

**FACTORS AFFECTING STUDENTS PERFORMANCE IN LUGANDA
LANGUAGE IN SECONDARY SCHOOLS**

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**A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION
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AWARD OF THE BACHELORS DEGREE
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INTERNATIONAL
UNIVERSITY**

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DECLARATION

I Nduwula Bashir declare that this is my original work and that it has never been presented to any other education institution for the award of any degree. I have acknowledged the sources of references used in the work.

Signed.....

NDAWULA BASHIR

Date.....

APPROVAL

This is to certify that the research of Ndawula Bashir concerning "Factors affecting students performance in Luganda language in secondary schools in Busujju Sub Country Mityana District" has been conducted under my supervision and is now ready for submission to the College of Education Open and Distance Learning of Kampala International University for examination fulfillment of the requirements for the award of the degree of Bachelor of Education.

Signed.....

FR. DEUS KAREMIRE

SUPERVISOR

Date.....

DEDICATION

This work is dedicated to the family of Sheak Umar Kisekka and Hajjati Fatuma Nansubuga not forgetting my beloved mother Nankabirwa Aisha who have Toiled for my studies and my late Father Ssebuufu Hamidu may your Soul rest in Internal Peace.

ACKNOWLEDGEMENT

With due respect I would like to extend my sincere thanks to the following person, the family of Sheikh Umar Kisekka who have tirelessly supported me, Mr. Ndwula Ahmed, Mr. Kisekka Diriisa, J.J Sonko thank you so much. Sincere thank goes to my supervisor F.R Karemba for continued guidance he has rendered to me, in special way I would like to thank my dear mother Nankabira Aisha Madam Nakiberu Noor maama Hajarah for financial support given. I thank my dear brothers and sisters for tendering support toward my studies, appreciation goes to the administrators teachers and student of Kimawu S.S.S, Legacy, College School Kyengeza S.S.S, Kikonge S.S for their co-operation during the study. I can not overlook the support rendered to me by my friends such as Nkalubo Dissan, Nakitto Margaret, Iuwaga Ismail, Hajat Nakilanda Rehemah, and My classmates thank you so much not forgetting Lion club of Kampala Central, BANKOSA KIU thanks so much may the Almighty God reward you abundantly.

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ABSTRACT

The study was conducted to find out factors affecting students academic performance in Luganda Language and was guided by the following objectives, finding out the influence of socio-economic status, teaching methods and instructional materials on students performance in Luganda Language in secondary school in Busujju Sub Country Mityana District.

Across sectional survey research design was applied and a qualitative research approach used. A systematic random sampling technique was applied to select four secondary schools from which a sample size of 100 respondents both males and females were purposively selected. Data was analyzed using descriptive statistic where frequency table and percentage were applied.

In research findings indicated that socio-economic status most especially elements of family size, parents occupation, feeding at home, financial support, teaching method and instructional materials were found to have contributed concluded that children's experiences at home are critical to language growth and learning, application of different teaching methods is the only remedy to the poor performance in Luganda Language and insufficient reading materials deters students' communication competence there by deterring there general performance in Luganda Language. As a research I recommended that teachers need to increase their understanding of the linguistic features of language and that specialized context knowledge is essential for teaching reading just as it is in the maths and science. Future research should investigate the ways in which multiple aspects of the have learning environment jointly contribute to development outcomes in children's language performance and also the ministry of Education and Sports together with school administrators need to ensure that school budgets annually reflect the purchasing of up to date and variety of a study materials. Schools should not only look at textbooks as the only materials necessary for language performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

In this chapter the researcher presents the background of the study, statement of the problem, study objectives, research questions, scope and significances of the study. The major aim of the study is to examine factors affecting students' academic performance in Luganda language in secondary school in Busujju Sub County, Mityana District.

1.1 Background of the study

Almost every human child succeeds in learning language as a result; people often tend to take the process of language learning for granted. To many languages seems like a basic instinct, as simple as breaching. But language is not simple at all; in fact it is the most complex skill that a human being will ever master. That nearly all people succeed in learning this complex skill demonstrates how well language has adapted to human nature, in a very real sense, language is the complete expression of what it means to be human.

Linguists in the tradition of Chomsky, (1982) tend to think of language as having a universal core from which individual languages select out a particular configuration of features, parameter is, and settings, as a result, they see language as an instinct that is driven by specifically human evolutionary adaptations. In their view, language resides in a unique mental organ that has been given as a "special gift: to the human species. This mental organ contains rules, constraints and other structures that can be specified by linguistic analysis.

