FACTORS AFFECTING ACADEMIC PERFORMANCE OF ORDINARY LEVEL STUDENTS IN SELECTED GOVERNMENT AIDED SECONDARY SCHOOLS IN KIBOGA DISTRICT

BY

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Declaration

I, **Eriah Ssebuyungo** do declare that this dissertation is my original work and it has never been presented to any higher institution of learning for an academic award.

Signature: ----------Date ----------

Approval

This dissertation has been done under the supervision and approved for examination by:

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Lead Supervisor.

Dedication

I dedicate this dissertation to my parents- Mr. Patrick S. Kimbowa and Ephrance Luwaza Nattimba (RIP) who gave me life to the universe. May the Good Lord bless them!

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Abbreviations / Acronyms

BoG	Board of Governors
BTVET:	Basic Technical and Vocational Education and Training
CVI:	Content Validity Index
DEO:	District Education Officer
DIS:	District Inspector of School
EPRC:	Education Policy Review Commission
ESSAPR:	Education and Sports Sector Annual Performance Report
FGDs:	Focused Group Discussions
MDGs	Millennium Development Goals
MoESTS:	Ministry of Education, Science, Technology, and Sports
NCDC:	National Curriculum Development Centre
NRM:	National Resistance Movements
PLE:	Primary-Leaving Examinations
PPP:	Public – Private Partnership Arrangement
PTA:	Parents Teachers Association
SPSS:	Scientific Package for Social Sciences
UACE:	Uganda Advanced Certificate of Education
UCE:	Uganda Certificate Examinations
UMI:	Uganda Management Institute
UNEB:	Uganda National Examinations Board
UNICEF:	United Nations International Children Fund
UPPET:	Universal Post Primary Education and Training
USE:	Universal Secondary Education

ABSTRACT

This study was conducted to determine the factors affecting academic performance of O' level students with focus on government aided schools in Kiboga District. The study's specific objectives were: to establish the effects of the government policy on academic performance of O' level students; to find the extent to which parents' involvement in school programs affect the academic performance; to establish the extent to which teaching-learning process affect the academic performance; and to examine the extent to which indiscipline affects the Academic Performance of O' level students. A cross sectional – survey design was used during the study in which both qualitative and quantitative methods of research were used and a sample size of 266 respondents informed this study. Purposive and snowballing sampling techniques were used to reach the respondents and the primary data was collected using questionnaires, interviewing, and Focused Group Discussions. The findings reveal that the government has been instrumental in supplying scholastic materials and personnel to schools but there is also a need to increase her efforts. It was also found out that both the home and school environment have lacuna that needs to be bridged if students are to perform in accordance to the expectations.

In conclusion, the researcher was convinced that a school is an open system in which all the stakeholders need to participate and bring inputs if the desired goals are to be achieved. The researcher therefore recommends the government to increase scholastic materials to schools as well as personnel to work effectively for excellent results. To the parents and teachers, the researcher recommended a concerted effort that would make schools open systems and places where knowledge and wisdom can be harvested.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study examined factors affecting the academic performance of students at Ordinary Level in selected Government Aided Secondary Schools in Kiboga District. Performance embodies how well a person does his/her work or an activity assigned to him or her (Cambridge International Dictionary of English, 1995). In Uganda, Uganda National Examinations Board (UNEB) assesses the academic performance at Ordinary Level of education through examinations known as the Uganda Certificate Examinations (UCE). These examinations mark the end of Ordinary Level and the candidate's performance therein determines whether one should proceed for further studies or not. The interaction of different variables such as home and school environments, and the government policy to mention a few normally contribute to academic performance of O' Level students despite a student being at the center. The researcher therefore wished to examine these factors and their contribution to academic performance of students at Ordinary Level.

This chapter presents the background to the study, contextual and conceptual background, and Statement of the Problem, Research objectives, Research questions, Scope and Significance of the Study. It also gives operational definitions of terms and concepts. In this study, the independent variable was the Government Policy that interacts with moderating variables (home and school environment) to determine the academic performance of students.

1.1 Background to the Study

1.1.1 Historical Background

Since the introduction of formal Education in Uganda, foundation bodies (Roman Catholic Church, Church of Uganda, Islamic Faith, and Local Communities) had a big control over secondary education and schools, despite government involvement. This involvement began following the report by the Phelps-Stokes Fund in 1922 (Government of Uganda, 1989). In 1952, a commission known as the de Bunsen Committee was appointed which came up with recommendations for the expansion of secondary education so as to provide teachers for primary and junior secondary schools; hence the expansion of facilities for both primary and secondary schools. The idea behind these recommendations was to provide cadres for the local colonial civil service especially at lower levels (DeJaghere, Williams & Kyeyune, 2009). This paved direct involvement of government in secondary schools and in education in general.

The next step was the Castle Commission appointed in 1963, which also recommended the expansion of secondary education. The need to expand secondary education was recognized (OAU recommendations, 1961) but the available resources could not adequately cater for the expansion of both primary and secondary education. A large, proportion of the education budget went to post-primary institutions and this continued for more than two decades. In 1986, the NRM Government came to power and instituted a series of commissions to investigate the situation in all Government sectors. One of them was Education Policy Review Commission (EPRC) of 1987 under Professor Senteza Kajubi (Kajubi, 1992). The terms of reference recommended policy reforms at all levels - primary, secondary and tertiary.

The major recommendation was the Universalisation of Primary Education (UPE) as soon as possible, in any case, not later than A.D 2000. The, universal primary education as a programme

was launched with the first school term in 1997. This followed the World Conference on Education for all (EFA) held in Jomtein, Thailand in 1990. Uganda, as a signatory to the Jomtein Declaration committed itself to the core EFA goals and targets which included; but not limited to; Expansion of early Childhood and development activities, providing Universal access to and completion of Primary Education by the year 2000, improvement of learning achievements, reduction of adult illiteracy rates, expansion of basic education and training in other essential skills required by youths and adults, and increased acquisition by individuals and families of knowledge, skills and values required for better living made through Education channels.

Relatedly, in 2000 the Dakar Framework for Action to which Uganda is also a signatory reaffirmed the vision as set out in the Jomtein EFA Declaration. In the same vain, the Millennium Development Goals (MDGs) state among others,

(i) to "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling and,

(ii) to eliminate gender disparity in primary and secondary education preferably by 2005 and in all levels of education not later than 2015

In spite of the challenges faced in implementing UPE, in 2007, the NRM Government went ahead to implement the Universal Secondary Education (USE). In the same year, the Government of the Republic of Uganda took over the control of many secondary schools in an effort to implement the Universal Secondary Education (USE). In Kiboga District, four schools were put under the USE program to be fully funded by the Government of the Republic of Uganda. Since then, the Academic performance in secondary schools has drastically declined. For example in Kiboga District, only eight students passed in division one in 2012 (UNEB,

2012). It was from this background that the researcher thought it wise to examine the factors affecting the Academic performance of Ordinary Level students in selected Government aided secondary schools in Kiboga district.

Suffice to note is the fact that with the launch of Universal Secondary Education in Uganda in 2007, enrollment to senior one rose by 17.2 percent (from 814,000 to 954,328). This has subsequently increased the transition rate from primary seven to senior one by 22 percent from 46.9 percent to 69.6 percent. The sector has made strides in recruiting teachers required and provision of requisite facilities in the schools under this program. All these have been intended at accommodating the drastic increases in the rate of transition from primary to the secondary sub-sector, which was expected to rise from 69.6 percent in 2008 to 90 percent (Education Sector Strategic Plan 2004 -15). However, the financial resource gap remains a big challenge.

Since 2007, the government of Uganda has emphasized the need to guarantee "quality education for all" so that every citizen can participate in the selection and pursuit of the best path for sustainable development of their respective communities and the country at large (Globalization and education for sustainable development, June 2005). In spite of the government effort to provide this education to the entire citizenry, challenges still transcend its ability. It is imperative to recall that most institutions by 1970s were in a state of disarray due to political and economic upheavals that rocked most parts of the country. As expected, schools were affected by insurgencies in the 1980s. During the 1990s and owing to the government policy of privatization, there was massive expansion of secondary schools countrywide. Although this partially satisfied the social demand for secondary education, it compromised the quality of education in lieu of the performance that would have enhanced social ties and development in

Uganda. In congruence with performance, one need to take cognisance of the fact that education is a powerful tool as well as an engine for national transformation and development. It greatly contributes to the human resource development of a country because it fosters a broad perspective of human rights, peace, justice, social cohesion, patriotism, moral and spiritual value. All these are geared towards improved performance in the education sector.

1.1.2 Theoretical background

The Systems Theory designed by Bertalanffy in 1968 guided this study. The theory examines the "whole body" as an amalgamation of organs such as the heart, liver, limbs, head to mention a few that work hand in hand for the clear functioning of the body. The contribution of each organ or variable to the proper functioning of the system is important and must be efficient if the system is to work well. According to Wendell (1978), the relationship among elements of the system in totality helps human resource managers understand how a change in one component of an organization affects or improves the functioning of a firm. With reference to the education sector, the theory helps to explain how a school functions with the support of all other related components or elements. With specific reference to Universal Secondary Education, it is imperative to appreciate the role of the government in the education sector, but the government ought to realize the fact that making secondary education free meant equally investing in other co-operant factors like human resource, infrastructure, reading materials, feeding students, parents' participation among others.

The systems theory also stresses the necessity of secondary school management to ensure that all components such as parents' support, infrastructure, quality, and quantity of the teachers are equally supported to realize a better academic performance. The theory stresses the need to fulfill various needs of the respective functional areas of the organization to ensure that each of them is strong

enough to achieve its set objectives. It follows therefore that top management should ensure that the different parts of the organization are facilitated to work more efficiently to ensure goal achievement. This would involve proper application of human resource management systems like rewards and sanctioning, recognition, recruitment and retention, development of health and safety systems to mention a few.

1.1.3 Conceptual background

The researcher conceived various variables that are instrumental to academic performance of the students at ordinary level. In this study, the government policy is the independent variable where as the school and home environment are conceived as moderating variables that determine the Academic Performance at Ordinary level. The quality and quantity of teachers, school facilities, parents' participation in school development programs and government support were conceived important to academic performance. It is imperative to note that although Education was declared free in Uganda in general and Kiboga District in particular in 2007, other co-operant factors like teachers' allowances, construction of required structures, utilities and travel allowances are important if the performance is to be achieved. However, these were not considered essential.

The quality of staff in an institution is an ingredient to academic performance. According to Ezewu (1988), the training and experience of teachers enable them to prepare thoroughly for their lessons and to explain subject concepts in a more clear and understandable approach to students. It enhances students' positive attitude towards studies and motivates academic performance. Rockoff (2007) stresses that students' confidence in a teacher coupled with hard work enables them to perform much better academically than their counterparts taught by untrained and inexperienced teachers. Through training, teachers are empowered with necessary competences and quality improvement skills for

effective service delivery. This notion is widely supported by School administrators, Parents, and Students.

Likewise, adequate staffing and effective administration are stimulants of good students' Academic Performance at Ordinary level. Adequate infrastructure and resources such as laboratory, library, dormitories, classrooms, furniture, and playgrounds (Ministry of Education and Sports, 2009) must accompany these. Under the USE programme, parents were left with a very important role to play in the teaching, learning process. This ranged from participation in the provision of learning to community support to schools. Parents were to provide scholastic materials, buy uniform, provide medical care, and send children to schools.

According to the findings of this study, many parents have not played their role and those who have tried have left a lot to be desired as presented in chapter four of this dissertation. Muwonge (1998) informs that the problem, which the implementation of USE faced in Uganda, is the failure of the government to sensitize and mobilize the communities towards the needs of a student. He was convinced that the mobilization was not properly coordinated hence the policies were not well-received and implemented especially among major stakeholders - the parents. Although this sounds true, one needs to recall that the Academic performance of students before the implementation of USE was appropriate to schools in Uganda (MoES, 2004). However, after the introduction of USE and the full involvement of Government into Secondary Schools, there was a considerable decline in Academic performance. According to the findings of this study which are presented in chapter four, it was found out that, while the government has not fulfilled requirements that it was meant to fulfill, parents have also neglected their former roles.

Colby, Witt, and Associates (2000) reveal that real education can occur for all children if the classroom environment, the surrounding school facilities, home, and the community environment are conducive to promoting relevant and effective learning. This statement supports the system theory in which the advocators of the theory believe that the functioning of the body has support from various parts rather than a single part. Tino (2008) contends that researchers take the view that the factors responsible for student achievement are ecological; they act together as a whole in shaping the context with in which learning takes place. It was for this reason that the researcher used the system approach in analyzing factors affecting students' academic performance in Kiboga District.

1.1.4 Contextual background

The study was conducted in Uganda and Kiboga District in particular. The District was formerly known as Kiboga Sub County of Mubende County until 1997 when it got District status. At its creation, the District had five huge Sub-Counties and two constituencies, that is; Kiboga East and Kiboga West Constituencies. It was later sub divided into 13 Sub-Counties and 1 Town Council until June 2010 when it was reduced to one Constituency of Kiboga-East with Seven Sub-Counties and Two Town Councils. Currently, the basic source of people's livelihood is agriculture with over 85 percent of the population engaged in farming of which women constitute the bigger percentage. 82.4 percent of the households are involved in Agricultural activities. 94 percent are directly involved in crop husbandry while 53.2 percent are involved in animal husbandry (NSDS, 2009).

