

**TEACHERS' CULTURE AND LEARNING OUTCOME OF STUDENTS IN  
SECONDARY SCHOOLS: A CASE STUDY OF SECONDARY  
SCHOOLS, WAKISO DISTRICT**

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## DECLARATION

I, Nabukenya Sarah, Reg., No: BAE/31812/102/DU declare to the best of knowledge that no other researcher has written and submitted a similar dissertation for any other institution or university. The completion of this research dissertation has been my own investigation of data and information unless otherwise stated.

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## APPROVAL

This is to certify that Nabukenya Sarah is the sole researcher of this dissertation conducted in Wakiso District under my guidance as a university supervisor in partial fulfillment of the requirements for award of a Bachelors Degree of Arts with Education of Kampala International University and is ready for submission to the Faculty.

Signed .....



**MR. MUSIIMENTA GODFRIDO**  
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..... 15<sup>th</sup> Sept. 13

Date

## **DEDICATION**

This piece of work is sincerely dedicated to my loved parents: my father; Mr. NSAMBA DAVID and Mother; M/s NAMUKASA LOYICE ROVISA. This is greatly in appreciation for their work of supporting me both financially and morally during my education struggle.

May the almighty God reward you all in abundance!

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Let the Lord's mercy and grace flow in all your endeavours forever more!

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## **LIST OF ABBREVIATION AND ACRONYMS**

DV	Dependent Variables
IV	Independent Variables
MDC	Millennium Development Goal
MFPED	Ministry of Finance, Planning and Economic Development
UNDP	United Nations Development Program
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children Education Fund
USE	Universal Secondary Education

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## **ABSTRACT**

The study investigated the topic titled "Teachers' Culture and Learning Outcome of Students in Secondary Schools of Wakiso District." The objectives of the study included; to find out the demographic characteristics of respondents as to Teachers and students', establish the relationship between teachers' culture and students' academic performance; and assess the contribution of work environment and secondary students academic performance in Schools in Wakiso District.

The research methodology included; questionnaires, interviews and related literature. The collected data was analyzed and appropriate analytical methods were then applied so as to manipulate the data, its relationship and quantitative meanings were derived.

The findings of this study showed that there exists a communal relationship between teachers' culture and the learning and academic outcome of students in schools in such a way that some respondents agreed that teachers' culture controls students' deviant behaviours which was represented by 33 (28%).

Major recommendations from the study were that there is need for the schools to be better managed and this can probably be perceived and implemented through provision of more training for managers and the community more involved in the activities of the school.

The study concluded, henceforth, that schools which do have a critical mass of active teachers can actually provide a value-added since they can help their students reach higher levels of academic performance than those students otherwise would reach. Therefore, through their teachers, schools can be the key mechanisms for helping students meet high standards.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter presented the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, research hypothesis, and significance of the study, justification of the study and the scope of the study. It was about the impact of Teachers Culture and Learning Outcome of Students in Secondary Schools: a case study of Secondary Schools in Wakiso District.

Education is a backbone of development to any nation because it enhances people's illiteracy levels, income, health, political participation and general welfare. Many developed nations of the world are advanced due to long tradition of formal education and these overcome many of their national problems such as poverty, ignorance, disease, social and political issues through deliberate effort put on formal education. (Uzigi and Canahan 1979: 167-188. Bishop I 1985:16. Okema, 2001).

Education for all has been and continues to be a global good and continues to be a global agenda. It is estimated that over 100 million children of primary school age were in school in 2008 and 52% of them were girls (UNICEF Report. 2010) and the country with the highest number of school children is South Asia with (33 Million) followed by west and Central Africa with 25 Million. Primary school enrolment varies across countries due to school infrastructure, teacher-pupil ratio and social activities across countries estimated that 20% of primary school children in urban areas with good infrastructure likely to attend primary cycle than 20% of primary school children from rural areas with poor infrastructure UNICEF Report (September 2010)

The difference in school infrastructure, work environment and social activities across countries has led to a drive for secondary education. In the case of China, the country launched education for all in 1996 and Jordan in 1948 with focus on improving basic education for all: these countries now have over 90% school enrolment for both girls and boys.

Education Forum in Dakar Senegal, a broad coalition partnership was formed comprising of National Government Organizations such as; UNESCO, UNICEF, UNDP, World Bank and Civil Society groups and associations to ensure Education for all in every country (UNESCO 2002:29).

In Uganda, formal education has been recognized as an important instrument in the political, social and economic development and transformation of the people and the country at large. As a member of the coalition, Uganda launched education in response to the recommendations of the National Education Political Review Commission and the Resultant Government White Paper on Education (Uganda Government. 1992:39-42). The recommendation targeted four children per family (Universal Primary Education) which was misunderstood to mean (Education for All). This resulted into increase of secondary school enrollment to 7.5 million in 2004 (MOE&S 2003/4, Makubuya 2005:3).

In spite of the government's efforts to improve human resource and eradication of poverty by introducing Universal secondary Education, many factors have compromised the quality of education in secondary level and academic performance of students most especially in the poor rural areas. The poor academic performance in rural secondary schools in Uganda for example has been blamed on several factors and among major ones being cited includes inadequate education infrastructure, working environment for teachers which make it hard to enhance better academic performance especially in Uganda Certificate of Education (UCE) (Ministry of Education Uganda Primary School Directory, 2009).

### **1.1 Background to the study**

Wakiso District is a district in Central Uganda that encircles Kampala, Uganda's capital city. The district is named after the town of Wakiso, where the district headquarters are located.

Wakiso District Schools Statistics	
Nursery Schools	544
Primary Schools	1157
Secondary Schools	383
International Schools	3
Post Primary Schools	5
Colleges and Institutions	5
Universities	2
<b>Total Schools in Wakiso</b>	<b>2099</b>

Wakiso District lies in the Central Region of the country, bordering with Nakaseke District and Luweero District to the north, Mukono District to the east, Kalangala District in Lake Victoria to the south, Mpigi District to the southwest and Mityana District to the northwest. The district headquarters are located, approximately 20 kilometres (12 mi), by road (Hoima Road), northwest of Kampala, the capital of Uganda. The coordinates of the district are: 00 24N, 32 29E. Wakiso District has a total area of 2,704 square kilometres (1,044 sq mi).

