TEACHING RESOURCE MANAGEMENT AND STUDENTS' COMPETENCE IN ENGLISH LANGUAGE IN PRIVATE SECONDARY SCHOOLS IN MAKINDYE DIVISION, KAMPALA CITY

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DECLARATION

I, Namaganda Holly Monira, declare that this is my original dissertation and has never been submitted anywhere and in any Institution of higher learning for academic purposes.

Signature ..... Date.....

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APPROVAL

This dissertation has been submitted for examination with the approval of the following supervisors.

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Signature ..... **Date**.....

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DEDICATION

I dedicate this research report to my parents, husband, children and siblings. I dedicate this scholarly achievement to you for standing up with me in the critical time I needed you most.

ACKNOWLEDGEMENT

My heartfelt appreciation is directed towards the Almighty God who kept me and my family in good health throughout the period of my study. My sincere gratitude also goes to my supervisors, Dr. Ejuu Godfrey and Dr. Kasule George Wilson for their tireless and valuable guidance, academic intellect, timely advice and constructive criticism throughout this research. Your tireless attention and devotion towards my research journey has contributed greatly to the successful accomplishment of this study. May God bless you abundantly.

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LIST OF ACROYMNS

CVI	Content Validity Index
NCDC	National Curriculum Development Center
OECD	Operation of Economic Coorporation and Development
SPSS	Statistical Package for Social Scientists
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board

ABSTRACT

The study aimed at examining the relationship between teaching resource management and students' competence in English language in private secondary schools in Makindye division, Kampala City. The objectives of the study were to: establish the relationship between physical resources management and students' competence; human resources management and students' competence; and examining the moderating relationship between learning environment and students' competence. The study applied a cross sectional research design along with a quantitative research approach. The study used a sample size of 28 secondary schools from which 140 respondents were selected using simple random sampling technique. Primary data was obtained using a structured questionnaire instrument. Validity of the instrument was obtained using CVI while reliability, using Cronbach Alpha Coefficient. From the field, data was sorted, edited and processed using SPSS (v.20). Results were presented using a frequency table and inferential statistics of correlation and regression.

The study found a positive relationship between physical facilities management and students' competence ($r=.500$, $p<0.01$) and positive relationship between personnel resource management and students' competence ($r=.674$, $p<0.01$). The study also found that jointly physical facilities management and human resource management predict 53.3% in the variation in students' competence (Adjusted R Square=.533), and with moderating effect of learning environment, 53.8% in the variance in students' competence (Adjusted R Square=.538) would be explained. Furthermore, the findings established that the most significant predictor of students' competence is personnel resource management. The study concluded that efforts should be directed to personnel resource management.

The study concluded that efforts should be directed to human resource management to enhance students' competence. The study recommended that performance-based incentive should be adopted within the reward system; continuous training; merit recruitment; setting performance targets or expectations and communicating them to personnel with clarity in order to improve students' competence in the English language.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was about teaching resource management and students' competence in English language in private secondary schools in Makindye Division of Kampala City. This chapter provides the introduction part of the study and covers background, problem statement, purpose of the study, research objectives and questions, scope, significance and the conceptualization of variables. Its preamble of the study and is significant in highlighting the theoretical issues and provides a platform for understanding what the study is all about.

1.1 Background to the study

This section provides the background to the study highlighting the historical, theoretical, conceptual and contextual perspective of the study.

1.1.1 *Historical background*

Historically, the need for mastering competencies in the English language dates back to the mid-5th to 7th centuries AD following the invasion of England by German settlers in what is now known as west Denmark and the Netherlands during which time the Germanic invaders sought to have a common language for administering their subjects (Algeo, 2010). Since then, English language has been commonly accepted as an active universal language and a medium of communication in many countries of the world. This has made educational experts and policy makers design their school curriculums aimed at making learners both proficient and competent in the language (Valdés, Walqui&Kibler, 2010). To date, speakers of English nowadays, comprise a very large number of people across the globe with figures varying considerably, but it is believed that nearly one quarter of the world's population, or between 1.2 and 1.5 billion

people, are already fluent or competent in English (Crystal, 1997).The British Council estimates that about 375 million people speak English as a first language, another 375 million speak it regularly as a second language, and about 750 million more people speak English as a foreign language, making it the second most taught and spoken language around the world in modern times (Xiao, 2014).Outside Europe, especially in nations where English is spoken as a second language, India boasts of most fluent English speakers ('Indian English') as available statistics indicate that the country is currently ranked as home to the largest English-speaking population in the world when both native and non-native speakers are combined (Kolakaluri, 2015).

On the African continent, the need for teaching English is traceable to the exploration of Africa by the whites in what was dubbed as an attempt to provide a detailed description to the dark continent's features and its people (Negash, 2013). This was followed by the white missionaries' efforts to spread the religion of Christianity on the continent. Therefore, in order to achieve these twin objectives, missionaries established schools through which the local people were taught, examined and later promoted on the use of English as a language. This arrangement promoted both reading and writing skills as well as spoken proficiencies in the English language. This would later form the basis for setting education standards existing in different sub-Saharan African countries (Ayo, 2003). Since then, English language is not only taught to students but considered a core subject in every school with a missionary background. Currently, the language boasts of an estimated 5 million people with proficiency in English on the African continent.

Similarly, in East Africa, English language owes its origin to the colonization of the East African states of Kenya, Uganda and Tanzania in the early 18th century. Back then, the British government's drive to establish the British rule of administration was the major factor for the introduction of different teaching methods intended to keep their colonies well-versed and

competent with the English language (Ihejirika, 2014). This led to establishment of several schools that taught and later promoted the use of English as a medium of communication between the different administrative units and their colonial masters on common areas of education establishment, service delivery, coordination with centralized administration as well as fostering development programs among colonies (Bush &Oduro, 2006).Later, this led to concerted efforts by policy makers to make the language official and has been used as a medium of communication in different forums to date.

In Uganda, the need to inculcate English competencies in schools' education curriculum dates back to the pre-colonial period in the 1880s before Uganda became a British protectorate (Plonski, Teferra & Brady, 2013).In a bid to have administrative superiority over other tribes and to protect their kingdom from invaders, the Buganda chiefs sought support from both the Catholic and Protestant missionaries who had camped in the kingdom to disseminate religion, something that necessitated acquisition of skills in spoken and written English to have an efficient communication system with the missionaries (Agard, 1995). However, following the transfer of Imperial British East Africa Company's administration rights of territory consisting mainly of Buganda Kingdom to the British Government, the need for skilled and competent officers among British governors became eminent. This forced the British administrators to design a mechanism of how they could empower servicemen through skill acquisition in preparation for the independent Uganda. One such method was construction and subsequent teaching of English language in missionary established schools. The proliferation of approaches such as activity based learning, student centered learning, discussions through buzz groups, development of thematic objectives and lesson plans, use of teaching guides in classes as well as

assessment methods used by Uganda National Examinations Board nowadays owe their roots to this approach (Fry, Ketteridge& Marshall, 2011).

In the same way, competencies in English language taught in private secondary schools in Makindye division are linked to the policies issued by the national curriculum development center (NCDC) in liaison with the educational standards set by the ministry of education and sports from time to time (Ampurire, 2017). Such standards emphasize the use of several methods including audio, visual, video and active participation in class to facilitate learning and uptake of the academic content. It is argued that these methods promote writing and reading skills as well as spoken English thereby boosting comprehension of the material taught to the students. However, these facts notwithstanding, available records show that students' competence in English language is far from being desirable despite existence of different teaching methods used by teachers.

1.1.2 *Theoretical Review*

This study was guided by the communicative theory proposed by Newby (2003). This theory presupposes that the teacher's perception of the teaching materials presented to him or her, his interest in them, his aims and objectives and his confidence arising from the experience attained over time will determine the methods he uses to deliver the academic content to the learners. According to Newby (2003), these assumptions require that the ideal teaching-learning process should involve the following principles: preparing material and equipment, developing the study purpose, interest, aim, as well as setting the learning environment, which in turn facilitate easy grasp of the material delivered to students in class. These principles are necessary in order for the teacher to communicate effectively with the students to guarantee comprehension of the foreign language. Under this theory, student responsibility is also encouraged through active

involvement in the classroom activities (Rama &Agulló, 2012). Notably, the theory suggests that the students' confidence, regular practice and a sense of self-efficacy about the subject are vital in promoting acquisition of the required competencies in the language. This theory is important to this study because it deals with cognitive processes of the teacher who plays a double role of originating and preparing the content as well as delivering it to the students.

Moreover, the communicative theory also suggests that for effective learning to take place, educators organise the available physical facilities and they should prepare different contexts and orientations of a topic, lessons should be learner-centered, teaching should be categorized through content, learning should take place in social interaction, lessons should support students' first languages and cultures and that learning goes from whole to part (Basta, 2011). Therefore, each lesson should include speaking, listening, reading and writing; competences that are central in any teaching arrangement. This theory further implies that the teacher's principles determine the methods the teachers select to use in teaching. This theory also provides a basis for examining the principles and methods that teachers choose to use in the schools. The same theory also can be used in the analysis of the data as a means to test the relationship between the underlying principles, teaching methods and student performance in class.

