

**SCHOOL LEARNING RESOURCES AND ACADEMIC
PERFORMANCE IN SECONDARY SCHOOLS.
A CASE OF BUSIA SENIOR SECONDARY
SCHOOL.BUSIA DISTRICT
UGANDA.**

BY.

OUMA SOVERTY.

BAE / 16113 / 71 / DU.

**A RESARCH REPORT PRESENTED TO THE FACULTY OF
EDUCATION IN FULFILLMENT OF THE REQUIREMENT
FOR AWARD OF BACHOLER DEGREE OF ARTS
WITH EDUCATIONOF KAMPALA
INTERNATIONAL
UNIVERSITY**

NOVEMBER 2011

DECLARATIONS

I declare that the material in this book has been done entirely by my effort and it has not been presented else where for academic qualification.

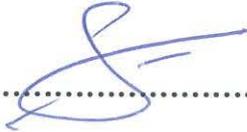
SIGNED 

OUMA SOVERTY

DATE 13/7/2011

APPROVAL

This research report has been submitted for examination with my approval as a university supervisor.



.....

WOMUZUMBU MOSES

SUPERVISOR

DATE..... 13/07/2011

DEDICATION:

This book is dedicated to my dear mother Stella Anyango and my Uncle Julius Wanderra for their patience and understanding during the period of study.

ACKNOWLEDGE

First of all I would like to thank my supervisor Mr.Womuzumbu for being there for me whenever I needed him and also for advice and guidance he gave me.

I would like also to thank my family members and friends for their support and prayers towards the success of my course.

I would also like to thank respondents who returned questionnaires and those who were cooperative to me.

TABLE OF CONTENTS:

DECLARATIONS.....	i
APPROVAL	ii
DEDICATION:	iii
ACKNOWLEDGY:.....	iv
TABLE OF CONTENTS:	v
DEFINATION OF TERMS:	x
ACRONYM OR ABBREVIATIONS	xi
ABSTACT:.....	xii
CHAPTER ONE	1
1.0 Background of the study.....	1
1.1 Statement of the problem.....	2
1.2 Object of the study.....	2
1.2.1 General objective.....	2
1.2.2 Specific objectives	3
1.3 Scope of the study.....	3
1.4 Significance of the study	3
CHAPTER TWO: LITERATURE REVIEW_.....	5
2.0 Introduction	5
2.1 Instructional materials and academic performance of secondary schools.....	5

2.2 Class size and academic performance of secondary schools.....	6
2.3 Playing materials and academic performance of secondary schools.....	7
2.4 Quality of teachers and academic performance of secondary schools	7
CONCEPTUAL FRAME WORK.....	10
CHAPTER THREE: RESEACH METHODOLOGY.....	11
3.1 Research design	11
3.2 Environment	11
3.3 Study population.....	11
3.4 Sampling size and sampling technique.....	11
3.5 Instrument of data collection.	11
3.6 Reliability of instruments	12
3.7 Data collection.....	12
3.8 Statistical treatment of data	12
CHAPTER FOUR: FINDINGS AND INTERPRETATIONS.....	13
4.0 Introduction	13
4.2 Profile of the respondent.....	13
CHAPTER FIVE: SUMMMARY, CONCLUSION AND RECOMANDATIONS...26	
5.0 Introduction	26
5.1 Summaries	26
5.2 conclusions	27

5.3 Recommendations	28
REFERENCE	29
APPENDIX A : QUESTIONNAIRES TO THE TEACHERS	32
APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHER.....	35

LIST OF TABLES

Table 1: Shows the profile of the respondents	13
Table 2: Enough teaching materials.	14
Table 3: How teaching materials have helped in improving the academic performance..	15
Table 4: Effects of learning resources on the enrollment of students	16
Table 5: Students understand well with the available learning resources.	17
Table 6: Class size is to big.	18
Chart 3: Class size is too big	18
Table 7: Adequacy of the school facilities	19
Table 8: how class size influences the academic performance	20
Table 9: Enough playing materials.....	21
Table 10 playing materials are of good quality	21
Table 11: The school has enough teachers	23
Table 12: All the teachers are qualified.....	23
Table 13: There is a good relationship between teachers and students.....	24
Table 14: How teacher qualify has improved the academic performance of the students.	24
Table 15: The methods used for teaching are effective.....	25

LIST OF FIGURES

Chart 1: Enough teaching materials.....	15
Chart 2: Students understand well with the available learning resources.....	17
Chart 3: Class size is too big	188
Chart 4: playing materials are of good quality	22

DEFINATION OF TERMS:

According to the study the following terms were defined;

Enrolment

The number of students who joined secondary education and this also includes the number of students who drop out of secondary school and those who do not join it at all.

Learning resources: The materials that students need for effective study.

Secondary education:

It is the second stage of education according to the Uganda set up which comes after preprimary and primary education. It takes 6 academic years that is from senior one to senior six respectively (O and A levels).

