

**INSTITUTIONAL FACTORS AFFECTING STUDENTS' ACADEMIC PERFORMANCE IN
SELECTED GOVERNMENT SECONDARY SCHOOLS IN
KAMPALA CENTRAL DIVISION**

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**A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
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DECLARATION

I, Aisa Kyagaba, hereby declare that, this research report entitled “*Institutional Factors Affecting Students’ Academic Performance in Selected Government Secondary Schools in Kampala Central Division*” is my own work towards the award of a Master of Education in Policy, Planning and Management and that, to the best of my knowledge, it contains no material previously published by another person nor material which has been accepted for award of any other degree of any University, except where due acknowledgments have been made in the text.

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APPROVAL

This is to certify that the research report by Aisa Kyagaba under the title “*Institutional Factors Affecting Students’ Academic Performance in Selected Government Secondary Schools in Kampala Central Division*” has been developed under our supervision and is now ready for examination.

Signed:.....

Date:.....

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Signed:.....

Date:.....

DR. FRANCES ESTHER NALUWEMBA

DEDICATION

I dedicate this thesis to my beloved parents; Hajji Muhammed Kyagaba and Mrs. Madiina Kyagaba (RIP) for the love, support and strong academic foundation they gave me.

May Allah grant them eternal peace

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In a special way, I wish to thank the Almighty Allah for providing me with the wisdom, the gift of life and knowledge towards successful production of this dissertation.

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TABLE OF CONTENT

TITLE PAGE	i
DECLARATION	ii
APPROVAL	iii
DEDICATION.....	iv
ACKNOWLEDGMENT	v
TABLE OF CONTENT.....	vi
LIST OF FIGURES	viii
LIST OF TABLES.....	ix
ABSTRACT	x
CHAPTER ONE: INTRODUCTION.....	1
1.0 Introduction.....	1
1.1 Background to the Study	2
1.2 Statement of the Problem.....	9
1.3 Purpose of the Study	10
1.4 Objectives of the Study.....	10
1.5 Research Questions.....	10
1.6 Scope of the Study	11
1.7 Significance of the Study.....	11
1.8 Conceptual Framework.....	13
1.9 Definition of Key Terms.....	15
CHAPTER TWO:LITERATURE REVIEW.....	16
2.0 Introduction.....	16
2.1 Theoretical Review	16
2.2 Review of Related Literature.....	19
2.2.1 Teachers' Characteristics and Students' Academic Performance	19
2.2.2 Headteachers' Supervisory Role and Students' Academic Performance	22
2.2.3 School Infrastructure and Students' Academic Performance	30
2.3 Summary of the Literature.....	33
CHAPTER THREE:METHODOLOGY	34
3.0 Introduction.....	34
3.1 Research Design	34
3.2 Population and Sampling Techniques	34
3.3 Data Collection Instruments	36
3.4 Data Quality Control.....	37
3.5 Data Analysis.....	39
3.6 Study Limitations and Delimitations	39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS.....	41
4.0 Introduction.....	41
4.1 Response Rate.....	41
4.2 Background Information of the Respondents	42
4.3 Teachers' characteristics and students' academic performance in.....	46

4.4	Headteachers Supervisory Role and Students' Academic Performance	49
4.5	School infrastructure and Students' Academic Performance	52
4.6	Students' Academic Performance.....	53
4.7	Regression Analysis.....	56
CHAPTER FIVE:DISCUSSION, CONCLUSIONS AND RECOMMENDATION.....		59
5.0	Introduction.....	59
5.1	Discussion of the major Findings	59
5.2	Conclusions.....	67
REFERENCES		71
APPENDIX A: QUESTIONNAIRE FOR TEACHERS IN KAMPALA CENTRAL DIVISION SECONDARY SCHOOLS.....		79
APPENDIX B: STUDENTS' QUESTIONNAIRE.....		84
APPENDIX C: INTERVIEW GUIDE FOR HEADTEACHERS /DEPUTIES.....		85
APPENDIX D: INTERVIEW SCHEDULE FOR DIRECTORATE OF EDUCATION OFFICERS...		86
Appendix G: Introductory letter/Authorisation letter		87

LIST OF FIGURES

Figure 1.1: Conceptual framework showing the relationship between Institutional Factors and Students' Academic Performance.....	13
Figure 4. 2: A pie chart illustrating the Gender Distribution of the respondents	43
Figure 4. 3: Age Bracket.....	44

LIST OF TABLES

Table 4. 1: Showing the Response Rate	42
Table 4. 2: Illustrating the Gender Distribution of the respondents	42
Table 4. 3: Education Level of the Respondents	45
Table 4. 4: Length of Service of the Respondents.....	45
Table 4.5: Descriptive statistics on teachers’ characteristics and students’ academic performance in mixed day public secondary schools in Kampala Central Division	47
Table 4.6: Headteachers Supervisory Role and Students’ Academic Performance in Public Secondary Schools in Kampala Central Division.....	50
Table 4.7:School Infrastructure and Students’ Academic Performance.....	52
Table 4.8: Students’ Academic Performance	54
Table 4.9: Analysis of O’Level Results For Secondary Schools in Kampala Central Division –UCE - 2016	55
Table 4. 10: Regression Analysis	57

ABSTRACT

The study focused on examining the effect of *“Institutional Factors on Students’ Academic Performance”* in Selected day public Secondary Schools. The specific objectives were to: establish the influence of teachers’ characteristics on students’ academic performance, determine the extent to which the headteachers’ supervisory role affects students’ academic performance and establish the effect of school infrastructure on students’ academic performance in public secondary schools in Kampala central division. The study adopted a descriptive survey research design with both quantitative and qualitative approaches. The sample of 152 respondents participated in the study. Simple random and purposive sampling techniques were used to select respondents. Interview guide and questionnaires were used to collect the data. Statistical Package for Social Sciences (SPSS) aided data analysis. Quantitative data was analysed using descriptive statistics. Quantitative data was analysed based on observed themes. The data collected were analysed using frequencies, means, standard deviation and multi-regression analysis to explain ANOVA in students’ academic performance. The study revealed that, the average failure rate in the four studied schools was 62.66%. Day mixed Secondary public schools in KCCA had no experienced and long-serving teachers which led to continuous trend of decline in students’ performance. There were limited school infrastructure such as classrooms, teaching and learning materials; low staffroom space, desks and limited space for extra lessons. It is deduced from the findings that teachers were not so critical in classroom methodology, failed to complete the syllabus in time. Headteachers did not discharge their supervisory role appropriately. This included check the professional documents such as schemes of work, lesson plans, lesson notes, records of work done, students’ exercise books and actual teaching in classrooms. The study recommended that, Government and other educational stakeholders should provide public day secondary schools with qualified and competent teachers, additional study time during the weekends.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter describes the background of the study in terms of historical perspective, theoretical, conceptual, and contextual perspectives. It also describes the statement of the problem, purpose of the study, research objectives, research questions, scope of the study and the significance of the study. The independent variable was institutional factors whereas the dependent variable was students' academic performance.

The effectiveness of any educational system depends on the quality of institutional factors which create an enabling environment that is accommodating and conducive to effective teaching and learning. Factors affecting students' academic performance are classified as school based/institutional and non-school factors. Institutional factors are the processes by which structures, including schemes, rules, norms and routines, become established as authoritative guidelines for students' social behaviour. Among the school- related factors are; administrative or supervisory roles of the headteachers, teachers' characteristics, School infrastructure and size based on number of students, Rural/Urban infrastructure, administrative supervisory roles of school heads, inadequate facilities and dilapidated instructional materials. Non-school factors include poverty; low educational attainment and illiteracy of parents and poor health and nutrition/father/guardian social economic status, learning facilities, guidance, residential area of students, medium of instructions in schools, fees trend, daily study hours and accommodation as hostels or day scholar (Gichohi, 2014).

Academic Performance refers to grades achieved by students in the examination. Academic performance is one of the major factors considered by employers in hiring workers especially for the fresh graduates.

The students' performance plays an important role in producing best quality graduates who will become great leaders and manpower for the country's economic and social development. Thus, students have to put the greatest effort in their study to obtain good grades and to prepare themselves for future opportunities in their career at the same time to fulfil the employer's demand. Student based factors like personal conditions, study habits, home-related aspects influences their learning styles that promotes adequate learning opportunities (Scott, 2008).

1.1 Background to the Study

1.1.1 Historical Perspective

Worldwide, institutional factors were first examined way back in the 18th Century in London (Serem, 2009). Serem (2009) posited that the quality of education provided in any institution largely depended on the quality of teachers, the availability of required materials and facilities, effective implementation of curriculum innovations. Kosgei (2015) revealed that they are the administrative offices, classrooms, staffrooms, laboratories, equipment, libraries, hostels or dormitories, staff houses and even school grounds. Similarly, in the United States of America, Orloskey (2007) proposed that management of school based assets could enhance students' academic achievement. For instance, he asserted that text books, classrooms and teachers were crucial in institutionalization of a curriculum innovation.

In Africa, institutional factors existed long before the continent was colonized or even before the slave trade when knowledge, skills and attitudes were passed from generation to generation mostly through word of mouth in the African societies. The arrival of the colonial forces embarked on an agenda to make African knowledge and skills to be inconsequential and engaged in an undertaking to replace them. (Mosweunyane, 2013).

Education in Uganda started during the pre-colonial and pre-missionary era. There was no formal education and indigenous learning was mainly aimed at inculcating morals and virtues such that children would grow up to promote harmony in societies, promote cultural heritage, develop character and respect for elders, and learn to be self-sufficient and productive citizens. Learning during that period was done through folk tales, songs, storytelling, observation and instruction by peers and elders (Kajuba, 1992).

Prior to colonization, protestant and catholic missionaries who had been sent to spread Christianity among the indigenous peoples were the harbingers of formal education. These missionaries established schools as early as 18th century. Mission schools were established in Uganda in the 1890s. Mengo SS founded in 1895. Namilyango College was founded in March 1902 by the Mill Hill Fathers, “with the aim of preparing catechists”, (Abok and Kato, 2016) then King’s College Buddo was opened on 29 March 1906 with 21 boys and in 1924 the government established the first secondary school for Africans (Batte, 2012). The first schools were attended by children of chiefs and other people who collaborated with the imperialists after Uganda became a British protectorate in 1894. High schools which were equivalent to primary seven but largely segregated based on gender as boys had a superior curriculum that prepared them for colleges and girls were prepared to be home makers. Between 1877 and 1925 education was under the control and direction of the Christian missionaries (Sempungu, 2011).

During the colonial era, there was general outcry that the education system did not suit the needs of indigenous Ugandans as it produced a class of educated missionaries who were eager to embrace the western culture and abandon the Ugandan tradition. However, in the 1920’s the British colonial government realised that education was too important to be left entirely in the hands of the Christian missionaries, some of who were not British. In 1962, several attempts were made to review the education system and recommend ways to reform this system and to make it more accommodating than alienating. In 1987, the Education Policy Review Commission (EPRC) headed by Professor SsentenzaKajubi was

sanctioned to review education sector policies, titled “Education for National Integration and Development” laid the foundation for education reform over the last 30 years. The aims of education in Uganda are contained in the EPRC Report of 1989 and the 1992 Government White Paper on Education (GWPE). The strategies to achieve the aims of education in Uganda are contained in several education and national policy documents including: the Uganda Vision 2040; the National Development Plan (NDP) 2010/11–2014/15; the Revised Education Sector Strategic Plan (ESIP) 2007-2015; Education Act of 2008; the Ministerial Policy Statement of the Ministry of Education and Sports (FY 2012/13). In 1998 the Government of Uganda (GoU) began implementing an ambitious reform programme called the Education Strategic Investment Plan (ESIP) in order to improve the quality of basic education and increased access and equity while improving efficiency at primary and post-primary levels of education (Sempungu, 2011 & The Daily Monitor, 2010).

However, the Government also notes the challenge in financing improvements in the education system due to competition from other sectors of the economy such as industry and agriculture. Globalization for example affected education reform policy, structure, and practice. The driving forces of economic, political, technological, and cultural globalization led to more openness, interconnectedness, and competition between countries for skilled labor force (Mulford, 2008). The donor community under the auspices of the World Bank and the International Monetary Fund (IMF) through their Structural Adjustment Programs of the 1980s and 1990s urged developing countries’ to reduce government expenditures in order to achieve macro-economic stability. As part of reduced government expenditures, education budgets suffered cuts as more liberalization and privatization of education sector were favored.

The neo-liberalist agenda legitimized less of a government role in education through decentralization and privatization approaches. These approaches were touted to be more efficient, accountable, and

responsive to local community needs, empowering teachers and students, increasing education quality, and increasing funds available for education (Astiz et. al, 2002). Other international treaties and conventions such as Education for All and the Millennium Development Goals stipulated global commitments to education which in turn catalyzed education reform in many developing countries. Uganda's decentralization policy is enshrined in article 172 (2) of the 1995 Constitution and the 1997 Local Government Act (LGA) sections 96 and 97 (The Education and Sports Sector Annual Performance Report, 2013).

1.1.2 Theoretical Perspective

The study was guided by Locke's and Lotham's achievement theory and supported by the systems theory. Achievement theory claims that setting goals and targets allows students to be focused and provides a sense of direction which enables individuals achieve their aims without distractions (Oduor, Aloka and Raburu (2016). The theory is linked to a learned style of goal- directed thinking (autonomous) which is fostered by both pathway and agency thinking. According to the theory, so long as a person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals; there is a positive, linear relationship between goal difficulty and task performance. The assumption of this theory is that although students may be determined and committed to academic excellence, institutional factors may prohibit them from attaining their noble course. Hence the need for the systems theory to back it up.

Systems theory was first promoted by Ludwig von Bertalanffy in 1940 but assumed prominence only in the 1960's. Systems theory is focused primarily on the ways in which systems work and integrate a variety of sub-systems by naming and identifying patterns and processes common to all of them (Oduor, Aloka, & Raburu, 2016). The systems theory is deployed as a way of perceiving the school as a social

system: the different elements of the system can be examined in an objective and valid manner. Potberg, (2014) regards schools as a specific type of social construct that sociologists label as a formal organisation. Schools as social systems provide the opportunity to examine the functioning of schools in the community in which they are positioned and the environment in which they are positioned (Chapman, 2009). This integrative process involves a precise understanding of the interaction between school and community.