According to the 2002 national census figures, Wakiso District had a population of approximately 957,300, making it the second-most populated district in the country. At that time, 53% of the population was children below the age of 18 years and 17% of the total population were orphans. It is estimated that the population of Wakiso District was approximately 1,310,100 in 2010. See table below:

#### Wakiso District Population Trends

Year	Estimated Population
2002	957,300
2003	995,600
2004	1,035,400
2005	1,076,800
2006	1,119,900
2007	1,164,700
2008	1,211,300
2009	1,259,700
2010	1,310,100

*Source: Wakiso District Achieve Files*

Wakiso District is made up of two counties: Kyaddondo County and Busiro County. The district is subdivided into the following administrative units: Busukuma, Entebbe Municipality, Gombe, Kakiri Municipality, Katabi, Kasanje, Kira Municipality, Masuliita, Nabweru, Namayumba, Nangabo, Nansana Municipality, Nsangi, Ssisu and Wakiso Municipality.

The leadership is entrusted in the District Executive Council, composed of: District Chairman, District Vice Chairman, District Secretary for Finance, District Secretary for Production & Natural Resources, District Secretary for Works & Technical Services, District secretary Gender, Resident District Commissioner, and Deputy Resident District Commissioner

## **1.2 Statement of the Problem**

There has been poor academic performance of secondary students in Wakiso district despite of the government effort to improve human resource and eradication of poverty by introducing the universal secondary education. If this situation of poor performance is not addressed adequately it might hinder the target towards the achievement of the Millennium Development Goal (MDGs) on eradication of poverty and improving the education of all citizens by 2015. Persistence poor performance of secondary students in Wakiso district suggests that the underlying causes have not been analyzed adequately. The study is of the view that poor student's performance in secondary schools is as a result of poor infrastructure, working environment and teachers' culture which involve teacher – student ratio, motivation and nature of management at their schools.

## **1.3 Purpose of the study**

### **1.3.1 General Objective of the Study**

The general objective of the study was, "To Establish the Relationship between Teachers' Culture and Performance of Students in Secondary Schools of Wakiso District."

### **1.3.2 Objectives of the study**

- i) To find out the demographic characteristics of respondents as to Teachers and students': Age, Gender and Education qualification
- ii) To establish the relationship between teachers' culture and students' academic performance in Secondary Schools of Wakiso district
- iii) To assess the contribution of work environment and secondary students academic performance in Secondary Schools of Wakiso District.

### **1.4 Research question**

- i) What are the demographic characteristics of respondents as to Teachers' and students: Age, Gender and Education qualification in Selected Secondary Schools of Wakiso District?
- ii) What is the relationship between school work environments and secondary students' academic performance in Secondary Schools of Wakiso District?
- iii) What is the relationship between people's socio-economic activity and students' academic performance in Secondary Schools of Wakiso District?

### **1.5 Justification of the study**

Governments of Uganda together with the development partners have put in financial and human resources in the education sector to improve performance of secondary school students. This is a factor relating to the financial assistance from the government and several other development partners although the performance of secondary' school students remains a question.

Researchers have conducted studies on USE performance, challenges and benefit in eradicating illiteracy but none has taken keen interest in finding out how school infrastructure and work environment relate to academic performance of secondary school students in communities of Uganda. Thus, it is therefore within these frameworks that this research intends to establish how and by these factors can be

directly linked to academic performance in the case of secondary schools in Wakiso district.

## **1.6 Scope of the study**

### **1.6.1 Subject Scope**

The study was intended to narrow down factors to school work and environment (teacher motivation, teacher-student ratio, teacher payments and nature of management) school infrastructure (school accessibility, class room facilities and instructional material): and social and economic factors (parents' occupation, family size, parents' education level and students' home activities). These factors fore-mentioned were linked to academic performance to see they these or directly and indirectly affect the performance of secondary school students in secondary schools of Wakiso District.

### **1.6.2 Geographical scope**

The study was carried out in Wakiso district in secondary schools in the district covering the secondary schools in Government aided and Private selected secondary schools. Wakiso District lies in the Central Region of the country, bordering with Nakaseke District and Luweero District to the north, Mukono District to the east, Kalangala District in Lake Victoria to the south, Mpigi District to the southwest and Mityana District to the northwest. Wakiso, where the district headquarters are located, lies approximately 20 kilometres (12 mi), by road, northwest of Kampala, the capital of Uganda and the largest city in the country. The coordinates of the district are: 00 24N, 32 29E. Wakiso District has a total area of 2,704 square kilometres (1,044 sq mi).

### **1.6.3 Time Scope**

Regarding time scope of the study, the study covered the period from April, 2013 to August, 2013. This enabled the researcher to obtain sufficient information regarding the study variables (factors and academic performance).

### **1.7 Significance of the study**

1. The study findings is of importance in guiding the District Education Officer, secondary school Administrators, school management committees and teachers on the causes of poor academic performance and what should be done to improve the learning process.
2. It further helps the District as a whole to fill up the gaps in the teaching and learning process that the study brought up.
3. The study provided the researcher with deeper understanding of the role of teachers and parents is as far as academic performance of their students is concerned and the outcome were brought to the attention of all stakeholders to clearly understand their roles and responsibilities as education is concerned.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter dealt with the literature review and concentrated on the existing literature and other research materials from other scholars on the study. The review attempted to establish what has so far been achieved and any missing gaps. The information was obtained from primary source like textbooks, internet, news papers and magazines among others.

#### **2.1 Theoretical background**

The theory coined around two factors and that is to say school work environment which involved the teacher motivation, teacher-student ratio, teacher payments and nature of management of the school towards the staff teachers plus school infrastructure inclusive of school accessibility, class room facilities and instructional material that enable faster learning of students which later improve and cause a higher performance level in especially examinations.

#### **2.2 The relationship between Teachers' Culture and Students' Academic Performance**

Every student comes to the classroom with a set of behaviors and characteristics that makes him or her unique and that will affect his or her academic achievement. Banks and Banks (2005, 13) noted, "Behavior is shaped by group norms ... the group equips individuals with the behavior patterns they need in order to adapt." Furthermore, students identify with certain groups to experience a feeling of belonging. Campbell, 2004 stated that students of all ages have a strong need to belong to groups, because groups provide a source of motivation.

Students may identity with certain groups because of race, social class, or religion. These categories are some of the social constructions of culture; they provide a sense of cultural identity. To enhance academic success, teachers can use information about

cultural identity to create learning environments that recognize the cultural contributions of students.

