

**EFFECTS OF LEARNING FACILITIES ON ACADEMIC
PERFORMANCE OF STUDENTS IN UGANDA AT
SECONDARY SCHOOL LEVEL. A CASE STUDY OF GOMBA
DISTRICT IN CENTRAL UGANDA.**

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**A DISSERTATION SUBMITTED TO THE COLLEGE OF
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DECLARATION

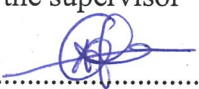
I Kabaikiriza Mary, declare that this dissertation is my original work and has never been submitted for the award of any academic qualification in any other university, college or institution before.

Signatures*tm*..... Date.....*20th/07/2018*.....

KABAIKIRIZA MARY

APPROVAL

This work was done under my supervision and has been submitted to the college of education, open, distance and e-learning at Kampala international university for examination with my approval as the supervisor

Signature  Date. 20/07/2018

Dr. AFAM UZORKA

DEDICATION

This Work is dedicated to Almighty God.

ACKNOWLEDGEMENT

I wish to express my gratitude to all people who worked tirelessly to ensure that this research project is a success.

My sincere thanks also go to the institutions that availed me with their record and respondents whom I worked with during the course of my research

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DEFINITION OF TERMS

Facilities: these are materials that make it possible or easier to do something, such facilities in teaching like desks, chairs, libraries etc. for easy learning process.

Performance: refers to the results of activities of an organization or investment over a given period of time.

Academic performance/achievement: is the extent to which a student, teacher or institution has achieved their short or long term educational goals.

Adequate: enough in quantity or good enough in quality, for the purpose or need for effective academic performance.

Significance: this is the importance of something or educational equipment

Laboratory: this is a room or building used for scientific research, experiments testing etc.

Teaching: this is the passing of knowledge from an experienced person to an inexperienced person.

Effective: this is producing the result that is wanted or intended.

Education: this is the process of teaching and learning to improve knowledge and develop skills of an individual to the society.

Classroom: this is where teaching and learning takes place.

Teacher: is a person who helps other to acquire knowledge, competences or values.

Students: is learner or someone who attends an educational institution or someone who is learning at a school or in any teaching environment.

School: is an institution where instruction is given, especially to persons under college age. Or it's an institution for educating children, or any institution at which instruction is given in a particular discipline to a group of people.

LIST OF TABLES

Table 1: shows the sex of the respondents

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Chart 1: Are there adequate facilities in your school?

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Chat 3: Schools without adequate learning facilities do not perform well.

ABSTRACT

Facilities have a great impact on academic performances of students, and inadequate facilities translate to poor performance. The study investigates the effect of learning facilities on the academic performance of students in secondary schools in Gomba district in Uganda. Ten research questions are developed to capture the topic and questionnaire is designed to elicit information from the respondents which comprise of teachers and head teachers of the selected schools, 90 population samples were randomly selected from the schools. Percentage and frequency distribution were used to present the result of the information gathered. The findings revealed the contribution of adequate learning material or facilities to the performance of students and the importance of learning facilities.

CHAPTER ONE

INTRODUCTION

1.0 Introduction.

This study was an investigation of the effects of learning facilities on academic performance of students in selected secondary schools of Gomba district in central Uganda. This chapter explains the historical background of the study, problem statement, and purpose of the study, general objectives, research questions, scope and significance of the study.

1.1 Historical background of the study.

Education is man's fundamental method of reform and progress. It can be regarded as the tool with which society brings the transmission of its own culture. Reomer (1981) refers to education as "all those experiences of the individual through which knowledge is acquired, the intellect enlightened or the will strengthened" while Unachuka (1989) defines education as "the process by which individuals are assisted formally or informally, though proper direction and finance, to develop their capacity for their own benefit and that of the society".

Education can therefore be regarded as a social process whose purpose is to bring about certain desirable behavioural change in the total development of the individual. In the whole world education has been given more regard while in Uganda particularly education has been seen as the main vehicle for rapid development.

