FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN SHUUKU SUB COUNTY, SHEEMA DISTRICT, UGANDA

BY

TURYASINGURA GENEROUS

1153-07234-00134

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN DISTANCE AND E-LEARNING IN PARTIAL FULFILLMENT OF THE AWARD OF BACHELOR OF ARTS WITH EDUCATION AT KAMPALA INTERNATIONAL UNIVERSITY

SEPTEMBER, 2018

DECLARATION

I declare in the best of my knowledge that this report is my hard work, it has never been submitted for any award here in or any other institution of higher education.
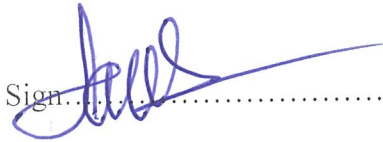
Sign..

TURYASINGURA GENEROUS

Date....27th Aug. 2018....

APPROVAL

This is to certify that, this research work was supervised and is now ready for submission to the academic board for consideration and approval.

Sign...................................

MR. LAAKI SAMSON

Date.29/8/18...................

DEDICATION

I dedicate this dissertation to my parents Mr. Tibamanya Godfrey and Mrs. Kekitibwa Mauda Tibamanya and Uncle Mr. Atuhaire Asah for your contribution in the course of my education. Indeed you have supported me up to this far.

May God richly bless you.

ACKNOWLEDGEMENT

\I am very grateful to these people who have helped to the successful completion of this work.

I thank my supervisor, Mr. Laaki Samson for the efforts dedicated towards the completion of this work. You have been kind to me with parental concern and your guidance to this work has-been very influential. Indeed, you dedicated your efforts and time so that I produce the best dissertation. Thank you very much, and the almighty God you abundantly.

On a special note, I thank my father Mr. Tibamanya Godfrey and mother Mrs. Kekitibwa Mauda for your parenting and care that shaped me into a person of responsibility.

I also thank my uncle Mr. Atuhaire Asah and his wife Mrs. Tushabe Evas For your encouraging words and support whenever circumstances required.

I also take the opportunity to thank Mr. and Mrs. Tukahirwa Wilson for the care, love n d financial support in this academic struggle.

I extend my share gratitude to Apostle Namanya Osbert, Pastor Atuhaire Henry and Bishop Kamwesigye Stempson for having good mentors to me.

May God richly bless you for the work done.

TABLE OF CONTENTS

LIST OF TABLES

8

ACRONYMS

IQ	Intelligence Quotient
CEODL	College of Education, Open and Distance Learning
Voc.	Vocational
Sec.	Secondary
USE	Universal Secondary Education
Educ	Education

ABSTRACT

This research is about the factors affecting students' academic performance. In other words, why is the students' academic performance in secondary schools in Shuuku Sub County, Sheema district the way it has been.

It was guided by four objectives, namely; to examine the teachers motivation and its effect on the academic performance of secondary students in Shuuku Sub County, Sheema District, to find out how the school environment affects the academic performance of secondary students, to assess how teachers qualifications affects the academic performance of secondary students; to analyze how home environment of the students affects their performance in Shuuku Sub county, Sheema District.

The research is mainly concerned about the poor academic performance in both public and private schools in Shuuku Sub County, Sheema District and what could be the reasons behind such performance.

Stratified random, and purposive sampling was used to select a population of 45 respondents to represent a population of Shuuku Sub County.

10

CHAPTER ONE

INTRODUCTION

.0 Background

n the class setting, there are many phenomenons that affect the performance of students in chools. These include; the form of leadership style a teacher may apply. i.e. autocratic, laisez are and democratic; motivation from both the teacher and learners, social conduct of learners in he class i.e. ill-mannered and good behaved; size of the class etc. therefore, everyone should lay his/her part to exhibit good behaviors for best students performance because bad class is letrimental to the general performance of the students. The learners also need to be handled by rained and qualified teachers; one who is equipped with various techniques and knowledge of sing appropriate learning/teaching aids, and one who is fully knowledgeable in the handling of he tender learners with the professionalism.