Cooper, Robinson and Patall (2006) reveal that teachers' culture also plays a big role in controlling the students' deviant behaviours that are likely to be deficiencies to their academic performances. In Orinda's deeper analysis, he noted that schools where the teacher puts more emphasis on building good morals or imparting moral in their students general perform well academically. This means that moral practices by students enable them to get focused and concentrate on their studies hence improved academic performance. This does not however put aside some of the factors that might equally contributed to the academic excellence of such schools or students.

For better academic performance, House, (2002) noted that a lot of scholastic materials such as text books among others need to be available in schools and at students' disposal. This therefore means that the role of teachers in ensuring that these materials are available to students and ensuring that they use them and benefit from them is very vital. Many of the schools with well stocked libraries and other teaching aid materials are said to be having good academic performances as compared to their counterparts. The teachers may also put it to parents to offer some of the facilities that can enhance students' performance in case of financial limitations.

### **2.2.1 Student Self-Concept**

The set of beliefs that individuals hold about themselves is termed self-concept or self-image (Bennett 2003); socializing agents, such as peer groups, media, parents, and teachers-influence the development of a positive or negative student self-concept. A positive self-concept contributes to the academic success of the student, while a poor self-concept "becomes one of the most challenging individual differences in how he or she will learn" (Bennett 2003, pg 222). This challenge requires teachers to address a variety of social and academic needs of students.

As students develop their self-concept during adolescence, they also develop a sense of cultural identity. "Cultural identity is adapted and changed throughout life in response to political, economic, educational, and social experiences" (Gollnick and Chinn 2002, pg

21). An awareness of their self-concept and cultural identity provides the foundation for how students define themselves in terms of how others view them. Thus, teachers need to view students as cultural beings, embrace student diversity, and validate the cultural identity of students. In doing so, classrooms that model tolerance and appreciation of student differences, will be created.

### **2.2.2 School Environment**

Developing an awareness of cultural identity and how it affects education and interactions with others in school can be challenging for adolescents. Teachers must be aware of how much cultural identity influences the education of students. In addition, teachers must be cognizant that their teaching practices, their interactions with students, and their own ideas about identity influence the academic success and social development of their students. According to Tatum (1997, pg 18), "the concept of identity is a complex one, shaped by individual characteristics, family dynamics, historical factors, and social and political contexts."

The cultural identities of students are constructed from their experiences with the 12 attributes of culture identified by Cushner, McClelland, and Safford (2000): ethnicity/nationality, social class, sex/gender, health, age, geographic region, sexuality, religion, social status, language, ability/disability, and race. Students' cultural identities are defined by these experiences, and students learn these identities within a culture through socializing agents (Campbell, 2004). Therefore, teachers must understand that these cultural identities define who the students are.

Students can discover and share their cultural identities through writing projects that focus on their cultural heritages. The resulting writing can trigger other lessons that incorporate the cultures of students. By developing lessons that highlight students' cultures and experiences, the teacher actively engages them in learning. Therefore, teachers are meeting the students where they are. In this way, an awareness of the cultural identity of the student affects how well the student will interact with the teacher, how well the student will interact with his or her peers, and how the student

views his or her acceptance within the cultural group and within the classroom (Campbell 2004).

Student-teacher interactions are predicated on whether or not each person's needs are met. The teacher can meet students' needs by modeling a concerned attitude for the well-being of students and by creating a caring environment where students feel valued and appreciated. For example, a teacher may set the tone for a caring classroom environment by including students' viewpoints in the development of classroom rules or responsibilities. A teacher also may show care and concern for students by expressing an interest in their daily or extracurricular activities. In turn, students should respond positively to a teacher who understands the cultural dynamics of the classroom. Students will strive to build a respectful rapport with the teacher because they feel that the teacher genuinely cares about them.

### **2.2.3 Multicultural Teaching**

Teachers can help students feel comfortable with their cultural identity and assist them in their learning by using a multicultural teaching approach that embraces diversity in the classroom. Campbell (2004, 60) wrote, "Multicultural education should assist students as they learn and explore their changing identities." Teachers with a multicultural education perspective can assist students through culturally relevant teaching, which Gay (2000, 1) defined as "using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them."

Culturally relevant teaching starts by the teacher getting to know students on a personal level, building teaching around the students' interests when possible, and showcasing the talents of students and using those student gifts as teaching tools (Bennett 2003). These three areas allow the classroom to become learner-centered and promote the academic success of all students. Culturally relevant teaching, according to Bennett (2003, 257) has three underlying principals: "students must experience academic success," "students must develop and/or maintain cultural competence," and "students must develop a 'critical consciousness' through which they

may challenge social injustice.” That is, teachers must empower students to succeed by providing them with a learning environment which respects their culture, embraces their diversity, and celebrates their differences. Teachers can empower students by spending more time mentoring them rather than managing them.

### **2.3 The contribution of work environment and secondary students’ academic performance**

One of the biggest roles played by administration in ensuring better or improved academic performance at school is identifying the motivators of teachers as well as those of pupils or students. Research findings by Hadingham (2000) reveal that motivating or rewarding the teaching staff and pupils / students who perform well may consistently enable the teaching staff and pupils / students to remain committed and focused on their duties, avoid cases of late coming and expanding their skills/knowledge hence promoting academic performance. This suggests that the productivity of the teaching staff in ensuring that their students pass well is groomed and this leads to academic excellence.

In similar way Eamon (2005) also observed that there is correlation between physical facilities like the specific building condition and students’ performance. The author also noted that school administrators should ensure that building conditions are sufficient and other facilities such as substandard science equipment and text books are available for students since they directly and indirectly influence academic performance of students.

Edwards, (2006) also earmarked that inadequate and unsustainable reading materials, poor school buildings, poor sitting facilities are not only reasons for students poor academic performance but also makes them lose interest in studies hence forcing them out of school. This suggests that school administrators should play their rightful role in ensuring that school structures are in better conditions and well furnished with better furniture.

Armstrong (2000) submits that it's not a pay that enhances performance instead it is the goodness of working conditions and quality of management that enhances workers high performance levels. Okello (2002) contents that the availability of facilities and the way they are used and maintained is very crucial for the learning process of the students as they enhance conducive environment for the student to learn.