Kiboga District Local Government (2010) has it that parents have neglected their role of sharing with their children to enable them grow up into responsible members of society. They have often not supported their children to attend and remain in school by providing the basic scholastic necessities like; access to midday meals, uniforms, writing materials, let alone monitoring their progress in

academic circles. Instead, they have indulged in various dubious activities such as alcoholism, gambling, theft, witchcraft, and adultery among others and as such do not provide a favorable home environment for children's holistic growth and good Academic performance. They are still green about the universal rights of children and the Millennium Development Goals. This explains why many people still indulge in negative cultural practices like marrying off their daughters early in exchange for bride wealth witchcraft, and widow inheritance. These have greatly contributed to untold loss of life besides the poor Academic Performance of students in schools.

Schools in Kiboga District have a huge number of challenges, which undermine quality of Education. For example, the increase in enrolments has not been matched with increase in qualified teachers, classrooms, Instructional materials, Water and Latrine facilities, textbooks and midday meals. The classrooms and outdoor school environment is not friendly to stimulate play and learning among students. Teachers are not well trained and lack skills in child friendly teaching methods. Continuous assessment of children is absent due to the high costs, which are met neither by the government nor by the parents. Parents, teachers, and local leaders do not take keen interest in the management of schools and the teaching and learning of their children, which has negatively affected access, quality, and retention and school completion rates of children.

1.2 Statement of the problem

The academic performance of Ordinary level students in Government - aided secondary schools has continuously declined over the past three years (UNEB, 2012). In 2010, the four Government - aided secondary schools in Kiboga District presented 423 candidates out of which only one got a first grade. The general performance of Government aided secondary schools leaves a lot to be desired despite the tireless efforts by stakeholders to improve on the same.

(Ahimbisibwe and Businge, 2009). This effort has been witnessed through Radio talks, Talk shows on Televisions, provision of instructional materials, infrastructural development, and mobilization of local communities to participate in meaningful schools' development programmes. In 2011, out of 358 candidates at 'O' level in the four governments aided secondary schools of Kiboga District, only three students passed in first grade. In 2012, eight candidates passed with first grade and the majority registered failures.

This trend has been attributed to the poor Government policies, inadequate teaching and non-teaching staff, and the improper parents' participation in school development programmes (The New Vision, 2010). Suffice to note is the fact that due to the inadequacy of financial resources in Uganda, Government failed to meet its obligation of a flat payment of 7million per secondary school per term and a tuition subsidy of 29400/= per student per term. It instead committed itself to paying a consolidated variable grant of 41,000/=per student, per term in government grant aided secondary school and 47,000/= per student per term in Public Private Partnering (PPP) schools. This variable grant is far below the required amount to enable school administrators run schools effectively. Since 2007 to date, education expenses have kept on increasing and this leaves many questions on the quality of education unanswered that the researcher felt should be investigated. The persistent poor performance of Ordinary level students in Government aided secondary schools remains a big challenge to head teachers to ensure that an adequate staff, both teaching and non-teaching is available to handle the ever-increasing enrollment (Daily Monitor, 2007). My research study investigated this problem.

1.3 General objective

The general objective of this study was to examine the factors affecting the Academic Performance of Ordinary level students in Government - aided secondary schools.

1.3.1 Specific objectives

Specifically, the study addressed the following objectives;

i. To establish the effect of Government policies on the Academic performance of Ordinary level students in Kiboga District
ii. To find out the extent to which parents' involvement in school development programs affect the academic performance of Ordinary level students in Kiboga District.
iii. To establish the extent to which the teaching and learning process affect the academic performance of Ordinary level students.
iv. To establish the extent to which indiscipline affects the academic performance of students.

1.4 Research questions

The study sought to answer the following questions;

i. What is the effect of Government policies on the Academic performance of Ordinary level students?
ii. To what extent does parents' involvement in school development programs affect the Academic performance of Ordinary level students?
iii. To what extent does the teaching and learning process affect the Academic performance of 'O' level students?
iv. To what extent does indiscipline affected the academic performance of O' level students?

1.5 Hypotheses of the study

The following hypotheses were tested in the study;

i. Government policy significantly affects academic performance of O' level students.

ii. Parents' involvement in school programs significantly affects the academic performance of O' level students.

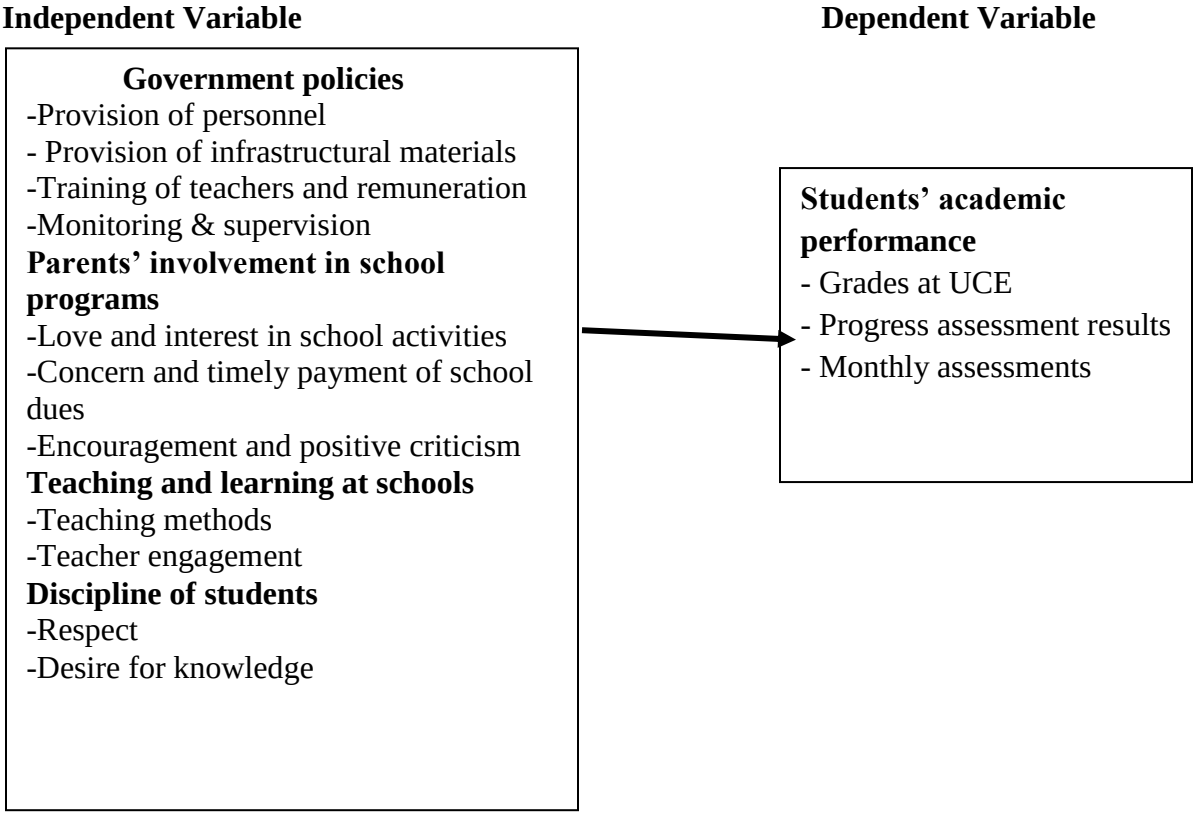
iii. The teaching and learning process significantly affects the academic performance of students.

iv. Indiscipline significantly affects the Academic performance of O' level students.

1.6 Conceptual framework

The conceptual framework shows the relationship between variables and their interaction within the system of a school to constitute Academic performance of students at 'O' level

Fig 1: Conceptual Framework showing the relationship between variables and their interaction with in the school system to constitute Academic performance.



Source: Adapted and modified from Systems theory by Bertalanffy, (1968) & Wendell, (1978).

The conceptual framework on Fig 1 presents the Government Policy as an independent variable

while the student's Academic performance is the dependent variable. The policy leads to provision of infrastructure, teaching materials, training of teachers and remunerating them; monitor and supervise the schools if improved students' Academic performance is to be achieved. The conceptual framework also shows moderating variables that work hand in hand with government policy to constitute students' Academic performance. Such moderating variables include parents' involvement in school programs, teaching, and learning at schools and above all; the discipline of students.

1.6 Scope

This includes; geographical, content and time scope as presented here under.

1.6.1 Geographical

The geographical scope was centered on Kiboga District and its schools. Remarkably, Kiboga District is one of the districts found in Central Uganda and schools that have been selected include Bukomero Secondary School, High Standard Secondary School, and Busuulwa Memorial Secondary School. Bukomero Secondary School is found, 50 miles along Hoima Road from Kampala (the capital city of Uganda) in Bukomero Sub-County; High Standard Secondary School is also found in Bukomero Sub-County, 52 miles along Hoima Road, and Busuulwa Memorial Secondary School is found in Ddwaniro Sub-County 13 Kilometers off Bukomero Trading Centre. The schools were selected because of high failure rates at the O' level (Kiboga District Education Report, 2011). Besides, the geographical area was selected because it is among the districts found in remote areas of Central Uganda. The researcher therefore wanted to establish how academic performance relates to remoteness of the districts in Central Uganda.

1.6.2 Content

The study centered on the factors affecting the students' academic performance at Ordinary level. The researcher thought that academic performance of student at 'O' level is instrumental as well as the basis for other levels of education. Besides that, UNEB results (2010-2012) confirm a poor academic performance of 'O' Level students in Kiboga District. The researcher wanted to establish what had gone wrong.

1.6.3 Time

The study covered a period of three years from 2010 to 2012 because in this period government aided secondary schools recorded a steadily declining academic performance. (Kiboga District Education Report, 2011).

1.7 Justification

The researcher hoped that the identification and exposure of the key factors such as indiscipline, low parents' involvement in school programs, and the insufficient government policies; that consistently contribute to the poor academic performance of students would attract the attention of respective stakeholders to intervene. Besides that, the study would bring forward the concepts or factors that would improve academic performance in Kiboga District.

1.8 Significance of the study

The study would help parents, students, teachers, and other stakeholders to identify means of improving upon the academic performance. It would also help the government as a major

stakeholder to devise means of improving the education system in the country in general and Kiboga District in particular. Above all, the policy makers could get the basis of legislation about the education system, implementation, and evaluation. In the short and long run, the government would be in position to provide relevant information to parents, school administrators, teachers, and other stakeholders in the education sector in Kiboga District. It would also contribute to the existing literature on Education delivery and create awareness to education stakeholders.

1.9 Operational definitions of terms

Factors: These are agents, components, divisors, or elements that contribute to the occurrence of an incident.

Academic performance: This is the quality and quantity of knowledge, skills, techniques, attitude, behavior, and philosophy that students achieve or acquire at a certain level and at a certain time.

Parents' support: This is the responsibility of parents in providing basic needs like food, shelter and clothing, medical care and active participation in all school development programmes that contribute to a better academic performance of students.

Government's support: This is any form of assistance school gets from the central government or government agencies.

Quality of teachers: This involves the attitude of a teacher towards work, students, and the general school environment emanating from his work ethics, qualifications, and training attained as he / she executes work.

Quantity of teachers: This is the number of teachers in a particular school at a given time.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents reviewed literature as related to factors affecting academic performance of 'O' level students in government aided secondary schools in Kiboga District. It starts with the conceptual framework and a review of the theoretical framework that guided the study. Then it gives the review of literature, which the researcher organized according to the study objectives.

2.1 The theoretical framework

The study used the Systems Theory that was designed by Ludwig von Bertalanffy in 1968. It is a trans-disciplinary study theory of abstract organization phenomena, independent of substance, type, spatial or temporal scale of existence. The theory presents principles that are in common to all entities and models that can be used in the school setting. According to Bertalanffy, a system can be said to consist of four things or elements. The first element consists of objects such as parts, elements, or variables within the system. These may be physical, abstract or both; depending on the nature of the system. The second element consists of attributes – the qualities or properties of the system and its objects. The third element is the internal relationship among its objects and the fourth element exists in an environment (Greene, 2000).

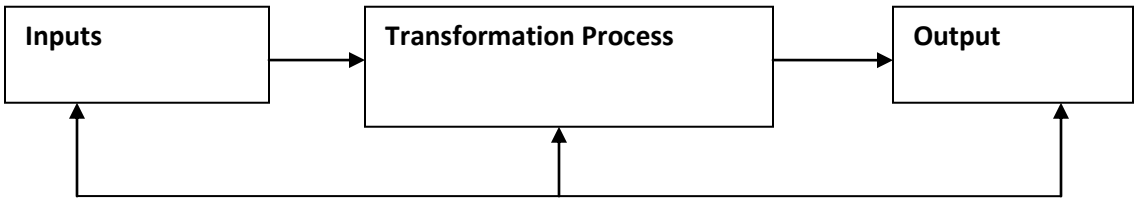
Bertalanffy asserts that a system is a set of things that affect one another within an operation and environment, and form a larger pattern that is different from any of other parts. He noted that the fundamental interactive paradigm of the organizational analysis features the continual stages of input, throughput (processing), and output, which demonstrate the concept of openness /

closeness. According to Bertalanffy, a closed system does not interact with its environment. It does not take in information and therefore is likely to atrophy; that is to vanish.

