KYAMBOGO UNIVERSITY

INSTITUTIONAL PLANNING AND ACADEMIC PERFORMANCE IN SELECTED SECONDARY SCHOOLS IN BUSIRO COUNTY, WAKISO DISTRICT -UGANDA

BY

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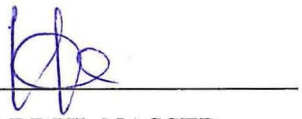
2010/U/HD/023/MEPPM

A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION IN POLICY, PLANNING AND MANAGEMENT OF KYAMBOGO UNIVERSITY

OCTOBER/2013

DECLARATION

I, **KIMULI ABDUL NASSER**, hereby state that this dissertation is original and from my own effort. It has not been submitted to any institution for any academic award or other purpose either in full or in part. I acknowledge the authenticity of all sources of information used in its compilation.

Signature:  Date: 12/07/2013

KIMULI ABDUL NASSER

APPROVAL

This dissertation titled "Institutional Planning and Academic Performance in Selected Secondary Schools in Busiro County, Wakiso District, Uganda" was prepared by Kimuli Abdul Nasser under my supervision as the university supervisor, is now ready for submission.

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DEDICATION

I dedicate this piece of work to my parents; Sheikh Ssebisubi Abdallah and Ms. Haliimah Najuuko, and the rest of my family for their support.

ACKNOWLEDGMENT

I appreciate the contribution and care offered to me by my parents in the course of my studies. Indeed this research is owed to them for having been there for me especially when I needed them the most. I am also indebted to my dear wife for the moral and material support accorded me during the study period. I thank her very much. I am grateful to my relatives and friends for their love, encouragement and support during my studies.

I am particularly grateful to my supervisors; Rev. Dr. Lubaale Grace and Mr. Kyakulumbye Ali for their technical guidance and support throughout the process of my research. Their assistance has been significant for my success. I too appreciate the services of all my lecturers at Kyambogo University. I thank them for the professional and technical guidance they extended to me throughout my study at the university.

I express my heartfelt gratitude to all the authorities and persons for allowing me access to the relevant literature. I am equally very grateful to all my respondents or informants for their contribution in the process of collecting the primary data required for this research. I thank my fellow students of Master of Education Policy, Planning and Management for the moral and material support that enabled me reach this far.

Above all, I thank the Almighty God for having enabled me to successfully undertake this study. I could not have completed this research work without God's blessings and grace.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS/ ABBREVIATIONS

ESA	:	Education Standards Agency
HS	:	High School
LC	:	Local Council
MOES	:	Ministry of Education and Sports
PLE	:	Primary Leaving Examinations
SALVE	:	Support and Love via Education
SIDA	:	Swedish International Development Authority.
UACE	:	Uganda Advanced Certificate of Education
UCE	:	Uganda Certificate of Education
UNEB	:	Uganda National Examinations Board
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
WAKISSHA	:	Wakiso District Secondary Schools Headteachers Association.
WDED	:	Wakiso District Education Department.
WDEO	:	Wakiso District Eduction Office.

ABSTRACT

This study assesses the impact of institutional planning on academic performance with specific focus on teacher competency, instructional resources and parents' participation planning for child education in selected secondary schools in Busiro County, Wakiso District. This defines the content scope of study. Geographically the study was particularly conducted in 15 selected secondary schools, both government aided and private in Busiro County. The Study mainly covers the period, 2005-2010 of UCE national examinations. The study idea is well illustrated by a logically formed conceptual framework that presents a structural relationship between the variables of study; mainly institutional planning as the independent variable and academic performance, the dependent variable. Literature was reviewed under themes that reflect specific research objectives. The respective themes cover implications of teacher competency planning; instructional resources planning and parents' participation planning on academic performance. These were preceded by the review of the concepts of institutional planning, and academic performance. The review sought to explore information gaps so as to address the research objectives. In this study, the cross-sectional research design was used. This was adopted in order to collect data from several sample population frames in more or less the same period of time in the 15 secondary schools selected to represent a larger secondary school population in Busiro County. The design was based on both quantitative and qualitative methods for data collection and analysis. Particularly, the questionnaire and interview methods were used for data collection and both statistical and interpretive techniques were adopted for presentation and analysis of such data. Accordingly, the study findings reveal that the inequality in student learning achievement among secondary schools in Busiro County is significantly attributed to school differentials in institutional planning. Specifically, students in a few schools with better institutional planning frameworks for teacher competency, instructional facilities and parents' involvement in child education perform much better in learning and examinations especially in science education compared to their counterparts in the less institutionally prepared and developed secondary schools, which are the majority in the County. It was therefore concluded that institutional planning is the most underlying factor in child education and academic performance in secondary schools. Considering the research findings and conclusions, the study recommended for school staff reviews, teacher motivation plans, collective responsibility in instructional resource development, consistency in instructional material use, enforcement of the science education promotion policy, better strategies for consistent parent support in child education as well as parents' participation policy in secondary schools.

CHAPTER ONE
INTRODUCTION

1.0 Introduction of the Study

This study assesses the implications of institutional planning on academic performance in selected secondary schools in Busiro County, Wakiso District. This chapter provides the introductory explanation to the study. It entails respective sections that describe the conceptualization of the study, the research problem, define the scope and give justification of the study. Major among these sections include the background to the study, statement of the problem, research objectives and hypotheses, the significance as well as the conceptual framework of the study. Institutional planning is a continuous process that starts with determining the organizational objectives which are then followed by preparation for future course of action through identifying methods, resources and dates for implementation of tasks. Besides, it provides for monitoring and evaluation to direct operations and check performance in organisations (Dale, 2008). This planning is therefore ideally relevant for secondary schools because it is the underlying factor for child education practices and performance as articulated in the following sections and particularly evidenced by the research finding of this very study.

1.1 Background to the Study

The background to the study covers the historical, conceptual, theoretical, and contextual perspectives of variables and the relationship between institutional planning and academic performance.

Historical perspective

Institutional planning in education and schools in particular gained prominence with the recent notion of school management reforms which can be traced from the United States in 1980s and Australia, Canada and the United Kingdom in 1990s. This perspective that underlines the importance of planning has also been adopted in some developing countries especially Latin America and South Asia, though sub-Saharan Africa also figures with increasing adaptability. This calls for modern school management urged for sound planning in large and more complex; small and relatively simple, and in non-profit and for- profit educational institutions. Nonetheless, previous research has not clearly documented the salient role of institutional

planning on education performance which in the secondary school context integrates students' academic performance. This has been much accounted for in the existing literature but in the history of secondary schools in Uganda and particularly Busiro County, the implications of school planning were never duly substantiated.

Conceptual perspective

Institutional planning includes the survey of the institutional needs and resources, determining priorities and formulation of action for execution and evaluation of the plan. In the school context, it is a process of system development on the basis of the needs and resources in the school and community (Buch, 1968). In the world today, school planning is obviously the starting step for school managementa systemas. It is thea most basic aand critical function in professional school management. It provides the structure and mechanism for effective and optimum resource utilization with a view to improving the school programme and practices that enhance education development such as academic performance (Prabhakar, & Rao, 2011).

In most of the world, academic performance in educational institutions is a measure of success or how well a student meets standards set out by education authorities and the institution itself. Although education is not the only road to success in the real world, much effort is made to identify, evaluate, track and encourage the progress of students in schools (Nasongo and Lydiah, 2009). More of this concern starts right from the primary level to post primary that also includes secondary education. The school environment including secondary schools actually includes all the pedagogical, physical or social factors which can stimulate the quality of child learning when well planned (Alam 2000). According to Shahzad, Riasat, and Khan (2011), institutional planning is the life blood of any education institution.

Theoretical perspective

This study was based on Maquiso's (1983) PIE model as the underpinning theoretical perspective that guided the analysis of the implications of institutional planning on academic performance among varying secondary schools of research. In full, PIE stands for Planning for Institutional Effectiveness (Yarbrough, 2004). According to Maquiso (1983), the model

underscores the significance of educational inputs conceived in the institutional plan which when properly utilized can propel institutional effectiveness. This claim was incorporated in this research analysis in which educational inputs plan was envisaged to correspond to the teacher competency, instructional resources and parents' input plan, while institutional effectiveness was perceived to embody students' academic performance.

Contextual perspective

Globally, the importance of secondary education has led governments to set standards so as to effectively prepare learners and promote performance for higher education and useful living within the society. The underlying principle here is that secondary schools should be able to provide quality education to all those who can benefit from it (Ekundayo, 2010). The quality of education in Africa and most of the developing world tends to be evaluated in terms of the number of students passing national examinations (SALVE International, 2009). According to Ekundayo (2010), secondary education in English speaking Africa prepares young persons for entry into higher education. Education quality which is usually symbolized in academic performance is critical at all levels of education.

The education system of Uganda covers progressive levels which include primary education regarded as elementary, secondary education and post-secondary education also known as higher education. The present education system has existed since the early 1960s (Nsubuga, 2008). Usually, the quality of schooling is linked with the curriculum, competency of teachers, educational materials, teaching methodologies, equipment and physical facilities such as well designed and well equipped classrooms and laboratories, availability of libraries, furniture, playgrounds, portable water, electricity, gas, boundary walls, text books and teaching aids as well as parents participation and support (Ghaffar, Rizvi, Asdaque, & Bilal, 2011). However, the main concern in this study was institutional planning as, according to Chandraskaran (1994), is the cornerstone for subsequent school management processes that control the school environment.

In Uganda parents, policy makers and government care about students' performance because good academic results will provide good and ample life opportunities (Bell, 2011). Secondary education fundamentally contributes to preparation of future generation for shouldering responsibilities of life (Shahzad et al, 2011). It is an investment that promotes rapid economic, technological, scientific and social development in the country (Asikhia, 2010). That is why school planning should reflect the national educational policy and society (Buch, 1968). The system of secondary education in Uganda has a structure of six years of education and training, four of which are for lower secondary school otherwise known as Ordinary level and two others for upper secondary recognized as Advanced level (Nsaasa, 2009). Final national examinations are done at both levels and successful students at Ordinary level are awarded Uganda Certificates of Education (UCE) while at Advanced level they are awarded Uganda Advanced Certificates of Education (UACE) respectively (Nsubuga, 2008).

In Busiro County, secondary schools following Uganda's education curriculum adopt this kind of system. Busiro is one of the two counties of Wakiso District in which there are 382 secondary schools altogether. Of these 42 are public Secondary schools and 340 are private secondary schools (Wakiso District Education Department, 2011). A report commissioned by the Ministry of Education and Sports and conducted by a private consultancy; AfroEducare Limited shows that Wakiso district has better private secondary schools than the rest of Uganda including Kampala District, the only Capital City (Talemwa, 2011). Nonetheless, little was known about government schools and it was not clear whether all the secondary schools in the district are better enough as regards institutional planning yet student results in national UCE examinations for example show varying school performance for the last five years (UNEB, 2012).

Basing on individual school statistics of the selected secondary schools of this study in Busiro County, it was justifiable to stratify them into 'best and low UCE performing schools' by virtue of the persistent performance differentials as illustrated in Table 1.1 below. This stratification follows the standard criteria by the MOES and UNEB in particular of 2010 (MoES, 2010).

Table 1.1: UCE Exam performance of selected Secondary Schools in Busiro County, Wakiso District

Academic Year	2006			2007			2008			2009			2010		
Division / Centre No	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
U004	208	17	00	206	27	01	169	19	01	191	04	00	201	7	01
U0060	155	34	02	157	34	04	171	17	00	157	19	01	153	30	01
U0121	00	06	08	00	03	12	00	02	11	00	04	11	00	03	12
U0407	0	04	24	00	06	26	3	13	30	02	14	29	00	13	43
U0490	16	24	29	19	73	77	20	84	79	21	62	68	45	11	16
U0763	96	72	20	82	82	49	60	114	92	75	69	21	91	78	25
U0781	-	-	-	-	-	-	61	107	44	72	85	15	57	82	30
U0860	28	39	46	15	43	43	33	60	57	25	61	49	34	62	55
U0898	03	24	25	02	10	27	02	20	30	04	61	49	04	12	23
U1076	09	30	24	7	31	22	7	34	19	02	9	31	3	20	28
U1128	53	44	11	58	51	12	24	52	26	35	58	21	25	53	20
U1224	317	14	1	337	56	3	371	49	8	371	58	5	409	36	2
U2047	-	-	-	00	09	04	02	22	28	02	05	11	01	11	16
U2381	-	-	-	10	36	35	13	42	23	12	40	32	25	24	41
U2602	-	-	-	-	-	-	00	06	13	02	06	12	01	07	13

Source: School records of the selected secondary schools of study Busiro County (2012)

As reflected in Table 1.1, Wakiso District Education Department (WDED, 2011) laments that despite improvement in UCE and UACE exam performance among some secondary schools in the district; there are still others that have persistently underperformed. This discrepancy is attributed to differential institutional planning between schools. Indeed, the education department had conceded that in some secondary schools in the district there are still student learning constraints related to inadequate funding for the education activities, inadequate shelter and facilitation for teachers, teachers' absenteeism, lack of enough and poor use of learning materials and equipment, child school attendance inconsistencies and drop outs.

Such differential scholastic experiences and students' achievement among secondary schools above were the cause of concern for this research that set out to examine the institutional planning framework for teacher competency in service delivery, instructional facilities and parents' involvement in child education and its implications on academic performance. Basically, this survey was essential because, according to Shahzad *et al* (2011), institutional planning is not only significant for academic performance but it is also of policy importance, since child achievement is one of the educational goals.

1.2 Statement of the Problem

As a cornerstone for school management, institutional planning provides the structure and mechanism for effective education practice and academic performance (Prabhakar, & Rao, 2011). However, while the education sector in Wakiso District and Busiro County in particular has witnessed increasingly phenomenal academic performance in certain secondary schools, there are some schools that have persistently performed poorly in UCE and UACE examinations (Wakiso District Education Office, 2011). Such performance apparently stems from the quality of institutional planning schools adopt since besides being a basis for education practice in school systems, it is an arrangement prepared on the basis of school education needs and the resources available or likely to be available with the view to improving school performance (Ajayi, 2007).

There were noticeable persistent performance differentials among secondary schools in Busiro County between 2005 and 2010. Among these include schools that never recorded any or hardly registered ten students in Division 1 in UCE in this period (Secondary School records, 2012). According to WDED (2011), there were still secondary schools in the county that persistently underperformed in UCE and UACE exam performance despite improvement among some others. This discrepancy was presumably attributed to differential institutional planning between schools because of student learning constraints among some of these schools (WDED, 2011). These inconsistencies are a function of the informal school administration practices common among secondary schools in Uganda and Busiro County inclusive such as use of routine practices, native wisdom and common experience in school management. In such schools there are inadequate work plans to guide the teaching-learning process, finances, infrastructures, students discipline and other school activities (Ssemwanga, 2008).

Such differential scholastic experiences and students' achievement among secondary schools in the area were the cause of concern for this research. Thus, the study was sought to assess the relationship between institutional planning and academic performance in selected secondary schools in Busiro County in Wakiso District.

1.3 Purpose of the Study

The purpose of this study was to assess the relationship between institutional planning and academic performance in selected secondary schools in Busiro County, Wakiso District.

1.3.1 Objectives of the study

The following were the objectives for the study:

1) To examine the effectiveness of teacher competency planning in promoting academic performance in selected secondary schools in Busiro County.
2) To determine the significance of instructional resources planning on academic performance in those selected secondary schools in the county.
3) To analyse the implication of the parents' participation plan on academic performance in such schools.

1.4 Research Hypotheses

1) Teacher competency planning is effective enough to promote students' academic performance in selected secondary schools in Busiro County.
2) Instructional resources' planning is significant enough for better student academic performance in selected secondary schools in the county.
3) There is a relationship between planning of the parents' participation and student academic performance in selected secondary schools in Busiro County.

1.5 Definition of Key Terms

Institutional planning. In this study, institutional planning is conceived as a process that entails the survey of the school needs and resources, determining the priorities and formulating the plan of action, its execution and evaluation. In that case, it is hoped that planning establishes standards that are used in controlling. As planning sets the objectives, it facilitates process control, with which performance is compared against the objectives, and any significant deviations are identified. Then the necessary corrective action is taken.

Academic performance. This is a measure of students' learning and achievement in the learning process. It is an outcome of all academic tasks or rigours of a learner which can either be determined as good or poor. It is the ultimate objective of any learning process in academia.

Teacher competence. This is the ability of the teacher to handle a given number of learners, administer content and the teaching learning process and determine their academic performance and achievement.

Instructional resources. These are facilities used to aid the teaching learning process. They include classrooms, libraries, laboratories and technical workshops as well as equipments and materials therein essential for effective learning and academic performance.

Parents' participation. This kind of participation includes parents' commitment to provide scholastic requirements and materials for their children, ensuring regular child school attendance; follow up child performance at school and home as well as their involvement in school programmes.

Government Aided Secondary schools. These are schools financed, run and regulated by government with an obligation to appropriately plan for effective secondary education practices and successful child academic performance.

Private Secondary Schools. These schools are established, funded and managed by private institutions and/or individuals as owners or trustees with a similar purpose of providing effective secondary education for desirable child academic performance and achievement. They are regulated and guided by government through relevant departments under the Ministry of Education and Sports (MoES).

1.6 Scope of the Study

The scope of the study includes the geographic scope, timeline and the content scope.

Geographical Scope

The study covered the whole of Busiro County in Wakiso District. Particularly, it was conducted in selected secondary schools, both government aided and private. Busiro County is one of the two counties of Wakiso District, the other being Kyadondo County. There are 42 government secondary schools and 340 private secondary schools distributed all over the district (Wakiso District Education Department, 2011). Specifically, the schools actually involved in this study

included; St. Lawrence Horizon S.S.S, Nabbingo Trinity College, Nsangi S.S, Buddo S.S, and King's College Buddo found in Nsangi Sub-county as well as Rines S.S., St. Augustine S.S., Haawa S.S., Kasengejje S.S. from Wakiso Sub-county. Others are; Kasule Memorial S.S., Balibaseka S.S. and Bilal Islamic Institute from Kakiri Sub-county and the rest included; Kinawa H/S, St. Mary's Kitende S.S. and Jamia Isalmic H/S found in Ssissa Sub-couty. These schools were investigated because of their persistent performance differentials in UCE exams.

Time Scope

The study covers the period, 2005-2010 of the UCE national examinations. This period was preferred because it presents most recent experiences about school institutional planning and teacher innovativeness which the target respondents could reliably articulate. Beyond this period the researcher suspected that not enough and well informed respondents could be raised.

Content Scope

The content scope of the study centres on the implications of institutional planning on academic performance of secondary schools in the Busiro County and Wakiso District in general, with specific focus on consistency in the planning framework for teacher competency, instructional resources and parents' participation in the child education.

1.7 Significance of the Study

The study findings, raised along the specific objectives in section 1.3.2 above, are hopefully beneficial to stakeholders in secondary education in Wakiso District and Uganda in general as specified below. These stakeholders include partners in and outside school systems of secondary schools similar to the schools of study:

The study sheds light on the relationship between institutional planning and academic performance. This can be useful to authorities for education planning as well as performance inspection of secondary schools.

More particularly, the study findings hopefully benefits teachers and school management of different secondary school systems in Uganda regarding information on the relevance of teacher

competency planning in promoting students' academic performance. In such a case, such partners may realise the need for consistent effective school planning to maintain solace within and/ or revamp the teaching activity and process as individuals and school systems.

The study reveals the significance of instructional resources planning on academic performance in secondary schools in Uganda. With this, relevant public and private institutions such the Ministry of Education and Sports, the Civil Society and schools, public and private would then enforce and provide for sufficient teaching learning facilities in school systems

The study provides information on the implications of the parents' participation planning on academic performance. It shows the extent to which plans for parents' co-operation and support in child education are sufficiently integrated in the management framework of secondary school systems. In this case both schools and parents may pull up for consistent school-parents collective responsibility in child learning.

The findings may more specifically benefit those involved in school planning and monitoring within secondary school systems where emphasis can be put on the promotion of teacher competency, appropriate instructional resources and parents participation as key factors that influence the academic performance.

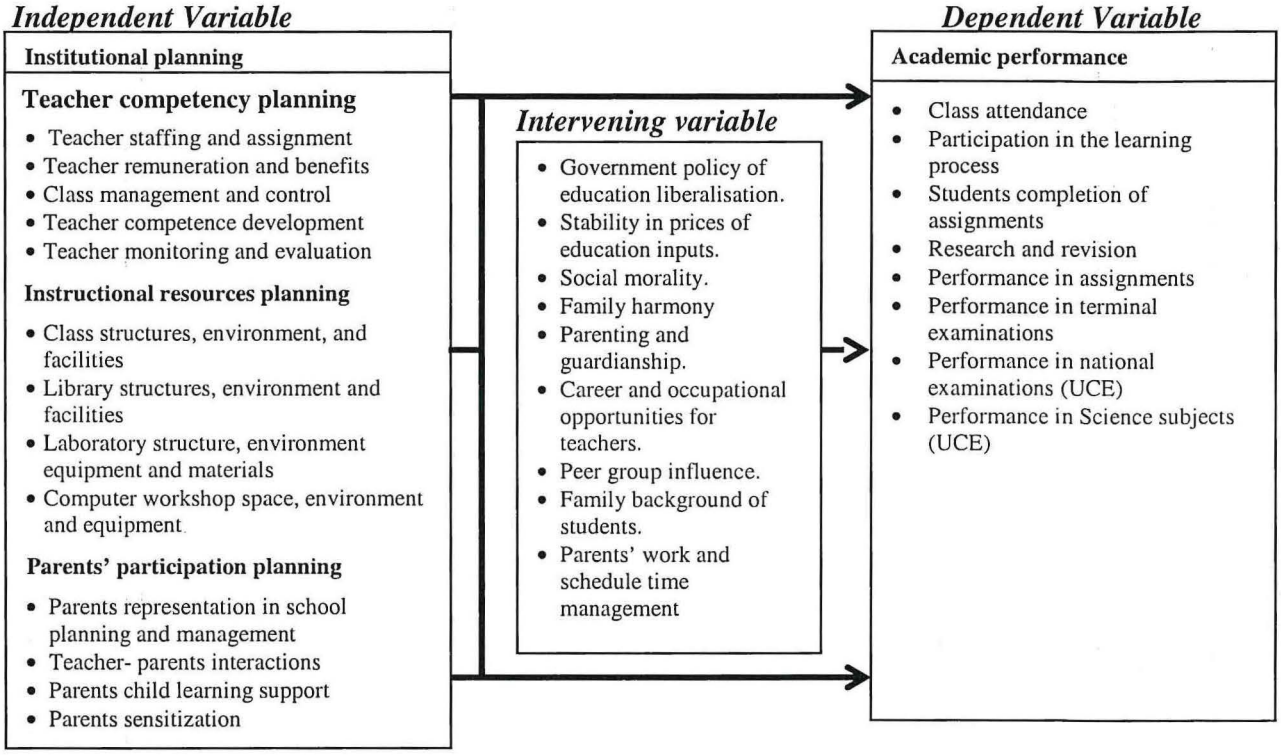
As a result of assessing suitability of these institutional factors, the findings of the study also indicate the strength of planning and its potential contribution to the performance of schools.

The political leaders in the MoES may also benefit from the study, because the findings may guide them in prioritizing the allocation of resources for secondary education in the country.

By focusing on such specific school environment factors as reflected in the study objectives, the findings may motivate future researchers to identify other factors with a view to establish the role each factor plays in the overall school performance.

1.8 Conceptual Framework

Figure 1.8.1: The relationship between institutional planning and academic performance in secondary schools in Busiro County



Source: Adapted from Maquiso's (1983) Planning for Institutional Effectiveness (PIE) Model

Figure 1 presents a diagrammatical relationship between the variables of study; mainly institutional planning and academic performance. It shows how elements of institutional planning categorised as the independent variables in parenthesis 1 influence the processes of academic performance shown in parenthesis 3 as the dependent variable. Apparently, the effectiveness in planning teacher competency, instructional resources and parents participation is by implication significant in promoting students' academic performance in secondary schools. Students perform better as long as teachers are enough and consistently active, the instructional resources are adequate and enabling, and parents are actively supportive besides their traditional role of fees payment. The reverse is true. The framework also presents the fact that the dependent variables in this study also have a bearing on a combination of intervening variables (parenthesis 2). These variables are external factors outside the school planning process. These factors

directly influence the dependent variables. That is to say, in addition to the institutional factors identified in parenthesis 1, they are also significant in determining students' academic performance.

However, this study zeroes on the correlation between dynamics within the institutional planning process and academic performance, as there was no clear documentation about the notion. Less or no scientific attention was previously given to the implications of institutional planning in secondary schools of Busiro County despite being one of the areas in Uganda where academic performance is very critical, and this is characterised by school performance differentials in national examinations.

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of literature related to the 'effectiveness of institutional planning as mechanism for promoting academic performance in education institutions including secondary schools. This study specifically covers Busiro County, despite being one of the best performing areas in UCE and UACE national examinations in Uganda; previously, there were no comparably logical assessments done to provide clear evidence of the implications of institutional planning in similar schools in the country. Literature was therefore reviewed under relevant themes that reflect the specific research objectives. The respective themes cover implications of teacher competency planning; instructional resources planning and parents' participation planning on academic performance. These were preceded by the conceptual and theoretical review related to institutional planning and academic performance. This analysis was sought to explore information gaps so as to address the research objectives given in chapter one of the study.

2.1 The Concepts of Institutional Planning and Academic Performance

2.1.1 Planning

Planning is a process of determining objectives and preparing for future course of action to accomplish them (Delbecq and Van de Ven, 1971). Arrangement for course of action specifically includes identifying methods, resources needed to carry out methods, responsibilities and dates for completion of tasks (Dale, 2008). It involves defining the organizational objectives or goals, establishing an overall strategy for achieving those goals, and developing a hierarchy of plans to integrate and coordinate activities (Robbins and Coulter, 1999). In particular 'institutional planning' is concerned with what, how, and when things need to be done. Much as secondary schools in Busiro County are in principal required to adapt to this definition, it was not clear whether institutional planning is comprehensively consistent and effective enough for successful academic performance among all schools.

More comprehensively, institutional planning in all such schools, besides identifying the overall purpose, should have provided for operational guidelines and follow up of plan implementation and evaluation of results. Schools ought to depend on planning as a standard of direction in education provision. Precisely, planning establishes standards that are used in process control with which actual performance is compared against the set objectives such that any significant deviations are identified and the necessary corrective action is taken (Robbins and Hunsaker, 2007 & Shahzad et al, 2011). Accordingly, institutional planning is a continuous function that directs the organizational objectives (Haynes and Mukherjee, 2001). This means planning without arranged follow-up is not a complete and consistent plan which any secondary school including every school in Busiro County should have adopted.