Teacher motivation has been identified in a number of students as the crucial variable to improving earnings outcomes. It is further mentioned that the way a teacher teaches is of critical concern in any reform designed to improve performance. Maicibi (2005) points out that a teacher must know the direction in which to move and work together to achieve Joint objectives. This partly explains why private secondary schools and government aided secondary schools where parents contribute towards the welfare of their teachers score better grades during National Examination (Helterman and Layman (2006)

Siyi (2000) also indicated that the teaching profession has fallen and no longer attractive and that many people take it up as the last resort. This therefore means that many teachers take up the profession unwillingly and after college they move to class unmotivated, their performance will be poor that will result into poor academic performance.

Studies by Hawthorn (1920-1930s) in Beardwell et al. (2004) explains that workers will register high performance of the job designed or that they are attractive or interesting. Therefore, the lower the pay, the less attractive the job and its tasks hence poor performance: This is in line with what Sharuna (1989) who also believes that little pay will make teachers produce poor performance and thus will promote teachers urge to cut classes as they look for survival jobs such as involvement in business, coaching and teaching private secondary schools.

This argument is further supported by Armstrong (2001) when he says that motivation is only likely when a clearly perceived and usable relationship exists between performance and outcome, and outcome is seen as a means of satisfying needs. The link between effort and reward is therefore, clear when the value for the reward is

worth the effort. The researches experience is that in government aided secondary schools such as Brethren College Kiryagonja in Matugga municipality where there is parental contribution towards the welfare of teachers, there is commitment by teachers and has yielded good results in terms of improved academic performance.

In establishing the relationship between work environment and academic performance: some scholars also talk about the aspect of teacher-student ratio. A number of reports have been written to explain the relationship between teachers, student ratio and their academic performance. It is mentioned by the Ministry of Education and Sports (2000) that the introduction of USE in the country teacher student ratio was affected because the policy led to an increase in enrolment of school students to 6.2 million in 2000 which resulted into teacher student ratio of 70:1

The massive increase in student numbers immediately created a problem of classroom space. It is further mentioned that the Ministry of Education and Sports has embarked on drive to build more schools and provide instructional materials. The increase in the number of schools has not kept pace with the increase in the number of pupils as can be seen in the table below. There are fears that the massive numbers in schools without commensurate expansion in facilities, teachers and learning materials will affect academic performance of students.

Related to pupils-teachers' ratio is the morale of teachers. Prior to the introduction of USE, most schools charged additional fees through the Parents teachers Associations. Some of the money was used to supplement teachers' salaries. This is no longer the practice and so teachers must rely on extremely low salaries. This has affected the morale of teachers. The Ministry of education and sports, therefore, high teacher student ratio coupled with low salaries, inadequate school facilities and instructional material will reduce teachers' morale leading to non concentration, dodging lessons and certainly poor academic performance.

Knight and Wood, (2005) for example noted that various teaching techniques may be significant in imparting knowledge in students. He noted that, adapting to various teaching techniques would enable students with different understanding capabilities to

understand the subject content when different methodologies are used. However, the author also noted to ensure effectiveness in leaning, the ratio of students in class should match with that of a teacher such that the teacher may give attention to all those in class. This suggests that teacher-student ratio is an important aspect in academic performance.

In a similar way, Nakiyingi (2008) also indicated in this research that to enable better academic performance in students, teachers should use friendly humor, create excellent teacher-student relations and teach in a relaxed manner with no sign of nervous strain, use students' ideas as much as possible and reward or punish students accordingly. These coupled with exercising good class control and discipline and explaining the materials clearly to students using effective approaches encourages high academic performance. However, the author also noted that good class control and discipline can be properly ensured when the number of students is not too much.

The general impression from the works of scholars and authors on work environment articulated in the literature reveals to some extent that, aspects of teachers' motivation, teacher-student ratio, teachers' payments and level of administration in one way or another affect the level of academic performance in secondary schools. This is yet to be observed in details in the case of these selected secondary schools in Wakiso district.

## **2.4 Conclusion**

All in all schools should address pertinent issues on both passive and active teachers for the better learning outcome. Passive teachers are those who leave students to perform on their own according to their own resources whereas active teachers are those who press all students to grow, regardless of their backgrounds. All lessons are at a similar level of abstraction; problems are solved in a single step and admit of a single solution; and all students are treated as if they had entered the class with the same level of preparation and the same learning styles.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter focused on the research techniques that were used to get the data for study. It covered the; research design, study population, sample selection and size data collection and data analysis. It also brought out the anticipated limitation of the study.

#### **3.1 Research Design**

The study used a cross-sectional descriptive research design. It was a cross section since it aimed at assessing the relationship between teachers' culture and performance of students. It was also descriptive because it tried to establish the effect of teachers' culture in students' performance criteria, the effectiveness and the likely contribution of work environment and secondary students' academic performance in Secondary Schools of Wakiso District.

#### **3.2 Population and sample size of the study**

##### **3.2.1 Survey Population**

There are 383 secondary schools. The survey population consisted of 165 respondents so as to make the research study a success and these consisted of the; teachers, students and the other stakeholders such as; Directors, head teachers, and administrators from the different schools where study was conducted.

##### **3.2.2 Sample Size**

Basing on the foregoing size of the survey population which was 165 respondents, the sample size consisted of 117 informants; this sample size was mathematically arrived at and the research deemed this number representative of the population of the study that was considered in the first place (Guest et al, 2006). The researcher used the Yamane formulae (1973) given below to calculate the sample size;

$$n = \frac{N}{1+N^{e^2}};$$

Where  $n$  = Sample Size;  $N$  = Total Population and  $e$  = Deviation of Sampling [Degree of Errors at 0.05 Level of Significance]

### 3.3 Sampling Design

Due to the large size of the population and other problems, the researcher employed purposive sampling techniques to select the respondents. This was because the population confirmed to certain characteristics based on the topic. The questionnaires were then administered to respondent, and then collected after words upon giving ample time over a period of 2-3weeks for the respondents to have finished filling them. This was chosen because of the fact that the study targeted a wide range of respondents. The questionnaires were sorted for erroneous data through the data cleaning stages and finally the data was then analyzed.

### 3.4 Data Collection Methods

The researcher collected secondary and primary data.

#### 3.4.1 Secondary data

The data was collected from both internal and external sources. Internal data source included data from within the institutions such as; school reports, procurement manuals, examination reports for the past years. External data source also mainly focused on published research reports, journals, articles, newspapers and text book from outside the organization.

#### 3.4.2 Primary data

This was collected from the various educational institutions. This involved gathering data directly to address the research objectives using interviews which were flexible and questionnaires which were convenient.