1.1.3 *Conceptual review*

Under this study, the concepts which were emphasized are teaching resource management and students' competence is English. Teaching resource management was considered the independent variable while the latter was regarded the dependent. Conceptually speaking, Bizimana and Orodho (2014) defined teaching resource management as the maintenance and proper storage of resources for efficient usage to derive maximum output. These resources include tangible resources such as school premises, furniture, chalk boards/flip charts, maps,

markers, charts, diagrams, text books, overhead projectors, transparencies, slide projectors, financial resources as well as intangible resources such as experience, knowledge, skills and abilities of key staff/personnel. Resource management can include ideas such as making sure that staff has enough physical resources for conducting their lessons, or making sure that people are assigned to tasks that will keep them busy and not have too much downtime. According to Chand *et al.*, (2010), sound teaching resource management requires adequate planning and decision making which allocates resources to achieve clearly defined outputs and outcomes and minimizes unproductive effort.

On the other hand, Kolakaluri (2015) defined competence in English language in terms of ability to read, write, communicate (through spoken English) and comprehend the grammatical, psycholinguistic and socio-cultural perspectives in second language acquisition. Competence in English also refers to the ability to recognize the lexical, morphological, syntactical and phonological features of a language and to make use of those features to interpret and form words and sentences (Xiao, 2014). Basing on the vocabulary benchmarks in different curriculums (Gardner, 2006), the study considered English competence as the ability of pupils to understand both implicit and explicit meanings of words in a text, ability to demonstrate knowledge through quotations and summaries, ability to recognize values and attitudes conveyed in the novel, ability to relate the text to an external frame work such as history or society as well as ability of students to develop their linguistic ability. As stated by Brown (2010), a literary competent student should have the ability to write, read and speak clearly as well as possessing the linguistic ability and level of intelligence.

1.1.4 *Contextual background*

This study was carried out among secondary schools within Makindye, one of the five divisions making up Kampala city. Recent reports about the performance of students in this division show that the pass rate for students in English is not satisfactory. For instance, the Uganda National Examination results in 2016 indicated an increasing trend for failure rate within Makindye division in terms of grading for students in the English language compared to 2015 (UNEB, 2016). The report indicated that 13.2% of students who sat UCE examinations failed the English language in 2016 yet the previous year, an estimated 9.7% of UCE candidates in 2015 failed the English paper (UNEB Report, 2015). Moreover, exams conducted by the Uganda National Examinations Board revealed a further drop of 6.5% in performance in 2016 compared to 2015 with the decline attributed to poor performance in English language. Much earlier in 2013, an average of 61.6% of the candidates who sat successfully passed English but this was below the projected pass rate of 70% that had been set by the ministry of education and sports (MoES Strategic Plan, 2015/2020).

Additional statistics from Uganda National Examinations Board (2015) show that far fewer students scored distinctions and credits in English, with most students clustered around the 'pass' grade (UNEB, 2015). Moreover, in its assessment, UNEB cites the deficiency of English language as a serious impediment to candidates' interpretation of questions. Consequently, the poor academic performance in the English language has been partly responsible for the unacceptable levels of attrition, poor completion rates, increased dropouts, reduced graduate throughput and increased failure rate, which in turn reduces admission opportunities for tertiary students seeking higher degrees as well as producing half-baked students incapable of expressing themselves fluently (Businge&Anguyo, 2014).

Whereas this is the case, no study has been undertaken to identify variables influencing this trend within the context of secondary schools in Makindye division. In addition, other studies that have attempted to examine the competence of learners have focused on factors such as learning environment and parental influence, with no systematic analysis for the pedagogical aspects that influence competence of the English language. Notably, a study by Byoung-suk (2012) suggested that the school environment plays a significant/critical role in child development as more of their time is spent in the school yard or travelling to and from school. Likewise, it is argued that the school environment is of paramount importance in shaping and reshaping intellectual ability as well as guiding the child in grasping the academic content provided at school, which opens up future academic opportunities and the development of the child (Danial& Felix, 2014).Yet in other studies,Kisembo (2014); Halle, Kurtz-Costes and Mahoney (2007)revealed that parental influence is the foremost factor in boosting the competence of children with regard to writing, speaking and reading the English language because parents have a friendlier approach in teaching their children common skills than it is for teachers at school. Similar studies in other African countries have also concentrated on different contexts. This leaves the area of teaching resources management among private secondary schools in Makindye division unexplored. Therefore, this study is among those to bridge this gap.

1.2 Statement of the problem

Undoubtedly, English language plays a significant role in the linguistic, educational, socio-economic and cultural settings of a nation (Fry, Ketteridge& Marshall, 2011). Similarly, as a common language used in both lower and higher institutions of learning, the success or failure of formal education, to a large extent, depends on the level of competence of learners in English language in schools and colleges. Despite this empirical evidence, many private secondary

schools in Makindye division have recorded low competence among their students in terms of readability, written, comprehension and fluency despite the presence of teaching resource management in the schools. (Businge&Anguyo, 2014).For instance, the Uganda National Examination results of 2016 indicated that 13.2% of students who sat UCE examinations failed the English language in addition to an estimated 9.7% of UCE candidates in 2015 (UNEB Reports, 2015;2016. Consequently, the poor academic performance has been partly responsible for the unacceptable levels of attrition, reduced graduate throughput and increased failure rate, which in turn reduces admission opportunities for tertiary students seeking higher degrees as well as producing half-baked students incapable of expressing themselves fluently (Oyesigye, 2017).Little is known about the variables responsible for this trend. It is therefore eminent to conduct a study aimed at examining teaching resource management and students' competence in English language in private secondary schools in Makindye division.

1.4 Purpose of the study

The study examined the relationship between teaching resource management and students' competence in English language in private secondary schools in Makindye division, Kampala city.

1.5 Objectives

i.) To establish the relationship between physical resources management and students' competence in English language in private secondary schools in Makindye division.

ii.) To ascertain the relationship between human resources management and students' competence in English language in private secondary schools in Makindye division.

iii.) To identify the moderating relationship between learning environment and students' competence in English language in private secondary schools in Makindye division.

1.6 Research questions

i.) What is the relationship between physical resources management and students' competence in English language in private secondary schools in Makindye division?

ii.) What is the relationship between human resources management and students' competence in English language in private secondary schools in Makindye division?

iii.) What is the moderating relationship between learning environment and students' competence in English language in private secondary schools in Makindye division?

1.7 Scope of the study

1.7.1 *Content scope*

The study was delimited to teaching resources management as the independent variable, learning environment as the moderating variable and competence in English language as the dependent variable.

1.7.2 *Geographical scope*

This study was conducted within private secondary schools within Makindye, one of the five divisions making up Kampala City. This division was selected because of available evidence indicating a declining trend for poor performance results in the English language, something that has affected the pass rate and comprehension among students studying in those schools.

1.8 Significance of the study

The study findings would help in setting up suitable strategies for use by teachers as a guide to English language teaching in secondary schools within the division. This would boost acquisition of different competencies by students and help the teachers to make conscious decisions in choosing more effective teaching methods.

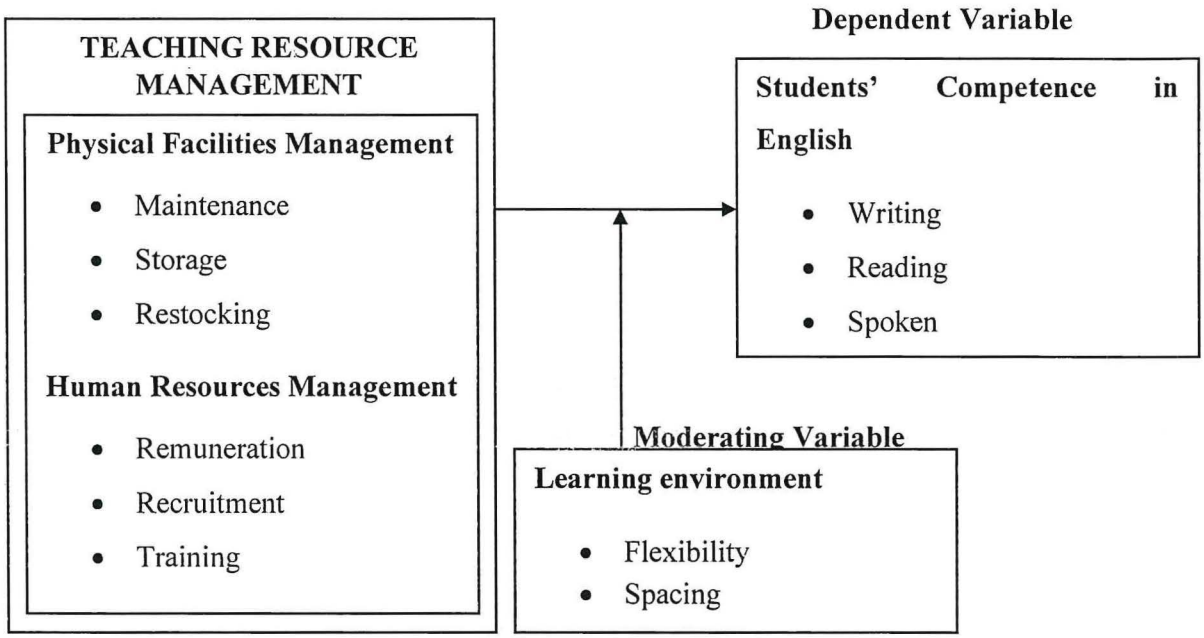
At the class room level, the study findings would allow educationists to assess whether the effectiveness of the different teaching methods used by teachers. Such information would form a basis for formulating effective approaches could promote acquisition of competencies in terms of reading, writing and fluency in spoken English. The study findings would provide an explanation of why teachers opt for specific teaching methods as English language teaching resources in classroom teaching vis-à-vis other more "fruitful" methods.