ACRONYM OR ABBREVIATIONS

UPE- Universal Primary Education

USE- Universal Secondary Education

SEC EDUC- Secondary Education

UNHCR- United National High Commission for Human Rights

UNICEF- United Nations Children's Fund

ABSTRACT:

The major purposes of the study was to determine the school learning resource and academic performance of students in secondary school a case study of Busia senior secondary school, Busia Uganda.

The specific objectives of the study were to determine the relationship instructional materials and academic performance of secondary education, find the relationship between class sizes and academic performance of secondary education, establish the relationship between playing materials and academic performance of secondary education and to find out the relationship between teacher quality and academic performance of secondary education.

The methods used for data collection were questionnaires to the teachers and interviews the head master.

It was established that instructional materials are important for students to perform well in academics. The study also reveled that students understand well in the class when the class size is not too big

According to the study praying is important for students because it helps them concentrate in class and therefore perform well in academics.

The government should make sure that the schools have all the learning materials for the students to understand what they are being taught.

Playing should be taken seriously and therefore playing materials of good quality should be available in schools.

CHAPTER ONE

1.0 Background of the study

Secondary education (SEC EDUC) has greatly increased in Uganda chiefly as a result of changing family structures. World Bank (1999), the number of extended families considerably continues to diminish and majority of the parents are working outside the homes. Many house hold are headed by single parents. Chiefly mothers or grandmothers 0.5 of the rural households are headed by women. in these rural households mostly women leaves their homes for agricultural cultivation and carry out small businesses to meet the required scholastic materials for secondary education .most parents are interested in secondary education not only for custodial aspects of their children but for institutional studies and laying foundation for job creativity and widening mental capability of their children. World Bank (1999), a large number of parents' attitude towards secondary education has changed unlike in years of 1990-2000 when most parents targeted accomplishment of primary education. However with the advance of universal primary education (UPE) in Uganda in 2000 most parents' attitude changed towards secondary education by saving same to income to meet school dues.

However in 2009, the Uganda government introduced universal secondary education (USE). This inspired many children to attain secondary education. Therefore as result of Universal secondary education, there is enormous variation in facilities and learning resources among Ugandan schools between public schools which are more populated making it hard to facilitate all students and private schools which are handled by profit oriented business men who only care of how much is obtained than facilitatetting the

schools adequately in terms of academics. The resents estimate suggests that parents are pay nearly 60% of the cost of secondary education in Uganda and parents are public schools within communities, there is some choice for parents with children from small geographical areas distributing themselves among several secondary schools.

Education quality that focus on resources and stresses the importance of variable such as class size expenditure per student and number of available text book as significant to learning process. This dimension of educational agencies (Adams 1993). The global monitoring report claims that all else equal, the quality of teaching and learning are greatly influenced by the available resources and way in which these are managed.

1.1 Statement of the problem

Although the government concedes education as a foundation for bright Uganda, the ministry of education spends less in its budget on this section. The allocated resources are not enough compared to the demanded resources by students hat will motivate students to come back to school. The lack of leaving learning resources has led to low enrolment of students and hence there is need for study.

1.2 Object of the study

1.2.1 General objective

The general of the study was to determine the availability of learning resources and the academic performance of secondary education.

1.2.2 Specific objectives

1. Determine the relationship between instructional materials and academic performance of secondary education.
2. Find out the relationship between class size and the academic performance of secondary education.
3. Establish the relationship of plain material of the academic performance of secondary education.
4. To find out the relationship between teacher quality and the academic performance of secondary education.

1.3 Scope of the study

The study was carried out in Busia district in Uganda. Busia district is found in the eastern region. The district has the population of 134555 and an area of 101km. Busia district was named originating from the word busy due to its economic activities across the boarder with Kenya. The district has three constituencies: Busia municipality, Busia North and Busia South. The study carried out between February and June and it was limited to the set objectives in regards to the availability of learning resources and academic performance of secondary education.

1.4 Significance of the study

Provide information that can be used by ministry of education, policy makers to provide learning resources that are missing in schools.

Increase awareness of the head teachers, board of governors and teachers on the need to have learning resources available so that students perform well in schools.

It will help students together with their parents to identify means of academic performance by knowing which factors are responsible for their poor result.

It will also contribute to the existing literature about better education service delivery and provoke further research in this field.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses the literature related to the study. It is guided by the objectives mentioned in chapter one.