### **3.5 Tools of Data Collection**

The researcher used the following tools to collect data:

#### **i) Interview:**

The researcher used unstructured interview which had no definite format and therefore it was not standardized. It was more flexible and the interviewer had the freedom to arrange the format of the questions by rephrasing or modifying the questions. The unstructured interview was described as the informal way of collecting data in face-to-face situation. The extent and awarding of the questions was tailored towards the respondent that is the questions followed the interviewee's direction. The researcher asked various questions relating to the problem under investigation. This tool of data collection was very reliable and accurate. It's for extensive investigation and gave satisfactory results.

#### **ii) Questionnaires**

A standard list of questionnaire items relating to the problem under investigation was prepared. The researcher constructed and formulated questions for both school management and students teachers. This was because it's less expensive and helpful to collect information from a wide area; less time is required to collect the questionnaires.

### **3.6 Research Variables and Measurement**

Dependent variable is a variable which changes, appear or disappear as the researcher changes, introduces or removes other variables, an independent variable is a variable that the researcher manipulates, controls to ascertain their relation to the dependent- they are the cause and the extraneous variables are those apart from the independent variable that affect the dependent variable. The independent variable in the study was teacher's culture while academic performance of students was the dependent variable.

### **3.7 Data Quality Control**

To ensure quality, reliability and validity of the research findings, triangulation was carried out. This involved the use of different sources of data, and use of multiple methods of data collection like; interviews, questionnaires to reduce bias, errors and improve on the validity of the findings.

#### **3.7.1 Reliability and Validity of the Instrument**

The questionnaire and interviews guides constructed and formulated were first taken to the research supervisor for approval. The above tools were tested and pre-tested on a group of colleagues to examine their effectiveness before proceeding to the field of study (piloting method).

### **3.8 Data Process, Analysis and Presentation**

After gathering data from both primary and secondary sources, the data was first assembled together, after which it was organized by the use of tabulation and percentages thereby creating a platform for summation of data. Appropriate analytical methods were then applied so as to manipulate the data, its relationship and quantitative meanings were derived. Simple tabulation was one of the statistical tools that were used to summarize data. The researcher also used inductive reasoning to draw inferences to the general situation about the topic.

#### **3.10 Ethical Issues**

All the data that was gathered by the researcher from the respondents was kept confidential to the researcher and was only used for academic purposes.

#### **3.11 Limitations experienced in the Study**

- i) Time limitations; scheduling problems most certainly affected the researcher's ability to gather relevant information, since all respondents had responsibilities at

their jobs so was quite hard to make appropriate schedules for proper information gathering.

- ii) There was a problem of respondents not willing to give detailed information about the research problem. This was because of the negative attitude of the people towards researchers but the researcher tried explaining the reason for the research and how far it was going to help the researcher, the people in the region and beyond.
- iii) The period with in which to produce the dissertation report was not enough since the researcher was required to attend to other essential matters like; internship and field exercise lecturers but however more time was created by minimizing the activities in each section of work.
- iv) There was a problem of limited financial resources due to the costs involved such as; typing, printing, photocopying, transportation to mention but a few but the researcher tried doing the typing services by herself so as to reduce on the cost.

## CHAPTER FOUR

### FINDING, ANALYSIS AND INTERPRETATION OF THE DATA

#### 4.0 Introduction

This chapter presents the research findings. The main objective of the research was to determine the relationship between Teachers' Culture and Learning Outcome of Students in Secondary Schools: A Case Study of Secondary schools, Wakiso District. The findings, analysis and interpretations were tabulated to tables and percentages as below.

#### 4.1 Presentation of Demographic Information

This section presents; Gender of the Respondents, Age, Marital Status and their Education Level as follows:

##### i) Respondents' gender

Having been asked about their gender differences, the following results were obtained from the respondents as shown in table 1 below;

**Table 1: The gender of Respondents**

Gender of Respondents	Frequency (F)	Percentage (%)
Female	60	49
Male	57	51
<b>Total</b>	<b>117</b>	<b>100</b>

**Source: Primary Data**

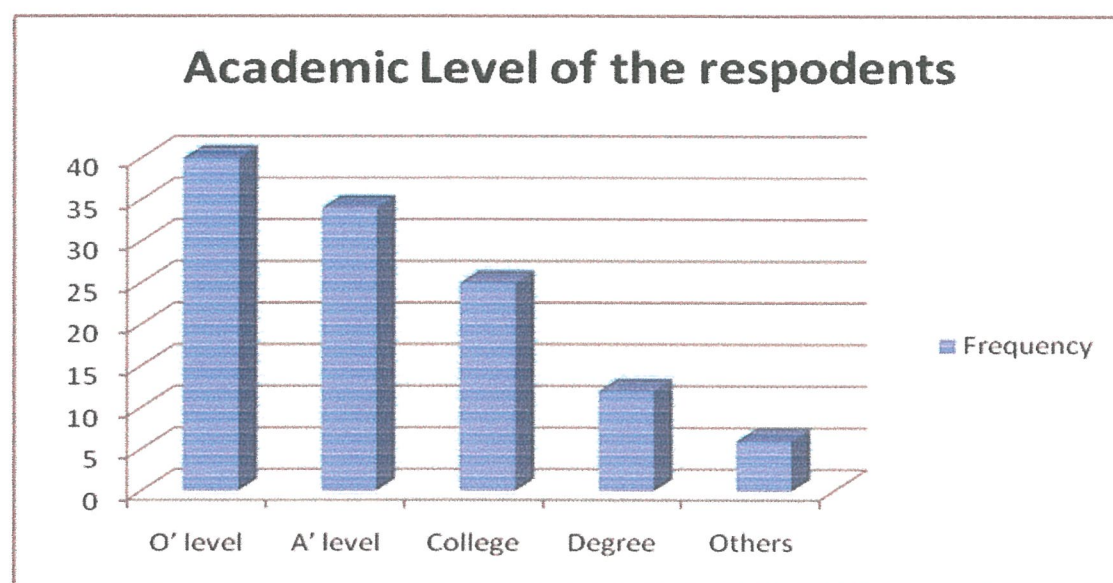
According to table 1, the first demographic characteristic to be discussed was the respondent's sex differences; it clearly shows the make-up of the study population which was further divided into 57 [49%] males and 60 [51%] female. There is

appropriately a small gap between the respondents because of the researcher's idea of having a balanced survey among the respondents as intended by the researcher and earlier explained in the previous chapters.