The study findings would help National Curriculum Development Centre (NCDC) to not only consider the syllabus for language teaching but to emphasize through seminars the right principles for the teachers to use in choosing teaching methods considered as effective English language teaching resources.

Furthermore, completion of this study would enable the researcher to partially fulfill the requirements for the award of degree of master's in education policy, planning and management of Kyambogo University.

1.9 Conceptual framework

Figure1.1: Relationship between the independent, moderating and dependent variables



Source:*Adopted from literature review by Bizimana and Orodho (2014), OECD (2009) and Kolakaluri (2015) and modified by the researcher.*

From the conceptual framework above, it is indicated that students' competence in English is a function of teaching resource management within schools. In addition, the model indicates that the learning environment through which teaching and learning takes place can moderate the relationship between teaching resource management and students' competence in the English language. The model therefore suggests that acquisition of competencies in English language is not only dependent on management of the teaching resources but also on the learning environment. Furthermore, the model illustrates that management of teaching resources can be in form of physical facilities management or human resources management as emphasized by

Bizimana and Orodho (2014). In this study, management of physical teaching resources has been conceptualized in terms of maintenance, storage and restocking while human resources management has been conceptualized in terms of recruitment policies, training and remuneration. On the other hand, aspects of the learning environment that will be emphasized are flexibility and spacing as suggested by OECD (2011). Furthermore, Horiyama (2012) and Kolakaluri (2015) revealed that students' competence in English language can be manifested in terms of writing, reading, fluency in spoken English as well as the pass rate.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of the literature in line with the study objectives. These included establishing the relationship between physical resources management and students' competence in English, human resources and students' competence as well as identifying the relationship between the moderating learning environment and students' performance in English language in 'private secondary schools in Makindye division.

2.2 Relationship between Physical Resources Management and Students' Competence

Teaching resource management is the maintenance and proper storage of resources for efficient usage to derive maximum output. These resources include tangible resources such as school premises, furniture, chalk boards/flip charts, maps, markers, charts, diagrams, text books, overhead projectors, transparencies, slide projectors, financial resources as well as intangible resources such as experience, knowledge, skills and abilities of key staff/personnel. Resource management can include ideas such as making sure that staff has enough physical resources for conducting their lessons, or making sure that people are assigned to tasks that will keep them busy and not have too much downtimeBizimana and Orodho (2014).

On the other hand, Kolakaluri (2015) defined competence in English language in terms of ability to read, write, communicate (through spoken English) and comprehend the grammatical, psycholinguistic and socio-cultural perspectives in second language acquisition. Competence in English also refers to the ability to recognize the lexical, morphological, syntactical and phonological features of a language and to make use of those features to interpret and form words and sentences (Xiao, 2014).

Numerous studies have expressed much concern about student's competence. Accordingly, many studies have investigated the factors which influence competence of students to achieve academic performance. One of the issues that has dominated literature are the physical resources. According to Morris and Maxey (2014), physical resources are significant factors in determining the competence of student in learning institutions because they critically define the learning environment of student. A study by Kisembo (2014) indicated that physical resources management sets the conduciveness of the learning environment which impacts on the students' level of concentration and competence. Also, Mlozi, Kaguo and Nyamba (2013) earlier highlighted that competence of students and the quality of grades attained not only depend on the teachers as reflected in the performance of their duties, but also an environment where they have access to physical resources and facilities like staff rooms and offices, laboratories, workshop or equipment stores, libraries, language resource rooms, staff houses, hostels and school ground.

Furthermore, Asikhia (2010) emphasized the relevance for the management of physical resources by ensuring that students with enough classrooms, desks and books are motivated to intensify their learning and concentration. In the same view, Schultz (2012) emphasized that physical resource management is important in students learning because it enables the school to group students in manageable numbers which enables the teacher to move around the class to assist the needy and slow learning students to boost their competence. The same observation was also highlighted by Yara and Otieno (2010) who indicated that availability of physical resources enables teachers to prepare their lesson plans and therefore deliver teaching in a manner that is best understood by the students. Moreover, students can always seek further knowledge from textbooks, journals and other reading material that are available in the school library to enrich their competence.

Within the same context, a related study by Kipkoech (2012) also highlighted the need for physical resource management by observing that poor physical resource management would result into overcrowded classroom conditions which strain the learning facilities like desks and text books. The nature of these classrooms also compromises the teaching technique employed by the teachers making the entire learning process difficult for the learners. As Freeman *et al.*, (2014) indicated, such class room conditions inevitably limit the amount of time teachers can spend on innovative and interactive teaching methods such as cooperative learning, active learning sessions and group work which subsequently affects students' competence to clearly read, write, communicate and also pass what is taught in the entire learning session.

Additional empirical by Jurkovic (2010) further indicated that students' level of competence can easily be well understood basing on the school's physical infrastructure. He noted in his study that students' competence was as much as 11 percentile points lower in substandard buildings as compared to high standard buildings. This implies that well managed physical resources have a direct impact on the level of students' competence. This is in line with Sunday (2012) who found out that students in schools with well-equipped laboratory and well-stocked libraries are more likely to perform better both in science and arts subjects than their counterparts without such facilities. However, while it appears that physical resource management is directly associated with students' competence in the English language, this is not conclusive. Notably, a study by Asfani, Suswanto and Wibawa (2016) established that students' competence is not associated with physical resources but rather their personal attributes. These attributes include students' communication, students' achievement, and their level of motivation to read and efficacy as well as the students learning satisfaction.

Similarly, El-Omari (2016) revealed that the core contributing factor of students' competence largely depends on how teachers teach while in class with the help of materials such as black and white boards, markers, teaching guides, among others. In support of the above, Asfani, Suswanto and Wibawa (2016) also observed that students are always ready to learn in whatever environment. However, Kipkoech (2012) affirmed that teachers could easily fail to deliver as long as they are subjected to overcrowded classrooms. From the above literature, it's evident that whereas physical resource management is important in matters to do with students' competence, it's subject to contradiction because other empirical studies have observed no relationship at all. With these contradicting views, it is hard to conclude existence or non-existence of the relationship between physical facilities management and student competence in the English language. This study will therefore examine how physical resources management is related to students' competence in the English language.

2.3 Relationship between Human Resources Management and Students' Competence

Several studies have been conducted by various researchers and academia on the factors influencing students' competence. For instance, Bizimana and Orodho (2014) emphasized the role played by the human resource management in determining students' competence. He further indicated that human resource management is an important aspect in understanding the variances in students' competences. In understanding the influence of human resource management and students' competence, different aspects have been emphasized. Notably, recruitment, training and remuneration as important facets for understanding the variance in students' competence among schools indicating that schools that recruit and train their staffs on aspects of knowledge dissemination are twice as likely to boost the competence of their students in the English language than those without adequate training (Hui-Jeong, 2009).

Likewise, a study by Maicibi (2013) revealed that human resource management is an important factor in the success and academic performance of students because human resources centre, firstly, on dissemination of the learning material and secondly, during evaluation and assessment of students' results in both lower and higher levels of learning. Moreover, they set the curriculum upon which educational standards adopted by the regulatory bodies are developed. As such, their influence in promoting students' competence in the English language among students cannot be overemphasized. In support of this view, Yara and Otieno (2010) had earlier concluded that human resource management through aspects of appropriate recruitment strategies, adequate training of staff and attractive remuneration are fundamental attributes in promoting students' competence in the English language. In particular, the number of teachers and their level of experience coupled with the support offered to students are greatly important in contributing to the students' competences in the English language. In relation to training, Arthur and Bennett (2013), indicated that the efficiency of human resource is highly dependent on the level of training they receive in critical aspects that boost their skills of delivering the academic content while in class. Likewise, Onuekwusi (2013) also articulated that training improves work performances and quality which is associated to effective concentration among the students since they can easily conceptualize and understand what has been taught to them. This improves their competences compared to their counter parts in institutions without well trained human resources.