In conformity with the above, Pearce (1987) outlines some qualities of good institutional planning: studying the future and arranging the plan of operations; establishing a coordinated effort for teamwork; reducing uncertainty, and reducing wasteful activities. In that case, planning bridges the gap between the present and the future (Steiner, 1969). So, any secondary schools in Busiro County hardly predict their exact future, leaving education practices and academic performance to chance. They would persistently be compromised unless they plan,

2.1.2 Academic Performance

Academic performance is one of the measures of students' education achievement which certainly correlates to the school institutional planning but the previous literature does not clearly substantiate this relationship. Particularly there was no any similar research among Busiro secondary schools despite their differential performance in national examinations. According to Adu, Ojelabi and Adeyanju (2009) it can simply be viewed as an outcome of all academic tasks or rigours of a person which could be poorly or successfully stated.

Bell (2011) expounds that academic performance in schools is determined in a number of evaluations. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions. Teachers evaluate in the form of letter or number grades and side notes, to describe

how well a student has done. In Uganda, this kind of evaluation involves internal or school students' assessment administered by the school teachers (Nabukenya, 2010).

At the national level, students are evaluated by their performance in standardized tests at specific education levels and based on a set of achievements students in respective age groups are expected to meet (Bell, 2011). This is the case in Uganda; at the end of ordinary secondary education, students- mainly teenagers sit for UCE while at Advanced level relatively older students do UACE national examinations, respectively (Nsubuga, 2008).

In the past, academic performance was often measured more by year than today. Teachers' observations made up the bulk of the assessment, and today's summation or numerical method of determining how well a student is performing is a fairly recent invention. Grading systems came into existence in America in the late Victorian period, and were initially criticized due to high subjectivity. Different teachers valued different aspects of learning more highly than others, and although some standardization was undertaken to make the system fairer, the problem continued (Bell, 2011).

Today, changes have been made to incorporate differentiation for individual students' abilities, and exploration of alternate methods of measuring performance is ongoing. Good enough there was a shift in the evaluation process for the better but this remains a challenge among most of secondary schools in Uganda that record comparably less exciting or poor grades, considering the national UCE and UACE examination results released by UNEB every year (Nsubuga, 2008). As such, the school environment that embodies a number of determinant conditions needs to be consistently and closely controlled and this is particularly possible through systematic institutional planning. Nonetheless there was no well documented evidence of this logical planning among secondary Schools in Busiro Sub-county, hence this study.

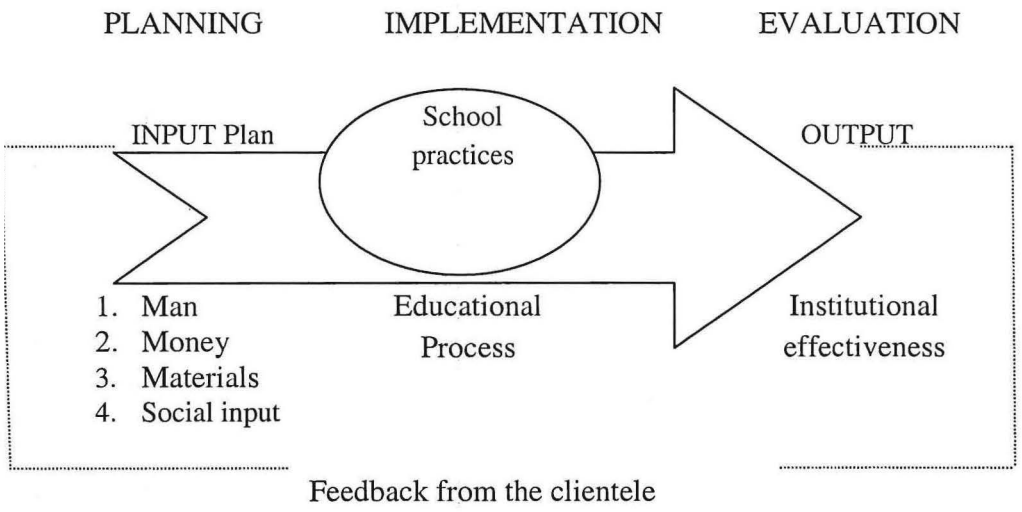
Successful student assessment exercises are dependent on effective planning, but equally or more importantly the teaching- learning process deserves comprehensive and consistent planning of all the learning inputs (Kayode, Oni & Muraina, 2011), particularly the teacher, instructional

resources and parents support, which in this study are the scope of survey. Thus, every secondary school in Busiro County is liable for the consistency in institutional planning along these lines. However, whether all the schools in the area were conscious enough was a matter of investigation. To validate this contention, the following review was made along similar parameters as presented in the subsequent sections.

2.2 Theoretical review

2.2.1 The Planning for Institutional Effectiveness Model. This model commonly referred to by the acronym PIE was in recent times advanced by Maquiso (1983). The model illustrates the implications of institutional resource and/or input plan on organizational performance as demonstrated in Figure 2.1 below.

Figure 2.1: The PIE Model on institutional planning



The institution will attain good performance depending on the input. Any good output is the result of good input plan and utilisation. This model shows the whole processes of institutional building wherein there are competencies to be considered:

i) Input refers to the resources; man, money, materials and social or beneficiary input;

ii) Process refers to the management style in program operation or competencies gained;

iii) Output refers to the product, growth in terms of achievement.

According to Maquiso (1983), the model shows that institutional building needs careful planning, implementing and evaluation and underscores the continuity of the planning for which feedback is expected after results released from the commitment of resources. Input represents the base or starting point for institution building and it includes the beginning knowledge and skills brought to the system by the people, as well as, their motivation and effort, the goals and purposes of instruction and the resources available to do the task. Process component includes all the methodologies applied in the operation of the institution to achieve the stated goals, while outcome is the products including the performance. This perception was ideal for variable correlation analysis in this study in which the input plan was pictured to mirror teacher competency, instructional resources and parents' participation planning while implementation reflected management of such school plans and output corresponds to academic performance. In that case this model was ideally a keystone to the study.

2.3 Teacher Competency Planning and Academic Performance

Teacher competency planning includes arrangements to enhance and maintain teachers' adequacy and competency in respect to their pedagogical practices (Akinsolu, 2010). Besides teacher – students' ratio, planning of such practices covers concerns of teachers' mastery of the curriculum and subject content and adoption of appropriate strategies of child learning (Rodgers, 2001; Stuart, 2004).

An uncertified teacher cannot prepare students for decisive examinations because it is unlikely that they could pass (Akinsolu, 2010). Corroborating this, Owolabi (2007) stated that schools ought to recruit enough teachers with appropriate expertise and/ or retain experienced teachers who are willing to serve so that they can contribute their wealth of experience to improving the school system. Similarly, Lassa (2000) claimed that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Teachers' assignments depend on their qualification of the subject(s) being taught. Middle and high school students learn more from teachers who hold Bachelor's or

Master's degrees in the subjects they teach and from experienced teachers than they do from less experienced ones (Darling- Hammond, 2000).

In a study on human resource and organizational achievement, Egungun (1992) found that the placement of only the right employees in the right jobs, at the right time and place assist greatly in attainment of organizational set goals and objectives. Otherwise, according to Ijaiya (1998) shortage of the right teachers in schools such as secondary schools contribute to poor quality teaching as well as massive failures. Besides planning for and providing enough and the right teachers with effective class instruction and school instruction skills, teachers professional development arrangements are equally necessary for changing teaching service demands. Staff development equips the teacher with up-to-date information and makes him/her better and capable of handling the needs of children (Carl, 1990).

In Uganda, there is not only a requirement for qualified teachers but also recommendation for staff development as one of the options for better education performance (MoES, 1996). This is reflected in some government attempts to promote quality and success in education at all levels. Accordingly, relevant recommendations pertaining to staff development were outlined in a 'Guide' by Ministry of Education and Sports in conjunction with UNESCO as part of the guidelines for quality assurance in basic and secondary education in Uganda (MoES & UNESCO, 2006). Some of the recommendations include: i) school systems at all levels and other relevant stakeholders should adopt various staff development activities; ii) these activities should promote good performance of the teacher in various ways of the teaching process and iii) that schools must ensure that staff development helps them achieve better education performance. Staff development today is a pre-requisite for improvement of the teacher's service delivery that is critical for the school and students' performance (Ssemwanga, 2008).

The Uganda's National Policy of Education states, "No Education system can rise above the quality of its teachers in the system" (MoSE, 2006). In relation to this, Ijaiya (1998) opined that improving the quality of the teaching force in schools is seen as the key to raising student achievement. As noted by Ijaduola (2008), academic performance cannot be gingered in students

if they are discouraged or not adequately prepared. Teachers are expected to meaningfully contribute to student's academic performance. A weighty academic performance of a student is sometimes attributed to teachers' efficiency. Accordingly, systematic teacher planning is essential to enhance students' preparation and evaluation of their academic performance with the aim of rectifying or correcting their loopholes (Kayode et al, 2011). Nonetheless, teacher planning in Uganda' secondary schools and particularly Busiro County previously not given due analysis yet there are schools in which the teaching learning processes are not logically effective despite the role of the teacher.

Oshodi (1991) investigated resource utilization and students academic performance in Kwara State secondary schools and found that the quality of teachers was the most important determinant of students' good academic performance in secondary schools. ESA (2005) admitted that teachers are the main determinants of quality in education:

> "If they are apathetic, uncommitted, uninspired, lazy, unmotivated, immoral, and anti-social, the whole nation is doomed. If they are ignorant in their disciplines and thus impart wrong information, they are not only useless but dangerous. Therefore, the kind of teachers trained and posted to schools may well determine what the next generation will be like."

In relation to the above, Ehrenberg and Brewer (1995) asserted that students learn more from teachers with strong academic skills. Thus, drawing and follow up of the necessary teacher plans, the sufficiency and competency of teachers are of significant concern in any secondary school given the role of the teacher in students' academic performance that in turn can be stimulus for school change. In their study on "Measuring and Targeting Internal Conditions for School Effectiveness in the Free State of South Africa", Abraham and Keith (2006), found out that teachers were the key drivers of internal school conditions for effectiveness, development and school change.

As the literature described here suggests, teachers are a vital pre–requisite for student attainment of educational goals and objectives. This perspective served as a springboard for this study that investigated whether there is consistent planning and follow up for the sufficiency and quality of teachers and student academic performance in Busiro County secondary schools.

2.3 Instructional Resources Planning and Academic Performance

In the context of this study, instructional resources planning refers to the location, structural design and facilities of spaces such as classrooms, libraries, technical workshops and laboratories where students receive academic instruction (Abiodun and Musibau, 2009). Such Instructional spaces are essential for successful teaching-learning process. The extent classrooms, libraries, laboratories and technical workshops could enhance effective teaching and learning depends on the execution and follow-up of necessary plans regarding their location within the school premises, structure and facilities. It is not unlikely that well planned instructional spaces in terms of location, structure and facilities will facilitate effective teaching and learning process and as well enhance good academic performance of the students (Abiodun et al, 2009). Extensive research on the relationship between education resources and the level of students' achievement (that is, the relation between input and output in educational institutions) has shown that students' performance in developing countries is largely determined by quality and adequacy of inputs and not by external social economic factors (Fuller, 1986).

While emphasizing the importance of instructional resources to students' academic performance, Mark (2002) maintained that one cannot expect high level of students' academic performance where school buildings such as classrooms, libraries, technical workshops and laboratories are substandard. He emphasized that clean, quiet, safe, comfortable and healthy environment are important components of successful teaching and learning. Similarly, Ajayi (2007) stressed that high level of students' academic performance may not be guaranteed where instructional spaces such as classrooms, libraries, technical workshops and laboratories are structurally defective, not properly ventilated and not spacious enough for use. He further emphasized that structural effectiveness, proper ventilation and well located instructional space may lead to successful teaching and learning process.

It is however a challenge in some secondary schools in Busiro County, where classrooms are not spacious enough, there are no adequate classroom lighting and ventilation, there are instances of classroom location near technical workshops or main roads, and classroom furniture and fittings are adequately not provided. All these do not make such classrooms conducive for teaching and

learning process and hence good student academic performance is not guaranteed. Stressing the importance of classroom planning, Philip (1997) observed that classrooms with adequate lighting and ventilation and properly located within the school, play a vital role in students' academic performance.

The importance of school library in teaching and learning cannot be over-emphasized. Fuller (1986) accentuated that school library significantly influences students' academic performance. Accordingly, students' performance in some secondary schools in Busiro County is also undermined, in case school libraries are not well located within the school premises, are not spacious enough and lack adequate library facilities. It is equally compromising when libraries do not have adequate lighting and ventilation that should have made them comfortable for the students and teachers to use.

According to Bajah (1979), laboratories are essential in the teaching and learning of science subjects. In that case, school laboratories cannot be effective if they are not well planned just like some of those at secondary schools in Busiro County. Such laboratories do not enhance effective teaching and learning thereby impeding student academic performance because they are not spacious, not properly located, do not have proper ventilation and adequate lighting and the required facilities are not in place.

The planning of technical workshops such as computer centres is essential for effective learning of students. However, some schools may use classrooms as adhoc technical workshops or in some cases technical workshops are located very close to the classrooms. Besides some technical workshops are not spacious and they lack adequate facilities, proper ventilation and adequate lighting (Abiodun and Musibau, 2009). Apparently there is similar concern among some secondary schools in Busiro County yet they were expected to have good computer workshops. Some schools with poor workshops are not conducive for teaching and learning and consequently, student academic performance is jeopardized.

Therefore, the issue here was conformity of school plans among secondary schools in Busiro County to the minimum requirements of the school facility. Looking at all the instructional resources analysed above, they are essentially the basic spaces of the school operation for which consistent planning should have been given due attention in all the schools. They are such education resources which according to Biira (2010) play a catalyst role in the internal efficiency of the school.

2.4 Parents' Participation Planning and Academic Performance

In this study, institutional planning is expected to promote parents participation which in this context includes; parents' commitment to provide lunch and scholastic materials for their children and ensure regular child school attendance; parents' follow up child performance at school and home as well as their involvement in school programmes. It also includes people's contribution in kind, in terms of moral support and public confidence (Nabatanzi, 2010).

The social value correspondence theory and conscientization theory recognize the importance of the parents' involvement in the child education process. LaBrecque's theory of correspondence specifies that education process would be more effective if the planners and the clients are homophilous; that is, if their values are brought into congruency in a series of dialogues. The more planners encourage and facilitate clients into the exercise the more homophilous they would be (LaBrecque, 1978). Participatory operation brings the values of the planners and the clients closer. They would be more able to see problems from common perspective (Owolabi, 1996). With this point of view every secondary school in Busiro County, as providers should have consistently planned for parents' participation in their children's education.

Similarly, Freire's theory of conscientization stipulates that psychological readiness for accepting a plan is a precondition for effective plan implementation. All those to be affected by the plan such as parents must be involved; aware that it is theirs; borne out of their personal needs, and not sold to them by the external agent. They must acknowledge that it would benefit them. This implies that the parents as clients are partners obliged to sufficiently participate in the

child education process. However, parents' potential and willingness among secondary schools in Busiro County with regard to the child academic performance were issues of concern.

Of late, professional school management has been extended to such and more inclusive of education management to achieve better results. Many countries – developed as well as developing, have been benefitting from such participatory oriented reforms in education sector ensuring fast development. Participatory school management now being encouraged in many countries is more stimulating than the conventional education governance structures. It aims to strengthen incentives for schools to deliver services that are responsive to the needs of the communities they serve (Prabhakar and Rao, 2011). Advocates of this innovative system of school management argue that it can facilitate and enhance parents' participation – a core strategy in the Dakar Framework for Action (2000). A stronger parental voice and more participation in child education institutions such as Busiro Secondary schools apparently lead to greater incentives for education providers to register good academic performance.

The origins of school participatory management can be traced from the United States in 1980s and Australia, Canada and the United Kingdom in 1990s. Similar programs have also been adopted in some developing countries such as Latin America and South Asia, though sub-Saharan Africa also figures with increasing prominence. In India also, many committees on education and specifically, school education, have referred to the aspect of school management practice. While speaking about professional school management, planning is obviously the starting step. It is the most basic and critical function of management, regardless of the type of organization being managed. Modern management argues for sound planning in small and relatively simple; large and more complex organizations and in non-profit organizations such as educational institutions (Prabhakar and Rao, 2011). This also applies to secondary schools similar to those in Busiro County.

This is because planning for parents' participation increases the efficiency and effectiveness of schools (Abu, 1999). With regard to this Ekwesili (2006) supported the parents participatory approach in secondary education to promote school effectiveness since students' success not only

depends on the amount of learning that takes place in the classroom but also the keen interest of the parents in the learning process and progress. Apparently, the difference between a successful and unsuccessful school lies in their planning (Prabhakar and Rao, 2011). In Uganda however, this was previously never substantiated among secondary schools in the country. This research therefore sought to analyse the status and functioning of the planning framework in school management at secondary level as regards parents' participation that is crucially essential for sustained students' academic performance.

2.5 Summary

Public discussions frequently focus on educational standards. In Uganda, like the rest of the world public concern on secondary child education becomes more prominent following the annual release of the National Examination results. Questions on the suitability of the school environment arise. Much debate however centres on quality of teachers and instructional facilities in the secondary schools, the most important factors for school effectiveness and quality of a child education (Ssemwanga, 2008). Truly, these are very key factors but the public underestimate parents' involvement that should surpass fees payment and otherwise be appreciated as equally influential. Nonetheless, the consistency in the planning of all these variables of the school environment was ignored or the public was never knowledgeable about their implications on academic performance.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter describes the research methodology that covers the research design, population of study, sample size and selection, data collection methods, research procedure, quality control, and data analysis, with which the research process was executed.

3.1 Research Design

In this research, the cross-sectional design was used. According to Linda (2002) a cross-sectional survey is a design used to collect data at one point in time from a sample selected to represent a larger population. This approach involved the use of quantitative and qualitative methods for collection and analysis of data about ''the impact of institutional planning on academic performance in selected secondary schools in Busiro County". The design was based on the use of questionnaires, and interviews with respondents. It was used to gain insight into value systems, social and institutional conditions underlying the relationship between institutional planning and academic performance. The use of this design was driven by the research questions. It was also based on its convenience as regards the nature of the population. This research design enabled the researcher to investigate different sections of the population in the study area in more or less the same period of time. The design was therefore used because of these attributes.

3.2 Area of Study

The study was carried out in Busiro County, Wakiso District. Busiro is one of the two counties that form the district. The other one is Kyadondo County (Kiggundu, 2009). Virtually the study represents all the geographical constituencies within the limits of Busiro County (Appendix 4). Particularly the study targeted secondary education institutions distributed all over the county. Specifically, only 15 of these secondary schools altogether were actually investigated for purpose of detail and substantive analysis of the relationship between institutional planning and academic performance.

These schools of study were systematically selected from private and government aided institutions (WAKISSHA, 2010). The selected schools included 5 government aided and 10 private secondary schools. The government schools comprised of Kasengeje Secondary School, Balibaseka Secondary School, Nabbingo Trinity College, Kings College Buddo, and Nsangi Secondary School, while the private schools included, Bilal Islamic Institute Kakiri, , St Mary's Kitende Senior Secondary School, St. Augustine Secondary School Wakiso, St Lawrence Horizon Senior Secondary School, Kinaawa High School Mugongo, Rines Secondary School Namusera, Jamia Secondary School Lubugumu, Kasule Memorial Secondary School, Buddo Secondary School and Hawa Secondary School. These schools are not listed according to the school categories specified earlier for purpose of avoiding prejudice.

The schools were selected because of the need for fair representation of the school population in Busiro County as well as their persistent performance differentials in UCE exams and for purpose of comparatively realistic analysis, generalisation and conclusions.

3.3 Population of Study

The study population targeted for research included school communities of all the secondary schools in Busiro County. There are over 100 secondary schools in Busiro County, of which 10.5% are government aided while the majority 89.5% are private institutions (Uganda Bureau of Statistics, 2011). The study covered the school population hoped to be reliably conversant with student performance in UCE exam among the selected secondary schools specified above. All these secondary schools sit for O' level UCE National Examinations and most of them are A' level schools. However, this study particularly considered O'level students' performance in UCE as a benchmark for analysing the implications of institutional planning on academic performance. This is because; i) there was need for a wider representation as there are some schools that do not offer high school (HS) education, and ii) it is only at O' level that some subjects especially for science education are compulsory, according to Uganda's Ministry of Education and Sports. The population was made up of specific categories such as Head Teachers, Teachers, Form 4 Students and their Parents believed to have better knowledge and experience of student learning experiences in their respective schools of survey.

The school statistics of such population categories are detailed in Table 3.1.

Table 3.1: Details of the School Population Categories of Study

Centre No	Form 4 Student	Teachers	Parents
U004	209	60	157
U0060	184	58	156
U0121	74	34	56
U0407	68	34	58
U0490	88	36	66
U0763	206	38	175
U0781	201	39	151
U0860	181	38	136
U0898	64	33	58
U1076	121	36	109
U1128	99	57	89
U1224	447	88	335
U2047	50	32	45
U2381	104	38	103
U2602	44	36	40
Total	**2140**	**657**	**1734**

Source: School records of the selected secondary schools of study Busiro County (2012)

3.4 Sample Size

Two hundred and twenty five (225) subjects were selected as the sample size and actual research participants. Of these, 30 people participated as key informants and the rest were involved as general respondents. This sample size was preferred for the study because it was affordable and enough to raise substantive information given the scope of research.

3.5 Sample Selection

The sample size specified in section 3.4 above was selected using the cluster sampling, purposive sampling and stratified random sampling techniques.

Cluster sampling was used mainly for selection of schools in such a large geographical area of Busiro County where there is no list available for all the secondary schools. So, sub-county boundaries were well-defined for specifically identifiable school constituencies or clusters. In order to obtain embodying perceptions about institutional planning and student academic performance for all UCE schools in the county, a list of all sub-counties in the county (illustrated

in Appendix 4) was identified and using simple random sampling Nsangi Sub-county, Wakiso Sub-county, Kakiri Sub-county, and Ssissa Sub-county were selected. Then, within each of these selected sub-counties, a list of all the secondary schools was drawn and a simple random sample of a specific number of schools was selected. Particularly, 5 secondary schools were randomly selected from Nsangi Sub-county, 4 were selected from Wakiso Sub-county, 3 were selected from Kakiri and 3 others were selected from Ssisa Sub-county. More schools were selected in Nsangi and Wakiso Sub-counties because the two have proportionately more secondary schools than other sub-counties selected. Thus, school selection was based on proportionality.

The secondary schools selected for the study were categorised into two school strata on the basis of their performance in Uganda Certificate of Education (UCE) National Examinations for the period 2005-2010. As noted in chapter one, this is the main time scope of this study. The strata included school category One (SC 1) and school category Two (SC 2). The first category was composed of 'Best UCE schools' while the second category involved 'Average UCE schools'. Specifically, 6 secondary schools from the school random samples were identified for SC1 while 9 others were categorised as SC2 adding up to 15 schools preferred for the study. This grouping was based on the MoES (2010) list of best and worst performing secondary schools in the UCE examinations as of 2010. According to the MoES (2010), a school is regarded as *best performing* with a minimum of 50% Division One score of the total students' grades and the ranking proportionality falls with a fall in percentage scores in the same division. This categorization was not based on the type of school ownership because both government and private schools fall in either of the categories.

Selection of the actual sample population from the random school samples categorised as SC1 and SC2 was then done using purposive and stratified random sampling techniques.
Purposive sampling was used to select the following subjects:

i) 15 Head teachers or their deputies from the 15 secondary schools of study. From the Head teacher's office a participant, preferably the head teacher was out-rightly sought in each of these schools. These participants filled the interview schedules as key informants.

ii) 15 subject teachers for computer studies. Each of these subject teachers was purposively selected from each of the schools of study. However, like the respondents below, these filled questionnaires.

Stratified sampling was also employed to select teachers, student leaders and parents preferably sought to participate in this study. Specific population strata or categories were identified; i) Heads of Department for the UCE compulsory subjects, ii) O' level class teachers, iii) student leaders in Form IV, and iv) parents of UCE candidates. The compulsory subjects for UCE examinations include Maths, English, Biology, Physics, Chemistry., History, Geography, and any Business Education subjects (Commerce, Accounts or Entrepreneurship) according the recent MoES circular (MoES, 2005).

From the respective strata above the required sample was randomly selected using the lottery technique;

i) Three (3) Heads of department (HoD) of the subjects specified above in each of the 15 schools;
ii) Any 3 class teachers of Form Four from each of the 15 schools.
iii) Four (4) of the student leaders in Form IV from each of the 15 schools, and
iv) Any 3 parents of the Form IV students residing in Wakiso District for each of these schools of study.

As such, 45 HoD, 45 class teachers, 60 student leaders and 45 parents were selected. Thus, a sample of 195 respondents was selected using stratified random sampling. These respondents were asked to fill the questionnaires. Table 3.2 presents a summary of the sample population.

Table 3.2: Summary of the Sample Population

Sampling techniques	Population frames	Sample population	Data collection methods
Cluster sampling	School Category One (SC1)	6	
	School Category Two (SC2)	9	
	Sub total	**15**	
Purposive sampling	Head teachers	15	Key informant interview
	Computer teachers	15	
	Sub total	**30**	
Stratified sampling	Subject heads of departments	45	Questionnaire
	Class teachers (O' level	45	
	Student leaders (Form 4)	60	
	Parents (Form 4 students)	45	
	Sub total	**195**	
	Total sample	**225**	

Source: Selected secondary schools of study in Busiro County (2012)

3.6 Data Collection Methods

The questionnaire and interview methods were used to collect the relevant data.

3.6.1 Questionnaire

The questionnaire was the major method used for data collection. Questionnaires were used because of their suitability to cover respondents in a large sample and enable them give information free of influence. At least 195 questionnaires altogether were prepared and administered. The questionnaires contain both closed and open ended questions (see Appendices 2 A, B & C). Close-ended questions were used to collect quantifiable data relevant for precise and effective correlation of research variables. Open-ended questions were intended to enable respondents add more in– depth relevant information and experiences.

3.6.2 Interview

The researcher administered interviews with 30 key informants. Interviews were guided by semi structured interview schedules (Appendix 3) composed of mainly open and some closed questions. Open ended questions were intended to enable informants substantiate their perceptions and provide detailed data on certain research variables. Interviews were used to obtain data that could not be effectively got through the questionnaire. Generally, interviews were administered to consolidate the study findings.

