris & Winthrop, 2010). On the other hand, families living in large camps or settlements often lack access to assistance to

cover their basic needs, so they may be reliant on child labour to generate income. They may experience discrimination, as reported in Colombia, Azerbaijan, and Sudan (Cohen 2008), and may have concerns about their children attending schools in unfamiliar settings (Ferris and Winthrop 2010). However, it is not always the case that families in small camps have less access to education than those in large ones. While they may receive less access and support from international humanitarian organisations, they may have better access to government schools or low-cost private schools. In Kurdistan, for example, the out-of-school rate in 2015 was higher in camps than for IDP children outside camps (UNICEF, 2015). This may ultimately have serious implications on the quality of learning that takes place. However, this may be worse in Bidibidi refugee settlement. It is therefore the basis for this study that seeks to establish the relationship or the influence the family has on the learners' learning outcomes because no specific study has provided related information.

According to Camarero-Figuerola, Dueñas, & Renta-Davids (2020), parental or family involvement pertains to a string of activities that families take on to support a child in academic pursuit. Carrera et al. (2014) believe that family involvement contributes to the growth of early skills of literacy in children and increases motivation, especially in primary and secondary education. Freires, Pereira & Santos (2016) observed that schools with involved families are better equipped to set and meet challenging educational goals. However, parents of refugees and caregivers are hindered by the barriers to support education for children. They are not in a position to give support in terms of the academic and emotional needs of children because they have to struggle with trauma and many other problems that come with resettlement in alien places. This hinders the pupils' academic progress.

#### **2.4. Summary of Literature and Gap**

From the literature reviewed, it is evident that there are several factors that influence quality of learning. The studies cited in the literature are from western countries, some from non-refugee contexts. There was lack of literature on the influence of teaching capacity, physical resource and family of the learner on the quality of learning in Uganda's refugee context and in Bidibidi specifically to explain the undesirable status of learning in the refugee context, Bidibidi inclusive, where several education in emergency interventions have been implemented aimed at providing quality learning to the refugee children. This demonstrated a serious gap to the researcher and for education sector in Uganda. Therefore, it was necessary

that an empirical study be done, more specifically in a refugee context in Uganda to generate data that could potential explain the effects of teaching capacity, physical resource and family of the learner on the quality of learning among primary school children on Bidibidi refugee settlement. This study was there carried to achieve that.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

The purpose of this section is to describe the methodology employed in the study. The chapter covers the research design, study population, sample size, sampling techniques, data collection methods, data collection instruments, research procedures, validity and reliability of the study, data management and analysis, ethical considerations, and limitations of the study.

#### 3.2 Research Design

Research design describes how the research strategy addresses the specific aims and objectives of the study and whether the research issues are theoretical or policy-oriented (Cooper & Schindler, 2014). The design of this research study adopted a mixed method approach, and a descriptive cross-sectional survey design. In this study, the descriptive research design helped to describe the effect of environmental factors (teaching capacity, physical resources and family) on the quality of learning among emergency-affected children in the Bidibidi Refugee Settlement in Yumbe District. While cross-sectional designs analysed data of variables collected at a single point in time across respondents (Bhat, 2018). Since the data for this study was collected at a single point in time, it therefore fits the time allocation for the study, which is academic in nature. Mixed method approach allowed the integration of quantitative and qualitative data that provided a comprehensive understanding of the research question.

#### 3.3 Study Population

According to Kumar (2019), a study population is individuals, groups, and communities from whom the required information to find answers to research questions is obtained or collected. For the purpose of this research, the study population comprised staff (teachers), parents/representatives (members of PTA/SMC), and pupils. Data from the district registry and Windle International, the education in emergencies sector lead in Bidibidi, Yumbe district, indicated that there are 34 primary schools in the Bidibidi refugee settlement with 516 teachers employed, 34 PTA chairpersons, 34 SMC chairpersons, and 67,188 primary school children enrolled. However, this study targeted 50% of teachers (258 teachers) and 340 pupils (10 pupils from each school), 34 PTA chairpersons, 34 SMC chairpersons and the

34 primary schools Head teachers in Bidibidi as its study population. The teachers and pupils were met in their respective schools since it was second-term school time. The parents/representatives (members of PTA/SMC) who took part in the study were also reached through the schools. Therefore, the population of the study was 700 target participants

### 3.4 Sample Size Determination

The study used the formula developed by Krejcie and Morgan (1970) in order to determine the sample size of respondents. Based on Krejcie and Morgan’s table (1970), from the study population of 700, a sample size of 248 was arrived at and selected. The sub-sample for each category of staff was determined using the formula developed by Krejcie and Morgan (1970).

$$s = XS/P$$

Where: s = Sub-sample for each category

X = Population in each category

S = Total sample for the study

P = Total population of all the staff and students in school where the study was conducted. Therefore, basing on this formula, a total sample size of 248 respondents were to participate in the study

Table 1: Study sample size

Category	Study population	Sample size	Sampling technique
Head teacher	34	12	Purposive sampling
Parents Teacher Association (PTA)	34	12	Purposive sampling
School Management Committee (SMC)	34	12	Purposive sampling
Teachers	258	92	Simple random sampling
Pupils	340	120	Simple random sampling
Total	700	248	

Source: Primary data.

### 3.5 Sampling Techniques

Cooper and Schindler (2014) describe sampling techniques as the methods to be used to select the sample for the study. There are two types of sampling techniques, namely probability and non-probability sampling techniques (Kothari, 2014). For the purpose of this

study, the researcher employed simple random sampling to select the teachers and purposive sampling to select pupil representatives/learners, teachers and parent representatives (members of SMC/PTA). Purposive sampling was used to select head teachers, PTA and SMC chairpersons. The rationale for the use of purposive sampling was to enable the researcher to select individuals who are rich in information pertaining to the subject matter (Creswell, 2012). Simple random sampling was used because it is a method of sampling that allows an equal chance for each person in the targeted population to be selected and avoids bias by the researcher.

### **3.6 Data Collection Procedure**

First and foremost, the researcher collected an introduction letter from Uganda Martyrs University and was useful in introducing the researcher to the Chief Administrative Officer of Yumbe District, the District Education office, the management of Bidibidi refugee settlement and the education in emergency lead partner organisation (Windle International Uganda). Upon provision of all the requirements listed in the checklist for the introduction letter conducting academic research in the settlement as required by the office of the settlement commandant, the settlement commandant of Bidibidi refugees' settlement approved the conduct of the study by giving permission to the researcher to access the schools and collect data. Furthermore, copies of the introduction letter were attached to the questionnaires to facilitate introducing the researcher and data collectors and were distributed to the respondents.

Arrangements for the process of data collection were jointly agreed upon with the Education in Emergencies lead NGO (Windle International Uganda) before the actual data collection commenced. This was done to address potential resistance and refusal to participate in the study by the school authorities (head teachers) at the school level and other respondents. Windle International Uganda, using an existing WhatsApp platform used for communication with schools under its management, communicated in advance to the head teachers about the researcher and permitted the schools to participate in the study. Appointments for data collection were fixed with selected schools based on the availability of respondents and consideration of the school programmes at the time

### **3.7 Methods of Data Collection**

In this study, three data collection methods were used, namely, interviews, questionnaires and focus group discussions (FGDs).

### **3.7.1 Questionnaire survey**

Survey research is the most commonly used quantitative inquiry where numerical items are collected with the view of describing human behaviour (Ponto, 2015). Closed-ended questionnaires were used to collect quantitative data from the respondents in the categories of teachers and pupils. According to Creswell (2012), a questionnaire survey is a method for collecting and recording information about a particular issue of interest. The use of questionnaires helped to save time during data collection from large samples (teachers and pupils). In this investigation, it was applied to elicit primary data from the categories of teachers and pupils, primarily to describe the characteristics of interest relatively faster. The quantitative approach was chosen to collect data from teachers regarding the study objectives.

### **3.7.2 Interviews**

Interviews involved verbal and face-to-face interactions between the researcher and the respondents where the researcher asked questions and respondents provided answers to the questions. The interview guide for the interview consisted of open-ended questions that were used to carry out face-to-face interviews with the key informants in the categories of head teacher, SMC and PTA executives. The rationale behind the choice of this method was to enable the researcher to probe deeper into the subject matter being investigated. It also helped to substantiate the quantitative data that was collected through the survey questionnaire method. Additionally, the interview data collection method was used to collect the qualitative aspect of the study subject matter from the head teachers and parents/representatives.

### **3.7.3 Focus Group Discussion**

Focus Group Discussions (FGDs) is a face-to-face technique used to gather data from a small, diverse group, led by a moderator who encourages discussion and asks open-ended questions (Creswell, 2012). As noted by Creswell (2012), a focus group should ideally consist of between 6 and 12 participants. This method involves administering a pre-set question to a group of respondents for them to discuss and give their view. Here, the researcher led a group of ten participants in the category of pupils into a moderated discussion of questions while emerging issues from their discussion were noted by the researcher.

### **3.8 Data collection instruments**

#### **3.8.1 Questionnaire**

A questionnaire is a formalised set of questions designed to elicit information from respondents (Kothari, 2014). During this study, a total of 92 questionnaires were distributed to 12 primary schools across Bidibidi refugee settlement with clear instruction provided to the respondents. The structured questionnaires were used to collect data from the teachers on the subject of the study. It was also used to gather data on the demographic characteristics of respondents, environmental factors and the quality of learning. Data on environmental factors and the quality of learning were gathered using a five-point Likert scale. The advantage of using a questionnaire in data collection is that it helps to collect data from a large sample of respondents within a short period of time, therefore making it cost-effective (Kothari, 2014). In this particular study, it enabled teachers to respond to the questionnaires at their time of convenience since they were busy with examination management at the time of the data collection.

#### **3.8.2 Interview guide**

The interview guide consisted of open-ended questions on environmental factors and quality of learning. It was organised according to the objectives of the study. The key informants (head teachers, PTA and SMC chairpersons who are regarded by the researcher to be conversant with the subject under study) were interviewed following a designed interview guide. The information that was obtained from these categories of respondents (head teachers, PTA and SMC chairpersons) supplemented information obtained using questionnaires. The choice of the interview guide was to give room for the researcher to probe deeper during the process of carrying out the interview, as a response to a question may lead to another question (Coopers & Schindler, 2014)

#### **3.8.3 Focus Group Discussion Guide**

The researcher carried out a total of 12 focus group discussions (FGDs) with 10 participants in each group. The FGDs consisted of unstructured questions that were administered to participants in the category of primary school pupils (equal number of males and females) within a period of 45 minutes to 1 hour. The focus group discussion guide consisted of questions about school environment and quality of learning. The focus group consisted of the moderator (the researcher) who ensured the questions were well presented to the participants and probed where more detailed explanations were necessary and the note-taker who

recorded the proceeding of the FGD. The researcher used the language that can be best understood by the participants.

### **3.9 Validity and Reliability of Research Instrument**

Validity determines whether the research instrument truly measures that which it intends to measure or how truthful the research results are (Haradhan, 2017). To judge the correctness of the data, dependability, credibility, transferability and conformability standards were used. To assess the correctness of data collection and the generated codes, data was reviewed by contributors. To establish the validity of the research instruments, professional analysis was sought by the researcher from education experts.

The content validity was assessed using qualitative and quantitative methods. The qualitative method includes the opinion of a panel of experts in questionnaire design. The panel assessed the questionnaire in terms of grammar, use of proper wording, correct placement of phrases, and the necessity and importance of the phrases, as well as appropriateness of scoring. Credibility was assessed using the proper time allocation, continuous interaction in data collection and triangulation in data collection methods, including in-depth interviews, field note recording and selection of the subjects based on the maximum variation method.