Language is composed of various functional components and one of them is morphology. Morphology is concerned with the internal organization of words, although the term seems familiar and straight forward, it appears to be rather difficult to provide a satisfactory definition that is applicable to all languages (Cruse, 2001).

For the need of our study, and keeping in mind the potential limitations, we adopted the flexible definition by Trask (1999), who defined **word** as the "Linguistic unit typically larger than a morpheme but smaller than a phrase" (P. 342).

A major component of language is syntax. Syntax contains the rules which govern the form or structure of a sentence. These rules specify word order, sentence organization and the relationships between words, word classes and other sentence elements, syntax specifies which word combinations are acceptable or grammatical and which are not. In addition to word order rules, syntax specifies which word classes appear in noun and verb phrases and the relationship of these two types of sentences. Each sentence must contain a noun phrase and a verb phrase. The mandatory features of noun and verb phrases are a noun and verb respectively (Owen, 1996).

Socio-economic status which is based on family income, parental education level, parental occupation and social status in the community is looked at because families with high socio-economic status often have more success in preparing their young children for school because they typically have access to a wide range of resources to promote and support young children development. They are able to provide their young children with high quality child care, books and toys to encourage children in various learning activities at home. Also, they have easy access to information regarding their children's health, as well as social, emotional and cognitive development. In addition, families with high social-economic status often seek out information to help them better prepare their young children for school because they typically have access to a wide range of resources to promote and support young children's development. They are able to provide their young children with high-quality child care, books and toys to encourage children in various learning activities at home. Also they have easy access to information regarding their children's health, as well as social, emotional and cognitive development.

In the study, the researcher is to look at teaching methods as being also critical in influencing the mastery of any language but specifically Luganda therefore the study

reviewed different teaching methods making an analysis of how these teaching techniques affect the learning of a language, teaching methods that are considered crucial in teaching language education; role play, question and answer, demonstration, discussion, brain storming, plus the chalk and talk methods.

Gallagher et al (1995) states that teachers must assume the role of "resource brokers." The implication of this is that teachers should become familiar with a variety of instructional delivery methods, rather than rely on the "best way."

This study further is to look at instructional materials as having influence on student's performance in Luganda language and they are defined as items that are designed to serve as a major tool for assisting in the instruction of a subject they may include soft backed text books, consumable, learning laboratories films, online services, laser discs CD-ROM etc. instructional materials aids used by teachers to support the teaching and learning process include text books, chalk boards, audio and video tapes magazines and newspapers (Kalawale 1998) found out that language teaching is bedeviled with many problems such as inadequate period of teaching methods and lack of adequate and useful resources.

Academic performance can be described as how well a student meets standards set out by the government and the institution itself. In the study academic performance was looked at in terms of reading, writing and speaking of Luganda language. The researcher wanted to examine whether the social economic status, teaching methods and instructional materials have influence on learner performance in Luganda language. Results from maintaining of Luganda classroom and school performance done by academic coordinator, in Busujju Sub County Luganda teachers Association revealed reading and writing of Luganda being poorly performed areas leading again to poor grade at UNEB final examinations.

1.2 Problem statement

Over the years, students who study Luganda as a subject in Busujju Sub County Mityana District have been performing so poorly in their ordinary and advanced level

examinations. In light of evidence that children from low-income and minority background are more likely to exhibit delays in language learning at school entry, additional work is needed to understand why those differences exist and how to best support parents in their provision of positive home environments for their children. The study will investigate different factors affecting pupils' performance in Luganda language much as there could be so many factors leading to this strange situation of poor performance in Luganda in Busujju Sub County Mityana District. It also assumed that factor like socio-economic status; teaching methods and instructional materials are some of them. Therefore the researcher is interested in finding whether the above factors really have led to the poor performance in Luganda and then recommends what can be done to solve this problem.

1.3 Purpose

The purpose of the study is to find out factors affecting students academic performance in Luganda language in secondary schools in Busujju Sub County Mityana District.

1.4 Specific objectives

1. To find out the influence of socio-economic status on students' performance in Luganda language in secondary schools in Busujju Sub County Mityana District.
2. To examine the effects of various teaching methods on students' performance in Luganda language in secondary schools in Busujju Sub County Mityana District.
3. To establish the extent to which instructional materials influence students' performance in Luganda language in secondary schools in Busujju Sub County Mityana District.

1.5 Research questions

1. How does socio-economic status affects students' performance in Luganda language in secondary schools in Busujju Sub County Mityana District?
2. How do various teaching methods affects students' performance in Luganda language in secondary school in Busujju Sub County Mityana District?