Class situation was defined by Max Weber in his book Economy and the Society, (1922)as the articular causal component in life chance that results from a person's location in property and narket relations

The assumption here is; a good social class is likely to promote best performing students, and the everse is true. However, this cannot fully be justified as some other factors combined equally mpact on the students' performance as described in the due course.

.1 Statement of the problem

n spite of the fact that many secondary schools have been established, inevitably poor academic erformance among students has remained a menace in Shuuku Sub County, Sheema District as n accordance to the randomly sampled schools. This will be based mainly on the research argeted the relationship between class situation and students academic performance.

11

1.2 Purpose of the study

The study carried out was to establish the extent to which school environment; teacher's qualifications and teacher's motivation influence the academic performance of secondary school students in Shuuku Sub County, Sheema district, Uganda.

The researcher targeted the relationship between class situation and students' performance for in the selected secondary schools of Shuuku Sub-county, Sheema District

1.3 Objectives of the Study

- To examine how teacher motivation affects the academic performance of secondary students in Shuuku sub county, Sheema district.

- To find out how the school environment affects the academic performance of secondary students in Shuuku sub county, Sheema district.

- To assess how teachers' qualifications affects the academic performance of secondary students in Shuuku sub county, Sheema district.

- To analyse how home environment of the students affect the academic performance of secondary students in Shuuku sub county, Sheema district.

1.4 Research Questions

1. How does the motivation of teachers affect the performance of secondary students in a school?

2. How does the school environment affect the performance of secondary students in a school?

3. How does teacher qualification affect the performance of secondary students in a school?

4. How does students' home environment affect the performance of secondary students in a school?

.5 Scope of the Study

.5.1 Content scope
This study was about the relationship between class situation and students' performance in the

elected secondary schools of Shuuku Sub-county, Sheema District

.5.2 Geographical scope
The area in which the research was carried, Shuuku Sub County is located in Sheema District,

vestern part of Uganda bordering with Kashozi Sub County in the east, Kagango Sub County in

he north, Rugarama Sub County in the south and Bugongi Sub County in the west

.5.3 Time scope
t was carried out in Shuuku Sub-county, Sheema District; from December, 2017 and September,

?018.

1.6 Significance of the Study
, The research findings and recommendations will be important to the educators, prosecutors,

School Management Committees and parents in ensuring conducive class environment in the

Secondary schools.

, It will be significant in opening up new avenues for policy makers (government) and Non -

Governmental Organizations having interest in the children's learning.

, Research methods, techniques and instruments established in the current study may be

relevant in the future studies targeting other curriculum areas of education.

, The parents who are key players in education of the students will be well informed and

sensitized on their roles towards achieving the goal of reducing the gap of absenteeism.

, It will be significant to teachers to improve and use appropriate teaching methods which can

be useful to the class environment by the students

- It will be significant to the educators to consider other factors besides class situation to produce a responsible student who is modest.

- The study will help the research to fulfill the partial requirements for the award of Bachelors of Arts with Education Degree of Kampala International University.

CHAPTER TWO

2.0 Introduction

In this chapter, the researcher deals with establishing relationship on the study with the previous writers on the topical study i.e. influence of teacher motivation on students' performance, influence of school environment on students' performance, influence of teacher's qualification on students' performance and influence of home environment on students' performance

2.1 The influence of teachers' motivation on students' academic performance

Performance in schools is evaluated in a number of ways. At the state/ national level, students are evaluated by their performance on standardized tests geared towards specific ages.

Teachers at all levels of the education system should be adequately trained, respected, remunerated and able to participate in decisions affecting their professional lives and teaching environments. When teachers are enabled to do their job effectively, their students are enabled to learn effectively. A well-motivated teacher always completes the tasks set for him, even when such tasks or assignments are difficult or seem uninteresting.