2.1 Instructional materials and academic performance of secondary schools.

There is a relationship between the availability of secondary learning materials and enrollment of students. Ayres, Patti (1999) instructional materials are useful in the way that students are able to understand what they are being taught and it helps them enjoy what they being taught and therefore they enjoy school and retention is high and also increase enrollment. However facilities and instructional materials for secondary education are not only inadequate but also very often in appropriate or unsuitable. ADRIANA (2000)

In the context of developing countries where school infrastructures is still scarce, school and teachers characteristics are not only an important determinant of student performance but also the inequalities in the geographical distribution of those resources. Sever restriction for poor house holds to have access to quality education, reproducing the poverty and exclusion vicious cycle across generation. Case, Anne, Motohiro Yogo (1999)

Card and Kruger (1992) and cotrevas (2004) take into account the selection problem by implementing on identification strut age based on the restriction posed by the

geographical distribution of school resources on the school choice. Previous studies have emphasized the fact that students from more educated or richer house holds, whose parents are more concerned about that education, do concentrate on higher quality schools while the opposite would happen with the low quality schools(those with relatively low stock of material and human resources).Borner,M.M(1993,April)however, house hold vary in their possibilities to choose quality of schools where to send their children, as many house holds reside in areas where there are no high quality schools at all.

2.2 Class size and academic performance of secondary schools

Class size determines the academic performance of students. An over crowded class is normery defined in terms of their being more students assigned to the building than it is designed to accommodate. Folger; C Breda,(1990). Administrators and students need to use an effective educational program. Although there are not as many research studies on the effect over crowding has on students learning as they are with other physical environmental factors, never the less available. Duffy, P.M(1992)

Research shows that over crowding causes a Variety of problems and findings indicate that students in over crowded class rooms. Corcoran et al.(1988)reported that over crowding resulted into a high rate of absenteeism among teachers and students. For the teachers over crowding results in stressful and unpleasant working conditions. Over crowded schools and classes are noisier and create more non instructional duties and paper work, and that without question they inhibit teaching and learning.Rivera-Batiz and Marti (1995)

2.3 Playing materials and academic performance of secondary schools.

Play is important to academics because it contributes to the cognitive, physical social and emotional well being of students. Play is so important as reorganized by United Nations High Commission For Human Rights to be enjoyed by every one (UNHCR 2006)

Numerous studies of literacy skilled development through play, which enable lit racy materials with in play setting in secondary schools and multiage programs have typically showed increase in students use of academic materials and engagement in literacy acts (Christie & Enz, 1992, Einarsdotir, 2000, Neuman &Roskos, 1992) play indeed refreshes learners mind for further learning, this helps a lot in improving the academic performance of a learner (Stone & Christie, 1996). However the lack of enough playing materials makes it difficulty for students to effectively exercise their right of play and this leads to low enrollment of students because they enjoy school (UNICEF 2000)

2.4 Quality of teachers and academic performance of secondary schools

Various writers have come up with views about the characteristics of competent teachers and benefits of having such teachers as follows;

Craig (1998) holds the view that the quality teacher performance determines the student's achievement. Factors such as the year of teacher training, teacher verbal fluency, subject matter knowledge, having books and materials , knowing how to use them, teacher expectation of students performance, time spent on classroom preparation and frequent monitoring of student progress determine the quality of performance of a teacher.

Regardless of training the experience and preparation undergone, a teacher should have adequate motivation to teach. Lack of incentive in schools and small salary offered to teachers compel them to work in many places to make ends meet. This renders many teachers ineffective at their work.

The common wealth report (1974) explains teacher competence as having knowledge of student development of the material to taught and suitable method to be used. This skill must enable the teacher to teach, advise and guide his student, community and culture he is involved, his attitude should be positive without being aggressive so that his examples are likely to be followed as he transmit explicitly and implicitly the national aims and morals and social values

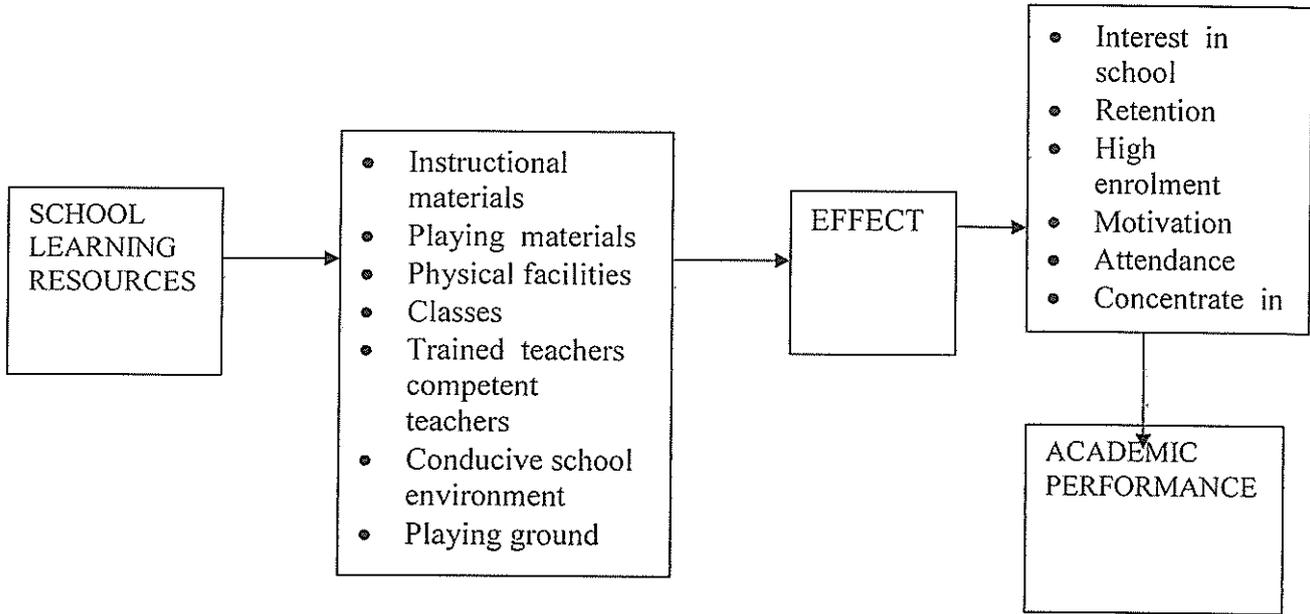
In support of this Konchlaar(2000) contends that displease problems cannot be presented yet most of them will not arise in the classroom of intelligent, heard working teachers who plan their work effectively, motivate the students skillfully and provide a friendly climate.

