



UGANDA MANAGEMENT INSTITUTE

**FACTORS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS IN UGANDA  
CERTIFICATE OF EDUCATION (UCE) UNDER UNIVERSAL SECONDARY  
EDUCATION (USE) SCHOOLS IN UGANDA: A CASE OF KOBOKO DISTRICT**

**BY**

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**DECLARATION**

I, Amandu Innocent David an adult of sound mind hereby declare that this work is my own (original). It's not copied from any source anywhere. All mistakes found herein are my own for which I am entirely responsible. I do welcome all sorts of positive criticisms.

Signature.....

Date.....

**APPROVAL**

This dissertation has been submitted by the permission of my supervisors.

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Signature.....

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## **DEDICATION**

This humble book is honestly dedicated to my dear wife Norah Omuku and my children Sharon, Reagan, Evancy and Ann for enduring my absence in two good years and suffering some financial hardships while I was heavily spending on my studies.

May this book give you an encouragement to follow the same path, particularly my children.

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## **ABBREVIATIONS/ ACRONYMS**

**BOG:** Board of Governors

**CVI:** Content Validity Index

**PTA:** Parents Teachers Association

**NGO** Non Governmental Organizations

**SESEMAT:** Secondary Science and Mathematics Teachers Programme

**SPSS:** Statistical Package for Social Scientists

**UCE:** Uganda Certificate of Education

**UMI:** Uganda Management Institute

**UNEB:** Uganda National Examinations Board

**UNESCO:** United Nations Education Scientific Cultural Organization

**UPE:** Universal Primary Education

**USE:** Universal Secondary Education

**US:** United States

## **ABSTRACT**

The study set out to examine the factors affecting academic performance of students in UCE under USE in Uganda, a case of Koboko district. The objectives of the study were, to find out the influence of teacher factors, student factors and the school factors in influencing academic performance in UCE under USE schools in Koboko district. The study was grounded on two theories; the systems theory by Bertalanffy (1920) and Maslow (1954) theory of motivation. A cross sectional survey design based on qualitative and quantitative approaches was used to get the findings. The target population comprised of 121, head teachers, teachers, students, student leaders, district education officers, Board of governors members, community leaders were randomly and purposively sampled. The methods of data collection included: questionnaire survey, interview, observation and documentary review. Descriptive and inferential statistical analyses were used and the data was presented using frequency tables and correlation matrices. The study found out that most of the teachers were well trained and qualified but not well motivated. Most students were never punctual for lessons, were indiscipline and were never interested in learning. The schools had functional laboratories, poorly stocked libraries and limited staff accommodation and inadequate support from government. It was concluded that there existed a significant positive relationship between teacher factors, student factors, school factors and academic performance. The researcher made the following recommendations as: there is need to motivate the teachers, encourage students to work hard to pass and need for more government and parental support to the schools. Finally further studies on motivational strategies and staff performance in Koboko District could be explored.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

A critical problem facing Uganda is that much as efforts and resources have been devoted to education (primary , secondary and vocational), the envisaged results have not been achieved (ESSP,2002 -2015). This study therefore examined the factors affecting academic performance in UCE under USE schools in Uganda: a case of Koboko district. This chapter presents the background to the study, statement of the problem, purpose or objectives of the study, research questions, hypotheses, scope of the study, significance, justification and operational definitions , terms and concepts used in the study.

#### **1.1 Background to the Study**

##### **Historical background:**

Worldwide, the need for quality education for all was embedded in the UNESCO (1960) convention against discrimination in Education as well as cultural, social and economic rights of the child. In 1989 the Convention on child rights was endorsed by 191 member states of the United Nations, Uganda inclusive in which primary education was considered as basic and free. While in Uganda it took off in 1997 as a government programme of Universal primary education (UPE) and that was followed by introduction of Universal secondary education (USE) in 2007. These developments in the education sector have some challenges such as failure to

articulate the core solutions to the country's, lack of scientific and technical oriented curriculum to meet the skilled manpower gaps.

A number of strategies were developed to address the massive increment in enrolment as a result of the two programmes of UPE and USE. According to the report of Strategic Plan for Secondary Education (2009), the enrolment rose from 814,000 to 954,000 between 2007 and 2008. This subsequently demanded for recruitment of teachers and provision of structural infrastructure for the secondary schools with support from World Bank.

In September 2007, the World Bank together with Ministry of Education and Sports released a report that focused on the efficiency of Education and the fact that the Government of Uganda and all funding agencies of Education in Uganda including World Bank had injected colossal funds into the Education Sector.

According to Ssekamwa (1995) formal Education was introduced in East Africa by colonialists mainly to enable the Africans to read, write and interpret their religious literature and majority were employed as their agents as clerical staff in the colonial governments with no scientific bearing . In Uganda these were managed and administered by different religious groups up to independence in 1962. The Government took over them according to Education Act 1963 and centralized the curriculum to national syllabus. The Government of Uganda is committed according to the 1995 constitution Article 30 and the Education Act 2008 that all persons have a right to Education. Late President Obote in 1969 admitted that "Uganda had not moved far from the results of the Education Investments which the British wanted when formal Education was first introduced in Uganda". On the advent of the National Resistance Government, one of the key points out of the ten point- programme was restoration and improvement of social services

and rehabilitation of war ravaged areas. Point number six which presupposes the provision of adequate Educational facilities in the war torn areas like Koboko District but on ground little has been done to the Secondary School Sector which impacts negatively on the good performance especially in UCE.

The Daily Monitor 5/10/2008 pg 41 reported that...teaching of science in low resource Secondary Schools in Uganda has been a nightmare for most of the Teachers in such Schools who lack the necessary equipments to carry out practical lessons and to afford their students an opportunity to get their hands on experiments in order to get a better understanding of sciences. The situation sometimes is made worse in the upcountry rural schools implementing the Universal secondary Education where facilities may be lacking especially for the sciences. On many occasions the students are exposed to the chemicals and apparatus on the very day of external examinations and what miracle can one expect from such a scenario.

### **Theoretical background:**

The study was grounded on the systems theory propounded by Bertalanffy (1920). This theory considers the human body made up of different organs like the heart, liver, alimentary canal or other parts that must be considered as a whole if the body is to function efficiently. The theory was used to explain or liken it to the school plant with different stakeholders. For instance, the school administration should focus on the role of each of the stakeholders in the school set up. It further highlights the necessity for secondary schools management to ensure that all links such as student related, teachers, school facilities and parental support and quality of teachers are guaranteed for excellent academic performance. In a school setting it takes into consideration the various functional areas of the school/organization that each has a contribution towards

achieving the objectives of the school/organization. The learner/teacher relationship is very crucial to affect good performance and support from Government and the parents and community .The teachers and parents have a cooperative role in helping the generation of today to master the skills, the attitudes and norms for the adults of tomorrow. Much as these factors inter play, the contribution of the individual factors sometimes overrule for the achievement of the objectives of the organization.

### **Conceptual background:**

In the conceptualization of the variables for the study ,the teacher related factors, the student factors, and the school factors have a big influence on the performance of students as independent variables and the academic performance as the dependent variable with dimensions seen in the grades attained, scores/marks ,and the number of students passing Uganda National Examinations Board examinations (UNEBC).The employment of qualified teachers who are fairly rewarded and motivated marks a big stride to good academic performance. This has to be complimented with adequate facilities in the school to enable both the learner and the teacher to make use of these learning/teaching aids.

The school environment/community support to the school equally impacts on the academic performance, while the parental background has a role to entice the urge to learn and perform on their children and the teacher encourages the desire to perform. Most parents have thrown the task to the teachers and distance themselves creating a gap where by the students life style is guided by peers, technology, media and strangers and this grossly affects the sense of direction for the students at secondary school level hence their academic performance (Education Magazine 2001;5).



Ezewu (1998) argues that the training and experience of teachers enables them to prepare adequately their lessons and to explain the subject contents/concepts in a more understandable manner to their students and enhances their positive attitude towards studies and motivates academic performance. Rockoff (2007) stresses that students confidence in their teacher, coupled with hard work enables them to perform better

### **Contextual background:**

Many scholars agree that several factors do influence academic performance but in this research, the centre of focus was on on the teacher factor, student factor and school factors that influence the academic performance at UCE in Koboko District schools which have undergone peculiar experiences such as the insurgence in northern Uganda.

Koboko District is one of the 112 districts of Uganda located in northern Uganda, in the West Nile region. It consists of 16 secondary schools, 6 of which are Government grant aided, the rest are private. With the onset of political insurgency in the region from late 1970s to late 1990s, secondary education was very much destabilized. But from early 2000, with the aid of Government of Uganda together with other development partners, the education sector was revamped (Changed/improved).This was through construction of laboratories and equipping them with apparatus and chemicals, building libraries and stocking them with the relevant books, stepping up inspection by Directorate Of Education Standards, increasing local budget for teaching sciences in schools and partnering with Germans through SESEMAT program. Much as all these have been done, a report from District Education office (2014) based on UNEB results shows a declining performance much as there has been some remarkable improvement from

early 2000(see above). This can be seen on the table below showing previous UCE results for the last 4 years.

**Table 1.1 Summary of UCE results (2010-2013)**

Year	1 <sup>st</sup> grade	2 grade	3 grade	4 grade	7 grade	9 grade	x
2010	41	90	134	234	23	32	30
2011	35	76	122	200	20	30	32
2012	28	70	100	178	18	24	40
2013	24	54	89	160	15	20	45

**Source:** Inspectorate of schools Koboko district

This table above shows the summary of UCE results for Koboko district from 2010-2013 that showed a declining performance in the pass grades.

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

The Government of Uganda together with development partners such as the World Bank, IMF, JICA, have devoted resources (funds) towards the development of Secondary Education in Uganda (SPSE, 2009). The funds among others priorities were meant to promote the teaching and learning sciences at ordinary level, building laboratories and libraries, providing other instructional materials, stepping up inspection through directorate of education standards etc. This for example, made the MOFPED (2009) to call for bigger allocations for the Education sector in order to achieve this noble cause. In order to further strengthen the teaching of sciences in secondary schools, the Uganda Government has partnered with the Japanese Government to fund and implement the SESEMAT (Science and Mathematics) programme so that performance

could be improved. In addition, most of the various schools tended to give special considerations/allocations for instructional materials in their annual school budgets.

Despite the above provisions, academic performance especially in ordinary level subjects in Koboko District does not seem to be any better. According to reports from the district education department (2014), that showed there was a steady decline in the performance in UCE under USE schools in Koboko district. This means that if the factors hampering good performance are not

identified and addressed, academic standards will continue to drop and this will result in low admissions to A' level and other tertiary institutions. This therefore caused concern for the researcher to investigate why the academic performance in UCE under USE schools in Koboko district was consistently declining: whether it was the teacher related factors, student related factors or the factors related to the schools that gave rise to this declining performance so that the issues could be addressed.

### **1.3. General Objective of the Study**

The general objective of the study was to investigate the factors affecting the academic performance in UCE under USE schools in Koboko District.

### **1.4. Specific Objectives.**

The study was guided by the following specific objectives:

- i. To find out the influence of Teacher factors on academic performance in UCE under USE schools in Koboko District.

- ii. To investigate how Student factors influence academic performance in UCE under USE schools in Koboko District.
- iii. To establish how School factors influence academic performance in UCE under USE schools in Koboko District.

### **1.5. Research Questions.**

The study sought to answer the following research questions:

- i. How do teacher factors influence academic performance in UCE imder USE schools in Koboko district?
- ii. To what extent do Student factors influence academic performance in UCE under USE schools in Koboko District?
- iii. How do the School factors influence academic performance in UCE under USE schools in Koboko District?