Motivation involves a number of psychological factors that start and maintain activities towards the achievements of personal goals and refers to reasons that underlie behavior that is characterized by willingness and volition. Motivation in education can have several effects on how students learn and their behavior towards subjects matter, Ormord(2003)

Motivation of teachers towards students in the teaching and learning process can direct behavior towards particular goals, leads to increased effort and energy, enhances cognitive processing, increases imitation and persistence in activities, determines what consequences are reinforcing and it can also lead to improved performance.

Orphlim (2002) is of the view that motivated teachers always look for better ways to do their teaching job and, as a result, they are more productive. Therefore, it means that motivated teachers are determined to give their best to achieve the maximum output (qualitative education)

2.2 The influence of school environment on students' academic performance.

It is agreeable that students would do better when they learn in positive environments. After all most people would agree that some environments are, more conductive to learning and academic performance. A student taking a test in a quiet, peaceful room will almost certainly do better than a student taking the same test in a loud, chaotic room.

Just because something makes sense, however doesn't mean that educators and policymakers have the information they need to make better decisions that will help students reach their goals. Now that this study has revealed how certain factors affect students, educators can begin making changes that will improve learning environments.

The study also shows how much influence environments have on student's success. Its findings show that students who learn in positive environments effectively receive a month and a half more math instructions than those in poor learning environment.

The same research paper shows that positive learning environments can lower teacher turnover. This is significant because teacher turnover has been linked to increased costs and poor student achievements. Schools that provide better environments in other words, could potentially reach higher levels of success while spending less money.

2.3 The influence of teacher's qualification on students' academic performance.

The quality of education of a nation could be determined by the quality of her teachers.

Because of psychometric difficulties in assessing teachers by their normative attributes logical, psychological and especially the ethical, which tend to differ across cultures (Alexander,2002) The tendency to evaluate teacher qualities on the basis of student performance is further emphasized.

Studies have found somewhat stronger and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness (Ashton & Crocker, 1987; Everston, Hawley, and Zlotnik,1985; Ferguson & Womack, 1993. Guyton &Farokhi, 1987) Some studies compare the effect of courses in pedagogical subject matter to that of courses in the subject matter itb self and present evidence in favour of the pedagogical subject matter courses (Monk, 1994) in mathematics. Other studies reveal no impact of education courses on students science achievement (Goldhaber& Brewer,2002).

16

Students on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one (Kitgaard& Hall, 1974,Murnane & Phillips 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience appear to level off after a few years (Rivkin, Hanushek & Kain 2000)

The relationship between teacher experience and student achievement is difficult to interpret since this variable is highly affected by market conditions or motivation to work during child rearing period.. Harris & Sass (2007) point to a selection bias that can affect the validity of drawing conclusions about the effect of teachers' years of experience. If less effective teachers are more likely to leave the professions, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, also work in the opposite way as more able teacher4s with better opportunities to earn may be more likely to leave the profession.

2.4 The influence of home environment on students' academic performance.

Home is the first and the most significant place for the child's inclusive growth and development. It provides not only the hereditary transmission of basic potentials for the development of the child, but also the favorable environment in terms of interpersonal relationship and cultural pattern.

However, education like in school at home must also strive to achieve the desired objectives in principles with constructive ways of perceiving and making self-meaning.

According to G.U. Anene (Anene, 2005) environment is the aggregate of all international and external conditions affecting the existence, growth and welfare of organisms. It is an influence an individual came in contact with after the hereditary has been through the gene plasma. G.U Anene explained that environment can be divided into physical, social and abstract environment. Physical environment is the objects or materials found in the home, school or community. It also includes the people like parents, siblings and peers. She also explained that the social life, societies and club affecting the individual. Abstract environment is the reactions feedback and the responses received on interactions with others.

17

The author further explained that environment can also be classified as urban or rural environment.

Academic performance on the other hand is the outcome of education, it is the extent to which a student teacher or institution has achieved the educational goals. According to G. Bossaert, S. Doumen, E. Bugse and K. Verschuerenc 2017, academic achievement is commonly measured by examination or continuous assessment; however there is general agreement on how it is best tested.