On the other hand, an open system receives information, which it uses to interact dynamically with its environment. Openness increases its likelihood to survive and prosper. Several system characteristics are: wholeness and interdependency (the whole is more than the sum of all parts), correlations, perceiving causes, chain of influence, hierarchy, supra-systems and subsystems, self-regulation and control, goal-oriented, interchange with the environment, inputs and outputs, the need for balance / homeostasis, change and adaptability (morphogenesis) and equifinality; there are various ways to achieve goals. Different types of systems are line, commune, hierarchy, and dictator networks (Robbins, Chatterjee, and Canda, 2006).

In relation to the school, a school is a social –open system in which two or more persons or variables work together in a coordinated manner to attain common goals (Norlin, 2009). It constantly interacts with environments and allows various variables to interact for the common goal. Conceived from Bertalanffy' theory, Scot (2008) noted that an open system like a school consists of five basic elements. These are inputs, throughputs (processing), outputs, feedback, and the environment as presented on Fig 2.1.1 of this chapter.

Environmental organization



Feedback organization

Fig 2.1.1: Five basic elements of an open system

Using the Fig 2.1.1, Scot illustrated that for systems such as schools to operate, four kinds of inputs or resources from the environment must be used. These include human resources, financial resources, physical resources, and information resources. Human resources include administrative and talented staff, labor among others. Financial resources include the capital the school uses to finance both ongoing and long-term operations and these must be adequate and supportive from the government. Physical resources include supplies, materials, facilities, and equipment that are supplied to a school. Information resources are knowledge, curricula, data, and other kinds of information utilized by the school. This can be either external or internal but utilized for the school to function (Robbins, Chatterjee, and Canda, 2006).

The second is the transformation process**.** The job of an administrator in a school involves combining and coordinating various resources to attain the school's goals – teaching and learning for all. The interaction between students and teachers is part of transformation or learning process by which students become educated citizens capable of contributing to the society development. How do school administrators accomplish this? Work of some kind is done in the system to produce output. The system adds a *value* to the work in process (Shaw, 2006). This transformation process includes the internal operation of the organization and its system of operational management. Some components of the system of operational management include the technical competence of school administrators and other staff, their plans of operation, and ability to cope with change.

Output is the principal job of the administrator. It involves securing and use of inputs to the school, transform them, — while considering external variables — to produce outputs. In social systems, outputs are the attainment of *goal and objectives* of the school and are represented by

the products, results, outcomes, or accomplishments. Although the kinds of outputs vary from school to schools, they usually include one or more of the following; growth and achievement levels of students and teachers, reduction in students' dropout rates and employee turnover, employee performance and retention, school-community relations and job satisfaction. For the school to achieve the desired academic performance, it must provide "satisfaction" to members of the school community beyond the physiological needs (salary, working conditions, job security to mention a few) (Herzberg, 2009). Schools must provide for employees' needs for affiliation, acceptance, esteem, and perhaps self-actualization if they hope to retain a motivated, committed work force capable of performing at maximum levels (Maslow, 1998). In doing so, schools strive to achieve the major goal which is improved academic performance of students. This means that schools that do not strive to assist teachers end up performing poorly in terminal and final examinations such as the Uganda National Examinations (UNE). These among others were found to be issues at hand leading to failure of students in the selected schools of Kiboga District.

Feedback is crucial to the success of the school's operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both which in turn have an effect on the school's future outputs. Lastly, the environment surrounding the school including the social, political, and economic forces that impinges on it. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political, and economic contexts in which school administrators work are marked by pressures at the local and state levels. Thus, school administrators today find it necessary to manage and develop ―internal operations while concurrently monitoring the environment and anticipating and responding to ―external demands.

2.2 Government policy and academic performance

Molokomphale & Mhlauli (2014) are of the view that education is a promoter of human development and a centre of any society's life and concern. It is a social artifact embodying aspirations of the welfare and development a society deems to have. In Batswana, education is expected to contribute towards the social, cultural, political, and economic welfare and development of citizens; and this calls for a critical role in education arena. According to Botswana educational goals, children who complete secondary education are expected to have acquired lifelong skills and be competitive in the global village when it comes to their employability (Nichols & Sutton, 2013). This therefore, calls for students to excel academically and perform to the satisfaction of the nation. At primary level, basic education is free to all children in Botswana and the government is the sole sponsor for the education of the students from primary to secondary school levels.

Some students receive government sponsorship at tertiary level. Since government committed itself to provide basic education for all, the Ministry of Education and Skill Development has been receiving a lion's share in both recurrent and development budget. Since 2007/2008 budget the Ministry of Education and Skill Development has been allocated over P5 billion of the recurrent budget. In the 2013/2014 budget, the Ministry of Education and Skill development allocated P7.93 billion or 22.98 per cent of the ministerial recurrent budget (Gazette, 2013; Matambo, 2013).

As a result, concerns were raised by the public and educationists regarding the deteriorating standards of Botswana education system. In the due course, teachers have been blamed for the low students' academic performance and unjustified professional misconduct (Strauss, 2013).

This was the case because teachers' effectiveness may be determined by the grades the students obtain in their examinations. It is unheard to dissociate teachers from their students' performance because they are responsible for interpreting and implementing policies. At least for the past three years since 2010, Botswana Junior Certificate Examination results have declined drastically and caused a lot of dissatisfaction among all stakeholders in education. The Ministry of Education and Skills Development (MoE&SD) was requested to account for this disjuncture (Verial, 2013).

In Kenya, Damilola & Israel (2013) perceive education as a service to equip the citizenry to reshape their society and eliminate inequality. In particular, secondary education is an important sector in national and individual development. The vital role played by secondary education is partly attributed by Kenyan government decision to introduce free tuition in public secondary schools in order to increase its demand (Boit, Njok & Chang'ach, 2012. Provision of quality secondary education is therefore important in generating the opportunities and benefits of social and economic development. One of the indicators of quality of education being provided is cognitive achievement of learners.

According to Thuranira, (2010), academic achievement is designated by test and examination scores or marks assigned by the subject teachers. It could also be said to be any expression used to represent students' scholastic standing. Levin, Wasanga and Somerset (2011) reported that the academic achievement of students at secondary school level is not only a pointer of the effectiveness of schools but also a major determinant of the well-being of youths in particular and the nation in general. Yusuf and Adigun (2010) noted that the performance of students in

any academic task has always been of special interest to the government, educators, parents, and society.

Odhiambo (2005) contends that there is a growing demand from the Kenyan government and the public for teacher accountability. Schools are commonly evaluated using students' achievement data (Heck, 2009). Teachers cannot be dissociated from the schools they teach and academic results of schools. It would therefore be logical to use standardized students' assessment results as the basis for judging the performance of teachers. Teachers are rewarded when their schools and teaching subjects are highly ranked. In Chile, for instance, teachers are rewarded collectively by the government when they work in schools that are identified as high performing by the National Performance Evaluation System of Subsidized Schools (Osagie & Okafor, 2010). In Kenya, teachers who excel in their teaching subjects are rewarded during open education days held annually in every district (Chisikwa & Indoshi, 2010). While appreciating the value of rewarding teachers who produce better results, teachers should also not escape a portion of blame when students perform poorly.

Molokomphale & Mhlauli (2014) noted that in Oyo State, education is the largest industry and government continues to ensure that funds, instructional material and teaching personnel are made available for the sector. Government has also continuously encouraged secondary education by adopting the social demand approach towards planning the sector and by subsidizing the Senior School Certificate Examinations (SSCE) fee in the State over a long period. An indication of government interest in the general education in the state is reflected in the 2008, 2009, 2010, and 2011 budgetary estimates of the State. Despite the efforts made towards ensuring that students have equal educational opportunities, as well as making other

training facilities readily accessible to the users to improve students' academic performance in both internal and external examinations, Adepoju (2002) and Owoeye (2000) observed that all is not well with the system since the academic performance of students recorded in public examinations in the recent years is still poor.

The persistent poor performance of secondary school students in public examinations such as the Senior School Certificate Examinations (SSCE) in Oyo State, Nigeria in the recent times has made the development of secondary education in the State a difficult task. Parents, guardians and other stakeholders in education industry have variously commented on the performances of secondary school students particularly in English Language and Mathematics (Adepoju, 2002)

Towards the end of the 20th century, governments around the globe perceived added advantages accruing from the walk of science and technology (Asiimwe, 2007). Consequently, the Government of Uganda embraced a policy promoting sciences and technology in schools with the hope to transform the nation's fabrics. Mathematics, Physics, Biology, and Chemistry among others were made compulsory to all students at Ordinary Level. This necessitated government to put in place supportive strategies to ensure successful implementation. In the aftermath of the announcing the policy, the government of Uganda through the Ministry of Education, Science, Technology and Sports (MoESTS) and technical from the government of Japan, through Japan International Corporation Agency (JICA) established the Secondary Science and Mathematics Teacher's (SESEMAT) programme. SESEMAT programme was developed to enhance the quality of teaching and learning science and mathematics through In-service Education (INSET), primarily targeting secondary science and mathematics teachers.

Its key anticipated outcome was the improved teaching and learning of sciences and mathematics. This was expected to boost performance in the subjects in question. A number of Districts in Uganda embraced SESEMAT since it has been a government program and science teachers have been trained in Science and Mathematics at District level (SESEMAT, 2008). Government intervention has been witnessed in facilitating the implementation of a policy in schools such as recruiting more science teachers, building and/or renovating laboratories, and supplying science equipment, chemicals and textbooks to secondary schools. This has been supported by the Uganda National Council for Science and Technology (UNCST); a government agency to facilitate and coordinate development and implementation of policies and strategies integrating Science and Technology into national development process.

Since the implementation of this program, the government of Uganda has put up tremendous effort and resources to support the implementation in secondary schools but the performance of students in physical sciences (physics and chemistry) and mathematics leaves a lot to be desired. Herrera (2007) noted that performance of students has been used as an indicator and as an important step to assess effectiveness of the policy and the government intervention in lieu to evaluation.

In a comparative study of pre and post implementation of SESEMAT, Asimwe (2007) shows varied results and many results reveal failed students. In pre-SESEMAT era, a study was carried out on 275 students in western Uganda from 2001 to 2003 and no girl got a distinction in physics. 33 girls (12.0 percent) obtained credits compared to 86 boys (31.0 percent); another 30 girls (11.0 percent) obtained passes compared to 48 boys (17.0 percent), and the majority of the girls (52); an equivalent of 19.0 percent failed compared to 25 boys (9.0 percent). In yet another

analysis of chemistry, 235 students were the focus of the study. Of whom 112 were boys and 123 were girls. No girl got a distinction in chemistry in the three years under the study. Thirty girls (12.7 percent) obtained credits compared to 58 boys (24.7 percent); an equal number of girls and boys (39) equivalent to 16.6 percent obtained passes. The majority; - 54 girls (23.0 percent) failed compared to 14 boys (6.0 percent). Since this was the period where sciences were optional studies, Asimwe went on to compare with the post SESEMAT performance where sciences and mathematics had become compulsory subjects.

In a study carried out between 2009 and 2010, Asimwe (2007) remarks that from a total number of 835 students of whom 403 were boys and 432 girls, a total of 86 boys (10.3 percent) got credits compared to 18 girls (2.1 percent); 130 boys (15.6 percent) obtained passes compared to 90 girls (10.8 percent) and majority of the students,187 boys and 324 girls; an equivalent of 22.4 percent and 38.8 percent respectively failed physics. In chemistry, out of 864 students of whom 414 were boys and 450 were girls, 2 boys (0.2 percent) obtained distinctions in the four years under study. Another 55 boys (6.3 percent) got credits compared to 11 girls (1.3 percent); 136 boys (15.7 percent) and 135 girls (15.6 percent) obtained passes. Like physics, majority of students failed chemistry. That is; 222 boys (25.7 percent) and 304 girls (35.2 percent).

While in Focused Group Discussions with students, Asimwe (2007) noted that among other factors for the poor, academic performance was inadequate science teaching-learning facilities in schools and lack of confidence among girls. At in-depth interviews with teachers, Asimwe was informed that the poor performance was attributed to lack of Laboratories and Science Equipment in most schools. Respondents admitted that although the Ministry of Education,

Science, Technology, and Sports had tried to provide science facilities, what was done was as *'a drop in the ocean'*.

2.3 Parents' involvement in school programs

Research has revealed that students' academic performance does not depend solely on their mental and physical abilities; rather other external factors do contribute to their excellence. Houtenville and Conway (2007) identify three types of factors that influence student academic performance: environmental, socio-economic, and psychological factors. One important aspect of socio-economic factors is parental education (Mestry *et al*, 2007; Kurian, 2008). The consensus among researchers is that student academic performance depends largely on parents' involvement in matters related to their education. Kurian (2008) affirms that parents' active participation is not only essential to improving discipline in schools but also leads to improved student's academic performance which is demonstrated by good grades. His findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems; and are relatively more confident, self-reliant, and free from anxieties and other psychological problems (Jehangir, Tahir and Saeed, 2000). However, these behavior traits may vary from school to school and the level of teachers' involvement in molding and polishing the personality of a child.