It is obvious that since advent of the Europeans, Ugandans have attached much importance to western education. The first sets of schools were usually situated under big trees with students who were mainly normally conducted in the evenings after their trading activities with the merchants who acted as the tutors. It is obvious that the first type of school system didn't have any facility apart from the slate and foreign textbooks used.

Furthermore, with the arrival of western education, the uses of facilities became vogues. Classrooms which came in small rooms now in form of schools which comprises of administrative blocks, offices with such facilities as chairs, tables, chalk and chalkboards. Textbooks were also provided to aid teaching, this ease the way knowledge was formally imparted to the students to prove for old stanines system.

Walberg and Thomas (1992) shown that pupils have been noted to learn best when they can effectively explore at school environment that is rich in material, so that whenever they are given

the responsibility to make meaningful choice, they afford to interact with the available facilities. Classrooms are very vital in schools; the classrooms are constructed to suit the purpose of learning and also considering climate of the people. Eagle Hardt (1954) emphasized that classrooms referred to as "Teaching laboratories". Much importance should be attached to facilities to enable an imagined educational programme to be achieved. This in short shows the importance of the provision of efficient and effective facilities to help enhance a smooth and conducive teaching and learning process to enable the production of effective manpower for the nation.

1.2 Statement of the problem

Inadequate facilities will surely affect the smooth teaching and learning process in all schools. It is known that the academic performance of each student depends to a large extent on the facilities exposed to while learning but, when they are lacking some problems is faced.

The first noted, peculiar problem would be generated when there is no inclusive teaching and learning conduction. The un-conduciveness could be as a result of non-availability of facilities like table and chair in the classroom. There can never be way of concentration by students. Students cannot be expected to achieve any of the objectives at the end of the lesson. If pupils have to share chairs with their mates, they would be easily distracted among themselves and the class which is supposed to be actively involved in the learning process turns out to be appealing and there is enough discomfort for the day to discourage the interest of the pupils for the whole day's work.

Since the interest of the students are very low, they are going to also have a low level of understanding, knowledge to be imparted to the students would not be fully understood. There may also be limitation in understanding. Laboratories are lacking in many schools and in some schools where they can be found reagents and equipment are lacking. For instance students in science class who always learn in abstract, that is without practical knowledge, of what teacher is saying cannot have effective learning and this will automatically affect his/her academic performance. These lacks of laboratories have resulted to low interest in science subjects today, such subjects are physics, chemistry and biology.

Also the non-availability of learning facilities like textbooks, buildings, chart, chalkboards etc. have hindered students' performance academically and this has resulted in their low interest in most of the subjects offered in their various level in secondary schools.

Finally, it is observed that the students supply their acquired knowledge in-effectively since they

have not been taught with the practical aspects but rather expressed to only theoretical aspects of their field of specialization. Therefore, the resultant effect of this problem affects the society at large since the educational sector cannot produce the desired results as designed in the national policy of education (2004).

1.3 Purpose of the study

The purpose of the study is to investigate the effects of learning facilities on academic performance of students in selected secondary schools of Gomba district in Uganda

1.4 General objective of the study

The general objective of the study was to establish the effects of learning facilities on academic performance of students in selected secondary schools of Gomba district.

Specific objectives of the study

The specific objective of the study was to;

To determine the profile of the respondents in regard to age, gender and academic level

To determine if learning facilities affects academic performance of students in Gomba district.

1.5 Research questions.

How does learning facilities affect the academic performance of the students?

1.6 Scope of the study.

The study covered some selected secondary schools in Gomba district in Central Uganda and it was limited to determining the effects of learning facilities on academic performance. Three secondary schools was used for data collection, The Target population includes head teachers and teachers.

1.7 Significance of the study.

The study was to benefit the following discipline.

To provide information that can be used by the ministry of education and sports, policy makers to identify the causes of poor performance in examinations in order to come up with policies that will help the situation.

To increase awareness to the head teachers, teachers, board of governors and parents teachers associations (PTA) on factors associated with high performance in examinations.