Similar results were emphasized by Yara and Otieno (2010) who noted that the higher the level of teacher training, the higher the level of competence in delivering the education material to the learners and this translates into easy readability, comprehension, spoken skills and ultimately leading to high pass grades. This observation is based on the fact that trained teachers always

have the necessary skills which when imparted into students, will promote high competences among them compared to their counter parts taught by teachers with low level of training and sometimes half-baked (Aduwa-Ogiegbaen&Iyamu, 2006; Tuan & Mai, 2015). This concurs with a related study conducted by Jurkovic (2010) who emphasized the need to divert some valuable resources to recruit and train new teachers since they are the major agents in fostering students' competence in the English language.

In the same way, a study by Mosha (2014) also revealed that teachers as educators have a role to educate students so that they can realize high levels of competence and that they should be in position to play a fundamental role in classroom management, enhancing effectiveness and efficiency in students' learning which is important in students learning and this puts the students in best positions to read, write and register better grades resulting into high competence in their examinations.

Besides the teachers' good teaching performance, the students' evaluation of the teachers' teaching quality directly offers more confidence levels for the students to concentrate further leading to high competence (Onukaogu, 2012). In addition, the study revealed that role of teachers in determining the competence of students can be well explained based on the level of human resource motivation and interaction between teachers and students. They further emphasized that the repeated actions and activities that take place in class rooms are important and core in determining students' competence because conducive learning environment is set by the teachers for the free interaction that allows exchange of knowledge between students and teachers leading to high levels of competence among the students. Accordingly, Plonski, Teferra and Brady (2013), emphasized in the study about teachers' motivation that most teachers are well trained and have clear goals to guide their teaching but their motivation in terms of

remuneration and the learning facilities are inadequate for effective teaching. Thus, educational experts need to observe that student competence in English language is a concept that requires human resources management on one hand and the factors that influence their level of motivation to deliver the required content to the learners.

Nevertheless, while it appears that human resource management is associated with the students' competence, some scholars argue otherwise. This is because schools have focused more on students' competence than the agents that foster this. In particular, Su-Ja (2006) argued that students' competence in English language is largely an outcome linked to the student's ability to translate what has been taught in class to the real life situations outside school. This makes room for analysis of other critical factors that have a bearing on the student's academic engagements. These include: the socio-economic environment, parents' academic background and exposure to role models who have gone through the same struggle. Accordingly,Jurkovic (2010) revealed the need for school authorities to conduct a thorough understanding of a wider environment that influence the students' academic performance. More so, school management should train and recruit competent teachers because human resource management is core in contributing to high students' competence in all subjects. This implies that some of the valuable financial resources should be diverted towards recruitment, empowering and training of personnel to transform their philosophy into tangible results.

In the same context. Mlozi. Kaguo and Nyamba (2013) highlighted that not only human resource management leads to students' competence but various factors like the financial resource management are also paramount in determining the students' competence. For instance, they argued that proper financial resource management is key in acquisition of other facilities like putting up better facilities such as classrooms and laboratories that are key in boosting students'

competence. A related study by Onukaogu (2012) also emphasized that schools need to design mechanisms to supplement the school budgets because it is the financial resource management that plays a central role in facilitating infrastructure development and acquisition of stationery that supports learning. Therefore, based on the above literature, it's evident that human resource management plays a crucial part in fostering students' competence in English language. However, it is subject for examination in this study since various studies have observed no relation at all between the variables.

2.4 Relationship between Moderating Learning Environment and Students' Competence

Many scholars have argued that the learning environment is a variable that can affect students' competence and therefore remains an important area that should be studied and well managed to enhance students' competence in English language (Yohana, 2012; Oguntuase, Awe &Ajayi, 2013). Indeed, the learning environment is core in the life of every individual whether a student, teacher or people outside the school because it is where students interact and mold their behaviors which later influences their acquisition of knowledge from which skills and competences related to reading, writing, understanding as well as spoken are obtained (Hui-Jeong, 2009).Likewise, Arham (2016) also stressed the importance of the learning environment in fostering educational development which includes students' promoting acquisition of competence on one hand as well as comprehension on the other. The classroom-learning environment includes such aspects as the instructional methods and approaches. assessment techniques and strategies, as well as the selection of learning resources. In (2014) he highlighted that learning environment encompasses various components including a moderate student ratio, the commitment of teachers. good learning resources, student class attendance, parents and

teachers' communication, availability of reliable libraries and laboratories, effective leadership by the top management, technology as well as teachers' adequacy and competency. These key facets create a conducive learning environment that promotes acquisition of the required competences for students.

Similarly, the impact of the learning environment is further emphasized by Newton (2006) who indicated that limited facilities in the learning environment have greatly affected the perception of parents about given schools which influence the decisions taken by parents about which schools to take their children and this subsequently affects the learning as well as the level of students' competence. The study further reveals that the parents' loss of faith in schools with poor learning environment associated with congested classes has attracted parental caution in choosing schools for their children without minding about the costs and geographical implications. Also Morris and Maxey (2014) maintains the fact that the learning environment is central in determining students' competence because the students' adaptability is vital in determining how they respond to the circumstances and situations around them and these responses determine the students' competence in any language taught.

Additionally, a study by Suh, Kim and Kim (2010) indicated that poorly managed learning conditions negatively affects learning and the general competence of the students. The study revealed that poorly managed learning conditions are usually associated with disruptive behavior such as late coming, noise making, miscopying of notes and verbal threats to fellow students or teachers. Such disruptive behavior affects the entire learning process which affects the students' reading, writing and pass rates in schools. This retards effective learning which hampers the students' acquisition of the required competence in English language. This is consistent with a study conducted by El-Omari (2016) who highlighted that school authorities should enable and

create a conducive learning environment that promote a good learning climate. The study indicated that learning and teaching is effective in an environment where students are safe, treated fairly and happy to be in that given school as well as feeling happy that they are part of that school.

Abedi and Gandara (2006) deduced that a learning environment has negative influence on students' competence especially if such environment lacks good school climate, instructional materials, discipline, physical facilities, has poor teacher quality, type of location of school is questionable, there is small class size and overcrowded class rooms. In further analysis of the relationship between learning environment and promotion of students' competence in English language, Afolayan and Newsum (2006) indicated that learning involves evolution into a permanent change in behavior as a result of the insight, practice, experience or stimuli in the learning environment. The study further emphasized that school environment is the immediate surrounding that includes classrooms, dining halls, examination halls, football fields among others. Such resources have been emphasized in different settings to be promoters of education quality and responsible for the variations in student competence reported by different schools.

Furthermore, Latu (2004) also noted that for meaningful and effective learning, a well set learning environment must be realized because this is where teachers transfer knowledge and skills of different subjects to improve on the students' competence in reading, writing and pass rates in particular subjects. On the contrary, whereas various scholars and academia contend and emphasize the role of the learning environment in determining students' level of competence, it's not conclusive since it's a subject to debate. For instance, Savignon(2009) indicated that although classrooms are main and important components in the learning environment,

meaningful and effective teaching can be conducted in different venues and that students are always willing to learn.

Conversely, Arul (2012) who revealed that learning environment not only affects students positively but also influences students negatively. He emphasized that the type of location of the school is questionable albeit a well facilitated learning environment with modern facilities like libraries, laboratories, class rooms could facilitate easy transfer of skills and knowledge. In the same way, Westera (2011) noted that despite an adequate number of educational facilities in different areas, students remain disadvantaged by other factors like gender, type of the school, geographical location which affects the students' acquisition of competence for different subjects. From the above literature therefore, learning environment is core and important in apprehending students' competence. However, this is not decisive since it calls for various empirical studies to understand the relationship clearly.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This section presents the methodological aspects of the study. It provides details of the research design, study population, sample size and sampling technique used, data sources, data collection method and instrument, measurement of variables, validity and reliability of variables, data processing, analysis and interpretation and outlines the ethical considerations that were followed during the study

3.2 Research design

This study used a cross sectional research design with a quantitative research approach. The research design was selected because it allowed the study to collect a large volume of information in a small period of time. In addition, a cross sectional research design allowed studying matters under question once in a snapshot. The study adopted a quantitative research approach to facilitate easy analysis and interpretation. In addition, the quantitative research approach enabled the study to examine the cause and effect relationship between variables.

3.3 Study population

The population for this study constituted 30private secondary schools within Makindye division selecting 5 officers per school.(Ministry of Education and Sports Report, 2016).

3.4 Sample size

A sample size of 140 respondents from 28 secondary schools was used. From each school, the researcher selected a head teacher, director of studies, librarian, teacher handling English language and a deputy head teacher, making 5 officers per school. Thus, the total number of potential participants in the study was 140 respondents.

3.5 Selection techniques

The study used simple random sampling technique to select the respondents because it is free from bias and accords every member in the population an equal chance of participating in the study.

3.6 Data collection method

3.6 Source of data

Primary data was used and this was obtained directly from the field from the respondents during the data collection exercise. This source of information was selected because it provided recent information about the subject matter.

3.6 Data collection tools

The study used a structured questionnaire instrument. The questionnaire contained closed ended questions which were subjected to a 5-Point Likert scale with extremes of 1(strongly disagree) and 5 (strongly agree). The questionnaire was selected because it is cheap and easy to administer and preserves confidentiality.