Chapman defines social systems theory as an application of a general systematic view of humans, individuals, or groups of individuals in interrelation based on Wehrich, et al., (2008), definition of a system. Novlette & Morgan (2015) exemplifies a social system as an existing school to achieve objectives through the collective effort of individuals and groups in the system. Learner achievement is reflected in the results as major purposeful objectives of schools when perceived as social systems. Potberg (2014) observed that, a school can be seen as a system consisting of various parts which are what make a school function: effectively or ineffectively. These various parts may be referred to as the principal and the school management team, teachers, learners, school governing body, parents and the community in which the school is situated. The degree of efficiency to which these various parts interact determines the degree to which the system functions efficiently.

1.1.3 Conceptual Perspective

Academic performance refers to achievement of high scores (distinctions and credits) and grades (division one and two aggregates) in examinations. It involves transformation of the mind, character or physical ability of an individual. Academic performance is vital because the level of success students achieve has far-reaching implications for their personal and professional lives. Students' performance impacts on their career choice, personal income and level of success, as well as the degree of participation

in community life and above all student's academic performance in examinations measures his/her success in the education system (Owusu, 2015). Academic performance refers to the level of performance in school, accomplishment or success in school (Yolanda, 2014)

Nambuya (2013) defined academic performance as the process of developing the capacities and potentials of the individual student so as to prepare that individual to be successful in a specific society or culture. Nambuya adds that students are assessed on their performance with their Grades and this helps the institution to be aware of students who will be promoted, repeated, withdrawn from the school. High academic performance demonstrates students' ability to be knowledgeable, skilled and positive attitudes to cope effectively with their environment (Shafiq & Berhanu, 2011).

Institutional factors identified by Frimpong, Aboagye, Agyeman and Ofosu, (2016) entail school-based factors such as; teachers' characteristics, headteachers supervisory roles, facilities and equipments, school locality (rural/urban). These institutional factors affect students' performance (Ogbogu, 2014). Supervisory role of Head-teachers helps in improving instructional effectiveness. They are the clinical supervisors in schools and as leaders; they are the pivot around which all aspects of every academic and administrative detail of the running of the school (Bakhda, 2006). The headteachers are meant to conduct classroom observation as an instructional supervisory tool, supervise the preparation of professional documents by the teachers and ensure they assess students' notebooks more frequently to ensure good performance. However, this is neglected by most headteachers in preference for other office work.

Student's academic performance is dependent on many school based factors such as; availability of physical facilities, provision of instructional materials, teachers' characteristics, adequate supervision and appropriate student personnel service (Ojera & Yambo, 2014). The stability of any school therefore depends on the quality, competence, commitment, class size and dedication of the headteacher (Mwende,

2014). Students perform poorly because the institutions have failed to create the environment that is accommodating and conducive to their learning and educational needs (Ngei, 2015). Although a number of personal and social factors such as family income, self-motivation, inability to manage school work and students' personal circumstances, amongst others have contributed to the declining performance, it has remained unclear to what extent school based factors contribute to students' academic performance. Therefore, this study sought to identify the institutional factors that affect students' academic performance.

1.1.4 Contextual Perspective

Poor academic performance of students has a long history in educational psychological research. Similarly, the poor performance of students has become a challenging problem for the public secondary schools in Kampala. Kampala Central Division secondary school's students perform poorly with less than 20% attaining divisions one and two, 5% obtaining division three while 30% score division four and 45% failing (MoES & UNEB, 2016). One of the notable reasons why perhaps students perform poorly is because schools fail to create the environment that is accommodating and conducive to their learning and educational needs (Santiago, 2016). For instance, the facilities available in most Public secondary schools in Kampala Central Division are not adequate to enhance students learning and performance (Sempungu, 2014).

Since inspection by the Ministry for Education is inadequate, school supervision remains entirely in the hands of the headteachers. However, whether headteachers effectively supervise and evaluate teachers' performance, to enhance the academic performance of students has not been well established (Waseka, Simatwa and Okwach 2016). Consequently, improving student academic achievement is extremely complicated and troublesome for Kampala Central Division school systems and education policy

makers. Some of the institutional factors are headteachers' management practices that set the tone of the school, the climate for teaching, the level of professionalism, the morale of teachers and the degree of concern for what students may or may not become among other things. The thrust of this study was therefore, to ensure that, an empirical study is done to establish the significant institutional factors that affect students' academic performance in Government secondary schools in Kampala Central Division so that mitigation measures are obtained.

1.2 Statement of the Problem

The increasing trend of dropping grades among Kampala public secondary schools is alarming (Arinaitwe, Kiran, Kisaame, Nansozi & Bogere, 2015). For instance, out of the total number of 1,523 candidates who sat senior four in three Kampala Central Division public schools, namely: Kampala High School, Old Kampala and City High school in 2016 only 466 (31%) obtained first and second grade. The remaining 1,057(69%) were in third, fourth, seventh, and ninth grade. This means 69% may not have been admitted for advanced studies. It is not certain as to whether the alarming drop down of students' academic performance is due to weak institutional factors such as poor school infrastructure and environment, weak headteachers supervisory role, poor teaching and learning process, insufficient physical facilities, inadequate instructional materials and equipment to enhance students' performance just to mention but a few. Apparently, no empirical study has been conducted to establish the influence of institutional factors on students' academic performance in Kampala Central Division public secondary schools. Needless to say, deterioration of students' academic performance consequently results into low human resource skills, high crime rates, poor quality of the population among others. As such, this study sought to contribute to scientific educational research by conveying the institutional factors that play a great role in the individual students' performance.

1.3 Purpose of the Study

The purpose of the study was to investigate the institutional factors that influence students' academic performance in public secondary schools in Kampala Central Division.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

- i) To examine the influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division.
- ii) To determine the extent to which the headteachers supervisory role affects students' academic performance in public secondary schools in Kampala Central Division.
- iii) To establish the effect of school infrastructure on students' academic performance in public secondary schools in Kampala Central Division.

1.5 Research Questions

The study sought to answer the following research questions:

- i) How do teachers' characteristics influence students' academic performance in public secondary schools in Kampala Central Division?
- ii) To what extent does headteachers supervisory role affect students' academic performance in public secondary schools in Kampala Central Division?
- iii) What is the effect of school infrastructure on students' academic performance in public secondary schools in Kampala Central Division?

1.6 Scope of the Study

This covers the geographical, content and time scope.

1.6.1 Geographical scope

The study only covered public mixed day secondary schools in central division, Kampala Central Division. These schools included in the study were: Kololo secondary school, Kitante hill secondary school, City high school, Kololo high school, Kololo high school annex

1.6.2 Content Scope

This study was concerned with the influence of institutional factors on the academic performance of secondary school students in selected schools in central division- Kampala Central Division. The measures of institutional factors are; teachers' characteristics, headteachers supervisory role as well as school infrastructure. On the other hand, students' academic performance was measured by examining the scores in UCE grades such as distinctions, credits, passes and failures.

1.6.3 Time Scope

The study data that was considered ranged from 2012 - 2017. Field data collection regarding the influence of institutional factors on students' academic performance in secondary schools in central division- Kampala Central Division was conducted in October, 2017.

1.7 Significance of the Study

The findings of the study will be significant in many ways as explained below:

The Ministry of Education and Sports will create awareness to secondary school headteachers. These will be informed on how to overcome the challenges exhibited by institutional factors contributing to low academic performance.

Teachers are implementers of the broad aims of education broken down into specific, short-term goals and objectives. In view of this, it is hoped that these study findings will provide data and information that may be useful for the Ministry of Education and Sports and its agencies such as; Directorate of education, Education Standards Agency and National Curriculum Development Centre and other stakeholders in Uganda for formulation of policies, planning, organizing, coordinating, staffing and controlling that may facilitate training and in-service training of education managers and equip them with managerial skills for operational management and bring about quality performance of students.

The findings and recommendations will be useful to education officers; operational managers namely, headteachers, teachers, BoGs, and PTA executives of schools who monitor the operation of schools. It may help teachers in their day -to-day management of school and classroom activities and improve students' performance, which will lead to improvement in the quality education in public secondary schools in Kampala Central Division.

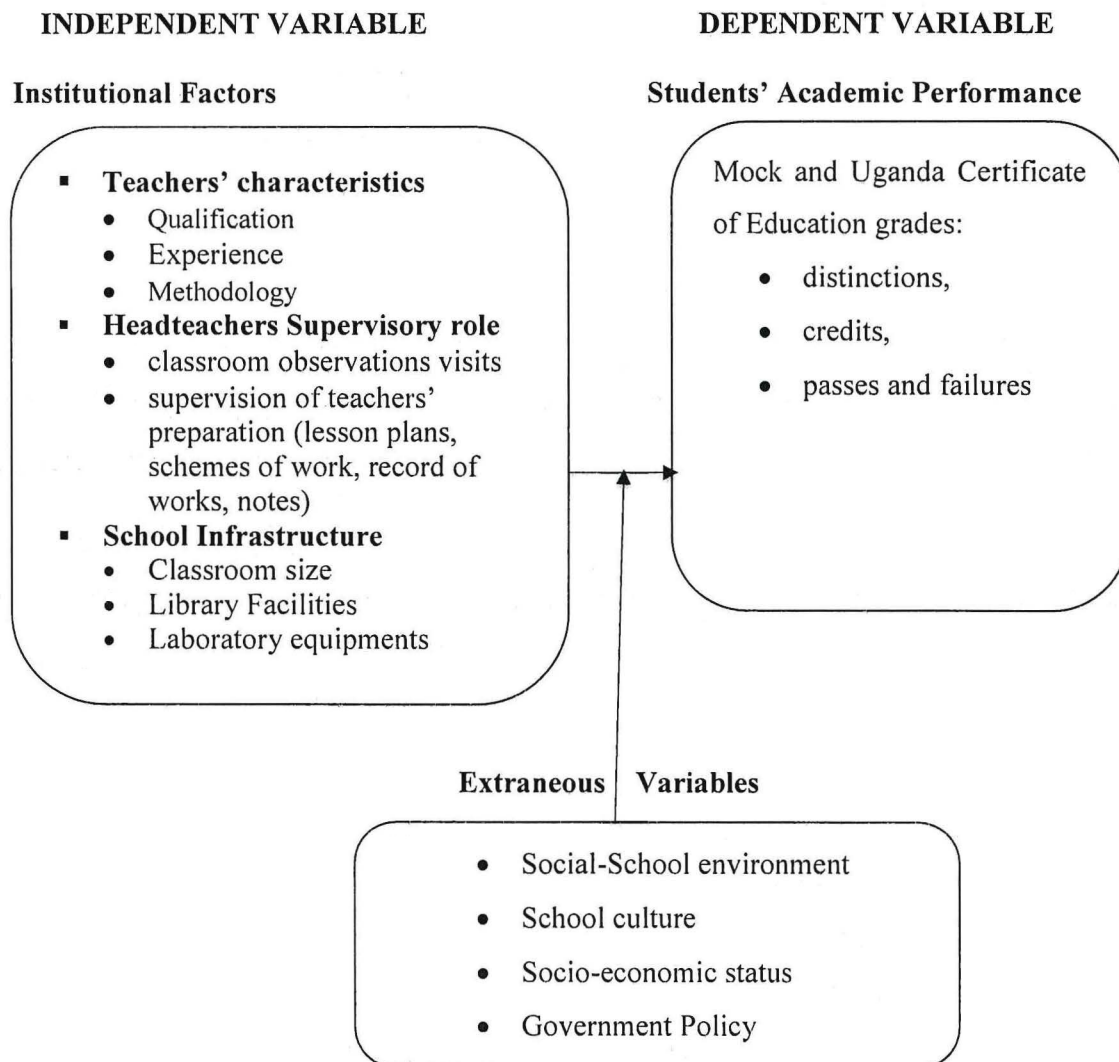
The research findings will pave way for future researchers to be able to identify priority areas on which to carry out more research in Ugandan public schools or the entire education sector. The research findings will inform the head teachers on how to appropriately handle institutional factors so that they may not negatively influence students' academic performance in public secondary schools in Kampala Central Division.

The researcher hopes that the study will form a basis for further research on operational management and the management of educational institutions in general. This may lead to new ideas on operational management that would improve students' academic performance in Kampala Central Division and other secondary schools in Uganda and beyond.

1.8 Conceptual Framework

The conceptual framework is based on institutional factors that influence academic performance. Inter-relationship between variables is shown below.

Figure 1.1: Conceptual framework showing the relationship between Institutional Factors and Students' Academic Performance



Source: Adapted and modified from Kosgei (2015). Assessment of the Influence of School-Based Factors On the Implementation of Alternative 'B' Mathematics Curriculum in Secondary Schools in Kericho County. International Journal of Humanities and Social Science Invention: 2319 – 7722

According to the conceptual framework above, the independent variable is institutional factors which directly affects the dependent variable (students' academic performance). The figure further illustrates

that teachers' characteristics such as; teachers' professional competence, commitment; Headteachers supervisory role which covers, classroom observations visits, professional documents preparation (lesson plans, schemes of work, record of works) and school infrastructure and infrastructure such as classroom capacity and library facilities and laboratory equipment. The figure further illustrates that extraneous variables such as; Government policy and Scio-economic status can equally affect the dependent variable, thus, were controlled using appropriate research design and tools.

1.9 Definition of Key Terms

Institutional factors are the processes by which structures, including schemes, rules, norms, and routines, become established as authoritative guidelines for students' social behaviour

Academic performance refers to achievement of high scores (distinctions and credits) and grades (division one and two aggregates) in examinations

Classroom observation is an integral part of the instructional supervision process and it is undertaken by the headteachers. Preparation of the professional documents is done by the teachers but has to be supervised and confirmed by the headteachers to be the guiding benchmark of the classroom activities.

Notebooks assessment is the function of the headteachers and it has a big impact on the influence of the academic performance by way of ensuring that the learners take notes in class. Provision of teaching and learning materials ensures that the learning process is uninterrupted owing to lack of provisions.

Headteachers supervision refers to activities which are directly concerned with studying and improving the conditions which surround the learning and growth of learners and teachers (Glanz, 2007)

Curriculum refers to the set of courses and their content offered in a school (Ngware & Oketch, 2011).

Bird-walking is a term coined by Madeline Hunter that refers to the inability of a teacher to focus on the objective of the lesson (Gentile, 2007)

Headteacher is a "school's head, a planner and manager of educational experiences of his/her students which will contribute to the development of knowledge, skills, personal qualities, habits of thoughts, decision-making and proper attitude towards themselves and others as a preparation to adulthood" (Muthondu, 2007).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews related literature available on institutional factors influencing academic performance in selected secondary schools in Kampala Central Division. These institutional factors covered are done under the following sections: Teachers characteristics, provision of teaching and learning materials and headteachers adequate supervision. The theoretical review and the conclusion of the entire section of literature review are also covered. The information is a combination of extracts, paraphrased statements from textbooks, pamphlets, journals, magazines, websites, publications and other official reports related to institutional factors and students' academic performance.