### **1.6. Hypotheses.**

The study sought to test the following hypotheses:

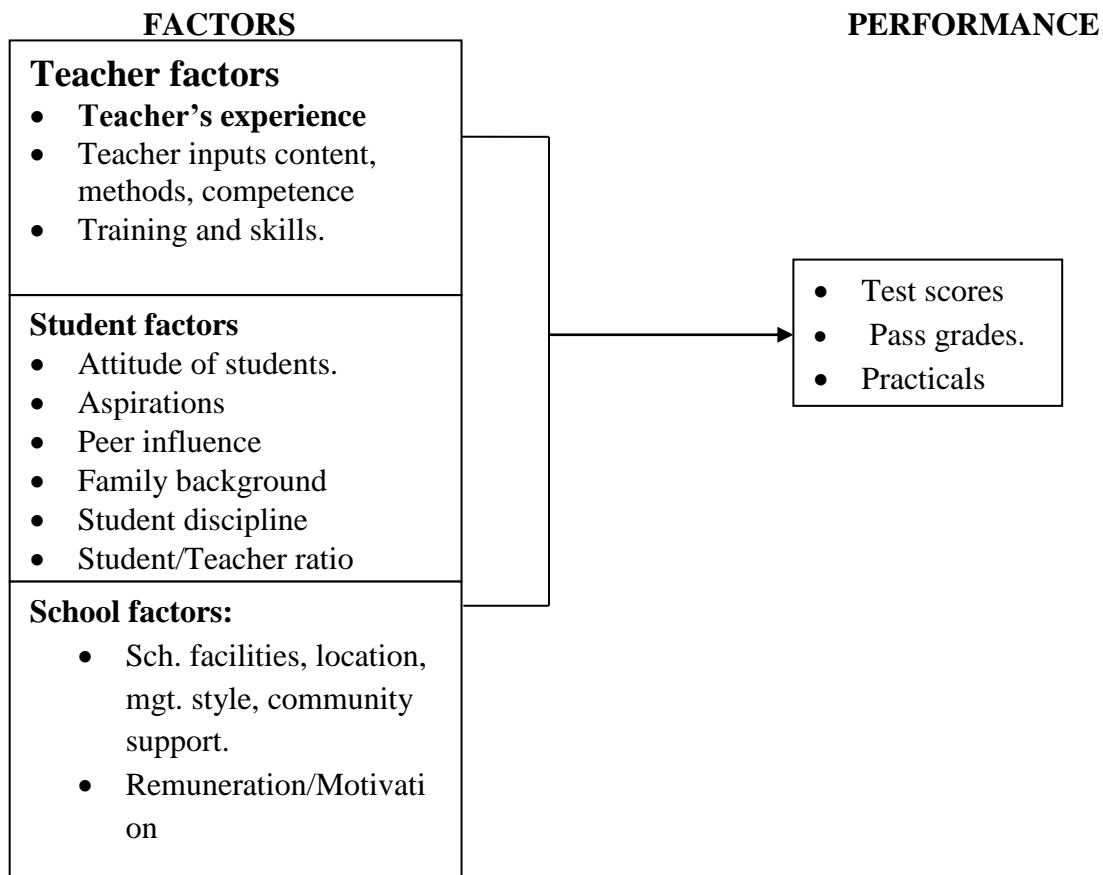
- i. There is a positive relationship between teacher factors and academic performance in UCE under USE schools.
- ii. Student factors do positively influence academic performance in UCE under USE schools.

- iii. There is a positive relationship between school based factors and academic performance in UCE under USE schools.

**1.7. Conceptual Framework** Showing Factors Influencing Academic Performance in UCE under USE schools in Koboko District.

**INDEPENDENT VARIABLE**

**DEPENDENT VARIABLE**



*Source: Kaplan (2005) and modified by the researcher.*

The above model shows the conceptual framework of the factors influencing academic performance at UCE in USE schools in Koboko District. The teacher related factors such as salaries, allowances and non financial benefits have influence on their motivation to teach hence affecting academic performance. At the same time the level of training and experience have

effects on the academic performance too. Besides, the student related factors such as attitude to learning, student/teacher relationship, and community/peer influence of the students affect academic performance. To a large extent the availability of school facilities has a big influence on performance. The family background of the students also attributes to performances and the location of the school too.

### **1.8. Significance of the Study**

It is hoped that the findings and recommendations of the study would be significant to the following stake holders: to the future researchers in this area and related fields, the findings of the study will constitute a worthwhile reference book for consultation. Policy makers such as the Government, NGOs and other development partners may use the recommendations to strengthen policy development and implementation on Universal Secondary Education. To the various schools' managements, this would be a useful management tool to enhance the running of the schools since areas of weaknesses have been identified and suggestions made accordingly.

### **1.9. Justification of the Study.**

No much study seemed to have been carried out about the factors affecting academic performance in UCE under USE schools in Koboko district, yet there was an alarming decline in performance. So, undertaking the study has enabled the various stakeholders to know and understand the root causes of poor performance so as to take appropriate measures.

## **1.10. Scope of the Study**

### **1.10.1 Content scope**

The study focused on investigating the factors affecting academic performance in UCE under USE schools in Koboko district. It specifically looked at the relationship between teacher, student, school based factors and academic performance

### **1.10.2 Geographical scopes**

The study was carried out in Koboko district in North Western Uganda. Koboko district is bordered by Maracha district in the South, Yumbe district in the East, Republic of South Sudan in the North and the Democratic Republic of Congo in the West. It targeted all USE schools in the district that number to about sixteen, but picked on 4 to investigate why results of UCE were consistently declining much as a lot of efforts had been put in place to improve them.

### **1.10.3 Time scope**

The study covered the period between 2010 to 2013 in order to provide a better time frame for analysis of the schools' performances and it was conceived that this was the period when the UNEB results tended to show a steady decline (Refer to Table 1.1 above).

## **1.11. Operational Definitions/Abbreviations.**

Here the key concepts used in the study were clearly defined and operationalised. These included the following bellow:

**Academic performance:** in this study is defined as the quality and quantity of knowledge, skills, techniques and positive attitudes, behavior and philosophy that the students achieve or acquire Nsubuga (1978) and included grades students get in class tests and UNEB examinations.

**USE-** Universal Secondary Education: is a government programme being implemented by majority government aided secondary schools and some privately owned secondary schools. Its major objective is to make Education accessible /affordable to the majority who may not be able to meet the cost of education by the privately owned institutions.

**Hard to reach:** is a term used to explain the difficulties and the risks that some districts are not easily accessible and implementation of government activities are a bit difficult in those places.

**ESSP 2004-2015:** Education Sector Strategic Plan 2004-2015. Is a cost action plan for Education in Uganda covering short and medium terms.

**SESEMAT:** Secondary Science and Mathematics Teachers Programme-a programme funded by the Japanese International Cooperation Association to encourage teaching and learning of science subjects in Uganda.

**MOFPED:** Ministry Of Finance Planning and Economic Development: the ministry responsible for finance, planning and economic development in Uganda.

**UNESCO:** United Nations Education Scientific Cultural Organization- a United Nations body responsible for science and cultural education.

**Factors:** are forces, conditions, influences that act with others to bring about a result.



Having carefully gone through chapter 1(introduction-operationalisation of definitions),this takes us to look at literature review that gives an account of what has been published on the topic under study by accredited scholars and other researchers.

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0. Introduction.**

In this chapter, the researcher discusses the literatures related to factors that influence performance in UCE under USE schools in general but focusing on the influence of the teacher related factors, the school based factors and the student factors that affect the academic performance. The researcher tries to find out the missing gaps which other scholars had done/left out and adds his own views. Generally it is the systematic identification, location and analysis of documents containing information related to the research problem being investigated according to Barifaijo et tal, (2010).

#### **2.1. Theoretical review.**

This study was guided by two theories namely the systems theory and Abraham Maslow's motivation theory (hierarchy of needs). The systems theory propounded by Bertalanffy (1920) advances that the human body is made up of organs such as the heart, liver, alimentary canal and other body parts that must be considered as a whole if the body is to function efficiently. This theory is relevant to this study because it is believed that the different factors in a school setting such as teachers, students' attitude, and the school environment interact to influence performance. Therefore when viewed as a system, the various variables of academic performance and their interaction with one another will be examined.

However this theory looks at sub systems without putting much emphasis on the role of the individual factors that influence academic performance in sciences. What remained to be

established was whether all the school factors were working as a system in the USE schools in Koboko district which the study established to be correct.

This study was also based on Abraham Maslow's theory of motivation. Maslow (1954) explains that there are two types of needs (deficiency needs and growth needs). That when the deficiency needs are met, students are likely to perform better and self directed learning or the desire to perform better. Other factors like environment, location of the school/facilities library, laboratories, textbooks all contribute to good performance. That employees first need a wage sufficient to feed, shelter, and protect them and families satisfactorily as well as a safe working environment, the sense of self esteem felt by the teachers in delivering and confidence boost good performance. In addition the security needs which include job security, freedom from coercion, and arbitrary treatment with clearly defined regulations. But in reality the ground is not well leveled for teachers in a rural setting with the economic hardships and poor parental support from poor parents to bridge some of these inadequacies thus challenging the desired good performance of both the learner and the teacher. This theory, however, looks more at extrinsic motivation, i.e., what is done to someone so as to like the work than intrinsic motivation where both the teacher and the student have self generated desire for good performance. The researcher sought to investigate why the performance at UCE in Koboko district had failed to pick up despite these ideal conditions set above to boost performance in theory.

## **2.2. Factors influencing Academic Performance.**

### **2.2.1. Teacher related factors and academic performance.**

Factors are forces, conditions, influences that act with others to bring about a result. These forces may affect the thoughts, feelings, and behavior of an individual that tends to directly influence the performance of the students. Teachers play a key role in producing professionals and leaders for the entire Education system according to the United Republic of Tanzania Teacher Education Master Plan (TEMP.2000). Teachers must have adequate knowledge in the subjects they teach to enable them to guide their students effectively. Gang et al (1998) holds the view that quality of the teacher's performance determines students' achievements. Factors like level of education/training, attitudes, motivation, and teacher –student relationship will determine the academic performance of the student. The above implies that it is probably a combination of factors that good academic performance can be enhanced. Hellen (1998) observed that schools with clearly defined academic standards and incentives for achievement have strategic targets. The researcher wanted to find out if such scenario did exist in Koboko District which was confirmed to be correct.

The quality and effectiveness of educational system heavily depends on the quality of the teachers. This was noted by Pisa (2002) that qualified teachers are among the most valuable resources. They are the heart of the Educational system because they directly deal with the children in the teaching/learning process which has impacts on their performance .However the teachers may have pressing issues that demotivates them. However the teachers could be qualified but if the students have no motivation to learn, good performance still remains a nightmare. Piaget (1971) contends that academic performance is influenced by ability and

attitude of the students towards academic success, motivation of teachers, effective leadership, availability of quality teachers and the institutional materials. This means that according to Piaget, it is a combination of factors that enhance academic performance.

According to Maslow (1954) learning of any subject matter depends on the way it is presented to the learner by his/her teacher. The teacher's input in this study refers to the professional competence, skills and knowledge of the teacher and the ability to deliver the subject matter. These attributes can only be exhibited by well motivated teacher in terms of basic salary and other non monetary benefits as explained by Maslow. However students who are taught by well trained and experienced teachers usually perform better than those taught by licensed and inexperienced teachers hence training and experience of teacher enables them to perform better.

It then calls for the employment of the right person with the right talents to enable good performance. The researcher therefore contends with this view of Maslow that teachers need to be motivated in order to perform well, though there is need for a self drive on the part of the teachers.

Chaube and Chaube (1955) commented that the status of teachers and the profession is failing. In his opinion, teaching has ceased to be attractive and is left to those who fail to achieve elsewhere. They are according to him suffering from inferiority complex because of low pay, limited career growth, inadequate incentives as eluded by Craig and Craft (1998). However much as the teacher's morale may be low; many people still opt to join the teaching profession, though this could be as a last resort. Teachers need to be motivated, imparted with new skills and knowledge through training and provided with the necessary inputs in order to achieve this noble

cause. The researcher's view varies with this because it's not true that teachers suffer from inferiority complex but its societal belief and attitude about the teacher because of their low remunerations.