O.C Chukwudi 2013, discovered that individual difference in academic performance have been linked to differences in intelligence and personality. He explained that students with higher mental abilities as demonstrated by IQ test and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Here the researcher dwelled on a detailed step by step of the research methods used to conduct his or her research. The chapter also states clearly the population to be studied, the sample and the sampling procedure to be applied. Here the researcher states the sample frame, the sample size and the research instruments that were used to get the required information.

3.1 Research Design

A quantitative descriptive design was used because of the need to obtain detailed description of factors affecting students' academic performance in secondary schools in Shuuku Sub County, Sheema District, Uganda

3.2 Area and Population of the Study

The area of study is Shuuku Sub County, Sheema District and the study comprises five schools, ten secondary school teachers, ten head teachers, ten parents, children totaling to forty respondents.

3.3 Sample Selection

Purposively sampling and stratified sampling was used where by secondary schools children and Head teachers were purposively selected, and secondary schools teachers, parents were selected by use of simple random sampling to represent the entire population of Shuuku sub county, Sheema district.

3.4 Sample Size

From the proposed study, 45 respondents were selected to represent the population of Shuuku Sub County, Sheema district. These included 24 females, and 21 males with varied levels of education.

3.5 Data Collection Instruments

In order to carry out this research effectively, different instruments were employed to collect all the data required. These included among others the following;

3.5.1 Questionnaires

Questionnaires were designed and were used to get primary data; where by respondents were required to answer the questions. All the respondents were given questionnaires.

3.5.2 Structured Interview

Structured interview was used to get or in collecting data and they were built on the factors affecting students' academic performance in secondary schools.

3.5.3 Focus Group Discussions

Focus Group Discussions was used to answer opinion question like "how has teachers' motivation helped to foster knowledge into the students? What are the motivator's the teachers?", "which environment is conducive for teaching-learning to take place?" However, it was difficult to organize respondents for a meeting. This was solved by making appointments with the respondents.

3.6 Data Collection Methods

Two methods of data collection were used and these are primary and secondary data collection methods.

3.6.1 Primary data collection method

Data was got from the field by use of questionnaires, observation, and focused group discussion.

20

3.6.2 Secondary data sources

Text books and other related works of outstanding scholars whether published, magazines, written data sources included published and unpublished documents, agency reports, newspaper articles, Internet sources and so forth were referred.

3.7 Procedures

The study required the researcher used an introductory letter from CEODL, Kampala International University which was presented to the various respondents then the researcher introduced himself and the purpose of the study. Guarantee and confidentiality was assured by not asking the respondents name and only those willing to participate would be given questionnaires.

3.8 Data Analysis

Data was analyzed and computed using Microsoft Excel. The information will be summarized into percentages and frequencies.

3.9 Ethical Considerations

The researcher got a letter of introduction from the College of Education, Open, distance and e-learning. This letter was then presented to the respondents who then drafted an agreement to enable the researcher to carry out the study.

3.10 Limitations

The research study was faced by a number of problems and constraints and hence may not adequately meet the intended objectives to the required level.

Financial constraints have limited the researcher from having a thorough research process for instance: undertaking pretexts and piloting studies had to be foregone.

Again data collection and processing was done in bits because the researcher could not raise the required fund in lump sum as he had to find himself.

Problem of distance between the researcher and his supervisor while in the field did impede proper continuous assessment of research, thus research process could only be dictated when it's already late.

The researcher faced a problem of time constraints. The time allocated for the study was not enough for a thorough investigation because the research was conducted with academic urgency in the two years while also the researcher was required to attend to his academic work.

There was a high bureaucracy whereby the researcher had to go through many steps to reach her o the desired respondents.

The unwillingness of the respondents also posed a problem to the research study. However, the researcher tried his level best using various research skills and tactics to avoid the problems or at least to reduce their impact on the study.

3.11 Delimitations
This research was facilitated by the following favorable factors:

Since the researcher was a resident of the area, he had accommodation hence less expenditure.

The researcher being a resident was familiar to the people whom he obtained information. The researcher did not find problems in transport because the infrastructure was good.