For parents to effectively become involved in their children's learning and thereby exerting a positive influence on the child's academic performance, they must have had previous experience with the formal education system. The situation varies from a parent to another! For example, mothers with higher education provide more support to their children in problem-solving situations at the pre-school level. Englund, Luckner, Whaley, and Egeland (2004) reveal that children can be encouraged to develop higher expectations of educational attainment during the

early years of their education. The educated mothers are also more involved in their children's studies and help them as compared to mothers with no or less education.

In a study carried out by Perveen and Alam (2008), it was found that children can have high academic achievement at later stages of schooling if their parents have involved in their education process. That parents who maintain interest and concern in their children's studies in higher-level classes, encourage them at any time and this contributes to their confidentiality. While the situation may not be any different with regard to fathers' education level (Houtenville and Conway, 2007; Desforges and Abouchaar, 2003), Marks (2007) suggests that the mother's level of education greatly affects the children's academic performance compared to their father's. This is probably because men in most cases fulfill all of the economic needs of the family while the women act as homemakers and perform home duties such as cooking, washing, and looking after their children.

However, this may not be entirely the case in Uganda and Kiboga District in particular where the majority (66 percent) of the working population is engaged in the agricultural sector (UBOS, 2012), which employs both men and women. Though the population of Uganda includes more females than males, the proportion of women in formal employment is lower than that of males. Thus, children spend most of their time with mothers. The mother in most cases ensures that the children learn the social and moral etiquettes as well as receive religious education. In light of the fact that majority households in Uganda (70.5%) are male-headed (UBOS, 2012), most important decisions in homes are made by men. Women are not actively involved in the decision-making process regarding household assets, income flows, or when and how often to have children. As a result, their role in choosing a school for their child is limited.

Uganda is marked by a gender disparity in control over resources and decision-making power, to the detriment of women. Though literacy rates and levels vary internationally, in developing countries, these rates are typically estimated as lower for women compared to men. In Uganda, the estimated literacy rate is 79 percent and 66 percent for males and females, respectively (UBOS, 2012). Further, the 2006 UDHS reports higher enrollment of males than females at all levels of education. However, much lower enrollments are recorded at secondary levels compared to primary levels of education, implying that primary education is an exit point for many individuals in Uganda.

Clarke (2001) stressed that being without parental support causes most children a lot of distress, anger, and self-doubt, contributing to poor academic performance. The combined efforts of the parents and teachers help to bring up a child who is socio- academically sound. Clarke (2001) noted that many illiterate or semi-literate parents are enthusiastic to see their children educated at schools. Houtenville and Conway (2007) contend that schools need parental co-operation in several fields; homework, medical care, lunch programmes, disciplinary problems, sex education, moral and religious education, curricular and co-curricular programmes and schools improvement projects (Marks, 2007).

2.4 The teaching and learning process on students' academic performance

The major rationale of teaching at any level of education is to bring fundamental changes among learners such that they can perceive themselves as important people of the society (Tebabal and Kahssay, 2011). In order to do this, teachers need to apply appropriate teaching methods that best suit specific objectives to achieve the desired academic performance.

In the traditional era, many teaching practitioners would apply teacher-centered methods to impart knowledge to learners comparative to student-centered methods that have been emphasized in the modern days. The question that has been asked is about the effectiveness of teaching methods used in class and their impact on the academic performance of the students (Hightower *et al*, 2011). Moreover, research on teaching and learning endeavour to examine the extent to which different teaching methods enhance growth in student learning. Quite remarkably, regular poor academic performance by majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners (Adunola, 2011). Substantial research on the effectiveness of teaching methods indicates that the quality of teaching is often reflected by the achievements of learners. Ayeni (2011) confirms that teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. In order for the method used to be effective, Adunola (2011) maintains that teachers need to be conversant with numerous teaching strategies that take recognition of the magnitude of complexity of the concepts to be covered.

He goes on to indicate that in order to bring desirable changes in students, teaching methods used by educators should be the best for the subject matter. Zakaria, Chin, and Daud (2010) sustained that teaching methods work effectively mainly if they suit learners' needs since every learner interprets and responds to questions in a unique way. The same argument is maintained by Chang (2010) that as long as a teacher of a subject is conversant with the methods and the subject content matter, achievement of the objectives is a must and this accelerates performance among students. As such, alignment of teaching methods with students' needs influences students' academic performance (Zakaria, Chin, and Daud, 2010).

Under the teacher-centered methods, students simply obtain information from the teacher without building their engagement level with the subject being taught. Teo and Wong, (2000) are of the view that the approach is least practical and more theoretical and memorizing. It does not apply activity based learning to encourage students to learn real life problems based on applied knowledge. Since the teacher controls the transmission and sharing of knowledge, the lecturer may attempt to maximize the delivery of information while minimizing time and effort. As a result, both interest and understanding of students may get lost. To address such shortfalls, Zakaria, Chin and Daud (2010) specified that teaching should not merely focus on dispensing rules, definitions and procedures for students to memorize but should also actively engage students as primary participants. This can easily lead to attainment and achievement of the educational goals onto the learners as set by the schools.

With the advent of the concept of discovery learning, many scholars widely adopt more supple student-centered methods to enhance active learning (Greitzer, 2002). Most teachers today apply student-centered approaches to promote interest, analytical research, critical thinking, and enjoyment among students (Hesson and Shad, 2007). The researcher found out that this teaching method is more effective since it does not centralize the flow of knowledge from the lecturer to the student. The approach also motivates goal-orientated behaviour among students hence the method is very effective in improving student's academic performance.

2.5 Discipline of the students and academic performance

Ovell and Suaning (2001) noted that discipline in schools is essential for effective learning, good teacher relationships, and peer adjustment. He confirms that a democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire

for knowledge. Reports on the problem of indiscipline and unrests in schools have been common features in the media for a long time particularly in the past years in Uganda. Muchemi (2001) in his article *`Students face life in prison over strikes'* gave a chronological account of protests and destruction in public schools. The issue of unrests and indiscipline in schools is of great concern and it has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of premises. The upshot is that student disturbance is negatively affecting academic performance. The report prepared by the Provincial Education Board in Kenya indicated that indiscipline was rampant, not only in the Central province but also in the whole country and consequently; students could not perform as expected (Lewis and Doorlay, 2006).

Lewis and Doorlay (2006) contend that if educators were well disciplined and understood their work as well as their learners and possible challenges, there could be only good results in the academic field. They further asserted that if educators are exemplary and know their work and understand their learners, then the learners will be in a good position to achieve academically. They also stress the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal and so, positive academic achievement is possible which translates to good academic performance. If the school has good facilities and the needs of the learners are well catered for, there will be good academic achievement. This can also be improved by the availability of resources, relevant educators, enough learning space, which is conducive to learning, relevant teaching style and clear, and code of conduct.

Ovell and Suaning (2001) stated that discipline involves all stakeholders' involvement, clear programmes, good personalities, and a good school environment. He asserts that if there is no proper family environment, and learners are from socially disadvantaged areas; this could lead to bad discipline that negatively affects academic performance. However, if the family background is good, and the school is located in a socially advantaged area where there is no bad influence of peer groups, this will have a positive effect on discipline and the academic performance will be positively affected. Discipline is essential particularly during the early years in both primary and secondary schools. It is not only the key to good academic performance that all parents, students, and teachers cherish and aspire but also a preparation for success throughout life.

It has also been observed that good academic qualifications without a good foundation of self-discipline, the individual is useless to him/herself, family, and the society. Every school is expected to have a standard code of conduct that every student is supposed to adhere to willingly without compulsion. The schools also needs to provide the vital support services through guidance and counseling in order to instill in students a sense of responsibility and curb incidences of revolts and destabilizing student's discipline in schools. Where there is disobedience, it is expected that the necessary disciplinary measures will be taken according to the laid-down regulations in the education act.

School discipline is a powerful and emotive subject since it is one of the main determinants of students' success in their academic work and it is an issue that has generated public concern. Most people attribute falling academic standards in schools to low standards of students' discipline. It is on this basis that the role of the head-teachers and teachers within the school's administrative and instructional services become crucial. In this reference, students' discipline

precedes quality education and with the increased violence, drug abuse, and crime in the Ugandan society, stability in schools is threatened. This is a worrying factor among most stakeholders in lieu to academic performance.

2.6 Summary of literature review

From the literature reviewed, the views and ideas of many other researchers have been acknowledged. In this particular study, the relationship between variables such as the government policies, home background and the school background remains instrumental to the academic performance of students at 'O' level in Kiboga District. Despite of this, it is well indicated that disciplined students perform better than indiscipline students do. This study will investigate this gap. Besides, the literature shows that parents have got the role in providing schools with the children and follow-up on academics but the literature does not reveals the follow-ups made by parents to the students on their way to and from school. Such gaps were among others that influenced this study. Although the literature gives the roles of the teachers upon the students, whether teachers are qualified or not, experienced and committed, has been the role of the government in Uganda. This study will investigate the extent to which such inputs contribute to outputs in form of academic performance.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the methodology that was used during the study. It starts with the research design, study population, sample size, and selection, sampling technique and procedure, data collection methods, data collection instruments pre-testing methods procedure of data collection, analysis, and presentation.

3.1 Research design

According to Amin (2005), a research design is a plan for carrying out a research project. It is a master plan specifying the methods and procedures for collecting and analyzing the needed information. While Russell (1961) noted that research designing is planning various phases and procedures relating to formulation of research efforts, Burger *et al* (1988) noted that a research design is a guide that directs the research action which reduces time and cost during the study.

A cross sectional design was used to gather information from various respondents in which both qualitative and quantitative methods of research were applied. Newman (2003) contends that a cross sectional survey design is simple, less time consuming and at least cost effective. This was among other factors that made the researcher opt for a cross sectional design bearing in mind that time given to carry out the research was limited.

3.2 Study population

A total number of 902 subjects from Kiboga District constituted the population of this study. They included the DEO, DIS, 3 head-teachers, 61 teachers, and 200 students from the 3 schools of this study.

3.3 Sample size and selection

A sample size of 266 respondents was used to inform the study and this was determined using the tabulation method of Krejcie and Morgan (1970) in which the sample size versus total population is presented, Appendix I. According to the table, the smaller the population of the study the smaller the sample size and the bigger the population of study the bigger the sample size. Usually, the sample size is determined using the line crossing the table in the middle in relation to the population. Thus, from the table in the appendix, a total population of 902 is observed directly proportionate to the sample size of 266.

Table 1: Illustration of the sample size and selection

Sample category	**Population**	**Sample size**	**Sampling technique**	
			Purposive	Snowballing
Bukomero SSS	300	87	21 (1 head-teacher and 20 teachers)	66 Students
High Standard SS	250	87	21 (1 head-teacher and 20 teachers)	66 Students
Busuulwa Memorial SS	350	90	22 (1 head-teacher and 21 teachers)	68 Students
D.I.S	1	1	1	-
DEO	1	1	1	-
Total	**902**	**266**	**66**	**200**

Source: Secondary schools' reports, 2014

Table 1 shows a sample size of 266, which was selected from a study population of 902 subjects. The various sample categories included; the DEO, DIS, head teachers, teachers, and students, selected from three secondary schools in Kiboga district.

3.4 Sampling procedures / techniques

Both purposive and snowballing sampling methods were used to reach the respondents. A three stage purposive sampling technique was used to select the three secondary schools in Kiboga District because of the poor academic performance witnessed among their students at 'O' level through the Uganda Certificate Examinations (UCE). Purposive sampling was also used to reach the DEO and DIS in Kiboga District who were interviewed as the key informants. These were interviewed because of their rich information about academic performance of the students in schools. They represent the Ministry of Education, science, technology and sports. They are technical and professionals who provide all the guidance and support to schools to ensure that schools run on course to realize a high academic Performance. Where need arises the District Education Officer gives corrective support, and takes disciplinary action on all offences in accordance to Public Service Regulations. Since the DEO and DIS have the responsibility of evaluating the performance of teachers and Head teachers by supervising, monitoring, and mentoring them, the researcher thought that they have been in close contact with teachers and school administrators and thus could have information that would benefit the study.

Purposive sampling was also used to reach head-teachers of the three schools. The researcher selected head-teachers because they play a central role in administration of schools and the performance of students. Head-teachers also supervise and monitor school activities.

From the head-teachers, a snowballing sampling was constructed to reach the teachers and later students. Within three schools, 61 teachers were interviewed as part of the key respondents. Later on 200 students were interviewed as main respondents whose lives have been impinged upon. These were interviewed through Focus Group Discussions (FGDs) in which the interaction between the researcher and students created a harmonious approach to raise issues affecting their academic performance as presented in chapter four of this dissertation. An illustration of the sample size (266) in respect to sample categories is presented on Table 1 of this report.

3.5 Data collection methods

The researcher used data collection methods such as the questionnaires, face-to-face interviews, Focused Group Discussions, and documentary review as recommended by Amin (2005).

3.5.1 The questionnaire survey method.

Close-ended questionnaires were used during the study. According to Ahuja (2001), questionnaires are structured sets of questions usually sent by mail although at times delivered by hand. Hands delivered questionnaires were administered at schools and offices by the researcher during the study. As such, research questionnaires were delivered by the researcher to schools, offices, and homes of students and teachers. Onen and Oso (2008) assert that questionnaires are items or tools used to collect information over a short period. They confess that they are suitable to literate people and they are necessarily used when the information needed is to be written. It was for such reasons that the researcher decided to use questionnaires as tools to the study and used them to get information from Kiboga District among teachers and pupils of the selected

schools. Black and Champion (1976) support the argument that a questionnaire is an appropriate tool for data collection. Questionnaires were therefore administered to teachers and students who were selected through the snowballing sampling technique. The findings of the study were arranged according to sub-topics and presented in chapter four of this dissertation. The questionnaires have been attached as presented in appendix A.