It is also pertinent to say that teachers are indispensable human resources out of all the human resources in educational system. This is so because teachers interpret the aims and goals of education and ensure that the children are educated in accordance with them. Since quality output depends on quality input, the success and quality of any educational system depends on the quality of teachers input into the system (Obadara, 2006). The concept of teachers' behavioral traits, teachers' productivity and students' academic performance are multi-dimensional. They involve an inter play of various elements in the work force. While the output may be related to miscellaneous resources or input, there are several productivity ratios, each of which is influenced by an array of relevant factors.

These influencing factors include availability and quantity of materials or inputs, rate of capacity utilization, the scale of aspirations, the nature of equipments, the attitude and skill level of the work force and motivation of the teachers interplaying with the effectiveness and efficiency of the management. The way in which these elements interact has an important impact in the resulting productivity of the teachers' and, the academic performance of students. Thus the level of realization depends on him or teachers' performance and technical factors. These are moderated by managerial action such that it is only through an effective intervention of able management that the full benefit of either or both factors can be drawn out to enhance productivity of teachers' and students academic performances (Ndu, 1987).

The researcher's view here is that there is need to identify and favorably modify all the factors and situations that prompt students' academic performance. In this way, the colossal investments

in education by both public and private sources will neither be a waste nor dreams for national development, otherwise qualitative education remains a mere wish.

It thus appears that teachers' behavioral traits such as demographic traits, qualification, teaching process, teaching attitude and job satisfaction are important variables in teachers' productivity and students' academic performances. However, a critical examination of the-available literature reveals that previous researches despite their scope and perhaps depth only examined partially the relationship between demographic attributes of teachers as they relate to students learning outcome which are extrinsic with utter disregard to intrinsic variables such as teachers' attitude, teachers' job satisfaction etc. For example in a study of A path-analytic study of some teacher characteristics and teacher job performance in secondary schools, the researcher concentrated more on demographic and qualification variables of the teacher. More attention was given to teachers' qualification and demographic variables in other study titled school, environment, teacher characteristics, and teaching process as factors of teachers' productivity in selected unity schools.

The preceding literature review shows that none of the researchers studied the joint contributions of teacher behavioral traits such as demography, teaching process, teachers' attitude, and job satisfaction and students academic performance exhaustively. My view on this is, there is need for comprehensive approach. In addition, it has been observed that few researches have been devoted to exploring the influence of teacher behavioral traits on the students' academic performance while those that even exist concentrate largely on demographic correlates as a major component in their studies.

The researcher also contends that the battery of predictor used to predict the student-academic performance in public secondary schools may be dissimilar in private secondary and from state

to state in southwestern Nigeria. . The researcher therefore strongly contends that hardly any work exists that studies the joint Contributions of teachers behavioral traits-demography, teaching process, teaching attitude, job satisfaction, on students' academic performance in secondary schools exhaustively especially at the multivariate level in southwestern Nigeria. And the choice of southwestern geo- political zone of Nigeria is justified because the zone has the highest number of secondary schools both public and private. It therefore seems that this is one of the areas, which have not drawn much research interest in adequate measure in Nigeria.

A few researchers ( Oluwole and Aroma, 2005) have shown interest in combined influence of intrinsic behavioral traits such as teacher work value, self-esteem, and job satisfaction and extrinsic teacher behavioral traits such as demographic traits on teachers' productivity and students academic performance.

Many studies attest that some teachers contribute more to their students' academic growth than other teachers. However, research has not been very successful at identifying the specific teacher traits and classroom practices that are most likely to improve students' learning. Unfortunately, this is just the information that educational policymakers need most. This justifies the desire to break this ground so as to extend the frontier of knowledge in order to help improve the unimpressive, teachers' behavioral traits, teachers' productivity and students learning outcomes and serves as the motivating factor for undertaking the present piece of research so as to fill the-existing important research gap.

### **2.2.2. Student related factors and academic performance.**

The first and foremost determinant of the students attitude is the instructor/teacher who should have the ability to convince and stimulate positive attitude in the learner early enough and this starts from home of the child to the school. Rao et tal (2000) argue that attitude is an internal



state of a person that is focused on objects, events, people that can exist in the persons psychological world. It is the early philosophers like Plato and Aristotle who had complete care and control of their learners. It can therefore be observed that the learner's attitude contributes very much to how much one understands and perceives to any learning activity.

A study by Stephen & Crawley (2004) reveals that pupils/students acquire Educational, Psychological and Social outcomes through their teachers and this will be portrayed through good academic performance. Teachers with positive attitudes give their best to the student's preparation for lessons; encourage students, making their performance better. Teachers will be concerned when their students fail and make a follow up with the parents and such teachers give and mark exercises, correct them, counsel and are satisfied with their job. Hoover et tal (1995) contend that parents involvement by way of giving support for Education, conveying their values and attitudes and acting in a way that reinforces support by the teachers and school management help to improve performance.

Vilmus (1996) in his professional pedagogy says that some students fail to meet academic requirements because they come to school bearing the imprint of the attitude of society towards school, teachers and the prestige of education as well as the ongoing changes in the economy and social life. In this way, a student's attitude to learning may not be self-generated but as a result of other factors like the learning environment. The above views portray that it is only through a positive attitude by students and parental support that academic performance can be enhanced. I submit to this view but the students and parents need continuous guidance in order to achieve this objective. Gender concerns are not unique to Uganda. Mathematics and science disciplines are traditionally dominated by men. Even in the most progressive societies, some maintain that

girls are mathematically inferior to boys, with more pronounced differences expected during adolescence (Zuze & Leibbrandt, 2011).

However, with the current efforts of women's emancipation, the above has been demystified. Girls who choose careers in these fields may face challenges, even open hostility. Recent studies have suggested that expectations for students play a crucial role in how girls and boys perform. For example, Dweck (1986) noted that girls may equality at the primary level. Gender equality took center stage among other issues. Byamugisha (2011) enumerates them as follows: (1) gender equality of access, (2) retention, and (3) performance in science and mathematics. Muhwezi (2003) notes that a number of projects dealing with the above aspects were established by the Ministry of Gender, Labor, and Social Development, to formulate policies as well as monitor progress. There was some progress in Uganda towards greater gender equality in enrollment, especially between 2000 and 2007 (Byamugisha, 2011). However, the SACMEQ noted that the enrollment trend excluded quality in learning achievement. It can be seen that studies indicate that some school resources are critical for keeping girls in school and motivating them to perform well. For example, the resources include safety measures such as fences, and sanitation like separate bathrooms for boys and girls (Byamugisha, 2011). Additionally, Kasente, Nakanyike and Balihuta (2003) argue that social roles of girls affect the achievement. It was noted that they are often apprentices of their mothers. Furthermore, Kasente and colleagues (2003) indicated that management of sex-related health issues in primary and secondary education does not meet the needs of female children. The authors report that schools have not been able to furnish the students with information about maturation, not to mention the provision of these essential facilities. Moreover, UNESCO (2012) noted that girls continue to participate in school activities during this time of their maturing bodies.

Also, there is a lack of proper counseling services through which all students can be guided into safe livelihood. Consequently, these factors contribute to low achievement among children, particularly girls (UNESCO, 2012).

The above implies that the girl-child in particular needs extra attention in order to shape their attitudes for better performance since among other factors; the society puts undue pressure upon them which deters better performance. Graven (2012) contends as well that the link between gender and student support in the home has a correlation with gender-based tasks that hampers school preparation. For instance, if girls have more domestic chores at the beginning and the end of each day, they will have less time to complete homework. For instance, these might include walking long distances to collect water or firewood, cooking, cleaning, and taking care of the younger siblings and elderly family members. Consequently, they may even be forced to miss days of school in order to focus on domestic tasks. It can be concluded from the above that the ground is not level for the girl-child to perform better especially in the rural schools. The researcher therefore, set out to establish whether the girl child in a Koboko district secondary school was faced with such a situation so as to be addressed which indeed was confirmed to be correct which was revealed by some girls who were day scholars.

### **2.2.3. School related factors and academic performance.**

Musaazi (1982), Ssekamwa (2000) also, cited by Otutu (2010) agree that some facilities like school buildings, grounds, enough text/library books, chairs, desks, teaching materials, laboratories ,library and teachers are needed in institutions and are incidental to instruction .The possession of adequate facilities in a school for studying is a characteristic of an effective school they concluded. However, what they have failed to bring out is how the above facilities can be

put into good use if the needed good performance is to be enhanced. School catchment area according to Gibbon (1990) and Anderson (1991) vary in makeup; socio-economic factors, parental attitude and support do contribute to students' performance at school. The family is a socialization centre that imparts knowledge, skills, aptitude, and values that a society wants her people achieve. According to them this happens through intricate and complex combinations of children's generic composition and their home backgrounds. This therefore implies that the parent in particular and the community in general have a big role to play in the academic performance of their children. This they do it by providing meals, paying school requirements in time, discussing and follow up of children's performance .But this can only be done by affluent parents who value the education of their children. The missing point is that it is not easy to bridge the socio economic gap existing among the communities and families.

A World Bank report review Publication (1995) revealed that students' capacity and motivation to learn are determined by the quality of their home and school environment, health and nutrition status and the prior learning experiences including the degree of parental stimulation. Namaganza (2010) contends that learning environment comprises of varied and diverse components like peer group, teachers, parents, urban/rural setting, concentration camps etc. Proscovia (2010) contends that learning of a subject matter depends on the way it is presented to the learner by his/her teacher. The way the learner interacts with the learning experiences presented to her/him and the environment within which the learning takes place, its therefore expected that these entities would be affected by variables related to them like home, school community, teachers experience and qualification, competence, methods of instruction, the extrinsic and intrinsic motivation like textbooks, library, laboratory, and other teaching aids. However, the above views fall short of how the above gap can be closed since the students come

from various backgrounds. Orwinya (2000) also acknowledges that when parents provide continuous encouragement and practical assistance to children when they are doing homework stimulates learning. However the school environment could be conducive with all facilities in place but there is need for it to inter play with other factors.

Zhang (2006) examines regional disparities in that pupils living in isolated or rural areas usually have a lower self esteem. That is, pupils from rural areas of less developed countries often suffer a socioeconomic disadvantage. Zhang (2006) noted that, on average, students attending rural schools come from families with

lower levels of self esteem in every system. For instance, the author contends that families of 6th-graders in Mauritius and Seychelles were, on average, much better off than those in other countries, especially Malawi, Mozambique, Uganda, and both the Tanzanian mainland and Zanzibar. However, while pupils' families in Mauritius and Seychelles were better off, the same author found that the gaps between the well-off and not so well-off. The same author stresses the relations in the SACMEQ study between rural students and SES.

That is, rural students not only lagged behind their counterparts in reading ability but also were much smaller in these countries than the case in Botswana, Namibia, and South Africa Compared unfavorably in the school conditions that are important to academic success in general. The SES levels of the families of rural students were lower, and the rural students tended to have less home support for their academic work. In addition, rural students tended to be older than their urban counterparts, as a result of late entry into the school system. Consequently, this results into a higher incidence of grade repetition. I do agree here because even the recently released UNEB results showed this trend of urban schools performing better than rural schools. Numerous

studies have shown that school SES has a link with academic achievement. Some U.S. studies found that mean school SES and individual student SES are predictors of various student academic outcomes (Caldas & Banks ton, 1997; Rumberger & Palardy, 2005).

It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education.

The educational environment of the school one attends sets the parameters of students' learning outcomes. Cons dine and Zapata (2002) quoted Sparkles (1999) showed that schools environment and teachers expectations from their students also have strong influence on student performance. Most of the teachers working in poor schools or schools having run short of basic facilities often have low performance expectations from their students and when students know that their teachers have low performance expectations from them, hence it leads to poor performance by the students.

Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishments to its students. It is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education from.