PRESENTATION, ANALYSIS AND DISCUSSION OF DATA

4.0 Introduction

In this section, a core of the study is presented. Data collected from the respondents is analyzed. The discussion is presented in accordance with research questions and objectives of the study.

4.1 Socio-demographic background of the Respondents

4.1.1 Sex

Table 1: Sex of the Respondents

Sex	Frequencies	Percentages
Males	21	46.7
Females	24	53.3
Total	45	100

Source: Respondents

From table 1, the total number of respondents was 45 and, it can be established that the respondents were 21 males and the rest were females with 24.

4.1.2 Age-range

Table 2: Age of the Respondents

Age	Frequency	Percentages
Below 34	23	51.1
35-44	16	35.6
45	6	13.3
Total	45	100

Source: Respondents

From the study it was found out that respondents below 34 years were more with 51.1% followed by between 35 - 44 with 35.6% and last 45+ with 13.3%. Below 34 were more numbered as these included children.

4.1.3 Marital status
Table 3: Marital status of the Respondents

Marital Status	Frequencies	Percentages
Single	29	64.4
Married	13	28.9
Divorced	3	6.7
Total	45	100

Source: Respondents

From the study, it was established that most of the respondents were single with 65% followed by married with 28.9% and divorced with 6.7%. Through the informal interview with the respondents, single were many because they fear commitment as they fresh graduates.

4.1.4 Education level
Table 4: Education level of the Teachers in private schools

Educational level	Frequencies	Percentages
Diploma in secondary education	7	46.7
Bachelors degree in secondary education	5	33.3
Masters	3	20.0
Total	15	100

Source: Respondents

The results indicate that 46.7% have Diploma in secondary education while 33.3% are graduate teachers. There were also 20.0% teachers with master's degree.

Most of the teachers (46.7%) are diploma holders in secondary education. This was because the respondents visited were secondary school teachers and, most of them had diplomas

Table 5: Education level of the teachers in public schools

Educational level	Frequencies	Percentages
Diploma in secondary education	9	36
Bachelors degree in secondary education	12	48
Masters degree	4	16
Total	**25**	**100**

Source: Respondents

From the study it was found out that most of the respondents were teachers with Bachelors (48%) followed by diploma holders with (36%) and lastly master's degree with (16%).

4.2.0 General performance of students in secondary schools of Shuuku, Sheema

Table 6: General performance of students in public secondary Schools of Shuuku, Sheema

School	Performance
Ryakasinga centre for higher educ	Fairly good
Butsibo sec. School	Fair
Karera seed school	Good

Source: Respondents

From table, it can be established that the best performing secondary school is Karera seed school, followed by Ryakasinga centre for higher education and lastly performer is Butsibo Sec. School.

Table 7: performance of students in private secondary schools of Shuuku, Sheema

School	Performance
Ruyonza riverside sec. School	Good
Shuuku voc. Sec .school	Very good
St. Paul high school-kyempitsi	Fairly good

Source: Respondents

Table 7 shows that Ruyonza Riverside Sec. School has been the best performing private school in the last four years, followed by St. Paul high school-Kyempitsi and lastly, Shuuku Voc. Sec. School

4.2.1 Performance of Karera seed school
Table 8: Performance of Karera seed school

Year	Grade 1	Grade II	Grade III	Grade IV	Failure	Percentage pass
2014	06	23	21	21	10	87.7%
2015	08	24	17	09	08	87.8%
2016	07	23	19	18	05	93.1%
2017	09	25	17	10	07	89.7%

Source: Respondents

From table 8, 2016, registered the highest number of students who passed with 93.1%, it is followed by 2017 with 89.7%, then 2015 with 87.8% and, lastly 2014 with 87.7%. In summary, the performance is not uniform as it varies every year. In 2017, the school registered good grades in division one, two and three, but however had higher failures compared to 2016.