To ensure reflexivity, the researcher recorded information about the research on a regular basis. The records include information about the researcher's schedule, methods and insights which provided valuable guidance and direction to the research process. Triangulation was done by using both quantitative and qualitative approaches.

Transferability was assessed by introducing the findings of the interviews to individuals who did not participate in the study but had similar characteristics to study subjects to see whether they find an agreement between their experience and the findings of the study.

On reliability of the research instrument, the researcher established consistency among the components of the questionnaire using Cronbach's alpha coefficient. The Cronbach alpha value was acceptable at a minimum of 0.70, which confirms the consistency among the components of the questionnaire and, accordingly, the stability required in the event of repeating the test.

Table 2: Reliability test

Variables	Cronbach alpha	No. of items
Teaching capacity	0.812	11
Teaching physical resources	0.783	11
Family of learner	0.806	10
Quality of learning	0.862	15
Overall	0.816	47

*Source: Primary Data, 2025*

As indicated in table 2, for all the study constructs were above 0.7, and this indicated that they all satisfied the criteria for reliability; hence all were reliable.

### 3.10 Data Analysis and Presentation

#### 3.10.1 Quantitative data analysis

The data collected from the respondents was checked for completeness and consistency of items contained therein. With the help of spreadsheet, data matrix was formed, after which SPSS was applied to carry out analysis. During formation of data matrix, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), ‘agree’ (A), and ‘strongly agree’ (SA) was merged to form ‘agree’ (A).<sup>1</sup> Descriptive statistic was used to analyse bio data of the study participants. This was with the help of frequencies, percentages, mean and standard deviation.

Bivariate analysis was carried to test how the variables being studied are correlated (Saunders et al, 2009). In this case, Pearson correlation analysis at 5% level of significance was used to test the relationship between environmental factors and quality of learning. Correlation coefficient ranges from negative 1 to positive 1. The value of correlation coefficient of negative 1 denotes a perfect negative relationship, a correlation coefficient of positive 1 denotes a perfect positive relationship while a correlation coefficient of zero indicates no relationship between the variables being investigated (Kothari, 2014).

Regression analysis was used to examine the effect of teacher-related factors, physical resources and the family related factors on the quality of learning. Regression analysis was carried at 5% level of confidence.

<sup>1</sup>These were merged because the agree had very small percentages and frequencies

### **3.10.2 Qualitative data analysis**

Qualitative data was analysed using thematic and content analysis. In this case, the data collected was organised into meaningful themes and content for a particular themes were posted under the theme. Presentation of the finding was made in a narrative form and some selected narratives from the school was presented as quotations.

### **3.11 Ethical Considerations**

The researcher respected anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided was purely for academic purposes and that their identity were not disclosed to anyone. This was highlighted in the introductory part of the questionnaire or before the interview sessions. Objectivity was considered during report writing to avoid personal bias. Lastly, the researcher reported to the relevant offices to get authority before starting to collect the data.

### **3.12. Limitations of the Study**

The information was collected at a single time. Therefore, the participants' attitude was not examined at different times. That is to say, it is susceptible to a number of technical biases (for example, selection bias) that can skew the results. However, attempts were made to include everyone in the random sample so as to avoid what is referred to as selection bias, which can skew the results.

The researcher met resistance from some of the respondents (the head teachers), who were not willing to provide information because they had not received information from their employer, Windle International Uganda, permitting them to attend to the researcher. In this case, the researcher thoroughly explained the purpose of the study to the particular head teachers upon presentation of clearances from the office of the settlement commandant, and Windle International and a follow-up communication by Windle International Uganda accepted to take part in the study and allow the researcher to go on with the study in their schools. This, however, led to time wastage.

The researcher met a language barrier with some of the parent's representatives (PTA and SMC) who were to be interviewed but could not understand English, especially those from South Sudan. This was solved with the help of two trained research assistants from the refugee community who understand the Arabic language spoken by the respondents.

The researcher also met the challenge of getting the respondents, especially the children, teachers and head teachers, because the data collection took place during the examination period. This challenge was addressed by fixing different appointments with respondents within the remaining days of the schools before the close of the term.

**CHAPTER FOUR**  
**PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION OF**  
**FINDINGS**

**4.0 Introduction**

In this chapter, presentation, analysis and discussion of findings are provided. The analysis was in the form of descriptive statistics, correlation analysis and regression analysis. The chapter is organised as follows: Section 4.1 covers the response rate, Section 4.2 is on the demographic characteristics of the respondents, Section 4.3 & 4.4 present study findings of the descriptive analysis, Section 4.5 presents diagnostic analysis, Section 4.6 presents study findings of the bivariate correlation analysis and inferential analysis, Section 4.7 is on multiple regression analysis and Section 4.7 is on discussion of findings.

**4.1 Response Rate**

The finding in Table 3 presents the response rate from a total of 92 distributed questionnaires. A total of 91 questionnaires were completed and returned, representing 98.9% of the total. This is considered a high response rate, which strengthens the reliability and validity of the research findings. It suggests strong respondents' engagement and that the results can be viewed as broadly representative of the sample. Similarly, 31 (86%) key informants were interviewed, and 120 (100%) participated in the focus group discussion. Overall, with a total of 242 respondents representing a 97.6% response out of the total sample size of 248, it therefore implies that the data collected is credible for analysis. The high return rate was realised with the help of a trained research assistant.

Table 3: Response Rate

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Filled and Returned Questionnaires	91	98.9
Participants interviewed	31	86.0
Participants for FGD	120	100
Overall response	242	97.6

*Source: Primary Data (2025)*

## 4.2 Demographic Characteristics of the Respondents

Respondents were asked to provide information concerning their demographic characteristics which included gender, age bracket, qualifications, marital status, position and period in the school.

Table 4: Demographic Characteristics of Respondents

Variable	Category	Frequency	Percentage
Q1. Gender	Male	56	61.5
	Female	35	38.5
Q2. Age bracket	18-30 yrs	11	12.1
	31-40 yrs	30	33.0
	41-50 yrs	38	41.8
	51-60 yrs	12	13.2
Q3. Marital status	Married	80	87.9
	Single	09	9.9
	Separated/divorced	02	2.2
Q4. Qualification	Certificate	63	69.2
	Diploma	26	28.6
	Bachelor Degree	02	2.2
Q5. Period in the school	Less than a year	05	5.5
	1-3 yrs	33	36.3
	4-6 yrs	13	14.3
	7-10 yrs	15	16.5
	Above 10 years	25	27.5

*Source: Primary Data (2025) n=91*

The result in Table 4 summarises the demographic profile of respondents who participated in the study, offering insights into their gender, age, educational qualifications, and period in the school. The gender distribution of the respondents showed moderate imbalance, with male respondents representing 61.5% and females 38.5%. This skew was primarily due to greater

availability of males who were willing to participate in the study, while females were occupied with domestic responsibilities, limiting their participation in the study. Secondly, there are fewer female teachers compared to the male teachers in all the schools where the data collection took place. Throughout the data collection and analysis processes, the researcher did not face any challenge as a result of the male and female respondents' imbalance.

On age brackets, the largest age group was 41–50 years, with 41.8% of the sample. This indicates that the workforce is predominantly mid-career, suggesting a mature and potentially experienced employee base. The 18–30 age group is under-represented at 12.1%, possibly reflecting limited entry-level hiring or a lower response rate from younger staff. On educational qualification, the majority of respondents hold certificates in primary school teaching (69.2%), followed by diploma holders (28.6%). Only a small number hold bachelor's qualifications (2.2%), suggesting a limited number of teaching staff with advanced professional training. This implies the school relies heavily on staff with a certificate level of education in the teaching profession, which may influence training needs and capacity-building strategies.

In the period in the school, the majority of the respondents, 33 (36.3%), had been in the school for 1-3 years, while the minority of the respondents, 5 (5.5%), had taken less than a year in the school. However, most of the people who participated in the study had the experience of more than a year, which is important for balanced feedback in studies related to coaching and training.

### **4.3 Descriptive Statistics on Teaching Capacity, Physical Resources and Family**

The descriptive statistics of teaching capacity, physical resources and family of learners were assessed. Descriptive statistics of the study constructs were carried out in terms of mean and standard deviation.

#### **4.3.1 Descriptive Statistics of Teaching Capacity**

To determine the views of the respondents on the teaching capacity of teachers, descriptive statistics were used to determine the general findings of how participants responded to the scale items as it applied to them. Therefore, the views of the respondents on teaching capacity were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, 'strongly disagree' (SD) and 'disagree'

(D) were merged to give 'disagree' (D), and 'agree' (A) and 'strongly agree' (SA) were merged to form 'agree' (A) during analysis, as indicated in Table 5. The result in Table 4 summarises the demographic profile of respondents who participated in the study, offering insights into their gender, age, educational qualifications, and period in the school. The gender distribution of the respondents showed moderate imbalance, with male respondents representing 61.5% and females 38.5%. This skew was primarily due to greater availability of males who were willing to participate in the study, while females were occupied with domestic responsibilities, limiting their participation in the study. Secondly, there are fewer female teachers compared to the male teachers in all the schools where the data collection took place. Throughout the data collection and analysis processes, the researcher did not face any challenge as a result of the male and female respondents' imbalance.

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Table 5: Descriptive Statistics for Responses on Teaching Capacity

	Measures of teaching capacity	Descriptive				
		D	NS	A	Mean	SD
1	Teacher training	1.1	00	98.9	4.82	.462
2	Use learning materials	1.1	5.5	91.2	4.18	.676
3	Individual needs	1.1	4.4	94.5	4.44	.636
4	Assessment of pupils’ competences	2.2	3.3	94.5	4.45	.719
5	I always organize remedial lesson if the lesson is not successfull	2.2	16.5	81.3	4.03	.752
6.	Prepare scheme of work and lesson plan	00	2.2	97.8	4.13	.907
7.	Engage learners during lesson	00	7.7	92.3	4.48	.639
8.	Commitment to supporting learners	1.1	1.1	97.8	4.58	.579
9.	Good level of peer support	1.1	11.0	87.9	4.05	.639
10	Syllabus within the term	7.7	15.4	76.9	3.89	.849
11	Recieved professional development support	8.8	7.7	83.6	4.08	.980
	<b>Overall mean</b>				<b>4.38</b>	<b>0.71</b>

Source: Primary Data(2025). n=91

Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00=High)

Here, the study sought to address the first objective of the study, which was to establish the influence of teaching capacity on quality of learning among primary school children in Bidibidi refugee settlement, Yumbe district. The findings presented in Table 5 reflect a generally high level of teaching capacity among respondents, with an overall mean score of 4.38 out of 5.0. This indicates that, on average, teachers ’exhibit strong professional

competence and commitment in the execution of their instructional roles. A significant majority (98.9%) of respondents agreed that they had undergone a teacher training course, yielding a high mean of 4.82 and a low standard deviation of 0.462, indicating strong consensus and widespread professional preparation. This foundational training is critical in shaping effective teaching practices.

In terms of instructional materials, 91.2% of teachers agreed that they regularly use visual aids and other learning materials during lessons, with a mean score of 4.18. Similarly, addressing the individual needs of learners appears well prioritised, as reflected in a high mean of 4.44, with over 94% of respondents agreeing with this practice. Assessment-driven teaching also emerged as a strength, with a mean of 4.45. Respondents indicated that they routinely assess pupils' competencies post-lesson and use the results to tailor support and improve learning outcomes. Relatedly, 4.03 was the mean for organising remedial lessons when initial instruction is not effective, suggesting this is a common, though slightly less consistent, practice.