2.1 Theoretical Review

2.1.1 Locke and Lotham's achievement theory

Achievement theory claims that setting goals and targets allow students to be focused and provides a sense of direction which enables individuals achieve their aims without distractions (Oduor, Aloka & Raburu, 2016). The theory is linked to a learned style of goal directed thinking (autonomous) which is fostered by both pathway and agency thinking (Locke & Lotham, 2002). According to the theory, so long as a person is committed to the goal, has the requisite ability to attain it, and does not have conflicting goals; there is a positive, linear relationship between goal difficulty and task performance. Thomas (2013) also established that self-regulated learners are active seekers and processors of information and they instigate, monitor and modify learning through goal setting. The study found that learners can demonstrate increase in cognitive, meta-cognitive functioning and self-efficacy through engagement with programmes that support self-regulated learning in problem based learning. Azurdee (2010) established that students learn more when they are involved in all aspects of college life and that

an involved student devotes energy to academics, spends a great deal of time at school, participates in students' organization and activities and interacts well with members of the faculty. The study was intended to examine the students' level of seriousness in academic affairs in terms of sharing ideas through group works, using internet to study ahead do assignments

Azurdee (2010) argues that when students feel connected to the college through involvement, they feel better and tend to stay through to graduation. The study argued that involvement has positive impact for persistence and degree of completion. Similarly, Gibbs & Poskitt (2010) reported that engaged students seek out activities inside and outside the classroom that lead to academic success. On the contrary, Ebanks (2010) established that learner centered effectiveness is not significantly related to academic scores. Similarly, Lachman (2014) established that, students should have clear learning goals while teachers should complement students for work well done. Salami (2010) established that increasing level of learner control increases level of self-determination, thereby increasing overall motivation in academic performance. Onyango (2012) found that meaningful involvement of students in decision making increase their self-esteem and academic performance. The study was intended to establish the level of student's involvement in academic performance in public mixed schools in Kampala Central Division.

2.1.2 Systems theory

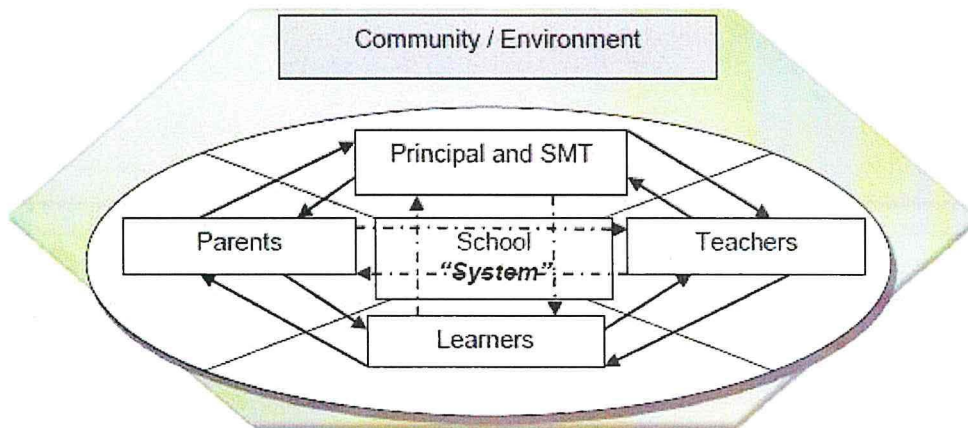
General systems theory was first promoted by Ludwig von Bertalanffy in 1940 but assumed prominence only in the 1960's. General systems theory is focused primarily on the ways in which systems work and integrate a variety of sub-systems by naming and identifying patterns and processes common to all of them (Potberg, 2014). Potberg (2014) states that systems theory is a concept that originated from biology, economics and engineering to explore principles and laws that can be generalised across various systems.

General systems theory is deployed as a way of perceiving the school as a social system: the different elements of the system can be examined in an objective and valid manner. Bowen (2007) regards schools as a specific type of social construct that sociologists label as a formal organisation. Schools as social systems provide the opportunity to examine the functioning of schools in the community in which they are positioned and the environment in which they are positioned (Potberg, 2014). There was need to find out the level of staff cooperation with management and collaboration with school headteachers to influence achievement of academic goals among public secondary schools in Kampala Central Division.

This integrative process involves a precise understanding of the interaction between school and community. Through a critical view of the integrative process, this study can interpret the effect of such interaction between school and community. Bausch (2001) defines social systems theory as an application of a general systematic view of humans, individuals, or groups of individuals in interrelation. Bowen (2007) exemplifies a social system as an existing school to achieve objectives through the collective effort of individuals and groups in the system (Bowen, 2007). The study sought to examine whether learner's achievement are reflected in the results as a major objective of public schools when perceived as social systems.

Over the past few decades, systems' thinking has evolved through various schools of thought, derived from two primary philosophical roots, namely: cybernetics and General Systems Theory (Sterling, 2003). A school can be seen as a system consisting of various parts which are what make a school function: effectively or ineffectively. These various parts may be referred to as the principal and the school management team, teachers, learners, school governing body, parents and the community in which the school is situated. The study sought to examine how public schools in Kampala central division involved staff work as a team within their communities to determine students' academic success.

Figure 2.1 below indicates the school as a system: effective dependency of the elements upon each other enables the system to work.



Source: Potberg (2014). Factors contributing to school effectiveness in a disadvantaged community in the Western Cape.

The degree of efficiency to which these various parts interact determines the degree to which the system functions efficiently. Capra & Luisi (2014) explains the meaning of systems thinking as a context for seeing wholes. Potberg (2014) further implies that system thinking is a framework for identifying interrelations rather than objects and for identifying patterns of change or exchange rather than static ‘snapshots’. The interrelations that exist are among social beings who are influenced in turn by social aspects. However, systems theory does not provide insights into specific social practices for becoming effective. For this, it was thus necessary to draw on Bourdieu’s theory of practice (Potberg, 2014).

2.2 Review of Related Literature

2.2.1 Teachers’ Characteristics and Students’ Academic Performance

The school headteacher delegates duties and responsibilities to other members of staff. Headteacher aims at academic achievement thus he/she motivates the staff to work towards attaining the achievement. Teaching staff needs to be driven towards attainment of quality education that will eventually make the

school shine in terms of academic performance. Education is a result-oriented discipline since candidates are gauged by the grades they attain. The headteacher therefore is obliged to strive to enhance achievement among teachers through the various means (Kuloba, 2010).

A school teacher is a person who transmits a body of knowledge such as literacy, numeracy and technology as well as societal norms and beliefs (Barasa, 2007). The headteacher should ensure that the school employs only qualified teachers. Asikhia (2010) noted that academic and professional qualifications of teachers are crucial factors in influencing academic performance. The differences in teaching affect students' academic performance. Those schools with best qualified teachers tend to be the most successful in examinations.

Kimani, Kara & Njagi (2013) states that teachers' professional qualifications matter but their academic qualifications are inevitable. Teachers are crucial in creating and enhancing school culture by the kind of conditions they create in classrooms and the school compound in general. These conditions must create interest and curiosity for students to know and to learn as the teacher, through their disposition to support them excel academically. Teachers do not settle for school routines but take time to learn how students learn and think. Teachers also create high expectations for success in their schools. The teachers' role centres on integrity, humor, communication, learning and organization precepts of their creativity (Murunga, Kilaha & Wanyonyi, 2013).

Headteachers enforce teachers to understand that they are curriculum implementers by teaching areas of their specialization. They need to have possession of content of their disciplines in order to stimulate the academic excellence of learners. The goal is to establish a sound knowledge on which students will be able to build as they are exposed to different life experiences and skills for academic excellence (Barasa,

2007). Good teachers can translate information, good judgment, experience and wisdom into relevant knowledge that a student can understand, retain and pass to others. Research findings from the United States of America reveal that the quality of a teacher is the single most important factor affecting student academic performance and those countries which score highly on international tests have multiple policies in place to ensure that the teachers they employ are as effective as possible.

Performing teachers are encouraged to stay longer in the school. Research has shown that the length of a teachers' experience is associated to learners' performance but among qualified teachers (Kimani, Kara & Njagi, 2013). Odumbe, Simatwa, Ayodo (2015) states that the number of years of experience of a teacher is the most consistently positive and significant contributor to learners' academic achievement. Abbasi & Mir, (2012) noted that unsupported environment, most beginning teachers experience wide range of problems in learning to teach, problems with classroom management, motivating students, dealing with individual learning needs and differences and instructional strategies. According to Griffins (1985) cited in Abbasi & Mir, (2012) inexperienced teachers may be assisted with considerable help in the early stages of their teaching careers until such a time when they are more experienced.

According to Adjei, Aboagye & Ofosu (2016) training is the process of providing teachers and other employees with specific knowledge and skills in order to enable them perform specific teaching tasks. Headteachers should encourage and support their staff to develop themselves through studies and in-service training in order to improve students' academic performance characterized by employing new teaching methodologies that enhance content mastery among learners. Akpakwu (2008) argues that headteachers should recommend their staff for promotion. Demanet & Van Houtte (2011) found out that teachers' training levels were significant to performance in Brazil. This means that teacher training colleges must become deeply involved in research and experimentations and themselves become centres

of innovation. The methodology of training teachers should change from traditional lecture methods that emphasize on mere content to methods geared towards building skills in the teacher and enhancing students' academic excellence.

Demanet and Van Houtte (2011) points out that the relationship between teaching and learning is determined by the way the teacher teaches and what he or she teaches. It is also determined by how and what learners learn. The systematic transmission of knowledge and values from teacher to learners needs must proceed smoothly. This can only be possible if there are adequate learning and teaching materials, properly procured and utilized. Relevant textbooks, teachers' guide and other materials needed for instructional purposes should be availed to teachers to improve students' academic excellence.

2.2.2 Headteachers' Supervisory Role and Students' Academic Performance

According to Akinfolar, Ayandoja, Aina, and Idowu (2017) Supervision is primarily concerned with the improvement of classroom practice for the benefit of learners, regardless of what else may be entailed (Sergiovanni & Starrat, 2009). Glanz (2007) points out that the main purpose of supervision is improvement of instruction through stimulating, coordinating, guiding and making the teacher self-directed. Kamindo (2008) concurs that supervision is based on the belief that the improvement of instruction is a cooperative enterprise.

The key role of a headteacher in providing instructional supervision entails activities concerned with maintaining an increasing effectiveness in teaching by working with teachers. According to Harris & Kamindo (2008), supervision is what school personnel has to do with adults and duties to maintain or change the school operation in a way that directly influence teaching process employed to promote

students learning. Therefore, it is directed toward maintaining and improving teaching/learning process of the school for improved students' academic performance.

Kombo & Tromp (2006) states that, in any group of individuals performing certain task towards a set objective, there must be supervision to ensure that the desired objective is achieved. This has been the trend from the earlier American education systems but it is not clear whether it is the same in developing countries more specifically in Ugandan schools. A statute was adapted in United States of America in 1654 that empowered selectmen of town to appoint teachers of sound faith and morals as supervisors (Okumbe, 1999). Supervision concentrated mainly on appraising the general achievement of learners in subject matter, evaluating methods used by teachers, observing the general management of schools and conduct of students, and ascertaining whether money spent on education was used (Glanz, 2007). But as (Ngware & Oketch, 2011) noted, these early supervisory concepts were basically inspection rather than supervision. Hence the researcher seeks to establish the extent to which this holds in Kampala central secondary schools.

According to Glanz (2007) when an educator became the supervisor of educational instruction, his or her functions became more judicial than executive in nature. The supervisor was more concerned with the teacher rather than the teaching learning process. It focused more on management of schools than on the fulfillment of, or improvement of teaching-learning process. During the period that followed, this efficiency orientation phase of 1876- 1936, attention was placed on assisting teachers (Kamindo, 2008). Lay people were replaced in supervisory activities. Supervisors began to provide friendly atmospheres and warm interpersonal relationships for the supervised teachers. This ushered in the period of cooperative group effort. The researcher shall examine whether headteacher supervision activities involved assessment of the teaching and learning process in Kampala secondary schools.

Okumbe (2007) classified curriculum supervision into general supervision and instructional supervision, but clarified that general supervision subsumes supervisory activities of writing and revising curricular, preparation of units and development of processes and instruments of reporting. Okumbe (2007) attested that clinical supervision can be divided into pre-observation conference, observation conference, and post observation conference. Instructional supervision, on the other hand, is concerned with the learning in the classroom as confirmed by Ngware & Oketch, (2011) who argued that a more recent concept in instructional supervision is clinical supervision which is the rationale and practice designed to improve the teachers' classroom performance. The researcher seeks to establish whether headteachers in Kampala central schools conduct curriculum supervision to enhance the academic performance of students.

According to Okumbe (2007) the pre-observation conference is the period that precedes the actual classroom teaching observation. At this stage, instructional supervisors develop rapport with the concerned teacher. Ngware & Oketch (2011) add that this period has significant bearing on the success or failure of the entire instructional supervisory leadership, as it provides a conducive environment within which the instructional supervisory leadership takes place in order to realize maximum potential from the teacher and the supervisor. The middle phase or the observation conference is where the teacher and the supervisor enter the classroom (Ngware & Oketch, 2011; Okumbe, 2007). The supervisor greets the class and sits at the back of the classroom, then records the teacher's performance on the format of the lesson plan appropriateness, the lesson objectives integration of the teaching methods and provision of appropriate feedback mechanism. These notes taken during this phase should give details about the teacher's pedagogical strengths and weaknesses. This is the role the head-teacher should assume as a supervisor. The researcher shall find out whether the same scenario prevails in Kampala secondary schools and examine its relationship with the students' academic excellence.

The post observation conference is the final phase of instructional supervision programme, and is conducted in privacy to enable the teacher and the supervisor to discuss the progress of the observed lesson freely and fairly. The instructional supervisor should recognize and emphasize alternative methods or approaches to teaching (Okumbe, 2007). Again, the head-teacher, as the supervisor of instruction should play these roles satisfactorily. The researcher seeks to conceptualize the extent to which headteachers in Kampala central schools discharge their duties perfectly in bid to uplift the standard of students' academic performance.

Desired examination results are influenced by the extent to which headteachers perform instructional supervisory duties. Kimosop (2002), showed that most head-teachers did not carry out classroom observation, checking students' notes, teachers' schemes of work and lesson plans. This impacted negatively on the learners' performance in the national examinations. The researcher pursues to understand the extent to which head-teachers in Kampala conduct classroom observation to influence students' academic performance in secondary schools.