3. How do the instructional materials influence students' performance in Luganda language in secondary school in Busujju Sub County Mityana District?

1.6 Scope of the study

The study will be conducted in some secondary schools in Busujju Sub County Mityana District to find out factors affecting students' performance in Luganda language in secondary schools. Busujju Sub County Mityana District is bordered by Wakiso District, Mpigi District, Mubende District and Butambala in the west.

1.7 Significance of the study

The study will help teachers to improvise and optimize use of the available reading materials to achieve success in teaching the reading, writing skills of Luganda language.

Education managers and policy makers will be made aware of the necessity to avail study materials where possible and ensuring that they are appropriately handled.

Teachers will be helped in finding possible solutions to other factors which hinder students' skills in Luganda language.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter we are going to see existing literature and its relevance to the study for example in socio-economic status and students academic performance, teaching methods and students academic performance plus instructional materials and students academic performance.

2.1 Socio-economic status and students' performance in Luganda language (SES)

Social economic status can be analyzed as the way people behave and the discipline exercise in their life style as in spending to access the necessities and requirement at home. Research has shown that individuals vary greatly in the ways they learn a language (Stephan, 1989) some learners are more analytically oriented and thrive on picking apart words and sentences. Others are more globally oriented, needing to experience overall patterns of language in meaningful contexts before making sense of the linguistic parts and forms some learners are more visually oriented, others more geared to sounds. The mechanism by which SES affects child language development via maternal speech must have two components.

- a) The process by which SES affects maternal speech and
 - a. The process by which maternal speech affects language growth with respect to the first process research findings suggest that SES related differences in child directed speech arise from more general SES related difference in language use. The presently observed differences in the quantity, lexical richness, and sentence complexity of mother's speech to their children were also found in the speech (Hoff-Ginsberg 1991).

Language mastering is not a day's action, it takes time and it is a process in that an individual goes through a lot of experience and practice, through different settings. Family socio-economic status (SES) is a powerful predictor of many aspects of child development. The current research aims at identifying the pathways by which SES exerts its well-established influence as noted by (De Gormo, Torgatch and Martinez,

2002, Keating & Hertzman 1999, Liver Brooks-Gunn & Kohen, 2002 National Research Council and Institute of Medicine 2000). Because SES and child development are multifaceted variables and because many factors that influence child development vary with SES, the causal relationships underlying SES affects on child development may be difficult to uncover (Hoff, Laursen, & Tardit, 2002).

There has been a tremendous amount of research done showing that a child's social economic status (SES) affects his or her overall cognitive ability and academic achievement (Bradley & Coryn, 2002, Bracey 1996, Ram and Hon 2003, Guncan, Yeung, Brooks- Gunn & Smith 1998). According to Vail (2004), "children from high poverty environments enter school less ready to learn, and they lay behind their more-affluent classmates in their ability to use language to solve problems" (p.12) it has also been found that SES seems to affect the consistency of a student's attendance, as well as how many years of education he or she ultimately completes (Bradley & Coryn, 2002) many researchers agree that there is usually a positive correlation between SES and academic achievement.

Ramey and Remey (1994)_ describes the relationship of family socio-economic status to children's readiness for school across all socio-economic groups parents face major challenges when it comes to providing optimal care and education for their children for families in poverty, these challenges cannot be formidable sometimes, when basic necessities are lacking, parents must place top priority on housing, food, clothing and health care educational toys, games and books may appear to be luxuries and parents may not have the time energy or knowledge to find innovative and less expensive ways to foster young children's development. This implies that children from low SES may not perform so well in a language since they may lack the necessary resources such as text books and perhaps finance for study trips or seminars.

2.2 Teaching methods and students' performance in Luganda language

Serious mismatches may occur between the learning styles of students in a class and the teaching style of the instructor (Felder & Silverman 1988, Lawrence 1993, Oxford et al 1991, Schmeck 1988) with unfortunate potential consequences, the students tend to

be bored and inattentive in class, do poorly on tests, get discouraged about the course, and may conclude that they are no good at the subject of the course and give up (Felder & Silverman 1988, Godleski 1984, Oxford et al 1991, Smith & Renzull, 1984). The different methods of teaching are expected to influence learner differently, for example, Brain storming is student centered learning that utilizes the whole brain and recognizes that not all students learn in the same way.