4.2.2 Performance of Ryakasinga centre for higher education

Table 9: Performance of Ryakasinga centre for higher education

Year	Grad e 1	Grade 2	Grade III	Grade IV	Failure	Percentage pass
2014	08	27	25	16	09	89.4%
2015	12	29	21	12	11	87.1%
2016	10	33	30	07	06	93.0%
2017	11	28	19	09	07	90.5%

Source: Respondents

Table 9 shows that varied performance whereby the performance was registered in 2016 was the highest with 93.0%, followed by 2017 with 90.5%, then 2014 with 89.4% and last performance was 2014 with 87.1%. This however shows some improvement in performance from 2014 though there was a small decline in 2017.

4.2.3 Performance of Butsibo Sec. School.

Table 10: Performance of Butsibo Sec. School.

Year	Grade I	Grade II	Grade III	Grade IV	Failure	Percentage pass
2014	05	16	17	04	12	77.8%
2015	07	15	13	08	11	79.6%
2016	10	20	15	03	08	85.7%
2017	09	19	10	05	07	86.0%

Source: Respondents

From the table above, it can be established that, 2017 with (86.0%), students performed better in the previous four years. This was followed by 2016 with (85.7%), then 2015 with (79.6%) and 2014 with 77.8% came last. There has been a good trend in the performance form 2014 as the percentage performance according to the table has been increasing steadily up to 2017.

27

4.2.4 Performance of Ruyonza Riverside Sec. School
Table 11: Performance of Ruyonza Riverside Sec. School

Year	Grade I	Grade II	Grade III	Grade IV	Failures	Percentage pass
2014	11	17	9	7	08	84.6%
2015	13	19	11	9	05	91.2%
2016	10	21	10	9	06	89.2%
2017	12	20	8	11	04	92.7%

Source: Respondents

From the table, it can be established that in the past four years, 2017 was performed the best with 92.7%followed by 2015 with 91.2%, then 2016 with 89.2%, and lastly 2014 with 84.6%. However, the performance by percentage cannot justify good or poor performance, because according to the table, 2015 registered good grades though was corrupted by two members who failed compared to 2017

4.2.5 Performance of St. Paul high school-Kyempitsi
Table 12: Performance of St. Paul high school-Kyempitsi

Year	Grade I	Grade II	Grade III	Grade IV	Failures	Percentage pass
2014	07	18	7	5	06	86.0%
2015	10	16	5	6	05	88.1%
2016	12	19	7	7	06	88.2%
2017	12	18	8	5	07	86.0%

Source: Respondents

From the table, it is established that 2016 was the best performing year with 88.2%followed by 2015 with 88.1%then 2014 and 2017 had the same percentage of performance (86.0%).

28

However, according to the table, it can be established that 2017 had good performance compared to 2014. This is because they registered more grades in one, two and three than in 2014.

4.2.6 Performance of Shuuku Voc. Sec. School

Table 13: Performance of Shuuku Voc. Sec. School

Year	Grade I	Grade II	Grade III	Grade IV	Failures	Percentage pass
2014	06	12	21	11	08	86.2%
2015	05	14	17	10	09	83.6%
2016	08	13	19	10	06	89.3%
2017	07	15	14	8	07	86.3%

Source: Respondents

From the table, shows that 2016 was the best performed year with 89.3% then followed by 2017 with 86.3%, then 2014 with 86.2% and lastly 2015 with 83.6%

CHAPTER FIVE

5.0 Introduction

In this chapter, the researcher dwelt on summarizing the findings, giving recommendations and general conclusion of the research.

5.1 Summary of the findings

From table 1, the total number of respondents was 45 and, it can be established that the respondents were 21 males and the rest were females with 24. In table 2, it was found out that respondents below 34 years were more with 51.1% followed by between 35 - 44 with 35.6% and last 45+ with 13.3%. Below 34 were more numbered as these included children. For table 3, it was established that most of the respondents were single with 65% followed by married with 28.9% and divorced with 6.7%. Through the informal interview with the respondents, single were many because they fear commitment as they fresh graduates. For table 4, the results indicated that 46.7% have Diploma in secondary education while 33.3% are graduate teachers. There were also 20.0% teachers with master's degree.