Classroom visitation is carried out to assess the status of the curriculum and the experiences of students to discover ideas that can be shared, and establish common bases for curriculum planning (Kombo & Tromp, 2006). Classroom observation enables the head-teacher to discover the potentials within the staff that may be tapped and developed. As Wanzare (2002) also points out, a lot of classroom observations need to be done to improve the quality of teachers and teaching, and achievement of learners. Wellington (2008) adds that through supervisory visits, supervisors learn what is being done in the classroom, observe the materials and methods being used, the attitudes and reactions of students and

other factors that make for effective learning. There is need to ascertain the extent to which this happens among secondary schools in Kampala central.

It is also vital for the headteacher to hold individual conferences with teachers as a part of any comprehensive supervisory plan (Glickman & Gordon, 1998). Individual conferences are usually held after classroom visits or at a request of the teacher or headteacher. Kombo & Tromp (2006) point out that they provide for an exchange of ideas, giving an appointment of constructive suggestions about classroom techniques or materials of instruction and in identifying possible areas for curriculum study for the teachers' professional growth. The researcher interest to seek how supervision enables headteachers to improve ideological exchange of ideas with teachers to facilitate better academic performance in Kampala secondary schools.

Glickman & Gordon (1998) noted that instructional supervision also involves educative roles. This is the removal of ignorance in the teachers at the institutional level with the primary function of freeing teachers from unnecessary controls which may inhibit teaching and learning in institutions. Kombo & Tromp (2006) insist that educative roles require the headteacher to create favorable working conditions for teacher to express their ideas or opinions freely. The researcher intends to establish whether headteacher treat teachers with dignity and consider them as persons with intelligence and mature to enhance students' academic excellence.

Evaluation is another instructional supervisory role of the head-teacher. Wellington (2008) observes that instructional supervision is incomplete without an evaluation report. The researcher intends to establish whether headteachers in Kampala often provide evaluation reports detailing the supervisory exercise to aid achievement of students' academic performance. Formulating a well-defined objective of the lesson

is a critical first step as it provides the direction and framework for the decisions which will follow. The objective should describe the specific content to be learned and the observable behavior the student will exhibit to demonstrate that learning has occurred.

Acheson & Gall (2007) argued that no matter how expertly the objectives are stated, objectives facilitate learning only if they are appropriate to the academic achievement of students. A well-written objective includes specific information on what is to be included in the lesson and what is not. This can only be realized by the way of development of a good lesson plan. Headteacher will know if the appropriate planning for instruction has taken place when the teacher is able to design a lesson that achieves the objective. This means everything the teacher and students do during the lesson is related to the objective. The study seeks to establish whether headteacher supervision aid them to measure the extent to which lesson plans boost content mastery and knowledge among students for better performance.

Evertson (2009) states that the teacher bird walks, pecking at interesting ideas with what seems to be worthwhile or informative digressions, distracting the students' thinking processes and leaving the students confused about the topic of the lesson. This may end up being disadvantageous to the learners. The beginning of each lesson provides the challenge of how to change the focus of students' attention from previous classes or discussions with friends to the objective of the lesson. The importance of eliciting appropriate associations prior to presenting a lesson can be found in research on positive transfer and advanced organizers (Evertson, 2009). The realization of the objectives of the planning process brings to the fore the importance of ensuring that the learners comprehend and grasp the objectives of the lesson. The study seeks to establish whether headteacher supervision enables him to learn that bird walking retards academic performance among secondary schools in Kampala Central.

The headteachers have a duty of ensuring that the learners in their schools are provided with notes to act as reference materials in the course of undertaking the learning activities. The function of ensuring timely provision of notes for reference purposes is charged with the subject teachers. They have to ensure that the learners have access to notes for each lesson in the instructional process, (Okech, 2004). The teachers have to ensure timely handing out of assignments to the learners to cover the import of the lesson. The marking of assignments is equally the duty of the subject teachers. A continuous process of evaluation by way of always checking the progress of the learners can only be assured in the event of confirming that the learners are carrying out the exercises at hand by way of checking their notebooks. This forces the learners to execute all assignments in the stipulated timeframes and it reduces instances of laxity and situations of truancy, (Okwiri, 2006). This has a major effect of having learners sticking to the regimes demanded by the academic programmes and ensuring the success of the systems. The headteachers have a role of ensuring that the learning process goes according to plan by way of always supervising the teachers by way of assessing students' notebooks. This practice forces the teachers to be diligent and hardworking in the sense that they are very aware that their work may be evaluated in the name of confirming the progress of their class activities randomly in the event of checking learners' notebooks, (Simatwa, 2004). Situations of laxity on the part of the teachers are easily checked and the learners equally exercise greater caution and reduce instances of absenteeism from school well in the knowledge that they may end up suffering the consequences when the notebooks are checked.

The headteachers have the function of ensuring the supplies and provision of teaching and learning materials to ensure that the needs of the learners are catered for. The headteacher bears the brunt of always taking the flak when things don't work out right. In instances of lack of supplies even when situations are beyond their control they will always cut the forlorn image of failure or the dereliction of duty. This is because every other person in the school looks up to them to provide leadership and

solutions as regards provision of supplies and implements to ensure that teaching and learning takes place, (Simatwa, 2004). Situations whereby the supplies of teaching and learning materials need to be sourced call for the participation and evaluation of the systems between the headteachers in concert with the subject teachers. They have a great role as regards seeing to it that they supervise and ensure the achievement of their mandate.

The headteacher is the overall in charge of the school. He/she supervises the whole school program and bears the ultimate responsibility for performance, proficiency and effectiveness of all school programs and peer counseling program inclusive. “The head teacher’s supervision in the secondary school plays a vital role through planning and developing the counseling program based on the students' needs”. The teacher through counseling relationship assists each student to understand oneself in relation to the social and psychological world in which the student lives (Wango & Mungai, 2007).

The student therefore is able to accept oneself, develop personal decision-making competences and resolve personal problems. The head-teacher supervision acts as the peer coordinator by providing counseling for peer group members and looking after the welfare of the students involved in the scheme, not only the important issue of their emotional welfare, but ensuring that, time-wise, they can cope with their academic work. The head-teacher supervision also organizes and provides appropriate training to the new teachers and helps the group maintain a flow of new volunteers (Mwalala, 2007).

“In addition, he/she provides assistance with general administration especially when it comes to raising money from the school bursar and providing the group with an administrative budget for publicity and badges among others”. The teacher counseling acts as a mediator within the group when problems arise

and deals with difficult issues within the group, for example, a member breaching confidentiality (Lydiah & Nasongo, 2009).

“The supervisory role of the headmaster as perceived by the students in secondary schools is guided by the following objectives: promoting personal development in helpers; creating a positive influence on the emotional climate in the school environment; providing a bridge between troubled peers and friends: by listening rather than necessarily giving advice; offering basic skills in supporting the other peers who might need psychological support for example the bereaved, alienated and drug users; enabling the individual to meet personal needs in order to be more fully functional and take control of his/her life in different settings; reducing the amount of bullying in school by supporting those involved; acting as an additional service to that provided by staff, that is complementing rather than competing with it” (Okutu, Chumba, Shadrack & Kurgat, 2011).

2.2.3 School Infrastructure and Students’ Academic Performance

According to Alokun (2010) the availability of the teaching and learning resources makes a difference to the achievement of students. Owoeye (2011) asserts that instructional materials, especially textbooks and library activities are related to achievement. Shield and Dockrell (2008) supports these observations for he states that most schools which perform poorly spend less money on the purchase of teaching resources. He further observes that availability of adequate textbooks makes the teaching task easy.

Adebule and Aborisade (2013) argue that proper organization of learning resources and the use of appropriate teaching and learning strategies will enhance the acquisition of the subject matter. An efficient mechanism for the distribution of teaching and learning resources leads to successful curriculum implementation. With the provision of the learning and teaching resources students’ academic

performance will always be desirable and achievable. Research has revealed that availability of essential and required equipment in the science department impacts greatly on the students' performance in the science discipline.

Mhiliwa (2015) conducted a study to find out the factors that influence the teaching of science in Chana with infrastructure and established that lack of teaching equipment in most rural schools contribute to the poor performance in sciences. Most schools were well equipped; a factor which he observed that would motivate the teachers to facilitate learning. He further noted that most teachers were not innovative enough and failed to utilize and improvise from resources available in the school environment to improve teaching. SMASSE (2001) realized that many science teachers complained about insufficient teaching or learning materials in their respective subjects though many asserted that they were not efficiently using whatever was available as evidenced by expired chemicals in the laboratories. Teachers therefore should develop their courses with whatever equipment and materials readily available locally. Producing one's own teaching materials can ensure that they are relevant and adoptable (Mhiliwa, 2015).

Atanda (2010) notices that appropriate budgeting for physical facilities like classrooms, workshops and laboratories can highly influence performance of the school. Okumbe (2008) notes that headteachers are responsible for the management and maintenance of school plant equipment. This area is concerned with maintenance and repair of school plant and facilities, enhancing order and cleanliness in classrooms, dormitories, halls, eating areas and within surrounding environment. An organized school plant gives good appearance of the school and this act as an important source of inspiration and motivation for the members of the school, the community and other stakeholders. Abdulahi (2016) suggested in his study that motivational strategies which include a happy and secure emotional climate created through satisfying consistent harmonious relationships and interesting meaningful projects enhances

performance for the learners. Odude (2013) states that the presence of a school library related significantly to the achievement in Brazil, China, Botswana and Uganda. This was concluded after carrying a study on the effects of availability of physical facilities in learning.

The UNICEF statement in education in Kenya revealed that critical shortage of textbooks and physical facilities in many schools contributed greatly to poor performance in examinations. Okumbe (2001) asserts that all school projects should meet the needs of the curriculum and must be adequately managed. Diligent sitting of school plant and faculties should be the concern and responsibility of the headteacher. Other school facilities include land, vehicles, school hall, and learning resources, all of which require proper utilization. Allen (2015) explains that the physical faculties exist to facilitate the instructional programme and the headteacher must ensure it is kept safe, clean, attractive and ready for teaching and learning.

The headteacher acts as both the guider and supervisor to the teachers, non-teaching staff and the students. He/she organizes and controls teachers in their teaching process. Allen, (2015) agrees by saying that a head teacher's main task is to ensure that the necessary equipment and monetary resources are available for school use to motivate his/her staff, students and parents to provide lively spirit as well as excellence in work performance. Lawanson & Gede (2011) says that the headteacher enforces the TSC code of regulations for teachers thus ensuring a high level of professionalism among the staff. He/she must check the professional documents such as schemes of work, lesson plans, lesson notes, records of work done, students' exercise books and actual teaching in classrooms. The headteacher should also have conceptual, human relation and technical skills in order to provide an effective supervisory leadership (Okumbe, 2008).

According to Mirera (2012) supervision concerns the tactics of efficient and proper management of personnel and those aspects of administration that are aimed at maintaining efforts of personnel in line with the goal of administration. Mbiti (2007) indicates that supervision is a basic component of administration. Every administration needs an in-built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization.

2.3 Summary of the Literature

The literature reviewed regarding institutional factors influencing academic performance further revealed that school resources including textbook availability, students' discipline, school leadership, parental involvement, gender, and student attitudes are significant determinants of academic performance. The researcher did not come across local studies that sought to establish the academic performance improvement strategies employed by schools in well performing and poorly performing schools. This is despite the fact that there are schools that consistently perform well in UNEB examinations and other public secondary schools register prevalent poor student performance. Literature provides related information but not specific to secondary schools in Kampala Central Division nor Uganda but Western World. The study investigated the institutional factors influencing students' academic performance in Kampala Central Division schools in bid to fulfill the gap.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study about *“Institutional Factors affecting the Students’ Academic Performance in Selected Government Secondary Schools in Kampala Central Division”*. It covers a description of the research design, population and sampling techniques, data collection, quality control, data collection analysis, study limitations and delimitation

3.1 Research Design

The study adopted a cross-sectional design. This design was considered appropriate for the study due to the fact that it was used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Cohen, Manion & Morrison, 2007). Both qualitative and quantitative techniques were used for the mutual validation of findings for the production of a more coherent and complete picture of the investigation domain than a one method research can yield (Creswell, 2003).

3.2 Population and Sampling Techniques

3.2.1 Target Population

The target population consisted of Headteachers, teachers and students in public secondary mixed day schools in central Division - Kampala Central Division, Uganda. The study was carried out among teachers in 4 Public Secondary Education schools in central division-Kampala. In addition, the schools selected in the central division had 4 headteachers and 02 Divisional Education Officers of Kampala Central Division. The aforementioned categories of participants were considered appropriate for this

study because they have firsthand opinions, views and ideas regarding institutional factors influencing student performance in selected secondary schools in central division Kampala Central District, Uganda.

3.2.2 Sample

A sample size of 185 respondents was selected from a population of 246 participants using Krejcie & Morgan, (1970) sample size determination model after which the researcher proportionately divided the population to determine the optimal sample size. The results are illustrated in table 3.1 below:

Table 3.1: Sample Size Description

Category of Respondent	Population				Sample Size		Sampling Technique
	Schools				Female	Male	
	A	B	C	D			
Teachers	20	20	20	20	30	36	Simple Random Sampling
Headteacher /deputy	01	01	01	01	03	01	Purposive sampling
Students	40	40	40	40	60	53	Simple Random Sampling
Directorate of Education Officers	02						Purposive Sampling
Total	246				185		

Source: Directorate of Education Statistics–Kampala Central (2016)

3.2.3 Sampling Technique

Simple random sampling was used to select teachers and students while purposive sampling was used to select headteachers and their deputies. This sample helped in providing relevant and adequate data for the study.

3.3 Data Collection Instruments

A number of tools were used during collection of data. Both primary and secondary data was collected and the main tools used included:

3.3.1 Instrumentation

Self-administered questionnaire

A self-administered questionnaires were the major instrument that were used in data collection. Questionnaires were administered to 66 school teachers. This helped to gather quantitative and qualitative information regarding the intrinsic and extrinsic motivators for teachers and how they affect their performance in secondary schools in Kampala Central Division. Mugenda & Mugenda (2005) stated that questionnaires are used to obtain vital information about the population and ensure a wide coverage of the population in a short time. In addition, Kothari, (2004) states that questionnaires are efficient data collection mechanisms where the researcher knows exactly what is required and how to measure the variables of interest. They are also less expensive and save time and they do not need much skills to administer them. The questionnaires comprised of both closed and open-ended questions formulated by the researcher. Rensis Likert's scale statement having five category response continuums of 5-1 was used i.e. strongly disagree (1), Disagree (2), Not sure (3), Agree (4), Strongly agree (5) with assertion.