3.7 Procedure for Data Collection

The researcher collected the introductory letter from the Dean Graduate Studies of Kyambogo University so as to enable him conduct this study. Besides, he sought permission to undertake the study from the District Education Department and respective school authorities. Then questionnaires and interview schedules were distributed among the selected respondents and key informants, respectively in the secondary schools of study, Busiro County. As participants filled these questionnaires and interview schedules the researcher checked on each of the respective schools so as to address queries raised. Informed consent was first obtained from participants after explaining the objective of the study to them. After a specified but favourable time scale amicably determined with participants, the researcher collected the filled instruments. The collected data was, at this point, set for processing, analysis and/or presentation in the form of a thesis.

3.8 Validity and Reliability of Instruments

3.8.1 Validity

The validity of the research instruments was ascertained by discussing several drafts of the questionnaires and interview schedules (Appendices 2 and 3) with colleagues doing Master of Education Policy, Planning and Management (MEPPM). The drafts were also discussed with the researcher's supervisor. Necessary adjustments were made and the instruments were set for a pilot-run conducted among purposively selected secondary schools providing at least ordinary education in Mpigi, a neighbouring district to Wakiso District, and with more or less similar education experiences. The current Wakiso District in which Busiro County is found was ceded from Mpigi. The researcher is very familiar with villages in the area and therefore easily conducted this pilot study. This was an incentive for effective piloting. In this case, the instruments were administered with a number of respondents selected from the respective population frames similar to those indicated in section 3.2.2 above. Five schools were covered and thus five key informants were interviewed each from a school. Then six respondents from each secondary school completed the questionnaire drafts. This implies that thirty respondents filled questionnaires in this pilot run. The findings of the pilot run were analyzed and discussed with the researcher's supervisor. After discussion, the content validity of the instruments was determined before the real field excursion.

3.8.2 Reliability

The reliability of the research instruments was established using the SPSS Cronbach Alpha Coefficient test. Specifically, this test covered the research items systematically arranged in the questionnaire (Appendices 2 A, B & C) and interview guide (Appendix 3) according to the research questions. All the variables reflected in these grouped research items of the questionnaire and the interview schedule were particularly tested using the Cronbach's Alpha Coefficient (CAC). As a result, SPSS Reliability test yielded a CAC output that reveals the instruments' reliability. According to Reynaldo (1999), a research instrument is reliable within the range of 0.7- 1.0.

Specifically, the relevant reliability test results for each of the research instruments include 0.949 & 0.908, respectively. As such, the research instruments were very reliable.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis

After collecting the questionnaires and administering interviews, data was coded and entered into the computer for analysis. The Statistical Package for Social Scientists (SPSS) programme was used. The statistics produced include frequencies and percentages as well as correlations. These were used for interpreting variable interrelationships manifest in the study objectives and particularly in the research items. Above all these were presented, analysed and interpreted to provide information that addresses the respective research questions.

3.9.2 Qualitative Data Analysis

In addition, data including responses to open-ended questions of the questionnaires and interview schedules was qualitatively analyzed. In such a case, the collected primary data was descriptively analysed using the interpretive approach. This was meant for effective organisation and correlation of relevant data variables into meaningful information. This qualitative analysis was used to produce information that supplements the quantitative statistics generated from questionnaires.

3.10 Data Presentation

Data presentation was made in form of tables, figures, and notes. Data tables include frequency and percentage tables derived from SPSS generated frequencies while figures involve graphs drawn from the data entries of the micro excel programme. Besides, descriptive notes were used to explain and interpret such frequency and percentage tables as well as graphs. Notes were also used for describing the variable relationship of the qualitative data from interviews and open ended questions of the questionnaire. Similarly, explanatory notes were used to statistically and precisely interpret the levels of significance of similar variable relationships deduced from the SPSS Pearson's correlations.

3.11 Limitations of the Study

Bearing in mind the following threats to the quality of research findings, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also sought in order to minimize if not to eradicate such potential threats to the validity of the study findings.

1. *Extraneous variables.* These were beyond the researcher's control. These included respondents' honesty, personal biases and uncontrolled setting of the study.
2. *Instrumentation.* The research instruments on the implications of institutional planning on academic performance were not standardized. However, thorough error checks were made before and during data collection to produce credible data on the research variables.
3. *Testing.* The use of research assistants to some extent brought about inconsistency in the collection of data in terms of understanding the items, explanations and time of administering questionnaires and interviews. To minimize this threat, the research assistants were orientated and briefed on the procedures to be followed during data collection.
4. *Attrition.* Not all authorities or officials of the data sources were fully convenient for research. There were circumstances such as change in appointments, sudden travels, sickness and hospitalization as well as refusal to disclose information and/ or documents. In anticipation of this, the researcher reserved alternative data sources by diversifying schools or departments.

3.12 Summary

This chapter explains the relevant sections the research methodology and procedure with which the research finding in Chapter four were collected, analysed and presented into meaningful

information that addresses the three research objectives about the implication of teacher competency, instructional resources and parent participation planning on students' academic performance in the selected 15 secondary schools in Busiro County Wakiso District. The sections include; research design, area of study; population of study; sample size; sample selection, data collection methods such as the questionnaire and interview, procedure for data collection, validity and reliability of research instruments, quantitative and qualitative data analysis as well as data presentation

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the analysis and interpretation of findings of the study about the relationship between institutional planning and student academic performance in selected secondary schools in Busiro County, Wakiso District. The main findings are presented and interpreted under various sections that address the research specific objectives and particularly the related research hypotheses both specified in chapter one. The sections include teacher competency planning, institutional resource planning and parents' participation planning. These are preceded by an equally relevant section about the respondents' profile. The profile was also investigated to assess their potential for reliable responses or data. For purpose of realistic generalizations and conclusions the main study findings are mostly comparatively analyzed between the presumed 6 Best UCE and 9 Average UCE schools of the 15 secondary schools selected for study. The former are classified as School Category One (SC 1) while the latter are categorized as School Category Two (SC 2), as specified earlier. It is only in the profile section that data presentation adds up the response frequencies and percentages for the 15 schools altogether.

4.1 Respondents' Profile

This section includes information about the personal profile of respondents particularly teachers, student leaders and parents who filled questionnaires of the selected 15 secondary schools of study. This information is ideally relevant as reflected in Achor's (2008) assertion on the need for respondents' background characteristics analysis to determine their eligibility to contribute to the study of any research problem. The relevant data was presented and analyzed under subsections related to the respective research items in the questionnaires for each of the groups of respondents shown above. The subsections include personal profiles of teachers, student leaders and parents respectively.

4.1.1 Teachers' Personal Profile

Teachers' personal profile covers items such as age, marital status, parenthood, guardianship, level of education, teaching experience, period of school service and religion. These are some of the personal characteristics which Muwanguzi (2010) considers as core variables for explaining the suitability of respondent to the research process. The respective data on each of these items is summarized in the tables below.

Table 4.1 Teachers' Age and Marital Status

Item	Response	Frequency	Percent
Teachers' Age	21-25	15	16.7
	26-30	32	35.6
	31-35	16	17.8
	36-40	12	13.3
	41-45	6	6.7
	46-50	2	2.2
	50+	2	2.2
	Total	85	94.4
	Missing system	5	5.6
Marital status	Single	35	38.9
	Married	54	60.0
	Total	89	98.9
	Missing system	1	1.1

Source: Field research and extract of SPSS frequencies (2012)

The statistics in Table 4.1 shows the age and marital status of the teachers that filled questionnaires. Regarding age, 16% of them were 21- 25 years old, 35.6% were 26-30 years old, 17.8% were 31-35 years, 13.3% were 36-40 years while only 6.7% were 41-45, 2.2% were 46-50 years and 2.2% others were over 50 years of age . The rest 5.6% of the teachers never revealed their age. Majority of these teachers were younger at less than 30 years but they were all mature enough to articulate the implications of institutional planning on academic performance in their school systems. Concerning their marital status, 38.9% of the teachers involved in this study were single and the majority 60% were married. Only one of the teachers never revealed his marital status. Some teachers may have been single but like their married counterparts they were all responsible and knowledgeable enough as teachers to answer questions on the relationship between institutional planning and academic performance.

Table 4.2: Teachers' Parenthood and Guardianship

Item	Response	Frequency	Percent
Parenthood	Parent	16	17.8
	Not parent	73	81.1
	Total	89	98.9
	Missing system	1	1.1
Guardianship	Guardian	51	56.7
	Not guardian	38	42.2
	Total	89	98.9
	Missing system	1	1.1

Source: Field research and extract of SPSS frequencies (2012)

The data in Table 4.2 indicates the percentages of teachers involved in this study that were secondary school parents or guardians or both. Accordingly, only 17.8% of them had children in secondary schools as biological parents while the majority 81.1% did not. One teacher never revealed her parenthood status. As for guardianship, the majority 56.7% of them looked after secondary school students as guardians whereas 42.2% others did not. One teacher never showed whether she was a guardian or not. In relation to these revelations many teachers were not yet parents but some of them were guardians for secondary school students and vice versa. With this, they were affected by school planning and are therefore knowledgeable about students' academic performance. So, their comments about the relationship between the two phenomena are reliable. Those who were neither parents nor guardians are equally knowledgeable as teachers to give dependable information.

Table 4.3: Teachers' Level of Education and Experience

Item	Response	Frequency	Percent
Level of education	Diploma	7	7.8
	Graduate	67	74.4
	Post graduate	11	12.2
	Masters	1	1.1
	Others (A' level)	1	1.1
	Total	87	96.7
	Missing system	3	3.3
Experience	1-5 Yrs	39	43.3
	6-10 Yrs	28	31.1
	11- 15 Yrs	10	11.1
	16- 20 Yrs	8	8.9
	20+ Yrs	4	4.4
	Total	89	98.9
	Missing system	1	1.1

Source: Field research and extract of SPSS frequencies [2012]

The summary in Table 4.3 presents the percentages of teachers' level of education and experience in the teaching profession. As regards their level of education, 7.8% of the teachers that filled questionnaires were diploma holders while the majority 74.4% were bachelors degree graduates and 12.2% others had post graduate diplomas (PGDE). One teacher was a master's degree holder while one other had A' level education with a Uganda Advanced Certificate of Education (UACE). The rest 3.3% of the teachers never revealed their education level. By implication almost all teachers investigated have sound academic qualifications, mainly diplomas, bachelor and master degrees in the teaching profession. They are thus technical enough to give scientific facts on the influence of institutional planning on academic performance. For the one with just a UACE, this study counted on his experience as one of the most exposed in the teaching field specified in the table above.

Accordingly, 43.3% of the teachers had 1-5 years experience in the teaching profession, 31.1% had 6-10 years' experience, 11.1% had 11-15 years, 8.9% had 16-20 years while 4.4% had over 20 years of experience. One teacher never revealed his experience. Though only a few teachers had extensive experience of for example over 10 years, all of them were at least substantively exposed in the teaching profession to reliably comment on the effects of institutional planning on academic performance in any school system.

Table 4.4: Teachers' Period of Service and Religion

Item	Response	Frequency	Percent
Period of school service	1-5 Yrs	43	47.8
	6-10 Yrs	28	31.1
	11-15 Yrs	7	7.8
	16- 20 Yrs	6	6.7
	20+ Yrs	3	3.3
	Total	87	96.7
	Missing system	3	3.3
Religion	Muslim	25	27.8
	Catholic	27	30.0
	Protestant	32	35.6
	Born again	4	4.4
	SDA	0	0.0
	Total	88	97.8
	Missing system	2	2.2

Source: Field research and extract of SPSS frequencies.

The data in Table 4.4 shows percentages of teachers' period of service in their respective secondary schools and their religions as well. In respect of the period of service, majority 47.8% of the teachers had so far served their current schools for 1-5 years, 31.1% had served for 6-10 years, 7.8% had served for 11-15 years, 6.7% had served for 16-20 years while 3.3% had served their schools for over 20 years. Three teachers never revealed their school experience. Almost all the teachers investigated had substantive experience in their respective schools of service including those of 1-5 years. They therefore potentially provided first hand and tested information about issues of institutional planning and academic performance. Those who concealed their experience i.e. could have done so for discretion, were however equally tested in their schools.

Regarding their religion, 27.8% of the teachers were Muslims, 30% were Catholics, 35.6% were protestants, 4.4% others were Born Again (Pentecostals) and none was Seventh Day Adventist (SDA). Two teachers didn't reveal their religious affiliations perhaps for personal discretion. Accordingly, all the teachers involved in the study were religious enough to give honest information about the implications of institutional planning on academic performance in their schools. Generally, given the sound and dependable status of the teachers investigated as reflected by the profile characteristics above, their responses on issues of institutional planning and academic performance in their schools are genuine enough for reliable information presented in the proceeding main data sections.

4.1.2 Student's Personal Profile

The students involved in this study were student leaders in Form IV whose revelations represented the students' community in the 15 selected secondary schools investigated. Their personal profile covers aspects such as age, Primary Leaving Examination (PLE) performance, preference for Science and Arts subjects. The data on each of these aspects is presented in the respective tables below.

Table 4.5: Student's personal profile

Item	Response	Frequency	Percent
Students' Age	15-20	56	33.6
	20+	4	2.4
	Total	60	36.0
PLE Grade	Div 1	30	18.0
	Div 2	29	17.4
	Div 3	1	0.6
	Total	60	36.0
Science Subjects	More preferred	33	19.8
	Not preferred	25	15.0
	Total	58	34.8
	Missing system	2	1.2
Arts Subjects	More preferred	34	20.4
	Not preferred	24	14.4
	Total		0.0
	Missing system	2	1.2

Source: Field research and extract of SPSS frequencies (2012)

The presentation in Table 4.5 breaks down the data for students' age, PLE performance and preference for Science and Arts subjects. Regarding their age, 93.3% of the students were 15-20 years old while 6.7% were over 20years. In the case of their performance in their previous national examinations (PLE), 50% of the students scored Division 1 whereas the other 48.3% scored Division 2. Only one student of those investigated got Division 3. Concerning their desirable subjects, 56.9% of the students preferred Sciences and 58.6% others preferred Arts subjects. In this case, while a few students desired both science and Arts subjects, many preferred either of the two.

With these profile characteristics, students were mature and bright enough to explain the relevance of the teacher, instructional facilities and parents in child learning and academic performance. Besides, their subject preferences imply that they made realistic choices based on the availability of the above learning stakeholders, facilities and support whose contribution depends on institutional planning

4.1.3 Parents' Personal Profile

The parents' profile characteristics ascertained also include their age, marital status, parenthood, guardianship, level of education, time for child care and number of their school going children. The revelations on these aspects are summarized in the following tables

Table 4.6: Parents' age and Marital Status

Item	Response	Frequency	Percent
Parents' Age	21-25	1	2.2
	26-30	7	15.6
	31-35	9	20.0
	36-40	8	17.8
	41-45	12	26.7
	46-50	4	8.9
	50+	4	8.9
	Total	45	100.0
Marital status	Single	6	13.3
	Married	39	86.7
	Total	45	100.0

Source: Field research and extract of SPSS frequencies (2012)

The table above breaks down percentages, of parents' age and marital status. Relating to age, 2.2% of the parents that filled questionnaires were 21-25 year old, 15.6% were 26-30 years, 20% were 31-35 years, 17.8% were 36-40 years, 26.7% were 41-45 years, 8.9% were 46-50 years and the rest 8.9% of them were 50 years plus. Most of these parents were older with 71.3% over 30 years of age and thus, they had had longer experience of students' parenting at secondary school level. Even the rest despite being younger, had enough experience as potential parents for the right answers on institutional planning and students' performance just like their older counterparts. With respect to their marital status, only 13.3% of the parents were single while the majority 86.7% others were married. In this case, most of these parents were people of legal and organized parenting, consistent for effective child education support. The rest may have been single but given their responsibility as stakeholders to child secondary education, like the others, they were informed enough for the right comments on the subject.

Table 4.7: Parents' Parenthood and Guardianship

Item	Response	Frequency	Percent
Parenthood	Parent	30	66.7
	Not parent	15	33.3
	Total	45	100.0
Guardianship	Guardian	21	46.7
	Not guardian	24	53.3
	Total	45	100.0

Source: Field research and extract of SPSS frequencies (2012)

In relation to the data in Table 4.7, 66.7% of the parents investigated were biological parents for students in the schools of study, while 33.3% were not. As regards guardianship, 46.7% of them were guardians for similar students. As such, the parents of study were either biological parents or guardians or both for learners and thus, ably provided tested information on the concept of study.

Table 4.8: Parents' Level of Education, Child Care and Number of School Going Children

Item	Response	Frequency	Percent
Level of education	Diploma	2	4.4
	Graduate	29	64.4
	Post graduate		0.0
	Masters	7	15.6
	Others (Secondary Education)	5	11.1
	Total	43	95.6
	Missing system	2	4.4
Child care	Enough time	24	53.3
	Not enough time	19	42.2
	No comment	2	4.4
	Total	45	100.0
No of school children	1-2 Kids	14	31.1
	3-4 Kids	22	48.9
	5-6 Kids	4	8.9
	6+	1	2.2
	None	3	6.7
	Total	44	97.8
	Missing system	1	2.2

Source: Field research and extract of SPSS frequencies (2012)

According to Table 4.8, the parents involved in this study had varying levels of education. In this case 4.4% of them were diploma holders, 64.4% were bachelors' graduates and 15.1% were Master degree holders. Only 11.1% had secondary education. This implies that all the parents in question were literate enough with some, highly educated to make informed reactions pertaining institutional planning and their students' academic performance in the schools of study. Regarding child care, 53.3% of these parents indicated that they have enough time for their child education support; only 42.2% revealed that they never had enough time for this. The rest 4.4% could not comment. Thus, majority of the parents' investigated offered enough time to follow up child education and academic performance.

With regard to number of school going children, 31.1% of the parents had 1-2 children, the majority 48.9% had 3- 4 children, 8.9% had 5-6 children and 2.2 % others had over 6 children in secondary schools. Only 6.7% had none of such children and one parent could not reveal whether she has any secondary school children. In this case most of the parents investigated had at least a child attending secondary education in the schools of study. Besides their child care and support, having several school going children made such parents practically involved and informed in child education to give tested comments on the significance of school institutional planning.

4.2 Teacher Competency Planning

This section entails evidence about the effectiveness of teacher competency planning in promoting academic performance in selected secondary schools in Busiro County. This data is part of the main findings as it covers variable relationships reflected in specific research objective One (SRO1) and that is related to the respective research hypothesis One (RH1). The data is broken down in logical subsections for coherent presentation and interpretation of the relationship between the relevant research variables i.e. teacher competence planning and student academic performance. The sub sections include; teacher management or control and teacher service delivery as independent variables as well as student learning and examination performance as the dependent variables.

4.2.1 Teacher Management and Control

This subsection includes data about the effectiveness of teacher management and control considering the roles of teacher competency planning in the selected secondary schools of study. The data covers specific variable indicators against which respondents including only teachers and students expressed their perceptions. It is with similar indicators that key informants gave their views about the efficiency of teacher management and control. The relevant responses given by teachers and students are separately presented in Table 4.9 between the two school categories one and two to minimize unrealistic generalizations and for comparative analysis. As earlier noted School Category One (SC1) includes presumed 6 best UCE schools while School Category Two (SC2) covers presumed 9 average UCE schools of the secondary schools of study in Busiro County.

Table 4.9: The Effectiveness of Teacher Management and Control

Teacher management and control	**School Category One (SC 1)**				**School Category Two (SC 2)**			
Prompts	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Teacher- students' ratio enough	35	67.3	17	32.7	44	50.0	44	50.0
Teaching load enough	46	83.6	9	16.4	65	73.0	24	27.0
Teacher remuneration enough	22	64.7	12	35.3	19	34.5	36	65.5
Teacher benefits enough	15	55.6	12	44.4	13	23.6	42	76.4
Staff development enough for all	24	68.6	11	31.4	28	52.8	25	47.2
Teacher monitoring regular enough	26	81.3	6	18.8	64	71.1	26	28.9
Teacher evaluation regular enough	30	83.3	6	16.7	34	63.0	20	37.0
Teacher evaluation feedback adequately followed up	22	62.9	13	37.1	26	49.1	27	50.9

Source: Field research and extract of SPSS frequencies (2012)

Key: Freq for *'Frequency'* & % for *'Percentage'*

The statistics in Table 4.9 show that majority of the respondents in School Category One (SC1) agreed that all the specific teacher management conditions and practices are accurate enough. However, some respondents never agreed with this for each of these conditions and thus their discontent counts. Similar perceptions were given by key informants from schools in this category as indicated below.

(10) There is tight supervision on every activity through roll calls;

(12) Teachers clearly controlled through effective use of line departments;

(09) Strict adherence to the school academic programme;

(04) Teachers have freedom to express personal views regarding the progress and development of student learning, and

(04) There is a well laid down plan to ensure that teachers are well facilitated in all aspects.

Notwithstanding some discontent depicted in the table above, teachers in SC1 are largely effectively managed since majority of the respondents were satisfied.

As for School Category Two (SC2), Table 4.9 indicates that most of the respondents never agreed with most of these teacher management conditions being sufficiently perfect or regular. Only the teaching load, teacher monitoring and evaluation were satisfactory to the majority 73%, 71.1% and 63% of the respondents respectively. These revelations are reflected in the insights given by key informants from the same school category as outlined below.

(07) The teacher- student ratio is enough and teaching load is enough;

(02) There are monthly teacher appraisals conducted;

(15) Duty deadlines are emphasised observed or maintained;

(05) Emphasis for improved time management;

(09) Teachers are obliged to be cooperative and adhere to the school programme as designed;

(02) There is continuous monitoring and evaluation of teacher performance in various disciplines;

(07) Teacher management is to less extent effective;

(02) It is a school policy that teachers fulfil all their responsibility but some time it is abused;

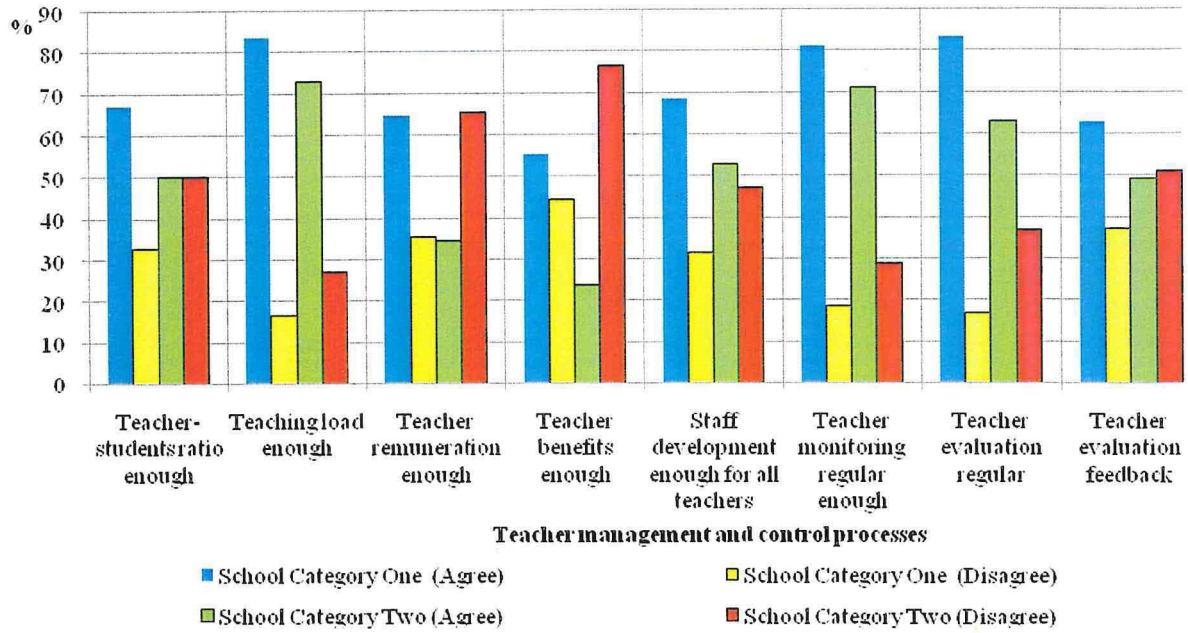
(10) The school endeavours to pay teachers salaries though sometimes there are delays, and

(04) Teachers are not a priority despite being desperately needed for the school activities.

There may be some respondents that were contented with each of the conditions or practices specified in the table above but teachers in SC2 are not sufficiently managed since most of such conditions are largely unsatisfactory.

The varying teacher management experiences between SC1 and SC2 are comparatively illustrated in Figure 4.1 to specify the level of effectiveness, in this regard, for each of the two categories of secondary schools of study.

Figure 4.1: A Comparative Bar Graph Showing the Extent of Teacher Management and Control between SC1 and SC2



Source : Extract of Table 4.9

The illustration in the Figure 4.1 shows that teacher management and control along respective conditions specified therein are more effective in School Category One (SC1) than in School Category Two (SC2). Nevertheless, the figure also illustrates respondents' discontent on each of these conditions. So, there is concern in all secondary schools of study but a lot more remains to be desired in SC2.

4.2.2 Consistency of Teacher Service Delivery

Respondents, particularly teachers and students as well as key informants were asked to show how consistent are teachers in service delivery among their respective secondary schools. Their responses centre on aspects of teachers' work specified in the following tables. Respondents' perceptions are separately summarized and interpreted between school categories one and two of the secondary schools of the study as shown in the Tables 4.10 and 4.11.

Table 4.10: The Consistency of Teachers' Service Delivery in School Category One (SC1)

Consistency in teacher service delivery	All Trs		Most Trs		Some Trs		A few Trs		None		Total	
Prompts	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Schemes of work	24	66.7	12	33.3	-	-	-	-	-	-	36	100
Lesson plans	23	41.1	17	30.4	7	12.5	8	14.3	1	1.8	56	100
Well prepared content notes	26	44.8	23	39.7	9	15.5	-	-	-	-	58	100
Consistent lesson attendance	23	38.3	31	51.7	6	10	-	-	-	-	60	100
Appropriate teaching methods	18	30.5	30	50.8	7	11.9	4	6.8		-	59	100
Student use the necessary learning materials	27	45.0	21	35.0	11	18.3	1	1.7	-	-	60	100
Regular academic assignments	19	32.2	22	37.3	14	23.7	4	6.8	-	-	59	100
Strict & prompt terminal exam management	32	54.2	21	35.6	6	10.2	-	-	-	-	59	100
Feedback on students' performance	33	55.9	21	35.6	4	6.8	1	1.7	-	-	59	100
Good class control	18	30.0	30	50.0	10	16.7	2	3.3	-	-	60	100

Source: Field research and extract of SPSS frequencies (2012)

Key: Trs for *'Teachers'*

The data in Table 4.10 includes perceptions of teachers and students for School Category One (SC1) about the consistency of teachers' service delivery in the respective schools. According to statistics, all teachers in two to three secondary schools of this category of six schools perform all the tasks specified in the table for consistency in their service delivery. In two other similar schools most teachers do that. It is just in one of such schools that some of these duties are only done by some teachers. These revelations are also reflected in key informant's observations as outlined below.