It is also an active process where students are actively engaged in constructing their own knowledge in a variety of learning situations and contexts (Caine Caine, 1997, Caine & Caine and Crouell, 1999). This method of teaching emphasizes the applying of information with which is related to real themes and such a method would be so effective in teaching of a language where learners are being brain stormed on the different learning themes.

The other method of teaching that has been looked at as being so influential in students' learning and achievement is role-play in a teaching technique used in small group instruction. Students of a normal sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of sub topics to research individual members of each groups then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting body in the role of instructor of their sub category. The role-play strategy is a cooperative learning technique for students from 3rd to 12th grade.

Video tape role play feed back is an effective method of providing reinforcement to communication skills or teaching of any language skills (Woolley 1960, Breen 1970, Decker 1983). The primary benefits of video play back are feedback and self assessment (Moncrief and Shipp 1994). A crucial first step in improving skills is the ability to see and understand those skills in need of improvement. Nonverbal communication skills, particularly, benefit from reviewing the video tape of role-play. Research suggests that non verbal communication is an important sales skill (Peterson 2005) and can be taught (Schuebel and Schuebel 2002).

According to Good and Swift (1996), Tanner and Chonko (1991) gaining or competition method of teaching contributes to an increase in academic performance in manner that it is perceived by the students as a fun and useful learning activity. Team projects or assignments are also viewed as being so critical in improving students' performance. Team project have become a mainstay of academics with documented benefits to students learning (Donmeyer 1986, Williams et al 1991). Another effective techniques of teaching language is the question and answer method. The use of questions and answers in class is perfectly legitimate approach to teaching, but it is often confused with discussion, question and answer teaching almost always deals with factual data and objective responses very often. It is a review of material previously studied by the students or just in this approach to teaching there is a tendency in a though question to pose a defined problem and thereby lapse over to the discussion technique. Both of these techniques are perfectly valid, but the teacher should be able to identify when he is using discussion and when he is using question and answer. However a common weakness in question and answer teaching is the framing of superfluous or shallow questions which offer challenge to the class.

Then the discussion teaching methods differs from question and answer teaching primarily by the kind of questions used. In discussion, it is our purpose to get students to think through the issues rather than verbalize memorized data or repeat right answers. Basic to a good discussion is a problem which clearly defined. The problem must be limited in scope so that it can be understood by members of the group and satisfactorily dealt with in the a allotted time when used as a teaching method, discussion is not conducted for the sake of therapy that rather for the sake of pinpointing answers and solution.

A rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for language learning, Mulmowki (1991) asserted that composition writing is a difficult skill to acquire and recommended therefore, the teachers must use a variety of methods for teaching a language. Ellis and Tomlison (1980) recommended some basic skills to be taught to learner's so that they can write essays proficiently. Such skills include spelling,

punctuation, linguistic skills and conversation style. Reyner et al (2001:57) ascertained that “many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method.”

2.3 Instructional materials and students' performance in Luganda language

Instructional materials these are items that teachers always use in teaching a given subject, given that language is the vehicle of social interaction and we need effective language to function properly in the work place. Social interaction and indeed, for functional literacy, it must be emphasized that “a person is functionally literate when he has acquired the knowledge and skills in reading and writing which enable him to engage effectively in all those activities in which literacy is normally assured in his culture of group” (Gray, 1996:24).

According to Kolawale (1998), there is dominance of text books dictionaries, chalk boards, work books and posters in the teaching of languages in secondary schools in Nigeria, this perhaps not so much different from the Ugandan secondary schools, however there are other instructional materials that are more effective to students' learning which many schools miss, these include Video tapes, simulation and computer games which are lacking in many schools in Uganda. Dakkers and Donatti (1981) suggest that simulations have a positive effect on student motivations. Because they are actively involved. College students are engaged in the learning process rather than observers. Parente (1995) argues that simulations can “build on environment from students can learn experientially.”

Therefore students analyze situations from the inside by making them active learners, we motivate them to learn the material and succeed in the class. They also learn to view the materials with a more critical eye as they make decisions themselves rather than passively accepting those made by others. Classroom simulations have been found to facilitate a deeper understanding of complex concepts (Dorn 1989, Duke 2001, Jenkins 1992) through reflection on direct experience, these exercises provide students with insights difficult to achieve through conventional pedagogical techniques. In the case of simulation a joint instructional tool for training in different fields when developing human

relation skills is required (Buss, Vaughan 1966, Goldstein 1992). In a negotiation and communication, the use of effective interpersonal skills is crucial however, these skills are difficult to acquire by cognitive methods alone (e.g. attending classes or reading in other words students have a more complete learning experience in a role-playing negotiation through simulations (King 1966, Goldstein 1992).