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

To help in determining possible ways in which learning facilities can influence productivity or performance in teaching and learning process and also improve learning on the part of the students.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of study. It first start with facilities and student achievement, it's guided by the objectives of the study outlined in chapter one

2.1 Facilities and student Achievement

“Learning is a complex activity that puts students’ motivation and physical condition to the test” (Lyons, 2002, p. 10). It has been a long-held assumption that curriculum and teaching have an impact on learning. However, it is becoming more apparent that the physical condition of our schools can influence student achievement. Earthman, Cash and Van Berkum (1996) recently found that 11th grade students in above standard buildings scored higher as measured by the Comprehensive Test of Basic Skills than did their counterparts attending class in substandard facilities. The National Priorities Project (2000) report indicates that Texas students follow the trend found in the study conducted by Earthman et al. (1996).

In a Virginia study, Cash (1993) developed research that examined the impact of various factors of building condition on student achievement in a manner that controlled for socio-economic status of the students. Cash (1993) found that when socio-economic factors were constant, facility condition had a significant correlation with student achievement. Specifically, Cash (1993) found that air conditioning, absence of graffiti, condition of science laboratories, locker accommodations, condition of classroom, furniture, wall colour and acoustic levels correlated with student achievement at a significant level when controlling for socio-economic status of students.

Asiabaka, (2008) observes that, school facilities constitute the major components of both direct and indirect elements in the environment of learning. Adeogun, (2001) discovered that, a very positive relationship between instructional resources and students’ academic performance exists. He asserted that, schools endowed with more resources performed better than schools that are less endowed. Collaborating this, Babayomi, (1999) asserted that, private schools, because of the availability and adequacy of teaching and learning resources performed better than public schools.

2.2 Building Age and Student Achievement

Such studies regarding differences in student performance based upon building condition have focused on many factors of facility quality. Bowers and Burkett (1989) studied differences in

achievement between secondary students in two buildings, one built in 1939 and one built in 1983. In this study, all other building variables were consistent between the two schools. Bowers and Burkett's (1989) study revealed that the students in the modern building scored significantly higher in reading, language and mathematics than their counterparts in the older building.

The age of a building can influence many of the individual factors used in evaluating the condition of an educational facility (Earthman & Lemasters, 1996). Earthman and Lemasters (1996) noted that in each case of their study, age of the building had significant impact on student achievement and behaviour. Furthermore, the study indicated that age was a surrogate for other variables of building condition such as lighting, temperature control, proper lighting, sound control, support facilities, laboratory condition and aesthetic values (Earthman & Lemasters, 1996).

The development of curriculum or instructional strategies can exaggerate the differences in building age. Chan (1996) found that many building had become obsolete despite their structural soundness. Chan's (1996) study found an impact of building age similar to that of the aforementioned studies. However, his key conclusion was that many of these facilities have become obsolete because their failure to adjust to or accommodate innovations in curriculum development, instructional strategies and content development (Chan, 1996). For instance, new instructional models call for accommodations such as modular furniture, flexible floor plans, mobile technology, electronic chalkboards and expandable networking (Lyons, 2002).

Cornell University joined forces with the Council of Educational Facility Planners International to conduct a study of the renovation of Syracuse City Schools and how that renovation impacted student achievement (Moore & Warner, 1998). Rather than the typical correlation study, the Cornell study provided a valuable before-and-after look at achievement in schools that were renovated. Significant impact was found in student achievement after facilities in these Syracuse schools were refurbished. Most significant was the improvement in mathematics scores of sixth grade students (Moore & Warner, 1998).

As school buildings age, they not only provide hurdles for teachers and students. Older buildings have been found to actually cause the loss of instructional time (Stricherz, 2000). In his *Education Week* article, Stricherz (2000) notes that a Florida study found that 96 teaching days were lost in Virginia schools in 1998 due to poor building conditions complicated by age. The Virginia study found that half of the teaching days lost was due to air conditioning failures.