Sentamu (2003) argue that schools influence educational process in content organization, teacher and teaching learning and in the end evaluation of the all. All these educationists and researcher here agree with this principle that schools put strong effect on academic performance and educational attainment of students. What however, these researchers have failed to observe is

how schools can attain a level where they can offer the best to their students. Students from elite schools are expected to perform better because they attend these elite schools and the main reason behind is that these schools are usually very rich in resources and facilities. Some researchers have the view that school ownership and the funds available in schools do indeed influence the performance of the student. Cronen and Elder (2004) noticed that school ownership, provision of facilities and availability of resources in school is an important structural component of the school. Private schools due to the better funding, small sizes, serious ownership, motivated faculty and access to resources such as computers perform better than public schools.

These additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students. It is also very pleasing that students from Government schools, colleges and universities in Punjab Pakistan are providing the laptops by the Punjab Government, so that the students could interact with the whole world and know about the latest developments and innovations. The researcher's view is in agreement with the above because the recent UCE results released, it was the powerful private schools that scored higher than the government schools, e.g. St. Lawrence and St. Mary's Kitende that all scored 100%.

### **2.3. Summary of Literature reviewed.**

From the above, there is diverse literature on factors affecting academic performance in general, however, most of the literature tends to concentrate on the developing countries and gives scanty information on the factors affecting academic performance in developed economies. It can be deduced that the teacher is a central factor that influences the performance of students. It means

that if the morale of teachers is boosted and competence levels are increased, the desired results can be achieved. The literature further reveals that if the students are psychologically prepared to learn and get the needed support from their parents/families, good academic performance can be achieved. Also, the availability of school facilities and conducive environment has a positive impact on good performance. However, many socially appreciated demands of the youth are equally competing with school demands like the use of phones, television, video and computer technology in the usage of and application of much needed science knowledge whose foundation should be firmly established in the secondary schools.

This summary of reviewed literature brings us to chapter 3 that is by far the most important part of the research dissertation. This is because it clearly provides information about the procedures one would follow to come up with research results from introduction to data analysis.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction.**

Methodology refers to the procedures that are employed in carrying out the study. This chapter presents the research design, study population, the sample size and selection, sampling methods and techniques, data collection methods and instruments, quality control ( validity and reliability) It also includes data analysis techniques, procedure of data collection and measurement of variables.

#### **3.1 Research Design**

The study used a cross sectional survey design based on qualitative and quantitative approaches. The design visualized how the researcher undertook the type of data to collect and how to collect it (Punch, 2010). It is also useful in explaining the cause- effect relationship existing in the study. The researcher used both qualitative and quantitative approaches .Qualitative approaches were based on interviews, observation and documentary review, while quantitative approaches were based on questionnaires to generate data.

#### **3.2. Study population.**

The total population of this study was 121. This comprised of students (high and low performers) of both O' and A' levels, the teachers, the school administrators, District officials, members of Board of Governors, the student leadership, and some community members. The study population was chosen from at least four schools in Koboko district.

### 33. Sample size and selection.

Given the fairly large population of the study (121) as adapted from Krejcie & Morgan (1970) table for selecting a sample size as also used by Amin (2005) from a population of (N) 121, a sample size of (S) 102 was appropriate to fill the instruments and generate data. All these were chosen from at least four (4) schools in the district.

**Table.3.1. Showing size and selection**

<b>Category</b>	<b>Target population</b>	<b>Sample size</b>	<b>Technique</b>
Head teachers	02	02	Purposive
Teachers	53	50	Purposive
Students (best and poor performers)	30	21	Stratified random sampling
Student leaders (best and poor performers)	23	20	Stratified random sampling
District Education office	02	02	Purposive
Board of Governors	03	02	Purposive
Community leaders	08	05	Stratified random sampling
<b>Total</b>	<b>121</b>	<b>102</b>	

**Source:** Inspectorate of schools, Koboko district as adapted from Krejcie and Morgan (1970).

### 3.4. Sampling techniques and procedure.

Simple random sampling which involves choice of respondents where each has an equal chance of being chosen was used (Sekaran, 2003). The respondents in this category included; students,

student leaders and community leaders. While purposive sampling refers to choice of individual respondents who are advantageously placed to provide the needed information in a study. This could be by virtue of their experience and knowledge of the group. The respondents in this group included; District authorities, Head teachers, teachers and Board of Governors.

### **3.5 Data collection methods.**

The data collection methods included: interviews, questionnaire survey, documentary review and observation checklist.

#### **3.5.1 Interview method.**

One of the data collection methods was the interview method which involved the face to face interaction between the interviewer and the respondent. Using interview method data was collected from Head teachers, students, student leaders, Chairpersons Board of Governors, the District Education Officer Koboko. Through interview method in-depth information was obtained from these persons and for further probing. The justification for use of the interview method is that it readily covers wide range of aspects for example questions can be moderated according to the situation at hand and it is flexible and easy for finding information as it permits the researcher to ask more complex questions and take account of non verbal communication like body language, attitudes and behavior of the respondents in relation to the subject being interrogated (Barifaijo et al, 2010).

#### **3.5.2. Questionnaire survey method.**

Questionnaires are written questions by the researcher to the respondent for responses. It is a collection of items to which a respondent usually reacts in writing. Self administered questions

have the advantage that they are free from bias of the interviewer. Respondent can be reached easily and conveniently. The choice is justified by the fact that it is the best single method for collecting large samples and useful for repeated studies, easy to quantify and summarize results, quickest and least costly way of gathering information (Sekaran, 2003)

### **3.5.3. Observation method**

According to Barifaijo et al (2010) observation is a method of data gathering in which a qualified person wathes or walks through, the actual processes associated with a system .It supplements the data collected through questionnaires and interview .Observation of what goes on in the community will be done. It enabled the researcher to confirm some of the data generated from the questionnaire and interviews e.g. Physical facilities in the school and their functionality, overall school management structures, community responsibility for the school and the inter relationship between them and impact on one another. The biggest advantage of this method is that you are most likely to get the original data at the time of the event. Certain events are captured in their natural occurrence and in the natural environment. But it has limitation like being slow and subjective assessment in most cases.

### **3.5.4. Documentary review**

Documentary review is a method that may be regarded as physically embodied texts, where the containment of the text is the primary purpose of the physical medium (Barifaijo et al, 2010). This involved documents like the UNEB results in the sampled schools, records of meetings in the schools, records of tests /examinations, records of events that involved the community and the school etc.

### **3.6. Data collection instruments.**

**3.6.1 Interview guide-** In depth interviews use interview guide as a tool for collecting the needed data. It consisted of structured/semi structured questions administered purposively on selected key informants such as Head teachers, BOG members, members of the community and the district authorities.

**3.6.2 Questionnaires-** Self administered questionnaires were used for primary data collection from the respondents. The questionnaire was developed using a five-likert scale to ease filling the questionnaire ranging from; strongly agree, agree, unsure, disagree and strongly disagree (Mugenda and Mugenda, 1999). The questionnaire consisted of closed ended questions with pre determined answer options aimed at addressing each objective.

**3.6.3. Observation check list-**An observation checklist was used in providing an opportunity for the researcher to observe on spot what was occurring and formulate his own version/ opinion independent of the respondents according to Barifaijo et al (2010).

**3.6.4. Documentary analysis guide-** This aided the researcher in collecting the required secondary data. It involved reviewing among others UNEB past results, reports and minutes of meetings.

### **3. 7. Quality Control (Validity and reliability)**

#### **3.7.1. Validity of research instruments.**

The validity of an instrument is the extent to which an instrument measures what it is supposed to measure (Oso& Onen, 2008) .The instrument validity was ascertained in a number of ways

like discussing the interview guide and questionnaires with supervisors/ participants of Uganda Management Institute in order to judge the content validity. Usually the validity results should indicate a coefficient of validity index (CVI) of more than 0.7 for it to be valid for capturing the information stated in the research objective (Amin2005).

Expressed as=Number of items rated relevant by all judges divided by total number of items in the instrument.

### **3.7.2. Reliability of research instruments.**

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated tests. In order to ensure reliability, the internal consistency method was used. The researcher pre-tested the instruments on a selected sample which later were not part of the study. The samples were correlated using Cronbach's alpha analysis (Amin 2005). An alpha of above 0.7 was considered relevant for the study.

Formula  $\alpha = \frac{N \cdot \bar{c}}{V + (N-1) \cdot \bar{c}}$

Where, N=no. of items

C bar=average inter-item variance among the items

V bar=the average variance.

$$\alpha = \frac{N \cdot \bar{c}}{V + (N-1) \cdot \bar{c}}$$

**Table 3.2: Summary of Reliability Statistics**

<b>Item</b>	<b>Reliability</b>
Teacher factors	0.834
Students factors	0.795
School factors	0.807
Academic performance	0.675
<b>Total</b>	<b>3.111</b>
<b>Average</b>	<b>0.78</b>

**Source:** Primary data

### **3.8. Procedure of data collection**

After successfully defending the proposal, the researcher obtained permission from school of management sciences of UMI to commence field work. The researcher also obtained other permission from the local authorities in Koboko district to conduct the study. He also vowed to keep all information collected confidential. The researcher piloted the instruments and refined them. The researcher trained research assistants and later proceeded to the field. The research assistants delivered the questionnaires while the researcher conducted the interviews and carried out observations and documentary review among others.

### **3.9. Data Analysis**

Both qualitative and quantitative data analyses were used during the study.

### **3.9.1. Qualitative data**

This is all about explanation, understanding, interpreting and is based on interpretative philosophy. Data obtained using interviews; documentary analysis and observations was sorted, edited, coded and categorized according to the themes based on the study objectives (Odiya, 2009 and Amin, 2005). The contents of the data collected were analyzed objective by objective and reported alongside the quantitative data.

### **3.9.2. Quantitative data**

This is about analyzing numbers and figures. It's the process of presenting and interpreting numerical data. Quantitative data from questionnaires was sorted, edited, coded and fed onto computer and analyzed using the SPSS programme (Mugenda and Mugenda, 1999). The researcher used the Pearson's Correlation Coefficient analysis =degree to which x and y vary together by degree to which x and y vary separately, to obtain an indication of the direction, strength and significance of the bivalent relationship of the variables in the study. To test the hypotheses the researcher used a significance level of 0.05. For values of less than 0.05, the hypotheses were accepted and the conclusion was drawn that there was a significant positive relationship between the variables.

### **3.10. Measurement of variables.**

In this study, three levels of measures were used namely: nominal scale, interval scale and ordinal scale. The nominal scale was used for measuring the items like gender; the ordinal scale was used to measure responses to Likert scale statements to rank them in some order. The interval scale helped the researcher to obtain mean responses and standard deviations of responses on the variables for purposes of interpretation (Sekaran, 1992, Amin, 2005).



### **3.11 Ethical consideration**

The researcher considered all issues that relate to observing research ethics. This was done by first of all producing an introductory letter and identity card of the researcher, then clearly explaining the reasons for the research, seeking consent from the respondents and the right of the respondents either to accept or refuse was respected. Giving an assurance to the respondents that their reputations and that of the community would be accorded due respect and confidentiality was much emphasized. This was ensured through requesting them to be anonymous in their responses and using the responses as provided for by the respondents.

### **3.12 Limitations**

Teachers were suspicious of the researcher. They thought they were being appraised. This could affect the quality of data collected. However, the researcher was able to give a clear explanation on the reasons for the study so as to wipe away their fears.

There was the problem of funds to undertake the study but with the aid of family members, this problem was solved.

This chapter is concluded by data analysis that is making sense out of the raw data that is collected from the field (collecting, presenting analyzing, and interpreting).It is therefore from here that we go to chapter 4 that helps to present the facts which the researcher discovered.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

The study investigated the factors affecting the academic performance in UCE under USE schools in Koboko district. This chapter is a presentation of the study findings, analysis, and interpretation of the findings (results) based on the study objectives.