3.7 Research procedure

The researcher obtained an introductory letter from the Head of Department education planning and management which introduced her to the school authorities to seek permission to carry out her study in their schools. The researcher made a personal administration of questionnaires with on spot collection in all the schools.

3.8 Quality control of instruments

3.8.1 *Validity of instruments*

To ensure quality of data, the study established validity of instruments. Validity of the questionnaire was obtained by applying the Content Validity Index (CVI) through the development of the scales with the help of the experts in the field. This enabled the study to

determine whether the dimensions of the concepts under study, were appropriate enough to give genuine results. According to Amin (2005), a questionnaire must obtain 0.7 or better content validity to be regarded a valid instrument. The summary of the validity results is shown in Table 3.1.

Table 3.1: Validity results

Study variables	Number of items	Content validity index
Teaching Resources Management		
	Physical facilities management	
Maintenance	7	0.857
Storage	6	0.833
Restocking	9	0.778
	Human resources management	
Remuneration	5	0.800
Training	6	0.833
Recruitment	5	0.801
	Learning Environment	
Flexibility	6	0.833
Spacing	7	0.714
Competence in English Language		
Writing	6	0.719
Reading	6	0.715
Spoken	5	0.801
Pass rate	5	0.700

Source: Primary Data

Table 3. 1 summarizes the validity of results. The results obtained indicated that the CVI for each of the variables and the constructs were over and above the cut-off of 0.7 (Amin, 2005).

3.8.2*Reliability of instruments*

Reliability of the instrument was determined by conducting a pilot study and computing the Cronbach Alpha Coefficient. Reliability reflects the consistency of the instrument in measuring the concept it is supposed to measure. This guided in re-phrasing of some questions. According

to Cronbach (1951), the field results should be able to obtain a 0.7 or better coefficient for the results to be as reliable and fit for generalizing. The reliability results obtained are summarized in Table 3.2.

Table 3.2: Reliability results

Study variables	Number of items	Cronbach's Alpha coefficient
Teaching Resources Management		
	Physical facilities management	
Maintenance	7	0.741
Storage	6	0.821
Restocking	9	0.734
	Human resources management	
Remuneration	5	0.738
Training	6	0.787
Recruitment	5	0.811
	Learning Environment	
Flexibility	6	0.789
Spacing	7	0.710
Competence in English Language		
Writing	6	0.723
Reading	6	0.718
Spoken	5	0.822
Pass rate	5	0.701

Source: Primary Data

Table 3.2 summarizes the reliability results. The field results revealed that the Cronbach Alpha coefficient values for the variables and their constructs were over and above the threshold of 0.7 (Cronbach, 1951).

Hence, the results obtained were fit enough to make conclusions and recommendations. The results therefore imply that most of the items presented under each construct were good enough to measure that construct. Henceforth, the obtained results could be generalized.

3.9 Data processing and analysis

From the field, the obtained data was sorted, edited and processed using the Statistical Package for Social Scientists (SPSS, v.20). The study obtained a frequency table to analyze demographic characteristics and the interpretation of these characteristics was based on percentage values. The study used inferential statistics of correlation and regression analysis to indicate the relationship and provide answers to the research questions. Correlation Analysis ascertained the nature of the relationship between study variables and regression analysis was used to determine the degree of predictability of the independent variables and the mediating variable on the dependent variable.

3.10 Measurement of study variables

The teaching resource management variables of physical facilities management and human resource management and students' competence in English language were captured by asking respondents how the relationship between the teaching resources influenced or affected students' competence in English language.

Schultz(2012) in his hermeneutic research paradigm observes that the students learning environment has a tremendous effect on students' language competence. That is why the variables are measured in terms of their relationship with each other.

3.11 Ethical consideration

This research was purely for academic purposes. To build the confidence of the respondents, the researcher obtained an introduction letter from the head of department, which was submitted to schools to seek permission to do so. From each secondary school, the researcher made sure that every administrator was aware of the program to avoid any suspicions whatsoever. In addition, the researcher informed respondents of their voluntary participation and made sure that the instrument never contained the name or telephone number to increase confidentiality of those who accepted to participate. The study also ensured that the questionnaire contained questions which were strictly designed according to research objectives, and erected different collection points where each of the respondents would drop the filled questionnaire to avoid suspicion from their colleagues about their participation.

3.12 Limitations and delimitation of the study

i.) This study adopted a cross sectional study, which implied that conclusions and recommendations made were based on information that was obtained about the variables at that specific point in time. However, the influence of variables changes over time. Perhaps, a longitudinal research study for the variables would present more understanding of the relationship between the variables studied.

ii.) The study only concentrated on private secondary schools. However, matters of students' competence are a concern across all schools irrespective of whether the school is a private or public, primary or secondary. The findings of the study may not necessarily depict the situation of the entire education sector which limits the generalisability of results.

iii.) This study used only one data collection instrument (questionnaire) which was designed according to a Likert Scale of 1-5. In other words, the study biased the respondents' response which questions the reliability of results. A mixed approach would perhaps provide more reliable information.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter contains the results and the interpretation relating to the sample characteristics of the survey respondents. The presentation was guided by the research objectives and the statistics were generated with the aim of generating responses from the research questions. The presentation was guided by the following research objectives.

i.) To establish the relationship between physical resources management and students' competence in English language in private secondary schools in Makindye division.

ii.) To ascertain the relationship between human resources management and students' competence in English language in private secondary schools in Makindye division.

iii.) To identify the moderating relationship between learning environment and students' competence in English language in private secondary schools in Makindye division

4.2 Response rate

Out of 140 respondents that this study targeted, responses were successfully obtained from 119 giving a response rate of 85%. According to Amin (2005), results are fit for generalizing to the entire population where a response rate of 70% or better is achieved. Henceforth, the obtained results qualify to be generalized.

4.3 Descriptive statistics

The study obtained respondents' characteristics in relation to their gender, age, marital status, education, years of experience and the position in the school. The obtained results were summarized in a frequency table as shown in Table 4.1.

Table 4.1: Distribution of respondents by their demographic characteristics

Demographic Characteristic	Category	Frequency	Percent (%)
Gender	Male	52	43.7
	Female	67	56.3
Age distribution	25 yrs& below	28	23.5
	26-30yrs	33	27.7
	31-35 yrs	37	31.2
	36 yrs& above	21	17.6
Marital status	Single	36	30.3
	Married	68	57.1
	Cohabiting	11	9.2
	Others	4	3.4
Education Qualification	Diploma	33	27.7
	Degree	84	70.6
	Masters	2	1.7
Years of experience	Less than 5 years	38	31.9
	5-10 years	51	42.8
	11-15 years	18	15.1
	16-20 years	12	10.2
Position in the school	Head teacher	20	16.8
	Deputy head teacher	23	19.4
	Director of studies	22	18.5
	Librarian	26	21.8
	English teacher	28	23.5

Source: Primary Data

Table 4.1 provides a summary of the results obtained in relation to the demographic characteristics for respondents. The results indicate that most of the respondents were female compared to the number of males. These results imply that most private secondary schools prefer to employ female staff compared to male staff in teaching English language. It is likely that

private secondary schools perceive females as more competent and friendly compared to males. In addition, the findings revealed that most respondents were young people. An aggregate of respondents whose age was not exceeding 35 years indicates that such respondents constituted 82.4% of the total respondents. The results therefore imply that private secondary schools employ young people since they are perceived as highly flexible, aggressive and creative. Consequently, they can easily offer extra lessons to students. Furthermore, it is indicated that most of the respondents were married constituting 57.1%. This implies that most schools prefer married people because they are stable and can serve for a relatively period of time.

More so, the results indicate majority of the respondents were diploma holders. The implication of these results is that as long as one possesses a diploma, he/she is considered as competent enough to offer teaching services within any primary school. In relation to years of experience, most of the respondents possessed between 5 and 10 years (42.8%). Almost third of the respondents expressed having experience of less than 5 years (31.9%). These results signalize a relatively high employee turnover among primary schools. Lastly, the results indicated a relative balance of responses among head teachers, deputy head teacher, director of studies, librarian and English teachers. The results therefore imply the different categories were knowledgeable about the subject matter.

4.4 Inferential Statistics

The study used obtained correlation and regression analyses to provide answers to the research questions. Correlation analysis established the nature of the relationship between the subcomponents of teaching resources management (physical resources management, human resources management) and moderating variable (learning environment) towards the dependent variable (students' competence). Regression analysis was used to establish the predictability of

the independent variable as well as testing the predictability of the moderating variable in explaining the variance in the dependent variable.