2.3 Facility Health and Student Achievement

Four decades ago, energy conservation became an important goal and had a profound impact upon building design. Resulting were facilities that were increasingly "tightened" against outside air infiltration in order to make them more energy efficient (O'Neill, 2000). This design approach has resulted in significant energy savings, yet it has been discovered that "tightening" buildings has led to higher levels of airborne gases from building materials and organic hazards such as bacteria and viruses (Witzling, Childress & Lackney, 1994). Witzling et al. (1994) have noted that this effort of energy efficiency has led to serious elements of sick building syndrome.

Designers have recently increased efforts in the elimination of environmental problems such as noise, glare, mold, poor ventilation and temperature extremes (Rydeen, 2003). Rydeen (2003) notes that architects who design healthy schools that address the aforementioned concerns decrease distractions and allow students and staff to focus on the learning process. Buildings must not only be designed to be healthy. Districts must also maintain their facilities in an effective manner in order to provide a healthy learning environment (Kennedy, 2003a). For example, poorly maintained roofs may leak allowing moisture to enter the building and increase the growth conditions for mold. The presence of mold could cause respiratory problems for students and teachers or even lead to the closure of the classroom or entire building (Kennedy, 2003b). Mold and other indoor air quality issues have become the most common concern of designers and administrators in dealing with building health. Issues regarding indoor air quality are increasingly challenging school board members and administrators across the nation (Colgan, 2003b). Colgan (2003b) notes that older schools are more susceptible to mold and indoor air quality problems, but warns that newer buildings are not immune from these effects. As facility health improves, educators find that achievement increases due to improved attendance of healthy, attentive and motivated students.

CHAPTER THREE

MEHODOLOGY

3.0 Introduction

This chapter explains the methods that the researcher used to select the geographical areas from which research was carried out and methods of selections of respondents. It also explains the research design, study population, sample size and sampling techniques, data collection instruments among others.

3.1 Research design

This study consists of the use of qualitative and quantitative methods of collecting data. The researcher choose this research design because of its advantages in obtaining data, it's also the simplest and least cost alternative compared to longitudinal (Neumann 2003). According to Neumann (2003), cross sectional research can be exploratory, descriptive or explanatory. Babbie (2007) shares the same views by stating that, there are three purposes of social research. Exploration, description and explanation each of them have different purposes for the research. The research employed both qualitative and quantitative, according to Creswell et al (2003) qualitative research helps in getting in-depth analysis of the problem under investigation and qualitative research was also applied in order to describe current condition or to investigate relationships including effects relationship. In addition it helps in answering questions concerning the current state of the subject under study. Field work was undertaken and this comprise of questionnaires for the teachers and interviews with head teachers respectively. The research findings was presented by the use of a purely quantitative research design with aid of tables, using frequencies percentages and charts

3.2 Study population

The study was comprised of teachers and head teachers in Gomba district

3.3 Sample size

A total of ninety (90) respondents were used from a total population of the schools, of which 80 were teachers and 10 were head teachers.

3.4 Sample technique.

A total of 90 respondents were picked to participate in this study. The purposive sampling technique was used to select both head teachers and teachers in order to get in-depth information about the problem under study. Here the teachers were given questionnaires to fill the information and interview guide was used to interview head teachers.

The table showing sample size and selection of respondents

Category	Frequency	Percentage	Technique
Head teachers	10	10	Purposive sampling
Teachers	90	90	Purpose sampling
Total	100	100	

3.5 Data collection procedure

In carrying out research the researcher first got the released letter from the course administrator; she took to the schools under study. After being given permission by the authority, the researcher accesses the information from the schools.

3.6 Data collection method and instruments

The study used both primary and secondary data. Primary data was collected using self-administered questionnaires to get information from teachers and interview guide was design for head teachers. The secondary data was collected through the use of document analysis, journals internet search, newspapers, and published books.

