**TEACHER PARTNERSHIPS AND ACADEMIC PERFORMANCE: A CASE STUDY KATIKARA SUBCOUNTY GOVERNMENT AIDED PRIMARY SCHOOLS KAKUMIRO DISTRICT.**

**BY**

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# DECLARATION

I KIIZA PAUL, do declare that this research report is original and is a result of my efforts and the data gathered in the field. To the best of my knowledge, the information contained therein has never been submitted to any institution of learning or otherwise for any award.

Signature………………………………

KIIZA PAUL

Date……………………………………

# APPROVAL

I certify that this research report satisfies the partial fulfillment of the requirements for the award of award of a master of education management and planning

Signature…………………………………..

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SUPERVISOR

Date…………………….…………………..

# DEDICATION

I dedicate this research report to my beloved wife, family Rev. Fr. Mathew Balyebuga sons and daughters whose support, love, care and encouragement were immeasurable during this study.

# ACKNOWLEDGEMENT

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# ACRONYMS

BOT Beginning Of Term

CCT Coordinating Centre Tutor

CPD Continuous Professional Development

CVI Content Validity Index

EPRC Education Policy Review Commission

ESSP Education Sector Strategic Plan

FSLP Four Stages of Lesson Planning

HTPE The Hughes Two-Phase Evaluation

KDLG Kakumiro District Local Government

LPER Lesson Plan Evaluation Rubric

MoES Ministry of Education and Sports

MSM Middle School Mathematics

NAPE National Assessment of Progress in Education

NECTA National Examination Council for Tanzania

PA Partnership Assessment

PGCE Post Graduate Certificate in Education

PGM Peer Group Meetings

SDC Staff Development Committee

SFI School Family Initiate

UNEB Uganda National Examinations Board

# DEFINITION OF TERMS

1. **Teacher Partnership**

Refers to the shared responsibility to achieve the goals of teaching as joint work. It is an interaction process that enable teachers to work together, as equals and engage in shared decision making towards mutually defined goals.

Is a relationship between individuals or groups that is characterized by mutual co-operation and responsibility such as achieving specified goals.

1. **Academic Performance**

It is the outcome of education. The extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measures by examinations or continuous assessments.

1. **Specialist Expertise**

These are individuals or groups with deep or extensive knowledge of a given area including aspects of teaching, learning, curriculum or skills being explored, working on a consultancy basis with teachers and supporting professionals learning.

1. **Assessment**

An interaction between the teacher and pupils with the teacher continually seeking to understand, what a pupil can do and how a pupil is able to do it.

1. **PIASCY**

Presidential Initiative on AIDS Strategy for Communication on Youth.

1. **Understaffing**

This is when teacher pupil ratio is low compared to the number of learners in an institution.

1. **Support Supervision**

This is the support given to teachers in given areas to assist them improve on the content, skills, methodology to improve performance.

1. **Teaching/ Learning Aids**

These are materials, models, specimens, real objects used in lesson to ensure learners understand the concepts.

# ABSTRACT

The purpose of the study was establishing the influence of teacher partnerships in six Government Aided Primary School in Katikara Subcounty.

Teacher partnership activities which activities which enhance improved pupils’ academic performance included sharing knowledge in specific subject areas, reviewing lesson plans, engagement of learners in various subject areas and setting and marking examinations were discussed.

The design of the study was cross sectional.

The sampling techniques were census, purposive and random sampling. The study population consisted six schools were six (6) Head Teachers and 51 teachers were considered pupils were randomly sampled to get a total of 180. The sample size was 237 participants.

The data collection methods were questionnaires, interviews and group discussion methods. The instrument included closed and open ended questionnaires guide, interview guide and focus group documentary check-lists. Finally, the results showed there was influence of teacher partnership and academic performance in Katikara Subcounty Public Primary Schools.

**Reliability of study instruments**

Open ended and closed questionnaire guides were used for teachers.

Interviews guides were used by Head Teachers check lists were used for focus group discussions.

