

THE RELATIONSHIP BETWEEN THE TEACHING OF ENGLISH AND ACADEMIC
PERFORMANCE IN THE UGANDA CERTIFICATE OF
EDUCATION EXAMINATIONS IN KAPRORON
SUB – COUNTY, KWEEN DISTRICT.

BY

CHEMUTAI MAIMUNA

BAE/38073 /123/DU

A RESEARCH REPORT PRESENTED IN PARTIAL FULFILMENT OF THE
REQUIREMENT FOR THE AWARD OF THE DEGREE OF
BACHELOR OF ARTS IN EDUCATION OF KAMPALA
INTERNATIONAL UNIVERSITY.

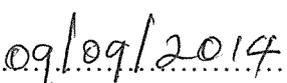
SEPTEMBER, 2015

DECLARATION

I CHEMUTAI MAIMUNA declare that this is my work and has never been presented to any other institution or university for the award of a diploma or degree.

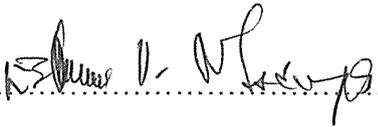
Signature..........

CHEMUTAI MAIMUNA

Date..........

APPROVAL

I certify that this work has been submitted to the faculty of Education of Kampala International University with my approval as the supervisor

Signature: 

ESTHER VICTORIA SEMPA

Date: 9th Sept. 2015

DEDICATION

This research report is dedicated to my dear father Chemayek Christopher Bwire, my Mother Nabwire Amina, my uncle Kato and not for getting my friend Nalyanya Protas who from the very beginning have supported and encouraged me.

IN GOD'S HANDS I PLANCE THEM.

ACKNOWLEDGEMENT

Special thanks go to my supervisor ^M~~r~~^s, Sempa Esther Victoria for unconditional assistance and guidance rendered to me.

I wish to thank my beloved parents Chemayek Christopher Bwire and Nabwire Amina

For their help rendered to me towards the success of this course.

Thanks go to my dear friend Nalyanya Protas and uncle Kato for their financial support they extended to me towards the completion of this research report.

Am also grateful with all my lecturers in the College of Education Open and Distance e-Learning for their contributions towards my academic struggle and success.

May God bless them and reward them abundantly.

ABSTRACT

The researcher set out to establish the relationship between the teaching of English and the academic performance in the Uganda Certificate of Education in Kaproron sub –county in Kween District.

The study involved data selection which was collected from different categories of people who included the head teachers, heads of departments, students and teachers of English.

The researcher used both qualitative and quantitative methods in obtaining and analyzing data.

Three research questions guided the study. The questions wanted to find out whether motivation, teaching methods and administrative policies affect the teaching/learning of English and hence its performance in the Uganda Certificate of Education.

In conclusion, the researcher established that motivation, use of teaching/learning aids and participation of teachers in the budgeting process were the cause of the poor performance in English in the Uganda Certificate of Education.

Table of Contents

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
CHAPTER ONE	1
1.0 INTRODUCTION	1
1.1 BACKGROUND OF THE STUDY	1
1.2 KAPRORON SUBCOUNTY	2
1.3 STATEMENT OF THE PROBLEM	3
1.4 OBJECTIVES OF THE STUDY	3
1.5 SIGNIFICANCE OF THE STUDY	4
1.6 LIMITATIONS	4
1.7 DELIMITATION	4
1.7.1. Definition of important terms	4
1.8. SCOPE	5
1.9. RESEARCH QUESTIONS	5
CHAPTER TWO	6
LITERATURE REVIEW	6
2.0 INTRODUCTION	6
2.1 MOTIVATION AND PERFORMANCE OF ENGLISH	6
2.2 TEACHING MATERIALS AFFECT THE TEACHING OF ENGLISH	7
2.3 ROLES OF ADMINISTRATORS-POLICIES AND APPROACHES	9
2.4 conceptual frame work	12
CHAPTER THREE	13
METHODOLOGY	13
3.0 INTRODUCTION	13
3.1 RESEARCH DESIGN	13
3.2 AREA OF STUDY	13
3.3.1 Selection of students	14
3.4.1 Interviews	14

3.4.2 Documentary Analysis	15
3.4.3 Questionnaires	15
3.4.4 Reliability of the questionnaires	15
CHAPTER FOUR	16
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	16
4.0 Introduction	16
4.1 THE FINDINGS OF THE STUDY WERE BASED ON THE FOLLOWING ASPECTS:.....	16
4.2 DATA PRESENTATION AND DISCUSSION	16
4.2.1 First research question:.....	16
4.2.2 The second question:.....	18
4.3 DOCUMENTARY ANALYSIS.....	20
CHAPTER FIVE	23
5.0 Introduction	23
5.1 DISCUSSIONS.....	23
5.2 CONCLUSIONS	26
5.3 RECOMMENDATIONS	26
REFERENCES.....	27

CHAPTER ONE

1.0 INTRODUCTION.

The study which is entitled the relationship between the teaching of English and the academic performance in the Uganda certificate of education in Kapraron sub county in Kween District.