3.6.1 Self-administered questionnaires

The researcher used self-administers questionnaires for the respondent. This was distributed among the teachers in their respective schools. The justification for using this instrument was that questionnaires are easy to interpret and analyze, in addition, the questionnaires was used because the study focus on opinion attitudes feelings and perceptions of teachers.

3.6.2 Interviews

An interview guide consists of structured questions which was designed and administered to the head teachers. Information solicited by this instrument helped the researcher to enhance responses from the self-administered questionnaires and make it possible for the researcher to cross examine some key issues in the research. It should also be noted that interview method is the instrument which involves face to face discussion, interaction or interpersonal communication between the researcher and respondents intended to elicit opinions.

3.7 Data quality control

Validity and reliability of the research instruments was used.

Validity of instruments

Validity is the extent to which the instruments use during the study measure the issues they are intended to measure (Amin 2005). To ensure validity of instruments, the instruments was developed under close guidance of the supervisor after the questions are design it was pre-tested to tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to re-align them to objectives.

Reliability

Reliability is the extent to which the measuring instrument produces consistent results/scores when the same groups of individuals are repeatedly measured under the same conditions (Amin 2005). The study was administered using one type of questionnaire to teachers and using Cronbach reliability test.

3.8 Data processing and analysis

Qualitative data involves three sets of activities they include editing, coding, and frequency tabulation. Editing was done by looking through each of the field responses from questionnaires and interview guide ascertaining that every applicable question has an answer and all errors was eliminated for the completeness, accuracy and uniformity.

The researcher then proceeded on to coding the various responses given to particular questions that lack coding frames she then established how many times each alternative response category was given an answer using tally marks which was later added up. Data was then presented in frequency tabulation rendering it read for interpretation.

CHAPTER FOUR

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the findings, the results were presented in form of tables and frequency counts and percentages. It focuses on the effects of teacher's motivation on academic performances of students in selected secondary schools of Gomba district in central Uganda.

4.1 Profile of the respondents

One hundred (100) questionnaires were distributed to the teachers and ninety were filled and returned. These therefore represent ninety (90) percent of the total number of questionnaires that were used

Table 1; sex of the respondents

Respondents sex	Frequency	Percentage
Male	60	67
Female	30	33
Total	90	100

According to the table above, ninety (90%) respondents which were selected purposively of whom 60 (67%) were male and 30 (33%) were female.

Table 2; shows the age of the respondents/personal information

Age	Frequency	Percentage
19-24yrs	25	28
25-30yrs	30	33
31 and above	35	39
Total	90	100

The table above shows that the age category of the respondents was divided into three groups. That is to say 19-24years were 25 which were 28%, 25-30years were 30 which were 33% and 31 and above were 35 respondents representing 39% respectively.

Table 3; shows educational level of the respondents.

Academic level	Frequency	Percentage
Certificate	20	22.2
Diploma	40	44.4
Degree	30	33.3
Total	90	99.9(100)

According to the above table, the academic level of the respondent was divided into three categories that is to say certificate, diploma, and degree. 20 (22.2%) Of the respondents had certificate, 40 (44.4%) had diploma and 30(33.3%) had degree.

4.2 Effects of learning facilities on academic performances of students

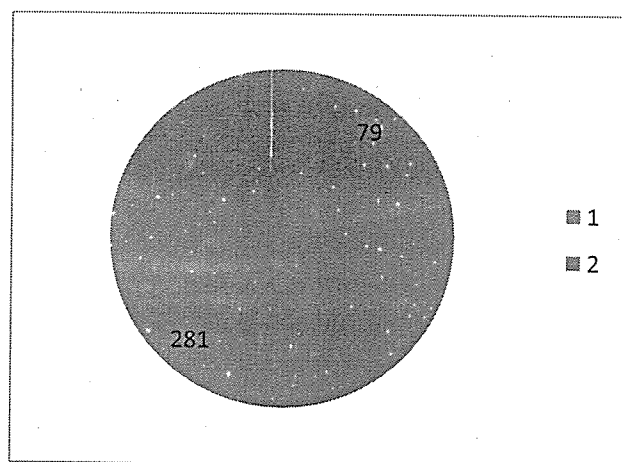
Table 4; Are there adequate facilities in your school?