#### 4.1 Response Rate

The researcher targeted to obtain information from the following respondents:

**Table 4.1 Response Rate**

<b>Category</b>	<b>Target</b>	<b>Actual</b>	<b>Response Rate</b>
Head teachers	02	02	100%
Teachers	53	50	94.3%
Students	30	21	70%
Student leaders	23	20	86.9%
DEO's Office	02	02	100%
Board of Governors	03	02	67%
Community Leaders	08	05	63%
<b>Total</b>	<b>121</b>	<b>102</b>	<b>83%</b>

**Source:** Primary data

From the table above (4.1), a total average response rate of 83% was obtained for the study. This response rate is adequate for the study and this is in line with Amin (2005) who observed that a response rate of 70% was relevant for such a study. The high response rate could be interpreted to mean that the topic under study was of much concern to the stakeholders due the declining performance in UCE in Koboko district and respondents were interested in knowing the causes of declining performance.

#### **4.2 Demographic characteristics of the respondents**

In order to justify that data was obtained from an authentic population, information was sought on the demographic characteristics of the respondents as follows (presented in percentages and frequencies).

##### **4.2.1 Respondents according to school**

**Table 4.2 Respondents according to school**

	Frequency	Percent
Valid Koboko Town College	14	28.0
Nyarilo ss	12	24.0
Nyangilia ss	13	26.0
Ombaci SH ss	11	22.0
Total	50	100.0

**Source:** Primary data

It can be observed from the statistics above that the respondents were almost evenly distributed among the selected secondary schools in Koboko district. The above suggests that almost the same number of teachers were selected for this study purpose.

#### 4.2.2 Respondents according to level of qualification

**Table 4.3 Respondents according to level of qualification**

	Frequency	Percent
Valid Diploma	28	56.0
Degree	20	40.0
Masters	2	4.0
Total	50	100.0

**Source:** Primary data

From the table above (4.2), most (56%) respondents had Diplomas, though 40% had Degrees and only 4% had Masters. It can be drawn from the above that most teachers in secondary schools in Koboko district are diploma holders though a good percentage (44%) has degrees and masters.

#### 4.2.3 Respondents according to gender

**Table 4.4 Respondents according to gender**

	Frequency	Percent
Valid Male	33	66.0
Female	17	34.0
Total	50	100.0

**Source:** Primary data

Majority (66%) of the respondents were males while 34% were females. The implication of the above is that there are more male teachers than female teachers in secondary schools in Koboko district.

#### 4.2.4 Teaching experience of the respondents

**Table 4.5 Teaching experience of the respondents**

	Frequency	Percent
Valid 0-5 yrs	6	12.0
6-10 yrs	20	40.0
11-15 yrs	9	18.0
16-20 yrs	10	20.0
21 and yrs above	5	10.0
Total	50	100.0

**Source:** Primary data

The table above (4.5) shows that there were more (40%) respondents with teaching experience in the range of 6-10 years, followed by 16-20 years (20%), 11-15 years (18%), 0-5 years and 21 years and above. The above statistics shows that generally, most teachers in secondary schools in Koboko district are experienced teachers, capable of working to improve the performance of students based on the years of service as seen above.

#### 4.2.5 Respondents according to age

**Table 4.6 Respondents according to age**

	Frequency	Percent
Valid 21-29 yrs	9	18.0
30-39 yrs	24	48.0
40-49 yrs	15	30.0
50 and above yrs	2	4.0
Total	50	100.0

**Source:** Primary data

There were more respondents (48%) in the age category 30-39 years than 40-49 years (30%), 21-29 years (18%) and 50 and above years (4%). The implication of the above is that most teachers in Koboko district secondary schools are middle aged and youthful meaning they are energetic and have the capacity to improve academic performance if well motivated and other factors addressed.

#### 4.2.6 Respondents according to other responsibilities

**Table 4.7 Respondents according to other responsibilities**

	Frequency	Percent
Valid HOD	11	22.0
DOS	4	8.0
Club Patron	8	16.0
DH/M	3	6.0
Others	24	48.0
Total	50	100.0

**Source:** Primary data

Majority (48%) of the respondents had other responsibilities other than heads of department (22%) director of studies (8%), club patrons (16%) and deputy head teachers (6%). Interactions with head teachers showed that most teachers had other responsibilities like class teachers compared to a few who occupy administrative positions.

### 4.3 Presentation of findings on the objectives by percentage.

This section is a presentation of the analysis and interpretation of views and opinions of respondents from the questionnaires, interviews documentary reviews and observation.

The following is therefore, the presentation of findings on the objectives in terms of percentages:

#### 4.3.1 Teachers based factors and academic performance

**Table 4.8: Summary of responses in %**

	<b>Questions and Responses in %</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	The teachers are all well trained and qualified.	30%	52%	-	18%	-
2	The teachers are interested in their work/subjects.	28%	32%	-	22%	18%
3	The teachers are well motivated by stakeholders.	8%	30%	-	36%	26%
4	The teachers have adequate work load.	36%	52%	4%	8%	-
5	The teachers give students ample time to practice/exercise	36%	40%	-	24%	-
6	The teachers keep good record of student's progress.	52%	40%	8%	-	-
7	The teacher student relationship is good	26%	36%	-	20%	18%
8	The teachers are always present at school	16%	38%	-	24%	22%
9	The teachers have positive attitude to their work	38%	36%	6%	20%	-
10	The teachers adequately prepare before teaching	42%	20%	12%	26%	-

**Sources:** Primary data

The respondents were asked whether the teachers were all well trained and qualified, where majority (82%) were in agreement, only 18% disagreed. The above suggests that most teachers in secondary schools in Koboko district are well trained and qualified, hence have all it takes to ensure good academic performance of the students. The above was confirmed during interviews with head teachers and deputy head teachers who observed that most teachers were fully trained and registered with the ministry of education, science, technology and sports, save for a few who had just finished their courses from the Universities and Colleges.

Most (60%) respondents agreed that the teachers were interested in their work compared with those that disagreed (40%). The implication of the above is that most teachers in secondary schools in Koboko district are interested in teaching though a good number (40%) are not. The above view was also observed by the students and their leaders during interviews with them. *Some of them had this to say: “most of our teachers are hard teaching but a few are not. The few like missing lessons come late for lessons and even skip certain periods’*. This probably explains the poor performance of some of the students. This means steps have to be put in place to curb instances of late coming and missing lessons by the key administrators.

The respondents were also asked whether the teachers were well motivated by the stakeholders where responses showed that majority (62%) objected though 38% were of the view. The above implies that the level of motivation provided by the schools and governments to teachers is relatively low. Interactions with teachers confirmed the above and some observed the following: *“our salaries are low, and due to poor fees payment, the school cannot pay us handsome allowances to top up our meager salaries”*. However, one head teacher retorted that he tries to provide the best welfare for the teachers but conditions at times do not allow.



On whether the teachers had adequate workload, majority (88%) of the respondents agreed. Only 8% disagreed and 4% were unsure. It can be observed from the above that majority of secondary schools in Koboko district follow the ministry of education and sports policy on minimum and maximum workload to be carried by a teacher. *“We allocate standard number of periods to the teachers so as for easy management though there can be anomalies where some teachers’ workload fall below or above due to circumstances like sickness, maternity leave”*, was a revelation by a head teacher.

When the respondents were asked whether the teachers gave the students ample time to practice or exercise, majority (76%) agreed though 24% opposed the view. The above implies that the teachers try to ensure that the students grasp totally what they teach them by providing ample time since “practice makes perfect”. When the students were asked about the above, they confirmed revealing that indeed teachers tried their best but the problem at times came when apparatus were not enough for practicals.

Overwhelming majority (92%) of the respondents was of the view that the teachers kept good record of the students’ progress. The implication of the above is that the teachers in secondary schools in Koboko district use the students’ progress record to monitor their performance. The researcher was able to confirm the above by observing some assessment records by the teachers and was able to observe reports for example, of beginning of term and midterm exams results.

About whether the teacher-student relationship was good, most (62%) of the respondents were of the view, though 38% objected. This implies that overall, there is a cordial relationship between the teachers and the students of secondary schools in Koboko district, though it was also

contested. However when the students were asked about this, many agreed except a few who revealed that some teachers were very rude to students and do not tolerate any slight mistakes.

The respondents were further asked whether the teachers were always present at school where more (54%) agreed though quite a big percentage (46%) objected. The above suggests that most teachers in secondary schools in Koboko district are always present at school much as some absent themselves. The view was confirmed by most deputy head teachers interviewed. *“There are only a few teachers who are a headache in terms of attendance”*, revealed by one deputy head teacher.

Majority (74%) of the respondents were in agreement that the teachers had positive attitude towards their work although 20% refuted the view. It can be drawn from the above that teachers in secondary schools in Koboko district have interest in their work and are willing to offer their time to help the students perform better.

Furthermore, on whether the teachers adequately prepared before teaching, most (62%) respondents agreed, 26% disagreed and 12% were not sure. The above portrays that most teachers in secondary schools in Koboko district know the importance of preparation to teach which helps one to know how to approach the subject better. The researcher was able to confirm the above by reviewing the teachers’ lesson plans and schemes of work. However, some students observed that some teachers indeed looked disorganized as they come to teach.

### **Test of hypothesis**

The researcher set out a research hypothesis that there was a positive relationship between teacher factors and academic performance in UCE under USE schools in Koboko district. In

order to establish the dimension of the relationship, a Pearson’s correlation coefficient analysis was run as follows due to its ability to explain cause-effect relationships.

**Table 4.9 Correlation Matrix**

		Teacher based factors	Academic performance
Teacher based factors	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

**Source:** Primary data

The coefficient .848\*\* shows a significant positive relationship. It means that the level of academic performance is dependent on teacher based factors. It implies that if the teacher based factors are good, academic performance is expected to be good and vice versa. The above therefore, made the researcher to uphold the research hypothesis as correct.

### 4.3.2 Student related factors and academic performance

**Table 4.10 Summary of Responses in %**

	<b>Questions and Responses in %</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	The Students are always punctual for lessons.	14%	12%	-	38%	36%
2	The Students are in good relationship with their teachers.	-	52%	-	40%	8%
3	The students are always disciplined	8%	40%	-	32%	20%
4	The students are interested in learning	20%	22%	-	30%	28%
5	The Students participate actively in class work.	34%	40%	6%	20%	-
6	The students attend all lessons	6%	40%	-	36%	18%
7	The students have positive attitude towards learning	20%	24%	-	22%	34%
8	The student-teacher ratio is good	24%	22%	-	40%	14%
9	The students' family background affects their performance	48%	52%	-	-	-

**Source:** Primary data

The respondents were asked whether the students were always punctual for lessons hence, majority (74%) of them disagreed as most of the schools were day, although 26% were of the view. The above implies that most students in secondary schools in Koboko district never report for lessons in time. The above view was confirmed during interviews with some student leaders who observed that most times many of the students need to be chased to class especially, from the dormitories.

There were slightly more (52%) respondents of the view that the students were in good relationship with their teachers compared with those that objected (48%). The above suggests that overall; the students are in good relationship with their teachers in most secondary schools in

Koboko district though many cases of bad relationships occur. The above was confirmed during interviews with some of the head teachers, who however revealed that some students were unruly and at logger heads with teachers.

About whether the students were always disciplined, more (52%) respondents disagreed as opposed to 48% who were of the view. The implication of the above is that the number of indiscipline students is high in most secondary schools in Koboko district. Interactions with the assistant inspector of schools confirmed the above and revealed the following: *“we have been faced with many cases of indiscipline of the students in a good number of schools which to me disrupts academic performance”*.

Further, there were slightly more (58%) respondents who objected that the students were interested in learning as opposed 42% who agreed. It can be observed from the above that a big percentage of students in secondary schools in Koboko district do not show interest in their academics. *“In fact you have to practically force the students to do most of the things on the school programme, a sign that they are actually not interested,”* was a revelation by a deputy head teacher.

Majority (74%) of the respondents were of the view that the students participated actively in class work compared with 20% who disagreed and 6% who were unsure. It can be observed from the above that majority of the students in secondary schools in Koboko district take active part in the lessons conducted by their teachers. This view was confirmed during interactions with some teachers.