# CHAPTER ONE

# INTRODUCTION

# 1.0 Introduction

Pupils’ academic performance remains a pressing issue in education, poor grades and low test scores among members of this population. This study was about the teacher partnerships and academic performance in Katikara Subcounty Government aided Primary Schools. Teacher partnership was the independent variable while pupils’ academic performance was the dependent variable. The elements under teacher partnerships a case study of Katikara Subcounty Government aided Primary Schools included sharing of knowledge, reviewing lesson plans, involvement of pupils in interclass subject discussions, and setting and marking examinations. “Ganai and Muhammad (1998) defined academic achievement as academic performance which includes both curricular and co-curricular performance of the students. It indicates the learning outcome of the students. In class rooms pupils performs their potentials efficiently, and as a result of it, learning takes place”.

Partnership leaders need to use teacher partnerships to create more and different partnership activities and opportunities in relation to the content (e.g access to specialist knowledge), to process (e.g modeling, coaching, enquiry) and specific programs than could be achieved in a single school (Warren, LJ. 2005).

A clear understanding of how teacher partnerships influence achievement will increase knowledge of how they might best work collectively to ensure the success of the pupils.

This Chapter describes the background to the study in terms of historical, theoretical and contextual perspectives. It also entails the statement of the problem, objectives of the study, research questions, research scope, significance of the study, justification of the study, definition of the key terms and conceptual framework.

# 1.1 Background to the Study

# 1.1.1 Historical Perspective

Education is an essential and indispensable part of human life (Aggarwal, 1997). It is therefore, a constitutional right, matter of self-interest and moral principle for a child to receive good quality education. Education needs to be reinforced throughout life because the nation depends on it for a competitive work force and cohesive citizenry (Hettleman, 2007).

Uganda's formal education terrain today has undergone several modifications since 1900's when education was first introduced by the Christian Missionaries. Until the early 1990s the education policy was fraught with gender disparities in enrolment, dropout, performance and general attainment. Since 1925, the Government started playing an active role of exercising control over education, which was expanded rapidly during the 1950's and 1960's. In the 1920s and 1930s, education was available to only a small group of people mainly children of the aristocracy, clergy and tribal chiefs (Syngellakis & Arudo, 2006).

Syngellakis and Arudo, (2006) observed that, a strong emphasis on the quality of education for all people was pointed out by the Castle Commission (1963), which argued for raising standards of agriculture, and technical education, expansion of girls' education, and provision of adult education. Since 1963, education policy in Uganda was mainly guided by the Castle Commission report up to the inception of the 1992 Government White paper. Between 1972/1992, .the Government Educational Plan was almost not implemented due to manpower vacuum created by expulsion of expatriate teachers and fleeing of local teachers. Between the early 1980s and 1990s, emphasis on educational policy was on largely a general recovery and rehabilitation of educational facilities and manpower to restore functional capacity.

Education refers to the process which takes place at learning center where one is giving knowledge and the other receives it. Also, Horny (2006) defines “Education as the process of teaching or training and learning in a school or college to improve knowledge and development skills” On the other hand, Mlozieetal. (2006) defines education for sustainable development has come to be seen as a process of learning how to make decisions that consider the long- term future of the economy, ecology and equity of all communities. The educational system in Uganda is predominantly formal academic and is hierarchically divided into three different levels, which are primary, secondary, and tertiary (Tilya, 2003). The existing structure of the formal education system is 7-4-2-3+, that is 7 years of primary education, 4 years of secondary education at the ordinary level, 2 years of secondary education at the advanced level and a minimum of 3 years of university education. Or2 years in the college after advanced level. Infants and young children (0-6 years old) are cared for and receive initial education both at home and in the few existing day care centers, kindergartens, nursery schools and other pre-schools located mostly in urban areas (Tilya, 2003). Today it is referred to as Early Childhood Education, (ECE).