3.5.2 Interviewing

Interviews were carried out during the study through direct verbal interaction with respondents. The respondents gave needed information verbally in a face-to-face relationship where ideas were exchanged. According to Onen and Oso (2008), interviews collect information that cannot be directly observed or that is difficult to put down in writing. In accordance to the interviews conducted in Kiboga District, formal interviews for the key informants were first carried out in pre-set guiding questions. This became fundamental to test-retest reliability/stability (Amin, 2005) of instruments. The questionnaires were presented in the same format (see appendix B). These interviews were carried out in two-person conversation (Lindzey, 1968) and were initiated by the researcher. According to the face-to-face interviews carried out with the respondents in Kiboga District, the government has failed to cater for the school system paradigm, this has de-motivated the teachers, and the consequences have been revealed through the poor academic performance of students. All these have been presented in chapter four of this report.

3.5.3 Focus Group Discussion

Focused Group Discussions (FGDs) were organized among the students by the researcher assisted by the teachers. Some of the information got through Focused Group Discussions

(FGDs) revealed students lamentations on how schools have failed to cater for their needs as presented in chapter four of this dissertation. This method enabled students to explain the extent to which the failures in academic performances emanate from the government and the schools administration in Kiboga District.

3.5.4. Documentary review

The researcher carried out documentary review from the textbooks. This was fundamental in developing the introduction and the literature review of the study. The text books which were consulted have been presented at the end of this dissertation as references. It was also carried out from Kiboga District Education Reports, monthly and end of term meetings' minutes from the schools of references. Interment source documents were also read and incorporated into the study as presented in the references.

3.6 Quality control

Quality control was dealt with through validity and reliability of the instruments.

3.6.1 Validity of Instruments

Validity is the appropriateness of the instruments used in research. It is the extent to which research instruments measure what they are intended to measure (Onen and Oso, 2008). To establish validity of instruments, the researcher administered 10 questionnaires to the key informants, to establish the weaknesses relating to ambiguity of the questions. The researcher also gave the instruments to two independent professional judges on a rating system of relevant and non-relevant. Judges being two with two different scores, the scores were added up and then divided by two in order to get the average. The questionnaires were then collected and amended

by the researcher, after which Content Validity Index (CVI) was computed, by dividing the highest rating scale that was 11 by the total number of the questionnaires that was 13. The CVI was therefore 0.88 as presented herewith and this rendered tools or instruments valid for the use. Amin (2005) asserted that for the instruments to be accepted as valid, the average index should be 0.7 or above and this was true for the case of this study. The same approach was followed to compute CVI for the interview guide whereby the highest scale was 5 and total number of the items was 6. This gave 0.83 on division; making the instruments valid for the study as presented overleaf.

Content Validity Index for questionnaires

	R	NR	TOTAL
J1	12	1	13
J2	11	2	

Key: R=Relevant; NR=Not Relevant; J1=Judge one; J2=Judge two, CVI = Highest Rating Scale

Total number of items in the questionnaire

$$\frac{12+11}{2} = 11.5$$

$$\frac{11.5}{13} = 0.88$$

Content Validity Index for the Interview Guide

	R	NR	TOTAL
J1	5	1	
J2	5	1	6

Key: R=Relevant; NR=Non-Relevant; JI=Judge One; J2=Judge Two

$$C.V.I = \frac{\text{Highest Rating Scale}}{\text{Total number of the items in the instrument}}$$

$$\frac{5+5}{2} = 5$$

$$\frac{5}{6} = 0.83$$

3.6.2 Reliability of instruments

Reliability is the consistency of instruments to produce same results each time it is measured under the same condition with the same subjects (Barifaijo, and Oonyu, 2010). Smith and Smith (2004) noted that reliability estimates are used to evaluate; (1) the stability of measures administered at different times to the same individuals or using the same standard (test–re-test reliability) or (2) the equivalence of sets of items from the same test (internal consistency) or of different observers scoring a behavior or event using the same instrument (inter-rater reliability). Test – retest reliability was done by the researcher before carrying out the study. This was done in such a way that the whole process took two months. The researcher first carried out interviews within one week, and was repeated after one month and 15 days. Having realized that instruments produced similar results, the researcher came to infer that the instrument were reliable and ready to use.

3.7. Data collection procedure

The researcher developed a research proposal under the guidance of the research supervisor from the UMI. After approval of the proposal, the researcher received an introduction letter that was presented to the respondents for identity. The researcher collected data from schools, which was later organized and analyzed in different headings as presented in chapter four of this dissertation. Data was collected in accordance to the set objectives and designed questionnaires; data could be collected during the day and in the evening, the researcher would organize it thematically.

3.8 Data analysis

According to Ahuja (2001), data analysis is the ordering of the data into constituent parts in order to obtain answers to the research questions. Having collected the raw data from the field, the data was classified depending on the various themes and presented into headings in chapter four of this report. Both qualitative and quantitative methods of analysis were used in order to supplement one another although the work was majorly qualitative in nature. Descriptive data analysis was used to analyze qualitative data in order to generate summary as presented in percentages while part of the quantitative is presented in tables with the use of Microsoft excel. In order to analyze quantitative data, the researcher used SPSS software and through the chi-square in order to determine the significance of different variables as presented in chapter four of this dissertation.

3.9 Ethical consideration

Throughout the period of data collection, the researcher used an introductory letter obtained from Uganda Management Institute. The researcher also clearly introduced himself to the respective

authorities in the district, such as the District Education Officer (DEO) who also granted him permission to proceed with the study. The DEO wrote a letter to the heads of schools calling for cooperation with the researcher during the study. In order to carry out research, the researcher would first introduce himself and later ask for consent from the respondents. After the consent had been granted, the researcher would proceed to conduct the study with respondents and the information got was later arranged and presented in chapter four of this dissertation. The researcher also ensured that the data collected was kept confidential and the respondents' anonymity was ensured.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND ANALYSIS OF THE FINDINGS

4.0 Introduction

This chapter presents findings of the study from the field and the analysis. It starts with the bio-data or characteristics of the respondents and later gives effects of various variables from home and school environment onto the academic performance of the 'O' level students. The findings of the study have been presented into bar graphs, pie-chart, and the tables as presented hereunder.

4. 1 Response rate

266 respondents were identified for interviewing.

Response rate is therefore presented in Table 2.

Table 2: Response rate

Category	Sample size	Number of respondents	Response rate
No. of teachers	64	63	98%
No. of students	200	200	100%
DIS	01	1	100%
DEO	01	1	100%
Total/ Overall response rate	266	265	99.6%

Source: Primary data, 2014

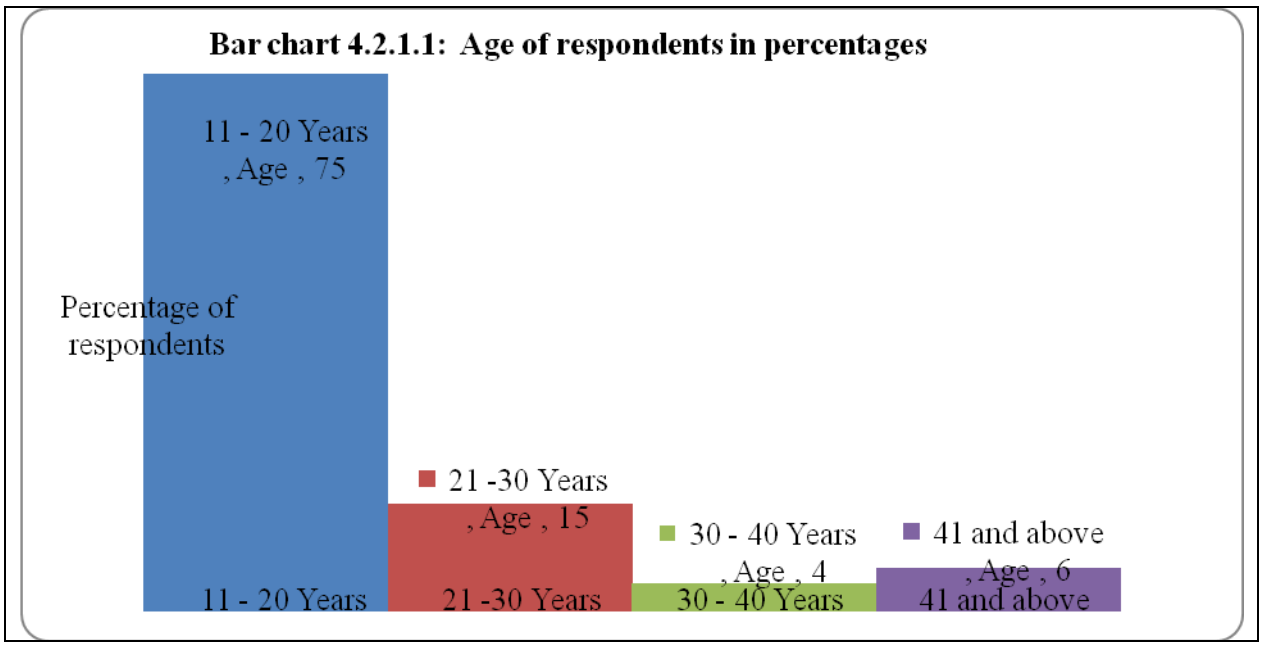
As presented in table 2, out of 266 respondents who were targeted for this study, 265 managed to fully participate, giving a response rate of 99.6%. According to Amin (2005), a response rate of 50% and above is considered adequate and thus, 99.6% as was obtained in this study was considered sufficient for generalization of the study results.

4.2 Bio-data of respondents

4.2.1 Age of respondents

Age of respondents was one of the features that this study examined as presented in Fig. 1

Fig. 1: Age of respondents



Source: Primary data, 2014

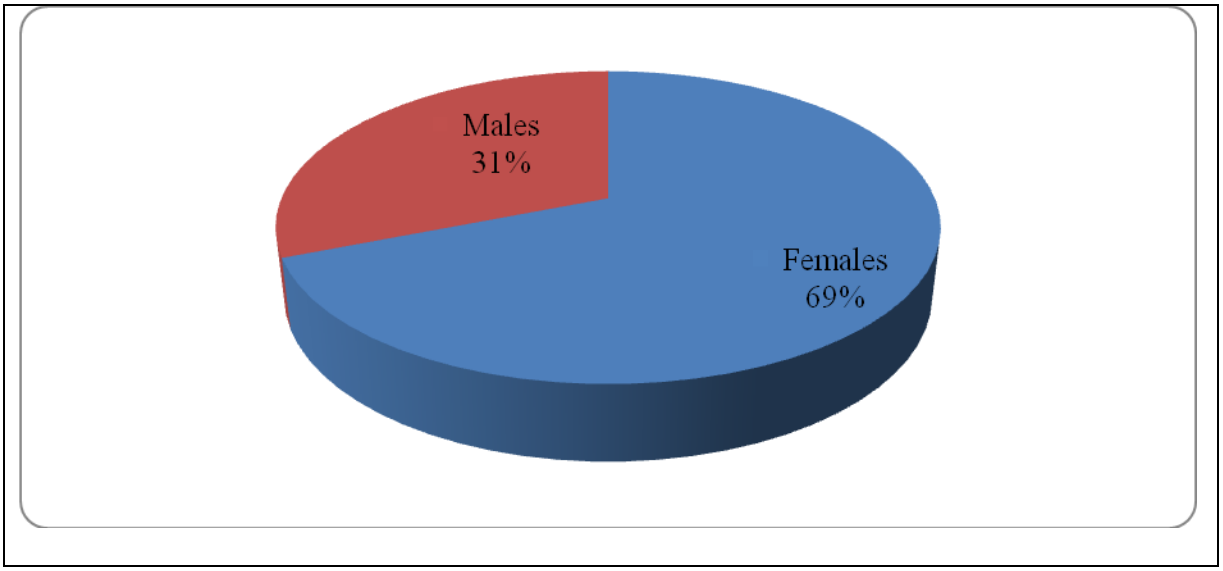
From Fig. 1, it is observed that majority of the respondents were between 11-20 years of age and they constituted 75 percent. This percentage reveals that the number interviewed was big enough to explain why the academic performance has declined among students in the last 3 years. From 21-30 years, the number of the respondents represented 15 percent; between 31 and 40, respondents were 4 percent and 6 percent for respondents above 40 years. In addition, the data patterns herewith can be explained that majority of respondents were students whose life is mostly affected. Suffice to note is the fact that the same age group struggles harder to achieve higher in academics. Respondents were asked how their age groups contribute to academic performance of students at 'O' level and various answers were given. It was a common answer

from respondents (75 percent) that they have been engaging in the teaching and learning exercise. Besides, the researcher was informed that moral and social support has been given by teachers to students and students to students. However, they condemned the government for not providing them with enough teachers and this has been among the contributing factors for their failures. Supervisory roles were also mentioned while at schools in an attempt to foster students' academic performance.