One of the most outstanding results was seen in the item regarding preparation of schemes of work and lesson plans, which achieved a notably high mean of 4.13. Engaging learners actively during the teaching process scored highly (4.48), as did personal commitment to supporting children's learning (4.58), reflecting strong learner-centered values. Peer support was also moderately strong, with a mean of 4.05, indicating collaboration among colleagues in enhancing quality of learning.

However, completing the syllabus within the term period had the lowest mean of 3.89, showing that while a majority succeed, there remains a subset of teachers who face challenges in pacing and coverage. Lastly, support through professional development in emergency and refugee contexts was reported with a mean of 4.08, though the relatively higher standard deviation (0.980) suggests variability in access or experience with such training. In summary, the data point to a dedicated, trained, and pedagogically competent teaching workforce, albeit with minor inconsistencies in remedial practices, syllabus completion, and exposure to emergency-related professional development. These insights can inform targeted capacity-building interventions to further strengthen teaching quality.

### **4.3.2 Descriptive Statistics of Teaching Physical Resources**

Here the study sought to address objective number two: to investigate the influence of the teaching physical resources on quality of learning among primary school children in Bidibidi

refugee settlement, Yumbe district. To determine the views of the respondents on the level of physical resources in their schools, descriptive statistics were used to determine the general findings of how participants responded to the scale items as it applied to them. Therefore, the views of the respondents on physical resources were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), ‘agree’ (A), and ‘strongly agree’ (SA) were merged to form ‘agree’ (A) during analysis, as indicated in Table 6.

Table 6: Descriptive Statistics for Responses on Teaching Physical Resources

	Measures of Physical Resources	Descriptive				
		D	NS	A	Mean	SD
1	Presence of basic essential materials in the school	6.6	13.2	80.3	4.10	.870
2	Presence of basic materials for pupils	9.9	17.6	72.6	3.82	.973
3	Presence of materials and equipment for learners	37.4	17.6	45.1	3.12	1.163
4	Presence of accessible classrooms	28.6	5.5	66	3.54	1.493
5	Presence of adequate classroom	37.4	8.8	53.9	3.26	1.597
6	Presence of playground and structures	53.9	3.3	42.9	2.85	1.639
7	Conducive learning environment	18.7	18.7	62.8	3.66	1.204
8	Presence of separate latrines	11.0	3.3	85.8	4.19	1.111
9	Enough classroom space	74.8	9.9	15.4	2.02	1.229
10	Accessibility of the school	31.9	6.6	61.6	3.38	1.412
11	Adequate safe water	53.9	8.8	37.4	2.73	1.542
	<b>Overall mean</b>				<b>3.33</b>	<b>1.29</b>

Source: Primary Data(2025). n=91

Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00= High)The findings on physical resources, as detailed in Table 6, reveal a mixed but insightful assessment of the infrastructural and material conditions within the school environment. With an overall mean

of 3.33 (on a scale of 1 to 5), the data indicates a moderate level of adequacy in the availability and quality of physical resources necessary for effective teaching and learning.

A relatively strong area was the availability of essential materials for teaching and learning, including planning and assessment tools, which recorded a high mean of 4.10. Similarly, the provision of gender-segregated, well-maintained latrines, including for children with disabilities, scored the highest mean (4.19), highlighting commendable efforts toward sanitation and inclusive facilities. However, access to learning materials for pupils, such as textbooks and guides, was somewhat less satisfactory, scoring 3.82, suggesting a need for resource enrichment.

Conversely, the most critical challenges emerged in areas requiring spatial and infrastructural investments. The availability of sufficient class space and adherence to pupil-to-desk ratios scored the lowest mean of 2.02, with nearly 75% of respondents disagreeing that standard classroom conditions were met. Similarly, the adequacy of clean water sources (mean = 2.73) and playground/recreational facilities (mean = 2.85) were rated poorly, pointing to significant gaps in health, hygiene, and holistic child development support.

Physical accessibility and inclusivity in classroom infrastructure showed mixed responses. Although 66% agreed that classrooms were in good condition and accessible to all learners, including those with disabilities, the high standard deviation (1.493) and mean of 3.54 suggest varied conditions across different classrooms or school sites. Additionally, the adequacy of classrooms to meet the Ministry of Education's standard class sizes also raised concerns, with only 53.9% expressing agreement and a mean of 3.26, revealing pressure on classroom capacity. Other aspects, such as the school's location in a safe and conducive environment (mean = 3.66) and safety of access routes (mean = 3.38), were moderately affirmed, though responses again revealed disparities in experience.

Overall, the results underscore an urgent need for targeted investment in classroom infrastructure, water and sanitation facilities, learning materials, and recreational spaces. While some foundational elements are in place, the disparities in key resource areas present critical barriers to equitable and quality education delivery. Addressing these gaps will be pivotal in creating an enabling learning environment that aligns with national education standards and the rights of all learners.

### 4.3.3 Descriptive Statistics on Family of Learners

To determine the views of the respondents on the influence of the family of learners on the quality of learning, descriptive statistics were used to determine the general findings of how participants responded to the scale items as it applied to them. This addressed objective number three, which was to examine the influence of the family of the learners on quality of learning among primary school children in Bidibidi refugee settlement, Yumbe district. Therefore, the views of the respondents on the family of learners were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), and ‘agree’ (A) and ‘strongly agree’ (SA) were merged to form ‘agree’ (A) during analysis, as indicated in Table 7.

Table 7: Descriptive Statistics for Responses on Family of Learners

	Measures of mentoring	Descriptive				
		D	NS	A	Mean	SD
1	Parents providing school dues	33.0	35.2	31.9	2.95	1.089
2	Parents encourage learners.	35.2	28.6	36.3	2.92	1.204
3	Parents value education.	25.3	30.8	44	3.19	1.095
4	Parents value the morale of children	23.1	25.3	51.7	3.31	1.029
5	Parents regularly communicate with teachers on children’s learning.	22	26.4	51.7	3.33	1.065
6	Parents encourage teachers to help children	19.8	25.3	55	3.34	1.067
7	Family setup provides conducive environment	35.2	16.5	47.8	3.02	1.245
8	Parents have good attitudes towards education	13.2	25.3	61.6	3.68	1.042
9	Community culture promote girl child education	24.2	24.2	51.7	3.35	1.099
10	Parents helps children with homework	36.3	34.1	29.7	2.82	1.170
	<b>Overall mean</b>				<b>3.19</b>	<b>1.10</b>

Source: Primary data (2025).n=91

Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00= High)

The results presented in Table 7 provide a nuanced picture of the role of families and the broader home environment in supporting learners' educational development. With an overall

mean of 3.19, the data suggests a generally moderate level of family engagement and support, with significant variation across specific domains of involvement.

Parental support in providing school dues and scholastic materials yielded one of the lowest mean scores (2.95), with 68.2% of respondents either disagreeing or remaining neutral. This indicates a significant gap in parental support that could impact learners' preparedness and participation in school. Similarly, low mean scores were observed for encouragement of reading, writing, and discussion at home (2.92) and parents' capacity to assist with homework (2.82), underscoring the limited academic engagement many families have due to possible literacy gaps, competing priorities, or socio-economic constraints.

Despite these challenges, certain positive indicators emerge. Notably, parents' attitudes toward their children's education were relatively high, with a mean of 3.68, suggesting a generally favourable disposition toward education. In a related dimension, communication between parents and teachers about learners' progress scored a moderate 3.33, with nearly 52% expressing agreement, pointing to some level of engagement that could be further nurtured.

Parental values around children's learning, hard work, and emotional well-being (morale) also showed moderate support, with means of 3.19 and 3.31, respectively. These suggest that while material and academic involvement may be lacking, emotional and motivational support from families is more present, albeit not uniformly strong.

Encouragement for teachers to address individual learner needs (mean = 3.34) and community support for girl child education (mean = 3.35) were similarly moderate, indicating room for improvement but also a baseline of positive cultural values that could be leveraged. However, the home learning environment, as influenced by family setup, received a middling score of 3.02, pointing to structural or environmental barriers in the settlement that may hinder after-school learning.

In conclusion, while the findings reflect moderate levels of parental involvement, they also expose critical deficiencies, particularly in economic support, academic engagement at home, and parental capacity. To enhance learner outcomes, it will be essential to implement community-based strategies that empower families through literacy programmes, parental

education, and economic support mechanisms, while also strengthening school-community partnerships to reinforce shared responsibility for learning.

#### 4.4 Descriptive Statistics on Responses on Quality of learning

The descriptive statistics of quality of learning was carried out on skill in numeracy, skill in literacy and performance in examinations. Descriptive statistics of the study constructs were carried out in terms of mean, and standard deviation.

##### 4.4.1 Descriptive Statistics on Skill in Numeracy

To assess the views of the respondents on the skills of learners in numeracy, descriptive statistics were used to determine the general findings of how participants responded to the scale items as it applied to them. Therefore, the views of the respondents on the skills of learners in numeracy were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), ‘agree’ (A), and ‘strongly agree’ (SA) were merged to form ‘agree’ (A) during analysis as indicated in Table 8.

Table 8: Descriptive Statistics for Responses on Skill in Numeracy

Measures of Efficiency		Descriptive				
		D	NS	A	Mean	SD
1	Pupils good basic mathematic skills	20.9	40.7	38.5	3.24	.878
2	Pupils can apply simple numerical concepts	4.4	25.3	70.3	3.80	.819
3	Children can interpret numerical data in tables, graphs, or charts.	13.2	31.9	55	3.46	.898
4	Pupils can solve real-life problems using mathematical reasoning	4.4.0	40.7	45.1	3.33	.870
5.	Pupils are able to analyze numerical patterns and trends	13.2	35.2	51.7	3.41	.869
<b>Overall mean</b>					<b>3.45</b>	<b>.867</b>

Source: Primary Data (2025) n=91

Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00= High)

The findings in Table 8 highlight the level of numeracy skills among pupils, revealing a moderately positive performance with an overall mean of 3.45 and a relatively low standard

deviation of 0.867, suggesting general agreement among respondents. These results indicate that while foundational numeracy competencies are present, more advanced applications of mathematical reasoning remain areas for growth. A strong result emerged in relation to basic numerical operations, where pupils showed high proficiency in addition, subtraction, multiplication, and division. This item recorded the highest mean score of 3.80, with over 70% of respondents agreeing, indicating that foundational computational skills are well established among learners.

Moderate competence was also observed in learners' ability to interpret numerical data in formats such as tables, graphs, and charts (mean = 3.46) and to analyse numerical patterns and trends (mean = 3.41). These findings reflect emerging skills in data interpretation and pattern recognition, which are essential for higher-order thinking in mathematics but may require further reinforcement through applied learning strategies.

In terms of applying mathematical knowledge in real-life contexts, pupils' ability to solve problems using mathematical reasoning such as budgeting or taking measurements received a mean of 3.33. While this suggests moderate ability, it also implies that more emphasis is needed on experiential and context-based learning to bridge classroom knowledge with everyday application. Interestingly, the lowest scoring item pertained to pupils having good basic mathematic skills overall, with a mean of 3.24 and 40.7% of respondents remaining neutral. This could suggest some uncertainty about the uniformity of basic skills across the pupil population, or it may reflect variability in learner performance due to differences in teaching effectiveness, support, or learning resources. In summary, while foundational numerical abilities are evidently in place, the results point to a need for more consistent development in higher-order numeracy skills such as interpretation, reasoning, and real-world application. Enhancing teacher capacity to deliver inquiry-based and problem-solving mathematics instruction, alongside targeted remediation and enrichment activities, will be key to advancing numeracy proficiency across the learner cohort.