Education and training in Uganda is governed by the Education Act (2008) and other related Acts of Parliament. The Government has addressed the challenges facing the education sector through commissions, committees and taskforces. Following the Education Policy Review Commission (EPRC) report published in 1989, the Government appointed a White Paper Committee; and there after published the Government White Paper in 1992. The 1992 Government White Paper Education is the basis of official policy on the purpose and programs of education. It aims to promote citizenship; moral, ethical and spiritual values; promote scientific, technical and cultural knowledge, skills and attitudes; eradicate illiteracy and equip individual with basic skills and knowledge and with the ability to contribute to the building of an integrated, self-sustaining and independent national economy.

Education reform efforts that focus solely on classroom and schools are leaving out critical factors essential for long term success. What happens before and after school can be as important as what happens during the school day. Education is a core value of our democratic society, and it is in every one’s self-interests to insure that all children receive a quality education which can be realized through partnerships.

# 1.1.2 Theoretical Perspective

Over the years educationists and researchers have discussed the variables that influence academic performance in Schools. Piaget (1976), states that the growth of knowledge is the result of individual constructions made by the learner's understanding. Piaget contends that, “the current state of knowledge is temporal, changing as time passes as knowledge in the past has changed, and it is not a static instance: it is a process”. Piaget viewed constructivism as a way of explaining how people come to know about their world. He added that teaching is supporting the learners constructive processing of understanding rather than delivering the information to the learner. This can be true with teacher partnerships, when teachers come together and organize their pupils for interclass group discussions in specific subject areas in schools.

Kim (2005) in his study on the effects of a constructive teaching approach on student academic achievement, self-concept and learning strategies concluded that constructivist teaching is more effective in terms of academic achievement of students; constructivist learning is not effective in terms of student self-concept enhancement and student learning strategy changes in general, but have some effect upon motivation to learn academic tasks, causing anxiety in the academic learning process and self-monitoring in terms of learning for tests; and the students have some preference for a constructivist teaching classroom environment.

Piaget’s constructivist’s theory can clearly be linked to move towards creating schools as learning communities in that from the constructivist point of view. Further explains that children acquire knowledge by constructing it from inside, in interaction with the environment. This effort may be more successful if carried out by schools in partnership rather than by schools acting alone. Partnership can therefore be said to fall within this theory when they are formed primarily with the goal of knowledge creation and are constructed in such a way to allow optimal openness. Regular contacts between staff, staff across schools and from all levels of the school hierarchy and relationship based on the view that all schools in partnership have a valuable contribution to make, would characterize this type of partnership. In addition to the vital role that teachers play in pupils’ education, schools too have a responsibility to assure high quality education for all pupils.

Bimbola and Oludipe (2010) observed that Constructivism is a psychological theory of knowledge, which argues that humans construct knowledge and meaning from their experiences. Constructivism is not accepting what you are told but your prior knowledge about what you are taught and your perceptions about it. Active involvement of pupils is emphasized in constructivism, hence knowledge gained last long in their memory. In a constructivist setting, knowledge is not objective. The role of the teacher is to organize information around conceptual clusters of problems, questions and discrepant situations in order to engage the pupil's interest

Teachers assist the pupils in developing new insights and connecting them with the previous learning. Ideas are presented holistically as broad concepts and then broken down into parts. The activities are pupil-centered and pupils are encouraged to ask their own questions, carry on their own experiments, make their own analogies and come to their own conclusions. This implies that pupils in the constructivists group retain the concept taught better than partnership among the pupils themselves.

Social Capital Theory, Acar (2011) observed that the notion of social capital was first extensively elaborated by Pierre Bourdieu in his theoretical work (Bourdieu, 1986), where social capital is one in a cluster of concepts that also includes human and cultural capital. The theory argues that teachers who exemplify and reflect the universal or ethical values of truthfulness, trustworthiness, generosity; and respect prove more effective than textbooks and instruction. As educational policies are formed, policy makers should take into consideration the aforementioned factors, identify needs-for social capital, and address these needs accordingly in order to maximize educational success, social capital plays a crucial role in overall success in education. Differences in pupils- or academic success can be attributed to different levels of existing social capital which is produced in the networks and connections of families that the school services. Social capital supports success and education in the form of the disciplinary and academic climate at school, and also the cultural norms and values that motivate pupils to achieve higher goals.