On whether the students attended all lessons, most (54%) of the respondents disagreed although quite a big percentage (46%) were of the view. The above implies that a big number of students

in secondary schools in Koboko district abscond some lessons. When more information was sought on the above view, a deputy head teacher Mr. Adoke Simon Nyangilia S.S (20th sep.2015) said this: *“surely, some students are always absent for certain lessons especially in the afternoons and since many of the students are day scholars, it becomes difficult to follow up since they have their excuses of missing”* (sept.2015).

Furthermore there were more respondents (56%) who objected to the question whether the students had positive attitude towards learning as opposed to 44% who agreed. The above seems to suggest that most students in secondary schools in Koboko district have less interest in learning and probably are in school not out of their will. When some members of the community were asked about this matter, they observed that since Koboko was a border district with more business opportunities, the children in the area think of making quick/ easy money instead of wasting time sitting in a classroom.

The respondents were asked whether the student/teacher ratio was good where most (54%) objected while 46% agreed. The implication of the above is that in most secondary schools in Koboko district, the number of teachers is inadequate to handle the big number of students. However, through observation by the researcher and interaction with some board members, it was found out that schools with bigger number of students were few and indeed in such schools, it was just a matter of whether one attended and not whether there was a proportionate ratio due to the USE enrolment.

All the respondents (100%) were of the view that the students' family background affected their performance. The meaning of the above is that one's family background is a big determining factor in the academic performance. Interactions with most stakeholders of schools tended to

confirm the above in that those students whose parents had much involvement and support in the form of fees payment, dressing, requirements, encouragements, practical assistance during home work and follow up of performance, performed better than those whose parents did little.

**Test of hypothesis**

The second hypothesis of this study was that student factors did positively influence academic performance in UCE under USE schools in Koboko district. To determine the magnitude of the relationship, a Pearson’s correlation coefficient analysis was done/ run as follows:

**Table 4.11 Correlation Matrix**

		Student related factors	Academic performance
Student related factors	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

**Source:** Primary data

From the table, a coefficient of .815\*\* implies a significant positive relationship. It means that the student related factors have a big influence on their academic performance. Therefore, if the student related factors are good, then academic performance will be better and the reverse is true, hence the researcher upholds the research hypothesis

### 4.3.3 School- based Factors and Academic Performance

**Table 4.12 Summary of Responses in %**

	<b>Questions and Responses in %</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1	The school has a functional laboratory	22%	40%	-	20%	18%
2	The library is adequately stocked with relevant books	18%	22%	6%	34%	20%
3	The classrooms have good sitting facilities.	22%	36%	-	22%	20%
4	The Staffroom is adequate for all the teachers.	36%	14%	-	30%	20%
5	The school has clear policies for good performance.	36	40	-	22	2
6	The school has sanitation facilities for boys, girls, and teachers.	28%	42%	-	18%	12%
7	The school has enough land	16%	20%	-	32%	32%
8	The location of the school is favorable for academics.	40%	42%	-	18%	
9	The school accommodates all the teachers.	-	-	2%	58%	40%
10	The support given to school by Government is good.	-	8% %	20%	42%	30%

**Source:** Primary data

The table above (4.12) shows that most (62%) of the respondents were of the view that the schools had functional laboratories as opposed to 38% who objected. The implication of the above is that most secondary schools in Koboko district have good laboratory facilities that can be used to aid teaching and learning. Through observation, the researcher was able to confirm the above facilities, but most schools still had a lot to be desired since their equipments were inadequate.

On the view whether the libraries were adequately stocked with relevant books, most (54%) respondents objected, although 40% agreed and 6% were not sure. The above shows that most



secondary schools in Koboko district have poor library facilities that cannot help the students much to improve their academic performance. The researcher was also able to confirm the above through observation. In fact most schools actually did not have libraries but had classrooms turned into library blocks with limited books. Even those with library blocks did not have enough books.

Most (58%) respondents were of the view that the classrooms had good sitting facilities compared with those that disagreed (42%). The above suggests that most secondary schools in Koboko district have classroom facilities that make students sit comfortably to attend lessons and study. Interview with the students confirmed the above, save for a few schools where the classrooms were congested due to the big numbers due to USE.

The view whether the staff rooms were adequate for all the teachers was highly contested with 50-50% response rate. It can be drawn from the above that as half of the schools have adequate staff rooms for all the teachers, about half do not have. Interactions with the teachers confirmed the above in that in smaller schools, facilities were enough for the teachers but where there were more teachers, there was inadequate room for everyone to sit at once hence some teachers had to sit outside.

The respondents were also asked whether the schools had clear policies for good performance, hence majority (76%) were in agreement but 24% disagreed. The above suggests that most schools make deliberate efforts to ensure that their students perform well. Interview with some board members and head teachers confirmed the above. *“All our efforts and plans are geared towards better performance of our students”*, was a revelation by a board member (Mr. Amori, 26th sep. 2015).

About whether the schools had sanitation facilities for boys, girls and teachers, majority (70%) of the respondents agreed much as 30% objected. The above implies that in most schools, sanitation facilities are functional for all categories much as a few schools could be faced with inadequate facilities. Interview with the assistant district inspector of schools confirmed the above but revealed that most of the facilities were not well maintained especially of the boys and still in some schools the student- latrine stance ratio was still not proportional (good).

Most (64%) of the respondents disagreed with the view that the schools had enough land compared with 36% who supported. The implication of the above is that most secondary schools in Koboko district have inadequate land for expansion or use. *“We have land problems and even the neighboring communities are fighting us over the small piece of land”*, was revealed by some board members (M. R. Moro, 27th sep. 2015).

Quite a big majority (82%) of the respondents were of the view that the location of the schools was favorable for academics. Only 18% disagreed. It means therefore, that most schools are strategically located in areas of less interference so that the students are able to concentrate better. According to the District Education Officer (DEO), save for one or two schools within the Koboko town, most secondary schools of the district were located in good places conducive for academics.

There was an overwhelming disagreement (98%) by the respondents on whether the school accommodated all the teachers. This means that majority of the teachers in secondary schools in Koboko district have no accommodation facilities provided by their schools. *“We only have accommodation for few teachers, majority spend elsewhere”*, revealed a head teacher. A board

member also added that efforts to build houses for all teachers were not easy as priorities were many.

On whether the support given by the government was good, majority (72%) of the respondents disagreed implying the government gives inadequate support to the secondary schools. *“The USE funds are meager and come irregularly”*, revealed a head teacher. Even capitation grants for grant aided schools are so inadequate yet delay to be released.

**Test of hypothesis**

The third study hypothesis was that there was a positive relationship between school-based factors and academic performance in UCE under USE schools in Koboko district. To determine the degree of the relationship, a Pearson’s correlation coefficient analysis was run as follows:

**Table 4.13 Correlation Matrix**

		School based factors	Academic performance
School based factors	Pearson Correlation	1	.824**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.824**	1
	Sig. (2-tailed)	.000	
	N	50	50

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

**Source:** Primary data

A coefficient of .824\*\* was generated implying a significant positive relationship between school based factors and academic performance. It means if the school based factors are in place and improved, academic performance of students in secondary schools in Koboko district will

improve and vice versa. The researcher therefore, upheld the hypothesis that there is a positive relationship between school- based factors and academic performance.

#### 4.4 Academic Performances

**Table 4.14 Summary of Responses in %**

	<b>Questions and Responses in %</b>	<b>5 SA</b>	<b>4 A</b>	<b>3 N</b>	<b>2 D</b>	<b>1 SD</b>
1	The students generally have good grades at UCE.	-	4%	-	38%	58%
2	The Continuous assessment should be encouraged in schools	38%	58%	4%	-	-
3	The academic performance of the students can be improved	28%	62%	-	10%	-
4	The students perform to the expectations of the school administration	-	8%	6%	40%	46%
5	The students are able to do class assignments	36%	40%	4%	20%	-
6	The practical lessons improve academic performance of the students.	38%	42%	-	20%	-

**Source:** Primary data

From the table above (4.13), majority (96%) of the respondents were in disagreement that the students generally had good grades at UCE. The above was confirmed by the DEO who produced UNEB results of the last 4 UCE which showed a steady decline from 2010 to 2013. This means that most schools perform poorly in UCE in secondary schools in Koboko district.

There was also a popular view (96%) by the respondents that continuous assessment be encouraged in schools. The above view was held by the head teachers and board members who advocated for such a policy if results were to be better at the end. This implies that if the students

are subjected to continuous assessment, they can realize their mistakes and work hard towards improving their performance.

About whether the academic performance of the students can be improved, majority (90%) of the respondents were in agreement while only 10% disagreed. *“The students can perform better if concerted efforts are put in place”*, reasoned a board member (Mr. Obeti, 27th sep.2015). The above shows that if there are deliberate efforts directed at improving results, academic performance can become better.

There was much (86%) disagreement by the respondents that the students performed to the expectation of the school administration. This view rhymes with what some of the head teachers and board members observed. *“We are disappointed with our results which are so different with our expectations”*, they reasoned. It means that the support rendered by the concerned stakeholders is still insufficient.

On whether the students were able to do class assignments, most (76%) of the respondents agreed much as 20% disagreed. Interactions during interviews with the teachers confirmed the above that majority of the students did class assignments except a few who were lazy and dodge such exercises. Overall, it means that when the students are administered class assignments most of them are able to do.

Furthermore, majority (80%) of the respondents were in agreement that the practical lessons improved the academic performance of the students as opposed to 20% who disagreed. *“We understand better when lessons are practically conducted”*, revealed some students during an interview. It can be observed that practical lessons make the students to understand the concepts better which translates in better performance of the students.

After carefully presenting the study findings, analyzing and presenting them in this chapter as done above, this chapter ushers us to looking at the summary of findings, discussion of findings conclusion (which culminates your research report) on the findings and giving recommendations which should be in line with the purpose of the study, its objectives, evidences presented and interpretations drawn contained in the next chapter 5 as seen bellow.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study investigated the factors affecting academic performance of students in UCE under USE schools in Koboko district. This chapter is a presentation of the summary of major findings, discussion of findings objective by objective, conclusions drawn on the findings objective by objective as presented in chapter 4 and recommendations based on the study findings.

#### **5.1 Summary of major findings**

##### **5.1.1 Teachers Factor and Academic Performance**

The first study objective was to find out the influence of teacher factors on academic performance in UCE under USE schools in Koboko district. The major findings were that: majority (82%) of the teachers were well trained and qualified, most (62%) teachers were not well motivated by their stakeholders. Most (76%) teachers gave students ample time to practice/exercise and kept good records of their progress as shown by the 92% response rate. The teacher-student relationship was fairly good and most (54%) teachers were always present at school. Most (74% and 62%) teachers had positive attitude towards their work and adequately prepared before teaching.

##### **5.1.2 Student Related Factors and Academic Performance**

The second objective of the study was to investigate how student related factors influenced academic performance in UCE under USE schools in Koboko district which the study

established as follows: Most (74%) students were not punctual for lessons, though the students were fairly in good relationship with their teachers, most (52%) students were always indiscipline and were not interested in learning as shown by the 58% response rate. Most (74%) students participated actively in class work though did not attend all lessons and had negative attitude towards learning as shown by the 54% and 56% response rate respectively. The student-teacher ratio was not good in some schools (54%) and the student's family background so much affected their performance as shown by the 100% response rate.

### **5.1.3 School Based Factors and Academic Performance**

The third study objective was to establish how school based factors influenced academic performance in UCE under USE schools in Koboko district. The major findings were that: most (62%) schools had fairly functional laboratories and most (54%) libraries were not adequately stocked with the relevant books. The classrooms had fairly good sitting facilities depicted by the 58% response rate, most (76%) schools had clear policies for good performance and though controversial, most (70%) schools had good sanitation facilities. Most (64%) schools had inadequate land for expansion and school activities though their locations were favorable for academics depicted by 82% response rate. Nearly all (98%) schools provided no accommodation for their teachers and the support given to the schools by government was not enough as shown by 72% response rate.



## **5.2 Discussion of findings:**

The findings of the study were discussed objective by objective as follows:

### **5.2.1 Teacher Factors and Academic Performance**

The first study objective was to find out the influence of teacher factors on academic performance in UCE under USE schools in Koboko district and the study established a significant positive relationship between the variables.