Interview guide

Key informant interview guide was designed and administered to key informants to capture qualitative information. The key informants for in-depth interviews included four head teachers as well as one DEO.

This was purposely intended to get more information about institutional factors and students' academic performance in central division- Kampala Central Division.

Documentary Analysis

The main sources of secondary data obtained from the field included the following: school academic reports, Basic and Minimum Standards, Education Act, Teachers' code of conduct, spelling out the roles of headteachers, from secondary schools in central division Kampala Central Division.

3.3.2 Research Procedure

The researcher obtained an introductory letter from the Head of Department, Education Policy, Planning and Management, Kyambogo University which she used to introduce herself to the headteachers of secondary schools in central division Kampala District, seeking permission to carry out the study in their respective schools. The researcher personally administered the questionnaires in the selected secondary schools.

3.4 Data Quality Control

Validity and reliability of the research instrument were measured as follows:

3.4.1 Validity of Instruments

Validity refers to the extent to which research results can be accurately interpreted and generated to other populations. Research tools first prepared, presented to the supervisors who checked on their correctiveness. The supervisors' comments were used to improve the questionnaire by eliminating all errors. Pretesting of questionnaires also was done by administering questionnaires to 10 respondents within the target population but outside the sample as this helped to identify the gaps and make

modifications accordingly. The researcher ensured that questions are relevant in order to have meaningful and reliable results represented by variables in the study, (Mugenda and Mugenda, 2005).

The researcher used the formula below to establish validity of the research tool;

$$\text{Content validity index (CVI)} = \frac{\text{agreed items by all judges as suitable}}{\text{Total number of the items judged}}$$

Based on the overall Content Validity Index shown in table 3.1 below, CVI values of the instrument were greater or equal to 0.7, then the instrument was accepted as valid (Amin, 2005).

3.4.2 Reliability

Reliability is the measure of the degree to which a research instrument yields consistent results after repeat. Cronbach's Alpha coefficient was computed using statistical Package for Social Scientists (SPSS) and scores were evaluated to measure reliability of the instrument. According to Amin (2005) an alpha of 0.5 or higher is sufficient to show reliability. The closer it is to 1, the higher the internal consistency in reliability (Sekaran, 2003). The questionnaire were pretested using respondents within Nakawa Division secondary schools and reliability.

To ensure reliability of quantitative data, the Cronbach's Alpha Reliability Coefficient for Likert-Type Scales test was performed. In statistics, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003) some professionals as a rule of thumb, require a reliability of 0.70 or higher (obtained on a substantial sample) before they use an instrument. Upon performing the test, the results that are above 0.7 was considered reliable.

Table 3. 1: Validity and Reliability Validity of Instruments

Measures	Cronbach reliability Coefficient	CVI
Teachers Characteristics	0.77	0.82
Headteachers Supervisory Role	0.78	0.75
School Infrastructure	0.79	0.78
Students' Academic Performance	0.85	0.76

3.5 Data Analysis

3.5.1 Quantitative data Analysis

The quantitative data involves data from the questionnaires only. The data was put in order and structured to get meaning from it. The raw data was cleaned, sorted and coded. The data coded was entered into the computer, checked and statistically analyzed using the statistical package for social scientists (SPSS) software package to generate descriptive and inferential Statistics. Descriptive statistical analysis and ANOVA was used to establish the extent to which institutional factors influence students' academic performance in Kampala Central Division.

3.5.2 Qualitative Data Analysis

Qualitative data was collected using interview guide during the discussion with the administrators and documentary review. The qualitative data was categorized and organized based on pattern, repetitions and commonalities into different themes and sub-themes using content analysis and substantiated using quotations.

3.6 Study Limitations and Delimitations

The study encountered the following limitations;

It was difficult to control attitudes of respondents which could affect validity of their responses. Respondents gave socially acceptable answers just to please the researcher. The researcher may not have any control of independent variables for their manifestations has already occurred and are inherently not manipulatable. The researcher was also limited to headteachers' and institutional factors that influence students' performance although it could be influenced by other factors.

The researcher had inadequate financial resources to cater for all the expenses that were incurred. However, the researcher mobilized as much funds as possible, to avoid extravagance and debts. The researcher also made a budget to suit the available finances.

The research was affected by time constraint since the researcher had to carry out the study and at the same time work and yet limited time frame was given for submission of the dissertation. The researcher thus established a system time schedule apportionment for the available time to the different activities accomplishments and ethically adhered to the work plan.

Some of the respondents were not willing to give complete information as they looked at research as a threat to the organizational status and wastage of their time. The researcher, however made her questions and interviews as objective as possible and also avoided mis-leading questions.

The boundary in which the researcher carried out the study was wide in such a way that, narrowing down the study to suit the researcher ability was not an easy task. The researcher however, used an appropriate sampling technique convenient for the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

In chapter three of this study, the methodology and sources of data were discussed. This chapter presents the analysis of data, presentation, interpretation and analysis of the result about institutional factors affecting students' academic performance in selected government secondary schools in Kampala Central Division. The study's general objective was to establish institutional factors that influence students' academic performance in public secondary schools in Kampala Central Division. Out of this general objective, three specific objectives were derived. The first objective was to establish the influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division, the second specific objective was to determine the extent to which the Headteachers Supervisory Role affects students' academic performance in public secondary schools in Kampala Central Division. The third objective investigated to examine the effect of school infrastructure on students' academic performance in public secondary schools in Kampala Central Division

4.1 Response Rate

A total of 179 questionnaires were distributed of which 146 were returned fully answered considered for the final analysis. This gave the response rate of 81.6%. Unstructured interviews were also administered where all the 06 respondents participated. Overall response rate was 152 respondents out of 185 representing 82.2%. An analysis was conducted on the justification of this rate which showed that it was well above 50% which is acceptable as argued by Mubanzi (2009).

This is illustrated in table 4.1 on the next page:

Table 4. 1: Showing the Response Rate

Category of Respondent	Desired/ Targeted Sample Size	Attained sample	Percentage	Tool Administered
Teachers	66	54	81.8%	Questionnaire
Headteacher /deputy	04	04	100%	Interview
Students	113	92	81.4	Questionnaire
Directorate of Education Officers	02	02	100%	Interview
Overall Total/Percentage	185	152	82.2	

Source: *Field data (2017)*

4.2 Background Information of the Respondents

The demographic characteristics about the respondents involved in the study included: Gender, Age, Education level and Period of service at KCCA secondary schools as presented below:

4.2.1 Responses based on Gender

The respondents were requested to indicate their gender. This was expected to guide the researcher on the conclusions regarding the degree of congruence of responses with the gender characteristics on institutional factors affecting day mixed secondary schools in Kampala central division. The results of the study are presented in the figure below.

Table 4. 2: Illustrating the Gender Distribution of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	70	46	46	46
Valid Female	82	54	54	100.0
Total	152	100.0	100.0	

Source: Primary Data

The results as shown in the table 4.1 reveal that majority of the respondent were female represented by 82 (54%) while male consisted of 70 (46%). The results indicate that majority of the staff were females although obtaining data from both sex helped to obtain more objective data about institutional factors and their effect on students' academic performance. This is graphically illustrated in the pie chart below:

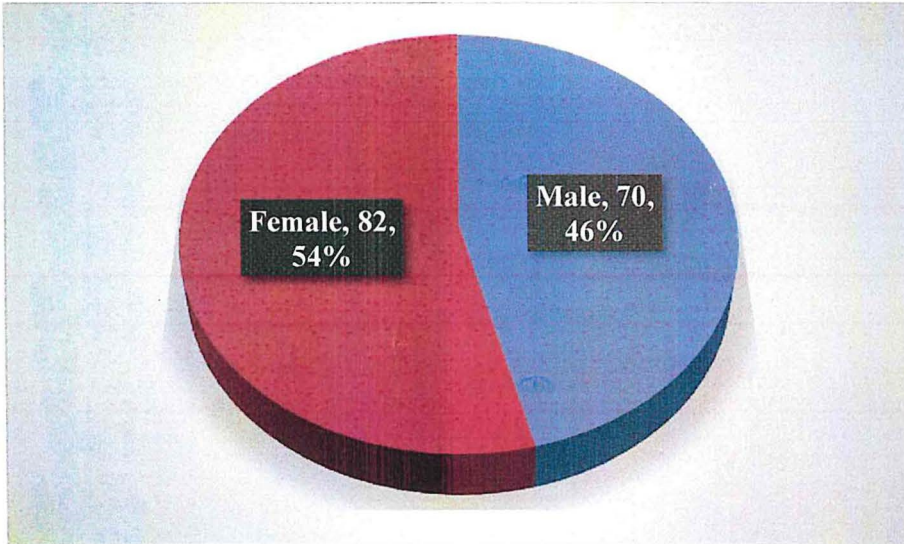
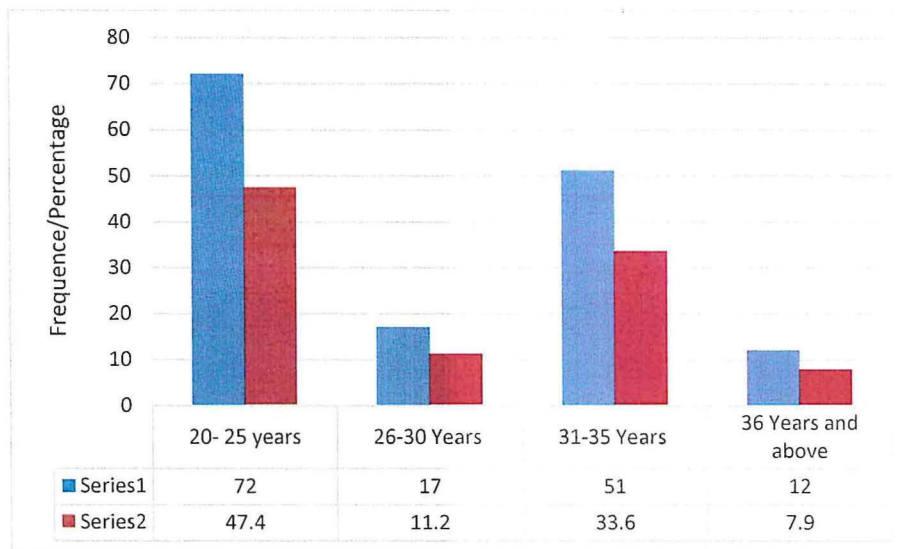


Figure 4. 2: A pie chart illustrating the Gender Distribution of the respondents

4.2.2 Respondents' Age Bracket

The researcher sought to discern the age category of the respondents. This was expected to guide the researcher on understanding the most active age group in regard to institutional factors and students' academic performance.

Figure 4. 3: Age Bracket



Source: Primary Data (2017)

Figure 2 above illustrates that, on age category, the research found that 47.4% of respondents were aged 20 -25years, 11.2% were aged 26-30 years, 33.6% were aged between 31-35 years and the rest of the respondents 7.9% were 36 years and above. From these findings, most of the respondents in secondary schools and KCCA directorate were the most active age group (students), who were actively involved in learning, therefore they had rich information on students' performance relative to the institutional factors prevailing in central division of Kampala. This helped to enrich the study findings.

4.2.3 Educational Level of the Respondents

In bid to elicit data about the educational level of the respondents, the researcher administered research tools which revealed their qualifications as presented below;

Table 4. 3: Education Level of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Masters	32	21.1	21.1	21.1
Bachelor's Degree	19	12.5	12.5	33.6
Valid Diploma	05	3.3	3.3	39.9
Others	96	63.1	63.1	100
Total	152	100.0	100.0	

Source: Primary Data (2017)

The study findings in table 4.3 indicate that majority 63.1% of the respondents were students still pursuing O'level and A'level certificates, 21.1% were Master's degree holders whereas 12.5% had degree qualifications while 3.3% were diploma holders. All staff were found elites therefore, provided information based on the academic knowledge, skills and experience they had gained in institutional factors and students' academic performance.

4.2.6 Length of Service of the Respondents

The respondents were asked to indicate the number of years they had worked in KCCA directorate of education services, worked and studied in secondary schools. This was expected to help the researcher know the kind of experience and how effective they would be able to give information about the institution. The results are shown in figure below:

Table 4. 4: Length of Service of the Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1 – 5 years	72	47.4	47.4	47.4
6 – 10 years	35	23	23	70.4
Valid 11 - 15 years	21	13.8	13.8	84.2
Over 16 years	24	15.8	15.8	100.0
Total	152	100	100.0	

Source: Primary Data (2017)

Table 4.4 in chapter four, shows that 47.4% of the respondents had been in the institution for a period of 1-5 years, 23% had worked in the institution between 6-10 years, 13.3% had worked between 11 and 15 years while 15.8% have been in the institution for over 16 years. The findings therefore indicated that majority of the students had studied while staff had worked in the institution for a considerable period of time and thus were familiar/ knowledgeable with issues regarding institutional factors and students' academic performance.

In a nutshell, only four public mixed day secondary schools from Kampala central division in KCCA, were selected for the purposes of obtaining information for the study and KCCA directorate of education services. These schools included were named ABCD for observation of ethical issues. From each of the secondary schools, a headmaster was interviewed. These individuals were selected because of their knowledge in the administration of the schools' activities based on institutional factors. Teachers and students were served with structured questionnaires which formed the basis of the analysis. In addition, interviews were conducted with the director and deputy of educational services –KCCA to gain indepth understanding of how institutional factors affected students' academic performance in Kampala central division. In addition to the primary data collected from the schools, secondary data in the form of UNEB results of the schools selected were collected to complement the primary data obtained.

4.3 The influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division

In bid to establish the findings on the first objective, which was to analyze the influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division; Respondents provided their view in relation to the extent to which they; strongly disagree (1),

Disagree (2), Not sure (3), Agree (4), strongly agree (5). This was presented and analysed in the table below: The interpretation of the results is based on the mean and the standard deviation (S.D).