Rayne (1969) holds the view that “teaching is complex and many sided demanding a variety of human traits and abilities. Those may be grouped into two, first is those involving teachers mental abilities and skills, his understanding of psychological and educational principals and his knowledge in general and specific subject matter to be taught and second involves those qualities storming from teachers personality, his interest, attitude and belief, his behavior in working relationship with students and other

individuals” in time with those views Brnkerhott and White(1988) argued that teachers have the authority to control what goes on in their classrooms.

CONCEPTUAL FRAME WORK

When a school has all the learning resources for students the result is that students enjoy studying and therefore perform well in academics.



CHAPTER THREE: RESEACH METHODOLOGY

3.1 Research design

This study used a descriptive cross section survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data

3.2 Environment

The study was concluded in Busia senior secondary school district Uganda

3.3 Study population

The respondents include teachers and Head teachers.

3.4 Sampling size and sampling technique.

25 teachers were randomly selected to participate in the study.

3.5 Instrument of data collection.

Questionnaires were used to extract information from teachers and interviews called out with the head master. Open ended questionnaires were suitable for investigation deep t[in the subject matter. Library search was used to search for data related to the study and observation was done on the state of the student the way they cope at school.

3.6 Reliability of instruments

Questionnaires were suitable because they helped to get a lot of information in a short period of time with interviews; the researcher got all the required data since he was interacting with the respondent. With library search, the researcher got all the necessary information related to study through reading books.

3.7 Data collection

A letter from the researcher was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before questionnaires were distributed to the teachers. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.8 Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondent used in the research process and they number that participated positively in contribution to the search formula

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F= number of respondents observed.

Quality analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in descriptive form above which was used to discuss the result of quantitative data.

CHAPTER FOUR: FINDINGS AND INTERPRETATIONS

4.0 Introduction

The chapter is a presentation; interpretation and discussion of the findings. The results were presented in form of tables and frequency counts and percentage. It focuses on learning resources and academic performance of Busia senior secondary school, Busia district Uganda.

4.2 Profile of the respondent

Table 1: Shows the profile of the respondents

Respondents	Frequency	Percentage
Sex		
Male	11	55
Female	9	45
Total	20	100
Age		
18-25yrs	4	20
26-35yrs	10	50
36 and above	6	30
Total	20	100
Educational level		
Certificate	6	30
Diploma	9	45
Degree	5	25
Total	20	100

Source: Field data

Twenty five (25) questionnaires were distributed to the teachers and twenty were field and returned. This therefore represents 80% of the total number of questionnaires that were distributed.

The study covered 20 randomly selected teachers of whom 11 (55%) were male and (45%) were female.

The age category of the respondents was divided in three groups that is 18-25 years were 4 which was 20%, 26-35 were 10 (50%) and 36 and above were 6 respondent (30%) of the respondents.

The academic level of the respondents was divided in three categories that is certificate, diploma and degree. 6 (30%) of the respondents had certificates, 9 (45%) had diplomas and 5 (25%) had degrees.

Interviews were held with the head teacher of Waringa nursery school.