The study found out that majority (82%) of the respondents were trained and qualified. The above suggests that most teachers in secondary schools in Koboko district are well trained and qualified, hence have all it takes to ensure good academic performance of the students. The above was confirmed during interviews with head teachers and deputy head teachers who observed that most teachers were fully trained and registered with the ministry of education, science, technology and sports, save for a few who had just finished their courses from the Universities and Colleges. The above view is in line with the view that the quality and effectiveness of educational system heavily depends on the quality of the teachers. This was noted by Pisa (2002) that qualified teachers are among the most valuable resources. They are the heart of the Educational system because they directly deal with the children in the teaching/learning process which has impacts on their performance.

Most (60%) respondents agreed that the teachers were interested in their work compared with those that disagreed (40%). The implication of the above is that most teachers in secondary schools in Koboko district are interested in teaching though a good number (40%) are not. The above view was also observed by the students and their leaders during interviews with them. The above echoes Gang et al (1998) who hold the view that quality of the teacher's performance

determined students' achievements. Factors like level of education/training, attitudes, motivation methods of teaching, experience, job satisfaction, job security, teacher –student relationship etc will determine the academic performance of the student.

The respondents were also asked whether the teachers were well motivated by the stakeholders where the responses showed that majority (62%) objected though 38% were of the view. The above implies that the level of motivation provided by the schools and governments to teachers is relatively low. Interactions with teachers confirmed the above. However, one head teacher retorted that he tries to provide the best welfare for the teachers but conditions at times do not allow.

On whether the teachers had adequate workload, majority (88%) of the respondents agreed. Only 8% disagreed and 4% were unsure. It can be observed from the above that majority of secondary schools in Koboko district follow the ministry of education and sports policy on minimum and maximum workload to be carried by a teacher. According to Maslow (1954) learning of any subject matter depends on the way it is presented to the learner by his/her teacher. The teacher's input in this study refers to the professional competence, skills and knowledge of the teacher and the ability to deliver the subject matter. These attributes can only be exhibited by well motivated teacher in terms of basic salary and other non monetary benefits as explained by Maslow, hence relevant to this study.

When the respondents were asked whether the teachers gave the students ample time to practice or exercise, majority (76%) agreed though 24% opposed the view. The above implies that the teachers try to ensure that the students grasp totally what they teach them by providing ample time since “practice makes perfect”. When the students were asked about the above, they

confirmed revealing that indeed teachers tried their best but the problem at times came when apparatus were not enough for practicals. The above also rhymes with the view of Maslow (1952) that called for the employment of the right person with the right talents to enable good performance. The researcher therefore contends with this view of Maslow that teachers need to be motivated in order to perform well, though there is need for a self drive and change of attitude on the part of the teachers at some times.

Overwhelming majority (92%) of the respondents was of the view that the teachers kept good record of the students' progress. The implication of the above is that the teachers in secondary schools in Koboko district use the students' progress record to monitor their performance. The researcher was able to confirm the above by observing some assessment records by the teachers and was able observe reports for example, of beginning of term and midterm. The above confirms the view that teachers interpreted the aims and goals of education and ensure that the children are educated in accordance with them. Since quality output depends on quality input, the success and quality of any educational system depends on the quality of teachers' input into the system (Obadara, 2006). The concept of teachers' behavioral traits, teachers' productivity and students' academic performance are multi-dimensional.

About whether the teacher-student relationship was good, most (62%) of the respondents were of the view, though 38% objected. This implies that overall, there is a cordial relationship between the teachers and the students of secondary schools in Koboko district, though it was also contested. However when the students were asked about this, many agreed except a few who revealed that some teachers were very rude to students and do not tolerate any slight mistakes.

The respondents were further asked whether the teachers were always present at school where more (54%) agreed though quite a big percentage (46%) objected. The above suggests that most teachers in secondary schools in Koboko district are always present at school much as some absent themselves. The view was confirmed by most deputy head teachers interviewed. This therefore means that measures ought to be put in place by the top administrators to curb instances of teachers not being present at school by sanctions.

Majority (74%) of the respondents were in agreement that the teachers had positive attitude towards their work although 20% refuted the view. It can be drawn from the above that teachers in secondary schools in Koboko district have interest in their work and are willing to offer their time to help the students perform better.

Furthermore, on whether the teachers adequately prepared before teaching, most (62%) respondents agreed, 26% disagreed and 12% were not sure. The above portrays that most teachers in secondary schools in Koboko district know the importance of preparation to teach which helps one to know how to approach the subject better. The researcher was able to confirm the above by reviewing the teachers' lesson plans and schemes and record of work. However, some students observed that some teachers indeed looked disorganized as they come to teach. In view of the above Obadara (2006) observed that the influencing factors include quality and quantity of materials or inputs, rate of capacity utilization, the scale of aspirations, the nature of equipments, the attitude and skill level of the work force and motivation of the teachers interplaying with the effectiveness and efficiency of the management. The way in which these elements interact has an important impact in the resulting productivity of the teachers' and, the academic performance of students

### **5.2.2 Student Factors and Academic Performance**

The second objective of the study was to investigate how student related factors influenced academic performance in UCE under USE schools in Koboko district. The study indeed established that student based factors highly affected performance of students in Koboko district as seen bellow:

The respondents were asked whether the students were always punctual for lessons hence, majority (74%) of them disagreed as most of the schools were day, although 26% were of the view. The above implies that most students in secondary schools in Koboko district never report for lessons in time. The above view was confirmed during interviews with some student leaders who observed that most times many of the students need to be chased to class especially, from the dormitories. The implication is not many lessons are covered in their presence. This makes them fail to grasp things during exams hence, poor performance.

There were slightly more (52%) respondents of the view that the students were in good relationship with their teachers compared with those that objected (48%). The above suggests that overall; the students are in good relationship with their teachers in most secondary schools in Koboko district though many cases of bad relationships occur. The above was confirmed during interviews with some of the head teachers, who however revealed that some students were unruly and at logger heads with teachers. A study by Stephen &Crawley (2004) reveals that pupils/students acquire Educational, Psychological and Social outcomes through their teachers and this will be portrayed through good academic performance. This can be achieved only through cordial relationship between teachers and their students.

The implication is that the students can open up to their teachers and the teachers can counsel them. This good relationship could be translated into good performance if all other factors were met.

About whether the students were always disciplined, more (52%) respondents disagreed as opposed to 48% who were of the view. The implication of the above is that the number of indiscipline students is high in most secondary schools in Koboko district. Interactions with the assistant inspector of schools confirmed the above assertion. Good performance is always out of good discipline. It is therefore not surprising to see poor performance when the students are indiscipline. The stakeholders should therefore be fully involved in handling cases of indiscipline among the students in order to improve on academic performance as the two are inseparable.

Further, there were slightly more (58%) respondents who objected that the students were interested in learning as opposed to 42% who agreed. It can be observed from the above that a big percentage of students in secondary schools in Koboko district do not show interest in their academics as revealed by most of the head teachers and deputy head teaches. The above echoes the view of Rao et tal (2000) who argued that attitude was an internal state of a person that is focused on objects, events, people that can exist in the persons psychological world. It is the early philosophers like Plato and Aristotle who had complete care and control of their learners. It can therefore be observed that the learner's attitude contributes very much to how much one understands and perceives any learning activity.

The lack of interest could be as a result of lack of guidance from parents, teachers, and also lack of goal setting by the students themselves. This lack of interest is further aggravated by the border location where most students are involved in petty trade across the two borders.

Majority (74%) of the respondents were of the view that the students participated actively in class work compared with 20% who disagreed and 6% who were unsure. It can be observed from the above that majority of the students in secondary schools in Koboko district take active part in the lessons conducted by their teachers. This view was confirmed during interactions with some teachers.

On whether the students attended all lessons, most (54%) of the respondents disagreed although quite a big percentage (46%) were of the view. The above implies that a big number of students in secondary schools in Koboko district abscond some lessons. When more information was sought on the above view, a deputy head teacher said so. The above concurs with Kasente, Nakanyike and Balihuta (2003) who argue that social roles of girls affect the achievement. It was noted that they are often apprentices of their mothers hence, affected their school attendance. Therefore parents and local leaders need to be fully involved in ensuring attendance of the children and measures be put in place to discipline parents who do not send their children to school regularly.

Furthermore there were more respondents (56%) who objected to the question whether the students had positive attitude towards learning as opposed to 44% who agreed. The above seems to suggest that most students in secondary schools in Koboko district have less interest in learning and probably are in school not out of their will. When some members of the community were asked about this matter, they observed that since Koboko was a border district with more business opportunities, the children in the area think of making quick/ easy money instead of wasting time sitting in a classroom. Vilmus (1996) in his professional pedagogy says that some students fail to meet academic requirements because they come to school bearing the imprint of the attitude of society towards school, teachers and the prestige of education as well as the

ongoing changes in the economy and social life. In this way, a student's attitude to learning may not be self-generated but as a result of other factors like the learning environment.

The respondents were asked whether the student/teacher ratio was good where most (54%) objected while 46% agreed. The implication of the above is that in most secondary schools in Koboko district, the number of teachers is inadequate to handle the big number of students. However, through observation by the researcher and interaction with some board members, it was found out that schools with bigger number of students were few and indeed in such schools, it was just a matter of whether one attended and not whether there was a proportionate ratio due to the USE enrolment. The high teacher-student ratio makes it difficult for the teachers to cater for the individual learning differences, hence poor performance.

All the respondents (100%) were of the view that the students' family background affected their performance. The meaning of the above is that one's family background is a big determining factor in the academic performance. Interactions with most stakeholders of schools tended to confirm the above in that those students whose parents had much involvement and support in the form of fees payment, dressing, requirements, encouragements, practical assistance during home work and follow up of performance, performed better than those whose parents did little. Hoover et al (1995) contend that parents involvement by way of giving support for education, conveying their values and attitudes and acting in a way that reinforces support by the teachers and school management help in improving performance



### **5.2.3 School based Factors and Academic Performance**

The third study objective was to establish how school based factors influenced academic performance in UCE under USE schools in Koboko district where the study found out that school based factors highly influenced academic performance as discussed below:

The table above (4.12) shows that most (62%) of the respondents were of the view that the schools had functional laboratories as opposed to 38% who objected. The implication of the above is that most secondary schools in Koboko district have good laboratory facilities that can be used to aid teaching and learning. Through observation, the researcher was able to confirm the above, but most schools still had a lot to be desired since their equipments were inadequate. The above is in line with Musaazi (1982), Ssekamwa (2000) also, cited by Otutu (2010) who agreed that some facilities like school buildings, grounds, enough text/library books, chairs, desks, teaching materials, laboratories, library and teachers are needed in institutions and are incidental to instruction and good academic performance. The possession of adequate facilities in a school for studying is a characteristic of an effective school they concluded. However the poor performance could now be attributed to improper use of these by the students and lack of concentration and little time given for practice.

On the view whether the libraries were adequately stocked with relevant books, most (54%) respondents objected, although 40% agreed and 6% were not sure. The above shows that most secondary schools in Koboko district have poor library facilities that cannot help the students much to improve their academic performance. The researcher was also able to confirm the above through observation. In fact most schools actually did not have libraries but had classrooms turned into libraries block with limited books. Even those with library blocks did not have

enough books. The above again rhymes with Musaaazi (1982), Ssekamwa (2000) also, cited by Otutu (2010) who agreed that some facilities like school buildings, grounds, enough text/library books, chairs, desks, teaching materials, laboratories, library and teachers are needed in institutions and are incidental to instruction. The possession of adequate facilities in a school for studying is a characteristic of an effective school they concluded. These inadequate materials inhibit further reading and research by students to supplement the efforts made by the teachers.