4.2.2 Gender of respondents

Gender was yet another characteristic of the respondents in Kiboga District as presented Fig. 2.

Fig. 2: Gender of respondents in percentages



Source: Primary data, 2014

Fig. 2 reveals that majority of the respondents were females (69 percent) and males constituted the minority (31 percent). This data set was attributed to the fact that female students were many in secondary schools as compared to their male counterparts. During the Focused Group Discussions with students, it was discovered that, majority female students take little or no interest in reading and this could have been one of the major causes of the high failure rate in Kiboga District.

4.2.3 Education level of respondents

Respondents were also characterized by education level as presented on Table 3 of this chapter.

Table 3: Education levels of respondents in percentages

Category	**Frequency**	**Percentages**
Primary level	00	00
Secondary level	200	75
Tertiary level	66	25
Total	**266**	**100**

Source: Primary data, 2014

Table 3 presents that majority of the respondents had secondary level of education as represented by 75 percent. The 25 percent of the respondents had also attained higher education than the secondary level. This means that respondents had the ability to articulate reasons as to why there has been a poor academic performance at O' level in Kiboga District.

4.3 Research Question Number One: - The effect of government policies on academic performance

Under objective one, respondents were asked to explain the effect of the government policies on the academic performance of 'O' level students. Here respondents were supposed to indicate their levels of agreement ranging from strongly agree, agree, no definite answer, disagree to strongly disagree. The findings were got and later computed into percentages as presented on Table 4.

Table 4: Descriptive statistics showing government policies on academic performance

Variables	5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Government provides relevant scholastic materials to schools	33	12%	207	78%	26	10%	-	-	-	-
Government provides infrastructural materials	-	-	56	21%	85	32%	125	47%		-
There are enough facilities in this school	-	-	-	-	29	11%	125	47%	112	42%
Government posts enough personnel	-	-	-	-	-	-	205	77%	61	23%
Government timely releases capitation grants	-	-	22	08%	207	78%	37	14%	-	-
The curriculum is relevant to students' needs	45	17%	91	34%	24	09%	106	40%	-	-
Curriculum is followed by this school	24	09%	117	44%	45	17%	43	16%	37	14%
Government policy of USE benefits students	61	23%	27	10%	45	17%	120	45%	13	05%
USE policy increases students' performance	-	-	13	05%	56	21%	160	60%	37	14%
Government intervention has been successful	37	14%	19	07%	40	15%	135	51%	35	13%

Source: Primary Data, 2014

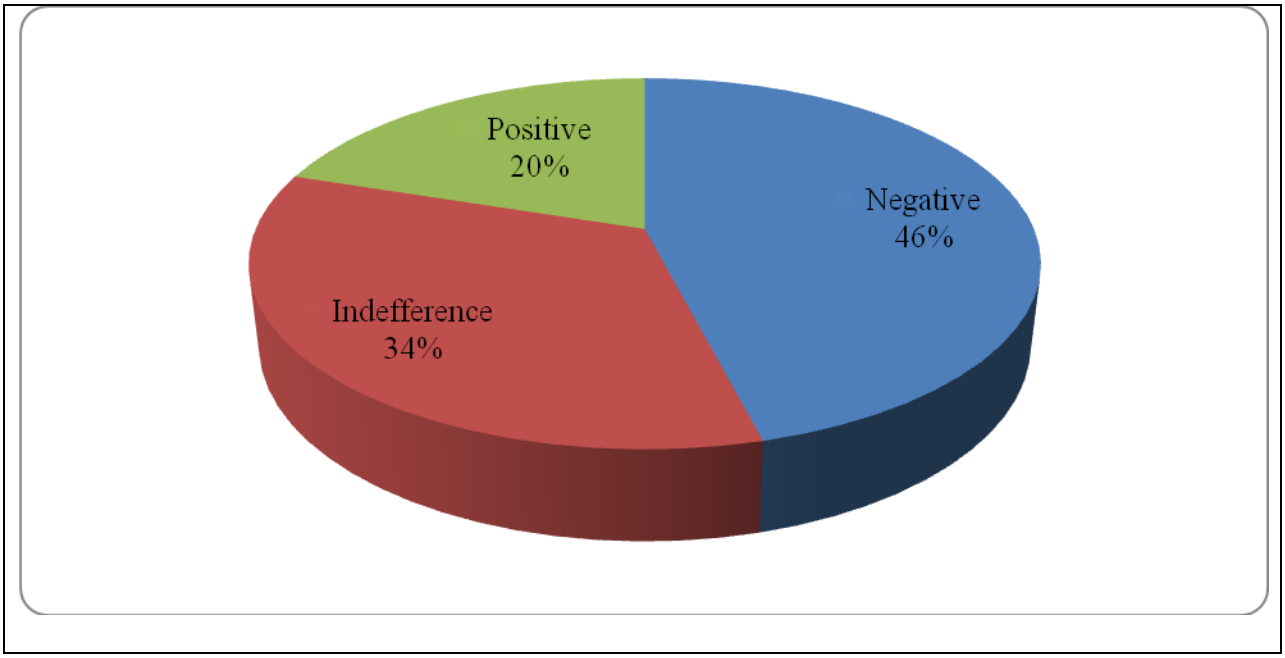
Using the findings in Table 4, one can easily note that although the government provides relevant scholastic materials to secondary schools in Kiboga District, the infrastructure provided is not enough. This is justified with 12 percent of the respondents who strongly agreed and 78 percent who agreed and 10 percent had no definite answer whether the government provides relevant scholastic materials to schools or not. The researcher however found out that the number of respondents who agreed were many compared to those who never had a definite answer. However, the 47 percent of the respondents disagreed and 32 percent had no definite answer.

On providing infrastructural materials, 21 percent of the respondents agreed with the statement, 32 percent had no definite answer and 47 percent disagreed. This made the researcher to infer that the infrastructural materials and facilities are lacking amidst governments' effort towards USE. The table also reveals that personnel have not been enough in schools of Kiboga District as justified by 77 percent of the respondents who disagreed and 23 percent of the respondents who strongly disagreed. While interviewing the key informants, the researcher was informed that the program of USE would have been a good one but the government initiated it without considerations of intrinsic and extrinsic motivators to teachers. They also revealed that the government started the program without calculating the costs that it could incur on it. Whether the government releases capitation grant in time, 78 percent of the respondents could not give a definite answer. The researcher inferred that these could have been students ignorant of the school administration. Nonetheless, 14 percent of the respondents disagreed with the capitation grant being given in time.

The Table reveals yet another pertinent issue about the relevancy of the curriculum. 40 percent of the respondents disagreed with the statement. This number is big enough to inform the government to revise the curriculum. It was found out that teachers follow the curriculum and this was supported by 09 percent of the respondents who strongly agreed and 44 percent of the respondents who agreed. On whether USE has benefited the students, 45 percent of the respondents disagreed with the statement while 5 percent of the respondents strongly disagreed. The response was supported by 60 percent of respondents (disagreed) and 14 percent of the respondents (strongly disagreed) who never supported the statement that USE has increased the academic performance of Ordinary level students in Kiboga District. They thus concluded that the government intervention has not been successful.

Respondents were also asked to explain how the government policy has affected the academic performance and the results from the findings have been put on the pie-chart two, fig.3 of this dissertation.

Fig. 3: Opinion to the government policy' on academic performance



Source: Primary Data, 2014

From Fig. 3, above it is presented that 34 percent of the respondents had an indifferent attitude, 20 percent had a positive attitude, and 46 percent had a negative attitude towards the effects of the government policy on academic performance. While conducting Focused Group Discussions, the researcher was informed that the government policy hardly contributes to academic performance; rather it has left majority children with much freedom and powers rendering teachers incapacitated. It was also noted that neither has it increased performance in science subjects such as Mathematics, Physics, Biology, and Chemistry.

Correlation for government policy and academic performance

Table 5: Correlation results for government policy and academic performance

		Academic performance
Government policy	Pearson Correlation	.937**
	Sig. (2-tailed)	.000
	N	266
**. Correlation is significant at the 0.01 level (2-tailed).		

The findings in the table above indicated a strong statistically significant correlation between government policy and academic performance. This is evidenced from the value of the Pearson correlation (0.937**) which is very close to 1, and the significance value (0.000), which is far below 0.05, the level at which the relationship was tested. This implies that supportive government policies have a great contribution towards academic performance of students. For instance, policies in respect to the number of teachers posted to a particular school and how they are facilitated and paid, policies in line with strategies towards academic performance, adherence to the curriculum, among others, once such are emphasised, the academic performance would be enhanced. However, in the event that the policies only remain on paper with little or no effort towards their implementation and realization, the effect would be negative on the students' academic performance.

To explain the correlation results further, a coefficient of determination was computed, by squaring the Pearson correlation value (.937**2), giving a result of 87.7%. This thus implies that effective government policies alone could account for nearly 88% of the variation in students' academic performance and therefore, in order to realise improved academic

performance, there is need to pay great attention to the kind of policies in place. Therefore, based on the study results and findings, the hypothesis that '*Government policy significantly affects academic performance of O' level students* was substantiated and upheld.

4.4 Research Question Number Two: - The effect of Parents on academic performance of 'O' level students

Respondents were also asked about the effects of parents on the academic performance of 'O' level students and the response has been presented on Table 6.

Table 6: Descriptive statistics showing effects of parents on academic performance of O' level students

Variable	5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Parents pay school requirements timely	90	34%	48	18%	-	-	85	32%	43	16%
Parents attend school meetings	64	24%	162	61%	-	-	40	15%	-	-
Parents discus academic performances with teachers	19	08%	61	23%	-	-	162	61%	24	09%
Parents attend to students problems from school	-	-	109	41%	29	11%	88	33%	40	15%
Parents attend to students problems at home	-	-	61	23%	34	13%	138	52%	33	12%
The parents contribute financially towards schools	61	23%	162	61%	43	16%	-	-	-	-
Parents frequently visit the schools	74	28%	32	12%	61	23%	99	37%	-	-
Parents ensure discipline of their children	-	-	16	06%	37	14%	162	61%	51	19%
Parents ensure structural development	29	11%	51	19%	16	06%	170	64%	-	-
Parents counsel their children	34	13%	29	11%	-	-	152	57%	51	19%

Source: Primary Data, 2014

Although table 6 presents that parents have tried to fulfill their duties to make children learn, when respondents were asked whether parents discuss academic performances with their teachers, 08 percent of the respondents strongly agreed and 23 percent of the respondents agreed. 61 percent of the respondents disagreed and 09 percent of the respondents strongly disagreed. Besides, the table shows 41 percent of the respondents agreeing that parents attend to students' problems from school yet 11 percent had no definite answer, 33 percent disagreed while 15 percent of the respondents strongly disagreed. While 23 percent of the respondents agreed that parents attend to problems of the students at home, 13 percent of the respondents had no definite answer, 52 percent of the respondents disagreed and 12 percent strongly disagreed. This means that parents have neglected their roles to students about academic performance and largely education. At this stage, the researcher realized that students poor academic performance emanate from the home background.

While in FGDs, it was noted that parents have neglected their roles towards children to other domestic activities. They have also incorporated the day-scholar students into home activities rather than identifying students as a group of people with certain needs to be fulfilled through education. This has hindered academic development among children and thus a contribution to their poor performance.

On the financial role, parents were found to have contributed towards the academic performance of the students. This was supported by 23 percent of the respondents who strongly agreed and 61 percent of the respondents who agreed that parents contribute financially towards school projects. However, on whether parents frequently visit the school for academic discussions; 37 percent of the respondents disagreed and 23 percent of the respondents had no definite answer.

It was also found that parents no longer discipline their children as presented by 19 percent of the respondents who strongly disagreed and 61 percent of the respondents who disagreed with the statement. While 14 percent of the respondents had no definite answer, 6 percent of the respondents agreed that parents ensure discipline of their children. Teachers interviewed on this, noted that indiscipline of children at school stems from home environment although the school could be having problems. Table 6 also shows that parents no longer ensure structural development of children as justified by 64 percent who disagreed with the statement and 06 percent of the respondents had no definite answer. This is also witnessed within the 19 percent of the respondents who strongly disagreed with the statement that parents counsel their children and 57 percent of the respondents who disagreed that parents counsel their children. The information herewith reveals that parents have a great contribution to the academic performance of children. It also reveals the gaps in the roles of parents as bridged by other factors such as the discipline of students and the government policy.

Correlations for parents' involvement and students' academic performance

Table 7: Correlation results for parents' involvement and academic performance

		Parents' involvement	*Academic performance*
Parents' involvement	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	266	266

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

The results in table 7 show that the correlation between parents' involvement and students' academic performance is .979**, meaning there is a strong positive correlation between parents' involvement and students' academic performance. The P-value corresponding to this is .000, since it is less than 0.05, the level at which it was tested; it implies that the correlation between the two variables is statistically significant. In effect, the correlation result implies that if parents get involved in their children's learning activities, for instance, by paying schools dues in time, attending academic meetings, discussing their children's performance with the teachers, among others, such practices would result into improved academic performance. However, findings showed that most parents were not fully involved in the affairs of their children's learning; a significant number of them did not take the trouble to discuss their children's performance with the teachers or even discuss academic matters at home. This situation could be attributed to the fact that most of these parents were either semi-literate or in some cases totally illiterate; this made it rather complicated for them to be fully supportive of their children's studies in some aspects.