According to a focus group discussion held with the students on arithmetic, 54 students, equivalent to 45%, were in a position to correctly do all the 8 numbers, and 41 students, representing 34.2%, were in a position to get 7/8 correct. However, only one student, representing 0.8%, was in a position to do 1/8 numbers correctly. Generally, the majority of the learners were in a position to score above average,. The implication is that there is

generally a high level of mathematical competence among learners, which is a positive indicator of the quality of learning. This performance may reflect the effectiveness of teaching methodologies, the adequacy of instructional materials, and the presence of a supportive learning environment. It also points to the successful acquisition of foundational skills necessary for critical thinking and problem-solving, which are central to overall academic achievement. Moreover, such outcomes may indicate that educators are well-equipped and learners are actively engaged, contributing to improved learning outcomes.

#### 4.4.2 Descriptive Statistics on Skills in Literacy

To assess the views of the respondents on the skills of learners in literacy, descriptive statistics were used to assess the general findings of how participants responded to the scale items as it applied to them. Therefore, the views of the respondents on the skills of learners in literacy were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), ‘agree’ (A), and ‘strongly agree’ (SA) were merged to form ‘agree’ (A) during analysis, as indicated in Table 9.

Table 9: Descriptive Statistics for Responses on Skills in Literacy

	Measures of Effectiveness	Descriptive				
		D	NS	A	Mean	SD
1	Pupils can write correct words in English	11	44.0	44.1	3.34	.806
2	Pupils can construct correct sentences in English	7.7	40.7	51.7	3.46	.807
3	Pupils have very good writing skills.	11	42.9	46.2	3.41	.882
4	Pupils can read words and sentences written in English	8.8	28.6	62.6	3.64	.823
5	Pupils can write words and sentences in English	6.6	38.5	55	3.54	.793
	<b>Overall mean</b>				<b>3.48</b>	<b>.822</b>

Source: Primary Data (2025). n=91

Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00= High)

The findings presented in Table 9 reflect the respondents' perceptions regarding learners' literacy skills, with an overall mean of 3.48 and a standard deviation of 0.822. This suggests a generally moderate positive level of literacy proficiency among pupils, though significant proportions of neutral responses indicate variability in learners' performance and possibly inconsistency in literacy outcomes across the school population.

Among the measured indicators, the strongest performance was recorded in pupils' ability to read English words and sentences, which scored a mean of 3.64. Over 62% of respondents agreed with this statement, indicating that reading fluency is relatively well developed among most learners. This was closely followed by their ability to identify and read English words and sentences (mean = 3.54), suggesting foundational reading skills are being effectively cultivated.

In terms of writing, learners demonstrated moderate competence. The ability to construct correct sentences in English received a mean score of 3.46, while the item measuring whether learners could write correct words in English had a slightly lower mean of 3.34, with a high proportion (44%) of neutral responses. This neutrality may indicate a lack of uniformity in learners' writing accuracy, perhaps due to differing levels of exposure, support, or classroom practice.

Similarly, learners' general writing proficiency scored a mean of 3.41, reflecting an average perception that while some pupils possess strong writing capabilities, others may struggle to articulate their ideas clearly in writing. The relatively low percentage of strong agreement across the writing-focused items suggests that while reading development is on a stronger footing, writing instruction may need greater emphasis. In conclusion, the results indicate that learners have attained foundational literacy competencies, particularly in reading, with moderate but uneven progress in writing skills. These findings call for targeted interventions to bolster writing fluency and accuracy, such as increased writing practice, differentiated instruction, and formative feedback strategies, particularly for learners who may be lagging behind. Strengthening literacy across all dimensions will be essential for enhancing overall learning achievement and long-term educational outcomes.

According to the focus group discussion to assess the level of literacy of the participants, it emerged that 57 participants (47.5%) were in a position to complete all the given tasks

correctly, while 5 participants (5.7%) were not in a position to complete any task correctly. However, the finding revealed that the majority of the respondents, 47.5% (4 questions out of 4 correct) and 22.5% (3 questions out of 4 correct), were in a position to score above the average on the tasks given. This indicates a strong command of reading, writing, and comprehension skills among learners, which is a key marker of high-quality learning. This suggests that instructional strategies, curriculum delivery, and classroom support systems are effectively fostering language development and communication abilities. High literacy levels enhance learners' capacity to engage with content across subjects, participate meaningfully in classroom discussions, and express their ideas clearly, all of which contribute to effective learning, academic success and lifelong learning. Furthermore, it may reflect a conducive learning environment and well-trained educators who are successfully nurturing core competencies.

#### 4.4.4 Descriptive Statistics on Performance in Examinations

To assess the views of the respondents on the level of performance of learners in examinations, descriptive statistics were used to assess the general findings of how participants responded to the scale items as it applied to them. Therefore, the views of the respondents on the performance of learners in examinations were subjected to a five-point Likert scale of strongly disagree=1, disagree=2, somehow agree=3, agree=4, and strongly agree=5. However, ‘strongly disagree’ (SD) and ‘disagree’ (D) were merged to give ‘disagree’ (D), ‘agree’ (A), and ‘strongly agree’ (SA) were merged to form ‘agree’ (A) during analysis, as indicated in Table 10.

Table 10: Descriptive Statistics for Responses on Performance in examinations

	<b>Measures of Productivity</b>	<b>Descriptive</b>				
		<b>D</b>	<b>NS</b>	<b>A</b>	<b>Mean</b>	<b>SD</b>
1	Performance in grade1 & 2 in PLE increased in the last four years	19.8	14.3	66	3.57	1.127
2	Performance in grades 3 & 4 in PLE reduced in the last four years	17.6	15.4	67	3.58	1.091
3	Pupils perform well in termly exams	15.4	26.4	58.3	3.47	.993

4	Pupils who failed reduced over the last four years.	17.6	7.7	74.7	3.70	1.111
5	Most of the pupils are admitted to secondary or technical schools	5.5	12.1	82.5	4.22	.867
<b>Overall mean</b>					<b>3.71</b>	<b>1.04</b>

*Source: Primary Data (2025) n=91*

*Legend (1.00-2.59=Low, 2.60-3.39=Moderate, 3.40-5.00= High)*The findings presented in Table 10 reflect stakeholders' perceptions of learners' performance in examinations over the last four years, revealing a moderately positive trend in academic productivity. With an overall mean score of 3.71 and a standard deviation of 1.04, the data indicate that most respondents acknowledge improvements in national and internal assessment outcomes, albeit with some variability in perception.

The strongest agreement was registered on the statement that most pupils who sit for national examinations are admitted to secondary or technical schools, which garnered a high mean of 4.22. This suggests that the school has been successful in preparing learners for further education, marking a significant indicator of academic progression and institutional effectiveness. A similarly positive perception was noted in the reduction of failures (U grades) in national examinations over the past four years (mean = 3.70), with 74.7% of respondents affirming this trend. This improvement in performance at the lower end of the grading spectrum reflects both enhanced teaching effectiveness and increased learner support. The perceptions of the increase in the number of pupils achieving higher grades (1 & 2) and the reduction in grades 3 & 4 were consistent, both scoring a mean of 3.57–3.58. These findings imply a gradual upward shift in the academic profile of learners, suggesting that interventions targeting academic excellence may be yielding tangible outcomes. However, the presence of relatively high neutral responses (14.3% and 15.4%, respectively) signals that gains may not be uniform across all cohorts or subjects. Performance in termly examinations was rated slightly lower (mean = 3.47), with about one-quarter of respondents remaining neutral. This suggests that while progress in national assessments is evident, there may be fluctuations or challenges in regular, internal assessments that could benefit from more consistent monitoring and instructional reinforcement.

The results indicate a positive trajectory in learner performance, particularly in national examinations, marked by a decline in poor grades and an increase in secondary or technical school admissions. To sustain and amplify these gains, there is a need to consolidate support

systems for learners across all assessment points, enhance teacher capacity, and ensure that internal assessments align closely with national standards to provide timely feedback for academic growth.

#### **4.5 Testing Assumption for Regression**

Before running linear regression analysis, three assumptions for reliable estimation of parameters were tested, namely, normality of residuals, homoscedasticity of residuals and Multi-collinearity.

##### **4.5.1 Normality of Residuals**

The result in Table 11 presents the results of normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) for five variables: staff training, coaching, mentoring, teamwork & collaboration, and staff performance. These tests help determine whether the data for each variable follows a normal distribution, a key assumption for many parametric statistical tests (e.g., regression, t-tests, ANOVA). The Shapiro-Wilk test is generally considered more appropriate for small to medium sample sizes ( $n < 2000$ ), so emphasis is typically placed on its results. In both tests, the Sig. (p-value) indicates whether the data significantly deviates from a normal distribution with  $p > 0.05$ . Data is normally distributed and  $p < 0.05$ . Data is not normally distributed. All five variables have p-values less than 0.05 in the Shapiro-Wilk test, indicating that none of the data sets follow a normal distribution. Since the assumption of normality is violated, non-parametric statistical tests (such as Spearman's rho, Mann-Whitney U, or Kruskal-Wallis) may be more appropriate for analysing relationships or differences involving these variables. In this case, the data transformation technique (square root transformations) was considered to approximate normality.

Table 11: Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Teaching capacity	.224	91	.000	.581	91	.000
Teaching physical resources	.098	91	.030	.977	91	.112
Family of learner	.082	91	.177	.977	91	.114
Quality of learning	.101	91	.023	.959	91	.006

a. Lilliefors Significance Correction

#### 4.5.2 Homoscedasticity of Residuals

Homoscedasticity is a statistical assumption that means that the variance of the error term in a regression model is constant across all levels of the independent variables. In other words, the variability of the dependent variable around the regression line is the same for all values of the predictors. If the model is well-fitted, there should be no pattern to the residuals plotted against the fitted values. If the variance of the residuals is non-constant, then the residual variance is referred to as “heteroscedastic”..

Table 12: Breusch-Pagan / Cook-Weisberg test for heteroscedasticity

Ho:	Constant		variance
Variables:	Quality	of	learning
chi2(1)		=	81.11
prob > chi2 =	0.021		

Source: Primary data, 2025

#### 4.5.3 Checking for Multi-Collinearity

When there is a perfect linear relationship among the predictors, the estimates for a regression model cannot be uniquely computed. The term collinearity implies that two variables are near perfect linear combinations of one another. When more than two variables are involved, it is often called multi-collinearity, although the two terms are often used interchangeably. The primary concern is that as the degree of multi-collinearity increases, the regression model estimates of the coefficients become unstable, and the standard errors for the coefficients can get wildly inflated. The VIF was used to test for multi-collinearity. As a

rule of thumb, a variable whose VIF values are greater than 10 may merit further investigation. Tolerance, defined as  $1/VIF$ , is used by many researchers to check on the degree of collinearity. Generally, a VIF above 4 or tolerance below 0.25 indicates that multicollinearity might exist and further investigation is required. When the VIF is higher than 10 or tolerance is lower than 0.1, then there is a significant multicollinearity that needs to be corrected. From the result, all of these variables measures of leadership styles have VIF values less than 10, indicating that these variables are possibly not redundant. Similarly, there is no tolerance which is below 0.25; hence, there is no possibility of redundant variables.

Table 13: Variance Inflation Factor

<b>Variable</b>	<b>VIF</b>	<b>Tolerance</b>
Teaching capacity	1.107	0.903
Teaching resources	1.166	0.858
Family of learners	1.183	0.845

*Source: Primary data (2025)*

From the above tests linear regression was plausible and was carried out to establish effects of capacity building on staff performance.