Further more, text books are at the heart of educational enterprise as they offer students "a rich array of new and potentially interesting facts and open the door to a world of fantastic experience" (Chamblis and Calfe, 1998 P.7) it is very evident that text books are the "primary vehicles for delivering content knowledge for determining in large measures what goes on in a class (e.g. Hummel 1998, cited in Lebrun, Lenar, Laforest, Leroise Roy, Spallanzani and Pearson 2002) and for assessing what students do and do not learn (Oakes and Sanders 2004). It has been identified that access to and availability of textbooks is particularly significant factor in academic performance in any field of study (Oakes and Sanders, 2004). So many schools especially in rural areas such as Busujju Mityana District schools lack text books and other materials which support language learning.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter the research methodology is described in terms of the research design, study population, sample sizes, sampling techniques procedures, data collection methods, data analysis, ethical consideration, as well as limitations.

3.1 Research design

The study is aiming at finding out factors affecting students' performance in Luganda language in secondary schools in Busujju Sub County Mityana District. A cross sectional survey research design is to be adopted to help the researcher examine how these factors really influence language mastering. This design is thought to be the most appropriate for this study because the nature of the study will not have long period.

3.2 Study population

The study is to include male and female students in senior five in selected secondary schools in Busujju Sub County Mityana District. This is because these students have already done national examinations in the Luganda language and they can easily explain their academic performance in the Luganda language and they can easily explain their academic performance in this subject and justification can be given, there are six secondary schools in Busujju Sub County Mityana District with about 120 students offering Luganda at A-level.

3.3 Sample size

The research is to take up limited population and sampling size is selected. A systematic random sampling technique is to be applied to select for secondary schools from which a sample size of 100 respondents both males and females were purposively

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selected. This sample size was determined basing on Krejcie, R.V & Morgan, and D.w (1970).

Table 3.1 Sample size distribution

District	School	Number of respondents
Busujju SubCounty Mityana District	Legacy college school	15
	Kiwawu S.S	35
	Kyengeza S.S	25
	Kikonge S.S	25
Total		100

Table 3.1 shows the number of respondents as selected from the Busujju Sub County Mityana District and number of respondents. The researcher selected 25 students from each however at Kiwawu, 35 because the school is highly populated the responded were both male and female from senior five.

3.4 Sampling technique

With the help of teachers, pupils will be selected using purposive sampling while the teachers will be selected using simple random sampling, and helped to tress reports from UNEB as far as performance is concerned.

3.5 Research instruments

Questionnaires will be used to extract information from teachers, and students and where applicable interview will be used.

3.6 Data collection

The research is to use both primary and secondary data collection methods.

3.6.1 Primary data collection

The researcher is to administer questionnaire simply because they are easier to administer and give ample time to the respondents and they will be asked to rate their perceptions and understanding of certain variable on which the study was based.

3.6.2 Collection of secondary data

These include annual reports from schools and Uganda National Examination Board. These provide additional information on how social- economic status influences academic achievements, the different teaching methods and types of reading materials available in secondary school.

3.7 Research procedure

The researcher is to obtain his identity card plus introductory letter to be presented at the school and be granted permission to conduct the study in the schools.

3.8 Data processing and analysis

The processing and analysis of data involve three stages that are editing, coding and tabulation.

3.9 Data quality control

The quality of data is mainly maintained in two ways; validity and reliability.

i) Validity

The study has to ensure that content validity of the instrument is obtained by giving the questionnaires to colleagues who are familiar in the same area and the supervisor to rate the ability of the questionnaires to bring out the intended study objectives. This is done using the formula for Content Validity Index (CVI).

Number of items receiving positive ratings of content relevance from all raters

CVI = total number of items on measures

According to Gronbach (1971) an instrument is considered to be valid if its content validity index is between 0.64 and 1.00

ii) Reliability

Reliability of the instrument of the study is attained by testing the instrument first (pilot study).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter gives the description of the background variables, data analysis, presentation and interpretation of the findings, research question per research question.

4.1 Description of respondents' background

This section gives a description of the background of respondents in the following arrangement; name of school, age and sex.

4.1.1 Respondents by school

Respondents according to the schools which participated in the study are summarized in table 1;

Table 4:2 Distribution of respondents according to school

Name of the school	Frequency	Valid percent
Legacy college school	15	15.0
Kiwawu S.S	35	35.0
Kyengeza S.S	25	25.0
Kikonge S.S	25	25.0
Total	100	100.0

Each schools was represented according to the number of students doing Luganda in that school but the researcher made sure that over 50% of the students is represented.