The objective was achieved through an interview with the key stakeholders in the selected secondary schools. The statements were put on a five point Likert scale with 5 indicating strong agreement and 1, indicating strong disagreement. The mean and standard deviation of the response are computed and summarized in Table 4.5 below;

Table 4.5: Descriptive statistics on teachers' characteristics and students' academic performance in mixed day public secondary schools in Kampala Central Division

S/N	Statements on teachers' characteristics	Descriptive statistics				
		n	Minimum	Maximum	Mean	Std. Deviation
1	I have confidence while transferring knowledge of the material students learn	152	1	5	2.44	0.56
2	As a teacher am experienced to demonstrate expertise in teaching learners to pass well	152	1	5	2.49	1.49
3	Am focused on Learner-Centered in classroom and make use of Personalized Instructions	152	1	5	2.62	0.64
4	As a teacher I value every person's ideas	152	1	5	2.68	1.68
5	I explain clearly and make difficult topics easy to understand	152	1	5	2.54	0.46
6	I use examples, details, analogies, metaphors, and variety in modes of explanation to make learners understand and memorise materials	152	1	5	3.34	1.49
7	I make the objectives of the course in each class clear	152	1	5	2.37	0.39
	Overall Mean				2.64	0.96

Source: *Analysis of Field Data, (November, 2017)*

Table 4.5 provides the summary of the influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division. Since teachers' characteristics deals with effectiveness in lesson planning, discharging experience, professional conduct as well as using examples, details, analogies, metaphors, and variety in modes of explanation to make learners understand and memorise materials, one of the statements sought to examine whether teachers' characteristic positively influence students' academic performance within mixed secondary schools in Kampala division. The overall mean 2.64 value of and a corresponding standard deviation of 0.96. This implies that majority of the respondents unanimously disagreed that teachers' characteristics positively influenced students' academic performance in mixed day public secondary schools in Kampala central division- KCCA.

Interviews held on 16th October, 2017 with the headteacher in school A on teachers' characteristics and students' academic performance in mixed day public secondary schools in Kampala Central Division, *pointed out that,*

"teachers' characteristics entail the way a teacher demonstrates ability to handle students related affairs, being academic and non -academic issues".

The researcher administered another question to establish how teachers behave in secondary schools, the deputy in school B on 17th October, 2017 revealed that,

"Teachers need to have professional experience in teaching using different methodologies to enable students master subject content. Hence their mode of delivery should be learner centred to promote effective teaching-learning process."

The response from the headteacher of school C held on 17th October, 2017 was that,

"Teachers must have the spirt to discipline learners, to ensure that they are morally upright to recap the argument that discipline is the key to success'

During interviews with the headteacher of school D held on 23rd October 2017, he lamented that,

“my teachers are so undisciplined, they don't keep time, they frequently dodge classes and at the end fail to complete the syllabus in time which leads to students' poor performance”

Another interview held with the staff in the Directorate of Education Service in KCCA in regard to teachers' characteristics, they had this to say;

“the effectiveness of a good education system depends on the quality of teachers. The attributes that define who a school teacher ought to be in order to influence the learner academic achievement are: professionally trained, morally upright, possession of administrative skills, all round up personality characteristics. They must be motivated to deliver targeted outputs irrespective of the salary they earn. A good teacher must pay attention to the needs of students for instance spare extra time, allow personal consultation and the like. Above all must ensure that he/she prepares lesson plans, schemes of work, records of work to accomplish the syllabus in time following the curriculum” (KCCA, 2017).

Another staff in the KCCA –directorate added that,

Teachers deal with students' feelings, emotions, opinions, interests, values, beliefs. Such issues require them to be honest, have the passion for hard work, be self-disciplined in order to provide the desired quality of the education” (20th October 2017)

4.4 The Extent to Which Headteachers Supervisory Role Affects Students' Academic Performance in Public Secondary Schools in Kampala Central Division.

In bid to establish the findings on the second objective, which was to analyze the extent to which the Headteachers Supervisory Role affects students' academic performance in public secondary schools in Kampala Central Division”, the researcher administered research tools whose findings were presented and analysed in table 4.6 below: The objective was achieved through an interview with the key stakeholders in the selected secondary schools. The statements were put on a five point Likert scale with 5 indicating strong agreement and 1, indicating strong disagreement. The interpretation of the results is based on the mean and the S.D whose responses were computed and summarized in Table 4.6

Table 4.6: Headteachers Supervisory Role and Students' Academic Performance in Public Secondary Schools in Kampala Central Division

S/N	Statements on Headteachers Supervisory Role	Descriptive statistics				
		n	Min	Max	Mean	S.Dev
1	The H/T supervises assessment of students notes ensures adequate coverage of the syllabus to promote high pass rate of students	152	1	5	2.21	0.47
2	H/Trs supervision of students notes motivates me to work harder to improve students' academic performance	152	1	5	1.98	1.24
3	My H/Tr supervises to confirm that teachers in our school have access to all the reference books required to cover the syllabus	152	1	5	2.54	0.62
4	The students are attentive in class knowing that the headteacher will supervise their performance in assignments	152	1	5	1.21	0.34
5	My headteacher supervises to know whether teachers have access to stationery to help them prepare for the lessons and adequate teaching	152	1	5	2.45	1.24
6	Headteacher supervision of proper use of teaching and learning materials influences the students' academic performance	152	1	5	1.14	0.42
7	My headteacher supervises accessibility to teaching aids to enable better instruction and high academic excellence of students	152	1	5	1.11	0.47
8	Headteacher supervision reduces instances of absenteeism from school to facilitate better academic performance.	152	1	5	2.31	0.50
9	My Headteacher supervises accessibility to the writing materials and ensures steady supply at all the required times for better students' performance	152	1	5	2.04	0.20
	Overall mean				1.89	0.61

Source: *Analysis of Field Data, (November, 2017)*

The result as presented in Table 4.6 clearly shows that respondents agree that Headteachers Supervisory Role affected students' academic performance in public secondary schools in Kampala Central Division (Mean=1.89; SD=0.61). The result also shows that headteachers supervisory role was weak to enable

students' academic performance improve in mixed day public secondary schools in Kampala central division. Headteachers do not check for authentication of the teaching and learning process (neither students learning or teachers teaching methodologies) to confirm the degree of implementation of academic affairs.

Interviews held on 31st October, 2017 with the directorate of KCCA to elicit data about how the headteachers supervisory role affects students' academic performance in mixed day public secondary schools in Kampala Central Division, pointed out that,

"KCCA has the mandate to promote quality education through planning and conducting trainings, knowledge exchange and work-based to build headteachers capability in discharging supervisory roles in their respective schools."

The director also indicated that,

"KCCA takes responsibility to supervise and inspect the quality assurance of the curriculum, methods of teaching and classroom and dormitory facilities" this aids to guide headteachers to discharge right responsibilities in schools.

Response from the headteacher of school C and D held on 23rd October, 2017 indicated that,

"headteachers conduct effective supervision to ensure proper instructional and maintenance of standards in the school system"

During interviews with the headteachers of school D held on 23rd October, 2017, she said that,

Headteachers Supervisory Role affects students' academic performance in public secondary schools in Kampala Central Division.

However, one of the headteachers of school C acknowledged that,

"Most headteachers seldom supervise school activities because they are aware that external supervisors from the Ministry of Education and Sports, KCCA, Directorate of Education standards (DEs) are too busy to monitor school performance". This compromises the academic performance of learners not only in Kampala central division but in the entire country.

4.5 The effect of School infrastructure on Students' Academic Performance in Public Secondary Schools in Kampala Central Division

Though School infrastructure aims to improving students' academic performance, limited teaching materials, limited availability of physical facilities like classrooms & laboratories hamper students' academic excellence. It is against this background, the researcher sought to examine the effect of School infrastructure on Students' Academic Performance in Public Secondary Schools in Kampala Central Division. The objective was achieved through an interview with the key stakeholders in the selected secondary schools. The statements were put on a five point Likert scale with 5 indicating strong agreement and 1, indicating strong disagreement. The interpretation of the results is based on the mean and the standard deviation whose responses were computed and summarized in Table 4.7. This was presented and analysed in the table below:

Table 4.7: School Infrastructure and Students' Academic Performance

S/N	Statements on school infrastructure	Descriptive statistics				
		n	Min	Max	Mean	S.Dev
1	Availability of teaching & learning materials make a difference to the achievement of students	152	1	5	3.12	0.82
2	The school has sufficient buildings to house learning classrooms	152	1	5	2.61	0.51
3	Spacious classrooms avoid classroom congestion to enhance effective teaching and learning	152	1	5	2.54	0.43
4	Proper utilization of school laboratories facilitates good performance	152	1	5	1.72	0.44
5	Presence of a well-stocked school library enhances students research and discovery to learn ahead of teachers	152	1	5	2.48	0.78
6	Our classrooms have enough desks and seats for every learner	152	1	5	2.54	0.36
7	My school provides medical for efficient health body and mind	152	1	5	2.41	0.79
8	My school fence curbs students from escaping out of school and dodging classes	152	1	5	2.52	0.45
	Overall mean				2.49	0.57

Source: *Analysis of Field Data, (November, 2017)*

The result as presented in Table 4.7, School infrastructure affected Students' Academic Performance in Public Secondary Schools in Kampala Central Division. Majority of the respondents were dissatisfied with the view that School infrastructure positively influenced students' academic performance (Mean =2.49; SD = 0.57). The result also shows that schools had outdated and insufficient infrastructure to enable students' academic performance in mixed day public secondary schools in Kampala central division.

During interviews with the headteachers of all the schools, it was revealed that the schools had old infrastructure built over 50years ago. The buildings are depleted with leaking roofs, rough floors, and classrooms are too small to accommodate the enrolled students. The schools have no extra classes which can be used to divide classes into 6 to 8 streams to accommodate an approximation of 100 students per stream. The headteachers revealed that the existing libraries and laboratories can only take on 10% of the students which makes it difficult to enhance the teaching of sciences as well as personal reading.

Schools D had no compound where co-curricular activities could be conducted while school C had no fence and students could be found malingering /loitering in the city Centre during classroom hours. All this affected the academic performance of learners in the mixed day public schools in Kampala central division.

4.6 Students' Academic Performance

The dependent variable was "Students' Academic Performance" in public secondary schools in Kampala Central Division". This was key issue perturbing city schools whose major transformation would transform national economy through improving education quality. The objective was achieved through an interview with the key stakeholders. The statements were put on a five point Likert scale with 5 indicating strongest agreement while 1, representing strong disagreement. The interpretation of the

results is based on the mean and the Standard Deviation whose responses were computed and summarized in Table 4.8 on the next page;

Table 4.8: Students' Academic Performance

S/N	Statement	Descriptive Statistics				
		n	Min	Max	Mean	S.Dev
1	Our school has the Highest number of Division One and two grades than division three and four in BOT, MID, and end of term	152	1	5	2.47	1.61
2	Students register high distinctions and credit scores than passes and failure in UCE	152	1	5	2.44	1.56
3	We register high entry to Universities and Colleges in the whole district	152	1	5	2.49	1.49
4	Students master content, knowledge and skills they need to perform best	152	1	5	2.62	1.64
5	My school produces skilled students with high academic grades	152	1	5	2.68	1.67
6	My students like what they study which compels them to perform well	152	1	5	2.54	1.48
7	My students enjoy the way teachers deliver which enhances their academic competitiveness	152	1	5	3.34	1.49
8	My students excel in national exams among the outstanding nation merit, district quota and win scholarships	152	1	5	2.37	1.39
	Overall mean				2.05	1.34

Source: *Analysis of Field Data, (November, 2017)*

The overall mean was 2.05 on the Likert scale as indicated in table 4.8 which implies that majority of the respondents refuted that students' Academic Performance has been continuously improving in Kampala central division schools.

Furthermore qualitative data showed that majority of the Headteachers agreed that Student academic performance is paramount to every institution as well as the other stakeholders. Success in examinations defines students' achievement in education and is attainable upon passing examinations which assess what students have learnt in terms of numerical concepts, literacy, knowledge and skills during the course of training. Schools normally use grading system approved by UNEB to grade learners' performance from grade one to grade iv and grade nine.

Headteachers further explained that in Kampala Central division students have been performing poorly in the past 5years. This trend has been persistent due to lack of adequate well trained teachers to effect the teaching of sciences, which when failed the students' grades change attributing to high failure rates.

Besides poor infrastructure and weak administrative skills, various factors attributed to poor academic performance among KCCA- Kampala central division schools, these were; poor parenting, socio-economic factors, family background, personal factors such as family income, self-motivation, inability to manage school work and students' personal circumstances, amongst others have contributed to the declining performance of many students.

Table 4.9: Analysis of O'Level Results For Secondary Schools in Kampala Central Division –UCE - 2016

SCHOOL	DIV 1	DIV 2	DIV 3	DIV 4	DIV 7	DIV 9	Total	% (Div to 9)/total
A	25	71	118	289	3	12	518	58.7
B	17	79	78	74	0	1	249	30.1
C	8	37	43	88	1	11	188	53.2
D	3	30	38	125	4	69	269	73.6
D Annex	0	0	4	122	3	128	257	97.7
Totals	53	217	281	698	11	221	1481	Average = 62.66
Percentage (%)	35.8	14.7	18.9	47.1	0.74	14.9		

Source: secondary data

From table 4.9 above, the average failure rate in the four studied schools was 62.66%, implying that students leave 'O'level half-baked with poor grades and hence poor quality education.

Interviews held on 2nd November, 2017 with the headteacher in school C on students' academic performance in mixed day public secondary schools in Kampala Central Division, pointed out that,

“students are always trained from senior one to senior four, and are assessed many times to get familiar to UCE. However, what surprises is that some students who normally passed

internal examinations well end up failing UNEB examinations while the opposite is true. He added that the problems why they perform poorly were due to poor teacher characteristics who are incompetent in delivery of science subjects, lack of insufficient infrastructure and besides the nature of students behaviours who need to be pushed every now and then to concentrate on academic”, headteacher school C, 2017.

Another interviewee revealed that,

“students perform poorly because they experience challenges in balancing subjects especially English, mathematics and sciences which affect the grading system used by UNEB”. Majority of the students pass CRE, History, Islamic but fail to pass maths, English and sciences more often. This problem has remained persistent for a period of 5years and therefore schools are contemplating what next should be done to revert the situation, headteacher school A, 2017.

The response from the interviewees in regard to the measures to combat poor students’ academic performance in Kampala central division

“Based on the findings of the study, the relevant educational bodies and stakeholders should ensure that teachers’ welfare packages are genuinely improved upon and promptly administered. Teachers should be exposed to regular training cum retraining programmes via seminars, workshops in order to improve performance in science subjects” headteacher school B, 2017.

Ministries of Education and sports should do everything possible to motivate in the areas of conducive environment, staff welfare and development; appropriate and regular salary and democratic leadership. Government should seek for grants and donations to help develop school infrastructure.

In regard to students’ indiscipline and moral decadence, parents, community and policy makers should uphold rules and guidelines effective, institute counselling and guiding services for youths, headteacher school D, 2017

4.7 Regression Analysis

4.6.1 Multiple Ordinary least squares Regression Analysis

The results in the table 4.14 below show the multiple ordinary least squares regression model. This was presented for the purpose of addressing the third objective for the combined effect of two predictor variables (teachers’ characteristics, Headteachers Supervisory Role and school infrastructure) on the

dependent variable which is students' academic performance in Kampala central mixed day secondary schools.