English language is one of the core subjects offered at Uganda Certificate of Education or at Ordinary Level in Uganda. It is a compulsory subject including mathematics, biology, chemistry and physics. However, there are other subjects which are done at Ordinary Level but are not compulsory.

1.1 BACKGROUND OF THE STUDY.

Education planners in English language have been trying to address realistic and meaningful teaching and learning. Selection and adoption of courses like practical English new edition, a secondary course by Julius Ocwinyo Et-al among others have the major concern to meet the education aims of the country.

Seldom (1988) reports that the extent, to which criteria used in the textbooks selection when clear, is valid and dependable.

One of the roles that English plays is that all the subjects or main subjects like English, mathematics, biology, chemistry, history, and physics are taught in English hence it is given first priority in subjects. It is also English that the country uses as an official language.

The researcher defines English as the art of self expression using both an oral and written form of communication expressing duty and meaning. It is important as a subject because it facilitates the teaching and learning of the language by providing the best context for the learners to learn a language.

In Malawi, Msosa [1982] carried out a research to investigate the impact of prescribed English on the attitude and performance of secondary school students. He found out that the majority of the student found English language to be linguistically hard especially in the report areas of the country and hence their performance was adversely affected.

This implies to even today since most texts in English which the schools use are not mainly written by the Africans. The morale of reading them is low since it does not show africanization in it.

These aims will govern the selection of texts worthy reading. The extent of realization of the aims can genuinely be measured by texts and national examinations. The students are thus exposed to the skills and values they are expected to develop in their course of their interaction with texts.

Ugandan National Examination Board [UNEB] 2000-2014 syllabus stipulates that, English at secondary school Level has to employ some of the following skills; analyzing, Contrasting and collecting.

In addition to this, students should engage in evaluating, exploring, generalizing, margining, perceiving, reflecting, selecting, speculating, synthesizing and understanding various studies and experiences in English.

The effective teaching of the subject entails teachers to be well motivated. Some teachers can get allowances and one can use verbal appraisal. This can enable them to carryout effective teaching and learning of the subject. However, this may be possible if administrative policies stimulate the teaching/ learning environment by availing relevant English textbooks and suitable teaching/ learning aids.

The study of Hawas [1979] suggests that; teaching materials like books, charts costumes for drama have immense effect on effective teaching of English language.

The researcher will however be interested in finding out the performance and the interest of English in Cheminy Standard High School, Chemwania Senior Secondary School, Saint Michael Girls' S.S.S and Cameroon Senior Secondary School in Kaproron Sub- County in Kween District.

1.2 KAPRORON SUBCOUNTY

It is located about 35 kilometers of Kween District. It is blessed with good soils and it has a mixture of two tribes like Sabinys and Bagishu and out of the two Sabinys are the dominant tribes.

The major economic activity done here is agriculture that is growing of maize, tomatoes, onion, beans, millet, barley, wheat, coffee Irish potatoes for commercial purposes; others include stone quarrying poultry, farming and murrum mining.

There are both government and private aided secondary schools. Incidentally, two government aided day and boarding secondary schools namely Chemwania High

School, Saint Michael Girls' senior secondary schools and the others are private schools among which include Cheminy standard and Cameroon senior secondary school.

1.3 STATEMENT OF THE PROBLEM

English is a vital weapon that can be used to transform the teaching and learning of English language in secondary schools. Consequently, attempts have been made to teach comprehension as integral part of English. This has been in abiding to address the quality and performance of teaching. The government has been making an effort to avail relevant materials towards the improvement of the teaching of the subject yet various publications like the new vision of Tuesday 3rd February 2015 reported that the English subject was performed poorly due to lack of teaching materials which are very essential in the teaching / learning process. The researcher therefore intended to investigate the factors affecting the teaching of English in Chemwania High School, Cheminy Standard Secondary School, Saint Michael Senior Secondary School and Cameroon Senior Secondary School in Kaproron Sub- County in Kween District.

1.4 OBJECTIVES OF THE STUDY

The study was expected to achieve the following objectives

1. To establish the effect of motivation on the performance of English at Uganda certificate of education examination.
2. To investigate the role of administrators in the teaching of English at Uganda certificate of Education examinations in Kween District.
3. To establish teachers' attitudes, the syllabus overage and the students' attitude towards the subject.

1.5 SIGNIFICANCE OF THE STUDY.

1. It will open insight into the use of materials by the teachers of English.
2. The findings may increase awareness on obstacles of teaching in secondary schools in Kween District.
- 3 .The findings may form a basis for other related subjects like mathematics, biology among others.