(06) Service delivery is good and consistent among over 80% of the teachers.

(12) As a policy full time teachers are recruited to operate full day.

(08) Most teachers ably meet the deadlines for student learning activities.

(03) Service delivery is highly consistent due to good control and monitoring mechanism.

(04) Teachers incorporate information technology (use of computers) in the teaching learning process.

(01) Teachers are self driven; they know why they were employed and love their work.

Accordingly, among the secondary schools in SC1, teachers do perform most if not all of the duties necessary for consistent class instruction.

Table 4.11: The Consistency of Teacher's Service Delivery in School Category Two (SC2)

Consistency in teacher service delivery	All Trs		Most Trs		Some Trs		A few Trs		None		Total	
Prompts	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Schemes of work	16	29.6	25	46.3	9	16.7	2	3.7	2	3.7	54	100
Lesson plans	17	18.9	21	23.3	29	32.2	16	17.8	7	7.8	90	100
Well prepared notes content	33	36.7	34	37.8	17	18.9	6	6.7	0	0	90	100
Consistent lesson attendance	17	18.9	38	42.2	26	28.9	9	10	0	0	90	100
Appropriate teaching methods	16	17.8	36	40	27	30	10	11.1	1	1.1	90	100
Student use the necessary learning materials	24	26.7	31	34.4	18	20	16	17.8	1	1.1	90	100
Regular academic assignments	17	18.9	25	27.8	23	25.6	18	20	7	7.8	90	100
Strict & prompt terminal exam management	17	19.1	29	32.6	22	24.7	16	18	5	5.6	89	100
Feedback on students' performance	17	18.9	26	28.9	23	25.6	24	26.7	0	0	90	100
Good class control	27	30.0	28	31.1	25	27.8	8	8.9	2	2.2	90	100

Source: Field research and extract of SPSS frequencies (2012)

This table also presents data that includes the perceptions of teachers and students from School Category Two (SC2) about teachers' consistency in service delivery. In reference to the response percentages, it is only in one to two secondary schools in this category of nine schools that all teachers adopt all such consistency promotion exercises identified in the table. Most teachers perform such tasks only in two to three of such schools. In one to two other schools it is just a few teachers that do the same. In any of such schools some of the functions such as preparation of schemes of work and lesson plans, regular academic assignments and effective terminal exam management were reported to be neglected by teachers.

These perceptions are reflected or supplemented in the revelations of key informants as outlined below.

(08) All scheduled student learning activities are always done on time.

(01) Some teachers are consistent but many others have no zeal for the profession.

(03) Teachers prepare schemes of work though they hardly develop lesson plans.

(01) Majority of the teachers are not consistent because of the laxity in government schools.

(07) Teachers dodge students due to financial needs which force them to try other income generating activities to make ends meet.

(03) Some teachers are usually absent with no sound excuses.

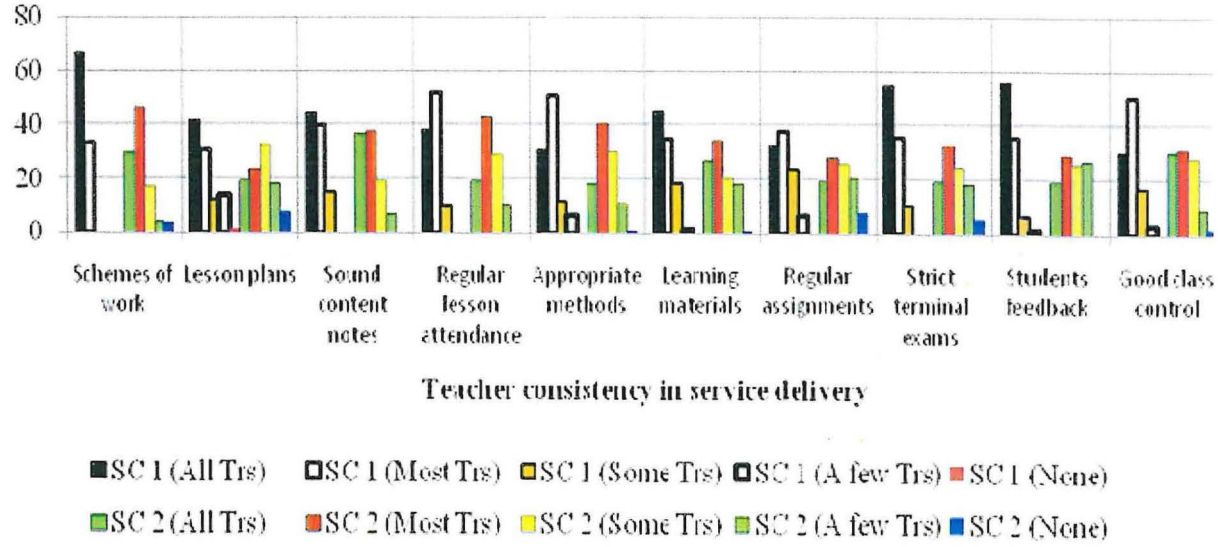
(05) Some teachers have a habit of leaving behind notes for students to copy.

(03) Teachers' personal problems compromise their consistency in service delivery.

As such, while some teachers in a few of the schools in SC2 conduct all such tasks necessary for effective service delivery, in many other schools in the same category some of the similar tasks are ignored.

Evidence of varying teacher commitments in service delivery between School Category One (SC1) and School Category Two (SC2) is illustrated in Figure 4.2 for comparative analysis and more simplified and realistic interpretation.

Figure 4.2: A comparative Bar Graph Showing Teacher Consistency in Service Delivery between SC1 and SC2

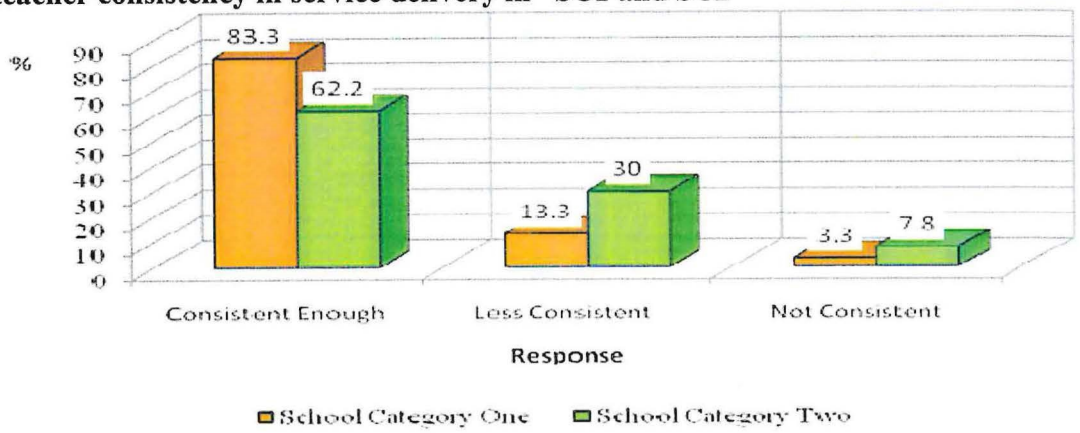


Source: Extract of Tables 4.10 and 4.11

The illustration in Figure 4.2 shows comparatively varying commitments of teachers on student instruction activities between secondary schools in SC1 and SC2. In both school categories there are teachers committed to all tasks right ranging from schemes of works to students' evaluation and class control but this is largely common in SC1, limited to only a few of the schools in SC2.

Besides the above specific insights, teachers and students were asked for general comment on consistency of the academic staff in their secondary schools in the delivery of services. The responses are binding for each of the school categories one and two. And for realistic generalization they are separately and comparatively presented in Figure 4.3.

Figure 4.3: A comparative Bar graph showing teachers' and students' perceptions on teacher consistency in service delivery in SC1 and SC2



Source: Field research and extract of SPSS frequencies (2012)

The data in Figure 4.3 reveals that teachers in secondary schools in SC1 are comparably more consistent than their counterparts in SC2 in the delivery of services. Specifically, the majority 83.3% of the respondents from secondary schools in SC1 acknowledged that their teachers are consistent in that regard. Only 13.3% others felt that they are less consistent and just 3.3% indicated that they are not consistent. Thus, in almost all the six secondary schools in SC1 investigated, teachers are consistent in their duties related to students' instruction and guidance. Besides, the majority 62.2% of the respondents from nine secondary schools in SC2 of study also felt that their teachers are consistent enough. However, this is not as high as in SC1. In fact, though only 30% respondents in SC2 revealed that teachers are less consistent and 7.8% others noted that they are not consistent; the discontent is much higher than the situation in SC1.

Apparently, this depicts the effectiveness of teacher management and control elaborated above for either of secondary schools in SC1and SC2. Given the relevance of teacher service delivery student learning and exam performance were thus investigated in each of SC1 and SC2 as analyzed in each of the following subsections.

4.2.3 Teachers Service Delivery and Student Performance

In this subsection students' academic performance is correlated to teacher service delivery and measured in respect of their consistency and achievement in the learning and examination exercises.

4.2.3.1 Student Consistency and Achievement in the Learning Process

Teachers and students as well as key informants were asked to show how teacher service delivery has affected student performance in the learning process. Student learning accomplishments are in this study regarded as part of academic performance. The perceptions of respondents are separately and comparatively analyzed between school categories one and two as presented in below.

Table 4.12: Teacher Service Delivery and Students' Learning in SC1 and SC 2

Teacher service delivery and student learning		**All Stds**		**Most Stds**		**Some Stds**		**A few Stds**		**None**		**Total**	
Schools	***Prompts***	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
School Category One (SC 1)	Regular class attendance	36	60.0	22	36.7	1	1.7	1	1.7	0	0	**60**	**100**
	Active learning	18	30.0	25	41.7	15	25	2	3.3	0	0	**60**	**100**
	Timely completion of assignments	8	13.3	27	45.0	22	36.7	3	5	0	0	**60**	**100**
	Consistent research and revision	9	15.0	21	35.0	17	28.3	13	21.7	0	0	**60**	**100**
School Category Two (SC 2)	Regular class attendance	12	13.3	65	72.2	10	11.1	3	3.3	0	0.0	**90**	**100**
	Active learning	15	16.7	38	42.2	34	37.8	3	3.3	0	0.0	**90**	**100**
	Timely completion of assignments	11	12.2	29	32.2	34	37.8	14	15.6	2	2.2	**90**	**100**
	Consistent research and revision	8	8.9	18	20.0	29	32.2	29	32.2	6	6.7	**90**	**100**

Source: Field research and extract of SPSS frequencies (2012)

Key: Stds for *'Students'*

Table 4.12 presents a breakdown of percentages for teachers' responses about the effect of teacher's service delivery on the student learning in relevant secondary schools in School Category One (SC1) and School Category Two (SC2).

For the secondary schools in SC1, 60% of these respondents indicated that all students regularly attend classes, 36.7% others noted that most students regularly attend while only 1.7% of the respondents showed that this is done by some students. Just another 1.7% revealed that in their school a few students regularly attend classes. Despite this, in most of the six schools in this category all students are regular attendants and in two other schools class is regularly attended by most of the students. Regarding participation in learning, 30% of the respondents from SC1 revealed that all students are active in class, while the majority 41.7% noted that most students are active. It is only 25% others that showed that in their schools some students are active in class and the rest 3.3% of the respondents specified that few students are active. Accordingly, all students are active in learning in two of the six schools in SC1 while in three others it is most students that are active. Some students are active in the rest of the schools.

In addition, the table shows that 13.8% of the respondents revealed that all students in their schools clustered as SC1 complete assignments on time, while according to 45% it is most students in their schools that do that. Besides, 36.7% of these respondents showed that assignments are promptly accomplished by only some students. Only 5% respondents specified that this is done by a few students. In this regard, in three of the six schools in SC1 most students complete assignments on time and in two others this is done by some students while all students do the same in one school. Concerning research and revision, 15% of the respondents from SC1 indicated that all students are consistent in this, while 35% others revealed that it is most students that are consistent in this regard. In relation, 28.3% respondents showed that only some students are consistent in research and revision. Thus, in one of the schools in SC1 all students are consistent in their research and revision work, in two other schools most students are consistent, and in another two it is some students that are consistent with that. It is only in one school that a few students are consistent.

These revelations are reflected and supplemented by perceptions of key informants raised to explain the effect of teacher service delivery on student learning achievement as outlined below:

(09) Teacher service delivery has affected students' learning process positively since it is good enough to enhance learning.

(05) It has positively guided and directed them to the required standard.

(01) Service delivery like the use of computer technology has provided students and teachers with simple techniques of research for knowledge.

(04) Students get enough guidance for their private reading which always helps them respond positively to academic assignments.

(02) Teachers give learners more time which has led to student efficacy in learning.

(01) Some teachers are sometimes not available for students to consult leading to inconsistency in learning.

Considering the above analysis, teachers in SC1 are consistent enough that all students regularly attend classes in most of the relevant schools and that most students are active in learning, complete assignments on time and are consistent in their research and revision work.

In the case of School Category Two (SC2), only 13.3% of the respondents showed that all students regularly attend class, the majority 72.2% indicated that this is done by most students, 11.1% others noted that the same in their school is only done by some students while according to 3.3% a few students are regular class attendants. Per-se, most students regularly attend class in seven of the nine schools in SC2. It is only in one school that all students attend regularly and a few students do this in another. In addition, 16.7% of the respondents noted that all students are active in class learning, the majority 42.2% revealed that most students are active while 37.8% others specified that only some students are actively involved in learning. The rest 3.3% showed that it's only a few students that are active. In respect of this revelation, most students actively participate in class in four of the nine schools in SC2, in three other schools it is some that are active.

Relating to timely completion of assignments, only 12.2% of the respondents indicated that all students in SC2 are punctual in this aspect, 32.2% others showed in their schools it is most students that are prompt while the majority 37.8% respondents showed that only some students do this. The rest 15.6% indicated that a few students accomplish this task promptly. Accordingly, in majority of the schools in SC2 only some students are punctual with their assignments, most students do this in three other schools and a few in another school. And it is only in one school

that all students are punctual in this regard. Besides, only 8.9% of the respondents showed that all students are consistent in private research and revision, just 20% others indicated most students are consistent with this. The majority 32.2% revealed that some and/ or a few students are this consistent, respectively. Therefore, in most of the secondary schools in SC2 only some or a few students are consistent in research and revision.

This analysis is reflected in key informants' revelations specified below regarding the effect of teachers' service on students learning in SC2.

(05) Service delivery has promoted teacher- students interaction.

(16) A big number of students attend classes regularly.

(02) Teacher service delivery has led to a change in students' attitude towards learning especially towards the science disciplines.

(07) A few students actively participate in class learning.

(01) Syllabus coverage is too slow and this is the first step towards learner's failure.

(03) Teacher service delivery has to a great extent constrained student learning as students are merely oriented towards passing exams.

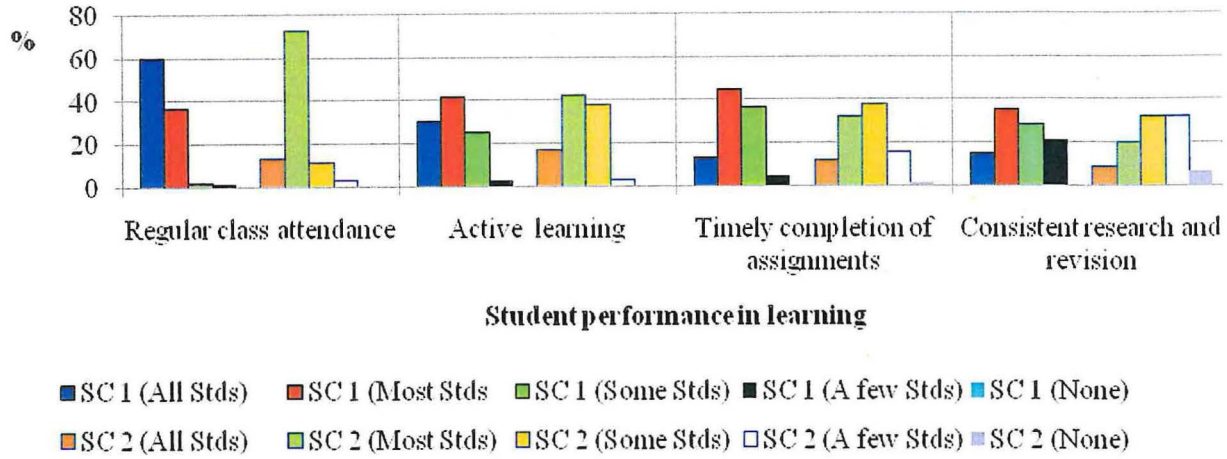
(02) Some teachers are not understood by the learners because some of them are very fast which affects the performance of the learners.

(01) The students fear to ask their teachers questions.

As far as student learning in SC2 is concerned, only some students are consistent in the respective learning activities specified.

Data on varying students' consistency in the learning process between School Category One (SC1) and School Category Two (SC2) is illustrated in Figure 4.4 for comparative analysis and more simplified interpretation and realistic generalization.

Figure 4.4: Comparative Bar Graph showing effect of teacher service delivery on student learning in SC 1 & SC 2



Source: Extract of Table 4.12

Figure 4.4 shows that students in SC1 are more consistent in the learning process than in SC2. Accordingly, teacher service delivery enhances student learning in School Category Two but not as much possible as in School Category One.

4.2.3.2 Student Examination Performance

Respondents and key informants were asked to show how significantly teacher service delivery promotes student performance in examinations in their respective schools. The respondents for this sub section also include parents besides teachers and students. The responses raised are summarized in Table 4.13 and supplemented by key informants' revelations. Similarly, this analysis is made separately and comparatively between School Category One (SC1) and Two (SC2) as shown below:

Table 4.13: The relationship between teacher service delivery and student exam performance in SC1 and SC2

Teacher service delivery and students' performance		VS		S		LS		NS		Total	
Schools	**Prompts**	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
School Category One (SC 1)	Class assignments	22	28.2	51	65.4	4	5.1	1	1.3	**78**	**100**
	Terminal examination	32	41.0	45	57.7	1	1.3	0	0.0	**78**	**100**
	UCE examination	51	65.4	25	32.1	2	2.5	0	0.0	**78**	**100**
	UCE science exams	27	34.6	42	53.8	9	11.5	0	0.0	**78**	**100**
School Category Two (SC 2)	Class assignments	16	13.7	76	65.0	13	11.1	12	10.3	**117**	**100**
	Terminal examination	9	7.7	77	65.8	30	25.6	1	0.9	**117**	**100**
	UCE examination	1	0.9	69	59	44	37.6	3	2.6	**117**	**100**
	UCE science exams	4	3.4	22	18.8	65	55.6	26	22.2	**117**	**100**

Source: Field research and extract of SPSS frequencies (2012)

Key: VS for '*Very Significantly*'; S for '*Significantly*'; LS for '*Less Significantly*' & NS for '*Not Significantly*'

The presentation in Table 4.13 covers students' performance in academic assignments terminal examination and in the Uganda Certificate of Education (UCE) Arts and Science exams as another measure for the implication of teacher service delivery on academic performance. The statistics in the table shows that in SC1 28.2% of the respondents felt that teacher service delivery has very significantly promoted student performance in class assignments. The majority 65.4% believed that the effect is significant enough while only 5.1% respondents felt it is less significant. In most of the six schools in SC1 teacher service delivery therefore significantly promote students' performance in class assignment. It is in two of these schools that the relationship is very significant. Concerning terminal examinations 41.7% of the respondents revealed that teacher service delivery very significantly promotes students' performance and the majority 57.7% felt that the effect is significant. Only 1.3% of the respondents indicated that it is less significant. So teacher service delivery in SC1 is significant enough for better students' performance in terminal exams.

In respect of UCE examinations, the majority 65.4% of the respondents believed that teachers very significantly enhance students' performance while 32.1% others felt that the effect is

significant enough. Only 2.5% respondents noted that it is less significant. In this case, teacher service delivery very significantly promotes students' performance in UCE exams in most of the schools in SC1. Pertaining to UCE science exams, 34.6% of the respondents indicated that teacher service delivery very significantly promote students' performance in the relevant science subjects, the majority 53.8% revealed that the effect is significant while only 11.5% others believed that it is less significant. Thus, teacher service delivery in SC1 significantly promotes students' performance in UCE science exams in most of the schools and particularly very significant in two of the schools in SC1.

The revelations above are reflected in key informant's responses summarized in the outline below.

(05) Availability of teachers to handle individual problems has led to better performance in student assignments.

(09) Teacher service delivery has enabled students to excel in school and national examinations.

(06) Teacher service delivery has greatly promoted excellent academic performance as reflected by good results over the years.

(07) Any academic success witnessed in the past years has been as a result of teachers' commitment and the great amount of time that teachers give students.

(08) Teacher service delivery is very enabling for student exam performance because every teacher feels obliged to make sure that his or her subject is passed well.

(03) It has helped the school realise the academic goals and dreams.

Generally, teacher service delivery in SC1 is significant enough that it does not compromise students' performance in any evaluation exercises both at school and national levels including examination in science subjects.

In the case of SC2, only 13.7% of the respondents noted teacher service delivery very significantly promote students' performance in class assignments, the majority 65% felt the effect is significant but 11.1% others revealed that it is less significant while the rest 10.3% indicated it is not significant in their schools. Thus, while teacher service delivery is significant enough in most of SC2, it is less significant or not significant enough in some schools for student

performance in assignments. Regarding terminal exams, only 7.7% of the respondents showed that teacher service delivery very significantly promotes student performance, while the majority 65.6% believe that the relationship is significant. The rest 25.6% revealed that it is less significant. This implies that majority of the teachers in SC2 significantly enough promote student performance in terminal exams but equally many others are less significant.

Relating to UCE examinations in SC2, just one respondent felt that teacher service delivery very significantly promotes student performance, the majority 59% believed that the effect is significant while 37.6% others noted that it is less significant. The rest 2.6% showed that it is not significant. Though the majority of the respondents in SC2 felt that teachers significantly contribute to student's performance in UCE exams, many others are discontented. In respect of UCE science exams, only 3.4% of the respondents indicated that teacher service delivery very significantly promotes student's performance, just 18.8% felt that the effect is significant while the majority 55.6% revealed that it is less significant. The rest 22.2% believed that it is not significant enough. Thus, in most of the nine schools in SC2 teacher service delivery is not significant enough to enhance student performance in science subjects.

These revelations in SC2 are reflected in key informants perceptions outlined below:

(11) Teachers have exceptionally facilitated learners leading to improved exam performance amidst financial challenges.

(05) Teacher service delivery developed reading culture which has in turn led to better performance in class assignments and subsequent exams.

(08) Students have significantly improved on their exam performance both monthly and termly.

(03) Students' performance has significantly improved in national examinations.

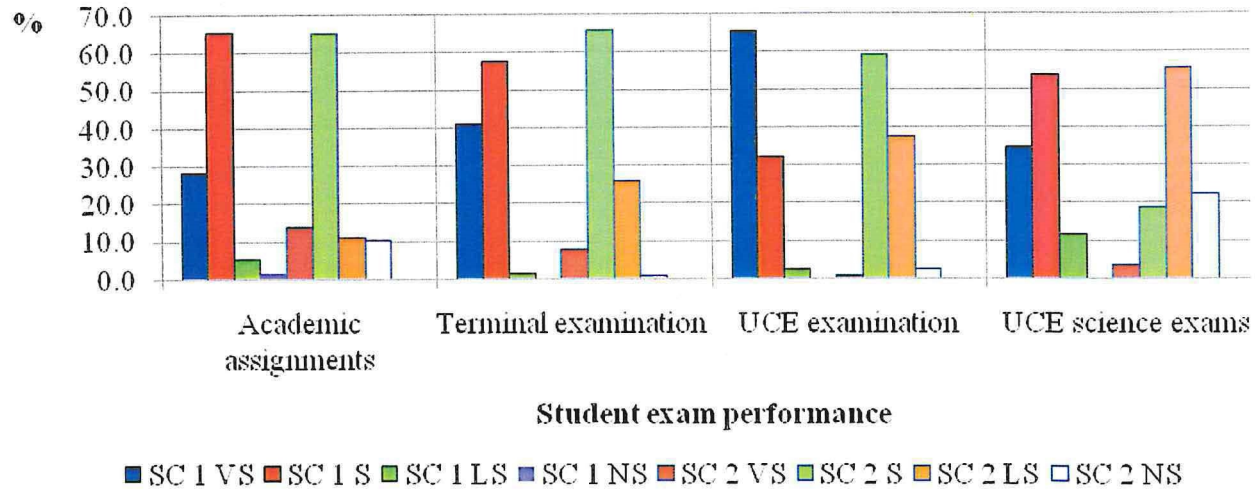
(15) Teacher service delivery has somehow significantly enhanced student exam performance mainly in arts subjects than sciences.

(04) Teachers who are committed lead to improved grades and vice versa.

Accordingly, teacher service delivery in SC2 is significant enough for student's performance in class assignments and terminal exams but it is not equally significant in UCE examinations more especially in science subjects.

Evidence of varying student's performance in examinations between School Category One (SC1) and School Category Two (SC2) is illustrated in Figure 4.5 for comparative analysis and more simplified interpretation as well as realistic generalization.

Figure 4.5: Comparative Bar Graph showing the effect of teacher service delivery on student examination performance in SC 1 & SC 2



Source: Extract of Table 4.13

Figure 4.5 shows that students in SC1 perform more better than in SC2 in all the evaluation processes for both arts and science subjects. Therefore, teacher service delivery enhances student exam performance in School Category Two than in School Category One.

The levels of significance for the contribution of teachers to student's performance in the learning and examination processes were more scientifically and precisely determined using SPSS Pearson's correlation test. The consistency in teacher service delivery as the independent variable was correlated with each of the specific indicators for student learning and exam performance as the dependent variables (Appendix 1 A & B). The following are the relevant SPSS Pearson's correlation results.

Consistency in Teacher Service Delivery Vs. ***Student Learning***

The consistency of teacher service delivery was correlated against student performance in each of the specific learning tasks in Table 4.14 below. The levels of significance for these relationships were determined and are separately and comparatively interpreted between secondary schools of study in School Category One (SC1) and School Category Two (SC2) as presented below.