Response	Frequency	Percentage
Yes	70	78
No	20	22
Total	90	100

Chat 1; Are there adequate facilities in your school?

Yes $78/100 \times 360 = 281^0$ total 360^0

No $22/100 \times 360 = 79^0$



According to the table and the chart, 70 (78%) of the respondents agreed that there is adequate facilities in their school while 20 (22%) disagreed.

“..... If you do not have adequate facilities, the end results will be negative and that is not our goal” (Interview with the head teacher Mpenja Senior Secondary School).

Table 5: Having effective learning facilities, has it affected your performance.

Response	Frequency	Percentage
Yes	50	56
No	40	44
Total	90	100

The table above shows that 50(56%) of the respondents agreed that having effective learning facilities has affected their performance and that schools who do not have effective learning facilities perform poorly. while 40(44%) has disagreed.

Table 6; If yes how has it affected you (teachers)

Response	Frequency	Percentage
Positively	60	67
Negatively	20	22
Not changed	10	11
Total	90	100

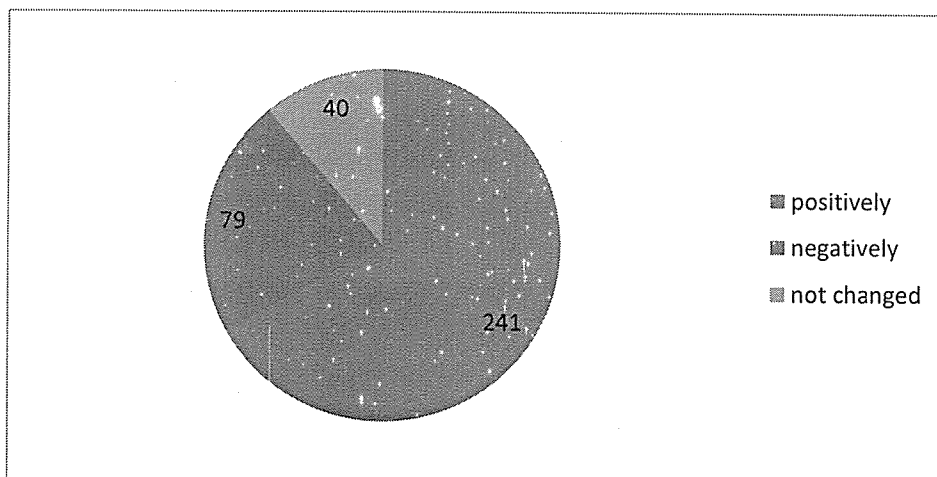
Chart 2: If yes how has it affected you (teachers)

Positively $67/100 \times 360 = 241^0$

Negatively $22/100 \times 360 = 79^0$

Not changed $11/100 \times 360 = 40^0$

Total 360^0



According to the table and chart above, it shows that 60 (67%) or 241^0 of the respondents said that effective learning facilities has affected them positively, 20 (22%) or 79^0 said negatively and 10 (11%) or 40^0 said that there has been no change.

“.....ever since we improve on the learning facilities, the performance of the school has improved and in turn increased the students enrolment.....”[interview with the head teacher St Joseph Voc.s S Buyinjabutoole]

Table 7; how has learning facilities affected the performance of the students.