Table 4. 10: Regression Analysis

Model	<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.172	.664		1.765	.087
Teachers' Characteristics	.326	.152	.339	2.143	.040
Headteachers Supervisory Role	.260	.119	.345	2.184	.037
school infrastructure	.458	.194	.398	2.197	.056
Dependent Variable: Academic Performance					
R	.969				
R Square	.94				
Adjusted R Square	.625				
F Statistic	7.002				
Sig.	.003				
<p><i>a. Predictors: (Constant), Institutional Factors [teachers' characteristics, Headteachers Supervisory Role and school infrastructure]</i></p> <p><i>b. Dependent variable: Students' Academic Performance</i></p>					

Source: Primary data (2017)

The table above shows that predictor variables of institutional factors that is; teachers' characteristics (Tc), Headteachers Supervisory Role (HSR) and school infrastructure (SI) explain 62.5% of variations in students' academic performance. Results show a significant model (F=7.002, sig=0.003) to explain a multi regression equation of students' academic performance:

$$(Y) = 1.172 + 0.326(Tc) + 0.260 (HSR) + 0.458SI$$

The three predictors cause 62.5% variations in students' academic performance at a coefficient of multiple determination (R square = .94). Thus the regression output (R=0.969) suggest if institutional factors are well managed, they should significantly improve students' academic performance

Further still Table 4.10 above shows that with a unit change of the independent variables, institutional factors results in 94% dependent variable (students' academic performance). This shows that the effect is significant and greatly affect the dependent variable students' academic performance in public secondary schools in Kampala Central Division

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATION

5.0 Introduction

This chapter presents discussion of the major findings, summary of the findings, conclusions, recommendation based on the study findings in chapter four and answering the objectives of the study spelt out in chapter one. The suggestions for further research are also provided.

5.1 Discussion of the major Findings

The study findings presented objective by objective were used to answer the research questions presented in chapter one. These objective included the following;

5.1.1 The influence of Teachers' Characteristics on Students' Academic Performance in Public Secondary Schools in Kampala Central Division

Table 4.5 provided descriptive statistics on teachers' characteristics and students' academic performance in mixed day public secondary schools in Kampala Central Division. Teacher characteristics were measured in terms of knowledge transfer to learners, teacher experience to demonstrate expertise in teaching learners to pass well, applicability of appropriate teaching methods such as Learner-Centeredness in classroom and ability to make use of Personalized Instructions, details, analogies, metaphors, and variety in modes of explanation to make learners understand and memorise materials. This comparison depended on the subject matter and types of assessment used. Therefore, improving teacher characteristics involved building teachers capacity to provide quality education to learners as a tool in increasing students' achievements. However, the mean value was low at 2.64 and standard deviation of 0.96 showing that respondents unanimously disagree that teachers' in the four secondary schools had poor characteristics which attributed to low academic performance characterized by high failure rates pass rate attributing to weak grades in mixed day public secondary schools in Kampala

central division- KCCA. This finding contravenes Heinesen (2010) who affirmed that teachers' ability and competence prove significant in improving students' performance and that instructors' teaching style enhances understanding of concepts taught.

Results also revealed that teachers, were experienced to demonstrate expertise in teaching learners to pass well using focused Learner-Centered in classroom and Personalized Instructions (mean =2.49 and SD =1.49). In the four secondary schools, teachers did not adopt content literacy instructions due to negative attitude of teachers towards teaching and learners themselves. The attitude of teachers of differed based on the subject that they taught. This was common among science teachers who appear rude and tough. This made learners to have negative attitude towards science subjects and hence perform poorer than arts subjects where teachers are very loyal and interact freely. The results agree with Nyongesa (2004), who argued that teaching should be interesting, challenging, creative, and provide opportunity for personal growth.

The study further revealed that teacher characteristic (teaching style) varied in accordance to class size. The teachers were so critical in classroom methodology. He/she has to create the learning environments, specify the nature of learning activities and decide on the suitable learning resource. The finding supported by Nyongesa (2004), who revealed that the difficulties that arise for teachers' methodology include: teachers' inadequate presentation, pace of work, unsuitability of learning resources, topic sequencing and language levels. This affect students' academic performance to decline drastically.

In line with this paragraph teacher's qualification, knowledge of the subject matter, enthusiasm, interaction with students, method of lecture delivery and encouraging participation in discussions have had a negative effect on students' achievements. This concurs with Abbasi and Mir (2012) who observed

that poor method of lecture delivery and staff competence affects students' academic performance. Abbasi further argues that the teaching style and methodology for Mathematics teaching should include opportunities for: exposition by the teacher discussion between teacher and students and between the students themselves, appropriate practical activities, consolidation and practice of fundamental skills and routines, problem solving including the application of mathematics to everyday situations.

The above finding was supported by interview results which revealed that teachers did not complete the syllabus in time, due to late provision of reading and reference material and the day secondary mixed schools Study in shifts for periods 35minutes. This does not favour proper delivery of the curriculum in the syllabus and contravenes teacher's guidebooks which recommend that teachers should use investigational or activity methods which are directed towards learning tasks, which encourages inquiry, creativity, manipulative and manual skill.

In regard to infrastructural development, it was cited in the KCCA ministerial statement to parliament (2016/17) that the authority plans to fence school C staff quarters and uplift the face of the school head teachers were unhappy with their job since their schools lacked staff houses. Findings indicate that few of the sampled schools have staff houses as confirmed by 80% of headteachers while majority of the schools did not have houses. The teachers were asked to rate the extent to which staff houses affected their job performance. These findings imply that teachers who are housed are motivated than those from without since teachers who are housed in the school had enough time to attend to learners with individual differences and to prepare adequately for the next days' work.

In regard to Teachers characteristics, the headteachers expressed unhappiness with their job due to lack of enough space that teachers can use to attend to weak learners during their free time. These findings

imply that those teachers from schools with staffroom space would be more motivated to their job than their counterparts since they had enough space for assisting the weak learners in their free time to have given teachers time to teach extra lessons and give personal attention to the students. The findings are in line with Masengo (2010), who found that teachers were happy by the way their job performance was acknowledged.

5.1.2 Headteachers Supervisory and Students' Academic Performance in Public Secondary Schools in Kampala Central Division.

From Table 4.6 results indicated that headteachers supervisory role affected students' academic performance in public secondary schools in Kampala Central Division (Mean =1.89; SD = 0.61). The result also shows that headteachers supervisory role was weak to enable students' academic performance in mixed day public secondary schools in Kampala central division. Headteachers did not check for authentication of the teaching and learning process (neither students learning or teachers teaching methodologies) to confirm the degree of implementation of academic affairs. Headteacher is responsible for the day-to-day assigning of duties to and supervision of teachers. A head teacher needs to supervise science subjects, right from planning for instruction to classroom teaching, evaluation and reporting. School supervision is a basic component in monitoring teaching and learning process. The increased supervisory support available to schools, enables teachers to improve proper use of classroom assessment.

Low student /teacher supervision favoured laziness and unserious among the students and teachers in mixed day secondary schools in Kampala division. The finding is in dissimilarity with Akinfolar, et.al. (2017) who lamented that supervision is primarily concerned with the improvement of classroom practice for the benefit of learners, regardless of what else may be entailed. In addition, Glanz (2007)

points out that the main purpose of supervision is improvement of instruction through stimulating, coordinating, guiding and making the teacher self-directed but was not realized at Kampala central division secondary schools.

The findings in table 4.6 revealed that students were not attentive in class knowing that the headteachers could not supervise their performance in assignments (mean =1.21 and SD = 0.34). Further still headteachers did not supervise to know whether teachers had sufficient access to stationery to help them prepare for the lessons and adequate teaching. The success of any secondary school depends entirely on how effectively its teachers are supervised. Teachers are directly under the headteachers' supervision. So, headteachers needed to play a vital role on the motivation of the subordinate teachers by being in close touch. If headteacher is cooperative democratic and friendly the subordinate feels free to do any job and they become more responsible about their job. The finding is contrary to Harris & Kamindo (2008), who said that that the key role of a headteacher in providing instructional supervision entails activities concerned with maintaining an increasing effectiveness in teaching by working with teachers. The study results indicated that in schools A, B and C, headteachers did not perform their instructional supervisory duties, for instance, classroom observation, checking students' notes and teaching notes frequently.

As a result, schools where the headteacher did minimal instructional supervisory duties experienced inadequate learning outcome among learners. The finding is in disagreement with Okumbe (2007) who classified curriculum supervision into general supervision and instructional supervision, but clarified that general supervision subsumes supervisory activities of writing and revising curricular, preparation of units and development of processes and instruments of reporting

Table 4.6 results revealed that headteacher supervises accessibility to teaching aids to enable better instruction and high academic excellence of students (mean = 1.11 and SD =0.47). Communication during supervision was a challenge due to communication barriers as well as lack of effective communication between the supervisor and supervisee. The finding is complimentary to Ngware & Oketch (2011), who noted that unclear language, inability of receiver to listen to the message and poor means of passing the message as a demotivator propel negative teachers' attitude and behavior from the supervisor.

Teacher reported that they were unhappy with the headteachers role of checking class work in enhancing their performance. The findings indicated that headteachers supervised teacher's work which could keep teachers focused to their duties. Majority of the teachers were unhappy with their job since their head teachers' role of evaluating them through performance analysis demotivated their efforts in performing duties hence contributing to decline in students' performance. He/she must check the professional documents such as schemes of work, lesson plans, lesson notes, records of work done, students' exercise books and actual teaching in classrooms. The headteacher should also have conceptual, human relation and technical skills in order to provide an effective supervisory leadership (Okumbe, 2008). Every administration needs an in-built supervision system to provide the cohesion and direction necessary to achieve the purpose of the organization.

The study further indicated that headteachers supervisory role involved providing additional responsibilities to teachers. These included: co-curriculum activities; welfare club; headteachers listed guidance and counseling; heads and debate clubs. Headteachers allocated teachers extra duties apart from teaching to make them feel as part of administration. The teachers however, reported that extra responsibilities affected their job performance hence retarding students' academic performance. In most

secondary mixed day schools, supervision remains wanting. The implications of lack of adequate supervision included: failure to scheme, no keeping of record of work covered hence poor syllabus coverage and teaching of science subjects. These led to poor students' performance scores mostly in sciences. There was inadequate supervision of the teaching of sciences by headteachers. This is in agreement with the sentiments by Ngware & Oketch, (2011) and Abdulahi (2016) who noted that most headteachers spend more time on supervision of financial and discipline matters than supervision of curriculum instruction. Many of the teachers are overloaded due to teacher shortages and this comprises their effectiveness.

5.1.3 School Infrastructure and Students' Academic Performance in Public Secondary Schools in Kampala Central Division.

The result presented in Table 4.7, clearly shows that School infrastructure affected Students' Academic Performance in Public Secondary Schools in Kampala Central Division (Mean =2.49; SD = 0.57). This meant that schools had outdated and insufficient infrastructure to enable students achieve high academic performance in mixed day public secondary schools in Kampala central division. School facilities provide comfort, security, better understanding of courses and can be dramatic in terms of increased learning and performance. However, findings by Alokun (2010) supports the view that inadequate, infrastructural development causes classroom congestion/overcrowded and limited seats such as desks makes students to unhappily participate in classroom activities which contributes to poor teaching – learning process compelling poor performance in examinations.

The distribution of teaching and learning resources leads to successful curriculum implementation appropriate budgetary infrastructure for physical facilities like classrooms & laboratories can highly influence performance. This area is concerned with maintenance and repair of school plant and facilities,

enhancing order and cleanliness in classrooms, dormitories, halls, eating areas and within surrounding environment. An organized school plant gives good appearance of the school and this act as an important source of inspiration and motivation for the members of the school, the community and other stakeholders Atanda (2010) notices that appropriate budgetary infrastructure for physical facilities like classrooms, workshops and laboratories can highly influence performance of the school. Okumbe (2008) notes that headteachers are responsible for the management and maintenance of school plant equipment.

Proper utilization of school facilities facilitates good performance. He further noted that most teachers were not innovative enough and failed to utilize and improvise from resources available in the school environment to improve teaching. SMASSE (2001) realized that many science teachers complained about insufficient teaching or learning materials in their respective subjects though many asserted that they were not efficiently using whatever was available as evidenced by expired chemicals in the laboratories.

Adebule and Aborisade (2013) argue that proper organization of learning resources and the use of appropriate teaching and learning strategies will enhance the acquisition of the subject matter. An efficient mechanism for the distribution of teaching and learning resources leads to successful curriculum implementation. With the provision of the learning and teaching resources students' academic performance will always be desirable and achievable. Research has revealed that availability of essential and required equipment in the science department impacts greatly on the students' performance in the science discipline

There was critical shortage of textbooks and physical facilities in many schools contributed greatly to poor performance in examinations. Okumbe (2001) asserts that all school projects should meet the needs

of the curriculum and must be adequately managed. Allen (2015) explains that the physical facilities exist to facilitate the instructional programme and the headteacher must ensure it is kept safe, clean, attractive and ready for teaching and learning. These findings imply that increased enrolment have resulted to overstretching the existing facilities such as classroom and desks which make teachers not perform well their duties due to limited classroom space with too limited teachers' movement in the class.

5.2 Conclusions

Based on the discussion of results above, the following deductions were made;

5.2.1 Teachers' Characteristics and Students' Academic Performance in Public Secondary schools in Kampala Central Division.

The study was aimed at examining the effect of institutional factors on students' academic performance in four selected secondary mixed day public schools in Kampala central division. Respondents provided that several factors influence students' academic performance as deduced below:

The study deduced that majority of the teachers had no sufficient qualifications, with limited experience and utilized poor teaching methodology. Teachers did not complete the syllabus in time due to use of poor teacher centered approaches. Students studied in shifts for periods 35minutes. This did not favour proper delivery of the curriculum in the syllabus and contravenes teacher's guidebooks which recommend that teachers should have a lesson lasting for 40minutes.

5.2.2 The extent to which the Headteachers Supervisory Role affects Students' Academic Performance in Public Secondary Schools in Kampala Central Division.

Headteachers did not discharge their supervisory role appropriately. This included check the professional documents such as schemes of work, lesson plans, lesson notes, records of work done, students' exercise

books and actual teaching in classrooms Headteachers did not check for authentication of the teaching and learning process (neither students learning or teachers teaching methodologies) to confirm the degree of implementation of academic affairs. The study results indicated that in schools A, B and C, headteachers did not perform their instructional supervisory duties, for instance, classroom observation, checking students' notes and teaching notes frequently. Co-curriculum activities; welfare club; headteachers listed guidance and counseling; heads and debate clubs. Many of the teachers are overloaded due to teacher shortages and this comprises their effectiveness.