1.6 LIMITATIONS.

Some teachers are unable to give accurate information for various reasons such as;

- Un willingness
- Financial constraints for paper work and transport.
- The time may be not enough for the data to be analyzed and interpreted.
- Some respondents for example the teachers may leave some questions an answered.

1.7 DELIMITATION

The researcher will overcome the above problems during the course of the study in the following ways; 1.the research proposal will be submitted to the supervisor for cross checking with the period scheduled for graduation.

The researcher will give out little more questionnaires to the respondents.

1.7.1. Definition of important terms

- **1 Limitation:** problems that may inconvenience the study's smoothness.
- **1.2 Delimitation:** these are indications for positive factors that may make the study easy.
- **1.3 Relationship:** the way in which two or more people or things are connected with other or involve each other.

- **1.4 Teaching:** a career in teaching.

- **5 Performance:** the standard to which some people does something such as a job or examination.

1.8. SCOPE.

The study investigated the relationship between the teaching and the academic performance in the Uganda Certificate of Education examinations in Kapraron Sub- County in Kween District and these include both government and private schools.

The scope has been found necessary due to the poor performance [as witnessed in the office of the District Education Officers] in the subject as compared to other subjects and also as compared to other Districts. The findings may be relevant to the number of other secondary schools in Uganda. For example in many schools of Kapraron sub county of Kween District both mixed day and boarding in 2012 there was a total of 560 candidates of which all students attempted English language.62% passed while 38% failed the examination. In that year, no candidate obtained any distinction.

In 2013, 30%failed as compared to 62% who passed very weakly .The year 2013 did not register any distinction either.

In 2014 there was a decline of students who had passed which shows the demoralizing of English subject from a foundation subject to a mere subject.

1.9. RESEARCH QUESTIONS.

1. Does motivation of teachers affect the teaching of English at secondary level?
2. How do reading materials affect the teaching of English at secondary level?
3. How do administrative policies and approaches affect the teaching of English at secondary level?

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

This chapter gives a review of what other scholars have written in connection to the following variables.

- Motivation
- Administrative policies and approaches.
- Teaching materials.

2.1 MOTIVATION AND PERFORMANCE OF ENGLISH

Wortman and Loftus [1998] say that motivation is a term that is derived from Latin, meaning 'to propel a person towards an action to attain a desired goal'. In case of an educational institution teachers are entrusted with the implementation of goals of education, this entails to accommodate, i.e. each lesson will be taught twice a week. The forty minutes are not enough to assess all the students who can amount to a hundred in the class.

The teaching of English Language is very demanding. It involves the teacher in instilling of language aspects like grammar, writing skills to portray English skills.

This subject involves strengthening of culture teaching and learning of language and it helps to widen the experiences and knowledge of the learners.

Armstrong [1981] however, contributing to education says that:

The teacher's morale was lowest. The teaching profession has become a frustration that cannot be tolerated.

This is true because in Uganda, teachers are paid peanuts [e.g. Secondary teachers earn shillings 400, 000] as compared to other civil servants. The salary of degree and diploma holder-teachers is not even nearing to half of a civil servant who qualifies of upgrades with these same academic candidates like accountants who are paid heavily.

He is supported by Gilbert H [195; 9] who carries out a similar study and notes that:

The teachers' chief difficulty is poverty. He belongs to a badly paid profession.

He cannot dress and eat like a workman.

Gilbert agrees when he states that the chief difficult task of teachers is poverty. Much as teachers do not belong to the profession of badly paid career, countries like Uganda have taken long to realize that teachers are the most crucial educators in life.

2.2 TEACHING MATERIALS AFFECT THE TEACHING OF ENGLISH.

In this section, teaching materials/aids or instructional materials are interchangeably used to mean any aid used in teaching /learning like textbooks which are used in the day today teaching/learning of the subject. The subject is taught in the form of grammar and comprehension. It is hard to get textbooks because they are very expensive. It is only big schools which get U.S.E grants which can be able to raise money for the text books and other teaching/learning materials.

The teaching and learning process is very important for the teacher. Even if the teacher is well qualified or well motivated he/she requires what can foster his or her teaching. They require teaching materials.

Finocchiero and Brimfits [1983:177] while arguing for the use of instructional materials said:

A collection of everyday objects can be of great help in enabling Learners to associate sound; *Contextualize* notion, concepts, act encourage the role playing and dramatization and play Language Games.

Comprehension is part of English. As a second language and foreign culture it requires teachers to use instructional materials to guarantee quality learning .the teacher is supposed to relate comprehension with the books which are relevant to the culture of the people, behaviors, misdeeds and relationships. The dictionary and guide books are very crucial since they advise and guide on how to go about a certain word.

Case studies undertaken by seldom [1980] provide rationale for appropriate teaching by decision made on content and appropriate instructional texts suggested for study purpose. In some schools where there isn't any adequate resource, students are forced to share books since the school

cannot afford to buy for each and every one ,one book can be shared among five students, hence making reading a hard task.