4.4.1 Correlation Analysis

Correlation analysis measures the relationship between two or more variables. This study used a Pearson Zero-Order Matrix was used to determine the nature of the relationship between the study variables.Theresults are shown in Table 4.2

Table 4.2: Pearson Stepwise Correlation between Study Variables

Variables/Constructs	1	2	3	4	5	6	7	8	9	10	11	12
Physical facilities management (1)	1											
Maintenance (2)	.296**	1										
Storage (3)	.157*	.668**	1									
Restocking (4)	.242**	.501**	.448**	1								
Human resources management (5)	**.335****	.260**	.211**	.423**	1							
Remuneration (6)	.196*	.559**	.591**	.715**	.391**	1						
Recruitment (7)	.205**	-0.024	0.029	.484**	.243**	.362**	1					
Training (8)	.256**	-0.01	0.032	.574**	.375**	.473**	.711**	1				
Learning Environment (9)	.196*	.539**	.591**	.715**	.391**	.423**	-0.123	-0.144	1			
Flexibility (10)	.205**	0.144	0.029	.484**	.283**	.372**	.422**	.218*	.422**	1		
Spacing (11)	.256**	0.012	0.032	.574**	.315**	.463**	.535**	.243*	.751**	.535**	1	
Students' Competence (12)	**.500****	.343**	.243**	.290**	**.674****	.317**	.226**	.299**	**.416****	.120*	.187*	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

4.4.1.1 Relationship between Physical Resources Management and Students' Competence

Table 3 revealed that there exists a significant and positive relationship between physical facilities management and students' competence ($r=.500$, $p<0.01$). According to these findings, having physical resource management in schools would enhance students' competence. Worth noting, physical resource management also had constructs of maintenance, storage as well as restocking as the constructs. The relationship between maintenance and students' competence revealed a correlation ($r=.343$) at 99% significance level ($p<0.01$). Results also indicate a significant and positive relationship ($r=.243$, $p<0.01$) in relation to storage and students' competence. Furthermore, results revealed ($r=.290$, $p<0.01$) for restocking and students' competence suggesting a significant and positive relationship between the two variables. The significant and positive relationship revealed between the constructs implies that physical facility maintenance, storage and restocking are necessary attributes for enhancing students' competence. The above results therefore provide answers to research question one.

4.4.1.2 Relationship between Human Resources Management and Students' Competence

The second objective of the study examined the relationship between Human resource management and students' competence. Table 3 revealed a significant and positive relationshipbetween human resource management and students' competence($r=.674$, $p<0.01$). Henceforth, the results imply that human resource management is necessary in enhancing students' competence in private schools. Further analysis of the construct of remuneration indicated a significant and positive relationship with remuneration and students' competence ($r=.317$, $p<0.01$). Moreover, the findings indicated a significant and positive relationship between recruitment and students' competence with a correlation of ($r =.226$) at a significant level of $p<0.01$. Similarly, the results indicated a significant and positive relationship between

training and students' competence (r=.299, $p<0.01$).The results therefore implied that the enhancement of remuneration, recruitment and training would increase students' competence in private secondary schools. The results obtained answer research question two.

4.4.2 Regression Analysis

The third objective of the study was to examine the moderating effect towards physical resources management, human resources management and students' competence in English language. The study obtained two regression models to this effect. The first multiple regression model explained the degree of predictability of the independent variables towards the dependent variable with the exception of the moderating variable (Table 4) and the second regression model analyzed the degree of predictability of the independent variable and the moderating variable towards explaining the variances in the dependent variable (Table 4.3)

Table 4.3: Regression Analysis between the Independent and Dependent Variable

Variables	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.12	0.189		5.932	0.000		
Physical facilities Management	0.2	0.05	0.309	5.42	0.000	0.799	1.251
Human resources Management	0.498	0.037	0.57	10.012	0.000	0.367	2.725
R	.734[a]						
R Square	0.539						
Adjusted R Square	0.533						

a. (Constant), Physical facilities Management, Human Resource Management

b. Dependent Variable: Students' competence in English language

Source: Primary Data

Table 4.3 indicated that teaching resource management components of physical facilities management and human resource management are able to explain up to 53.3% in the variation in students' competence (Adjusted R Square=.533). Henceforth, the model implies that suggested that other factors which were not considered in this study would predict 46.7% of the variations in students' competence in private secondary schools. Table 4 further revealed β= .309, t=5.42, $p<.05$ in relation to physical facilities management and β=.570, t=10.102, $p< .05$ for human resources management. These results imply that both constructs for training resource management were significant predictors explaining variances in students' competences. The standardized Beta values for both constructs revealed that human resource management has a

better predictive power in influencing students' competence. The model therefore suggests that it is better to direct much effort towards human resource management for significant changes in students' competence

Table 4.4: Regression on the Moderating Effect of Leaning Environment

Variable	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	1.12	0.189		5.932	0.000		
Physical facilities Management	0.021	0.008	0.163	2.564	0.012	0.799	1.331
Human Resource Management	0.445	0.05	0.532	10.012	0.000		
Learning Environment	0.201	0.037	0.309	5.42	0.000	0.367	3.711
R	.734[a]						
R Square	0.541						
Adjusted R Square	0.538						

a. Predictors: (Constant), Physical Facilities Management, Human Resource Management, Learning environment

b. Dependent Variable: Students' competence in English language

Source: Primary data

Table 4.4 above indicates the moderating effect of learning environment between teaching resource management and students 'competence. The model indicates that jointly, teaching resource management (physical resources management, human resource management) and

learning environment can explain up to 53.8% in the variance in students' competence (Adjusted R Square=.538). Therefore, the results indicate that other variables which were not considered in this study are capable of explaining up to 46.2%. A comparative analysis of Adjusted R Square=.533 (Table 4) and Adjusted R Square=.538 (Table 5) indicates an improved predictability by 5% which implies that learning environment moderates the relationship between training resource management and students' competence, although its effect is insignificant.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion, conclusion and recommendation of findings based on the study objectives which were to establish the relationship between physical resources management and students' competence in private schools, human resources management and students' competence, physical facilities management, human resources management and students' competence as well as moderating relationship between learning environment and students' competence in English language.

5.2 Discussion of Findings

The findings obtained in this study were compared with prior studies to ascertain whether they support, contradict or are unique in the scholarly world.

5.2.1 Relationship between Physical Facilities Management and Students' Competence.

The findings established a positive relationship between physical facilities management and students' competence. The findings suggested that an improvement in physical facilities management would result into an improvement in students' competence. On the other side of the coin, the findings suggest that failure to enhance physical facilities management would negatively affect students' competence. These findings are in agreement with numerous authors such as Morris and Maxey (2014) who indicated that physical resources are significant factors in determining the competence of student in learning institutions because they critically define the learning environment of student and Asikhia (2010) who emphasized that physical resources management is necessary in ensuring that students can have a good environment which enhances the teaching and learning process. Such environment motivates students to learn and concentrate

while in class to improve their grades. Therefore, it is necessary to enhance physical facilities management if students' competence is to improve. Physical facilities management is a multi-dimensional variable that comprises of issues to do with maintenance, storage and restocking. Therefore, the findings imply that it is necessary to ensure that proper maintenance, storage and restocking are in place to effectively in order to bring about the physical facilities management that would enhance students' competence. In the same view, Schultz (2012) emphasized that physical resource management is explained by numerous attributes which must be watched closely to for a steady improvement in students' competence. Indeed, the findings revealed that for physical facilities management to enhance students' competence, it is necessary to ensure proper maintenance, storage and restocking. This conclusion comes after positive relationships were obtained in for each of the constructs against students' competence.

Notably, the findings established that students' ability to write, read, speak and pass rate would depend on whether physical facilities are new, all classrooms are well painted, whether the classes are cleaned on a daily basis in addition to whether there is a mechanism that ensures that students are punished for reckless use of the available premises. The results are consistent with Yara and Otieno (2010) who indicated that availability of physical resources enables teachers to prepare their lesson plans and therefore deliver teaching in a manner that is best understood by the students. Likewise, Mlozi et al., (2013), highlighted that competence of students and the quality of grades attained not only depend on the teachers as reflected in the performance of their duties. but also the setting and condition of the classes where they have their classes.

Furthermore, the findings highlight that ensuring adequate facilities where teaching resources can be stored, provides adequate safety for teaching resources, reducing cases related to misplacement of some portable teaching facilities as well as where damage of teaching or

learning materials is made punishable, storage practices would be improved, and subsequently students' competence. Consistent with these findings, El-Omari (2016) revealed that the core contributing factor of students' competence largely depends the availability of materials such as black and white boards, markers, teaching guides, among others that allow the teacher to teach effectively. Similarly, Sunday (2012) affirmed the relevance of physical resources during teaching and learning. According to Sunday, an attractive class encourages students concentrate while in class which increases their competence. Hence, the study suggests that schools need to plan effectively when it comes to the school physical facilities in order to enhance teaching and learning and achieve one of the core objective of any school that requires enhancing knowledge and competence among students.