4.1.2 Respondents by age

Table: 4.3: Distribution of respondents according to age

Age	Frequency	Valid percent
17 years	38	35.0
18 years	33	33.0
19 years	18	18.0
20 and above	11	11.0
Total	100	100.0

Majority of respondents were 17 years of age (38%) followed by those of 18 years (33%) although there were a two respondents who had 20 years and above (11%). In the Ugandan system of education a child is supposed to enroll for primary education at the age of six. Therefore in real sense at senior five children who had normal academic progress would be 18 years, although there are cases of children who begin school at the age of five and for the cases of rural areas others begin at the age of seven or even eight thus disparities in the above table.

4.1.3 Respondents by gender

Table 4.4 Distribution of respondents gender

Gender	Frequency	Valid percent
Male	58	58.0
Female	42	39.0
Total	100	100.0

Basing on the above table the majority of respondents were male (58%) and this could have as a result of culture in the village many parents still have a mentality that educating a girl child is wastage of money as many girls fail to accomplish their studies and get early marriage.

4.2 Research question one

How does socio-economic status affect students' performance in Luganda language in Secondary Schools in Busujju Sub County, Mityana District?

To answer this question several items were designed with an aim of getting the information from the respondents.

Table 4.5 Parent's/ guardian occupation

Parent's/ guardian occupation	Frequency	Valid percent
Professional	17	17.0
Parent/ farmer	65	65.0
Business	18	18.0
Total	100	100.0

Similarly in many developing countries the biggest population living in villages and semi urban places are peasants, so the majority of respondent's guardians were peasants (65%) followed by business sector (18%) and professional such as teachers and others.

Table 4.6 sort of accommodation

Sort of accommodation	Frequency	Valid percent
Own houses	82	82.0
Rented houses	15	15.0
Government house	3	3.0
Total	100	100.0

At least the majority of respondents came from families which owned houses (82%) this might be a different story if this study was carried out in urban centre however there was small portion of government owned houses.

Table 4.7 Financial support to the family

Financial support	Frequency	Valid percent
Always	3	3.0
Frequently	12	12.0
Sometimes	15	15.0
Never	70	70.0
Total	100	100.0

Respondents were asked how often do their parents guardians give financial support to their families and the results showed that (70%) of the guardians would not really financially support their families and only 15% of them would sometimes do so where as just only 8% always offered financial support to their families.

Table 4.8 Means of traveling to school

Traveling to school	Frequency	Valid percent
By walking	69	69.0
Use a bicycle	20	20.0
Public transport	9	9.0
Home vehicle	2	2.0
Total	100	100.0

Most of the respondents said, they get to school by simply waking (69%) and many of them also use bicycles (20%) while only (9%) do use public transport like taxis.

Table 4.9 School going age

School going age	Frequency	Valid percent
One-two	8	8.0
Three-four	17	17.0
Five-six	52	52.0
More than six	23	23.0
Total	100	100.0

Most families of the respondents had at least five- sex children of school going age (52%) and 23% had more than six children of school going age. This is an indication of family size in the rural and semi urban areas which also have a contribution to the child's performance at school.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter focuses on the discussion of the results which is presented in arrangement of research question by research question, conclusions drawn from the study findings and recommendations based on the conclusion.

5.1 Discussion

This subsection looks at the discussion of results based on the three research questions.

5.1.1 Research question one

How does socio-economic status affect students' performance in Luganda language in secondary schools in Busujju Sub County, Mityana District?

The study aimed at evaluating how the socio-economic status of students offering Luganda influences their academic performance in the subject. Research has already shown that a child's socio-economic status (SES) affects his or her overall cognitive ability and academic achievement (Bradley & Corwyn, 2002, Bracey, 1996, Ram and How 2003; Duncan, Yeung, Brooks-Gum & Smith, 1998). This study tried to look at element like, parents/ guardian occupation, sort of accommodation, house asset, meals, financial support, traveling to school, culture and so on. Findings of this study have an affect in the way the child studies. For example a child from a family where less than two meals are got per day, this kind of child lives a non comfortable life and least expected to do well in academics. Teachers of Luganda and any other language today need to notice the issue of culture, there is no way a child will adopt or grasp any language without understanding first the language culture and this stems back to children's families.

People involved in language teaching have again begun to understand the intertwined relation between culture and language (Pulverness, 2003). It has been emphasized that without the study of culture, teaching a language is inaccurate and incomplete. According to Bada (2000:101), the need for cultural literacy arises mainly from the fact that most language learners are not exposed to cultural elements of the society in question; seem to encounter significant hardship in that language communication.