Most of the teachers (46.7%) are diploma holders in secondary education. This was because the respondents visited were secondary school teachers and, most of them had diplomas. According to table 5, it was found out that most of the respondents were teachers with Bachelors (48%) followed by diploma holders with (36%) and lastly master's degree with (16%). From table 6, it was established that the best performing secondary school is Karera seed school, followed by Ryakasinga centre for higher education and lastly performer is Butsibo Sec. School. Table 7 shows that Ruyonza Riverside Sec. School has been the best performing private school in the last four years, followed by St. Paul high school-Kyempitsi and lastly, Shuuku Voc. Sec. School. From table 8, 2016, registered the highest number of students who passed with 93.1%, it is followed by 2017 with 89.7%, then 2015 with 87.8% and, lastly 2014 with 87.7%. In summary, the performance is not uniform as it varies every year. In 2017, the school registered good grades in division one, two and three, but however had higher failures compared to 2016. In table 9, there was varied performance whereby the performance was registered in 2016 was the highest with 93.0%, followed by 2017 with 90.5%, then 2014 with 89.4% and last performance was 2014 with 87.1%. This however shows some improvement in performance from 2014 though there was a small decline in 2017. From the table 10, it can be established

30

hat, 2017 was with (86.0%), students performed better in the previous four years. This was followed by 2016 with (85.7%), then 2015 with (79.6%) and 2014 with 77.8% came last. There has been a good trend in the performance form 2014 as the percentage performance according to the table has been increasing steadily up to 2017. For the table 11, it can be established that in the past four years, 2017 was performed the best with 92.7%followed by 2015 with 91.2%, then 2016 with 89.2%, and lastly 2014 with 84.6%. However, the performance by percentage cannot justify good or poor performance, because according to the table, 2015 registered good grades though were corrupted by two members who failed compared to 2017. According to table 12, it is established that 2016 was the best performing year with 88.2%followed by 2015 with 88.1%then 2014 and 2017 had the same percentage of performance (86.0%). However, according to the table, it can be established that 2017 had good performance compared to 2014. This is because they registered more grades in one, two and three than in 2014 and lastly, table 13 for it 2016 was the best performed year with 89.3%then followed by 2017 with 86.3%, then 2014 with 86.2% and lastly 2015 with 83.6%.

.2 Recommendations

According to the observations, the researcher came up with the following recommendations;

Teachers should be remunerated equivalent to their levels of education and experience

Teachers should make the school environment conducive for the students to embrace education, thus good learning-teaching experience to take place.

Teachers should improve on their academic qualifications and skill by going for retooling/ refresher courses.

The government should equip good qualified and enough teachers to its (public) schools to transform students' perception towards education

Parents should pay their school dues in time to enable schools programs to run smoothly specially in the private schools

Best teachers should be motivated accordingly to enable their stability at the school because other schools seize them after seeing their credibility.

31

'arents should ensure good environment to their children which is free from immorality lest they isk their children being corrupted by the subsequent delinquent behaviors

'arents should give adequate parental grooming to their children to grow as responsibly.

'he schools should conduct subsequent meeting with the stakeholders to ensure mutual ooperation.

.3 Conclusion

'he research generally will help to improve on the students' academic performance among the econdary schools of Shuuku Sub County, Sheema District and the research got an opportunity o traverse varied school set-ups and the research is certain to a great extent that if the ecommendations are being followed in some ways, there will be an academic improvement

REFERENCES

Oman Julius (2010). Organizational Culture: Uganda's Inspectorate Department of Education, International Journal of Educational Administration.

Tembe Juliet (2006) Teacher Training and the English Language in Uganda

Twaddle Michael (2011); Some Implications of Literacy in Uganda, History in Africa.

Bossaert G. S et al, (2011); predicting Students Academic Achievement after the Transition to First Grade: A Two-Year Longitudinal: Study, Journal of Applied Developmental Psychology

Coladarci T & Cob C.D (1996): Extra Curricular Participation School Size, Achievement and Self-Esteem among High School Students; A National Look Journal of Research in Rural Education

De Grauwe A (2009); Without Capacity, there is no development, Paris; UWESCO.