The method which is being used to teach mathematics can be hard for students to follow .Majority of teachers prefer students to read these comprehension books [plays and novels] on their own and then they can explain thereafter. Due to such style of reading, some students lack behind since some students are slow learners as compared to others.

Another problem is the inadequacy of the books .These comprehension books are few in that they are booked by the big schools when they come in the market.

With this type of competition, schools which don't have enough resources end up losing, hence the students disliking the subject.

Barr[1983] reported that teachers using more demanding materials for books allocate more time to teaching activities than those dealing with less text .In a similar study, Walters[1995] argues that educational organizations can be effective if they can manipulate resources in the most efficient manner. He suggests that for improved teaching and learning of a subject like English, school teachers should exploit relevant materials to attain the relevant goals of teaching the subject. This is true, that is why we see the big schools like Buddo S.S.S , Namilyango,kings college Buddo among others perform well because they have enough resources, hence the teachers have adequate and relevant materials to attain the relevant goals of teaching the subject.

Oileitan [1982] emphasizes the importance of teaching aids. He believes that teaching and learning can greatly be improved by effective selection and use of instructional materials because these appeal to the human senses.

He argues that the teaching aids are both useful and dependable in capturing student imagination if properly used He states that:

The effectiveness of any instructional materials lies in its ability

To appeal to senses of hearing and seeing to attract and hold Attention [,.p.64]

This is true since you cannot compare the student with a set of comprehension books and one who just hears; this one is given second hand information. With these teaching aids [books] one's study becomes easier.

In support of the use of teaching materials, Ssekamwa [1977] argues that teaching materials are essential tools that teachers can be advised to use to make an ideal way of keeping the class lively.

That the teaching materials and learning-teaching atmosphere as they enable children to perceive what is being taught provided they are used imaginatively and correctly.

Locke [1976] argues that pay and promotion are important for job satisfaction and realization especially when it is consummated with the effort expected.

The study was trying to investigate how motivation of teachers affects the teaching of English in selected schools in **Kween** District.

2.3 ROLES OF ADMINISTRATORS-POLICIES AND APPROACHES

Administrative policies and approaches;

These are strategies that various school head teachers employ to run schools; each school has various staff development techniques for teachers.

Sarks and Hirsh [2000] insists on 'result based staff development that provide quick feedback to the teachers'.

That is why Armstrong [1991:438] Proposes varied 'off the job' approaches such as courses, team building, orientations, seminars, workshops, correspondences.

Teachers' effectiveness and efficiency and their motivation can be promoted through good administrative policies. The heads of schools require making good communication approaches. They have to make budgets that will promote attainment of goals of educating, ensure proper supervision that is caring, counseling and provides feedback.

Phillip [1975] considered ways of gearing the teaching techniques and to match the constraints and changing mode of technology.

The study sees this as a challenge for heads of schools to commit their resources appropriately so as to harness the goals of educating by drawing plans for education, information and technological challenges.

Head teachers as pillars in education have other systems; hence the need for them to acknowledge the policies of delegation of power to subordinates to harness maximum human resource utilization inadequate teaching of a subject like literature in English, the head teacher should provide away that allows the classroom teacher to be involved in the budgeting and planning process of their respective subjects. They should be encouraged to select books that they can best use in the teaching of the subject.

Pober (1984) argues that school administration is a key factor reading in schools. He therefore suggests that school policies should be set to enable a budgeting framework that enables teachers and students to be availed textbooks and other reading like learning needs. He strongly points out that some school policies are in essence a stumbling block to some activities as school heads do not provide for teaching materials for the English subject.

The study sees the need for school administration to avail motivation strategies that can enable teachers to make maximum use of facilities.

In a related study, Matovu [1983], states that the school policies and approaches should be able to sustain and provide the relevant instructional needs and requirements in the school. He continues to say that teacher's attitude towards the administrative policies should be followed to the word. The attitude should prevail so as the policies may benefit both the teachers and students in general.

The attitude on English language should be very vital since it is a foundation subject which is used to teach many subjects like biology, chemistry, physics, and mathematics, among others.

To add on Matovu, ideology syllabus coverage should be well stipulated in school policies and approaches so as to sustain and provide enough knowledge to students at their given duration of time.

School policies and approaches should enhance that students go fully baked and not half baked from school. With these approaches and policies, English will become a priority to many students and not just to the few.

CHAPTER THREE

METHODOLOGY

3.0 INTRODUCTION

This chapter focuses on the research design, area of study, population and sample, the instruments used in data collection and analysis used in the study.

3.1 RESEARCH DESIGN

This gives an account on how the research is going to be carried out. It spelt out the process the process by which the researcher intended to collect process and analyze the data.

The study was cross sectional in nature whereby the data was collected from different categories of people from targeted population [students] and administration which included the headmaster, head of department and English teachers.