#### **4.6 Inferential Statistics of Teaching capacity, physical resources and family on quality of learning**

The researcher carried out correlation and regression analysis on teaching capacity, physical resources and family on the quality of learning among primary school children in Bidi-bidi refugee settlement, Yumbe district.

##### **4.6.1 Teaching Capacity and Quality of Learning**

The first objective of the study was to establish the influence of teaching capacity on quality of learning among Primary School children in Bidibidi Refugee Settlement, Yumbe District. A correlation and a linear regression analysis was therefore carried out in order to achieve the first objective and answer the first research question.

Table 14: Correlation on Teaching Capacity and Quality of Learning

Variables		SP
Staff capacity (TC)	Pearson Correlation	1
	Sig. (2-tailed)	
	N	91
Quality of learning (QL)	Pearson Correlation	.199
	Sig. (2-tailed)	.058
	N	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary Data (2025)*

*Legend (r=0.1-0.39- weak relationship, r=0.4-0.69- moderate relationship and r=0.7-1.0- strong relationship)*

Table 14 provides Pearson correlation results on the relationship between teaching capacity and quality of teaching. The analysis shows that the Pearson correlation coefficient between teaching capacity and quality of teaching is 0.199, with a p-value of 0.058. This result indicates a weak positive relationship between teaching capacity and the quality of teaching. As teaching capacity improves, there is a slight tendency for the quality of teaching to improve as well. However, the relationship is not statistically significant at the 0.05 level, since the p-value (0.058) exceeds the threshold. This suggests that while there may be a meaningful trend, the evidence is not strong enough to confirm a reliable correlation based on this sample. The result for regression analysis carried out on training and staff performance is indicated in tables 15.

Table 15: Model Summary for Regression on Teaching Capacity

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.199	.040	.040	.540

a. Predictors: (Constant), Teaching capacity

b. Dependent Variable: Quality of learning

Table 15 presents a model summary for a simple linear regression analysis examining the effect of teaching capacity on the quality of learning. The model yields an R value of 0.199, indicating a weak positive linear relationship between teaching capacity and quality of

learning. The R Square (0.040) suggests that only 4% of the variance in the quality of learning can be explained by teaching capacity. This is a very modest explanatory power, implying that teaching capacity alone does not substantially account for variations in learning quality. The Adjusted R Square (also 0.040) confirms the limited predictive strength of the model even after adjusting for sample size.

The model demonstrates that teaching capacity has a statistically weak influence on the quality of learning. While there is a slight positive trend, the low R Square value reveals that other factors beyond teaching capacity likely play a much more significant role in shaping learning outcomes. These results suggest that improving the quality of learning may require a more comprehensive approach that includes but is not limited to enhancing teaching capacity. The coefficient of regression was also determined in this study and the study findings are shown in Table 16.

Table 16: Coefficients for Teaching Capacity

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.705	.442		6.117	.000
	Teaching capacity	.192	.100	.199	1.918	.058

a. Dependent Variable: Quality of learning

Table 16 presents the coefficient estimates from the linear regression model analyzing the effect of teaching capacity on the quality of learning. The unstandardized coefficient (B) for teaching capacity is 0.192, with a standard error of 0.100, indicating that for each unit increase in teaching capacity, the quality of learning is expected to increase by approximately 0.192 units, assuming other factors remain constant. The standardized coefficient (Beta) is 0.199, reinforcing that teaching capacity has a positive but weak influence on quality of learning. The t-value is 1.918 and the p-value is 0.058, which falls just above the conventional threshold of 0.05 for statistical significance.

These findings suggest that teaching capacity has a modest and marginally non-significant positive effect on the quality of learning. While the direction of the relationship is favorable indicating that enhanced teaching capacity may contribute to better learning outcomes the statistical evidence is not sufficiently strong to confirm this relationship with a high degree of

confidence. The constant term (intercept) of 2.705 is significant ( $p = 0.000$ ), indicating a baseline level of perceived learning quality even in the absence of measured teaching capacity. In summary, teaching capacity appears to matter, but on its own, it does not robustly predict the quality of learning. This suggests a need for a broader, multi-dimensional approach to improving educational outcomes.

However, according to the interview held with the key informants, it was revealed that the capacity of the teacher plays a big role in improving the quality of learning. According to them, the qualification of teachers and additional training help them to be equipped with knowledge and skills to be in position to teach better. In one of the interviews held with the key informants, it was indicated that;

*‘qualification as an attribute of a teacher help the teacher to engage the learners in the learning process better and improves the quality of learning’* (KII03, April 2025)

In another interview held with the key informants, it was revealed that;

*‘a teacher with high qualification and additional training is in a better position to deliver the lesson better than the one with lower qualification and who has not done additional training’* (KII10, April, 2025)

#### **4.6.2 Teaching Physical Resources on Quality of Learning**

The second objective of the study was to assess the influence of the teaching physical resources on quality of learning in Primary School children in Bidibidi Refugee Settlement, Yumbe District. A correlation and a linear regression analysis was therefore carried out in order to achieve the second objective and answer the second research question. The result of correlation and regression analysis on influence of the teaching physical resources on quality of learning in Primary School children in Bidibidi Refugee Settlement, Yumbe District are indicated in table 17.

Table 17: Correlation on Teaching Physical Resources and Quality of teaching and learning

Variables	SC
Teaching physical resources (TPR)	Pearson Correlation Sig. (2-tailed) N
	1 91
Quality of learning (QL)	Pearson Correlation Sig. (2-tailed) N
	.377** .000 91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary Data (2025)*

*Legend (r=0.1-0.39- weak relationship, r=0.4-0.69- moderate relationship and r=0.7-1.0- strong relationship)*

Table 17 presents the Pearson correlation results examining the relationship between teaching physical resources and the quality of learning, based on data from 91 respondents. The analysis reveals a moderate, positive correlation ( $r = 0.377$ ) between teaching physical resources and quality of learning. The correlation is statistically significant at the 0.01 level ( $p = 0.000$ ), indicating a strong likelihood that this relationship is not due to chance.

These findings suggest that adequate and well-utilized teaching physical resources are significantly associated with higher quality of teaching and learning. The positive and statistically significant correlation implies that improvements in physical resources such as classrooms, teaching aids, libraries, and ICT infrastructure can meaningfully enhance the learning experience and outcomes. This underscores the critical role of investing in and maintaining physical teaching infrastructure as a strategic lever for improving educational quality in institutional settings. The result for regression analysis carried out on workload flexibility and health service delivery are indicated in tables 18.

Table 18: Model Summary for Regression on Teaching Physical Resources and Quality of learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.377 <sup>a</sup>	.142	.132	.510

a. Predictors: (Constant), Teaching Physical Resources

Table 18 provides a summary of the regression model assessing the influence of teaching physical resources on the quality of learning. The R value of 0.377 indicates a moderate positive linear relationship between teaching physical resources and quality of learning. The Adjusted R Square value of 0.132 reveals that 13.2% of the variance in quality of learning can be explained by the availability and use of teaching physical resources.

These findings suggest that teaching physical resources make a meaningful and statistically relevant contribution to explaining variations in the quality of learning. While the model does not capture all influencing factors, the 14.2% explained variance demonstrates that physical teaching infrastructure is a significant component of educational quality, and likely acts in concert with other variables such as teacher competence, pedagogical approaches, and learner engagement.

The t-test was performed between coaching and staff performance and the study findings are shown in Table 19.

Table 19: Coefficients for Teaching Physical Resources

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	
(Constant)	2.605	.251		10.378	.000
Teaching Physical Resources	.283	.074	.377	3.840	.000

a. Dependent Variable: Quality of learning

Table 19 presents the regression coefficients for the model assessing the influence of teaching physical resources on the quality of learning. The unstandardized coefficient (B = 0.283) indicates that for every one-unit increase in teaching physical resources, the quality of learning increases by 0.283 units, holding other factors constant. The standardized coefficient

(Beta = 0.377) reflects a moderate positive effect size, demonstrating that teaching physical resources contribute meaningfully to variations in the quality of learning relative to other potential predictors. The t-value of 3.840 and a p-value of 0.000 confirm that this effect is statistically significant at the highest confidence level ( $p < 0.01$ ).

These results provide strong empirical support for the conclusion that teaching physical resources significantly and positively influence the quality of learning. The strength and significance of the coefficient indicate that improvements in physical infrastructure such as classrooms, instructional materials, and educational facilities can lead to measurable enhancements in the learning environment.

The quantitative finding correlates with those from the key informants in the interviews, adequate physical resources such as classroom, teaching learning materials, sanitary facilities, water sources help to support the learning process. According to them, schools with inadequate physical resources have always registered poor performance of the learners. In one of the interviews held with the key informants, it was revealed that;

*‘when textbooks ,chalks, classrooms, desk, latrines are not available at the school, learning is greatly affected because learners for example do not feel comfortable when they sit under the tree to study as they may face interference like rain’*(KII03, April, 2025).

In another interview held with the key informants on how physical resources affect the quality of learning, it was indicated that;

*‘adequate instructional materials help to improve attention span and memory of learners because learners are able to interact, explore and do practices using the available instructional materials and this helps to improve the quality of learning’* (KII07, April, 2025).

In another interview conducted with one of the key informants on the role of physical resources on the quality of learning, it was revealed that;

*‘the presence of physical facilities like classroom and desk help to improve the quality of learning because it makes the learners comfortable and remain attentive during the lesson’* (KII05, April, 2025)

### 4.6.3 Family of Learners on Quality of Learning

The second objective of the study was to assess the influence of the family of the learners on quality of learning in Primary School children in Bidibidi Refugee Settlement, Yumbe District. A linear regression analysis was therefore carried out in order to achieve the second objective and answer the second research question. The result of correlation and regression analysis between family of the learners on quality of learning in primary school children in Bidibidi refugee settlement, Yumbe district are indicated in table 20.

Table 20: Correlation on Family of Learners on Quality of teaching and learning

Variables	SP	
Family of learners (FL)	Pearson Correlation	1
	Sig. (2-tailed)	
	N	91
Quality of learning (SP)	Pearson Correlation	.590**
	Sig. (2-tailed)	.000
	N	91

\*\* . Correlation is significant at the 0.01 level (2-tailed).

*Source: Primary Data (2025)*

*Legend (r=0.1-0.39- weak relationship, r=0.4-0.69- moderate relationship and r=0.7-1.0- strong relationship)*

Table 20 presents the Pearson correlation results examining the relationship between the family of learners and the quality of teaching and learning. The correlation coefficient between family of learners and quality of learning is 0.590, indicating a moderate positive relationship between these two variables. The p-value of 0.000 (significant at the 0.01 level) confirms that this correlation is statistically significant, suggesting that the relationship is unlikely to be due to random chance.

These findings suggest that the family background of learners is a key determinant of the quality of teaching and learning. The moderate correlation implies that factors such as parental involvement, socioeconomic status, and home educational support significantly influence educational outcomes. As family support increases, so does the quality of teaching and learning, underscoring the critical role of the home environment in shaping student

success. This highlights the need for policies and interventions that engage families and communities in the educational process, recognizing that quality learning extends beyond the classroom. The result for regression analysis carried out on capacity building and staff performance are indicated in tables 21.

**Table 21: Model Summary for Family of Learners on Quality of teaching and learning**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590	.348	.340	.445

a. Predictors: (Constant), Quality of learning

Table 21 presents the model summary for a regression analysis examining the influence of the family of learners on the quality of teaching and learning. The model reports an R value of 0.590, indicating a moderately positive relationship between the family background/support of learners and the quality of teaching and learning. The Adjusted R Square of 0.340 suggests that approximately 34.0% of the variation in the quality of teaching and learning can be explained by factors associated with the family of learners.