# 1.1.3 Contextual Perspective

A school is an institution designed for the teaching of students (or “pupils”) under the direction of teachers. According to Oghuvbu (2010) a school is set up with main purpose of bringing students from different families together under one roof-the classroom. Effective teaching and learning cannot take place without the coming together of the teacher and the learners-pupils. this can also be achieve form partnerships in reviewing lesson plans, interclass subject discussion, sharing knowledge and setting and marking exams.

Improving pupils’ academic achievement at all levels of education is one of the primary concerns of every teacher. To accomplish this aim, teachers often make use of different teaching strategies and techniques to maximize their pupils' performance (Wamala, Kizito & Jjemba, 2013). It could be true when teachers come together under one roof, the teacher partnership. In their study, they identified the following strategies that lead to improvement of the pupils’ performance; effective management and leadership; support programs for both pupils and departments; behavior modifications with an emphasis on discipline especially in public schools; as integrated life skills program comprising disciplined work habits, a caring attitude, and own opportunities; and family and/or parental involvement; and capacity building for teacher support. In light of these strategies for improving pupils’ performance, it is evident that pupils' academic success does not depend solely on their mental and physical abilities: rather, other external factors also contribute to academic excellence. This therefore means the combination of variables of assessment of learners; inter-class activities and teacher's expertise mentoring, coaching, support supervision have an effect on academic performance of pupils in Katikara Sub-County Kakumiro District. Also parent-family and community involvement in education correlates with higher academic performance and school improvement. This therefore indicates that, when schools and teachers work together to support learning, pupils tend to earn higher grades, attend school more regularly and stay in school longer.

Wamala, Kizito and Jjemba, (2013) concluded in their study that although many students have shown that, parents' education influences the academic achievement of their children, the minimum levels of the mother and father's education required to predict that their child will achieve better performance are not the same. Further, the impact of a mother's education on the academic achievement of her child is not consistent across various disciplines. However, this generation may not hold across countries because of variations in the quality of education services and individual characteristics of students and their parents, among other factors.

# 1.2 Statement of the Problem

Pupils’ academic performance has been found to be determined by many factors. Education is seen as a key factor for the achievement of the National Development Plan objectives. Uganda's education policies stem from the Government White Paper on Education (1992) and the Education Sector Strategic Plan (ESSP) 2004. Thirteen years Education Sector Strategic Plan was established in 2004 with the aim to help the Ministry of Education and Sports fulfill its mission, which is "to support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development;" (MoES, 2013). The Ministry of Education and Sports (MoES) remains responsible for policy formulation and maintenance of standards through teacher training, curriculum development and assessment. There is need for continuous improvement in pupils’ academic performance in Katikara Sub County Kakumiro district as reflected in the table below.

**P.7 End of term one results summary 2019**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | English | | | | Mathematics | | | | Social Studies | | | | Science | | | |
| **Schools** | **0-39%** | **40-59%** | **60-**  **79%** | **80-100%** | **0-**  **39%** | **40-**  **59%** | **60-**  **79%** | **80-100%** | **0-**  **39%** | **40-**  **59%** | **60-**  **79%** | **80-100%** | **0-**  **39%** | **40-**  **59%** | **60-**  **79%** | **80-100%** |
| St. Charles Lwanga | 5 | 13 | 20 | 2 | 4 | 20 | 15 | 1 | 2 | 16 | 20 | 2 | 5 | 21 | 13 | 1 |
| Busanga P/S | 3 | 10 | 16 | 0 | 5 | 14 | 10 | 0 | 2 | 14 | 12 | 1 | 3 | 13 | 12 | 1 |
| Mulinga P/S | 4 | 13 | 9 | 1 | 3 | 15 | 8 | 1 | 3 | 16 | 7 | 1 | 1 | 11 | 13 | 2 |
| Kihumuro C.O.U | 3 | 10 | 13 | 1 | 6 | 14 | 7 | 0 | 0 | 12 | 14 | 1 | 2 | 14 | 11 | 0 |
| Kitabona | 2 | 11 | 20 | 0 | 4 | 20 | 9 | 0 | 1 | 21 | 11 | 0 | 1 | 14 | 17 | 1 |
| Nyamigisha P/S | 1 | 11 | 19 | 0 | 5 | 15 | 10 | 1 | 1 | 15 | 14 | 1 | 3 | 9 | 19 | 0 |
| **Total** | **18** | **68** | **97** | **4** | **27** | **98** | **59** | **3** | **9** | **94** | **78** | **6** | **15** | **82** | **85** | **5** |