In addition, the findings revealed that when schools have different sources of funding, when there is a clear policy for restocking textbooks and other teaching materials and if schools ensure that the library is equipped with latest grammar textbooks, it would enhance students' ability to read, write speak and register high grades. Therefore, the findings acknowledge that physical facilities management is necessary in improving students' competence. On the contrary, Asfani et al, (2016) concluded that students' competence is not associated with physical resources but rather their personal attributes. However, this argument has been sidelined by many scholars. Notable, Freeman *et al.*, (2014) indicated that effective teaching learning requires availability of reading materials which can allow students to explore further reading enhance their knowledge. In addition, Yara and Otieno (2010) suggested that the availability of physical resources enables teachers to prepare their lesson plans and therefore deliver teaching in a manner that is best understood by the students. Moreover, students can always seek further knowledge from textbooks, journals and other reading material that are available in the school library to enrich

their competence. Based on the above, this study conclusively states that physical facilities management is important in enhancing students' competence and schools should subsequently focus to it

5.2.2 Relationship between Human Resources Management and Students' Competence

Findings revealed a positive relationship between human resources management and students' competence. Therefore, the findings signify that when human resource management practices are enhanced, students' competence would follow suit. Furthermore, the positive relationship between human resources management and students' competences is a signal to human resources experts that they must ensure that this sequential process of human resources management is instituted to enhance remuneration, recruitment and training so as to boost students' competences. This observation is further supported by the nature of the relationship between the sub-variables for human resources management.

Consistent with these findings, Maicibi (2013) revealed that human resource management is an important factor in the success and academic performance of students because human resources center, firstly, on dissemination of the learning material and secondly, during evaluation and assessment of students' results in both lower and higher levels of learning. In the same context, Bizimana and Orodho (2014) revealed that human resource management plays a commendable role in enhancing students' competence. In consideration of the study and prior studies, the study suggests that personnel management should be considered among the core components for boosting students' competence.

The positive relationship between human resources management and students' competence signalize also pose a communication to educationists that training, recruitment and remuneration

should also be enhanced to boost students' competence. This is also in line with Yara and Otieno (2010) who revealed that human resource management through aspects of appropriate recruitment strategies, adequate training of staff and attractive remuneration are fundamental attributes in promoting students' competence. Notable, the findings postulate that the recruitment is conducted would determine whether students would become competent or not.

The findings observed that with proper recruitment, schools would be able to access competent teachers who are highly experienced in the field of teaching as well as teachers who are dynamic in their teaching and learning process to ensure that the students understand what they are being taught. Consequently, the ability of students to read, write and fluently master English would increase. In other words, students with writing difficulties would be provided with more attention and reading and debating clubs encouraged. With the same view, it was indicated that recruitment the right personnel guarantee dissemination of the right knowledge to students to boost students' competence (Hui-Jeong, 2009). Hence, it is important to ensure that the right people, are positioned in the right places and at the right time if students' competence is to be enhanced.

In addition, the findings suggested that when the school provides refresher courses for staff, offer training opportunities from both internal and external sources, encourage off-job training programs, such practices would uplift training among the human resources which influences the students' ability to read, write, speak and rate of passing of subjects. These results are consistent with Onuekwusi (2013) also articulated that training improves work performances and quality of teachers to improve the way they disseminate information to their learners. In the same context, Tuan and Mai (2015) who revealed that trained teachers always have the necessary skills which

when imparted into students, will promote high competences among them compared to their counter parts taught by teachers with low level of training and sometimes half-baked.

Furthermore, the findings postulate that remuneration is a prerequisite for enhancing students' competence. For instance, the study recognized that when personnel are offered with attractive pay, when the payment scheme offered is commensurate with the level of education and where there are performance bonuses to personnel, they would be encouraged to work with one heart for the sake of ensuring that students can improve their competence manifested in their ability to read and write. Indeed, the study appreciates that remuneration and rewards to personnel are key drivers whose functions cannot be underestimated. This is in line with Plonski et al, (2013) who emphasized that it is important to keep teachers motivated for them to execute their teaching effectively and have the deal to ensure that students are competent. Also, Arthur and Bennett (2013) indicated that the efficiency of human resource is highly dependent on the level of training and remuneration, yet students' competence relies upon the willingness of the teacher to disseminate knowledge. In general, the findings postulate that in order to enhance students' ability to write, read, speak and increase their pass rate, it would necessitate the interplay of human resources management practices. This is because it is the personnel who pass on the information during the teaching and learning process. Therefore, how such information is disseminated to the students would determine whether or not the students would possess such characteristics.

5.2.3 Moderating effect of Learning Environment and Training Facilities Management and Students' Competence

The findings noted that training facilities management is a significant predictor of student's competence. Studies which that have investigated the influence of such variables in a single study are however minimal. For instance, Kisembo (2014) emphasized the need to conduct students' competence studies and a continuous linkage of various variables for a clear-cut model. While this is the case, the findings are in support of several studies where individual variables have been associated with students' competence. For instance, Freeman *et al.*, (2014) indicated that physical facilities management is necessary for effective teaching and learning. In the context of human resources management, Onukaogu (2012) postulated that the teacher is a key player in teaching and learning process. Therefore, the study concludes that both physical facilities management and human resources management are critical factors in students' competence. From the above findings, it is also argued that when training facilities management is intensified, it would result in changes in students' competence. Indeed, the findings observed that by stimulating physical facilities management and human resources management, training facilities management would be enhanced, and such enhancement would result in changes in students' competence.

Most importantly, the findings indicate that training facilities management and students' competence can is further stimulated with a favorable learning environment. The findings further indicated that much as learning environment moderates the relationship between teaching facilities management and students' competence, its adoption would result in insignificant improvement in students' competence. Henceforth, the findings suggest that learning environment should not be given much attention at the expense of training facility management.

These results contradict with numerous studies. For instance, Hui-Jeong (2009) stipulated that learning environment is core in the life of every individual whether a student, teacher or people outside the school because it is where students interact and mold their behaviors which later influences their acquisition of knowledge from which skills and competences related to reading, writing, understanding to enhance competence. Likewise, Arham (2016) noted that the importance of the learning environment in fostering educational development cannot be underestimated since it promoted students' acquired competences as well as comprehension. Whereas authors and academia indicate the close relationship, this study argues that students' competence is more inclined to what students learn rather than where they learn from. This justifies why learning environment is unable to receive a lot of attraction in this particular study. Therefore, it is vital to concentrate on uplifting teaching facilities management through practices of physical facilities management and human resources management to intensify students' competence. This could be supported upon conducting further studies about the matter which seems contradictory.

Whilst the importance of physical facilities management and human resources management in boosting students' competence, the findings revealed that it is more relevant to concentrate on enhancing human resources management. These findings observe that since teaching and learning process which is partially vested in the teachers, ensuring that the right people who provide teaching are employed would increase students' ability to write, read, speak which would subsequently improve their pass rate. This is in line with Mosha (2014) who established that teachers are at the center-stage of any education success. Furthermore, Onukaogu (2012) established that the higher the teachers' good teaching performance, the more students would perform as expected. Furthermore, Mlozi et al, (2013) improving students' competence begins

with the teacher who disseminates knowledge to students. Therefore, it is wise to focus and devote much attention towards human resources management in order to stimulate students' competence.

5.3 Conclusion

Overall, the current study contributes to the education scholarship in several important ways. First and foremost, it emphasizes that schools, irrespective of their size should be concerned about teaching facilities management if they are to enhance students' competence. Moreover, the findings reflect that teaching facilities management is a multifaceted variable which contains two dimensions of physical facilities management and human resources management. Therefore, it replicates scholarship showing that both physical facilities management and human resources management are critical in influencing student's competence. The study confirms that when there is a clear mechanism for maintaining, storing and restocking facilities, students' competence would be boosted. Similarly, the findings critically emphasize that human resources management should be taken for granted because if the right people provide the teaching, they will stimulate learning and increase competence of students. To achieve this, the study confirms that thorough recruitment and training coupled with an attractive remuneration should not be sidelined.

Secondly, the study notices that much as both physical facilities management and human resources management are important, human resources management is vital. Consequently, the study suggests that schools require a system that would ensure that proper recruitment, training and remuneration are in place to intensify students' competence. Lastly, the study explores that learning environment is insignificant in moderating students' competence and therefore, schools should be less bothered about it. Henceforth, the study emphasizes that competence of students

would always incline to how they acquire knowledge rather than where they acquire the knowledge. Schools should take note of their personnel as a must if students have to learn how to read, write and speak English language.

5.4 Recommendations

- Performance-based incentive should be adopted within the reward system for secondary schools to boost the zeal of personnel towards their work. Most importantly, the parameters upon which such incentives are paid should be disclosed to personnel such that they can establish how best they can achieve.

- Schools should consider continuous training of their staff in order to increase their performance. Such training should be more skewed to on-job training where staff can have hands on as opposed to off-job training platforms. Training will increase the knowledge, skills and competencies of staff such that they offer the best teaching for easy learning by students.

  In addition, personnel should be recruited on merit. It is therefore necessary that the normal and unbiased process for recruiting process is conducted to ensure that the right personnel are employed.

- Schools should set performance targets or expectations and communicate them to the personnel with clarity. Such targets should be Simple to understand, measurable, achievable, reliable and timely not to discourage personnel from working hard to achieve

them. Once the staff know what they are expected of, they will easily adapt to them thus improve their teaching services to students.