These findings underscore the substantial role that the family environment of learners plays in shaping educational quality. With more than one-third of the variation in teaching and learning outcomes explained by this single predictor, it is evident that family-related factors such as parental involvement, home support for learning, socioeconomic conditions, and educational values significantly influence the educational process.

**Table 22: Coefficients of Family of Learners on Quality of teaching and learning**

Model		Unstandardized		Standardized		
		Coefficients		Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	2.246	.194		11.548	.000
	Family of learners	.407	.059	.590	6.886	.000

a. Dependent Variable: Quality of learning

Table 22 presents the regression coefficients for the model assessing the influence of the family of learners on the quality of teaching and learning. The unstandardized coefficient ( $B = 0.407$ ) indicates that for each one-unit increase in the family background of learners, the quality of learning increases by 0.407 units, assuming other factors remain constant. The standardized coefficient ( $Beta = 0.590$ ) reveals a moderate positive effect of the family environment on learning quality. This suggests that the family of learners has a substantial influence relative to other predictors in the model. The t-value of 6.886 and the p-value of 0.000 confirm that the relationship is statistically significant at the 0.01 level, indicating that this effect is highly reliable and not due to random chance.

These findings clearly demonstrate that family background is a powerful predictor of the quality of teaching and learning. With a significant standardized coefficient ( $Beta = 0.590$ ), it is evident that the family of learners has a strong and positive impact on educational outcomes. Factors such as parental support, home learning environment, and socioeconomic conditions appear to be critical in determining the quality of learning experiences.

The finding is also in support of those got from the interview held with the key informants. According to them, the support from the parents is very critical in improving the quality of learning. Majority indicated that the family from which a learner come from helps to improve learning as they help to support the learning with the requirements such as books, school uniform, helping children with homework, monitoring the performance of the children and advising them according. In one of the interviews held with the key informants, it was revealed that;

*‘parent supports are the major thing parents do to improve the quality of education in the school. For example, parents contribute food for lunch, build houses for teachers’*(KII03, April, 2025).

In another interview held with the key informants on the contribution of the family of learners on the quality of learning, it was indicated that;

*‘the family of a learner is very important in proving emotional support to the learner by providing guidance and counselling to the learner’* (KII05, April, 2025)

#### 4.7 Multiple Regressions on Capacity and Staff Performance

To achieve the purpose of this study which was to examine the effect of teaching capacity, physical resources and family on the quality of learning among primary school children in Bidi-bidi refugee settlement, Yumbe district, the researcher carried out multivariate regression analysis and the findings are presented in Table 23.

Table 23: Regression on Teaching capacity, Resources, Family and Quality of learning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675 <sup>a</sup>	.455	.438	.438

*a. Predictors:* (Constant), teaching capacity, physical resources and family

*b. Dependent Variables:* Quality of learning

Table 23 presents the regression model summary assessing the combined influence of teaching capacity, physical resources, and the family environment on the quality of learning. The R value of 0.675 indicates a strong positive relationship between the predictors (teaching capacity, physical resources, and family) and the quality of learning. The R-squared value of 0.455 suggests that 45.5% of the variation in quality of learning is explained by the combined influence of teaching capacity, physical resources, and the family environment. The Adjusted R Square (0.438), which adjusts for the number of predictors and sample size, still reflects a strong explanatory power, confirming the robustness of the model. The standard error of the estimate (0.438) indicates a relatively low level of prediction error, suggesting that the model provides a reasonably accurate estimate of the quality of learning.

These findings suggest that the combination of teaching capacity, physical resources, and the family environment explains a substantial portion of the variation in the quality of learning. With 45.5% of the variance explained, the model demonstrates that these factors collectively have a strong and significant impact on educational outcomes. This highlights the multifaceted nature of educational quality, where effective teaching, adequate resources, and strong family support all play critical roles in enhancing student learning experiences.

Table 24: Coefficients of Teaching capacity, Resources, Family and Quality of learning

Model	Unstandardized		Standardized		Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta	T	
1 (Constant)	1.858	.386		4.819	.000
Teaching capacity	.013	.086	.013	.151	.881
Teaching physical resources	.146	.068	.195	2.145	.035
Family of learner	.358	.063	.519	5.659	.000

a. Dependent Variable: Quality of learning.

Table 24 presents the coefficients for the multiple regression model analysing the influence of teaching capacity, teaching physical resources, and the family of learners on the quality of learning.

Teaching capacity (B = 0.013, Beta = 0.013, p = 0.881) is not statistically significant, as indicated by its very low t-value (0.151) and high p-value (0.881). This suggests that, when considered alongside physical resources and family background, teaching capacity does not make a meaningful contribution to the prediction of learning quality in this model.

Teaching physical resources (B = 0.146, Beta = 0.195, p = 0.035) has a statistically significant and positive influence on the quality of learning. A one-unit increase in physical resources is associated with a 0.146 unit improvement in learning quality, keeping other factors constant, and the standardised beta (0.195) suggests a moderate effect size.

Family of Learners (B = 0.358, Beta = 0.519, p = 0.00) exhibits the strongest and most statistically significant effect on the quality of learning. With the highest beta value (0.519), it is evident that family background exerts a dominant influence among the three predictors.

This analysis confirms that while teaching, physical resources and family environment significantly contribute to the quality of learning, the family of learners stands out as the most influential factor. In contrast, teaching capacity, when analysed jointly with the other

variables, does not significantly impact learning outcomes in this model. This could suggest that the effectiveness of teaching capacity is either overshadowed by or dependent upon the quality of resources and home support.

Efforts to enhance educational outcomes should prioritise family engagement and support systems, alongside strategic investment in physical learning infrastructure. At the same time, the findings call for a re-evaluation of how teaching capacity is defined and operationalised, as its limited impact here may reflect underlying measurement or contextual issues.

#### **4.8 Discussion of the Findings**

The study sought to examine the effect of teaching capacity, physical teaching resource and family of learners on quality of learning in primary school children in Bidibidi Refugee Settlement, Yumbe District. Discussions of the various aspects of the research findings are indicated in the following sub-sections in relation to the research objectives.

##### **4.8.1 Teaching Capacity and Quality of Learning**

The findings presented in Table 18 indicate a positive, albeit statistically marginal, relationship between teaching capacity and the quality of learning. While the p-value of 0.058 falls just short of conventional significance thresholds, the theoretical and empirical literature affirms the critical role of teaching capacity in shaping educational outcomes, particularly within vulnerable settings such as refugee settlements. Usman (2012) and the Uganda Education Service Act (2002) emphasize that professional qualifications, including pedagogical training and certification, form the foundation of effective teaching. The marginal significance observed in this study aligns with the assertion by Migosi and Musau (2015) that teacher quality remains the most important school-based determinant of student achievement.

Framing these findings within the school climate theory advanced by Gregory, Cornell, and Fan (2011) further strengthens their interpretation. According to this framework, the school learning environment is not shaped by a single variable but by the interaction of academic practices, safety, community relationships, and institutional norms. Teaching capacity encompassing pedagogical competence, professional ethics, and relational engagement plays a central role in this dynamic. Although the statistical association in this case may appear

modest, its practical implication is substantial: teaching capacity is a core mechanism through which the broader school climate affects cognitive, behavioural, and psychological outcomes among learners.

Building on this, Wang and Degol (2015) extend the theory by conceptualising authoritative school climates – those that combine democratic discipline structures with warm student support as key to promoting positive student development. Teaching capacity contributes directly to these two pillars. Teachers who set clear academic goals, offer consistent evaluation, and manage workload efficiently, as reported by Kimani et al. (2013), not only improve instructional delivery but also foster a sense of safety and support within the classroom. These characteristics are essential for creating a school climate that supports learning, particularly in resource-constrained refugee contexts.

Furthermore, the context of refugee education introduces unique structural and relational challenges that influence teaching effectiveness. UNESCO (2018) and Rahman (2011) highlight chronic shortages of trained teachers, overcrowded classrooms, and limited instructional materials in refugee settings such as Bidibidi. These structural deficits dilute the potential of teaching capacity to translate into measurable academic gains. The marginal statistical significance in the present study may reflect these broader systemic constraints rather than a lack of instructional effectiveness per se.

Mendenhall et al. (2015) also observe that refugee educators, often lacking formal training, default to didactic, teacher-centered methods that limit engagement and differentiation. This insight is particularly relevant to the current study's regression model, which may not fully capture qualitative aspects of pedagogy such as responsiveness to learner needs, emotional support, and adaptive teaching strategies that are central to student learning. According to Gregory et al. (2011), such psychosocial interactions are integral components of a positive school climate, influencing not only academic performance but also student motivation and well-being.

In this light, the relational dimension of teaching capacity how educators interact with, motivate, and emotionally support students becomes indispensable. Scholars such as Mahona and Mkulu (2020) and Pervin et al. (2021) emphasize that teacher-student relationships are not only catalysts for motivation but also strong predictors of academic success and retention.

These relational competencies are central to cultivating the warmth and trust associated with an authoritative school climate, as theorised by Wang and Degol (2015), yet they often elude conventional quantitative assessment tools.

Taken together, the evidence suggests that teaching capacity is a multidimensional construct, whose impact on learning quality is both direct and mediated through the broader school climate. Although the current study found only borderline statistical significance, the theoretical underpinnings and practical observations reinforce its critical role in shaping learning outcomes. With refined measurement tools or a larger sample, the observed relationship could achieve statistical significance, thereby substantiating the policy imperative to invest in teacher development, pedagogical training, and the relational competencies that define a positive and inclusive school climate in refugee education contexts.

#### **4.8.2 Teaching Physical Resources and Quality of Learning**

The regression analysis in Table 18 reveals a statistically significant and positive relationship between teaching physical resources and the quality of learning. This empirical finding aligns with and extends a growing body of literature emphasising the foundational role of the physical learning environment in shaping educational outcomes. As Eimuhi (2016) argues, effective teaching is not solely a function of pedagogy but is also deeply contingent on the adequacy of instructional materials and infrastructural conditions. Where classrooms are overcrowded, textbooks scarce, or visual aids absent, the learning process is inherently constrained. Conversely, environments rich in physical resources empower teachers to engage students effectively and foster cognitive development.

Framed within the school climate theory posited by Gregory, Cornell, and Fan (2011), this relationship becomes more intelligible. According to the theory, student outcomes are the result of complex interactions between academic practices, the institutional environment, social relationships, and perceptions of safety and support. The presence of adequate teaching physical resources contributes directly to these dimensions, enhancing the academic and institutional pillars of a positive school climate. Well-equipped schools signal institutional care, structure, and preparedness, which not only support instructional delivery but also reinforce students' psychological readiness to learn. This interplay exemplifies how material

conditions function as both direct inputs and indirect enablers of student performance within the school learning environment.

Building on this, Wang and Degol (2015) extend the theoretical framework by advocating for an authoritative school climate, defined by democratic disciplinary structures and warmth in student support. Adequate physical resources reinforce both elements: they create structured environments where learning is predictable and supported by material clarity (e.g., textbooks, blackboards, ICT) while also affirming students' dignity by providing clean, safe, and inclusive spaces. In such contexts, learners feel respected and supported, which boosts engagement, self-efficacy, and academic perseverance, key predictors of learning success.