Most (58%) respondents were of the view that the classrooms had good sitting facilities compared with those that disagreed (42%). The above suggests that most secondary schools in Koboko district have classroom facilities that make students sit comfortably to attend lessons and study. Interview with the students confirmed the above, save for a few schools where the classrooms were congested due to the big numbers due to USE. The above confirms the study finding by Proscovia (2010) who contends that learning of a subject matter depends on the way it is presented to the learner by his/her teacher, the way the learner interacts with the learning experiences presented to her/him and the environment within which the learning takes place and it's therefore expected that these entities would be affected by variables related to them like home, school community, teachers experience and qualification, competence, methods of instruction, the extrinsic and intrinsic motivation like textbooks, library, laboratory, and other teaching aids.

The view whether the staff rooms were adequate for all the teachers was highly contested with 50-50% response rate. It can be drawn from the above that as half of the schools have adequate staff rooms for all the teachers, about half do not have. Interactions with the teachers confirmed the above in that in smaller schools, facilities were enough for the teachers but where there were

more teachers, there was inadequate room for everyone to sit at once hence some teachers had to sit outside to prepare their lessons and mark practical exercises.

The respondents were also asked whether the schools had clear policies for good performance, hence majority (76%) were in agreement but 24% disagreed. The above suggests that most schools make deliberate efforts to ensure that their students perform well. Interview with some board members and head teachers confirmed the above view.

About whether the schools had sanitation facilities for boys, girls and teachers, majority (70%) of the respondents agreed much as 30% objected. The above implies that in most schools, sanitation facilities are functional for all categories much as a few schools had inadequate facilities. Interview with the assistant district inspector of schools confirmed the above but revealed that most of the facilities were not well maintained especially of the boys and still in some schools the student- latrine stance ratio was still not proportional. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance. And it is also assumed that children learning outcome and educational performance are strongly affected by the standard and type of educational institution in which students get their education from.

Most (64%) of the respondents disagreed with the view that the schools had enough land compared with 36% who supported. The implication of the above is that most secondary schools in Koboko district have inadequate land for expansion or use as revealed by most head teachers and Board members. The above contradicts the view of Sentamu (2003) that students from elite schools are expected to perform better because they attend these elite schools and the main

reason behind is that these schools are usually very rich in resources and facilities. Some researchers have the view that school ownership and the funds available in schools do indeed influence the performance of the student. The inadequate land makes some schools lack play fields for their students, hence lack of refreshment which makes students dull leading to poor academic performance.

Quite a big majority (82%) of the respondents were of the view that the location of the schools was favorable for academics. Only 18% disagreed. It means therefore, that most schools are strategically located in areas of less interference so that the students are able to concentrate better. According to the District Education Officer (DEO), save for one or two schools within Koboko town, most secondary schools of the district were located in good places conducive for academics. The educational environment of the school one attends sets the parameters of students' learning outcomes. Considine and Zapata (2002) quoting Sparkles (1999) showed that schools environment and teachers expectations from their students also have strong influence on student performance.

There was an overwhelming disagreement (98%) by the respondents on whether the school accommodated all the teachers. This means that majority of the teachers in secondary schools in Koboko district have no accommodation facilities provided by their schools. A board member also added that efforts to build houses for all teachers were not easy as priorities were many. Kwesiga (2002) approved that performance of the students is also influenced by the school in which they studied but he also said that number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students. Most teachers reside very far away from schools. This affects supervision of preps and students

activities at night. Again it makes it difficult for most of them to arrive in good time for lessons as they don't have good means of transport, consequently affecting academic performance.

On whether the support given by the government was good, majority (72%) of the respondents disagreed implying the government gives inadequate support to the secondary schools. Even the capitation grants for government grant aided schools are so inadequate yet delay to be released. The above echoes Cronen and Elder (2004) that additional funding resources and facilities found in private schools enhance academic performance and educational attainment of their students. It is also very pleasing that students from Government schools, colleges and universities in Punjab Pakistan were provided with laptops by the Punjab Government, so that the students could interact with the whole world and know about the latest developments and innovations. But where the support by stakeholders is inadequate, the school authorities will do little to make academics better since resources are engine to good academic performance. It is therefore imperative for governments and parents to increase funding to schools if they are to realize good academic performance in most schools in Koboko.

### **5.3 Conclusions**

Conclusions were drawn from the key findings of the study. It is also important to draw out lessons learnt during and after conducting the research study.

#### **5.3.1 Teacher related Factors and Academic Performance**

The findings made the researcher conclude that teacher factors are very important in influencing academic performance in secondary schools in Koboko district. However, the teachers needed to be fully motivated more by the stakeholders in form of good pay, improving working conditions

and their welfare among others if better academic performance was to be achieved in the USE schools in Koboko district.

### **5.3.2 Student Factors and Academic Performance**

Based on the above findings, the researcher concluded that the student related factors contribute greatly/significantly to the level of academic performance in UCE under USE schools in Koboko district. This can be attributed to lack of punctuality for lessons, lack of discipline and interest in learning, missing lessons, negative attitude towards learning, poor student-teacher ratio and family background with many parents not caring about the education of their children.

### **5.3.3 School based Factors and Academic Performance**

The researcher therefore concluded that school based factors greatly influenced academic performance in UCE under USE schools in Koboko district. This can be owed to the inadequately stocked libraries and laboratories, congestion in classrooms, inadequate land for school activities, failure to accommodate all the teachers and the poor support given to the schools by the governments and other stakeholders among others.

## **5.4 Recommendations**

The following recommendations were made based on the study findings.

### **5.4.1 Teacher Factors and Academic Performance**

The Government of Uganda and school administrators should improve on the welfare of teachers in terms of pay, decent accommodation if they are to be motivated to work hard towards better academic performance.

The good teacher-student relationship is a major factor in enhancing good learning environment, hence the teachers need to ensure that they counsel and build good rapport with students so as to motivate them to learn.

### **5.2.2 Student Related Factors and Academic Performance**

The schools administration should device means of ensuring that the students are punctual for lessons and more importantly ensure that maximum discipline is exhibited by the students since it is a major factor in the success of any academic venture. This could be achieved through continuous guidance and counseling and parental involvement.

The schools have a task of attitude change by the students and ensuring that students cultivate interest in learning and building positive attitude towards learning. The above could be achieved through stakeholder involvement in the affairs of the school.

The parents need to pay special attention to the academic performance of their children. This can be done through supporting their children with school requirements and it's therefore, the responsibility of the PTA and local authorities to put the parents to task and involve them in their children's education.

### **5.2.3 School Based Factors and Academic Performance**

There is need for school authorities to devote special budgets in improving their libraries and laboratories since these are the core areas of any academic project.

The schools need the support of their local communities by offering them land for expansion so that school activities can be easily carried out effectively.

In order for students to study well, there is need for close supervision by the teachers who should be accommodated nearby, so school authorities and the government need to provide/cater for teachers' accommodation.

Generally, the Government of Uganda needs to step up its support financially and materially to schools so as to help them improve facilities in order to ensure there is better academic performance.

### **5.5 limitations of the study:**

This study was greatly limited by the suspicion by some teachers who associated the research with appraisal. And I was also limited by funds to facilitate my travels, feeding and that of my research assistant. Some people we visited for information asked us for airtime five and tea which I had to for the sake of getting information from them.

### **5.6 Contributions of the study:**

It is hoped that the findings and recommendations would make significant contributions to the future researchers in this area of study or related fields. This study would also constitute a research book anybody's consultations. NGOs, governments and development partners would use this book to strengthen policy development and implementation in education. The study would be a useful contribution the school management committees for running their schools.

### **5.7 Areas recommended for future research:**

1. The effect of motivation on staff performance in secondary schools
2. Stakeholders involvement and academic performance of students in secondary schools.



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## APPENDICES

### TOPIC: FACTORS AFFECTING ACADEMIC PERFORMANCE OF STUDENTS IN UCE UNDER USE IN UGANDA: A CASE OF KOBOKO DISTRICT

#### APPENDIX 1

#### QUESTIONNAIRE FOR TEACHERS

##### Introduction

I'm David Innocent Amandu a participant of Uganda Management Institute undertaking a study in partial fulfillment of the requirements for the award of master of institutional leadership and management of Uganda Management Institute. You have been carefully chosen among those who can provide reliable information about this subject and therefore I request you to respond to the questions frankly. This information you provide will be treated with confidentiality and entirely used for this academic purpose.

Thanking you in advance for your cooperation and participation.

##### A .Back ground Information

1. Name of the school.....

2. Highest level of academic qualification.

(a). Ordinary Diploma  ( b). First Degree  (c) Masters Degree

(d). Others (specify).

3. Gender (a).male  (b). Female

4. How many years have you been in the teaching service?

(a).0-5yrs  (b). 6-10yrs  (c). 11-15yrs  (d).16-20yrs

(e). over 20years.

5. Age category (in years).

(a) 0-20  (b) 20-29  (c) 30-39  (d) 40-49

(e) 50-59

6. Apart from teaching what other responsibilities do you hold in your school?

(a) Head of Department  (b) Director of studies  (c) Club patron

(d) Deputy Head teacher

For the following, indicate your opinion by ticking at the appropriate place based on the following Likert scale statements: **5. Strongly agree (sa)**, **4. Agree (a)**, **3. Not sure (n)**, **2. Disagree (d)**, **1. Strongly disagree (sd)**.

**Teacher based factors**

S/N	Question	5 sa	4 a	3 n	2 d	1 sd
1	The teachers are all well trained and qualified.					
2	The teachers are interested in their work/subjects.					
3	The teachers are well motivated by stakeholders.					
4	The teachers have adequate work load.					
5	The teachers give equal attention to the students in class.					
6	The teachers give students ample time to practice/exercise					
7	The teachers keep good record of student's progress.					

**Section B. Student related factors**

1	The Students are always punctual for lessons.					
2	The Students always consult with teachers on difficult subjects with ease.					
3	The students are in good relationship with their teachers.					
4	The students are always disciplined					
5	The students are interested in learning					
6	The Students participate actively in class work.					

**C. School based factors.**

1	The school has a functional laboratory					
2	The library is adequately stocked with relevant books					
3	The classrooms have good sitting facilities.					
4	The Staffroom is adequate for all the teachers.					
5	The school has clear policies for good performance.					
6	The school has sanitation facilities for boys, girls, and teachers.					
7	The school has enough land					
8	The location of the school is favorable for academics.					
9	The school accommodates all the teachers.					
10	The support given to school by Government is good.					

**D. Academic performance.**

1	The students generally have good grades at UCE.					
2	The Continuous assessment should be encouraged in schools					
3	The academic performance of the students can be improved					
4	The students perform to the expectations of the school administration					
5	The students are able to do class assignments					
6	The practical lessons improve academic performance of the students.					

## **APPENDIX II**

### **INTERVIEW SCHEDULE**

#### **Introduction:**

The researcher intends to interview the following categories of respondents, Head teachers of selected schools, District Education officer(s), Chairman Board of Governors, students and student leaders plus community leaders.

#### **HEAD TEACHER/CHAIRMAN BOG**

1. Do you have a school library?
2. How much time do you give the students to use the library?
3. How free are the students in using the library facilities?
4. Do you have separate laboratories for each of the science subjects?
5. What is the carrying capacity of the laboratories?
6. Does the laboratory environment favour the teaching/learning of practical lessons?
7. Is your laboratory well equipped?
8. Are students having enough classrooms?
9. How big is the size of the classrooms?
10. Are there opportunities for the teachers to improve on service delivery



## **STUDENTS/LEADERS**

1. Are you interested in your studies?
2. Are you having regular practical lessons in the laboratories?
3. Do you have adequate books for the subjects you offer?
4. Is the time table appropriate for teaching subjects?
5. Do you get early career guidance from the teachers?

## **APPENDIX III**

### **OBSERVATION CHECK LIST**

-Laboratory

-Library

-School time table

-Records of teachers work

-Performance charts

-School environment

\_Classrooms

\_Dormitory.

## **APPENDIX IV**

### **DOCUMENTARY ANALYSIS GUIDE**

-Performance reports/Results

-Academic committee's reports

-BOG Minutes

-Minutes of AGMs

-Policy documents

\_PTA Minutes

\_Staff Meeting Minutes

\_Admission book