Table 4.14: SPSS Pearson's test results for levels of significance of the correlation between consistency in teacher service delivery and student learning in SCI and SC2

Consistency of teacher service delivery Vs ***student learning***	**Pearson's Correlations**			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance	Correlation	Significance
Regular class attendance	.196**	.140	.433**	.100
Active learning	.455**	.115	.307**	.003
Timely completion of assignments	.456**	.126	.420**	.017
Consistent research and revision	.460**	.116	.482**	.020

Source: Extract of SPSS person's correlations (2012)

The statistics in Table 4.14 present varying levels of significance for respective variable correlations among SCI and SC2 respectively.

For the case of SC1, the following outlines how significantly teacher service delivery contributes to students' performance in each of the specific learning tasks or experiences:

i) At 0.140 level of significance, teachers are consistent enough in service delivery that they more significantly promote regular students class attendance.

ii) With 0.115, teacher service delivery more significantly enhances student class active learning.

iii) Considering 0.126, the correlation between teacher service delivery and students class assignments is more significant that they complete on time.

iv) 0.116 implies that teacher service delivery is consistent enough that it more significantly promote students' personal research and revision.

All the above tasks may have a more significant relationship with teacher service delivery but the effect on students' regular class attendance is the most outstanding of all.

In the case of SC2, the following interpretations explain the levels of significance of the effect of teacher service delivery on similar student learning experiences.

i) At 0.100, teachers in SC2 are consistent in their service delivery that they more significantly lead to regular students' class attendance.
ii) Given a 0.003 level, teacher consistency in class less consistent to significantly promote student active learning.
iii) 0.017 implies that teachers are significantly consistent in promoting timely completion of class assignments among students.
iv) In respect of the 0.020 level, teachers are consistent enough that they significantly promote consistent student research and revision

Where the variable correlation is less significant, it implies teachers in most of the schools in SC2 are not consistent enough in promoting a learning task, for example, student active learning. Besides, for the rest of the tasks the contribution of teachers is significant. However, unlike the secondary schools in SC1, there is a lot left to be desired in some of the schools in SC2 regarding student performance in the learning process.

Consistency in Teacher Service Delivery vs. ***Students' Performance in Examinations***

Students' exam performance was correlated with the consistency of teacher service delivery through specific evaluation processes specified in Table 4.15. The levels of significance for these variable correlations were determined and are interpreted separately and comparatively between the schools in SC1 and SC2 investigated.

Table 4.15: SPSS Pearson's test results for levels of significance of the correlation between consistency in teacher service delivery and students performance in exams in SC1 and SC2

Consistency of teacher service delivery Vs. ***student exam performance***	**Pearson's Correlations**			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance	Correlation	Significance
Class assignments	.217**	.101	.316**	.016
Terminal examination	.078**	.556	.531**	.030
UCE examination	.138**	.291	.243**	.021
UCE science exams	.023**	.152	.225**	.015

Source: Extract of SPSS person's correlations (2012)

Beginning with the statistics for School Category One (SC1) the following is the outline of interpretations for the significance levels between the relevant variable correlations specified in the table above.

i) At 0.101 levels, teachers are consistent enough to enhance student performance in class assignments or tests, more significantly.
ii) The 0.556 level of significance implies that teacher service delivery is very significant in promoting student performance in terminal examinations.
iii) Given the 0.291 level, teachers are so consistent that they more significantly promote students' performance in UCE exams.
iv) With the 0.152 level, teachers are equally consistent that they promote students' performance in UCE science exams.

This means, students in all the schools in SC1 substantially benefit from teacher consistency in service delivery for better performance in class assignments, terminal exams, as well as UCE Arts and Science exams.

Regarding the variable correlations for schools in SC2 interpretations of the relevant levels of significance are as follows:

i) The 0.016 level of significance shows that teachers significantly promote student performance in class assignments.
ii) The 0.030 level connotes that the contribution of teachers is also significant to student performance in terminal examinations.
iii) At 0.021 level, teachers are likewise consistent that they significantly contribute to students' performance in UCE examinations.
iv) With 0.015 level teachers in SC2 also significantly promote students' performance in UCE science examinations.

Notwithstanding the fact that teachers significantly contribute to students' performance in all evaluation processes, their consistency in science education and administration of class assignments requires a lot more to be done. Comparably teachers in SC2 are not as more consistent as their counterparts in SC1 in the delivery of services necessary for better student performance in academic evaluations.

In view of the analysis above teacher competency planning has profound impact on student academic performance in any dimensions. This depends on its effect on teacher management and control that determine teacher consistency in the delivery of services. In schools where teachers are consistent enough, for example, those in SC1 and some in SC2, it is apparent that teacher competency planning is effective enough to promote student performance in the learning process and examinations. The reverse is true. In this regard, research hypothesis One (RH1) was proved not right only for some schools of the selected secondary schools of study in Busiro County. This attests that planning for teachers' competency in terms of quality and quantity is a great predictor of learning achievement in secondary schools in the County and possibly elsewhere.

4.3 Instructional Resources Planning

This section presents the main data about the significance of instructional resources planning on academic performance in selected secondary schools in Busiro county. This data is analyzed and interpreted under subsections that reflect the research items along which it was raised in the questionnaire (Appendices 5A-C) and the interview guide (Appendix 6). These items include variables related to specific research objective Two (RO2) with which the data addressed the related research hypothesis Two (RH2). Some of the items relate to; the suitability of classroom facilities, quality of school library facilities, suitability of the school science laboratory and adequacy of the school computer workshop facilities. Other items concern the implications of these education resources on student academic performance which in this study was conceptualized to cover learning and examination processes.

The analysis in the subsections related to the item variables highlighted above is based on the fact that instructional resources planning is ideal for better education services from the resources specified therein and provided in the school system. This is reflected in Chandrasekaran's (1994) perception of instructional resources planning as the underlying factor for the provision, use and maintenance of key teaching and learning facilities like the classroom, library, science laboratory and computer laboratory in a school system.

Particularly, the main concern in this section was the suitability or adequacy of instructional resources in the secondary schools of study. For this contention and realistic generalization as well as meaningful analysis data about the availability and quality of such resources is separately and comparatively presented between School Category One (SC1) and School Category Two (SC2) in the proceeding subsections.

4.3.1 The Suitability of Classroom Facilities

Respondents and key informants were asked to show whether classroom facilities in their respective schools are enabling enough. Their responses are summarized below in respect of SC1and SC2 for realistic interpretation. Respondents' perceptions are presented in Table 4.16.

Table 4.16: The Suitability of Classroom Facilities among Secondary Schools in SC1 and SC2

Suitability of the classrooms	School Category One (SC 1)				School Category Two (SC 2)			
	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Enough class rooms	61	78.2	17	21.8	57	48.7	60	51.3
Spacious Class streams	45	57.7	33	42.3	48	41.0	69	59.0
Enough Class Furniture	66	84.6	12	15.4	65	55.6	52	44.4
Reliable Class lights	69	88.5	9	11.5	62	53.0	55	47.0
Proper class ventilations	71	91.0	7	9.0	100	85.5	17	14.5
Class safety installations i.e. Doors and windows	68	87.2	10	12.8	89	76.1	28	23.9

Source: Field research and extract of SPSS frequencies (2012)

According to experiences in SC1, 78.2% of respondents agreed that the classrooms are enough while 21.8% disagreed. In relation, 57.7% agreed that the class streams are spacious while the rest 42.3% disagreed. In addition, 84.6% of these respondents agreed that the class furniture is enough while 15.4% others disagreed. Regarding class lights, 88.5% respondents felt that they are reliable while 11.5% others disagreed. The majority 91% agreed that there is proper class ventilation while 9% others disagreed. Besides, these qualities, 87.2% of the respondents noted that classes have enough safety installations like doors and windows while 12.5% disagreed with this. These perceptions are also reflected in key informants' revelations below:

(08) Classrooms are favourable for the students and conducive for academic work.

(08) Classes are well furnished, ventilated to allow in the fresh air and big enough to allow the movement of teachers and students' class control.

(11) Enough number of students can be accommodated according to the capacity of the rooms.

(09) Most of the class rooms have good chalkboards and enough furniture for the students to sit comfortably.

(05) Old classrooms were planned for the past not the present needs i.e. rooms are smaller for the present big numbers of students.

(02) The chalk boards not properly used.

(01) There is need for improvement such that each class (stream) can house maximum of 60 students.

Despite the discontent of a few respondents on the quality of the class facilities above, it is apparent that classrooms in secondary schools in SC1 are largely suitable since majority the respondents were contented. The only major concern in their context could be the size of class streams.

In regard to classroom conditions in secondary schools in SC2, only 48.7% of the respondents agreed that the classrooms are enough and the majority 51.3% disagreed. Regarding the size of class streams, only 41% of the respondents agreed that they are spacious and the majority 59% disagreed. In addition, 55.6% of the respondents felt that the class furniture is enough while 44.4% other disagreed. In relation, 53% respondents agreed that class lights are reliable while 47% disagreed. Concerning class ventilations, 85.5% of the respondents agreed that they are suitable while 14.5% disagreed and as of class safety installations 76.1% of them agreed that they are adequate whereas 23.9% disagreed. These revelations on classrooms in SC2 are also reflected and supplemented in the observations made by key informants outlined below:

(02) Classrooms are quite enough with good ventilation, lights, doors and windows

(05) The classes are conducive for learning, spacious enough with lights.

(07) Classes are average in size but students' numbers are high.

(02) Classrooms are small but can still cater for number available at school.

(03) Classrooms are good with proper ventilation; however they were meant for only 60 students each but currently over 100 are squeezed in a class.

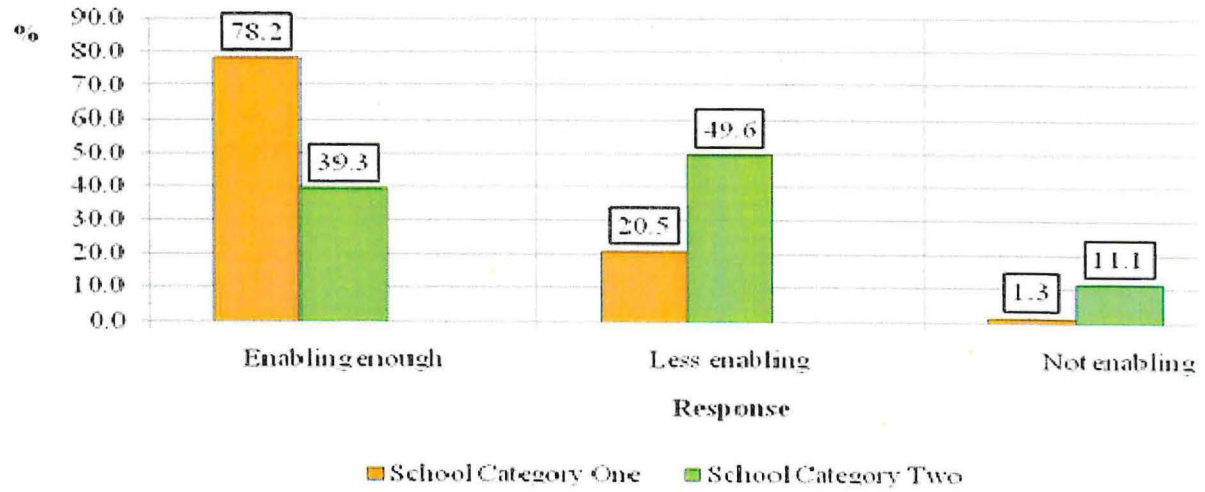
(04) They are quite enabling in terms of accommodating numbers but modern classroom facilities are still lacking.

(02) Classes are not quite enabling because they are not large enough compared to the student population.

Some of the classroom services among secondary schools in SC2 are satisfactory to the majority of the respondents but some others and ideally the more crucial are not for many respondents, for example the number and size of classrooms.

For purpose of establishing the value of classroom facilities, respondents were also asked whether they are enabling enough for student learning. Their responses are separately and comparatively illustrated in the Figure 4.6 between SC1 and SC2 for precise interpretation and realistic generalization of the classroom conditions among secondary schools of study.

Figure 4.6: A comparative bar graph showing perceptions on whether classrooms in SC1 and SC2 are enabling enough for student learning.



Source: Extract of Table 4.16

The Figure above shows that classroom in School Category One (SC1) are more enabling enough than those in School Category Two (SC2) for student learning. The majority 78.2% of the responses for SC1 show that classrooms are enabling enough compared to just 39.3% of SC2.

Only 20.5% of the respondents in SC1 and the majority 49.6% of the respondents from SC2 felt that classrooms are less enabling. And as much as 11.1% of the responses in SC2 show that such facilities are not enabling. Therefore, among the secondary schools of study, some have better planned classrooms while many others do not.

4.3.2 Quality of School Library Facilities

Respondents and key informants were asked to specify how good the library facilities are. The perceptions of respondents are summarized and interpreted based on presentations in Table 4.17 and Figure 4.7 and then key informants' observations are used to either verify or supplement such statistical evidence. Similarly, the relevant responses are analyzed separately and comparatively between SC1 and SC2.

Table 4.17: The Quality of School Library Facilities in Secondary Schools in SCI and SC2

Quality of the school library facilities	School Category One (SC 1)				School Category Two (SC 2)			
	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Spacious Library structure	48	61.5	30	38.5	22	18.8	95	81.2
Enough Library Furniture	54	69.2	24	30.8	22	18.8	95	81.2
Reliable Library lights	72	92.3	6	7.7	47	40.2	70	59.8
Proper Library ventilations	68	87.2	10	12.8	54	46.2	63	53.8
Library safety installations i.e. Doors and windows	74	94.9	4	5.1	60	51.3	57	48.7
Enough Library reading materials	60	76.9	18	23.1	49	41.9	68	58.1

Source: Field research and extract of SPSS frequencies (2012)

According to Table 4.17, the perceptions on school library facilities in SC1 share varying, and comparably higher positive response percentages. In this case, 61.5% of the respondents agreed that the library structure is spacious while 38.5% disagreed. Regarding the library furniture, 69.2% agreed that it is enough whereas 30.8% disagreed. In addition, 92.3% of these respondents felt that the library lights are reliable and only 7.7% disagreed with this. In relation 87.2% agreed that there is proper library ventilations while 12.8% disagreed, the majorly 74.9% of them felt that the library safety installations are enough and only 5.1% others disagreed with this. As for the library reading materials 76.9% of these respondents agreed that they are enough while only 23.1% others, disagreed.

These revelations are corroborated and supplemented by key informants responses outlined below.

(10) The school library is very good because the school and parents buy books.

(09) The library is well stocked with the appropriate books of subjects that match teachers' and students' needs.

(03) The library has sitting facilities, reliable electricity supply and cool environment.

(01) The school library has new technologically usable books for efficient learning.

(07) The school library facilities are fairly good in that books are generally found in the reserved sections and there are no openly sheltered books.

(03) The books are enough but the room is small and therefore a rota is needed for its usage.

Considering the perceptions above, the library facilities in secondary schools in SC1 are satisfactory to the majority of the respondents though the discontent of the minority cannot be ignored.

In respect of School Category Two (SC2), only 18.8% of the respondents investigated in the relevant secondary schools agreed that the library structures are spacious while the majority 81.2% disagreed. As well, only 18.8% of these respondents noted that the library furniture is enough whereas 81.2% disagreed. In addition, 40.2% respondents agreed that the library lights are reliable whereas 50.8% disagreed, 46.2% felt that there are proper library ventilations while 53.8% disagreed and 51.3% of the respondents indicated that the library safety installations are enough whilst 48.7% others disagreed with it. Regarding the library reading materials in this school category (SC2), only 41.9% of the respondents felt that they are enough and the majority 58.1% others disagreed.

Similar experiences are reflected in key informants' revelations outlined below:

(03) The school library is good, well stocked and students have enough space.

(03) The library is good because students can get enough textbooks for their performance.

(05) The library would have been good but few books are in existence. Therefore government should assist give private schools text books.

(11) The library is not good because books are scanty.

(05) Almost no independently erected library structure is in place.

(02) The library is not quite good since the reading space for learners is not enough.

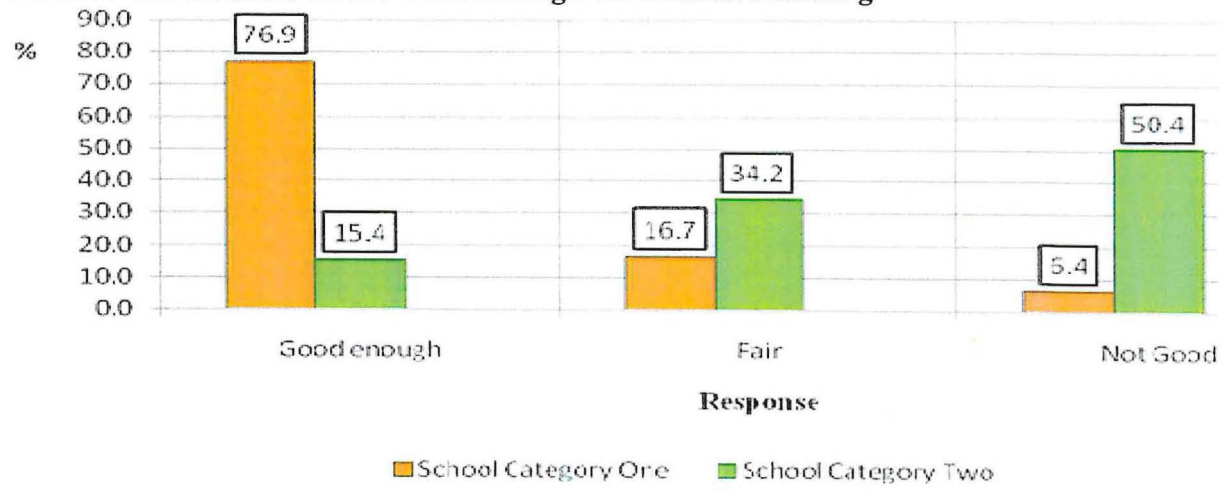
(01) The school has no library; some books are kept in Head teacher's office.

(06) There is no enough furniture in the library.

In view of the foregoing the library facilities among secondary schools in SC2 are not satisfactory for most of the respondents except the ventilations. Nonetheless, many others are discontented even with the ventilations in their schools. Some respondents could have been contented with the library facilities above, but in most of the schools the quality and/or adequacy of similar services is not suitable enough.

Likewise, for a general perspective of the value of school libraries, respondents were asked for a general comment on whether the relevant facilities are good enough for student learning. The responses given are separately and comparative illustrated in the Figure 4.7 for precise interpretation and realistic conclusions.

Figure 4.7: Comparative Bar Graph Showing Perceptions on Whether School Libraries Facilities in SC1 and SC2 are Good Enough for Student Learning



Source: Extract of Table 4.17

Figure 4.7 above indicates that the library facilities in most of the secondary schools in SC1 are good enough for student learning compared to most of similar schools in SC2 from which 84.6% respondents showed discontent. Thus library facilities are largely adequate in SC1 and largely

inadequate in SC2. In this case whereas some of the secondary schools of study have better library services many others do not apparently due to distinct levels of instructional resource planning.

4.3.3 The Suitability of School Science Laboratory Services.

Respondents and key informants were asked whether the science laboratories in their schools are appropriate enough. The responses provided by teachers, students and parents as general respondents are separately summarized in Table 4.18 and in relation, their perspectives in general are comparatively analyzed in Figure 4.8 below, between School category one (SC1) and School category two (SC2). Key informants' revelations that verify or supplement respondents' perceptions are given thereafter.

Table 4.18: The Suitability of Schools Science Laboratory Facilities in SC1 and SC2

Suitability of the school science laboratory	School Category One (SC 1)				School Category Two (SC 2)			
	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Spacious laboratory structure	52	66.7	26	33.3	48	41.0	69	59.0
Enough laboratory Furniture	55	70.5	23	29.5	59	50.4	58	49.6
Reliable laboratory lights	68	87.2	10	12.8	67	57.3	50	42.7
Proper laboratory ventilations	69	88.5	9	11.5	78	66.7	39	33.3
Laboratory safety installations i.e. Doors and windows	70	89.7	8	10.3	85	72.6	32	27.4
Enough laboratory apparatus and specimens	52	66.7	26	33.3	55	47.0	62	53.0

Source: Field research and extract of SPSS frequencies (2012)

The data about secondary schools in SC1 present that majority 66.75% of the respondents agreed that the laboratory structures in their respective schools are spacious while only 33.3% disagreed, 70.5% of them felt that the laboratory furniture is enough whereas only 29.5% disagreed and 87.2% noted that laboratory lights are reliable whilst just 12.8% disagreed. In addition, the majority 88.5% of the respondents agreed that the laboratory ventilation are suitable while only 11.5% disagreed, and 89.7% felt that the laboratory safety installations are enough whereas just 10.3% disagreed with this. While 66.7% of the respondents agreed that the laboratory apparatus and specimens are enough, 33.3% others disagreed with this.

These revelations are reflected and/or supplemented in the key informants' observations outlined below.

(10) The school science laboratory is very good and well designed for student access and use with enough apparatus in place.

(01) The school science laboratory lacks high speed computers with good and latest software.

(02) Individual practicals are not supported because of lack of enough space.

(07) The laboratory is appropriate and all well equipped for all the subject needs in physics, chemistry and biology studies.

(03) The laboratory lacks good storage facilities like lockers, cupboards etc.

(04) The space and apparatus are enough for the current student numbers and plans of a bigger laboratory are underway.

Accordingly, the laboratory conditions specified above in SC1 are generally satisfactory to the majority of the respondents but some significant concern remains for issues such as size of the laboratories and availability of apparatus and specimens since many respondents were less contended. Even the discontent of the minority cannot be ignored!

As regards laboratory facilities for schools in SC2, only 41% of the respondents agreed that the laboratories are spacious while the majority 59% disagreed, 50.4% felt that the laboratory furniture is enough whereas as many as 49.6% disagreed with this and 57.3% indicated that the lights are reliable whilst 42.7% others disagreed. In addition, 66.7% of these respondents noted that the laboratory ventilations are suitable while many others as much as 33.3% disagreed and 72.6% agreed that the relevant safety installations are enough whereas 27.4% disagreed. Regarding the laboratory apparatus and specimens in these schools of SC2, only 47% of the respondents felt that they are enough while the majority 53% disagreed.

Besides these revelations key informants gave more or less the same observations as specified below:

(02) There are spacious and enough laboratory structures.

(02) The science laboratory is highly stocked with apparatus and other necessary materials.

(03) At least the required laboratory equipments are available.

(02) School science laboratory is somehow good though there are some facilities needed for the better.

(06) The laboratory has good ventilation and enough furniture but with limited laboratory equipments.

(09) The school science laboratory is ill-equipped.

(02) The science laboratory has no any attendants, so in this context it is not yet okay.

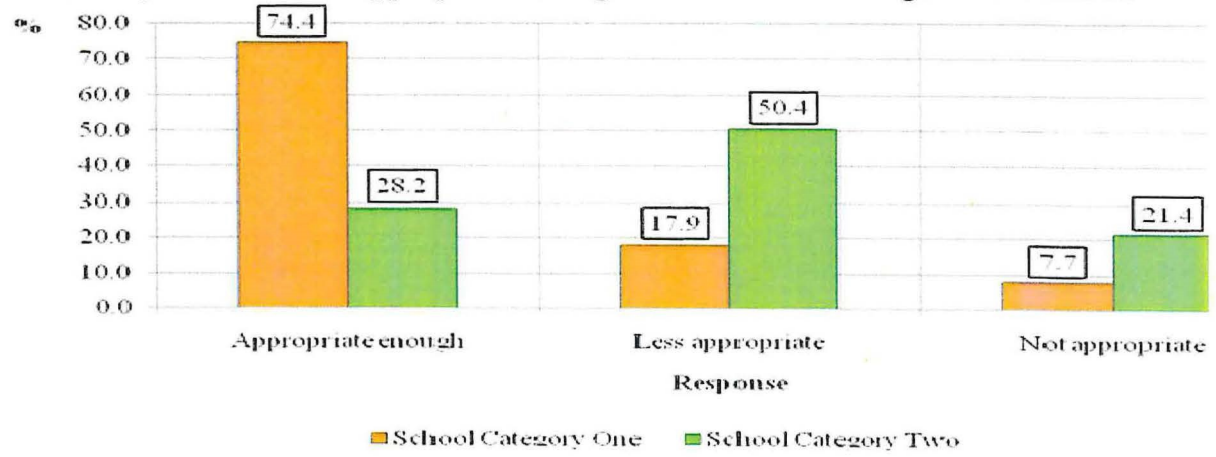
(01) The laboratory is not adequate because it is a single multipurpose room.

(06) Time given to science subject practicals is not enough to make students pass.

In view of the above, the science laboratory facilities in some of the schools in SC2 were satisfactory to respondents and not satisfactory in many other similar schools. Notably certain and ideally more crucial facilities such as size of laboratory and the necessary apparatus and specimens are largely not enough as the majority of the respondents were discontented.

For a general view of the value of these laboratory facilities specified above the related respondents' perceptions are illustrated in Figure 4.8 for simple and precise interpretation and realistic generation between schools in SC1 and SC2.

Figure 4.8: A Comparative Bar Graph Showing Perceptions on Whether Science Laboratory Facilities Are Appropriate Enough for Student Learning in SC1 and SC2



Source: Extract of Table 18.

According to the illustration in Figure 4.8, science laboratory facilities are appropriate enough in most of the schools in SC1 given the response percentage of 74.4% and in least of the schools in

SC2 considering the response percentage of 28.2%. Thus, science laboratories are largely appropriate enough in SC1 and less appropriate in SC2 for student learning.

4.3.4 Adequacy of Computer Workshop Facilities.

Respondents and key informants were asked to comment on the adequacy of the computer workshop facilities in their respective schools. The respondents' perceptions raised are separately summarized in Table 4.19 between School Category One (SC1) and School Category Two (SC2). This is verified or supplemented by key informants' observations respectively.