This theoretical framing is especially salient in refugee settings such as Bidibidi, where structural limitations, overcrowded classrooms, inadequate furniture, and insufficient instructional materials are often the norm. Literature by UNICEF (2009) and Lloyd et al. (2010) has documented how humanitarian education responses for displaced populations frequently overlook the need for context-specific physical and infrastructural investments. The absence of reliable data and situational analysis exacerbates these challenges, leading to programmes that fail to account for learners' lived realities. The current findings challenge this status quo by providing empirical evidence that investments in teaching physical resources yield significant improvements in educational quality, even in resource-constrained refugee contexts.

Moreover, UNESCO (2018) emphasises that displaced learners' educational environments often suffer from chronic underfunding and neglect by both governments and international agencies. This under-resourcing is not merely a logistical issue; it reflects deeper political and institutional de-prioritisation of refugee education. However, the findings from Table 22 suggest that even incremental improvements in physical resources can have transformative effects, offering a high return on investment for educational interventions in fragile contexts. By improving the physical learning environment, educators not only deliver content more effectively but also cultivate a positive school climate, reinforcing the link between material provision and psychosocial development posited by Gregory et al. (2011).

From a policy perspective, the importance of teaching physical resources is underscored by the findings of Smith Ellison and Smith (2012) and Ferris and Winthrop (2011), who observe

that many countries lack enforceable legal mandates or budgetary commitments to secure education for internally displaced and refugee children. In Colombia, for instance, Espinosa (2013) documents how legal reforms and fiscal allocations enhanced access and quality for IDPs, sometimes exceeding pre-displacement benchmarks. The implication for Uganda is clear: robust policy frameworks, coupled with adequate resource allocation, can mitigate the educational disadvantages of displacement and elevate the learning environment.

In conclusion, this study contributes to both theoretical and policy discourse by empirically validating that teaching physical resources are not peripheral but central to the quality of learning, particularly in humanitarian and displacement contexts. Integrating Gregory, Cornell, and Fan's model of school climate with Wang and Degol's emphasis on authoritative structures and warmth, the study affirms that material conditions significantly shape the academic and emotional experiences of learners. Therefore, enhancing physical resources should be viewed not merely as logistical support but as a strategic entry point for cultivating inclusive, equitable, and high-performing school climates.

#### **4.8.3 Family of Learners and Quality of Learning**

The regression results presented in Table 26 reveal a statistically significant and positive relationship between the family background of learners and the quality of teaching and learning. This finding underscores a critical yet often under-examined determinant of educational outcomes in humanitarian and displacement settings: the socio-emotional and aspirational role of the family. While conventional education models tend to emphasize institutional inputs, this study reaffirms the enduring relevance of family dynamics, even in structurally disadvantaged contexts like the Bidibidi refugee settlement.

Framed within the school climate theory advanced by Gregory, Cornell, and Fan (2011), the influence of the family must be understood not merely in isolation but as part of a broader constellation of interacting variables that collectively shape the school learning environment. The theory posits that academic activities, safety, community involvement, and the institutional environment jointly affect the cognitive, behavioural, and psychological development of students. In this regard, the family operates as a crucial extension of the school's psychosocial and academic ecosystem, reinforcing or, at times, undermining, the school's efforts to provide a stable, supportive, and goal-oriented climate for learning.

This perspective is further sharpened by Wang and Degol's (2015) refinement of the school climate theory, in which they propose the model of an authoritative school climate, defined by democratic disciplinary structures and warmth of student support. Within this framework, family engagement and emotional support can be conceptualised as external proxies that mirror or reinforce the internal culture of warmth and encouragement within schools. When families provide affective support, reinforce positive discipline, and share in the educational aspirations of their children, they contribute to a broader climate of academic seriousness and emotional security that enhances teaching and learning quality.

Empirical scholarship supports this interpretation. For instance, Lyu (2019) documents the robust influence of family socioeconomic status (SES) on academic achievement in both developed and developing contexts. While Lyu's focus was cross-national, our findings affirm the universality of this influence even under the extraordinary constraints of displacement. Similarly, Buckingham, Wheldall, and Robyn (2013) argue that components of SES such as income, parental education, and occupation serve as proxies for deeper cognitive and affective influences, including parental expectations, engagement styles, and communication about learning. These behavioural variables, while harder to quantify, exert substantial influence on students' educational trajectories.

In the refugee context, however, traditional SES indicators may hold less predictive power due to structural disruption. This nuance is captured in the work of Osulale (2014), who finds that attitudinal factors such as parental encouragement and valuation of education are more consequential than material resources in shaping learner outcomes. These findings resonate strongly with the present study's evidence, suggesting that the motivational and emotional climate within the home plays a decisive role in sustaining learning quality amidst adversity.

Moreover, Sandip and Naik (2014) emphasize that family support systems contribute directly to learner discipline, resilience, and intrinsic motivation factors that are essential for quality learning but often elusive in quantitative assessments. This is further echoed by Bennett (2018), who warns that poverty, food insecurity, and psychosocial trauma, all prevalent in refugee communities, can erode effective parenting and diminish children's capacity to engage with education. Yet, the statistically significant relationship identified in Table 26

reveals that positive family influence can serve as a critical buffer against these structural hardships, enhancing learning outcomes even where schools are resource-strained.

In contexts such as Bidibidi, where formal parental engagement is often curtailed by displacement-related trauma, livelihood pressures, or cultural dislocation, the latent influence of families through encouragement, emotional connection, and aspirational modelling remains profoundly impactful. Indeed, Xiang (2019) notes that family income has limited explanatory power in higher education settings, while academic motivation and home attitudes toward learning exert greater influence, a finding echoed here in foundational education within a crisis-affected setting.

Furthermore, humanitarian scholars like Ferris and Winthrop (2010) and UNICEF (2015) have long identified the structural and emotional barriers that hinder parental engagement in refugee contexts. These include child labour demands, parental illiteracy, and trauma-related detachment. Nevertheless, the present study's results challenge deterministic assumptions that displacement nullifies family impact. Rather, they reveal the enduring capacity of family structures to shape educational processes positively, particularly when supported through deliberate engagement strategies.

Finally, scholars such as Camarero-Figuerola et al. (2020) and Freires et al. (2016) emphasize that active family involvement enhances goal-setting, motivation, and early literacy development. However, for such involvement to materialise in refugee settings, systemic interventions are necessary. These may include trauma-informed parental engagement models, flexible school-community partnerships, and community-based psychosocial support programmes tailored to the realities of displacement.

In conclusion, the findings from Table 26 reinforce the premise that school learning environments are co-constructed by institutional, relational, and familial forces, as theorised by Gregory et al. (2011). The family, as a dynamic actor within this ecosystem, plays a crucial role in shaping the quality of teaching and learning. This is especially true in fragile settings where school systems alone cannot compensate for broader developmental deficits. Integrating the family into school climate frameworks is therefore not optional but essential, particularly in policy responses aimed at improving educational quality in refugee and post-conflict settings.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, conclusions, and recommendations in line with the objectives of the study. This chapter also presents areas for further research. The purpose of the study was to examine the effect of teaching capacity, physical resources and family of learners on the quality of learning in primary school children in Bidibidi Refugee Settlement, Yumbe District.

#### 5.1 Summary of the Study Findings

The study obtained a response rate of 98.9% for quantitative data, which was possible due to the large number of the sampled respondents. This was considered adequate for analysis as well as making conclusions and recommendations for the study. The majority of the respondents were male. A summary of the various aspects of the research objectives of the study are indicated in the following sub-sections with special attention paid to answering the three research questions and testing the three research hypotheses.

##### 5.1.1 The effect of teaching capacity on quality of learning.

The findings revealed that teaching capacity exerts a positive yet weak and statistically marginal influence on the quality of learning in primary school children in Bidibidi Refugee Settlement, Yumbe District. While the relationship suggests that enhanced teaching capacity may contribute to improved learning outcomes, the evidence is not enough to assert a definitive causal link. The standardised coefficient (Beta = 0.199) further underscores the modest strength of this association. The significant intercept ( $B = 2.705$ ,  $p = 0.000$ ) suggests that even in the absence of measurable teaching capacity, other factors may sustain a baseline level of learning quality. Collectively, these results highlight the importance of teaching capacity as a contributory, but not a sole determinative factor in quality learning outcomes and point to the necessity of adopting a more holistic, multi-dimensional strategy that addresses the broader ecosystem of educational quality, particularly in complex and resource-constrained settings such as refugee settlements.

##### 5.1.2 The effect of teaching physical resources on quality of learning

The findings revealed a significant and positive relationship between teaching physical resources and the quality of learning among primary school children in Bidibidi Refugee

Settlement, Yumbe District. Overall, these results provide compelling evidence that enhancing physical resources such as classrooms, instructional materials, and educational facilities can substantially improve the quality of learning.

### **5.1.3 The effect of the family of the learners on the quality of learning**

The findings indicated that family background has a significant and positive influence on the quality of learning among primary school children in Bidibidi Refugee Settlement, Yumbe District. These results emphasise the crucial role of parental support, the home learning environment, and socioeconomic factors in shaping educational outcomes, underscoring the importance of family engagement in enhancing the quality of learning.

## **5.3 Conclusions**

The study examined the effect of teaching capacity, physical resources and family of learners on the quality of learning among primary school children in Bidibidi Refugee Settlement, Yumbe District. The study adopted a mixed method, while the design was cross-sectional. The sample size of the study was 248 respondents. Data was collected with the help of questionnaires, an interview guide and focus group discussions, while analysis of the data collected was done with the help of SPSS version 23, in which descriptive and inferential statistics were used.

### **5.3.1 Teaching Capacity on Quality of Learning**

In conclusion, the finding indicates that while teaching capacity demonstrates a positive relationship with the quality of learning, the effect is modest and statistically marginal, as evidenced by a p-value slightly above the conventional significance threshold. This implies that although improved teaching capacity may contribute to enhanced learning outcomes, it alone does not serve as a strong or reliable predictor of quality learning. The findings underscore the complexity of educational quality, suggesting that interventions aimed at improving learning outcomes, particularly in vulnerable settings such as refugee settlements, must go beyond teacher capacity alone and instead adopt a comprehensive, multi-dimensional strategy that integrates pedagogical support, resource provision, and conducive learning environments.

### **5.3.2 Teaching Physical Resources on Quality of Learning**

In conclusion, the study strongly supports the conclusion that teaching physical resources have a significant and positive impact on the quality of learning. These results emphasise the importance of improving physical infrastructure, such as classrooms, instructional materials, and other educational facilities, as they play a crucial role in enhancing the overall learning environment. The baseline quality of learning, even without resources, further underscores the importance of investing in physical resources to improve educational outcomes.

### **5.3.3 Family of the Learners on Quality of Learning**

In conclusion, the study confirms that the family background of learners exerts a substantial and statistically significant influence on the quality of teaching and learning. The result underscores the critical role of familial factors such as parental involvement, the home learning environment, and socioeconomic conditions in shaping educational outcomes. These results affirm that meaningful improvements in the quality of learning require not only investments within the school environment but also deliberate efforts to strengthen family engagement and support systems.

## **5.4 Recommendations**

Based on the findings, the researcher recommends that interventions aimed at improving the quality of learning, particularly in fragile contexts such as refugee settlements, should not rely solely on enhancing teaching capacity. While teacher qualifications and competencies remain important, the marginal and statistically non-significant effect observed in this study suggests the necessity of a more integrated approach. Policymakers and education stakeholders should prioritise comprehensive strategies that combine teacher professional development with investments in physical infrastructure, instructional materials, supportive classroom environments, and inclusive pedagogical practices.