In order to explain the effect of parents' involvement in school programs on the academic performance of 'O' level students in Kiboga District, a coefficient of determination was computed (r^2). Results showed that 96% of the variation in academic performance of O'level students in Kiboga district could be attributed to parents' involvement in school development programmes. This therefore confirmed the hypothesis that; *Parents' involvement in school development programs significantly affects the academic performance of 'O' level students*.

4.5 Research Question Number Three: - The effect of teaching and learning on academic performance of 'O' level students

On the effects of teaching and learning by teachers on the academic performance of students, the findings of the study have been presented in Table 8.

Table 8: Descriptive statistics showing effects of teaching and learning by teachers on the academic performance of 'O' level students

Variables	5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Teachers prepare schemes of work	82	31%	120	45%	51	19%	13	05%	-	-
Teachers prepare lesson plans	29	11%	80	30%	105	40%	28	10%	24	09%
Teachers prepare students for final exams	53	20%	32	12%	89	33%	52	20%	40	15%
In service training courses are arranged	21	08%	109	41%	136	51%	-	-	-	-
Teachers are well trained in education	56	21%	114	43%	96	36%	-	-	-	-
Teachers are enough complete the syllabus	40	15%	45	17%	61	23%	120	45%	-	-
Teachers adequately complete the syllabus	16	06%	51	19%	-	-	186	70%	13	05%
Teachers are punctual and no dodging lessons	67	25%	98	37%	-	-	48	18%	53	20%
Teachers give guidance to students	51	19%	136	51%	-	-	72	27%	07	03%
There is continuous assessments of students	90	34%	176	66%	-	-	-	-	-	-
There is a policy of recognizing performance	261	98%	05	02%	-	-	-	-	-	-
All teachers are committed to their duties	149	56%	117	44%	-	-	-	-	-	-
Teachers discuss academic work with parents	56	21%	162	61%	-	-	48	18%	-	-

Source: Primary Data, 2014

From Table 8, it is indicated that teachers have endeavored to do their work although a lot still needs to be done. From the table, it is seen that teachers prepare schemes of work as justified by 31 percent of the respondents who strongly agreed and 45 percent of the respondents who agreed with the statement. However, 40 percent of the respondents did not have a definite answer whether teachers prepare lesson plans or not, 10 percent disagreed and 09 percent strongly disagreed. Since lesson plans can be seen by fellow teachers and students while a teacher is teaching, the researcher was able to conclude that there could be gaps in the teaching and learning process.

On preparation for students' final examinations, 20 percent of the respondents strongly agreed and 12 percent of the respondents agreed. However, 33 percent of the respondents did not have a definite answer, 20 percent disagreed, and 15 percent strongly disagreed. From the FGDs, it was noted that some students do not read or revise for examinations, some do not attend classes, and respondents noted that these could be the students who never had a definite answer or disagreed with the statements. In interviews with the head-teachers, it was noted that teachers have endeavored to do their best in the teaching and learning process but students have been indisciplined. This could have been the cause of poor performance in their examinations at the end of 'O' level. On teachers training, it was noted that teachers have been trained enough to teach the student to pass. However, the table reveals that teachers are not enough to complete the syllabus although they are competent. The fact that teachers are not enough, syllabus overage became a nightmare. This could have been a contributing factor to the failure of the students.

Table 8 reveals that teachers have been punctual as presented by 25 percent of the respondents who strongly agreed with the statement and 37 percent of respondents who agreed. On guidance, 19 percent of the respondents strongly agree while 51 percent of the respondents agreed that teachers guide the students. The research findings also show that there have been continuous assessments in schools in Kiboga District as presented by 34 percent of the respondents who strongly agreed and 66 percent of the respondents who agreed. Good performers have been recognized as 98 percent of the respondents strongly agreed while 02 percent of the respondents agreed. It was also found that teachers were committed to their services as presented by 56 percent of the respondents who strongly agreed and 44 percent of the respondents agreed. This made the researcher to infer that teachers have done their work in the teaching and learning process.

Correlations for teaching and learning on academic performance

Table 9: Correlation results for teaching/learning and academic performance

		Teaching and learning	*Academic performance*
Teaching and learning	Pearson Correlation	1	.144*
	Sig. (2-tailed)		.018
	N	266	266

*. Correlation is significant at the 0.05 level (2-tailed).

Results in table 9 above showed that there was a mild but statistically significant correlation between teaching /learning and academic performance of the students. This is evidenced from the Pearson correlation of .144* and the corresponding P-value of .018. Since the Pearson correlation – r =.144, it indicates a very small relationship. However, because the p-value of

.018 is less than .05 the level at which the relationship was tested, the relationship is significant, meaning that teaching/learning can cause a small but significant change in students' academic performance. This thus implies that an improvement in the teaching and learning methods would lead to an improvement in the students' academic performance, and the reverse is true.

Further, the coefficient of determination, which was computed by squaring the r, ($.144^2$) indicated 0.0207 or 2%, implying that teaching and learning affected the variations in students' academic performance by a magnitude of 2%. Therefore, in line with the findings of this study, the hypothesis that '*The teaching and learning processes significantly affect the performance of students*' was substantiated.

4.6 Research Question Number Four:- The effect of students' discipline onto their academic performance

On the indiscipline of the students, responses were collected and presented on Table 10.

Table 10: Descriptive statistics showing the effects of indiscipline on academic performance of 'O' level students

Variables	**5**		**4**		**3**		**2**		**1**	
	(n)	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**	**(n)**	**%**
Students perform poorly in class	27	10%	207	78%	-	-	32	12%	-	-
Students do not make corrections	-	-	242	91%	8	03%	19	07%	-	-
Many students always come late to school	101	38%	165	62%	-	-	-	-	-	-
There is a high rate of drop out	176	66%	53	20%	26	10%	11	04%		
Many students' attendance is irregular	266	100%	-	-	-	-	-	-	-	-
Students involve themselves in pre-marital affairs	213	80%	53	20%		-	-	-	-	-
Many students abuse drugs in this school.	90	34%	160	60%	16	06%	-	-	-	-
There is a high rate of absenteeism	27	10%	216	81%	16	06%	7	03%	-	-
Students smoke in school	-	-	-	-	149	56%	117	44%		

Source: Primary Data, 2014

From table 10, it is revealed that students have never realized and cherished what could make them pass the examinations. Although the table shows that there are gaps with the students, they should not be blamed a lone because from the FGDs, it was noted that the system in which the teaching and learning process thrived, has been dislodged. Using his theory, Bertalanffy in 1968 noted that the system has various variables and such variables work together to produce the result. However, this has been to the contrary according to the study. This has been observed

from the government, the home background, and the school background according to the findings of this study.

Correlations for students' discipline and academic performance

Table 11: Correlation results for students' discipline and academic performance

Correlations			
		Students' discipline	*Academic performance*
Students' discipline	Pearson Correlation	1	.256**
	Sig. (2-tailed)		.000
	N	266	266
**. Correlation is significant at the 0.01 level (2-tailed).			

As seen from the table above, the Pearson correlation for students' discipline and academic performance was r = .256**, while the p-value corresponding to the same was .000. This was an indication of a weak but positive and significant relationship between the two variables, thus implying that a positive change in students' discipline would result into a significant improvement in their academic performance.

Further analysis by establishing the effect of students' discipline revealed a coefficient of determination (r^2) of.065 or 6.5%, implying that students' discipline affected the variations in academic performance by a magnitude of 6.5%; the rest of the variation could be attributed to other factors, besides students' discipline. In the light of the study results and findings, the hypothesis which proposed that '*Discipline of students greatly affects their academic performance at 'O' level'* was upheld.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of key findings, discussion, conclusions and recommendations of the study in line with the objectives of the study. It starts with the summary of the findings, discusses the findings in relation to the research questions, and ends with the recommendations.

5.1 Summary of the findings

In this section, key findings of the study are presented, organised in line with the specific objectives of the study.

5.1.1. Government policy and academic performance of students

The findings revealed that the government had not supplied enough scholastic materials yet they are essential to the teaching and learning of the students. Schools lacked enough textbooks especially for the core subjects, science equipments to be used in the laboratories were also nonexistent in many schools. It was also found that the personnel to various schools have never been enough to cater for increased numbers over and again. Consequently, some of the subjects , especially sciences could not be adequately taught. The study also found out that there was financial crisis in the general school environment, which affected teachers' motivation.

5.1.2. Parents' involvement and its effect on students' academic performance

Results indicated a strong positive correlation between parents' involvement in school affairs and students' academic performance. Apart from the school meetings, the findings revealed that a

small number of parents involve in school programs. It was also found out that very few parents discuss the academic performance of their students with their teachers and attend to problems of students as they come from the school. This makes students depend more on teachers and find themselves with few mentors in the home background. In such situations, the study reveals that there is a big problem within the context where the education system in Uganda has been built. There is need for parents to be sensitized on their role in education if a better academic performance is to be realized.

5.1.3. Teaching and learning process and students' academic performance

The process of teaching and learning was found to be in accordance to teachers' ethical standards. The findings reveal that teachers prepare schemes of work and lesson plans. Teachers were also found punctual to their work and much dedicated.

5.1.4. Students' discipline and academic performance

The correlation results indicated a positive relationship between students' discipline and academic performance at 'O' level. Notably, irregular attendance, drop out, late coming were among the key areas highlighted under students' discipline. This trend of events can greatly be attributed to laxity of the government policy towards education and the home environment in which parents have largely failed to impart discipline into their children. As a result, this has greatly affected their academic performance.

5.2. Discussion of the findings

This section presents a discussion of the study results. The findings are further cross-referenced with the views of various scholars and researchers in order to draw substantial conclusions.

5.2.1 The effect of the government policy on academic performance of O' level students

From the findings of the study, it was found out that while the government policy had increased the number of intake of students to schools, it had weakened the academic performance of students at 'O' level. This finding is in congruence with the findings by Kgosikebatho (2013) from Botswana where he remarked that in the past three decades, there have been tremendous reforms in education systems worldwide and Botswana in particular but these reforms have never been reflected among students performance. The scholars noted that with free education, schools in Botswana witnessed waves of pupils and students ready to attend classes. As a result, concerns were raised by the public and educationists regarding the deteriorating standards of Botswana education system. In the due course, teachers were blamed for low students' performance and unjustified professional misconduct (Strauss, 2013).

This situation can be easily compared to the situation in Uganda and to the findings of this study in particular. In fact, the Government of Uganda entered into the system of education with inappropriate scholastic materials and has failed to meet the intrinsic and extrinsic motivators to the personnel running the schools. In addition, the government policy was found weak onto students' indiscipline and affected students' compliance with some regulations of the schools and within the home environment. Adepoju (2002) found out that there was a persistent poor performance of secondary school students in public examinations such as the Senior School Certificate Examinations (SSCE) in Oyo State despite the developments made by the Nigeria Government in education in recent years. Parents, guardians, and other stakeholders in the

education industry have variously commented on poor performance of secondary school students particularly in English Language and Mathematics; and attributed this to the Government policy that has failed to provide scholastic materials for the students.

5.2.2. The effect of parents' involvement in school programs on academic performance

Apart from the school meetings, the findings revealed that a small number of parents involve in school programs. It was also found that a few parents discuss academic performance of their students with their teachers and attend to problems of students as they come from the school. This makes students depend more on teachers and find themselves with very few mentors, if any in the home background. In such situations, the study reveals that there is a problem within the context in which the education system in Uganda has been built. In their studies, Mestry *et al* (2007); and Kurian (2008) established that the social economic and political situation in which schools are located are in most cases influenced by the parents who are the force behind the development of a learner. Kurian (2008) affirms that parents' active participation is not only essential to improving discipline in schools but also leads to student academic performance that is demonstrated by good grades. Such findings reveal that children of educated parents have a higher level of life satisfaction and fewer problems; and are relatively more confident, self-reliant, and free from anxieties and other psychological problems (Jehangir, Tahir and Saeed, 2000). This is because their parents empower them to success and are good examples in the trajectory to success. However, in accordance to the findings of this study; it was found that there is a small extent of parents' participation in the academic issues of the students, and in the general school activities that matter a lot to the students. Such parents' participation is therefore a challenge to the education system in Uganda.

While examining the education programs in Nigeria and Oyo state in particular, Adepoju (2002) noted that parents can influence the government to improve education standards but they cannot implement the policies. He observed that the participation of parents in a school system is fundamental but has little influence on academic performance. Parents can influence and encourage children participation in school activities but the largest percentage that contributes to students' academic performance is the school environment at hand. He observed that in government-aided schools, the government is responsible for the low intrinsic and extrinsic motivation. The government is also responsible for poor scholastic materials within school environment and largely responsible for the failure of the teachers to effectively teach in accordance with the ethical standards governing the teachers' profession. While according to Asiimwe (2007), the Government of Uganda embraced a policy of promoting sciences and technology in schools with hope to transform the nation's fabrics by making Mathematics, Physics, Biology, and Chemistry compulsory to all students at Ordinary Level, but little has been done to encourage parental visits to schools and participation in school activities.

Norlin (2009) opines that a school is a social – open system in which two or more persons or variables work together in a coordinated manner to attain common goals. Albeit the findings reveal that teachers have increased effort to teach students, counsel and guide them towards academic performance, they have been betrayed by parents who have neglected their work.