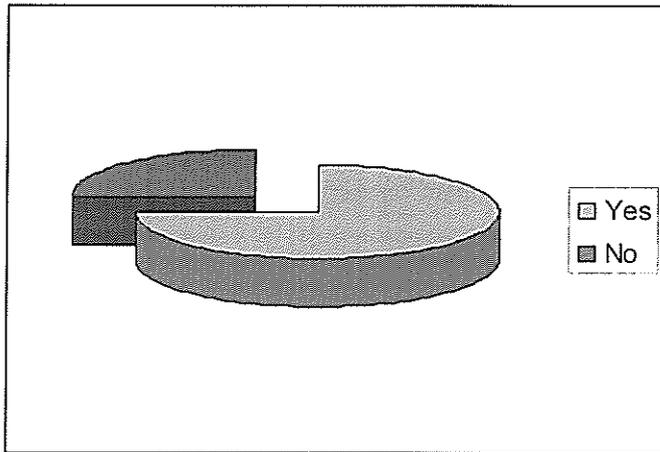
Instructional materials and academic performance of secondary school.

The respondents were asked whether they had enough teaching materials and this was their response.

Table 2: Enough teaching materials.

Response	Frequency	Percentage
Yes	15	75
No	5	25
Total	20	100

Chart 1: Enough teaching materials



The chart shows that 15(75%) of the respondents agreed they have enough teaching materials while 5(25%) disagreed.

According to the head master, the school has enough teaching materials but still needs more.

The respondents were asked how teaching materials have helped in improving on the academic performance of the students and this was their response.

Table 3: How teaching materials have helped in improving the academic performance

Response	Frequency	Percentage
Improved grades	10	50
Remained the same	7	35
Not improved	3	15
Total	20	100

10(10%) of the respondents said that the teaching materials have helped in improving the academic performance of students by improving while 7(35%) said the performance as remained the same and 3(15%) said it has not improved.

According to the head master teaching materials are important for students because they help them understand what they are being taught and therefore this improves their academic performance.

They were asked on how it has improved on the enrollment of students and this was their response.

Table 4: Effects of learning resources on the enrollment of students

Response	Frequency	Percentage
Greatly	12	60
Slightly	7	35
Not improved	1	5
Total	20	100

According to the table, 12(60%) of the respondents said it has greatly improved on the enrollment of students while 7(35%) said slightly 1(5%) said it has not improved.

According to the head master, the enrollment of the school definitely increases when the school has enough learning resources because students understand what they are being taught and therefore perform well in academics. The head master added that the parents inquire whether the school has enough learning materials before they enroll them.

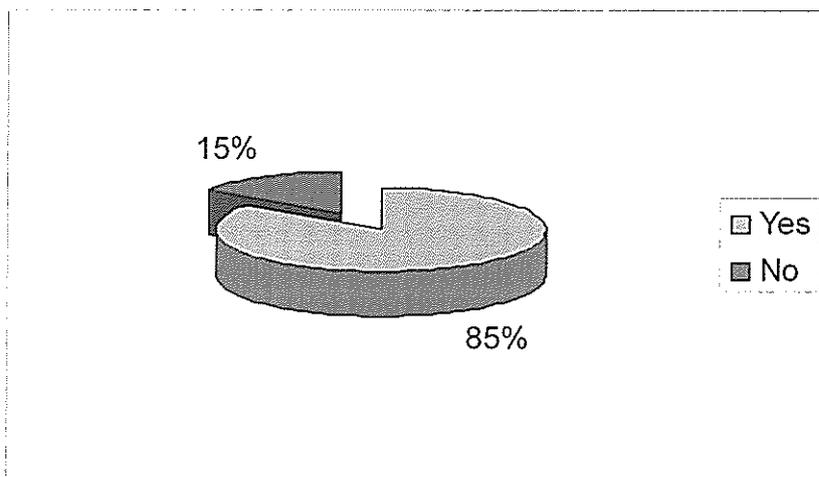
“.....because of the learning resources we have the school has increased enrollment of students.....” (Interview with the head teacher)

The respondents were asked whether the students understand well with learning resources and this was their response.

Table 5: Students understand well with the available learning resources.

Response	Frequency	Percentage
Yes	17	85
No	3	15
Total	20	100

Chart 2: Students understand well with the available learning resources



The chart show's that 17(8.5%) of the respondents agreed that the students understand well with the available learning resources while three 3 (15%) disagreed.

According to the head teacher the students understand well with the learning resources.

“.....with learning resources the teachers demonstrate well and the students therefore understand well.....”(Interview with the teacher)