Educational stakeholders should prioritise the enhancement of teaching physical resources to improve the quality of learning. Given the strong and statistically significant positive relationship between physical resources and learning outcomes, investments should be made to improve infrastructure, including classrooms, instructional materials, and other necessary educational facilities. Such improvements are likely to lead to substantial advancements in the learning environment and contribute to better educational results and wellbeing of learners in the refugee settlement

The study further recommended that policymakers, school administrators, and community

leaders prioritise strategies that actively strengthen family engagement and support mechanisms to enhance quality of learning. Interventions should include structured parental involvement programmes, community-based education awareness campaigns, and initiatives that improve the home learning environment, particularly in under-resourced settings.

### **5.5 Areas for Further Research**

Based on the findings, three key areas for further study emerge. First, a deeper exploration into the conceptualisation and measurement of teaching capacity is warranted to determine whether current metrics adequately capture the complex dimensions of teacher effectiveness, including pedagogical skills, motivation, and classroom management.

Secondly, longitudinal studies examining the interplay between teaching capacity and other factors such as physical resources and family background could uncover conditional or lagged effects that cross-sectional analysis may overlook.

Thirdly, qualitative or mixed-methods research into the mechanisms by which family background exerts such a dominant influence on learning outcomes would provide valuable insights for policy and programme design, particularly in identifying culturally responsive and context-specific family engagement strategies.

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## APPENDICES

### APPENDIX I: Questionnaire for Teachers

#### SECTION A: PERSONAL INFORMATION

*For all the questions/statements in Section A, you are requested to make your choice by ticking (√) in the box provided.*

##### A1) Age group

- |                       |                          |                   |                          |
|-----------------------|--------------------------|-------------------|--------------------------|
| 1) Below 20 years     | <input type="checkbox"/> | 2) 21 to 30 years | <input type="checkbox"/> |
| 3) 31 to 40 years     | <input type="checkbox"/> | 4) 41 to 50 years | <input type="checkbox"/> |
| 5) 51 years and above | <input type="checkbox"/> |                   |                          |

##### A 2) Gender

- |         |                          |           |                          |
|---------|--------------------------|-----------|--------------------------|
| 1) Male | <input type="checkbox"/> | 2) Female | <input type="checkbox"/> |
|---------|--------------------------|-----------|--------------------------|

##### A 3) Marital status

- |                       |                          |            |                          |
|-----------------------|--------------------------|------------|--------------------------|
| 1) Married            | <input type="checkbox"/> | 2) Single  | <input type="checkbox"/> |
| 3) Separated/Divorced | <input type="checkbox"/> | 4) Widowed | <input type="checkbox"/> |

##### A 4) Highest level of education

- |                      |                          |                    |                          |
|----------------------|--------------------------|--------------------|--------------------------|
| 1) Certificate       | <input type="checkbox"/> | 2) Diploma         | <input type="checkbox"/> |
| 3) Bachelor's Degree | <input type="checkbox"/> | 4) Master's Degree | <input type="checkbox"/> |

##### A 5) Period spent at the school

- |                     |                          |               |                          |
|---------------------|--------------------------|---------------|--------------------------|
| 1) Less than a year | <input type="checkbox"/> | 2) 1- 3 years | <input type="checkbox"/> |
| 3) 4- 6 years       | <input type="checkbox"/> | 4) 7-10 years | <input type="checkbox"/> |
| 5) Above 10 years   | <input type="checkbox"/> |               |                          |

## SECTION B: TEACHING CAPACITY, PHYSICAL RESOURCES, AND FAMILY

Please circle one number in each line to indicate your extent of agreement or disagreement with the following statements, where (1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree; and (5) = strongly agree.

<b>TC</b>	<b>Teaching Capacity (TC)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
TC 1	I have undergone teacher training course	5	4	3	2	1
TC2	I always use learning materials like visual aid when conducting lessons	5	4	3	2	1
TC3	I always take care of individual needs of the children when conducting lessons	5	4	3	2	1
TC4	I assess the pupils competences after conducting the lesson and use the outcome to support or provide appropriate teaching and learning support	5	4	3	2	1
TC5	I always organise remedial lesson if the lesson is not successful	5	4	3	2	1
TC6	I always prepare scheme of work and lesson plan before conducting a lesson	5	4	3	2	1
TC7	Always engage learners more during teaching and learning process (use of learner centered teaching methods)	5	4	3	2	1
TC8	I am personally committed to supporting the learning of children	5	4	3	2	1
TC9	I have good level of peer support for improving quality of learning	5	4	3	2	1
TC10	I always complete the syllabus within the term period	5	4	3	2	1
TC11	I have received relevant professional development support to manage teaching and learning in emergency and refugee setting	5	4	3	2	1
<b>TPR</b>	<b>Teaching Physical Resources (TPR)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
TPR1	This school has basic essential materials for planning, preparation, delivering and assessing learning by teachers	5	4	3	2	1
TPR2	This school has basic and essentials materials for pupils learning like text books, reference books, learner guides	5	4	3	2	1

TPR3	This school has enough materials and equipment for learners to engage in practical learning, self exploration	5	4	3	2	1
TPR4	All the classrooms in this school are accessible,in good condition,and caters for all learners including learners with disabilities	5	4	3	2	1
TPR5	This school has adequate number of classrooms that allows implementation of Ministry of education standard class size ratio of 53 learners per class, library	5	4	3	2	1
TPR6	The school playground and structures have adequate space for learning, recreation/co-curricula activities like games and sports	5	4	3	2	1
TPR7	This school is located in a quiet , safe and conducive learning environment	5	4	3	2	1
TPR8	This school has well maintained , adequategender segregated latrines for both teachers and pupils ( boys and girls) including provision for children with disabilities.	5	4	3	2	1
TPR9	The class space and sitting arrangement meet the standard ratios (3 children per desk) and 53 children per classroom	5	4	3	2	1
TPR10	Access routes to the school is safe and secure for children, teachers and other staff	5	4	3	2	1
TPR11	This school has adequate safe and clean source of water	5	4	3	2	1
<b>FoL</b>	<b>Family of Learners (FoL)</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
FoL1	Parents provide learners with the required school dues and essential scholastic materials	5	4	3	2	1
FoL2	Parents of this school encourage reading, writing and discussions among their children.	5	4	3	2	1
FoL3	Parents of this school value children's learning, and hard work.	5	4	3	2	1
FoL4	Parents of this school value the morale of their children	5	4	3	2	1
FoL5	Parents of this school regularly communicate with teachers about theirchildren's learning progress.	5	4	3	2	1
FoL6	Parents of this encourage teachers to attend to their children's individual needs	5	4	3	2	1

FoL7	The family setup in the settlement provides conducive environment for home learning by children	5	4	3	2	1
FoL8	Parents of this school have good attitudes towards their children's education	5	4	3	2	1
FoL9	The culture of this community promotes girl child education	5	4	3	2	1
FoL10	Parents of this school have the capacity to help their children with homework	5	4	3	2	1

### SECTION C: QUALITY OF LEARNING

Please circle one number in each line to indicate your extent of agreement or disagreement with the following statements, where (1) = strongly disagree; (2) = disagree; (3) = neutral; (4) = agree; and (5) = strongly agree.

	<b>Quality of Learning</b>					
	<b>Skill in Numeracy( SiN)</b>					
SiN1	Pupils of this school have good basic mathematic skills	5	4	3	2	1
SiN2	Pupils of this school can apply simple numerical concepts like addition, subtraction, multiplication and division	5	4	3	2	1
SiN3	Children in this school can interpret numerical data in tables, graphs, or charts.	5	4	3	2	1
SiN4	Pupils in this school can solve real-life problems using mathematical reasoning (e.g., budgeting, measurements)	5	4	3	2	1
SiN5	Pupils of this school are able to able to analyze numerical patterns and trends					
	<b>Skills in Literacy (SiL)</b>					
SiL1	Pupils in this school can write correct words in English	5	4	3	2	1
SiL2	Pupils of this school can construct correct sentences in English	5	4	3	2	1
SiL3	Pupils in this school have very good writing skills.	5	4	3	2	1
SiL4	Pupils of this school can read words and sentences written in English	5	4	3	2	1
SiL5	Pupils of this school can write words and sentences in English	5	4	3	2	1
	<b>Performance in examinations (PiE)</b>					
PiE1	The number of pupils in this school who get higher grades (1 &	5	4	3	2	1

	2) in national exams have increased in the last four years					
PiE2	The number of pupils in this school get grades 3 & 4 in national exams have reduced in the last four years	5	4	3	2	1
PiE3	Pupils in this school always perform well in termly exams	5	4	3	2	1
PiE4	The number of pupils in this school who fail (U grade) in national exams have reduced over the last four years.	5	4	3	2	1
PiE5	Most of the pupils who sit for national examinations in this school are admitted to secondary or technical schools	5	4	3	2	1

**APPENDIX II: Interview Schedule for Head Teachers, and Parents Representatives (PTA/SMC)**

1. Explain how the following teacher attributes influences the quality of learning in your school / in primary schools in Bidibidi refugee settlement.
  - (a) Qualification .....
  - (b) Additional training.....
2. How do the following learning physical resources influence the quality of learning in your school or primary schools in Bidibidi settlement?
  - i. Instructional materials (elaborate on challenges and opportunities in your school)
  - ii. Physical facilities (elaborate on challenges and opportunities in your school)
  - iii. Parent supports
3. How do the following family related factors influence the quality of learning in your school or primary schools in Bidibidi refugee settlement?
  - i. Parental support (what kind of support do parents give to improve the quality of learning in this school?) How does the absence of such support affect the quality of learning? Does this school experience absence of such support? What should be done to secure parental support? Who should do that role?)
  - ii. Socio economic factors (what are the main socio-economic challenges registered in this school? How does it affect learning? What should be done to improve on this challenge? Who is best place to support on the above recommendations you provided?)
4. How often do parents come to check on the learning progress of their children in this School?
5. How is the response of parents on this school toward meeting educational needs of their children?
6. What other factors do you think influence the quality of learning in this primary school?
7. What do you recommend to improve quality of learning in this school, and in Uganda?

### APPENDIX III: Focus Group Discussion Guide for Pupils

Date of FGD :..... Venue.....

Official Position:.....

1. What are your opinion on the roles that teachers in this school play to ensure that you get quality education?
2. Is this school environment good for your learning? If yes, how is this school environment supportive to your learning?
3. Is your parent supportive to your education? If yes, how does your parent support your education?
4. Are you able to read sentences written in English? If yes, can you read the following words and sentences
  - a) father, mother, parent, girl, boy, education
  - b) What is your name?
  - c) How old are you?
  - d) I always do my homework from home
  - e) I wake up very early to go to school
  - f) I ask my father and mother to help me with homework
5. Are you able to write word and sentences in English? If yes, can you write the following words and sentences?
  - a) Teacher, school, home, food, water, chair
  - b) I wash my hand before eating
  - c) I eat food every day
  - d) I pray every day
6. Are you able to understand and work with numbers or Do you have basic mathematical skills like addition, subtraction, multiplication and division? If yes, can you solve the following mathematical problems?
  - e)  $12+6$  and  $13+17$
  - f)  $9-5$  and  $86-13$
  - g)  $8\times 6$  and  $15\times 9$
  - h)  $58\div 2$  and  $125\div 5$

## Appendix VI: Informed Consent

I give consent to participate in this study

I have read through the research information statement explaining why the study is to be carried out and understand that;

1. My role in this particular study will be voluntary
2. All information that I will give shall be treated with privacy and strict confidentiality
3. My name shall not be used in any written reports about the study
4. I therefore confirm that I have read and understood the necessary information and am competent to execute the agreement.

Participant's Name.....

Signature ..... Date .....

Researcher's Name.....

Signature..... Date .....