The findings reveal that parents no longer take keen effort to posse checks and balances upon their children, and in such circumstances, students have chosen for themselves what to do. Scot (2008) was convinced that variables constantly interact with one another in the school

environment to produce desired results. While the government has had weakness to beef-up the school environment, the parents from the home background have distanced themselves.

5.2.3. The effect of teaching and learning process on academic performance

The process of teaching and learning was found to be in accordance to teachers' ethical standards. The findings reveal that teachers prepare schemes of work and lesson plans. Teachers were also found punctual to their work and much dedicated. While teachers can be dedicated to the cause of students performance in the due course of teaching – learning, Hightower *et al*., (2011) questions about the effectiveness of teaching methods used in class and its impact on the performance of the students. Moreover, research on teaching and learning examines the extent to which different teaching methods enhance growth in student learning as well as expected performance. Adunola (2011) is of the view that regular poor academic performance by majority students is fundamentally linked to application of ineffective teaching methods by teachers to impart knowledge to learners. This means there are other factors that have contributed to poor performance in Kiboga District rather than teaching and learning in class. This is because the findings reveal that teachers do their duties as expected but there has been poor performance. In support to this assertion, Ayeni (2011) confirms that teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. In Kenya and Botswana, the main factor that has been associated with teaching learning, is developing skills needed for a human race for the daily and future use.

While this has been true for the case of the two nations, in Uganda the approach has been passing science subjects yet Asiimwe (2007) remarks that with the implementation of SESEMAT in secondary schools in Uganda, varied results have been achieved and many of which reveal that

the program has been a failure. Asiimwe (ibid) further argues that the failure of students in SESEMAT is due to the attitudes of the learners towards science subjects and the laxity of the parents to their children. She also recalls that some teachers still use rote teaching in modernized world and in the 21st century! These have contributed to the failures. For example, in pre-SESEMAT study that was carried out on 275 students in western Uganda from 2001 to 2003 it was found that no girl got a distinction in physics. 33 girls (12.0 percent) obtained credits compared to 86 boys (31.0 percent); another 30 girls (11.0 percent) obtained passes compared to 48 boys (17.0 percent), and the majority of the girls (52); an equivalent of 19.0 percent failed compared to 25 boys (9.0 percent). In this perspective, it can be deduced that the passing – learning of science for the case of Ugandan secondary education is linked to gender issues.

5.2.4 The effect of students' discipline on academic performance

The findings of the study show that students' indiscipline is due to the laxity of the government policy. This indiscipline has increased due to home environment in which parents have failed to impart discipline onto the students yet according to Ovell and Suaning (2001), discipline in schools is essential for effective learning, good teacher-student relationship, peer adjustment and academic performance as well. He confirms that a democratic form of discipline leads to a healthy classroom environment that in turn promotes respect for education and a desire for knowledge. Muchemi (2001) in his article `*Students face life in prison over strikes'* gives a chronological account of protests and destruction in public schools. The report prepared by the Provincial Education Board in Kenya indicated that indiscipline was rampant, not only in Central province but in the whole country and as expected, students could not perform as expected (Lewis and Doorlay, 2006).

Lewis and Doorlay (2006) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in the academic arena. They further asserted that if educators are exemplary, know their work, and understand the learners, then the learners will be in a good position to achieve academically. They also stress the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners learn self-discipline. If there is self-discipline, there are more chances of having direction in the fulfillment of the learners' goal so positive academic achievement is possible which translates to good academic performance. If the school has good facilities and the needs of the learners are well catered for, there will be good academic achievement. This can also be improved by the availability of resources, relevant educators, enough learning space that is conducive to learning, relevant teaching style and clear code of conduct.

Like the mentioned scholars, indiscipline within the school environment is essential for the failure of the students.

5.3. Conclusions

In this section of the report, emerging conclusions as drawn from the study findings and discussion are presented. The conclusions are presented in line with the specific objectives of the study.

5.3.1. Government policy and its effect on 'O' level students' academic performance

Although a lot had been done in secondary schools by the government in an effort to make sure that students can study, recalling from the theoretical framework that guided the study; the researcher was able to infer that education as a system has lacuna. It was also found out that the

personnel to various schools have never been enough to cater for increased number over and again. The study also found out that there was financial crisis in the general school environment since the intrinsic and extrinsic motivators have never been catered for yet according to Herzberg (1959), they are essential to teaching and learning programs. It ought to be noted that since the government support is central to students' learning, its weakness to supply what is meant to be supplied to the school-system puts the functioning of the school system at ebb. From the findings I learn't a lesson that supportive government policies like posting enough teachers to schools, proper facilitation and remunerating staff-both teaching and non teaching, to mention a few have a great contribution towards improvement of academic performance

5.3.2. Parents' involvement and students' academic performance at O level

Results indicated that there was minimal involvement of parents in school-related affairs; this was further noted to have a strong effect on students' academic performance. Given such a background, it can thus be concluded that students' academic performance involves a number of stakeholders and parents are among the major stakeholders in the learning process. Thus, their involvement has a major contribution towards students' academic performance. From the findings of this study the researcher came to learn that by parents getting actively involved in their children's learning activities, for instance; by paying school dues in time, attending academic meetings, discussing their children's academic performance with their teachers, to mention a few, the academic performance of their students would improve tremendously.

5.3.3. Teaching and learning process and students' academic performance

It was evident from the findings that the process of teaching and learning has a contribution towards students' academic performance, albeit not as much an effect when compared to government policy and parents' involvement. This therefore means that any factors that affect teachers' delivery in terms of teaching and learning have a resultant effect on the academic performance of the students. From the findings of this study, the researcher learnt that an improvement in the teaching and learning methods and their alternate use would lead to an improvement in the student's academic performance, and the reverse is true.

5.3.4. Students' discipline

Students' discipline is a core pillar when it comes to matters of academic performance. From the findings of this study, the researcher came to learn the fact that, however good and effective a teacher might be, if the students exhibit indiscipline such as absenteeism, irregular attendance and any other forms of indiscipline, their academic performance will be negatively affected. On the other hand if students exhibit good discipline like regular attendance of lessons, respect for teachers and colleagues to mention a few, such behaviors would lead to a healthy school environment that in turn promotes a desire for knowledge. In addition, discipline would increase students love for guidance and counseling and in the process, they will love reading and asking questions emanating from the desire to learn and understand from their peers and teachers. All these are positive ingredients to better academic performance.

5.4 Recommendations

This section presents suggested areas of improvement that could help to enhance the academic performance of students at O level. The recommendations are arranged in line with the study objectives as earlier presented in chapter one of this report.

5.4.1. Government policy

There is a need to revisit the government policy, especially on the provision of scholastic materials to schools. Increasing scholastic material would not only lead to students' excellence in academics but will also empower the teachers to do their work well. Besides that, the government should increase on the personnel serving in various schools as a measure to increase effectiveness and efficiency in schools. These personnel need to be trained and government should organize and conduct in-service trainings for serving officers in line with continuous professional development.

5.4.2. Parents' involvement

There is a need to empower the parents to supervise the schools in their locality, especially those where their children attend. It is important to note that parents are major stakeholders in their children's studies and should thus be sensitised and helped to appreciate their core mandate. Besides, schools should develop strategies that can attract parents to be active players in their students' performance. The presence of parents in the system will make the students to be disciplined with fear and respect of their parent's presence. In addition, parents and teachers need to maintain positions of mentors among the young generation. In a situation where parents are mentors in the home environment and teachers in the schools environment, students will

develop a dual mentor position. The dual position will therefore take the two mentorships and the results shall be good citizens of Uganda.

5.4.3. Teaching and learning

There is need for the schools to come up with different incentives to keep the teachers motivated to do their work effectively. Such incentives could come in the form of recognition in various forms, such that the committed teachers get to know that they are appreciated and those who may be less committed can borrow a leaf. Besides, government needs to look into the factors that affect the teaching and learning process, such as the inadequate infrastructure and scholastic materials.

5.4.4. Students' discipline

The government should revisit its policy on school punishment, especially because punishments such as caning were abolished from schools and yet in a number of cases, there are students who fail to live by the power of the guidance and counseling. In addition, there is need for better presence of parents in the school system to help students to be disciplined with fear and respect. The parents' presence would in short and long run increases the interaction between teachers and students' parents leading to follow-ups to their students' continuous assessments. Besides, there is a need for the parents to beef-up their efforts in the home environment such that the children grow up and become a disciplined group of the future generation.

Suggestions for further study

I would recommend a study on the high dropout rate and drug abuse in secondary schools.

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APPENDICES

APPENDIX A: Questionnaires

Dear Respondents

This questionnaire presented to you by a student of UMI conducting a research study on **Factors affecting the academic performance of O' level students in selected government aided secondary schools in Kiboga District**. The questionnaire is for academic purposes and will not be used for any other interests whatsoever; your assistance is therefore kindly sought in answering the questions as follows.

SECTION A: BACKGROUND INFORMATION

Bio-data

State your name ……

Name of a School …….

SECTION ONE

1. Your age:

   a) 11-20 ☐ b) 21-30 ☐ c) 31-40 ☐ d) 40- above ☐

   How has your age group contributed to the academic performance?

2. Gender: a) Male ☐ b) Female ☐

3. Education level :

   A) Primary Level ☐ B) Secondary Level ☐ C) Tertiary level ☐

SECTION TWO

EFFECTS OF GOVERNMENT POLICY ON ACADEMIC PERFORMANCE

1. Circle in the appropriate number to indicate your level of agreement with the statements

5= strongly agree, 4=Agree, 3=No definite answer, 2= Disagree, 1=strongly disagree

Variables	5	4	3	2	1
Government provides relevant scholastic materials to this school					
Government provided enough infrastructural materials					
There are enough facilities in this school by government					
Government posts enough personnel to this school					
Government timely releases the variable capitation grants					
The curriculum is relevant to students' needs					
Curriculum is followed by this school					
The Government policy of USE has benefited students					
USE policy has increased on the students' academic performance					
Government intervention has been successful to academic					

In your opinion, how has the government policy affected performance of students at O' level?

……

……

1 (a) **Effects of parents on academic performance of O' level students**

Parents pay school requirements timely	5	4	3	2	1
Parents attend school meetings whenever called upon					
Parents discus academic performances with teachers					
Parents attend to students problems from school					
Parents attend to students problems at home					
The parents contribute financially towards school projects					
Parents frequently visit the school for academic discussions					
Parents ensure discipline of their children					
Parents ensure structural development of their children					
Parents counsel their children					

In your opinion, explain the contribution of parents to the academic performance of students at O' level

……

……..……..

1 (c) Effects of teaching-learning by the teachers on the academic performance of students

Teachers prepare schemes of work	5	4	3	2	1
Teachers prepare lesson plans					
Teachers use good techniques to prepare students for final exams					
In service training courses are arranged for teachers					
Teachers are well trained in education					
Teachers are enough complete the syllabus					
Teachers are adequately complete the syllabus					
Teachers are always punctual and do not dodge lessons					
Teachers give guidance to students about their studies					
There is continuous assessments of students by teachers					
There is a policy of recognizing good performance					
All teachers are committed to their duties					
Teachers discuss students' academic work with parents					

How have the quality teachers affect students' academic performance in your school?

……

How has the quantity of taught affect students' academic performance in your school?

……

1 (d) Effects of indiscipline on academic performance of O' level students

.Students perform poorly in class	5	4	3	2	1
Students do not make corrections during class exercise					
Many students always come late to school.					
There is a high rate of drop out due to poor performance					
Many students' attendance is irregular					
Students involve themselves in pre-marital love affairs					
Many students abuse drugs in this school.					
There is a high rate of absenteeism in this school					
Students smoke in school					
There is bullying of new student in this school					
There is vandalism of property in this school					

In your opinion, suggest measures that can lead to excellent performance of students at O' level

……

Fill in the table below

Infrastructure	Number	Condition
Class rooms		
Staff room		
Offices		
Dining hall		
Dormitories		
Sick- bay		
Kitchen		
Playground		
Library		
Laboratory		

Thank you for your cooperation

APPENDIX B

Interview guide to the key informants
Dear Respondents

This questionnaire presented to you by a student ofUMI conducting a research study on **Factors affecting the academic performance of O' level students in selected government aided secondary schools in Kiboga District**. The questionnaire is for academic purposes and will not be used for any other interests whatsoever; your assistance is therefore kindly sought in answering the questions as follows.

1. How many secondary schools are in Kiboga District?
   How many government grant aided secondary schools are in Kiboga District?
2. What is the level of academic performance of students at O' level?
   What factors do you think affect the performance of senior four students in Kiboga District?
3. Explain the role played by the following to academic performance of O' level students in Kiboga District
   a) Parents
   b) Teachers
   c) Head-teachers
   d) District Inspectors of School
   e) Government
4. To what extent do the following affect academic performance in your district?
   a) Quality of teachers
   b) School facilities
   c) Parents support given to students
   d) The discipline of students in your schools
   e) Government support
5. For the teachers and head-teachers, fill in the table below

Infrastructure	Number	Condition
Class rooms		
Staff room		
Offices		
Dining hall		
Dormitories		
Sick- bay		
Kitchen		
Playground		
Library		
Laboratory		

Thank you for your cooperation

APPENDIX C

Table 1: Determining the sample size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Source: Krejcie and Morgan (1970)