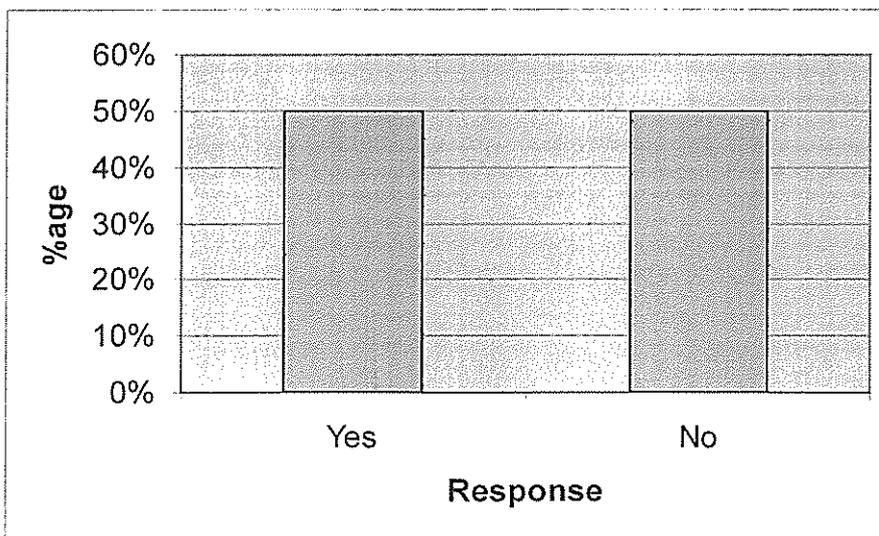
Class size and academic performance of secondary school

The respondents where asked whether the class size is to big and this was their response.

Table 6: Class size is to big.

Response	Frequency	Percentage
Yes	10	50
No	10	50
Total	20	100

Chart 3: Class size is too big



According to the table 10(50%) of the respondents agreed that the class size is to big while 10(50%) disagreed.

The head master revealed that the class size of the students was to big and commented that for students to performed well in academics, the class size has to be small according to him, teachers manage to teach well in a small size class and attend to every student.

“.....a big size class is difficult for teachers to handle and therefore some teachers dodge classes.....” (Interview with the head teacher)

The respondents were asked whether the school facilities are adequate to house the size of the class and below were their response;

Table 7: Adequacy of the school facilities

Response	Frequency	Percentage
Adequate	14	70
Inadequate	6	30
Total	20	100

14 (70%) of the respondents said that the school Facilities are adequate to accommodate the size of the class while 6 (30%) of the respondents said they are inadequate. The headmaster revealed that the classes they had were adequate and accommodated all the students.

The respondents were asked how class size influence the academic performance of students and this their response;

Table 8: how class size influences the academic performance

Response	Frequency	
Greatly influence	13	65
Slightly influence	4	20
Not influence	3	15
Total	20	100

13 (65%) of the respondents said that class size greatly influence the academic performance of the students while 4 (4%) said that it slightly improve and 3 (15%) of the respondents said that class size influence the performance of the students.

The head teacher revealed that the class size is small, the teacher can manage it and every student will be able to understand what is being taught and therefore performance well.

According to him large classes are noisy and therefore stress teachers.

Playing materials and academic performance of secondary schools;

The respondents were asked whether they have enough playing materials and this was response.

Table 9: Enough playing materials

Response	frequency	percentage
Yes	18	90
No	2	10
Total	20	100

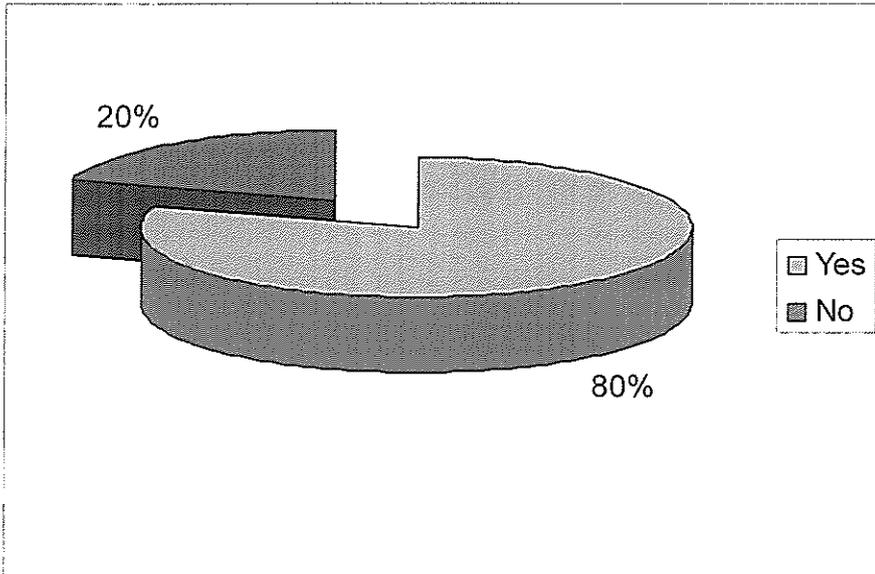
18(90%) of the respondents agreed that students have enough playing materials and 2 (10%) disagreed.

The headmaster agreed that students have enough playing materials according to him, parents do not take their children to secondary schools with no enough playing materials. The head teacher also revealed that playing materials was important and essential for students and therefore should be taken seriously. The respondents were asked whether the playing materials are of good quality and this was their response:

Table 10 playing materials are of good quality

Respondents	frequency	Percentage
Yes	16	80
No	4	20
Total	20	100

Chart 4: playing materials are of good quality



According to the chart 16 (80%) of the respondents agreed that the playing materials are of good quality while 4(20%) disagreed.