St. Charles Lwanga had 40 pupils, Busanga 29 pupils, Mulinga P/S 27 pupils, Kihumuro 27 pupils, Kitabona 33 pupils, Nyamigisha C.O.U 31 pupils. Total number of the pupils were 187.

In English, 97 pupils scored between 60-79%; 68 pupils scored between 40-59%; 4 pupils scored between 80-100%; and 18 pupils failed English.

In Mathematics, 98 pupils scored between 40-69%; 59 pupils scored between 60-79%; 3 pupils scored between 80-100%; and 27 pupils failed mathematics.

In Social studies, 94 pupils scored between 40-59%; 78 pupils scored between 60-79%; 6 pupils scored between 80-100%; and 9 pupils failed Social studies.

In Science, 85 pupils scored between 60-79%; 82 pupils scored between 40-59%; 5 pupils scored between 80-100%, and 15 pupils failed science. This indicates that, majority of the pupils score in the range of 60% to 79%.

In all the six schools, pupils who passed English were 169 at 90%, compared to 18 pupils at 9.6% failed. Mathematics 160 at 85.5% passed, compared to 27 at 14.5% pupils failed. Social Studies 178 at 95.2% passed, compared to 9 at 4.8% pupils failed. Science 172 at 92% passed, compared to 15 at 8% pupils failed. The finding indicates there is good pupils’ academic performance, when there are teacher partnerships in schools.

With teacher partnerships, there is need to create more and different partnership activities opportunities for example access to specialist knowledge to process and specify programs than could be achieved in a single school (Warren, L, J. 2005). It was therefore prudent to find out and determine the influence of teacher partnerships on pupils’ academic performance.

# 1.3 Objectives of the Study

# 1.3.1 General Objective

1. The general objective of this research was to establish the effect between teacher partnerships among selected Government aided primary Schools and pupils' academic performance in Katikara Sub-County in Kakumiro District.

# 1.3.2 Specific Objectives

1. To establish the influence of teacher partnerships in sharing knowledge in specific subject areas on pupils' academic performance.
2. To assess how teacher partnerships in reviewing lesson plans influences pupils' academic performance.
3. To find out how teacher partnerships in involving pupils in interclass subject areas discussion influences their academic performance.
4. To establish how teacher partnerships in setting and marking examinations improves pupils’ academic performance.

# 1.4 Research Questions

1. What is the influence of teacher partnerships in sharing knowledge in specific subject areas on pupils’ academic performance?
2. How does teacher partnership in reviewing lesson plans influences pupils’ academic performance?
3. How does teacher partnership in involving pupils in interclass subject areas discussion influences pupils’ academic performance?
4. How do teacher partnerships in setting and marking examinations improves pupils’ academic performance?

# 1.5 Research Scope

**Content Scope**

This study was to basically establish the influence of teacher partnerships and academic performance in Katikara Subcounty Government aided primary schools, Kakumiro district. The study will specifically establish the influence of sharing teachers' knowledge on academic performance, Inter-Class activities on academic performance and assessment of learners on academic performance among selected Government aided primary schools in Katikara sub-county. Pupils, teachers and head teachers were involved in the study.