Table 4.19: The Sufficiency of Computer Workshops among Schools in SC1 and SC2

Adequacy of the school computer workshop	School Category One (SC 1)				School Category Two (SC 2)			
	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Enough computer workshop space	35	44.9	43	55.1	26	22.2	91	77.8
Enough Workshop Furniture	47	60.3	31	39.7	22	18.8	95	81.2
Reliable Workshop lights	68	87.2	10	12.8	58	49.6	59	50.4
Proper Workshop ventilations	66	84.6	12	15.4	54	46.2	63	53.8
Workshop safety installations i.e. Doors and windows	66	84.6	12	15.4	60	51.3	57	48.7
Enough computer systems and gadgets	43	55.1	35	44.9	21	17.9	96	82.1

Source: Field research and extract of SPSS frequencies (2012)

According to the statistics about SC1, only 44.9% of the respondents agreed that the computer workshop spaces are enough while majority 55.1% others objected, the majority 60.3% agreed that the workshop furniture is enough whereas many others as 39.7% disagreed and 87.2% felt that the workshop lights are reliable while 12.8% others disagreed with this. In addition, the majority 84.6% of these respondents agreed that there are proper workshop ventilations while 15.4% others disagreed. Concerning the computer systems and gadgets, only 55.1 5% of these respondents agreed that they are enough and 44.95% others disagreed with this.

These perceptions are reflected and/ or supplemented in the revelations of key informants as outlined below:

(03) The school computer laboratory is still small and lacks high speed computers.

(01) The computer workshop is well stocked with 50 new computer systems newly purchased, plus some 20 old computers.

(07) The school computer workshop has over up to date 40 computers and a tender is available for more and necessary computer supplies.

(05) The school computer workshop is big enough and being expanded to accommodate more students.

(01) There is enough space in computer workshop with 3 wide computer rooms with a qualified IT specialist and support staff.

(05) The computer lab is well equipped with everything and instructors readily available.

(03) With IT made compulsory at A' level, the computer workshop will need a major overhaul to bring it to the desired level.

According to the information above, some computer workshop facilities in SC1 could be satisfactory to the majority of the respondents but some others and ideally the most critical facilities such as space and computer systems or gadgets are not. Thus, computer workshops in SC1 may be enough but not very significantly satisfactory.

In the case of SC2, just 22.2 % of the respondents agreed that the computer workshops are spacious enough while the majority 77.8% disagreed with this, only 18.8% agreed that the furniture is enough where as 81.2% disagreed and 49.6% felt that the workshop lights are reliable whilst 50.4% others disagreed. In relation, 46.2% of these respondents noted that workshops have proper ventilations while majority 53.8% objected, 51.3% agreed that the workshop safety installations are enough whereas 48.7% disagreed with this and just 17.9% felt that the computer systems and gadgets are enough while the majority 82.1% didn't agree with this.

These experiences are reflected or supplemented by key informants' revelations outlined below.

(02) There are enough computer sets available for the learners.

(02) Actually, school computer work shop is adequate for computer literacy.

(07) The school computer workshop is totally inadequate to accommodate such huge numbers of students.

(01) The workshop is in a small room only adequate for twenty students.

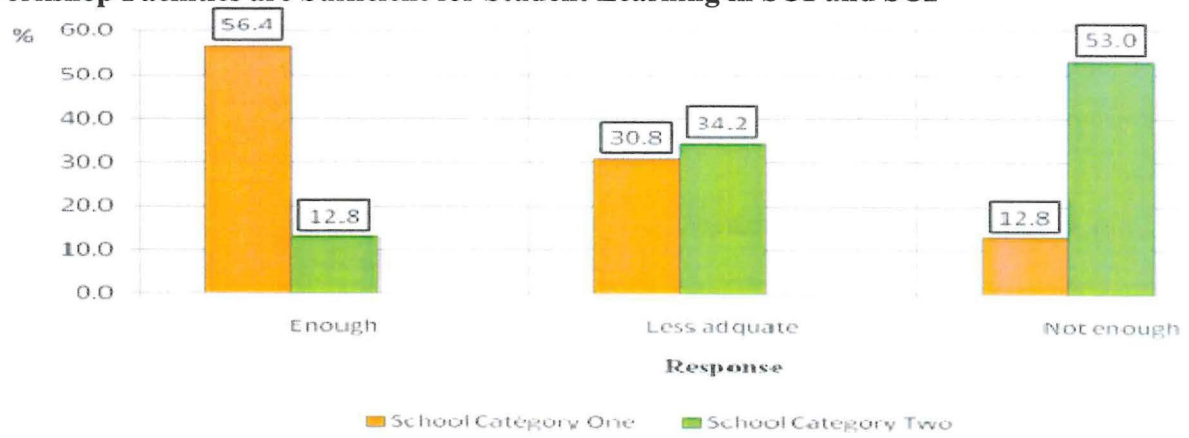
(02) The workshop would have been good if computer maintenance was consistent enough.

(05) There is no computer workshop all.

In view of the above, computer workshop facilities mainly, space, furniture and computer systems among schools in SC2 are largely not satisfactory given the discontent of the majority of the respondents.

To ascertain the value of computer workshop facilities respondents were asked whether they are enough for student learning. Their comments are comparatively illustrated in Figure 4.9 between SC1 and SC2 for simple and precise interpretation as well as realistic generalization.

Figure 4.9: A Comparative Bar Graph Showing Perceptions on whether Computer Workshop Facilities are Sufficient for Student Learning in SC1 and SC2



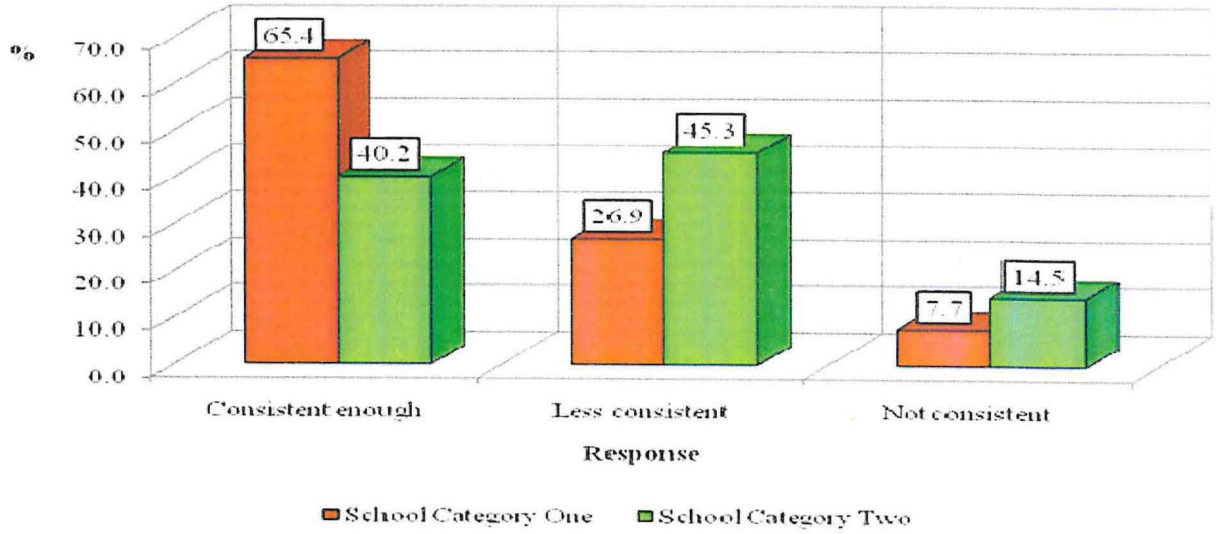
Source: Extract of Table 4.19

The Figure above shows that majority of the respondents from SC1 (as many as 56.4%) felt that computer workshop facilities in their schools are enough, 30.8% other indicated that they are less adequate and the rest 12.8% showed that they are not adequate. In SC1, most of the schools have enough computer workshop facilities for student learning. As for SC2, only 12.8% of the respondents believed that such facilities are enough in their schools, 34.2% felt that they are less adequate while the majority 53% revealed that they are not enough. In this case, computer workshop facilities in most of SC2 are largely inadequate for student learning.

Considering the data on school classroom facilities, libraries, science laboratories it is apparent that instructional development planning for computer workshop requirements, in SC1 mainly composed of traditionally well to do schools has not been given as much attention as possible compared to other instructional services. Nevertheless, the situation in SC1 is much better compared to computer workshop facilities in secondary in SC2 literary considered average schools. Thus, only in most of the well to do schools, among the secondary schools of study in Busiro County that institutional planning and provision for computer workshop or learning facilities are sufficient enough. In the rest of the schools, which are the majority it is not the same situation.

For a binding perspective on the provision of services related to the instructional resources above, respondents were asked for an overall comment on the aspect. The perceptions are summarized and illustrated in Figure 4.10 in respect of School Category One (SC1) and School Category Two (SC2).

Figure 4.10: A Comparative Bar Graph Showing Perceptions on the Consistency in the Provision of Instructional Resources in SC1 and SC2



Source: Field research and extract of SPSS frequencies

Concerning the responses from SC1, Figure 4.10 shows that the majority 65.4% of the respondents noted that the provision of instructional services is consistent enough, only 26.9% others felt that it is less consistent and just 7.7% showed that it is not consistent. Generally for

most of the secondary schools in SC1 provision of such services is consistent enough, though the discontent of the minority cannot be ignored.

Comparably instructional service provision among secondary schools in SC2 is according to the response percentages in Figure 4.10 largely unsatisfactory. The majority 45.3% of the respondents felt that the services are less consistent while a hand full of 14.5% others indicated that they are not consistent. Only 40.2% of the respondents felt that they are consistent enough; this may be for only three secondary schools of the nine schools in this category. Otherwise, planning and provision for instructional services are more consistent in the traditionally better off schools (SC1) than the average schools (SC2) of the secondary schools of study in Busiro County.

4.3.5. Instructional Resources and Student Academic Performance.

The influence of instructional resources on academic performance was in the context of this study examined in respect of their implications on student learning and exam performance, respectively. Academic performance as noted earlier was conceptualized to cover student performance both in the learning process and examination exercises in the respective selected secondary schools of study, stratified into School Category One (SC1) and School Category Two (SC2).

4.3.5.1 Instructional Resources and Student Learning

Respondents and key informants were asked to specify how instructional resources influence the student learning process. The data provided is separately and comparatively analyzed between SC1 and SC2. Respondents' perceptions are summarized in Table 4.20 and illustrated in Figure 4.11 while interview revelations are descriptively outlined to verify or supplement such perceptions.

Table 4.20: The Influence of Instructional Resources on the Students Learning Process between SC1 and SC2

Influence of instructional resources on student learning	SA		A		D		SD		Total	
School Category One (SC 1)	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Class environment conducive for regular Students class attendance	35	58.3	23	38.3	1	1.7	1	1.7	**60**	**100**
The library services good enough for consistent students research and revision	31	51.7	21	35.0	8	13.3	-	-	**60**	**100**
Laboratory facilities appropriate enough for students hands-on practical learning	27	45.0	25	41.7	8	13.3	3	5.0	**60**	**100**
Computer workshop adequate for students IT skills and e-learning	21	35.0	21	35.0	18	30.0	2	3.3	**60**	**100**
School Category Two (SC 2)										
Class environment conducive for regular Students class attendance	25	27.8	30	33.3	30	33.3	5	5.6	**90**	**100**
The library services good enough for consistent students research and revision	12	13.3	31	34.4	37	41.1	10	11.1	**90**	**100**
Laboratory facilities appropriate enough for students hands-on practical learning	17	18.9	25	27.8	34	37.8	14	15.6	**90**	**100**
Computer workshop adequate for students IT skills and e-learning	4	4.4	22	24.4	26	28.9	38	42.2	**90**	**100**

Source: Field research and extract of SPSS frequencies (2012)

Key: SA for '*Strongly Agree*'; A for '*Agree*'; D for '*Disagree*' & SA for '*Strongly Disagree*'

In respect of the revelations among secondary schools in SC1, Table 4.20 shows that the majority 96.6% of the respondents indicated that the classroom environment is conducive for regular student class attendance, 86.7% felt that the library services are enough for consistent student research and revision and that the laboratory facilities are appropriate enough for students' hands-on practical learning. In addition, the majority 70% agreed that the computer workshops are adequate for students' IT skills and e-learning, though others as many as 30% disagreed with this. Except for the computer workshop facilities very few of the respondents for the rest of the instructional services above were discontented. The majority were satisfied. Similar perceptions were expressed among key informants as outlined below:

(01) Library facilities are fine but students reading culture is a bit low. They only visit the library only when they are given what to research on.

(10) Instructional resources like library and laboratory facilities have enabled consistent assessment of learners.

(03) Due to the good resources provided the learning environment is too conducive and this has helped the student to like the school and concentrate academically.

(06) Instructional resources have positively influenced the students learning process.

(01) The laboratory services help students to practically grasp what the teachers teach them theoretically.

(07) The availability of enough instructional resources has made the process of instruction easier and learning more interesting.

(04) Students can now carry out research from internet; it is thus faster to acquire knowledge for better academic performance.

Accordingly, the instructional resources among secondary schools in SC1 largely promote effective student learning though some concern still remains regarding computer services.

In the case of SC2, Table 4.22 shows that only 61.1% of the respondents agreed that the class environment is conducive for regular class attendance; only 47.7% felt that the library services are good enough for consistent student research and revision and just 56.7% of the respondents indicated that the laboratory facilities are appropriate enough for students' hands-on practical learning. With regard to computer workshops only 28.8% of the respondents from SC2 felt that they are adequate for students' IT skills and e-learning. With exception of the classroom environment and the laboratory facilities, majority of the respondents from this category were not contented with the adequacy and quality or sustainability of the rest of the instructional resources in respect of student learning. Even for the classrooms and laboratory services, considerably many respondents were not satisfied and their discontent is equally significant.

Similar concerns were raised by key informants as outlined below:

(01) Instructional resources such the library and laboratory have improved the learning process in a way that students are thoroughly guided.

(03) Instructional resources especially classrooms, laboratory and use of computers are motivating for regular student class attendance.

(02) The use of projectors for lessons creates a permanent learning for retention of knowledge and skills.

(02) Students get real life experiences and hands-on training.

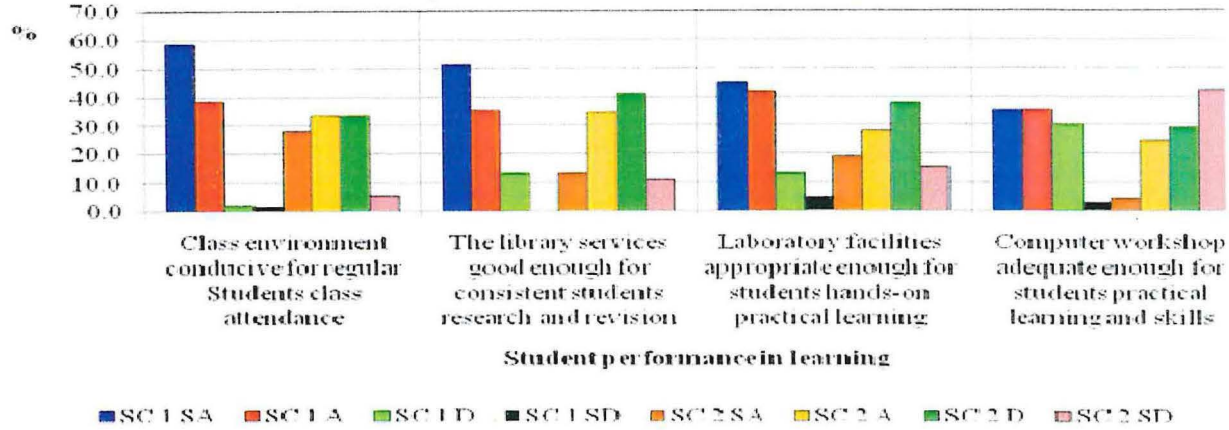
(02) The accessibility to most of the instructional resources around the school makes them much easier to be used by teachers for effective student learning.

(04) There is inconsistency in student learning because of over dependency on USE funds usually released in bits; sometimes in holidays.

In view of the revelations for SC2, the instructional resources are not much enabling in the student learning process. If there are better conditions, they are limited to only two or four schools of the nine secondary schools in this category.

For simple and precise interpretation as well as realistic generalization the respondents' perceptions above are illustrated in Figure 4.11 specifying the experiences between SC1 and SC2.

Figure 4.11: Comparative Bar Graph Showing Perceptions of the Influence of Instructional Resources on Students' Learning between SC1 and SC2



Source: Extract of Table 4.20

The illustration in Figure 4.11 shows that the classroom environment leads to the regular student class attendance in SC1 than in SC2 just like the rest of the instructional resources or services for respective student learning outcomes as verified by the distinctions in similar respondents' percentages. Thus, while instructional resources are more enabling in schools with better institutional capacity, it is not the case in most of the average schools which are the majority among those selected for this study in Busiro County.

4.3.5.2 Instructional Resources and Student Exam Performance.

Respondents and key informants were asked to specify how significantly instructional resources have promoted student examination performance. The exam exercises included both internal

assignments or tests and national examinations in arts and science subjects. The respondents' perceptions are separately and comparatively summarized and illustrated between SC1 and SC2 in Table 4.21 and Figure 4.12. They are followed with the outline of key informants' observations respectively.

Table 4.21: The Contribution of Instructional Resources to Student Exam Performance between SC1 and SC2

Instructional resources and student exam performance	**VS**		**S**		**LS**		**NS**		**Total**	
School Category One (SC 1)	Freq	%	Freq	%	Freq	%	Freq	%	**Freq**	**%**
Class assignments	34	43.6	37	47.4	6	7.7	1	1.3	**78**	**100**
Terminal examination	30	38.5	46	59.0	2	2.6	1	1.3	**78**	**100**
UCE National examinations	43	55.1	32	41.0	3	3.8	1	1.3	**78**	**100**
UCE Science exams	29	37.2	41	52.6	8	10.3	3	3.8	**78**	**100**
School Category Two (SC 2)										
Class assignments	11	9.4	72	61.5	34	29.1	0	0.0	**117**	**100**
Terminal examination	4	3.4	79	67.5	33	28.2	1	0.9	**117**	**100**
UCE National examinations	3	2.6	59	50.4	53	45.3	2	1.7	**117**	**100**
UCE Science exams	0	0.0	28	23.9	65	55.6	24	20.5	**117**	**100**

Source: Field research and extract of SPSS frequencies (2012)

With regard to the statistics for SC1, Table 4.21 shows that 43.6% of the respondents indicated that instructional resources very significantly promote students' performance in class assignments and equally many others as much as 47.4% noted that the contribution is significant. Relating to terminal examination, 38.5% of the respondents revealed that the contribution of such resources is very significant and 59% others, felt that it is significant. In addition, concerning UCE national examination, 55.1% of the respondents in this category noted the contribution of these resources is very significant and 41% others showed that it is significant. As for UCE science exams, 37.2% felt that the resources have very significantly promoted students' performance while the majority 52.6% indicated that this contribution is significant. These revelations are reflected in the key informants' observations below.

(04) The availability of enough instructional resources has showed over-edged performance hence better students' results in any examinations.

(10) Instructional resources have helped students to have proper exposure and enough practice for excellence in any examinations.

(02) Our students have registered phenomenal performance in national UCE exams for example the school registered 97.6% in of candidates in Division 1.

For all the examination processes above, instructional resources in SC1 are substantially significant for better students' performance in all subjects including sciences.

In the case of secondary schools in SC2, only 9.4% of the respondents felt that instructional resources very significantly promote student performance in class assignments while the majority 61.5% indicated that this contribution is significant. Concerning terminal examinations, only 3.4% of these respondents showed that such resources are significant while 67.5% noted that they are significant for student performance. In relation, just 2.6% of the respondents felt that these resources have very significantly promoted students' performance in UCE exams while the 50.4% others noted that this is significant. On the same aspect many respondents as much as 45.3% revealed that the contribution of such resources is less significance. Regarding UCE science exams none of the respondents showed that instructional resources in their schools contribute very significantly to student performance, only 23.9% felt that they have contributed significantly. The majority 55.6% revealed that such resources are less significant and the rest 20.5% noted that they are not significant in such science exams. Similar reflections were made by key informants as outlined below:

(03) The library facilities are good enough for consistent student performance in class assignments.

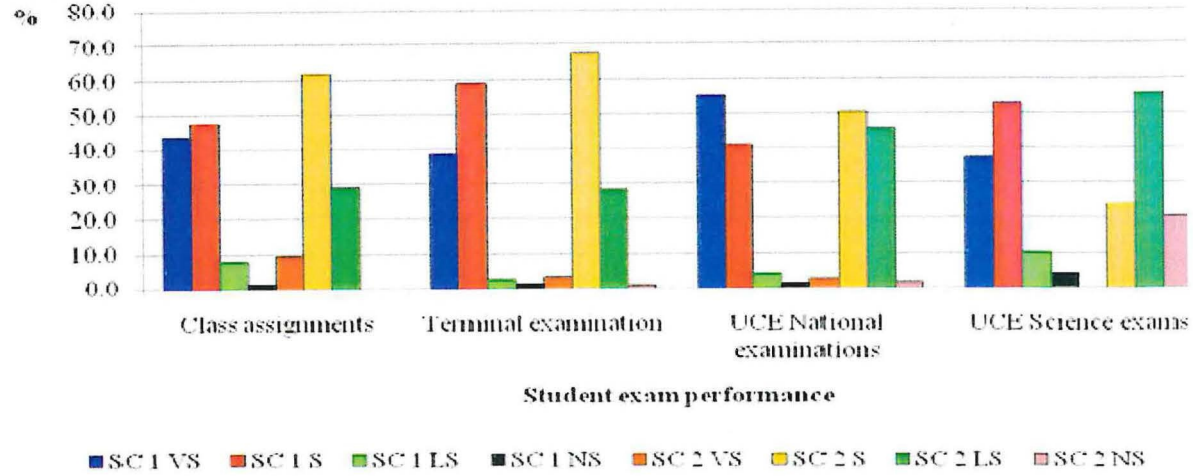
(16) Student performance has been good but still lacking in science subjects.

(05) The deficiency in instructional resources makes them not so significant for student performance in any exams.

In reference to the above revelations, instructional resources in SC2 significantly promote students' performance mainly in class assignments and terminals examinations and to some extent UCE exams. However, this could be limited to some schools of the nine schools in this category. The main deficiency of such resources concerns students' performance in UCE science examinations.

In order to illustrate the relationship between instructional resources and student examination performance and for purpose of simple and precise interpretation, the above perceptions are analyzed in Figure 4.12. This is comparatively presented between SC1 and SC2 for realistic generalization.

Figure 4.12: A Comparative Bar Graph Showing Perceptions on the Contribution of Instructional Resources to Students' Exam Performance in SC1 and SC2



Source: Extract of Table 4.21

Figure 4.12 shows that instructional resources very significantly promote student performance in all the exam processes in SC1 than SC2. There are greater response percentages for each of the exam activities in SC1 which is not the case in SC2. For secondary schools in SC2 such resources are only significant mainly for class assignments and terminal examinations and to some degree for UCE national examinations. Unlike for schools in SC1 instructional resources in SC2 are not enabling enough for student performance in UCE science examinations.

The level of significance of instructional resources for student performance in the learning process and academic examinations were further, and more statistically determined using the SPSS Pearson's correlations test. Specifically, the provision of instructional resources as the independent variable was correlated with each of the performance indicators of student learning and examinations as the dependent variables. The relevant Pearson's correlation test results for each of students' performance parameters are separately presented in the respective subsections below and comparatively interpreted between SC1 and SC2 for realistic generalizations.

Provision of Instructional Resources Vs. ***Student Learning***

In this section, the relevant SPSS Pearson's correlation test results cover levels of significance between each of the specific variable relationships in both School Category One (SC1) and School Category Two (SC2) as summarized in Table 4.22 and thereafter interpreted.

Table 4.22: SPSS Pearson's Correlation Test Results Showing Levels of Significance for The Contribution of Instructional Resources on Student Learning in SC1 and SC2

Provision of instructional resources Vs. ***student learning***	**Pearson's Correlations**			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance Level	Correlation	Significance Level
Classrooms enabling enough Vs. *Regular class attendance*	.280**	.032	.368**	.000
Library services good enough Vs. *Consistent research and revision*	.645**	.020	.342**	.001
Laboratory facilities appropriate enough Vs. Practical learning	.709**	.010	.378**	.000
Computer workshop adequate enough Vs. *IT skills and e-learning*	.524**	.010	.580**	.000

Source: Field research and extract of SPSS Pearson's correlation (2012)

According to Table 4.22, the following are the interpretations for the contribution of instructional resources to student learning in SC1:

i) The 0.32 level of significance connotes that classrooms in this category are significantly enabling to promote regular student class attendance.

ii) The 0.20 level implies that school library services are significantly good for consistent student research and revision.

iii) At 0.10 level, the school laboratory facilities are significantly appropriate for effective student hands-on practical learning.

iv) With 0.10 level, the computer workshop facilities in this category are significantly adequate for student IT skills and e-learning.

These interpretations show that the provision of instructional resources in SC1 has significant contribution to student performance in each of these learning processes especially student class attendance as well as research and revision.

For the statistics about variable correlations in SC2 the following are the interpretations of the levels of significance for the contribution of instructional resources to student learning.

i) The 0.000 level of significance implies that the classroom environment in SC2 is less significantly enabling for regular student class attendance.

ii) At level 0.001 the library services in this category are less significantly good for consistent student research and revision.

iii) The 0.000 level shows that the laboratory facilities in such schools are less significantly appropriate for effective student hands- on practical learning.

iv) While the 0.000 level signifies that the computer workshops in this SC2 are also less significantly adequate for students IT skills and e-learning.

Generally, the provision of instructional resources in SC2 could have been adequate in some schools but they are not as significant enough as among the secondary schools in SC1 for effective student performance in the learning process.

Provision of Instructional Resources Vs. ***Student Examination Performance***

This relationship includes the levels of significance for the contribution of instructional resources to student examination performance in internal and national Arts and science examinations. These are summarized in Table 4.23 that compares the two categories, SC1 and SC2.

Table 4.23: SPSS Pearson's correlation test results for the levels of significance of the contribution of instructional resources to student exam performance in SC1 and SC2

Provision of Instructional resources Vs. ***student exam performance***	**Pearson's Correlations**			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance Level	Correlation	Significance Level
Class assignments	.243**	.035	.165*	.075
Terminal examination	.180**	.120	.175*	.064
UCE examination	:246**	.131	.200**	.030
UCE science exams	.356**	.011	.249**	.007

Source: Field research and extract of SPSS Pearson's' correlation (2012)

Considering the variable correlation statistics for SC1, the following are the relevant interpretations for the respective levels of significance:

i) At 0.35 level of significance the provision of instructional resources is consistent enough that it significantly promotes students' performance in class assignments.
ii) The 0.120 level connotes that instructional resources very significantly promotes student performance in terminal examinations.
iii) The 0.131 level implies that instructional resources very significantly enhance student performance in UCE examinations.
iv) As for the UCE science examination 0.11 level shows that the contribution of instructional resources to student performance in this respect is significant.