Both quantitative and qualitative methods were used for data analysis whereby quantitative method gave way to generation of reliable data. Besides, they enabled the researcher to calculate the quantified data for easy interpretation.

3.2 AREA OF STUDY

The study was originally carried out in Kween District. The researcher covered particularly the areas where schools are many [four] secondary and agreed that the findings would be representative enough.

From the four schools in the area of study, the researcher chose four Schools in the sub- County. The District of Kween was found convenient because the researcher is from there.

3.3 SAMPLE SELECTION AND SIZE

The researcher employed a purposive technique which uses subjects which have some knowledge about the research topic, are within the researchers' reach and are deemed willing to provide data to the researcher without bias.

Therefore the following categories of subjects are selected for the study:

The researcher selected four administrators namely, the head teacher and heads of department of English.

Twelve English classroom teachers i.e. four heads of department and eight teachers are purposively included and also thirty [30] students.

TABLE 1: PARTICIPANTS IN THE STUDY

CATERGORIES OF PEOPLE	NUMBER OF PARTICIPANTS
Head teachers	4
Heads Department	4
English teachers	8
Students	30

These were targeted so as to find out their views about the perceptions of factors affecting the teaching of English language in Kween Schools.

3.3.1 Selection of students

The students selected were those in senior three and senior four because these have been exposed to the school for a long time. This is the level when they opt for serious study in the subjects offered at the Uganda Certificate of Education Examinations

3.4 RESEARCH INSTRUMENT

3.4.1 Interviews

Interviews were given to the head teacher; head of department and English teachers and these should enable them to give opinions and views on the motivation of teachers, role of administration and teaching /learning aids on English performance.

3.4.2 Documentary Analysis

Evidence of the performance as it was proved in the past UNEB results were sought at the schools.

These were expected to triangulate data given by interviews and questionnaires.

3.4.3 Questionnaires

These are the questionnaires which were presented to the respondents. They were both open ended and close ended questionnaires. Both types were constructed to enable the researcher tap various opinions and views on the motivation strategies, administrative policies and instructional materials on the performance of English in schools. The closed type of questionnaires required simple yes/no response since they required existence or non –existence of basic requirement of teaching.

3.4.4 Reliability of the questionnaires

To determine the consistency of the interview guides and questionnaires, the instruments were tested and re-tested [test, re-test] i.e. the same Instruments were administered to the same subjects at least twice in an interval of one week.

3.4.5 Data analysis and processing

The researcher tabulated the data .it was shown in the frequencies before converting into percentage and then interpreted. Various data from three types of instruments was edited to check for consistency of data provided. Views from the interview guide and structured question items were arranged into themes, put into frequencies and transformed into percentage before interpretation of the data.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter gives a presentation analysis and interpretation of findings from the field. This is presented in order to answer the three research questions that the study was set to answer.

- How does motivation of teachers affect teaching of English at secondary level?
- 2. How do administrative policies and approaches affect teaching of English at secondary level?
- How do teaching materials affect the teaching of English at secondary level?

4.1 THE FINDINGS OF THE STUDY WERE BASED ON THE FOLLOWING ASPECTS:

- I. The existing motivation strategies of teachers of English; administrative policies and approaches and teaching materials in the teaching of English at Uganda certificate of Education Examination level in selected secondary schools in Kween District.
- II. Through the research questions, different questionnaires were formulated which included questionnaires for head teachers and students. The criteria used were open ended and close ended questions
- III. School teachers were not adequately motivated and therefore this affected the teaching/ learning of English language.
- IV. School administration did not co-operate with the teachers during the budgeting for the English department.

4.2 DATA PRESENTATION AND DISCUSSION

The respondents or subjects were required to give correct information without biasness since it is for purely academic purpose only.

4.2.1 **First research question:** Does motivation of teachers affect teaching of English at secondary level? Item 1 and 2 of the head teacher's interview guide was:

What is your perception of motivation of *teachers*?

The study sought to establish the theoretical concept of motivation as applied in secondary schools.

Table 2: Motivation view

VARIOUS VIEWS	NUMBER	PERCENTAGE
It is incentive	16	33
It is an extra pay for teaching	14	28
It is an extra allowance beside salary	19	39
Total	49	100

From the above table, the findings reveal that 16 out of 49 (33%) perceive motivation to mean incentives while

14 out of 49 (28%) perceive extra pay for teaching while 19 out of 49(39%) said that it

Was an extra allowance besides salary?

This reveals that most schools provide motivation to teachers. However, item 2 of the head of department questionnaire had a question which was: how do they motivate the teachers? The results are summed as given below:

From the figure 2 out of 13 (15%) said that the motivation of teachers is adequate while 11 out of 13 (85%) strongly said the motivation is inadequate. This implies that while some motivation strategies have been put in

Place, they do not meet the desires of teachers to handle English effectively

4.2.2 The second question:

How do administrative policies and approaches affect the teaching of English at secondary level?