According to the head teacher, playing materials have to be of good quality because if they are not, students may end up hurting themselves.

“.....playing materials have to be of good quality to prevent students from being hurt.....”(Interview with the head teacher).

Quality of teachers and academic performance of secondary schools

The respondents were asked whether the school has enough teachers and this was their response.

Table 11: The school has enough teachers

Response	frequency	Percentage
Yes	17	85
No	3	25
total	20	100

According to the table 17(85%) of the r3espondents agreed that they have enough teachers while 3(15%) disagreed.

The head teacher agreed that the school has enough teachers.

The respondents were asked whether all the teachers are qualified and this was their response

Table 12: All the teachers are qualified

Response	Frequency	percentage
Yes	15	75
No	5	25
Total	20	100

15(75%) of the respondents agreed that all the teachers are qualified and 5(25%) disagreed.

According to the head master, all the teachers at school were qualified in nursery teaching and therefore can lead to good academic performance.

The respondents were asked whether there is a good r3elationship between the teachers and students and this was their response.

Table 13: There is a good relationship between teachers and students

Response	Frequency	Percentage
Yes	12	60
No	8	40
Total	20	100

The table shows that 12(60%) of the respondents agreed that there is good relationship between the teachers and students while 8 (40%) of the respondents disagreed.

The respondents were asked how teacher quality has improved the academic performance of the students and this was their response.

Table 14: How teacher quality has improved the academic performance of the students.

Response	frequency	Percentage
Greatly improved	11	55
Slightly improved	7	35
Not improved	2	10
Total	20	100

11 (55%) of the respondents said that teacher quality has greatly improved the academic performance of the students while 7(35%) said slightly and 2(10%) said has not improved.

The respondents were asked whether the methods they use for teaching are effective and this was their response.

Table 15: The methods used for teaching are effective.

Response	frequency	percentage
Yes	19	95
No	1	5
Total	20	100

Table 15 shows that 19(95%) of the respondents agreed that the methods they used for teachings are effective and 1(15%) of the respondents disagreed.

According to the head master, the methods they use for teaching are effective that is why their academic performance is good.

CHAPTER FIVE: SUMMMARY, CONCLUSION AND RECOMANDATIONS

5.0 Introduction

The major purpose of the study was to determine the school learning resource and academic performance of students in secondary education. A case in study Busia senior secondary school. The chapter focuses on the discussion of the findings, conclusion and recommendations. Finally this chapter ends with for further research.

5.1 Summaries

The first research objective sought to determine the relationship between instructional materials and academic performance of secondary schools. The study revealed that instructional materials were very important for students to perform well and this is supported by Ayres Patti (1999), that there is a relationship between the availability of secondary materials and academic performance of students. Instructional materials are useful in the way that students are able to understand what they are being taught and it helps them enjoy what they being taught and therefore will enjoy and retention is high and also improves on the academic performance.

The second research objective was to find out the relationship between class size and the academic performance of secondary education. The study revealed that when the class is too big it becomes difficult for the teacher to handle and therefore the students do not understand what they being taught. According to Corcoran and Etal (1988),over crowding causes variety of problems and the findings indicates that students in over

crowded schools and class rooms do not score higher as compared to non over crowded schools and class rooms.

The third objective was to establish the relationship between playing materials and academic performance of secondary education, according the to the respondents playing is essential to the students and therefore playing materials must be available and in good shape. According to (UNHCR 20006) play is essential to development because it contributes to the cognitive, physical , social, and emotional well being of students.

The fourth objective was to investigate the relation ship between teacher quality and academic performance of secondary education. The study revealed that teachers who are competent contribute passively to academic performance. Craig and Etal (1998) ho9lds them view that the quality of the teacher's performance determines the students achievements. Factors such as the year of teacher training, the teacher verbal fluency subject matter knowledge, expectation of student's performance, time on class room preparation and frequent monitoring of students' progress determine the quality of performance of the teacher.

5.2 conclusions

The major purposes of the study was to determine the school learning recourses and academic performance in secondary school. A case study, Busia senior secondary school in Busia district (Uganda).

It's established that instructional materials are important for students to perform well in academic.

The study also revealed that students understand well in class when class size is not too big.

According to the study playing is important for students because it helps them concentrate in class and therefore perform well in academics.

The study finally established that teacher quality had an impact on the performance of students.

5.3 Recommendations

The government should make sure that schools have all the learning materials for the students to understand what they being taught.

Playing should be taken seriously and therefore playing materials of good quality should available in schools.

5.4 Suggestions for further research

More research should be done on the topic school learning resources and academic performance in secondary schools because few students have been done on secondary schools. Students' undertaken concentrates fully on primary education.