## ii) Academic level of Respondents

The Academic level of the respondents produced the following response since it was one of the major needed requirements in the questionnaires and the following results as follows in the figure 1 below;

**Figure 1: Showing the Academic level of Respondents**



**Source: Primary Data**

Figure 1 shows that the level of education of the respondents is quite retarding given that our major respondents were the students who were still in their secondary school levels and teachers more especially those at college level or a few degree holders. The response was given as further divided in the following categories; 40 (34%) O' level students, 34 (29%) A' level students, college certificate holders were represented by 25 respondents equivalent of 22%, 12 (10%) were degree holders whereas those who specified other qualifications were 6 (5%).

### iii) Respondents' Age Brackets

Since respondents were categorized in different age brackets, the need to know their actual ages was vital and it was presented in tabular form as below in table 2.

**Table 2: The age Bracket of Respondents**

Age Bracket of Respondents	Frequency (F)	Percentage (%)
13 – 18 years	39	33
19 – 25 years	38	32
26 – 35 years	20	17
36 – 44years	9	7
45 years and above	11	9
<b>Total</b>	<b>117</b>	<b>100</b>

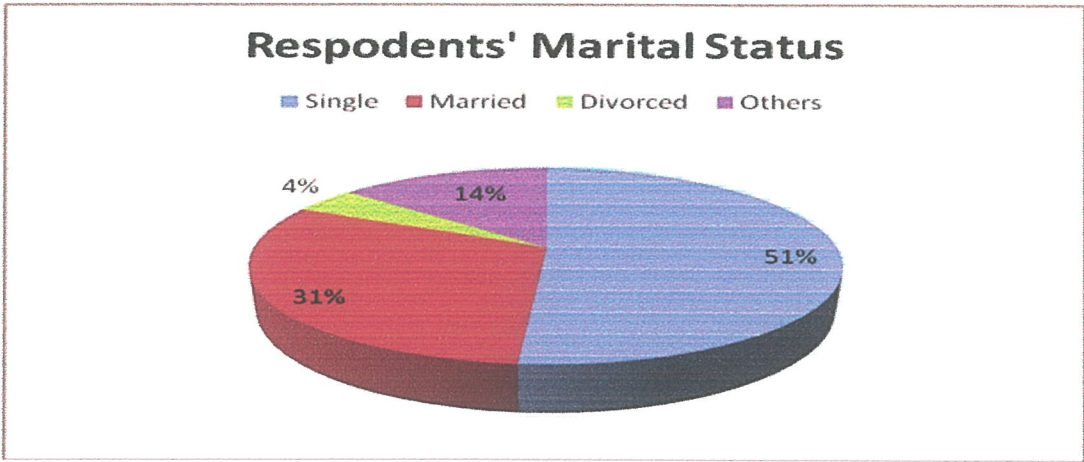
**Source: Primary Data**

When the study related the age and the various respondents inclusive of the teachers, students, Directors, head teachers, and administrators in the various institutions where study was conducted, it came out with the following results; the majority of the study population was aged between 13 – 18 and 19 – 25 years with that age group representing 33% and 32% respectively. However though, a minor response was seen in the age bracket 36 – 44 being represented by 7%.

### iv) Respondents' Marital Status

Due concern was also taken on the marital status of the respondents and in due course of the research questionnaires distributed, it came up with the following response as shown in figure 2 below;

**Figure 2: Showing the Marital Status of the Respondents**



**Source: Primary Data**

In our figure 2, efforts were made in this study to find out whether marital status would actually impact the research study in any way whatsoever and the research came up with the following results; 36 (31%) married, 5 (4%) divorced, 60 (51%) were single whereas those who agreed to others were 16 (14%). The mere fact that the majority of the respondents were single is a pointer to the fact that the target group mainly consisted of students and the college teachers especially those at student teachers' level, fresh graduates and supplemented by some permanent teachers in the various schools where study was conducted.

**4.2 The relationship between teachers' culture and learning outcome**

The relationship between teachers' culture and learning outcome of students in secondary school being objective number II emerged out with the following response as indicated in the table 3 given below

**Table 3: Showing the relationship between teachers' culture and learning outcome**

<b>Response</b>	<b>Frequency (F)</b>	<b>Percentage (%)</b>
Provision of a sense of cultural identity	18	15
Teachers' culture controls the students' deviant behaviours	33	28
Existence of Student self-concept	43	37
School environment	23	20
Multicultural teaching	35	30
<b>Total</b>	<b>117</b>	<b>100</b>