Items 3, 4, 5 and 6 were set to probe various policies and approaches that schools employ to ensure selection and teaching of English as a subject. A summary of the response is revealed up in table 3 below:

Table3: policies and approaches.

ITEM	PROBE	YES	%	NO	%
3	Do you have seminars/ courses for English?	10	30	23	70
4	Are teachers involved in selecting text books?	18	55	15	45
5	Do you have adequate text books for English?	15	45	18	55
6	Do you show/ watch films/ shows?	9	27	27	73

According to the findings above , the following policies and approaches to teaching English in the secondary schools is as follows ; seminars /courses for English , the study wanted to establish whether there are deliberate school policies to promote the teaching and learning of English by encouraging staff development for teachers and brainstorming by students.

Only 10/33 (30%) stated that these programs have been put in place by the school's administration while 23/33 (70%) disagreed , implying that there are no serious policies to promote staff development and brainstorming of English in most of sampled schools.

Teachers' involvement in textbook selection

The researcher wanted to establish whether teachers and heads of department of English participatory policies in school administration in regard to English teaching.

According to the findings, 18/33 (55%) accepted that teachers were in selection of text books.

While 15/33 (45%) disagreed. This implied that teachers were moderately involved in decision making of selection of text books.

Adequacy of text books

The study had wanted to prove if the school authorities, as accounting officers, have put in place a policy to enable schools access English textbooks for teaching and learning. from the findings, 15/33 (45%) said that textbooks were adequate while 18/33 (55%) stated that the text books were inadequate, implying that the school policies in most schools do not promote the teaching of English.

Views on availability of English literature film show

The study sought to establish efforts made to supplement teaching of English through facilities like films .9/33(27%) agreed that they watched films in regard to English while 24/33 (73%) disagreed. This reveals that most schools do not provide films hence poor performance in English language. The findings therefore imply that schools' administrative approaches and policies do not seem to encourage and promote the teaching and learning of English.

4.2.3 Third research question

The researcher wanted to find out how teaching materials affect the teaching of English at O'Level. And to tap the relevant data, teachers and students questionnaires were probed using items 5,6,7 and 8.

Item 4: Teaching Materials: Students responses

ITEM	TABLE PROBE	YES	%	NO	%
5	The school has...films and seminars for English	8	24	27	82
6	We have adequate...of books of English books	15	45	18	55
7	The school provides enough plays	12	36	21	64
8	School provides enough.....for practice	12	36	21	64

Item 5 : was about the school having ample chances of teaching and learning English such as films and seminars .The study wanted to examine teaching using natural settings. From the findings, 8/33 (55%) of the respondents confirmed to the view while 27/33 disagreed suggesting that extra facilitation is poorly handled.

Item 6: we have adequate textbooks for comprehension exercises:

The study sought to establish the adequate provision of the required novels and students can access for English and literature teaching and learning .The study revealed that 15/33 (45%) of the respondents supported the statement while 18/33 (55%) rejected. This implied that the textbooks were not provided for English teaching and learning.

Item7: The school provides text books for English teaching.

The study wanted to ascertain evidence of text books as teaching materials and learning as a basic component of English. From the findings , 12/33 (36%) supported the statement while 21/33 (64%) rejected it . This implied that text books are not provided for in English teaching and learning.

Item8: School provides costumes for practice as teaching strategy for plays.

The study wanted to establish whether schools provided teaching materials that can enhance English practice using natural settings . According to the findings,12/33 (36%) accepted the statement while 21/33 (64%) rejected it . This implied that schools had a very low provision for extra teaching materials like costumes to enhance English teaching and learning.

4.3 DOCUMENTARY ANALYSIS.

To triangulate data obtained from the questionnaires, the researcher obtained the past UNEB U.C.E results as shown below.

Table 5: English results summary for the four schools .2012-2014.

YEAR	Total Number of candidates in the schools	Number who attempted English	Passes									
			%	D	D	C3	C4	C5	C6	P7	P8	F9
2012	560	560	11	-	-	-	13	113	110	116	54	154
2013	666	666	0.9	-	-	11	25	113	100	200	142	75
2014	773	773	0.6	-	2	7	80	34	90	123	150	285

From the table above, 154/560 (27.5%) failed English compared to 406/560 (72.2%) who passed in 2012. In the same year no candidate obtained any distinction. In 2013, 75/666 (11.2%) failed as compared to 591/666 (88.8%) who passed very weakly.

The year 2013 did not register any distinction either.

In 2014, 287/773 (38%) of the candidates failed English compared to 486/773 (62%) who passed the subject weakly. The table also shows corresponding decline of students who did the subject.

The table depicts a high percentage number of failures and a corresponding higher percentage of weaker passes in English. This may imply that perhaps the factors identified could be responsible for this weak performance and low attendance for the subject.