Response	Frequency	Percentage
Has improved	65	72
Has deteriorated	15	17
Has not changed	10	11
Total	90	100

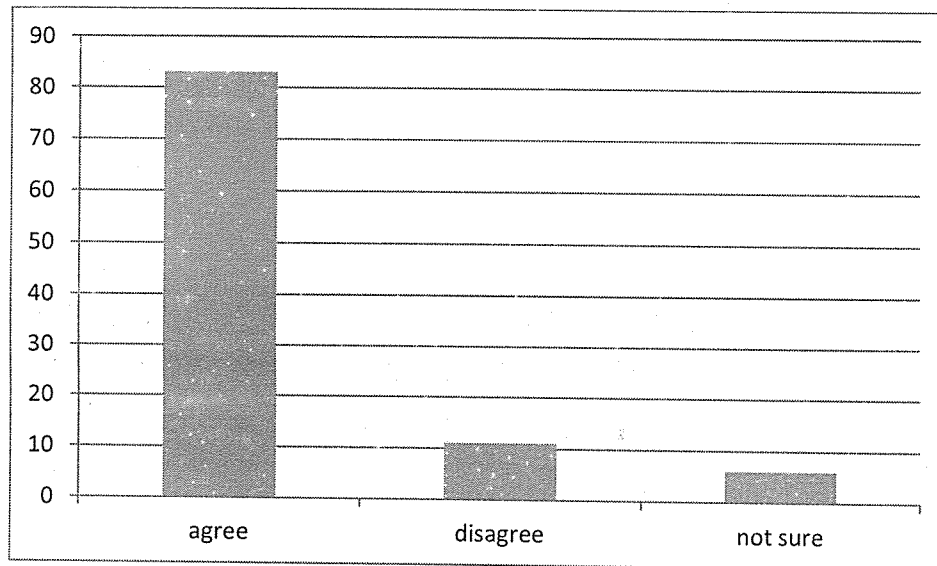
According to the above table it shows that, 65(72%) of the respondents said that learning facilities has improved on the student's academic performance, while 15(17%) said it has deteriorated and 10(11%) said it has not changed the students' performance.

“.....when there is adequate learning facilities, teacher's morale is boosted, they teach very well and in turn students understand what they are taught and hence students perform well.....” (Interview with the head teacher Gombe Senior Secondary School).

Table 8: Schools without adequate learning facilities do not perform well.

Response	Frequency	Percentage
Agree	75	83
Disagree	10	11
Not sure	05	06
Total	90	100

Chart 3: Schools without adequate learning facilities do not perform well



The table and chart above shows that, 75(83%) of the respondents agreed that schools who do not have adequate learning facilities do not perform well while 10(11%) disagreed and 5(6%) were not sure.

Table 9: when there are adequate learning facilities in the school teachers are motivated and they teach well which leads to good performance of students

Response	Frequency	Percentage
Agree	60	67
Disagree	25	27
Not sure	05	06
Total	90	100

The table above indicates that, 60(67%) of the respondents agreed that when there is adequate learning facilities in the school teachers are motivated and they teach well which leads to good performance of students (n class while the 25(27%) disagreed and 5(6%) were not sure.

Table 10; Schools that lack adequate learning facilities, students are not creative or active

Response	Frequency	Percentage
Agree	45	50
Disagree	35	39
Not sure	10	11
Total	90	100

The above table shows that, 45 (50%) of the respondents agreed that schools that lack adequate learning facilities students are not creative, while 35 (39%) disagreed and 10 (11%) where not sure.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introductions.

In this chapter, the conclusion from the study and the recommendation made are presented. The study use both qualitative and quantitative methods of analysis. The finding from the study indicated from 56% of the respondents that lack of learning facilities result in poor academic performance of students

5.1 Summary

The objective of the study was to determine the effects of learning facilities on academic performances of the students. The findings from the study indicated that 56% of the respondents said that schools who do not have adequate learning facilities perform poorly, which means that children's do not perform well because they do not understand what they are taught and the teacher does not make any effort to make the children grasp what he or she is teaching.

According to the study, schools that have adequate learning facilities perform better than those that do not have. It was noted in schools where students performed well that there is adequate learning facilities compare to those in schools where the students did not perform well.

5.2 Conclusion

The objective of the study was to determine the effects of learning facilities on academic performance of students. The study revealed that adequate learning facilities lead to positive results.

5.3 Recommendations.

The government should make sure that they provide adequate learning facilities in schools. And also encourage schools to maintain the facilities order to produce good results. This aspect of learning facilities is very important. School authorities should make sure that, there are adequate learning facilities and therefore improve on academic performance of students.