5.2.3 The effect of School Infrastructure on Students' Academic Performance in Public Secondary Schools in Kampala Central Division

Results indicated that there were inadequate, old and depleted infrastructures. These caused classrooms congestion/overcrowded and limited seats such as desks which made students to unhappily participate in classroom activities which contributes to poor teaching-learning process compelling poor performance in examinations. This area is concerned with maintenance and repair of school plant and facilities, enhancing order and cleanliness in classrooms, dormitories, halls, eating areas and within surrounding environment, expired chemicals in the laboratories, teaching and learning resources leads to successful curriculum implementation, shortage of textbooks and physical facilities in many schools.

5.3 Recommendations of the Study

The study recommendation s were derived from the conclusions above. These were:

5.3.1 Teachers' Characteristics and Students' Academic performance in public secondary schools in Kampala Central Division.

Government and other educational stakeholders should recruit more qualified and competent teachers who can make use of proper teaching methods and expertise to handle students' academic matters amicably with relative ease in bid to raise high-academic scores.

5.3.2 The Extent to which the Headteachers Supervisory Role affects Students' Academic Performance in Public Secondary Schools in Kampala Central Division.

The Ministry of Education and Sports, KCCA Directorate of education services should reinforce/intensify supervision of headteachers. Further still headteachers must be sensitised to on how to conduct regular/frequent supervision of the teaching and learning process. This will facilitate effective School supervision in terms of day-to-day monitoring of the teaching and learning processes.

5.3.3 The Effect of School Infrastructure on Students' Academic Performance in Public Secondary Schools in Kampala Central Division

The study recommends that schools should seek for funding from donors or diversify income generation activities and or collaborate with the community to supplement government funding in bid to improve School infrastructure development, curriculum implementation, and provision of adequate textbooks, classrooms, laboratory and equipment's. This will help to improve school face and promote learners interest in studies and above all high academic performance.

Because of limited infrastructure, student who study half day per week should be given extra hours on weekends, for remedial work as part of efforts, to improve performance; the Ministry of Education and Sports should maintain the policy of posting teachers to areas where there is need, to reduce pupil-teacher ratio for effective teaching and priority needs to be given to strengthening of guidance and counseling in all schools.

5.4 Areas for Further Research

The suggestions for further research are based on the study gaps that manifested. These are:

- To assess the effect of Socio-economic factors on students' academic performance among public day secondary schools in Uganda
- To examine the relationship between Home based factors and students' academic performance in Uganda.
- To investigate the methods of developing teacher-student relationship which is a key factor in influencing students' performance.

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**APPENDIX A: QUESTIONNAIRE FOR TEACHERS IN KAMPALA CENTRAL DIVISION
SECONDARY SCHOOLS**

Dear Respondent,

I am, Aisa Kyagaba, a student of Kyambogo University pursuing a Master’s Degree in Education Policy, Planning and Management. I am conducting a study on “*Institutional factors affecting students’ Academic Performance in selected Government secondary schools in Kampala Central Division*”. You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with utmost confidentiality and be used for academic purposes only.

Instructions

This questionnaire is divided into four section A, B, C and D. Please complete each section according to the instructions. Do not write your name or your school’s name to ensure complete confidentiality. Please respond to all the questions. Tick (✓) where applicable.

Your input in this study is highly appreciated.

Section A: Background Information

1. Gender A) Male B) Female

2. What is your Age Bracket?
 - A) 20- 25 years
 - B) 26-30 Years
 - C) 31-35 Years
 - D) 36 Years and above

3. What is your Highest Educational Level?
 - A) Masters
 - B) Bachelors Degree
 - C. Diploma
 - D) Others Specify).....

4. What is your Working Experience?
 - a) 1 – 5 years
 - b) 6 – 10 years
 - c) 11 - 15 years
 - d) Over 16 years

Section B: The influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division

Which of the following statements explain “**The influence of teachers' characteristics on students' academic performance in public secondary schools in Kampala Central Division**”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statements on teachers' characteristics	SD	D	NS	A	SA
1	I have confidence while transferring knowledge of the material students learn	1	2	3	4	5
2	As a teacher am experienced to demonstrate expertise in teaching learners to pass well	1	2	3	4	5
3	Am focused on Learner-Centered in classroom and make use of Personalized Instructions	1	2	3	4	5
4	As a teacher I value every person's ideas	1	2	3	4	5
5	I explain clearly and make difficult topics easy to understand	1	2	3	4	5
7	I use examples, details, analogies, metaphors, and variety in modes of explanation to make learners understand and memorise materials	1	2	3	4	5
8	I make the objectives of the course in each class clear	1	2	3	4	5

Section C: The extent to which Headteachers Supervisory Role affects students' academic performance in public secondary schools in Kampala Central Division.

Which of the following statements explain "*The extent to which the Headteachers Supervisory Role affects students' academic performance in public secondary schools in Kampala Central Division*".

Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statements on Headteachers Supervisory Role	SD	D	NS	A	SA
1	The H/T supervises assessment of students notes ensures adequate coverage of the syllabus to promote high pass rate of students	1	2	3	4	5
2	H/Trs supervision of students notes motivates me to work harder to improve students' academic performance	1	2	3	4	5
3	My H/Tr supervises to confirm that teachers in our school have access to all the reference books required to cover the syllabus	1	2	3	4	5
4	The students are attentive in class knowing that the headteacher will supervise their performance in assignments	1	2	3	4	5
5	My headteacher supervises to know whether teachers have access to stationery to help them prepare for the lessons and adequate teaching	1	2	3	4	5
6	Headteacher supervision of proper use of teaching and learning materials influences the students' academic performance	1	2	3	4	5
7	My headteacher supervises accessibility to teaching aids to enable better instruction and high academic excellence of students	1	2	3	4	5
8	Headteacher supervision reduces instances of absenteeism from school to facilitate better academic performance.	1	2	3	4	5
9	My Headteacher supervises accessibility to the writing materials and ensures steady supply at all the required times for better students' performance	1	2	3	4	5

Sec D: The effect of School infrastructure on Students' Academic Performance in Public Secondary Schools in Kampala District

Which of the following statements explain “**The effect of school infrastructure on students’ academic performance in public secondary schools in Kampala Central Division**”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statements on school infrastructure	SD	D	NS	A	SA
1	Availability of teaching & learning materials make a difference to the achievement of students	1	2	3	4	5
2	The school has sufficient buildings to house learning classrooms	1	2	3	4	5
3	Spacious classrooms avoid classroom congestion to enhance effective teaching and learning	1	2	3	4	5
4	Proper utilization of school laboratories facilitates good performance	1	2	3	4	5
5	Presence of a well-stocked school library enhances students research and discovery to learn ahead of teachers	1	2	3	4	5
6	Our classrooms have enough desks and seats for every learner	1	2	3	4	5
7	My school provides medical for efficient health body and mind	1	2	3	4	5
8	My school fence curbs students from escaping out of school and dodging classes	1	2	3	4	5

Section E: Students' Academic Performance

Which of the following statements explain “The level of Students' Academic Performance”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	Our school has the Highest number of Division One and two grades than division three and four in BOT, MID, and end of term	1	2	3	4	5
2	Students register high distinctions and credit scores than passes and failure in UCE	1	2	3	4	5
3	We register high entry to Universities and Colleges in the whole district	1	2	3	4	5
4	Students master content, knowledge and skills they need to perform best	1	2	3	4	5
5	My school produces skilled students with high academic grades	1	2	3	4	5
6	My students like what they study which compels them to perform well	1	2	3	4	5
7	My students enjoy the way teachers deliver which enhances their academic competitiveness	1	2	3	4	5
8	My students excel in national exams among the outstanding nation merit, district quota and win scholarships	1	2	3	4	5

“Thank you very much for your co-operation and assistance”

APPENDIX B: STUDENTS' QUESTIONNAIRE

Dear students,

I am, Aisha Kyagaba, a teacher who is interested in understanding how best you learn. Kindly feel these questionnaires together with me. Am happy to be with you and through filling this questionnaire accurately, your headteacher will be able to improve your academic performance.

Thanks for your participation

S/N	Statement	Yes	No
	Teachers' Characteristics		
1	We have very good teachers to make us pass examinations		
2	Our teachers teach us well to understand		
3	We do regular exercises, tests and examinations		
4	My teacher socializes well and allows me to make consultations		
5	My teachers provide career guidance and counselling		
	Headteachers Supervisory Role		
1	My headteacher checks our notes books and assignments		
2	I interact with the headteacher about learning challenges		
3	The headteachers normally asks teachers to coverage the syllabus in time		
4	The headteacher will supervise their performance in assignments		
5	The Headteacher punishes absenteeism and dodging of lessons		
	School Infrastructure		
1	We have enough desks and chairs in our classes		
2	The laboratories are well-equipped for learning		
3	We have adequate instructional materials for teaching& learning activities		
4	Our class can accommodate us well to avoid congestion		
5	Our school library has current books relevant for reading		
	Students' Academic performance		
1	I score distinctions in end of term examinations		
2	I obtain credits in holiday assignments		
3	My examination results are normally division one or two		

END

APPENDIX C: INTERVIEW GUIDE FOR HEADTEACHERS /DEPUTIES

Dear Respondent,

I am, Aisha Kyagaba, a student of Kyambogo University pursuing a Master's Degree in Education Policy, Planning and Management. I am conducting a study on "*Institutional factors affecting students' Academic Performance in selected Government secondary schools in Kampala Central Division*" You are requested to read the questionnaire given and answer the questions appropriately. This interview is designed to give information on the possible relationship between teachers' characteristics, headteachers supervisory role, and school infrastructure on students' academic performance. The more honest your responses are, the more it will help us achieve the intended purpose. There are no right or wrong answers. Only honest answers will be useful. The information given will be treated with utmost confidentiality and be used for academic purposes only.

Thank you in advance for your participation

- | | | | | |
|------------------------|--|--------------------------|------------|--------------------------|
| 1. Gender | Male | <input type="checkbox"/> | Female | <input type="checkbox"/> |
| 2. Age bracket (years) | 25 and below | <input type="checkbox"/> | 26-30 | <input type="checkbox"/> |
| | 31-35 Years | <input type="checkbox"/> | 36 & above | <input type="checkbox"/> |
| 3. Education level | Certificate | <input type="checkbox"/> | Diploma | <input type="checkbox"/> |
| | Degree | <input type="checkbox"/> | Masters | <input type="checkbox"/> |
| | Any other, _____ | | | |
| 4. Working experience | 0-5 and below | <input type="checkbox"/> | 6-10 Years | <input type="checkbox"/> |
| | 11-15 Years | <input type="checkbox"/> | 16 & above | <input type="checkbox"/> |
| 5. | What Institutional factors influence the students' Academic Performance in your school? | | | |
| 6. | To what extent do headteachers supervise teachers and students to enhance academic performance in your school? | | | |
| 7. | In your own opinion how are headteachers able to perform their supervisory role and how does it influence the performance of the UNEB examination? | | | |
| 8. | What is the effect of school infrastructure on students' academic performance in your secondary school in Kampala Central Division? | | | |
| 9. | What measures would you recommend your school to take to improve students' academic performance? | | | |

"Thanks for your Cooperation"

**APPENDIX D: INTERVIEW SCHEDULE FOR DIRECTORATE OF EDUCATION
OFFICERS**

1. What is your experience with the running of the schools in Kampala Central Division regarding the following issues?
 - (a) Physical facilities
 - (b) Human resources
 - (c) Financial resources
2. What factors influence academic performance in Kampala Central Division?
3. How does your office seek to assist schools improve academic performance of the students?
4. What do you propose could be done by the schools, the Ministry of Education, the government and the Community to improve academic performance of the schools in Kampala Central Division?
5. A confirmation of records from the headteachers detailing schemes of work, lesson plans, lesson notes, time tables and other allied professional documents.

“Thanks for your Cooperation”

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www.kyambogo.ac.ug

Department of Educational Planning Management

6th November 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: KYAGABA AISA - 15/U/14490/GMED/PE

This is to certify that **Kyagaba Aisa, Reg. No. 15/U/14490/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Institutional Factors Affecting Students' Academic Performance in selected Government Secondary Schools in Kampala District.

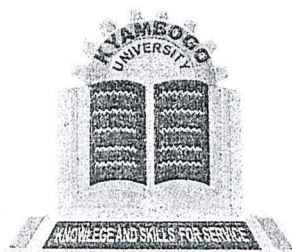
Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

Leticia Komba Rwakijuma (Mrs.)
AG.HEAD OF DEPARTMENT



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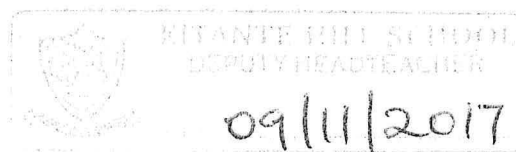
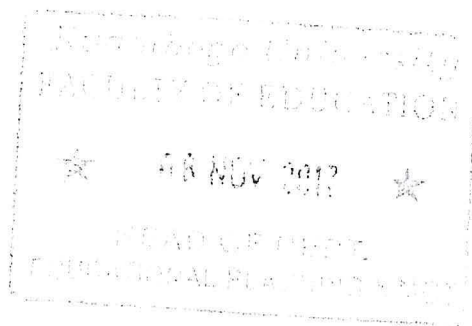
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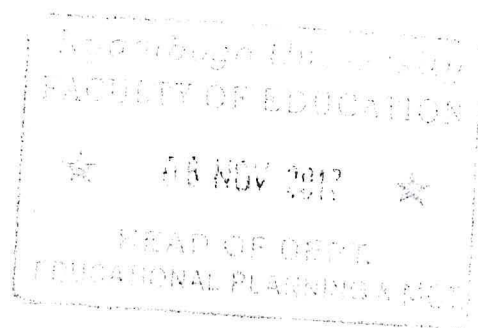
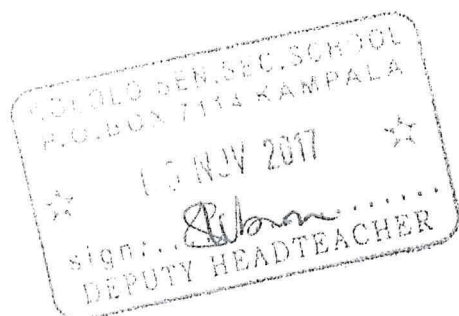
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Komba

Leticia Komba Rwakijuma (Mrs.)
AG. HEAD OF DEPARTMENT