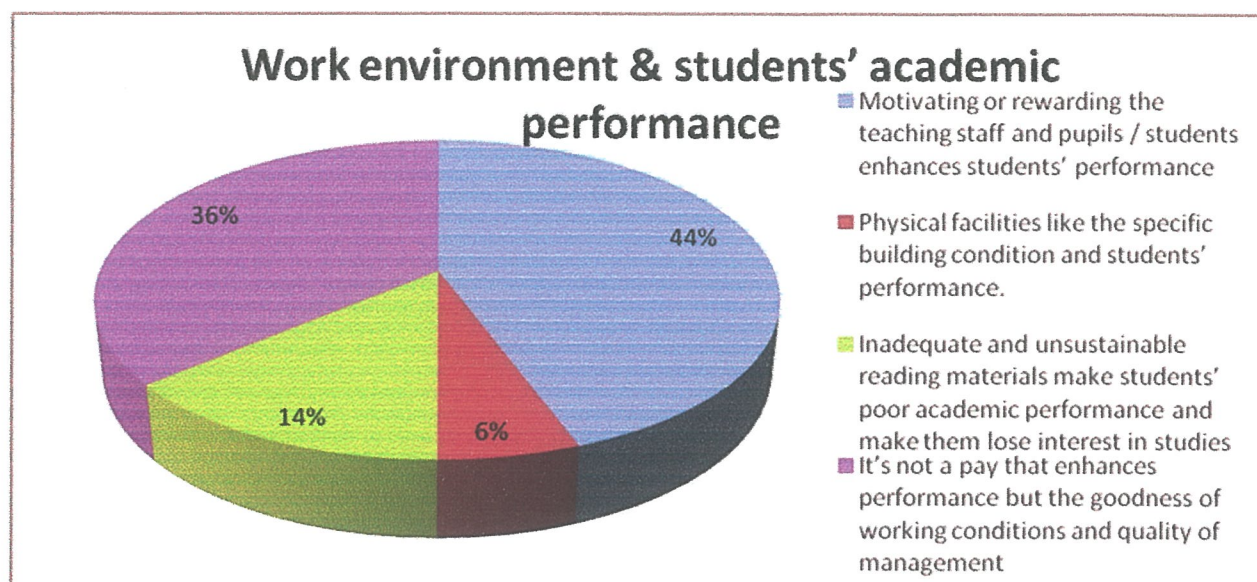
**Source: Primary Data**

As concerned with the relationship between teachers' culture and learning outcome of students in secondary school, those respondents who agreed that the existence of Student self-concept appears to be the bigger impact teachers' culture and academic performance emerged with 43 (37%); self-concept or self-image refers to the set of beliefs that individuals hold about themselves is termed. Those who agreed that teachers' culture controls students' deviant behaviours came out with 33 (28%) which was also revealed by Cooper, Robinson and Patall (2006): However, Multicultural teaching, School environment and Provision of a sense of cultural identity responded with 30%, 20% and 15% respectively as indicated in the table above.

#### **4.3 The contribution of work environment and secondary students' academic performance**

This however being the last objective of the research, the researcher asked the respondents to show their agreement with where there was really a mutual relationship between work environment and secondary students' academic performance, of which the following response was recorded and indicated in figure three below

**Figure 3: Showing the Impact of Work Environment on Secondary Students' Academic Performance**



**Source: Primary Data**

In accordance to figure three above, the respondents were asked whether there exists a relationship between work environment and secondary students' academic performance and the figure clearly shows that the biggest response emanated from who strongly agreed that motivating or rewarding the teaching staff by the top management like head teachers or directors enhances pupils / students' performance being represented with 55 or 47%; however a small response came from those who supplemented on Edwards, (2006) who earlier in his literature also earmarked that inadequate and unsustainable reading materials, poor school buildings, poor sitting facilities are not only reasons for students poor academic performance but also makes them lose interest in studies hence forcing them out of school. This suggests that school administrators should play their rightful role in ensuring that school structures are in better conditions and well furnished with better furniture.

#### **4.4 Chapter summary**

This chapter presented the findings as they were acquired from the survey instruments. The tabular and graphical representations were used to help the reader to understand the findings at a glance. The findings indicate clearly the role that proper teachers' Culture impacts on the Learning and academic outcome of Students in Schools.

## **CHAPTER FIVE**

### **DISCUSSIONS OF THE FINDINGS, RECOMMENDATION AND CONCLUSIONS**

#### **5.0 Discussions**

This chapter presents a critical outlook regarding the relationship between Teachers' Culture and Learning Outcome of Students in Secondary Schools: A Case Study of Secondary schools, Wakiso District and discusses the finding, analysis and interpretation that have been analyzed in the findings. Specific recommendations and conclusions that resulted from the findings that have earlier been explained in the chapters above and hence follow at the end of the chapter as given below;

##### **i) Presentation of Demographic Information**

Since it was the first characteristic to be discussed, it clearly showed the make-up of the study respondents which was divided into two genders, thus 57 (49%) males and 60 (51%) female. There was appropriately a small gap between the respondents because of the researcher's idea of having a balanced survey among the respondents which would ease and reduce or actually prevent the problem of biasness in the study

As far as academic background was concerned, a low level was affirmed and this was due to reason that the researcher considered students as key respondents and these were secondary school boys and girls; and henceforth the response was given as follows; 40 (34%) of them were O' level students, 34 (29%) A' level, College Certificate holders were represented by 25 respondents equivalent of 22%, 12 (10%) were degree holders whereas those who specified other qualifications were 6 (5%).

On consideration of age, the age bracket of 13 – 18 and 19 – 25 recorded the highest respondents and these are likely to be the secondary school students and a few teacher graduates from either colleges or institutions of higher learning. Therefore, when the study related the age and the various respondents inclusive of the teachers, students, directors, head teachers, and administrators in the various institutions where study was conducted, it came out with the following results; the majority of the study population

was aged between 13 – 18 and 19 – 25 years with that age group representing 33% and 32% respectively. However, a minor response was seen in the age bracket 36 – 44 being represented by 7%; and 26 – 35 and 45 years and above responded with 17% and 9% respectively.

When marital status was taken as a point in due consideration, the majority of the respondents emerged with SINGLE state of marriage thus represented with 60 (51%), these actually appear to be the school going O' and A' level students who as earlier on explained in the discussion were taken as our key informants and respondents. However other response is given as follows; 36 (31%) married, 5 (4%) divorced, whereas those who agreed to others were 16 (14%).

## **ii) The relationship between teachers' culture and learning outcome**

Respondents were asked to show whether they had any knowledge on the relationship between teachers' culture and learning outcome of students in secondary school, and a bigger number, 33 (28%)' said that socializing agents, such as peer groups, media, parents, and teachers-influence the development of a positive or negative student self-concept. This was supported by Bennett 2003, who said that a positive self-concept contributes to the academic success of the student; while a poor self-concept becomes one of the most challenging individual differences in how he or she will learn, thus, this challenge requires teachers to address a variety of social and academic needs of students.

## **iii) The Contribution of Work Environment and Secondary Students' Academic Performance**

This being the last objective of the research, the researcher asked the respondents to show their agreement with where there was really a mutual relationship between work environment and secondary students' academic performance, of which the following response was recorded. The biggest response emanated from who strongly agreed that motivating or rewarding the teaching staff by the top management like head teachers or directors enhances pupils/students' performance being represented with 55 or 47%;

however a small response 16, 14% came from those who supplemented on Edwards, (2006) who earlier in his literature also earmarked that inadequate and unsustainable reading materials, poor school buildings, poor sitting facilities are not only reasons for students poor academic performance but also makes them lose interest in studies hence forcing them out of school.

## **5.1 Conclusions**

As the qualitative literature leads one to expect, a focus on higher-order thinking skills is associated with improved student performance. Applying problem-solving techniques to unique problems is a key component of such skills. Hands-on learning can be understood in this way as well, as it involves the simulation of concepts, moving the student from the abstract to the concrete. Also suggested by the qualitative literature, individualizing instruction seems to be effective.