Accordingly, the provision of instructional resources in SC1 is very significantly enabling for student's performance in terminal and UCE examinations and significant for their performance in class assignments and UCE science examinations.

In the case of SC2, the interpretation of the relevant levels of significance is summarized below.

i) At 0.075 level of significance the provision of instructional resources in this category significantly promotes student performance in class assignments.
ii) The 0.064 level shows that the instructional resources significantly enhance student performance in terminal examinations.
iii) The 0.30 level connotes that such resources significantly promote performance in UCE examination. However, this is not as much substantial as in the student evaluation exercises above considering the statistical values.
iv) At just 0.007 level, the contribution of instructional resources to student performance in science subjects in UCE exams in less or not significant.

While the provision of instructional resources in SC2 is significant for performance in class assignments, terminal exams and UCE exams it is not in science subjects; this therefore remains an issue of great concern for the relevant instructional resource planning.

Given these statistical significance levels of variable relationships, instructional resource planning is more effective and enabling enough in most of SC1 than in SC2. Therefore, in some secondary schools particularly with more institutional efficiency, instructional resource planning significantly contributes to student academic performance than in average schools which are the

majority among those selected for the study in Busiro County. In this respect research hypothesis Two (RH2) was proved not right only for a few secondary schools of the selected schools of study.

4.4 Parents Participation Planning

This main data section covers details of the implications of parents' participation planning on student academic performance. These involve variables envisaged in respective research items in the questionnaire (Appendices 2A, B and C) as well as the interview guide (Appendix 6) along which data was collected. The research items were drawn from specific research objective Three (RO3) for the relevant data that address the related research hypothesis Three (RH3). The item variables include; consistency of parents' participation in child education, effectiveness of parents' support to child education and the effect of parents' participation on student academic performance bearing in mind the primary role of parents' participation planning. These items form subsections of data presentation and interpretation as follows.

4.4.1 Consistency of Parents' Participation in Child Education

Respondents and key informants were asked to tell how consistent parents' participation in child education in their respective secondary schools is. The respondents' perceptions are summarized and comparatively presented between School Category One (SC1) and school Category Two (SC2) as shown below

Table 4.24: The Consistency of Parents' Participation in Child Education in SC1 and SC2

Consistency of parents' participation in child education	School Category One (SC 1)				School Category Two (SC 2)			
	Agree		Disagree		Agree		Disagree	
	Freq	%	Freq	%	Freq	%	Freq	%
Consistent parents representation in school management	41	75.9	13.0	24.1	53	65.4	28	34.6
Regular teacher- parents interactions in an academic term	69	88.5	9.0	11.5	83	70.9	34	29.1
General teacher- parents meeting in an academic term	69	88.5	9.0	11.5	89	76.1	28	23.9
Consistent communication with individual parents	61	78.2	17.0	21.8	78	66.7	39	33.3

Source: Field research and extract of SPSS frequencies (2012)

The statistics for SC1 in Table 4.24 show that 75.9% of the respondents agreed that there is consistent parents' representation in school management, 88.5% felt that there are regular teacher- parents interactions in an academic term and that there is always a general teacher-parents meeting in a term. In relation, 78.2% agreed that there is consistent communication between schools and individual parents. Similar revelations were given by key informants as outlined below.

(09) Parents' committees have been set up and they are doing a great job;

(01) Parents feel they are part of the stakeholders in the education of their children;

(07) Parents' participation is highly consistent since every parent fulfils his/her obligations;

(01) Parents are involved in open class days and end of term (EOT) reports;

(01) Parents' participation is good because cases of child lack of the necessities to use at school are very few;

(01) It is consistent since about 70% of the parents are effectively supportive to student education, and

(01) Parents are sensitive about child education through parent- teacher association.

These revelations show that parents of secondary schools in SC1 are largely consistently involved in child education.

In the case of SC2, statistics show that 65.4% of the respondents felt that parents are consistently represented in school management, 70.9% indicated that there are regular teacher- parents interactions in an academic term and 76.1% noted that there is a general teacher- parents meeting in a term in their respective schools. In addition, 66.7% of these respondents agreed that the schools consistently communicate with individual parents. These revelations are reflected or supplemented by observations of key informants outlined below.

(02) Parents' participation planning is significantly effective because they have promoted their children's education.

(08) Termly and annual teachers- parents meetings are conducted in addition to visitations.

(09) There is consistent parent's representation in school management.

(01) There is timely provision of scholastic materials and parental counselling.

(02) Parents help in the disciplining of the children.

(02) Parents are in position to identify the weaknesses and strengths of their children and work it out with teachers before it is too late.

(05) Not all parents have that zeal of fully supporting their children's education.

(03) Not so consistent since parents claim to be busy leaving most of the work to teachers.

(07) Our parents do not give enough time to their children hence being ineffective.

Accordingly, most of the parents for schools in SC2 are consistently involved in child education but it is not as much satisfactory as in the secondary schools in SC1. Considering the revelations in all the secondary schools investigated most parents are consistent but the discontent of some of the respondents especially for SC2, as presented in Table 4.24 above, equally counts.

4.4.2 Effectiveness of Parents' Support to Child Education.

In addition to the above, respondents and key informants were asked to comment on whether parents are effective enough in supporting education of their children. Similarly their perceptions are presented in respect of SCI and SC2 as follows.

Table 4.25: The Effectiveness of Parents' Support to Child Education in SC1 and SC2

Effectiveness of parents' support to child education	All Prts		Most Prts		Some Prts		A few Prts		None		Total	
School Category One (SC 1)	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Parents sensitized about child education support	7	13.0	14	25.9	17	31.5	13	24.1	3	5.56	54	100
Parents clear school dues promptly	27	34.6	42	53.8	7	9.0	1	1.3	1	1.28	78	100
Provision of all scholastic materials	17	21.8	33	42.3	24	30.8	4	5.1	0	0	78	100
Regular monitoring students' learning activities at home	7	9.0	18	23.1	35	44.9	18	23.1	0	0	78	100
Regular follow up of students' education at school	11	14.1	25	32.1	34	43.6	8	10.3	0	0	78	100
School Category Two (SC 2)												
Parents sensitized about child education support	5	6.2	11	13.6	22	27.2	22	27.2	21	25.9	81	100
Parents clear school dues promptly	4	3.4	4	3.4	39	33.3	43	36.8	27	23.1	117	100
Provision of all scholastic materials	1	0.9	19	16.2	73	62.4	24	20.5	0	0.0	117	100
Regular monitoring students' learning activities at home	0	0.0	11	9.4	41	35.0	65	55.6		0.0	117	100
Regular follow up of students' education at school	1	0.9	26	22.2	61	52.1	29	24.8	0	0.0	117	100

Source: Field research and extract of SPSS frequencies (2012)

Key: Prts for '*Parents*'

From the Table 4.25, statistics for secondary schools in SC1 show that in most of the schools, some or a few parents are sensitized about child education support, regularly monitor students learning activities at home and follow up students education at school. Most parents are committed only in clearing school dues promptly and provision of the necessary scholastic materials. It is in one or two of the six schools in SC1 that all parents are effective enough especially in school dues clearance, provision of scholastic materials and follow up of students' education at school. Similar revelations were given by key informants as specified below.

(04) Parents effectively contribute to discipline and academic progress.

(01) 98% of parents would comply with all educational requirements.

(04) Parents are very supportive, attend and participate in parents' meeting, and they contribute to policies in the school.

(04) Parents discuss individual student performance at least once every term.

(09) They are consistent in paying fees buying scholastic materials and up keep.

Regarding parents of schools in SC2, some or a few of them are committed in all the parental roles specified in the table. The statistics show that most of the parents are not effective enough in supporting child education compared to schools in SC1. This concern for secondary schools in SC2 is reflected in the revelations of key informants as shown below.

(02) Parents support is average mainly in terms of school fees payments.

(03) Some parents provide enough necessities to their children required at school.

(03) Not consistent since majority of the parents believe government took over responsibility under free secondary education.

(04) Parents are inconsistent in following-up on their students' performance and conduct.

(09) Some parents are very inconsistent in clearing school dues.

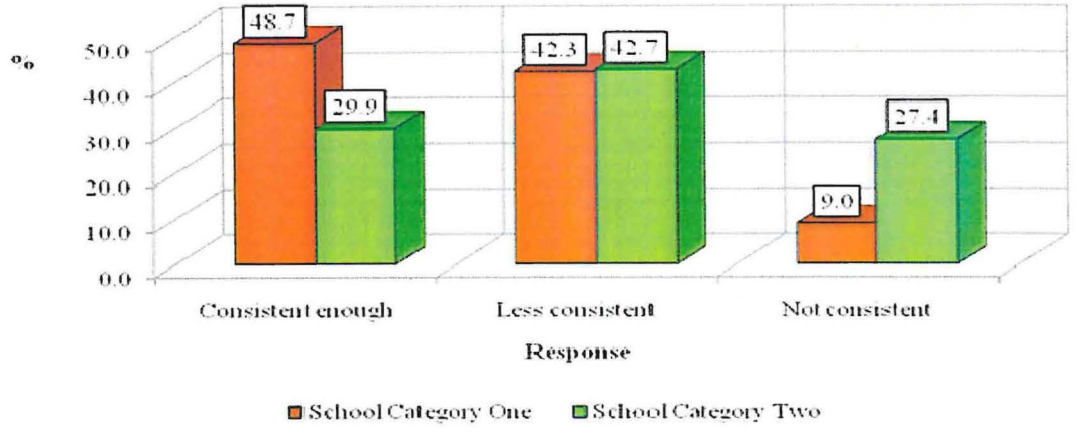
(07) A few parents usually clear school dues in time as well as make regular visits to their children at school.

While parents in the secondary schools of study are largely and consistently encouraged to participate in education of their children many are less committed even in key responsibilities

like prompt school fees payment and provision of scholastic materials especially in average schools (SC2).

In relation to this, the value of parents' participation in student learning was generally verified by respondents' over all perspectives of the conditions in their respective schools in SC1 and SC2. This is illustrated in Figure 4.13 for more precise interpretation and realistic generalizations.

Figure 4.13: A Comparative Bar Graph Showing Respondents' Perspective of the Consistency of Parents' Participation Necessary for Student Learning in SC1 and SC2



Source: Extract of Table 4.25

According to the illustration in Figure 4.13, parents' participation in SC1 is more consistent to promote student learning than in secondary schools in SC2. In both school categories it is equally less consistent in some secondary school respectively and on the other hand it is largely less consistent in SC2 than in SC1. In this case, parents in some of the schools of study are consistent enough in child education support but less consistent in most others to promote student learning. This is more vividly verified by the implication of their participation on students' academic performance as logically analyzed below:

4.4.3 Parents' Participation and Academic Performance.

The effect of parents' participation on academic performance is also assessed by specifically relating it to students' performance in the learning process and examination exercises at school and national levels.

4.4.3.1 Parents' Participation and Student Learning

Respondents and key informants were asked how parents' participation in child education influences student learning in their respective schools. The relevant responses are categorically analyzed between SC1 and SC2 as follows.

Table 4.26: The Influence of Parents' Participation on Student Learning in SC1 and SC2

Parents' participation and student learning	All Stds		Most Stds		Some Stds		A few Stds		None		Total	
School Category One (SC 1)	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Regular class attendance	44	56.4	29	37.2	4	5.1	1	1.3	0	0	78	100
Active learning	13	16.7	31	39.7	31	39.7	2	2.6	1	1.28	78	100
Timely completion of assignments	20	25.6	30	38.5	19	24.4	8	10.3	1	1.28	78	100
Consistent research and revision	8	10.3	12	15.4	32	41.0	25	32.1	1	1.28	78	100
School Category Two (SC 2)												
Regular class attendance	19	16.2	69	59.0	23	19.7	5	4.3	1	0.9	117	100
Active learning	4	3.4	31	26.5	73	62.4	9	7.7	0	0.0	117	100
Timely completion of assignments	2	1.7	29	24.8	72	61.5	14	12.0	0	0.0	117	100
Consistent research and revision	0	0.0	2	1.7	45	38.5	49	41.9	21	17.9	117	100

Source: Field research and extract of SPSS frequencies (2012)

The data in Table 4.26 includes statistics for school categories One (SC1) and Two (SC2) regarding the implications of parents' participation on student learning. In respect of SC1, the majority 56.4% of the respondents indicated that all students regularly attend classes as a result, 37.2% others noted that most students in their schools do attend. Only 5.1% of the respondents showed that some regularly attend classes and just 1.3% revealed that few students do so. Concerning class learning, only 16.7% of respondents in this category indicated that all students in their schools are active, 39.7% noted that it is most students, and 39.7% others showed that only some students actively contribute in learning. Very few respondents revealed that this is done by a few students. In relation, 25.6% of the respondents indicated that all students promptly complete class assignments as a result of parents' support, 38.5% others noted that this is done by most students in their schools, 24.4% showed it is some students that are active enough while only 10..3% respondents revealed that a few students do this. Relating to research and revision, 10.3% of the respondents noted that all students are consistent, 15.4% others felt that most

students are consistent in this respect while the majority 41% showed that it is some students that consistently do research and revision . In addition, 32.1% others revealed that only a few students can do this as a result of their parents' support. Considering the revelations above, parents' participation in child education is commonly enabling for regular student class attendance and timely completion of assignments in most of the schools in SC1.

In the case of SC2, the majority 59% of the respondents indicated that parents' participation contribute to regular class attendance for most of students and only 16.2% others showed all students are regular as a result. According to 19.7% respondents only a few students are regular attendants. In relation, the majority 62.4% of these respondents revealed that some students are active in class learning given their parents' support. Only 26.5% indicated that most students in their schools are active as a result. In addition, the majority 61.5% noted that some students complete class assignments on time due to parents' support while only 24.8% indicated that this is done by most of the students in their schools and 12% others revealed that only a few students are punctual in this regard. In regard to research and revision, the majority 41.9% of the respondents showed that only a few students in their schools are consistent and 38.5% indicated that some are, as a result of parents' support.

In reference to these revelations, parents' participation for schools in SC2 can only influence commitment in the learning process specified above among some or even a few students as compared to schools in SC1. Thus, while parents in a few schools can promote student performance in learning, majority of the schools of study are faced with inconsistent parents' support that does not motivate students in the learning process.

4.4.3.2 Parents Participation and Students Examination Performance

Respondents and key informants were asked to comment on whether parents' participation enhances students' performance in exam performance. The revelations given for School Category One (SC1) and School Category Two (SC2) are summarized in Table 4.27 and the proceeding presentation below.

Table 4.27: The Contribution of Parents' Participation to Students' Exam Performance in SC1 and SC2

Parents' participation and students' exam performance	VS		S		LS		NS		Total	
School Category One (SC 1)	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Class assignments	22	28.2	45	57.7	7	9.0	4	5.1	78	100
Terminal examination	36	46.2	37	47.4	5	6.4	2	2.6	78	100
UCE examination	41	52.6	34	43.6	3	3.8	3	3.8	78	100
UCE science exams	26	33.3	39	50.0	9	11.5	4	5.1	74	94.9
School Category Two (SC 2)										
Academic assignments	3	2.6	76	65.0	33	28.2	5	4.3	117	100
Terminal examination	1	0.9	88	75.2	28	23.9	0	0.0	117	100
UCE examination	1	0.9	73	62.4	42	35.9	1	0.9	117	100
UCE science exams	0	0.0	35	29.9	50	42.7	32	27.4	117	100

Source: Field research and extract of SPSS frequencies (2012)

The statistics for SC1 in Table 4.27 show that 85.9% of the respondents felt that parents' participation significantly promotes student performance in class assignments, 91.6% believed that it significantly contributes to better student performance in terminal examinations while 76.2% noted that this is significant for performance in UCE exams. In respect of U.C.E Science exams 83.3% of the respondents felt that parents' support contributed significantly to students' performance in the subjects. Parents' support to child education in SC1 is largely significant for students' performance in all the examination exercises specified including science subjects notwithstanding the discontent of some respondents.

In the case of the statistics for School Category Two (SC2), 65% of the respondents noted that parents' participation in child education significantly contributes to student performance in class assignments while 28.2 % others felt that it is less significant. The majority 75.2% indicated that the contribution is significant for student performance in terminal exams while 23.9% others believed that it is less significant. In regard to national examinations, 62.4% of the respondents felt that parents' support is significant for students' performance in U.C.E exams; whereas 35.9% revealed that it is less significant. Regard science subjects, only 29.9% of the respondents showed that parents contribute significantly to student performance in the relevant U.C.E science exams, while the majority 42.7% felt that their contribution is less significant and 27.4% others

revealed that it is not significant. The foregoing presentation implies that parents' support for child education in SC2 is significant only for performance in arts subjects in internal and national examination.

Parents have not yet done enough for better performance in Science examinations. Besides, the significance of parents support in SC2 is not as substantial as in secondary schools in SC1. Thus, whereas parents' participation in child education is largely enabling in some schools it is not enough for student academic performance in many of the secondary schools of study especially among the average schools in Busiro County.

The contribution of parents to students' academic performance was also further subjected to the SPSS Pearson correlation test. Specifically, the consistency of parents support as the independent variables was correlated with students' performance in the learning process and examinations as the dependent variables (Appendices 3A & B)

Consistency of Parents Support* Vs. *Students Learning

This subsection presents levels of significance of the variable relationships between parents' support with each of the processes of student' learning in secondary schools in SC1 and SC2 respectively as summarized in Table 4.28 below. The relevant interpretation is then made thereafter.

Table 4.28: SPSS Pearson's Correlation Test Results Showing The Levels of Significance for the Contribution of Parents' Support to Student Learning in SC1 and SC2

Consistency of parents' support Vs. ***student exam performance***	Pearson's Correlations			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance Level	Correlation	Significance Level
Regular class attendance	.011*	.924	.261**	.015
Active learning	.340*	.013	.268**	.004
Timely completion of assignments	.215**	.066	.257**	.005
Consistent research and revision	.422**	.010	.203**	.029

Source: Extract of SPSS Pearson's' correlation (2012)

The following outlines the interpretations of the levels of significance for the contribution of parents' support to students learning in SC1.

i) The 0.924 level of significance connotes that parents support is very significantly consistent to promote regular student class attendance.
ii) At 0.013 level parents' support significantly promotes student active learning.
iii) With 0.66 level parents' support motivates student timely completion of assignments.
iv) The 0.10 level shows that parents significantly contribute to consistent student research and revision.

In this respect, parents' support is most significant for students regular class attendance compared to the rest of the processes. Nonetheless, it is generally significant for student learning in most if not all of the secondary schools in SC1.

In the case of SC2, the relevant levels of significance are interpreted below:

i) The 0.015 level of significance implies that parents' support in this category significantly contributes to regular students' class attendance.
ii) At level 0.004, parents' support is less significant for students' active learning.
iii) Similarly, parents' support is at 0.005 level less significant to promote timely student completion of assignments.
iv) With 0.029 level parents' support significantly enhances consistency in students' personal research and revision.

Accordingly, parents support in SC2 is statistically significant for some of the learning activities. i.e. regular class attendance and for research and revision, while less significant for the rest.

Comparably parents support in institutionally sound secondary schools (SC1) is more significantly enabling than many of the average schools (SC2) of study.

Consistency of Parents' Support Vs. ***Student Exam Performance***

In this subsection, the levels of significance of the contribution of parents' support to student exam performance for SC1 and SC2 are presented in Table 4.29 ad interpreted thereafter as shown below:

Table 4.29: SPSS Pearson's Correlation Test Results for the Levels of Significance of the Contribution of Parents' Support to Student Exam Performance in SC1 and SC2.

Consistency of parents' support Vs. *student exam performance*	Pearson's Correlations			
	School Category One (SC 1)		School Category Two (SC 2)	
	Correlation	Significance Level	Correlation	Significance Level
Class assignments	.088**	.454	.264**	.004
Terminal examination	.069**	.549	.325**	.204
UCE examination	.014**	.902	.177**	.056
UCE science exams	.166**	.154	.118**	.000

Source: Extract of SPSS Pearson's correlation (2012)

The levels of significance for variable correlation between parents' support and each of the exam exercises in SC1 are interpreted as outlined below:

i) The 0.454 level of significance connotes that the consistence of parents support more significantly enhances student performance in class assignments.

ii) At 0.549 level, parents support very significantly promote student performance in terminal examinations.

iii) With 0.902, the support very significantly promotes student performance in UCE examinations.

iv) The 0.154 level implies that parents' support promotes student performance in Science subjects in UCE examinations.

The consistency of parents' support to student education is substantially significant for student exam performance but it is most enabling for UCE examinations most especially in Arts subjects.

In the case of SC2, the levels of significance for the contribution of parents' support to student performance in the respective examination exercises are interpreted as follows.

i) The 0.004 level shows that parents' support in this category is less significant for student performance in class assignments.

ii) At 0.204 level, parents' support more significantly promotes student performance in terminal examinations.

iii) With 0.056, parents' support significantly promotes performance in UCE examinations.

iv) While 0.000 level implies that parents support is less significant for student' performance in Science subjects in UCE examinations.

This shows that among the secondary schools in SC2, parents' support in child education is not enough to boost performance in science subject and does not compare with the role parents play among schools in SC1.

Thus, students in the traditionally best performing secondary schools (SC1) are more motivated by consistent parents' support compared to the average schools (SC2) among the selected schools of study in Busiro County. In relation, parents' participation planning in such well to do schools is more effective and enabling enough compared to the average schools which form the majority in Busiro County. As such, research hypothesis Three (RH3) was rejected.

The above analysis of the main data related to the specific research objectives implies that institutional planning is most effective for teacher management and control than the provision of institutional resources and parents' participation especially in the average secondary schools classified as School Category Two (SC2) and which are reported to be less performing in the county, particularly in UCE exams. On the other hand, it is comparably more enhancing in the best performing secondary schools stratified as School Category One (SC1).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the discussion of findings, conclusions and recommendations of the study.

5.1 Discussion of Findings

The findings of the study are a reflection of relevant specific objectives with which the purpose of the study was fulfilled. This was possible by testing the research hypotheses drawn from such objectives particularly concerned about teacher competency planning, instructional resource planning and parents' participation planning. Thus, discussion of findings is herein made in respect of each of these variable parameters used to assess the impact of school institutional planning on academic performance with specific reference to student performance in the learning and examination processes for both arts and science subjects.

5.1.1 Teacher Competency Planning

Regarding teacher management and control as one the variables covered in teacher competency, the study findings show that teachers in SC1 are largely effectively managed. This is consistent with good human resource practice in education emphasised by the Uganda Ministry of Education and Sports (Education Standards Agency, 2006 and Clegg *et al*, 2008). In SC2, it is the contrary; teachers are not sufficiently managed since most of teacher facilitation and administration conditions are largely unsatisfactory. This contravenes the principle of best practice in teacher management encouraged by MoES (Clegg *et al*, 2008).

In the case of the consistency of teacher service delivery, the findings reveal that teachers, among the secondary schools in SC1, do perform most if not all of the duties necessary for consistent class instruction. This makes teachers reliable and effective in child education as pointed out by Darling (2000). On the other hand, while some teachers in a few of the schools in SC2 conduct all such tasks necessary for effective service delivery, in many other schools in the same category some of the similar tasks are ignored. In situations where teacher service delivery

tasks are uncared for, according to Darling (2000), teachers cannot be consistently effective in child education.

With regard to student consistency and achievement in the learning process, the analysis indicates that teachers in SC1 are consistent enough that all students regularly attend classes in most of the relevant schools and that most students are active in learning, complete assignment on time and are consistent in their research and revision work. This is consistent with Ghaffar, *et al* (2011) observation that reliably effective teaching not only motivates learners but also enhances their capacity for active and consistent learning. As far as student learning in SC2 is concerned, only some students are consistent in the respective learning activities specified. This is reflected in Asikhia's (2010) submission in which it was observed that students can be inconsistent in the learning process especially when teachers are not consistent in child education too.

In respect of student examination performance, teacher service delivery in SC1 is significant enough that it does not compromise students' performance in any evaluation exercises both at school and national levels including examination in science subjects. This is in agreement with Ghaffar, *et al* (2011) who observed that students will perform better in exams as long as teachers are consistently effective and enabling. As for SC2, teacher service delivery is significant enough for student's performance in class assignments and terminal exams but it is not equally significant in UCE examinations more especially in science subjects. This is reflected in Nabukenya's (2010) findings which show that in some secondary schools in Uganda especially private institutions, students' performance in internal school assessments is not reflected in the final national examinations and this is attributed to teacher variation with national standards. Thus student inconsistency in SC2 is not surprising.

The SPSS empirical explanations show that there is a positive correlation between teacher competency planning and students' academic performance and accordingly, it confirms Darling (2000); Egungun (1992), and Iyamu (2005) assertion that qualitative education is a function of quality and quantity of the teaching personnel within a school system. The study findings in this

regard are therefore consistent with the affirmation that, "no education system can rise above the quality of teachers in the system" as stated in the National Policy of Education (MoES, 2006). This attests that planning for teachers' competency in terms of quality and quantity is a great predictor of learning achievement in secondary schools in the Busiro county and possibly elsewhere.

5.1.2 Instructional Resource Planning and Academic Performance

The study revealed that the level of instructional resource planning is comparably high in the traditionally better UCE performing secondary schools than other 9 average schools of study in Busiro County. The level of instructional space planning, according to the study findings, determine the consistency in the provision and use of instructional resources such as the classroom, library, science laboratory and computer workshop. In turn these are readily available and more effective for child education and performance in the better schools than rest. It is not unlikely that the relatively high level of instructional resource planning would enhance better teaching and learning process and facilitate better academic performance even in science subjects which are however not well passed in most of the average 9 secondary schools of study yet science education in Uganda at UCE level was pronounced compulsory by the Ministry of Education and Sports (MoES, 2007).

Thus, it was deduced that the comparatively high level of students' academic performance in the better schools might not be unconnected with the comparatively high level of instructional resource planning and related outcomes such as provision of enough and quality facilities, motivation of teachers and students' commitment to their studies among others. The finding of this study contradicts that of Oyekanmi (1996) and Ayodele (2000) while it supports that of Yusuf (2001) and Adebayo (2004).

The study particularly reveals that classroom planning was significantly related to students' academic performance. It is not unexpected that where classrooms are properly planned in terms of location, structure and facilities, effective teaching and learning process will be enhanced thereby leading to good academic performance of the students. The finding corroborates that of

Bullok, Foster and Elizabeth (1997) and Kennedy (1999) that classroom design influence students' academic performance. Hence they advocated that planers should look at students' developmental needs and curriculum in order to make proper planning, re-designing and expanding classroom to those needs and requirements.