5.5 Areas for Further Study

The study proposes the following areas for further academic inquiry;

i.) Examine a longitudinal study on the relationship between teaching facilities management and students' competence across the education sector

ii.) Examine the influence of learning environment on students' competence among secondary schools

iii.) Relationship between the teaching pedagogies and students' competence among secondary schools

iv.) Electronic resource management practice andstudents' competence among secondary schools

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Appendix I: Questionnaire

Dear Respondent,

My name is Namaganda Holly Monira, pursuing a master's degree in education policy, planning and management studies from Kyambogo University. I am carrying out research on the ***Teaching Resource Management and Students' Competence in English language in private secondary schools in Makindye division.*** The investigation is purely for academic research purposes and all the information will be kept strictly confidential. Because of your experience in education related matters, you have been identified as a resource person to contribute to this study. Thank you in advance for your time.

SECTION A: BIO DATA

Please tick the option that best describes you.

Q1. Indicate your gender

Male	Female
1	2

Q2. In which age bracket do you fall?

25 year & below	26-30 years	31-35 years	36 years & above
1	2	3	4

Q3. Marital status

Single	Married	Cohabiting	Others
1	2	3	4

Q4. Highest education status

Diploma	Degree	Masters
1	2	3

Q5. For how long have you served in this school?

Less than 5 years	5-10 years	11-15 years	16-20 years
1	2	3	4

Q6. In which capacity do you serve in this school?

Head teacher	Director of studies	English teacher	Librarian	Deputy head teacher
1	2	3	4	5

STATEMENTS

The following questions explore your knowledge of physical resources management, human resources management and learning environment in promoting students' competence in English language among private secondary schools in Makindye division. Kindly tick the correct option using the following key: 1-Strongly Disagree (**S D**), 2-Disagree (**D**), 3-Not Sure (**N S**), 4-Agree (**A**) and 5-Strongly Agree (**S A**).

STATEMENTS		**SD**	**D**	**NS**	**A**	**SA**
PHYSICAL FACILITIES MANAGEMENT						
	Maintenance					
MT1	Most of our physical learning facilities are new	1	2	3	4	5
MT2	The existing premises are dilapidated	1	2	3	4	5
MT3	All class room blocks are painted	1	2	3	4	5
MT4	Our school management is committed to continuous repairs on the exiting premises	1	2	3	4	5
MT5	Teaching classes are adequately cleaned on a daily basis	1	2	3	4	5
MT6	We are known for our strictness on an orderly learning environment	1	2	3	4	5
MT7	Reckless use of the available premises is punishable within our school	1	2	3	4	5
	Storage					
ST1	We have adequate facilities for storing teaching resources	1	2	3	4	5
ST2	Our school infrastructure provides adequate safety for teaching resources	1	2	3	4	5
ST3	Misplacement of some portable teaching facilities is common within our school	1	2	3	4	5
ST4	There has been an increasing trend for lost items in our school premises	1	2	3	4	5
ST5	Damage of teaching or learning materials is punishable within our school	1	2	3	4	5
ST6	Most of our classroom blocks are lockable	1	2	3	4	5
	Restocking					
RK1	We depend on capitation grants from the government to increase the stock of textbooks within the school library	1	2	3	4	5
RK2	We have other sources of funding to facilitate school programs	1	2	3	4	5
RK3	Most reading materials in the library are new	1	2	3	4	5
RK4	It is the role of the ministry of education to supply English textbooks to our school	1	2	3	4	5
RK5	There is a policy within our school to restock textbooks and other teaching materials	1	2	3	4	5
RK6	Our library is equipped with latest grammar textbooks	1	2	3	4	5

RK7	The school management is in position to buy some textbooks on their own	1	2	3	4	5
RK8	Within our school, textbooks are restocked as and when the need arises	1	2	3	4	5
RK9	There is a specific amount of time that elapses before some textbooks are replaced.	1	2	3	4	5
	HUMAN RESOURCES MANAGEMENT					
	Recruitment					
RE1	Our school has competent teachers in handling English lessons	1	2	3	4	5
RE2	The ministry of education recommends teachers with experience in the field of teaching	1	2	3	4	5
RE3	We have some vacant posts for English language teaching within our school	1	2	3	4	5
RE4	We have adequate teachers to handle language teaching within our school	1	2	3	4	5
RE5	The teacher-student ratio in our school is one of the lowest in the district	1	2	3	4	5
	Training					
TR1	Our school provide refresher courses for staff	1	2	3	4	5
TR2	We get training opportunities from both internal and external sources	1	2	3	4	5
TR3	On-job training is one of the approaches used in our school for improving teacher's capabilities	1	2	3	4	5
TR4	We have opportunities for upgrading in higher institutions of learning	1	2	3	4	5
TR5	Off-job training programs are common in our school	1	2	3	4	5
TR6	It is a policy for senior staff to upgrade their skills	1	2	3	4	5
	Remuneration					
RM1	We are offered an attractive pay for the services we render to the school	1	2	3	4	5
RM2	The payment scheme offered to us is commensurate with our level of education	1	2	3	4	5
RM3	We have performance bonuses offered to us	1	2	3	4	5
RM4	The school appreciates us for excellent performance	1	2	3	4	5
RM5	The monthly payment for the services we offer is timely	1	2	3	4	5
	LEARNING ENVIRONMENT					
	Flexibility					
FL1	The level of student-teacher interaction within our school is commendable	1	2	3	4	5
FL2	Students consult freely from their teachers	1	2	3	4	5
FL3	Outdoor environment supports students' learning	1	2	3	4	5
FL4	The instructional methods used by teachers are flexible to the learners	1	2	3	4	5
FL5	Assessment techniques and strategies are student-friendly	1	2	3	4	5

FL6	Students feel comfortable within the school environment	1	2	3	4	5
	Spacing					
SP1	The classroom to student ratio is adequate in our school	1	2	3	4	5
SP2	Most classrooms are well ventilated	1	2	3	4	5
SP3	Management plans to put up more classroom blocks to cater for the increasing enrolment	1	2	3	4	5
SP4	Some classroom blocks are not occupied to maximum capacity	1	2	3	4	5
SP5	The available premises are adequate for the increasing student number of students every year	1	2	3	4	5
SP6	Our classroom blocks are equipped with adequate sitting materials	1	2	3	4	5
SP7	The sitting facilities promote comfort among learners	1	2	3	4	5
	STUDENTS' COMPETENCE IN ENGLISH					
	Writing					
WR1	It is a common practice for teachers to give assignments at the end of every English lesson	1	2	3	4	5
WR2	Students are offered practical sessions for writing essays while in class	1	2	3	4	5
WR3	Writing skills constitute one of those attributes emphasized among our students during and after entrance	1	2	3	4	5
WR4	We provide specific assignments that promote writing skills among students	1	2	3	4	5
WR5	Composition writing is highly emphasized within our school	1	2	3	4	5
WR6	It is a practice within our school to provide additional attention to students with writing difficulties	1	2	3	4	5
	Reading					
RD1	Reading materials are appropriate to the current curriculum needs	1	2	3	4	5
RD2	Reading competitions in class are frequently used as a common form teaching English in our school	1	2	3	4	5
RD3	We encourage reading clubs within our school	1	2	3	4	5
RD4	The biggest proportion of students are able to read the English language	1	2	3	4	5
RD5	There is a program in our school where students are exposed to numerous reading materials such as magazines	1	2	3	4	5
RD6	We intend to liaise with local newspapers firms to provide our students with newspapers	1	2	3	4	5
	Spoken					
SP1	It is a policy for students to speak English while at school	1	2	3	4	5
SP2	We promote teaching of local languages within our school	1	2	3	4	5
SP3	We have an English speech day within our school	1	2	3	4	5
SP4	Most students in our school are fluent in the English language	1	2	3	4	5

SP5	We promote debating clubs in our school	1	2	3	4	5
	Pass rate					
PR1	The school facilities we have promote learning among our students	1	2	3	4	5
PR2	We have registered improved grades in the English language in recent years	1	2	3	4	5
PR3	English is one of the worst done subjects within our school	1	2	3	4	5
PR4	We award best performers in the English language	1	2	3	4	5
PR5	We are known for producing the best performers in English language in Kampala	1	2	3	4	5

Thank you so much for your time!

Appendix II: List of Secondary Schools in Makindye Division

1. Bridge High School
2. Buziga High School
3. Concern High School
4. Crested Secondary School
5. East Land High School
6. Ggaba Mixed High School
7. Ggaba Secondary School
8. Gospel Light Baptist Secondary School
9. Happy Times Senior Secondary School
10. High Rise Secondary School
11. Kansanga Secondary School
12. Katuuso Community Secondary School
13. Khadija Secondary School
14. Kibuli Secondary School
15. Kisugu High School
16. Malcolmx Secondary School
17. Midfield Secondary School
18. Muyenga High School
19. New Castle High School
20. New Excellence High School
21. Nsambya Hill Side Secondary School
22. Nsambya Secondary School

23. Our Lady of Wisdom Secondary School

24. Pearl High School

25. Rock Foundation Secondary School

26. Saint Henry's Secondary School

27. Saint JananLuwum Secondary School

28. Saint Peters Nsambya Secondary School

29. St'. Joseph Secondary School

30. Tropical High School