Study findings revealed that most families in Busujju are large where by there are many children schooling from these families, this has constrained most parents in that when it comes to facilitating their children's school needs it becomes a big problem and children in such families get little time to read because they must do a lot of manual labour the family to survive. This is inline with what Consitantino (2000) found out, that children from high SES houses have more books in their homes their those of low SES environments. Children from low SES homes also tend to live in environments that are over crowded, with many siblings and may overall needs that must be met by their parents. This needs to less time to their parents, usually their mothers, to spend quality time working with them to reach their basic needed for attending schools and grasping particular subjects.

5.1.2 Research question two

How do the various teaching methods affects students performance in Luganda language in secondary schools in Busujju a sub county Mityana Districts?

The methodologies of teaching Luganda vary greatly and some are mere effective than others. However, the low self- efficiency of these teachers is of particular concern because teacher self efficiency has been identified as a major indicator of teachers' level of teaching commitment (Coladarei, 1992). Teachers with experience in specific subject matter are more confident about teaching these topic to students using different teaching methods and students achievement is affected by teachers' content

knowledge, certification status standards-based evaluations, and educational level (Ehrenberg & Brever, 1995; Darling Hamnond, Holtz Linhardt, 1994 Mc Cutchen, Harry, Cunningham, Cox, Sidmans Covill, 2002; Milanowski, Kimball & White 2004).

In most secondary schools in Uganda, the teaching of Luganda language does not explore the culture of the language; hence students do not get the real language background and some of the language norms are not learnt well and this yields into a situation where a student learns a language for the sake of passing examinations which is difficult. There is another good method of teaching languages which is lacking in most schools in Uganda and that is 'team projects.' Those team projects have become a ministry of academics will documented benefits to students learning [Donmeyer 1986; Williams et al 1991), although most secondary schools have not employed this with an assumption that there only apply at tertiary institution level.

Research has indicated that, a rich and stimulating language environment during the early years and beyond is essential to the development of verbal and intellectual skills necessary for language learning.

Malinowski (1991), asserted that composition writing is a difficult skill to acquire, and recommended therefore, that teachers must use a variety of methods for teaching a language. Elliss and Tomlison (1980) recommended some basic skills to be taught to learners so that they can write essays proficiently. Such skills include spelling, punctuation, linguistic skills and conversation style Reyner et al (2007;57) ascertained that "many good teachers are adaptive rather than rigid in their approach to teaching children and only loosely base their instruction on a given method."

Again teachers can use simulations as an instructional tool for teaching language skills simulations based on role playing are common methods for training indifferent fields when developing human relation skills is required (Bass & Vanghon, 1966, Goldstein 1992) in a negotiation and communication, the use of effective entrepreneur skills is crucial. However those skills are difficult to acquire by cognitive methods alone (e.g attending classes or reading) in other words, students have a more complete learning

experience in a role playing negotiation through simulations (King 1966, Goldstein 1992).

5.3.1 Research question three

How do the instructional materials influence students' performance in Luganda language in secondary schools in Busujju Sub County, Mityana District?

Instructional materials almost in all subjects in Uganda are still a major challenge basing on the study findings. It was revealed that study materials for Luganda language are still a major disadvantage for the Luganda students and teachers. It was found out that in these schools, even the available study materials are too old and not enough to support learning textbook are at the heart of education enterprise as they offer students "a rich array of new and potentially interesting facts and open the door to a world of fantastic experience" and for assessing what students do and do not learn (Cakes & Saunders, 2004). It has been identified that access to an availability of text books is a particularly significant factor in predicting academic performance in any field of study (Cakes & Saundiers, 2004).

However a study carried out in Nigeria according to Kolowale (1998) there s dominance of text books, dictionaries, chalkboards, work books and posters in the teaching of language in secondary schools in Nigeria, and this situation is not different from the Ugandan schools, however one wonders whether these are the only effective teaching materials, things like video tapes, CD-ROMS and never thought of in most schools where and when it comes to students learning language, video tapes and CD ROMS would be the most effective materials as there have a demonstrative kind of learning/ teaching technique. For example Dekkers and Donatti. (1981) suggest that simulation have a positive effect on student motivation. Because they are actively involved, students are engaged in the learning process rather than observing. Parente (1995) argues their simulations can build an environment from which students can learn experientially.