Students whose teachers received professional development in learning how to teach different groups of students substantially performed well. One apparent inconsistency between the findings of this study and the qualitative literature is in the area of authentic assessment in that the study documents the importance of using some form of teacher-student understanding of each other in assessing student progress. This finding, however, merely suggests that ongoing assessments such as portfolios and projects are not sufficient; they need to be supplemented with tests that occur at a distinct point in time.

In addition to the impact of teachers' culture and student learning outcome, the study uncovers important interrelationships among the aspects of teaching. One being professional development seems to influence teachers, classroom practices. The more professional development teachers received hands-on learning, and indeed the more professional development they received regardless of topic, the more likely they are to engage in hands-on learning activities. And the more professional development teachers received in working with special student populations, the less likely they are to engage in lower-order activities.

Another important interrelationship involves the trade-off between teacher quality and teacher quantity. Smaller class sizes are negatively associated with teachers receiving substantial amounts of professional development, whereas teacher major and time in professional development are positively associated with one another. These relationships suggest that schools tend to choose between hiring more teachers or investing in improved teacher quality through recruiting teachers with better pre-service training and providing teachers with more and better in-service training.

Finally, active teaching does justice to the complexities of secondary school students and the rest of other grade level scholars; therefore, lessons work at multiple levels of abstraction, from the most mundane problem to the most general theorem. Problems involve multiple steps and allow multiple paths to their solution and teachers tailor their methods to the knowledge and experience of each individual student. However, schools that lack a critical mass of active teachers may indeed not matter much since their students will be no less or more able to meet high academic standards than their talents and home resources will allow.

Finally, schools that do have a critical mass of active teachers can actually provide a value-added since they can help their students reach higher levels of academic performance than those students otherwise would reach. Therefore, through their teachers, schools can be the key mechanisms for helping students meet high standards.

## **5.2 Recommendation**

As far as teachers are concerned, government should consider paying the three-month build-up in their salaries and at least the one-year accumulation in allowances. Teachers' and head teachers' pay increases should keep up with the ever changing money circulation to avoid any inflationary incidences. Teacher allowances should also be increased and the length of time before newly recruited teachers are paid reduced considerably.

The teachers' housing is so essential especially in the rural and peri-urban areas and furniture and teaching/learning materials need to be supplied.

There is also need for workshops and seminars such like in-service training and distance education for teachers to be organized on a regular basis. Rural schools also need recreational materials for the students and children.

The government should always consider prompt payment of retirement benefits and a teacher loan scheme to help these retired teachers to purchase land and build houses.

There is also need for the schools to be better managed and this can probably be perceived and implemented through provision of more training for managers and the community more involved in the activities of the school.

At least one nutritious meal should be provided at all secondary schools every day. This comes very vital because it can be easier for a student to attend and understand well what the teacher is teaching while on empty stomach even though the teacher tries to make all possible and necessary explanations on the topic in hand

On the view of the stakeholders, addition to what head teachers and administrators need to do, there is serious need for the schools to be constructed and rehabilitated. Allowances including boarding home allowances for teachers need to be implemented.

There is also a need for proper monitoring and implementation of recent polices. A district teaching trade Union and trade group negotiating council also needs to be put in place so as to make early payment of teachers' salaries implemented fully without any delays whatsoever.

#### **5.4 Areas of Further research**

It would require more primary research to investigate whether some of the findings mentioned above in the literature section are valid in the district and Uganda as a whole. However, the research having been limited only to one area, Wakiso district there needs to conduct more research in all the levels of education inclusive of primary section with the district and other district in the country so as to record more recommendations and solutions to the topic of teachers' culture and academic performance outcome of students in secondary schools.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE GUIDE FOR TEACHERS AND DIRECTORS

*Dear Sir/Madam,*

I am NABUKENYA SARAH, a student at Kampala International University offering a Bachelor of Arts with Education; I am carrying out a study on the Relationship between Teachers' Culture and Performance of Students in Secondary Schools of Wakiso District. I am privileged to have you as my respondent and the information given to me is purely academic and will be treated with confidentiality.

#### ***Instructions***

- Please help by answering the following questions as honestly as possible. Please Tick where appropriate and explain where necessary
- All the information availed to me is to be treated with maximum confidentiality

#### **Section A: Demographic Characteristics of Respondents**

1. Gender

i) Male ☐

ii) Female ☐

2. Academic level

i) O' Level ☐

iii) Degree ☐

ii) A' level ☐

iv) College ☐

v) Others, please specify .....

3. Age.....

4. Marital status

i) Single ☐

iii) Divorced ☐

ii) Married ☐

iv) Others, please specify.....

5. Work duration

i) Less than 2 years ☐

iii) Above 5 years ☐

ii) Above 2 years ☐

6. Employment position

.....

**SECTION:**

7. Do you have any knowledge on the influence of teachers' culture on the general performance of learners in your school?

i) Yes ☐

ii) No ☐

If yes, what could be some of our suggestions?

.....

.....

8. In your on opinion, what could some of the relationship between teachers' culture and learning outcome of students in secondary school?

.....

.....

9. What is the contribution of work environment and secondary students' academic performance in Secondary Schools of Wakiso District?

.....

.....

10. What measures should the schools government and various stakeholders into consideration so as to ensure positive and higher performance of students in secondary schools?

.....

.....

***Thank so Much for Your Positive Cooperation***

## APPENDIX II:

### QUESTIONNAIRE GUIDE FOR STUDENTS

Dear, Student,

I am NABUKENYA SARAH, a student at Kampala International University offering Bachelor of Arts with education, carrying out a study on the impact of teachers' culture on the learning outcome of students in secondary schools. I am privileged to have you as my respondent and the information given to me is purely academic and will be treated with confidentiality.

#### Instructions:

- i) Please help by answering the following questions as honestly as possible. Please Tick where appropriate and explain where necessary
- ii) All the information availed to me is to be treated with maximum confidentiality

#### **Section 1: Bio Data**

- 1. Name of the school: .....
- 2. Class: .....
- 3. Sex: .....
- 4. Religion/Your church? .....

#### **SECTION B:**

- 5. Do you have any knowledge on the influence of teachers' culture on the general performance of learners in your school?
  - a) Yes ☐
  - b) No ☐

If yes, what could be some of your suggestions?

.....

.....

6. In your own opinion, what could some of the relationships between teachers' culture and learning outcome of students in secondary schools?

.....

.....

7. What measures should the schools, government and various stakeholders put into consideration so as to ensure positive and higher performance of students in secondary schools?

.....

.....