REFERENCE

Ayres, Patti. (1999). Exploring the relationship between high school facilities and achievement of high school students in Georgia. Athens, GA: Unpublished doctoral dissertation, university of Georgia.

Berner, M. M.(1993, April). Building conditions, parental involvement, and student achievement in the District of Columbia public school system. *Urban Education*, 28(1), 6-29.

Cards, David (2001). "Estimating the return to schooling: progress on some persistent econometric problems". In *econometric a* 69 (5): 1127-1160, September

Card, David; Anna Krueger (1992). "Does school quality matter? Returns to education and the characteristics of public schools in the unites". *Journal of political Economy* 100 (1): 1-40, February.

Carneiro, Pedro; James Heckman; Edward Vytlacil (2003). "Understanding what instrumental variables estimates: estimating marginal and average returns to education:,. Manuscript, Universty of Chicago, July.

Case, Anne; Motohiro yogo (1999). "Does school quality matter? Returns to education and characteristics of public schools in south Africa". NBER working paper series # 7399, October.

Contreras, Dante (2004). "Vouchers, school choice and access to higher education". Manuscript, Universidad de Chile, April.

D.C: The Human Development Network.

Craig et al (1998) The Teacher Development Making an Impact washing, Education the world Bank.\

Das, j.; S . Dercon: J . Habyarimana; P. krshnan(2004) “When can school inputs improve Test Scores?” World bank research working paper no. 3217, February.

Duffy, P. M. (1992) Classrooms and their users: A conceptual mapping of research of the physical environment of schools(school environment). Unpublished doctoral dissertation, The Pennsylvania stae university.

Earthman, glen I. (November 1998). The impact of school building condition on students achievement and behavior. Paper presented at the international conference, the Appraisal of Educational Investments, Luxembiurg: European Investment Bank

Eskeland, G.; D. Filmer(2002)”Autonomy, Participation, and Llearning in argentina schools: Findings, and Their Im[placations for Decentralization.” World Bank Research Working Paper No. 2766, January.

Folger; C. Breda(1990).”Students/teacher achievement ratio (STAR), Tennessees K-3 class size study: Final summary report 1985-1990” Nashville, tn: Tennessee state Department of Education.

Galini, S; P. Gertler: E. Schargrotsky (2004)”Helping the good Get Better, but Leaving the Rest Behind: How Decentralization Affects School Performance.” Preliminary paper presented at LACEA Annual conference.

Roupnarine J.L.(1996) Approaches to Early Childhood Education, Columbus, O.H. Merrill.

The Effect of Free Primary Education on the ECD Program in Uganda, Uganda Institute of Education, 2004; Challenges of Implementing FPE in Uganda, 2005, UNESCO.

World Bank (1999). "Pedru. Education at a crossroads: Challenges and Opportunités for the 21st Century". Human Development Department, LAC, Report No. 19066-PE.

World Bank. 1999. Education Sector Strategy. Washington,

APPENDIX A : QUESTIONNAIRES TO THE TEACHERS

Dear respondents,

I am a student of Kampala International University carrying an academic research on the topic school learning resources and academic performance in secondary school, you have randomly been selected to participate in the study and you are kindly requested to provide an appropriate answer by either ticking the best option or give explanation where applicable. The answers provided will only be used for academic purposes and will be treated with utmost confidentiality.

NB: Do not write your name anywhere on this paper.

Personal information

Gender

Male []

Female []

Age

18-25 []

26-35 years []

36 and above []

1. Do you have enough teaching materials?

Yes [] No []

2. How have they helped in the improving academic performance of students?

Improved grades []

Remained the same []

Not improved []

3. How as it improved the enrollment students?

Greatly [] Slightly [] Not improved []

4. Do students understand well with the learning resources and academic performance?

.....
.....

5. What is the relationship between learning resources and academic performance?

.....
.....

6. Is the class size too big?

Yes [] No []

7. How adequate are the facilities of the school to accommodate the size of the class

.....
.....

8. How does class size influence the academic performance of students?

Greatly [] Slightly [] Not improved []

9. How has it affected the students?

.....
.....

10. You have enough playing materials?

Yes [] No []

11. If yes are they of good quality?

Yes [] No []

12. Has playing improved the academic performance of students?

.....
.....

13. How has school facilities improved enrollment of the students?

.....
.....

14. Does the school have enough teachers?

Yes [] No []

15. If yes, are they all qualified?

Yes [] No []

16. Is there a good relationship between the teachers and the students?

Yes [] No []

17. How has teacher quality improved the academic performance of students?

Greatly [] Slightly [] Not improved []

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHER

1. Do you have enough learning resources?
2. What effect does it have on the academic performance of students?
3. are the classes enough for the students
4. How important is class size on the academic performance of students?
5. Do you have enough and quality playing materials?
6. How important is playing to students?
7. Do you have enough and qualified teachers?