Schools need to start noticing the importance of using other study materials other than text books throughout language teaching simulations have been found to facilitate a deeper understanding of complex concepts (Dorn 1989; Dukes 2001; Jenkins 1992). Through reflection on direct experience, those exercises provide students with insights difficult to achieve through conventional pedagogical techniques, hence applicability of different teaching materials motivates students and thus better results.

5.2 Conclusions

It has been found out that there is a strong relationship of family socio economic status to children's readiness for school exists. Children's experiences at home are critical to language growth and learning therefore, three aspects of the home literacy environment promote children's learning and language; learning activities (e.g daily book reading). Parenting quality (e.g responsiveness and learning materials (e.g.....age- appropriate toys and books). Additionally, parents with more resources (e.g education, income) are better able to provide positive learning experiences for their young children.

Application of different teaching methods is the only remedy to the poor performance in Uganda language in secondary schools in Busujju sub county Mityana District. Teachers need not to stick to one method of teaching rather integrate the different teaching methods to attain the learning objectives.

Insufficient reading materials deter students' communicative competence thereby deterring their general performance in Luganda (according to Alimwigizo 2005) he says, for learners to attain language competence, they should practice reading more frequently.

5.3 Recommendations

Teachers need to be more flexible as far as teaching technique are concerned and need to increase their understanding of the linguistic features of language ad text in order to effectively teach Luganda and text in order to effectively teacher Luganda.

Specialized content knowledge is essential for teaching reading just as it is in the math and science.

5.4 Area for further research

Future research should investigate the ways in which multiple aspects of the home learning environment jointly contribute to developmental outcomes in children's language performance.

The Ministry of Education and Sports together with school administrators need to ensure that school budgets annually reflect the purchasing of up-to date and variety of study materials. Schools should not only look at text books as the only materials necessary for language performance but other aids like video tapes, CD-ROMS must also be budgeted for.

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APPENDICES

APPENDIX A

QUESTIONNAIRES ON FACTORS AFFECTING STUDENTS

Dear respondent

This questionnaire intends to collect information about the different factors affecting academic performance in the Luganda language in selected secondary schools in Busuju Sub County in Mityana District, information given is confidential since you are randomly selected for to answer this questions to the best of your knowledge and this information will be your knowledge and this information will be very important to the education as far as Luganda language is concerned

Thank you so much

Yours faithfully

.....

NDAWULA BASHIR

SECTION A BACKGROUND INFORMATION

1. Name of the school.....

2. Age.....

3. Sex

Male ☐ Female ☐

4. What is your parents/ guardian occupation

.....

.....

5. What sort of accommodation does your parent/guardian have

Own house ☐

Rented house ☐

Government house ☐

6. How can you describe your house

Very good

Good

Poor

7. What are some of asset you posses at home?

Television

Motorcycle

Bicycle

Radio cassette

Vehicle

8. How many meals do you have at home per day?

4 or more

3 or more

2 or more

Less than 2

9. How do you travel to school?

By walking

Use a bicycle

Public transport

Home vehicle

10. How many children have reached school going age and schooling

One-two

Three-four

Five-six

More than six

11. How often do you think children from large families can performance better in a language especially Luganda?

Always

Frequently

Sometimes

Never

12. I have belief that May academic performance has been positively influenced by may socio-economic status

True

False

13. I have belief that my academic performance has been negatively influenced by my socio-economic status

True

False

14. Students learn languages best through spoken, not written

Agree

Disagree

15. The knowledge of a language is not possible without taking into account the culture that make it possible

Agree

Disagree

16. The question and answer method of teaching greatly influences language learning

Agree

Disagree

17. Brain storming is a good method of handling language

Agree ☐

Disagree ☐

18. Discussion method of teaching significantly influence language learning

Agree ☐

Disagree ☐

19. The chalk and talk method of teaching greatly improves my ability of learning
Luganda language

Agree ☐

Disagree ☐

20. Buying new and modern text book is part of our annual school budget

Agree ☐

Disagree ☐

21. Excellent spelling and punctuation in Luganda are as a result of availability of study
materials

Agree ☐

Disagree ☐

22. We have enough reading materials in Luganda language at our school

Agree ☐

Disagree ☐

23. Competence in Luganda is brought about by availability of enough study material

Agree ☐

Disagree ☐

24. Insufficient study materials is the major cause of poor academic performance in
Luganda language

Agree ☐

Disagree ☐

APPENDIX B

BUDGET

ITEMS	QUANTITY	AMOUNT.
Ruled paper	1 ream	8000
Transport		70000
Typing and printing		80000
Pen	3 pens	1500