The study also reveals that there is significant relationship between library facilities and students' academic performance. Well planned equipped libraries in the well-off secondary schools of study enhance the reading habit of both teachers and students and this translates into good academic performance of the students compared to their less prepared counterparts. This further confirms the important role of library in facilitating effective teaching and learning process. The finding corroborates that of Fuller (1986) and Oluchukwu (1998) that school library had significant influence on students' academic performance.

It was revealed in the study that there was less significant relationship between laboratory facilities and students' academic performance in the less performing 9 schools compared to the 6 better schools that registered impressive learning and performance even in science subjects. In schools where laboratories are properly planned and adequately provided for in terms of location, structure and facilities, they translate into good academic performance of the students and vice versa. It must be emphasized that proper planning of the laboratories enhances students' academic performance. The finding corresponds with Bajah (1979) and Fuller (1986) who found significant relationship between laboratories and students' academic performance.

It was also found in the study that there is a significant relationship between computer workshop planning and students' academic performance. In schools especially the better ones of those investigated where computer workshops are properly located within the school premises, well structured and equipped, they create conducive atmosphere for teaching and learning. This also enhances good academic performance of the students as result of IT skills acquired and consistency in e-learning.

Besides these specific and explanatory implications, the statistical analysis made in study attest that there is significant relationship between planning of such instructional resources and students' academic performance. This was as a result of the fact these instructional resources are directly linked with teaching and learning process in the school system. Thus, better instructional resource planning would enhance better students' academic performance, while poor planning could affect the academic performance of students' negatively.

5.2.3 Parent Participation Planning and Student Academic Performance

The findings from the present study demonstrate that increased parent involvement is significantly related to a child's increased cognitive competence development. In the 6 better-off schools where parents are consistently supportive of their children education students regularly attend class, are active in class, accomplish class assignment promptly, and are consistent in research and revision compared to most of the other 9 schools of study with less parents' participation. This finding is consistent with previous studies (Gonzalez-DeHass, Willems, & Holbein, 2005; Grolnick, Ryan, & Deci, 1991). While outside the scope of the present study, it is conceivable that parent involvement may influence the child's perception of cognitive competence by means described by Bandura (1977). The findings demonstrated that increased parent involvement is significantly related to increased quality of the student-teacher relationship and this is significantly related to the child's academic performance, measured by both standardized achievement test scores and the child's classroom academic performance. Thus the findings show that increased parents support besides improved cognitive competence is significant for higher achievement test scores. These findings are consistent with previous research and theory (Chapman, Skinner, & Baltes, 1990; Ladd & Price, 1986; Schunk, 1981).

5.2 Conclusions

The study examined the impact of institutional planning with specific focus on teacher competency planning, instructional resources planning and parents' participation planning on academic performance. The findings of the study indicate that all the facets of institutional planning have significant effects on student academic performance in the schools studied.

Planning for teacher competency in terms of the teaching load and teacher efficacy is a great predictor of academic performance in the schools of study. The study reveals that there is a positive and significant relationship between instructional resources planning and academic performance. It also reveals that increased parental involvement is significantly related to student learning and academic performance.

5.2.1 Recommendations

Based on the study findings and conclusions, the following recommendations were made. Particularly to note, these recommendations reflect the respective research objectives that cover main variables such as teacher competency, instructional resources and parent participation planning as specified in chapter one.

1) Teacher competency planning should promote school staff reviews and teacher motivation plans.
2) Education managers should promote teacher professional and career development.
3) Instructional resources planning should promote collective responsibility of all stakeholders in instructional resource development, and consistency in the use of instructional materials.
4) Schools should specially plan and consistently implement plans for promotion of the school curriculum and performance in science education.
5) Education managers should invest more in the acquisition of science learning facilities such as laboratory apparatus and specimens.
6) Parent participation planning should promote better strategies for consistent parent participation and support in child education.
7) Education managers should investigate ways and provide more enabling guidelines to increase parent's positive attitude about their children's education.
8) Future Research

- Similar research can be made at other levels of Uganda's education sector such as primary schools and tertiary institutions
- Similar research can be carried out on the significance of school institutional planning on other education practices in school systems other than academic performance.

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APPENDIX 1 A
RELIABILITY TEST

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	18	23.1
	Excluded[a]	60	76.9
	Total	78	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.949	89

APPENDIX 1 B
RELIABILITY TEST

Scale: All Variables

Case Processing Summary

		N	%
Cases	Valid	44	37.6
	Excluded[a]	73	62.4
	Total	117	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.908	89

QUESTIONNAIRE 2 A

(Filled by Teachers)

Dear Sir/ Madam

I kindly request you to fill this questionnaire of the research about how institutional planning in your school affects students' academic performance. This is part of my studies for Master of Education Policy Planning and Management (MEPPM) at Kyambogo University. The aim of my research is to gather a range of perspectives on the implications of institutional planning regarding the teacher, instructional resources and parents' participation in child education. This will help gain substantive understanding of the role of planning in promoting child education achievement.

I would appreciate if you give the right information as honestly and openly as possible. Please tick or fill in the blank spaces in the table or brackets against any of the alternative response items provided for each of the questions. Where possible you can also write in the blank spaces provided for some the open questions.

If you have any queries concerning this questionnaire or research, please do not hesitate to contact me at: nkimuli@yahoo.com or 070 3 790 408.

Please note that all the information you give will be treated as confidential. Your anonymity will be preserved throughout.

Personal Profile

Question	Prompts	Tick/ Fill
Tell us about yourself *(Please Fill in the space provided)*	Age	
	Marital status	
	Are you a secondary school Parent	
	Are you a secondary school Guardian	
	Level of Education	
	Teaching experience	
	Period of school service	
	Religion	

SECTION ONE: TEACHER COMPETENCY PLANNING

Question (1)	Prompts	Tick	
		Agree	Disagree
How effective is teacher management and control in your school? *(Please Tick in the space provided)*	The teacher- students' ratio is enough		
	The Teaching load is enough		
	Teacher remuneration is enough		
	Teacher benefits are enough		
	Teacher professional development enough for all teachers		
	Teacher monitoring regular enough		
	Teacher performance evaluation regular		

	enough		
	Evaluation feedback on teacher performance adequately followed up		

If other comments please specify.....
.....

Question 2 (a)	Prompts	Tick				
How consistent is teacher service delivery in your school? *(Please Tick in the space provided)*		**All Trs**	**Most Trs**	**Some Trs**	**Few Trs**	**None**
	Teachers prepare schemes of work					
	Teachers draw lesson plans					
	Teachers have well prepared notes content					
	Teachers are consistent in lesson attendance					
	Teachers adopt appropriate teaching methods					
	Teachers encourage students to use the necessary learning materials available					
	Teachers regularly give academic assignment					
	Teachers are strict and punctual in terminal exam management					
	Teachers give feedback on students performance for correction					
	Teachers have good class control					

If any other comment please specify.....
.....

b) Are teachers consistent enough in the delivery of services for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (3)	Prompts	Tick				
How has teachers' service delivery affected students' learning process? *(Please Tick in the space provided)*		All Stds	Most Stds	Some Stds	Few Stds	None
	Regular Students' class attendance					
	Active students' participation in the learning process					
	Timely students completion of assignments					
	Consistent Research and revision					

If other comments, please specify.....
.....

Question (4)	Prompts	Tick			
		VS	S	LS	NS
How significantly has teacher service delivery promoted students' exam performance in your school? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

Key

VS- Very Significantly S- Significantly, LS- Less Significantly, NS- Not Significantly

SECTION TWO: INSTRUCTIONAL RESOURCES PLANNING

Question 5 (a)	Prompts	Tick	
		Agree	Disagree
How enabling are the classrooms in your school? *(Please Tick in the space provided)*	Enough class rooms		
	Spacious Class streams		
	Enough Class Furniture		
	Reliable Class lights		
	Proper class ventilations		
	Class safety installations i.e. Doors and windows		

If any other comment please specify.....

.....

b) Are classrooms enabling enough for student learning?

Enabling enough ( ) Less enabling ( ) Not enabling ( )

Question 6 (a)	Prompts	Tick	
		Agree	Disagree
How good are the school library facilities? (Please Tick in the space provided)	Spacious Library structure		
	Enough Library Furniture		
	Reliable Library lights		
	Proper Library ventilations		
	Library safety installations i.e. Doors and windows		
	Enough Library reading materials		

If any other comment please specify.....

.....

b) Are library facilities good enough for student learning?

Good Enough ( ) Fair ( ) Not Good ( )

Question 7 (a)	**Prompts**	**Tick**	
How appropriate is the school science laboratory? (Please Tick in the space provided)		Agree	Disagree
	Spacious laboratory structure		
	Enough laboratory Furniture		
	Reliable laboratory lights		
	Proper laboratory ventilations		
	Laboratory safety installations i.e. Doors and windows		
	Enough laboratory apparatus and specimens		

If any other comment please specify.....
.....

b) Is the school science laboratory appropriate enough for student learning?
Appropriate Enough ( ) Less Appropriate ( ) Not Appropriate ( )

Question 8 (a)	**Prompts**	**Tick**	
How adequate is the school computer workshop? *(Please Tick in the space provided)*		Agree	Disagree
	Enough computer work shop space		
	Enough Workshop Furniture		
	Reliable Workshop lights		
	Proper Workshop ventilations		
	Workshop safety installations i.e. Doors and windows		
	Enough computer systems and gadgets		

b) Is the computer workshop enough for student learning?
Enough Less ( ) Adequate ( ) Not Enough ( )

Question 9 (a)	**Prompts**	**Tick**			
How consistent are the instructional resource services in your school? *(Please Tick in the space provided)*		**SA**	**A**	**D**	**SD**
	Necessary class instructional materials readily provided i.e. chalk				
	Necessary library reading materials readily available for students				
	Necessary laboratory equipment and materials readily available for students				
	Enough computer systems maintained and readily available for students				

Key
SA- Strongly Agree, A- Agree, D- Disagree SD- Strongly Disagree

If any other comment please specify.....

.....

b) Is the provision of instructional services consistent enough for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (10)	Prompts	Tick			
		SA	A	D	SD
How have instructional resources influenced students' learning process? *(Please Tick in the space provided)*	Class environment conducive for regular Students class attendance				
	The library services good enough for consistent students research and revision				
	Laboratory facilities appropriate enough for students hands-on practical learning				
	Computer workshop adequate for students IT skills and e-learning				

If other comments, please specify.....
.....

Question (11)	Prompts	Tick			
		VS	S	LS	NS
How significantly have the instructional resources above promoted students' exam performance? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

SECTION THREE: PARENTS' PARTICIPATION PLANNING

Question (12)	Prompts	Tick	
		Agree	Disagree
How consistent is parents' participation in child education? *(Please Tick in the space provided)*	There is consistent parents representation in school management		
	There are regular teacher- parents interactions in an academic term		
	There is at least a general teacher- parents meeting in an academic term		
	There is consistent communication with individual parents for update on school activities		

If any other comment please specify.....
.....

Question 13 (a)	Prompts	Tick				
How effective is parents support to child education in your school? *(Please Tick in the space provided)*		**All Prts**	**Most Prts**	**Some Prts**	**Few Prts**	**None**
	Parents are sensitized about child education support i.e. through workshops or seminars					
	Parents clear school dues promptly					
	Parents provide all the necessary scholastic materials					
	Parents regularly monitor students learning activities at home					
	Parents regularly follow up of students performance at school					

If any other comment please specify.....
.....

b) Is parents' support to child education consistent enough for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (14)	Prompts	Tick				
How has parents' participation affected students' learning process in your school? *(Please Tick in the space provided)*		All Stds	Most Stds	Some Stds	Few Stds	None
	Regular students class attendance					
	Active students' participation in the learning process					
	Timely students completion of assignments					
	Consistent research and revision					

If other comments, please specify.....
.....

Question (15)	Prompts	Tick			
How significantly has parents' participation promoted students' exam performance in your school? *(Please Tick in the space provided)*		**VS**	**S**	**LS**	**NS**
	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

-END-

Thank you for your cooperation

QUESTIONNAIRE 2 B

(Filled by Students' Leaders)

Dear Student

You are kindly requested to fill this questionnaire of the research about how institutional planning in your school affects your academic performance. This survey is part of my studies for Master of Education Policy Planning and Management (MEPPM) at Kyambogo University. The aim of my research is to gather a range of perspectives on the implications of institutional planning regarding the teacher, instructional resources and parents' participation in child education. This will help gain substantive understanding of the role of planning in promoting child achievement.

I would appreciate if you give the right information as honestly and openly as possible. Please tick or fill in the blank spaces in the table or brackets against any of the alternative response items provided for each of the questions. Where possible you can also write in the blank spaces provided for some the open questions.

If you have any queries concerning this questionnaire or research, please do not hesitate to contact me at: nkimuli@yahoo.com or 070 3 790 408.

Please note that all the information you give will be treated as confidential. Your anonymity will be preserved throughout.

Personal Profile

Question	**Prompts**	**Tick/ Fill**
Tell us about yourself *(Please Fill in the space provided)*	Age	
	Division scored in Primary Leaving Exams i.e. Div 1 or Div 2 or Div 3 or else	
	Science subjects preferred more	
	Arts subjects preferred more	

SECTION ONE: TEACHER COMPETENCY PLANNING

Question (1)	**Prompts**	**Tick**	
		Agree	Disagree
How effective is teacher management and control in your school? *(Please Tick in the space provided)*	The teacher- students' ratio is enough		
	The Teaching load is enough		
	Teacher monitoring regular enough		

If others please specify.....

.....

Question 2 (a)	**Prompts**	**Tick**				
How consistent		**All Trs**	**Most Trs**	**Some Trs**	**Few Trs**	**None**

is teacher service delivery in your school? *(Please Tick in the space provided)*	Teachers draw lesson plans					
	Teachers have well prepared notes content					
	Teachers are consistent in lesson attendance					
	Teachers adopt appropriate teaching methods					
	Teachers encourage students to use the necessary learning materials available					
	Teachers regularly give academic assignments					
	Teachers are strict and punctual in terminal exam management					
	Teachers give feedback on students performance for correction					
	Teachers have good class control					

If any other comment please specify.....
.....

b) Are teachers consistent enough in the delivery of services for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (3)	**Prompts**	**Tick**				
		All Stds	Most Stds	Some Stds	Few Stds	None
How has teachers' service delivery affected your' learning process? *(Please Tick in the space provided)*	Regular Students class attendance					
	Active students' participation in the learning process					
	Timely students completion of assignments					
	Consistent Research and revision					

If other comments, please specify.....
.....

Question (4)	**Prompts**	**Tick**			
		VS	**S**	**LS**	**NS**
How significantly has teacher service delivery promoted students' exam performance in your school? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

Key

VS- Very Significantly S- Significantly, LS- Less Significantly, NS- Not Significantly

SECTION TWO: INSTRUCTIONAL RESOURCES PLANNING

Question 5 (a)	**Prompts**	**Tick**	
		Agree	Disagree
How enabling are the class rooms in your school? *(Please Tick in the space provided)*	Enough class rooms		
	Spacious Class streams		
	Enough Class Furniture		
	Reliable Class lights		
	Proper class ventilations		
	Class safety installations i.e. Doors and windows		

If any other comment please specify.....
.....

b) Are classrooms enabling enough for student learning?
Enabling enough ( ) Less enabling ( ) Not enabling ( )

Question 6 (a)	**Prompts**	**Tick**	
		Agree	Disagree
How good are the school library facilities? (Please Tick in the space provided)	Spacious Library structure		
	Enough Library Furniture		
	Reliable Library lights		
	Proper Library ventilations		
	Library safety installations i.e. Doors and windows		
	Enough Library reading materials		

If any other comment please specify.....
.....

b) Are library facilities good enough for student learning?
Good Enough ( ) Fair ( ) Not Good ( )

Question 7 (a)	**Prompts**	**Tick**	
		Agree	Disagree
How appropriate is the school science laboratory? (Please Tick in the space provided)	Spacious laboratory structure		
	Enough laboratory Furniture		
	Reliable laboratory lights		
	Proper laboratory ventilations		
	Laboratory safety installations i.e. Doors and windows		
	Enough laboratory equipment and materials		

If any other comment please specify.....

.....

b) Is the school science laboratory appropriate enough for student learning?

Appropriate Enough ( ) Less Appropriate ( ) Not Appropriate ( )

Question 8 (a)	**Prompts**	**Tick**	
How adequate is the school computer workshop? *(Please Tick in the space provided)*		Agree	Disagree
	Enough computer work shop space		
	Enough Workshop Furniture		
	Reliable Workshop lights		
	Proper Workshop ventilations		
	Workshop safety installations i.e. Doors and windows		
	Enough computer systems and gadgets		

b) Is the computer workshop enough for student learning?

Enough Less ( ) Adequate ( ) Not Enough ( )

Question 9 (a)	**Prompts**	**Tick**			
How consistent are the instructional resource services in your school? *(Please Tick in the space provided)*		**SA**	**A**	**D**	**SD**
	Necessary class instructional material readily provided i.e. chalk				
	Necessary library reading materials readily available for students				
	Necessary laboratory equipment and materials readily available for students				
	Enough computer systems maintained and readily available for students				

Key

SA- Strongly Agree, A- Agree, D- Disagree SD- Strongly Disagree

If any other comment please specify.....

.....

b) Is the provision of instructional services consistent enough for student learning?

Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (10)	**Prompts**	**Tick**			
How have instructional resources influenced your' learning process?		**SA**	**A**	**D**	**SD**
	Class environment conducive for regular class attendance				
	The library services good enough for consistent research and revision				
	Laboratory facilities appropriate enough for				

(Please Tick in the space provided)	hands-on practical learning				
	Computer workshop adequate enough for practical learning and skills				

If other comments, please specify.....
.....

Question (11)	**Prompts**	**Tick**			
		VS	**S**	**LS**	**NS**
How significantly have the instructional resources above promoted students' academic performance in the school? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

SECTION THREE: PARENTS' PARTICIPATION PLANNING

Question (12)	**Prompts**	**Tick**	
		Agree	Disagree
How effective are the plans for your parent's participation in your education? *(Please Tick in the space provided)*	There are regular teacher- parents interactions in an academic term		
	There is at least a general teacher- parents meeting in an academic term		
	There is consistent communication with individual parent for update on school activities		

If any other comment please specify.....
.....

Question 13 (a)	**Prompts**	**Tick**	
		Agree	**Disagree**
How consistent is your parent's support to your education in the school? *(Please Tick in the space provided)*	The parent clears school dues promptly		
	The parent provides all the necessary scholastic materials		
	The parent regularly monitors your learning activities at home		
	The parent regularly follows up of your performance at school		

If any other comment please specify.....
.....

b) Is parents' support to child education consistent enough for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (14)	Prompts	Tick	
		Agree	Disagree
How has your parent's participation affected your learning process at school? *(Please Tick in the space provided)*	Regular class attendance		
	Active participation in the learning process		
	Timely completion of assignments		
	Consistent research and revision		

If other comments, please specify.....
.....

Question (15)	Prompts	Tick			
		VS	S	LS	NS
How significantly has parents' participation promoted students' exam performance in your school? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

-END-

Thank you for your cooperation

	and windows		
	Enough laboratory equipment and materials		

If any other comment please specify.....
.....

b) Is the school science laboratory appropriate enough for student learning?
Appropriate Enough ( ) Less Appropriate ( ) Not Appropriate ( )

Question 6 (a)	**Prompts**	**Tick**	
How adequate is the school computer workshop? *(Please Tick in the space provided)*		Agree	Disagree
	Enough computer work shop space		
	Enough Workshop Furniture		
	Reliable Workshop lights		
	Proper Workshop ventilations		
	Workshop safety installations i.e. Doors and windows		
	Enough computer systems and gadgets		

b) Is the computer workshop enough for student learning?
Enough Less ( ) Adequate ( ) Not Enough ( )

Question 7 (a)	**Prompts**	**Tick**			
How consistent are the instructional resource services in the school? *(Please Tick in the space provided)*		**SA**	**A**	**D**	**SD**
	Necessary library reading materials readily available for students				
	Necessary laboratory equipment and materials readily available for students				
	Enough computer systems maintained and readily available for students				

Key
SA- Strongly Agree, A- Agree, D- Disagree SD- Strongly Disagree

If any other comment please specify.....
.....

b) Is the provision of instructional services consistent enough for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (8)	**Prompts**	**Tick**			
How significantly have the instructional resources above		**VS**	**S**	**LS**	**NS**
	Performance in assignments				

promoted students' exam performance in the school? *(Please Tick in the space provided)*	Performance in terminal examination				
	Performance in national examinations (UCE)				
	Performance in Science subjects (UCE)				

SECTION THREE: PARENTS' PARTICIPATION PLANNING

Question (9)	**Prompts**	**Tick**	
		Agree	Disagree
How consistent are the plans for your participation in your child education? *(Please Tick in the space provided)*	There is consistent parents' representation in school management		
	There are regular teacher- parents interactions in an academic term		
	There is at least a general teacher- parents meeting in an academic term		
	There is consistent communication with individual parents for update on school activities		

If any other comment please specify.....
.....

Question (10)	**Prompts**	**Tick**	
		Agree	**Disagree**
How effective is your support to child education in his/her school? *(Please Tick in the space provided)*	We are sensitized about child education support i.e. through workshops or seminars		
	I clear school dues promptly		
	I provide all the necessary scholastic materials		
	I regularly monitor his/her learning activities at home		
	I regularly follow up his/her performance at school		

If any other comment please specify.....
.....

b) Is parents' support to child education consistent enough for student learning?
Consistent Enough ( ) Less Consistent ( ) Not Consistent ( )

Question (11)	**Prompts**	**Tick**	
		Agree	Disagree
How has your participation affected his/her' learning process at school? *(Please Tick*	Regular class attendance		
	Active participation in the learning process		
	Timely completion of assignments		
	Consistent research and revision		

in the space provided)			

If other comments, please specify.....

.....

Question (12)	Prompts	Tick			
		VS	S	LS	NS
How significantly has parents' participation in child education promoted students' exam performance in the school? *(Please Tick in the space provided)*	Students' performance in assignments				
	Students' performance in terminal examination				
	Students' performance in national examinations (UCE)				
	Students' performance in Science subjects (UCE)				

-END-

Thank you for your cooperation

APPENDIX 3
INTERVIEW GUIDE
(Filled by Key informants)

Dear Sir/ Madam

Am seeking permission to conduct research into how institutional planning in your school affects academic performance, as part of my studies for Master of Education Policy Planning and Management (MEPPM) at Kyambogo University. The aim of my research is to gather a range of perspectives on the implications of institutional planning regarding the teacher, instructional resources and parents' participation in child education. This will help gain substantive understanding of the role of planning in promoting child achievement. If convenient, you are kindly requested to fill this interview schedule. I would appreciate if you give the right information as honestly and openly as possible.

Please fill in the blank spaces provided for each of the questions below. Where possible you can

If you have any queries concerning this questionnaire or research, please do not hesitate to contact me at: kimulinas@yahoo.com or 070 3 790 408.

Please note that all the information you give will be treated as confidential. Your anonymity will be preserved throughout.

1. How effective is teacher management and control in your school?

.....
.....
.....

2. How consistent is teacher service delivery in your school?

.....
.....
.....

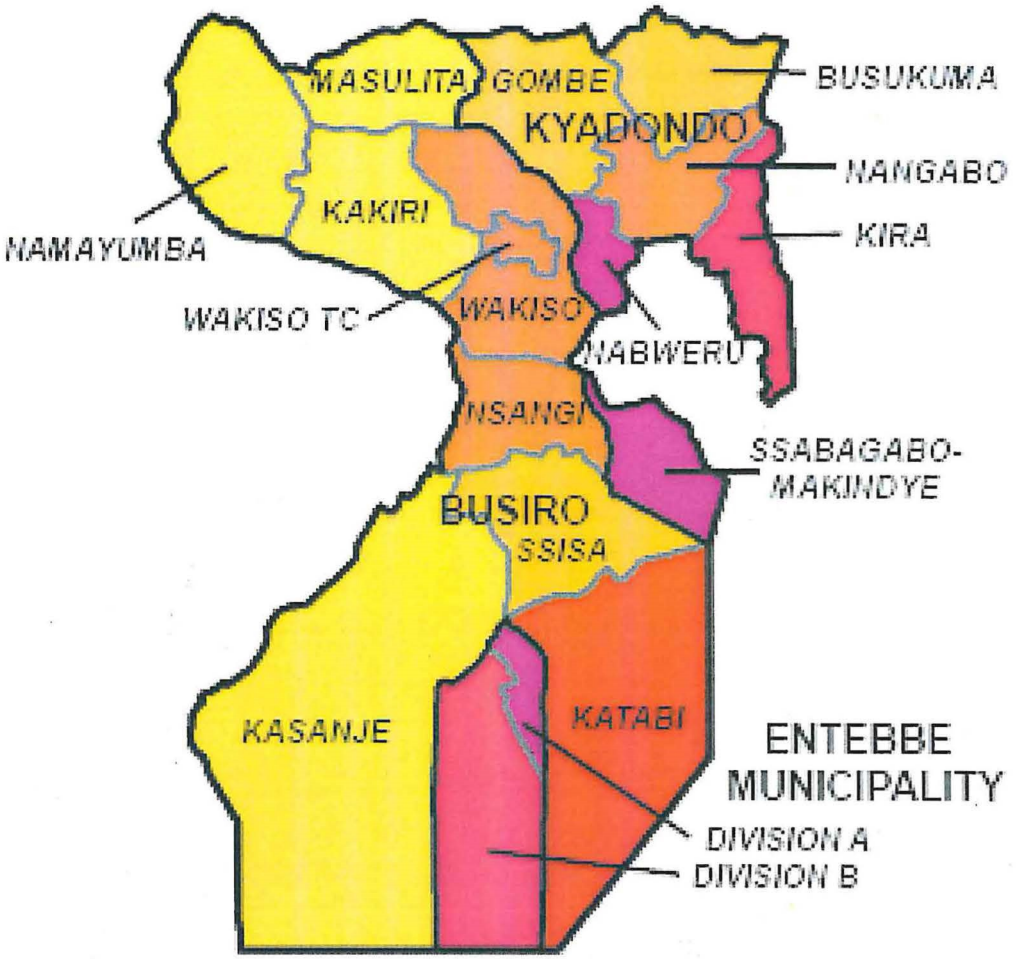
3. How has teachers' service delivery affected students' learning process?

.....
.....
.....

4. How significantly has teacher service delivery promoted students' exam performance in your school?

APPENDIX 4

The Sketch Map of Wakiso District showing Sub-counties in Busiro County



Source: Wakiso District Local Government (WDLG)