Table 6: Teaching Aids

RESPONSES	SCORE	PERCENTAGE
English is a skill and it requires practice using real objects (materials)	6/10	60
Text books that are adequate encourage students to do better	10/10	100
Teaching materials make learning lively	10/10	100
Teaching aids motivate students	10/10	100
Real situation is created when using teaching aids	6/10	60
Teaching materials make learning more permanent	7/10	70
Use of teaching aids makes teaching from known to unknown	8/10	80
Teaching aids makes English interesting	9/10	90

From the study, 6/10 (60%) of the respondents stated that English as a skill requires practice using real materials to enhance it. The respondents argued that teaching material makes learning lively as shown by a score of 10/10 (100%)

All 10/10 (100%) of the respondents stated that the novels and plays are adequate and encourage students to do better. All 10/10 (100%) of the respondents argued that teaching aids motivate students. 6/10 (60%) of the respondents stated that real English situation is created when using teaching aids.

7/10 (70%) revealed that teaching aids make teaching from known to unknown and 9/10 (90%) of the respondents stated that teaching aids make English interesting. From the study, it can be deduced that teaching aids are of great value to the teaching and learning of English.

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives a presentation of discussions, conclusions and recommendation of the study, “The teaching of English at secondary and the academic performance in the Uganda certificate of education in Kapraron sub-county, Kween District.” The various discussions are backed by related literature of various studies discussions are handled in order of the research questions before conclusions and recommendations are made.

5.1 Discussions

The first research question: How does motivation of teachers affect teaching of English at secondary level?

Data was collected from the teachers’ questionnaires and headmasters based on the availability of the motivation strategies and the adequacy of the various motivations means to inspire teachers to handle English effectively.

From the findings of questionnaire, the respondents revealed that they perceived motivation as a morale booster for increased English performance at U.C.E; an incentives and extra allowances for teaching. The findings also revealed that 31% of the respondents are provided with incentives(i.e. lunch).46% with extra allowance besides salary.

However, respondents showed that the motivation strategies provided by most schools is inadequate. In this regard, Locke (1976) says that motivation is vital for job satisfaction and realization, especially when it is commensurate with effort expended

He implies that the efforts to teach English is a demanding subject that require teachers to make extensive reading in order to handle English effectively and this is to be backed by reasonable incentives.

In support of this view, Adler et al (1969) noted that, what people need of their job is to provide them with proper standards of living and payments to make employees meet their basic needs such as food, clothing, health and shelter to provide motivation

that enables teachers to make social interaction of dignified situations. Teachers as role models are supposed to live by example. They can be retrained if they are provided with payments as fellow public servants of similar status. In a similar study, however, Hawa (1995) suggests that male workers derived satisfaction from remuneration and promotional opportunities.

Ogomarach (1994) concurs with these findings that it is more money that teachers want to enhance their teaching effectiveness.

1.1.2 Second Research Question: How do administrative policies and approaches affect the teaching of English at secondary level?

The study findings are reflected in table 3 on policies and approaches. From the findings of the teachers, 70% of the teachers revealed that seminars on courses for English are not provided. However, Farrant (1964) says that schools and management of instructions of learning should avail facilities to teachers so as to achieve predetermined educational goals. He adds on that efficient management entails the head teachers to coordinate the funds and facilities for the desired educational goals. Farrant infers that head teachers have to provide necessary requirements for learning and teaching such as seminars and courses so as the English teachers to be effective.

The researcher also sought to establish teachers' involvement in decision making of the sampled schools in selection of English text books. A moderate response of 55% showed that teachers are involved. Edmonds et al (1966) argues that management of schools should put in place a local leadership media library presumed teachers who should be nearly involved in roles such as selection of relevant textbooks and journals to enhance instructional media.

The researcher wanted to probe the adequacy of text books for teaching English i.e. ratio of text books to students. From the study findings, 55% of the respondents revealed that there were inadequate textbooks for teaching English in the schools. However, Pober (1984) while making similar study, strongly recommends that administrators should avail materials like text books to enhance improvement in schools. He implies that heads of schools should find the acquisitions of relevant English textbooks to promote teaching and learning in secondary schools.

The study findings on availability of films/ shows to supplement teaching of English, 77% of the respondents revealed that this provision is not made by many schools in the study.

The study notes that this inadequacy does not motivate teachers and students in teaching and learning through amusements. They can supplement the role of active classroom teaching.

1.1.3 Third Research Question: How do teaching materials affect the teaching of English at secondary level?

From the findings of the study, 24% of the students respondents access and are availed with films in the English :45% have adequate access to English and 30% are availed with plays in their lesson .The study therefore implies that 82% do not easily access facilities for teaching such as films, 55% lack basic text books for English lessons in the sampled schools. These findings concur with a series of findings that have been made by a number of studies. Odada (1990) while making a contribution on the status of history teaching, strongly argues that text books and inadequate scholastic materials in schools are among the leading setbacks in teaching.