Matlin Margret (2009); Cognition; Hoboken, NJ; John & Sons

Brown Cynthia G. (2011), "Persistence of Educational Inequality Center for American Progress.

Sullivan A, Ketende S. & Joshi H. (2013). Social Class and Inequalities in Early Cognitive Scores. Sociology

Daniel Voyer and Suzan D. Voyer (2014). Gender Differences in Scholastic Achievements a Meta-Analysis

Harden K.P & Turkheimer E Loehlin J.C (2005) "Genotype Environment Interaction In Adolescents Cognitive Ability". Behavior Genetics.

Loenhardt D. (2005) Class Matters; the College Dropout Boom. New York Times.

Ministry of Education and Sports, the Republic of Uganda.

Reaser A et al (2007). The Learning and Study Strategies of College Students with ADHD

Schools in Uganda

APPENDICES

APPENDIX: A

Dec 2017	2nd week	Development of proposal
Feb 2018	3rd week	Approval
April 2018	2nd, 3rd and 4th weeks	Collection of data
July 2018	3rd and 4th weeks	Presentation and analysis of data collected
Sept 2018	2nd week	Submission

APPENDIX B: QUESTIONNAIRES TO THE PARENTS, TEACHERS, HEAD TEACHERS, LEARNERS AND OTHER STAKEHOLDERS

Dear respondent,

I am a student of KIU in my final year. I am carrying out research study on the topic: "factors affecting students' academic performance in secondary schools in Shuuku Sub County, Sheema District, Uganda"

The purpose of this study (on you) is to collect data on the topic your response will be treated with confidentiality and the information obtained is strictly for education purposes

INSTRUCTION:

This section concerns you, please tick, the most appropriate boxes of your choice and fill in the space provided.

SECTION A: PERSONAL DATA

1. Sex: (a) male ☐   (b) female ☐

2. Age of the respondent;

(a) Below 34 ☐   (b) 35-44 ☐   (c) 45+ ☐

34

3. Marital status

a) Married ☐   (b) single ☐   (c) divorced ☐

4. Education Background

(a) Certificate ☐   (c) Bachelors degree ☐

(b) Diploma ☐   (d) Maters degree ☐

5. Occupation of the respondent;

(a) Civil servant ☐   (c) Business proprietor ☐

(b) Teacher ☐   (d) Others specify ☐

SECTION B: ATTITUDE TOWARDS SECONDARY EDUCATION

5. Give your own understanding of education

7. What is your attitude towards, secondary schools in Shuuku Sub County?

(a) Very good ☐   (c) Fair ☐   (e) Very poor ☐

(b) Good ☐   (d) Poor ☐   (f) Others specify ☐

8 (i) What is your attitude towards the academic performance of public schools?

a) positive ☐

b) Negative ☐

ii) Either of the selected attitudes briefly explain why?

……………………………………………………………………………………………

9(i) What is your attitude towards the academic performance of private schools?

(a) Positive ☐   (b) Negative ☐

35

(ii) In either of the above selected, briefly explain

why?..

10. What could be the causes of poor academic performance?

(a) Long distances by ⬚   (c) Negative attitude of the ⬚   (e) Remoteness of the ⬚
    students   learners   schools/area

(b) Lack of motivation ⬚   (d) Un exemplary teachers ⬚   (f) Punishments ⬚

Others specify...

11. What is the most recommendable school in the area?

(a) Butsibo Sec School   ⬚

(b) Karere Seed School   ⬚

(c) Ryakasinga Center for Higher Education ⬚

(d) Shuuku Voc Sec School   ⬚

(e) St. Paul High Sch. Kyempitsi   ⬚

(f) Ruyonza Riverside Sec. School   ⬚

12. What should be done to improve on the academic performance? Please

comment:...

13. What are your general recommendations on this

topic?..