For academic excellence, the researcher recommends that the student's should try to also ask their parents to buy for them necessary school equipment's, for example text books and other scholastic materials.

There should also be more awareness and institutionalization of the notion of learning facilities to Uganda schools so that they readily know its importance on academic performance and hence yield good results.

5.4 limitation of the study

First and foremost the researcher faced some limitations of funds in terms of capital to carry out research hence the study was limited to some few selected secondary schools in Gomba district.

Time for carrying out research was also another challenge/limitation in that the researcher was still studying /continuing with the program at the university while carrying out research.

In the field, the researcher faced a problem in that some respondents were not welcoming and reluctant in answering questions. In addition to some respondents did not return the questionnaires due to reluctance.

The study was also very costly to accomplish since it involves several movements, buying of tools, printing among others.

Data discussion and analysis caused a big challenge as well. Because it took a lot of time

5.5 Suggestions for further research

The results of the study have revealed that, there is inadequate learning facilities and consequently low performance. This means that studies to find strategies that can be implemented to improve on learning facilities and academic performance of secondary schools are necessary.

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APPENDICES

APPENDIX A: INTRODUCTORY LETTER

INTRODUCTORY LETTER

Kampala International University

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To whom it may concern

This is to introduce to you Kabaikiriza Mary a student of Kampala international university from the college of education open distance and e-learning. She is requesting to carry out a research study in your school under the theme: effects of learning facilities on academic performance of students in selected secondary schools of Gomba district in central Uganda.

Your assistance is highly acknowledge

Yours sincerely

.....

HEAD OF DEPARTMENT

MADAM EDITH GWOKALY

KAMPALA INTERNATIONAL UNIVERSITY

APPENDIX B: QUESTIONNAIRE TO THE TEACHERS

Dear respondent the purpose of the study is to investigate the effects of teacher's motivation on the academic performance of students in selected secondary schools in Gomba district in eastern Uganda. And you have been chosen to participate in the study; you are requested to tick where appropriate and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality. Do not write your name anywhere on this paper

Personal information

Age

19-24yrs	<input type="checkbox"/>
25-30yrs	<input type="checkbox"/>
31and above	<input type="checkbox"/>

Sex

Female	<input type="checkbox"/>	male	<input type="checkbox"/>
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Educational level

Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>	Degree	<input type="checkbox"/>
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Effects of learning facilities on academic performance of students

1. Does the school have adequate learning facilities?

Yes ☐ No ☐

2. Has learning facilities affected your performance?

Yes ☐ No ☐

3. If yes how has it affected you?

Positively ☐ Negatively ☐ or not change ☐

4. How has it affected the performance of students?

Has improved ☐

Has deteriorated ☐

Has not changed ☐

Below are the statements in regards to learning facilities and academic performance of students. Tick the one you agree with most.

5. Schools who do not have adequate learning facilities do not perform well

Agree ☐ Disagree ☐ not sure ☐

6. When school have adequate learning facilities, teachers are motivated and they teach well which leads to good performance of students in class

☐ ☐ ☐
Agree Disagree not sure

7. In schools that do not have adequate learning facilities, students are not creative or active

Agree ☐ Disagree ☐ not sure ☐

KAMPALA INTERNATIONAL UNIVERSITY

APPENDIX C: INTERVIEW WITH THE HEAD TEACHER

1. Is there a relative difference in academic performance between schools with adequate learning facilities and school without adequate learning facilities?
2. What are the problems encountered by schools without learning facilities?
3. What are the effects of lack of learning facilities?
4. What are the advantages of having effective learning facilities?
5. What are the disadvantages of not having learning facilities in a school?
6. Are there adequate facilities in your school?
7. Is there chance of improvement in providing facilities to schools?
8. Is there teaching and evaluation condition good in your school?
9. Do you enjoy teaching without adequate school facilities?
10. How can the government improve effective teaching in schools?