In support of the Farrant(1964) observes that there was a number of teachers in schools who are unashamedly teaching students just what they learned in colleges that they dictate the notes they were given in colleges. This in essence implies the absence of text books in schools.

Odada and Farrant imply that the availability and access to teaching aids such as textbooks are indispensable facilities that should be used by teachers and students to stress specific themes ,styles ,conflicts, in the text so as to enhance English lessons .Teaching of English involves the direct intersection of textbooks ,real dramatic situations of the screen through theatre to depict and arouse interest in learners

They are supported by Evans(1979) who found that the availability of teaching and learning aids not only make learning and teaching interesting but they also promote the quality of education. At the same time Farrant (1964) strongly implies that teaching methods can be varied if the teachers and schools avail instructional facilities .He argues that a variety of methods employed in classroom make teaching and learning life-like .

The study therefore seems to stress the need for English teachers and students to be equipped with necessary English facilities to enable them to learn through senses of sight and hearing so as

to feel English scenes in play forms and read specific scenes in the texts to enable memory interest so as to promote performance of English at secondary level.

5.2 Conclusions

The study set out to establish the teaching of English and the academic performance in the Uganda certificate of education (U.C.E) in Kaproron sub-county, Kween District. It wanted to examine how teaching of English is affected by motivation of teachers, administrative policies and approaches and availability and access of teaching materials. Consequently, the study findings tend to point to the following; motivation of teachers has a serious effect on the teaching of English in selected schools in Kween District.

From the study it seems to suggest that weak passes at Uganda Certificate of Education in connection with the poor motivation strategies in all sampled schools.

In the second instance the study appears to reveal that apparent poor administrative policies and approaches do not seem to promote the teaching of English in the selected sampled schools in Kween District.

5.3 Recommendations

Basing on the findings, the following recommendation were made;-

The policy makers and the school board of governors should make deliberate policies that can enhance motivation strategies of teachers for effective teaching and learning in English.

The school administrative policies and approaches should be made to create an enabling environment for more students to take up the subjects seriously. Policies should be directed towards fostering teacher's active participation in budgeting of English language needs.

There is need for individual schools and the central government to budget for the acquisition of more teaching/learning materials for English language.

REFERENCES

- ACAN O (1983). A Study of Home Factors Influencing Academic Achievement Of students in Gulu District M.ED Published Dissertation, MUK .Kampala
- Aderter. (1969) an Empirica l Test of New Theory of Human Needs. The press. New York.
- Armstrong. (1991) Teachers' Effectiveness and Efficiency, New York Times Company, New York.
- Barr, R. (1987) The International Encyclopedia of Teaching and Teacher education, Penguin Books LTD. London
- Brown, D.J. The nature of organizations, Princeton University Press, New York
- Cranny. (1992) Career advancement, Longman publishers, New York
- Finocchiaro and Brumfit. (1983). The use of instructional materials, Havard University Press, London.
- Hawa, H.S.(1995) 'Gender differences' in job satisfaction among administration at Makerere University, Kampala
- Heyneman, S.P. Student learning in Uganda, University Press, Kampala
- Matovu, F. (1984) A paper presented at the curriculum forum, National Curriculum Development Center, Kampala
- Pober, J. (1984) Teaching of religious education, Herbert and Brothers, New York
- Oloitan (1982) Importance of teaching aids, Longman Publishers, Kampala

APPENDICES

APPENDIX 1: QUESTIONNAIRES

Interview guide for head teachers

Dear respondent

You have been requested to participate in a study that is aimed at improving the teaching and learning of English at secondary level. You are asked to provide information freely as the data given shall only be used for academic purposes only. Thank you.

School.....

Type of School:

(a) day () (b)Boarding () (tick one)

Sex: (a) male () (b) Female ()

1. How do you view English in your school?
2. How do you motivate your teachers?
3. In what ways does the school encourage students to offer English?
4. Does the school has enough facilities for offering English in terms of teaching materials like films, costumes for dance and teaching/learning aids like textbooks, pamphlets etc?
5. If not, how is the school planning to make English a very vital subject?

THANK YOU FOR YOUR CO-OPERATION.

Interview guide for heads of Department

Dear respondent,

You have been asked to participate in a study that is aimed at improving the teaching /learning at secondary level. You are asked to provide information freely as the data given shall only be used for academic purposes. Thank you.

School.....

Type of school:

(a) day () (b) Boarding () (tick one)

Sex: (a) Male () (b) Female ()

1 What is your perception of motivation towards English teachers?

.....
.....

2 What type of motivation do you get?

.....
.....

3 Motivation of teachers is necessary for effective English teaching.

(a) Yes () (b) No ()

4 As the head of department, do your teachers and you personally cover the syllabus?

(a) Yes () (b) No ()

5 Do your departments perform well as compared to other departments in the school?

(a) Yes () (b) No ()

THANK YOU.