**Geographical Scope**

This study focused on the Government aided primary schools in Katikara sub-county Kakumiro district, with specific target on St. Charles Lwanga Primary School, Busanga Primary School, Mulinga Primary School, Kihumuro C.O.U Primary School, Kitabona Primary School and Nyamigisha Primary School. This was because the schools have always worked together in a number of activities under World Vision support. They are under one coordinating center of Katikara and that is same catchment area.

**Time Scope**

This study on the partnership a case study Katikara Subcounty Government aided primary schools on academic performance The study considered the time from 2015 to 2019 because more educational activities have been conducted under the sponsorship of World Vision organization for example teachers scheming together, learning and teaching material creation, refresher courses etc. they are under one coordinating center for support supervision and other education issues, like reviewing thematic curriculum, Early Grade Reading (EGR).

# 1.6 Significance of the Study

The result of this research will be useful to the Ministry of Education and Sports in fulfilling its mission, which is "to support, guide, coordinate, regulate and promote quality education and sports to all persons in Uganda for national integration, individual and national development". This is by supporting or funding the existence of teacher partnerships in coordinating center schools.

This research work will help the primary schools to understand the importance of training and development of their teachers in building their capacity and skills. This is by comparing pupils’ academic performance under teacher partnerships.

It will also help primary schools to understand the importance of partnership among primary schools in achievement of their goals especially academic performance by comparing results of different schools.

The study will be of a great help to primary school administrators in Katikara sub-county in determining ways of partnership with other schools on issues related to assessment of learners, sharing knowledge, reviewing lesson plans, involvement of learners in interclass subject discussions, setting and marking examinations, mentoring, support supervision and coaching for better academic performance.

This study will be helpful to researchers conducting research studies in future, and scholars who may develop an interest of undertaking studies in a similar field concerning the partnership among primary schools. The results of this research will consequently add to the level of knowledge that exists on issues of partnership among schools on academic performance especially in Katikara sub-county, Kakumiro district.

The study will also help Kakumiro district local government formulate policies on guiding schools intending to form partnership in education matters to improve on academic performance.

# 1.7 Justification of the Study

This study is to promote pupils’ academic performance improvement through identifying ways of promoting effective teacher partnerships.

Teacher partnerships are very crucial to improving on pupils’ academic performance. However, the researcher wanted to establish the effect of teacher partnerships on pupils’ academic performance through sharing knowledge; reviewing lesson plans, interclass subject discussions and setting and marking examinations etc.

This study is also a requirement by the faculty of education in the partial fulfillment of the award of Master of Education Management and Planning (MEMP) of Nkumba University.

# 1.8 Conceptual Framework

The logic underlying the dependent variable in this analysis is that pupils’ academic performance is a function of a set of independent and intervening variables. This ideal conceptualization is built on the idea that partnership among selected Government aided Primary Schools has power and influence on the academic performance in Katikara sub-county schools as illustrated in Figure 1.

**Figure 1: Conceptual Framework**

**Independent variable Dependent variable**

|  |
| --- |
| **Teacher partnerships**  -Sharing knowledge  - Reviewing lesson plans  -Pupils’ interclass subject discussion - Setting and marking examinations |

|  |
| --- |
| **Pupils’ academic performance**  - Continuous assessment  - Final examinations |

|  |
| --- |
| **Intervening variables**  -Understaffing  -Provision of teaching/learning materials  -Support supervision |

**Source: Developed by Researcher 2019**

The teacher partnerships among Government aided primary schools as reflected in the conceptual framework that is, sharing of teacher's knowledge, inter-class subject discussions, reviewing lesson plans, setting and marking examinations and assessment of learners in the ideal situation lead to academic performance, which is perceived as achievement of goals and good performance in this research. However, there are always those forces that will intervene in between the independent and dependent variables to impede the ideal from occurring. These are intervening variables that have a tendency to vary the way the independent variables will affect the dependent variables usually by weakening the ideal influence in particular, these variables are understaffing levels and school management committee support, provision of teaching/learning materials, policies e.g school lunch policy etc. The above relationship interplay in the following as an example. Even if sharing of teachers' knowledge is well stimulated and implemented, good academic performance may not be attained due to poor staffing levels. So the interveners should be held under control as much as possible.

**Shared knowledge**

Provide opportunities for advancement and encourages personal professional development growth, Improving teaching and learning. Sharing knowledge with outside experts supports school activities and enable teachers embed new practices in their own settings. Teachers can widen their scope of knowledge in subject areas to help them teach effectively towards improving pupils’ academic performance.

**Reviewed lesson plans**

Support teachers implement new strategies since there is lesson plan evaluation and provide the opportunity of in-depth investigation of the subject lesson planning. Can also help teachers adopt different methods or procedures that are appropriate for their learners to realize improvement on academic performance, for example using a variety of methods suitable in a given situation while conducting lessons.

**Involvement of pupils in interclass subject discussions**

Engaging pupils in interclass activities improve their academic confidence and tend to have more supportive relationship. Pupil’s engagement and participation in classroom activities where pupils work together help each other to learn. When pupils are involved in interclass subject discussions can be regarded as one of the strategies to improve on pupils’ academic performance since pupils’ different groups are brought together to share educational experiences which in the end this kind of interaction, engagement or participation help each pupil learn from others.

**Setting and marking examinations**

Teacher partnerships on assessment program help to monitor pupils’ academic progress. But this should be quality examination which in the end teachers gets provided with feedback about pupils’ academic performance and achievement, and also pupils’ weak areas can be identified and therefore help teachers to lay strategies of giving special support to such pupils so that they can also improve on their performance.

Teacher partnerships among schools can be supported by parents, families and community. A research based frame work, developed by Joyce Epstein describes six types of involvement; parenting, communicating, volunteering, learning at home, decision making, and collaborating with the community. Successful school-partnerships are not stand-alone projects or add-on programs but are well integrated with the school’s overall mission and goals. This can increase pupil achievement a success.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.0 INTRODUCTION

This Chapter examines the purpose of establishing research gaps that the investigation wanted to fill. During the study, literature was based on the themes of study and quoted some scholars according to each theme.

# 2.1 Teacher Partnerships in Sharing Knowledge

Teachers play a vital role in ensuring quality education delivery. They are best known for the role of educating pupils in their care. The most common role teachers’ play in the classroom is to dispense pertinent knowledge to pupils by following the curriculum.

Teacher partnerships are functional in nature because they are continuous exercises that involve frequent pupil-teacher and schools contact quality of their interaction, participation in educational activities at school. In view of this, it is considered as a vital responsibility of every teacher to take part in building, modifying behavior out comes of pupils.

The shared responsibility to achieve the goals of teaching as a joint work, it is an interactive process that enables teachers to work together and engage in shared decision making for example in sharing knowledge by staff members in schools to improve academic performance.

Staff development is another way of promoting good performance. Kyeyune, (2008), observed that there is a gap to prepare head teachers for role of staff development. Manu, (2007) contends that “enlightened manager will recognize and support workers needs at the highest level by providing opportunities for advancement, encouraging personal development, and creating an environment where employees can explore their individual talents and dreams”. It could be true because when teachers come together under teacher partnerships, consider how best pupils’ academic performance can be improved. Teacher partnerships provide opportunities, encourage teachers and explore their talents and dreams to improve pupils’ academic performance.

The aspect of CPD that the systematic reviews found to be effective in improving teaching and learning thus academic performance include; Emphasis on peer support rather than leadership by supervisors, Use of outside experts to support school based activities, Observation and shared interpretation (with some feedback) to support teachers implementing new strategies, Process for sustaining the CPDs over a time to enable teachers to embark on new practices in their own classroom settings which can help teachers while sharing knowledge in teacher partnerships. It therefore, implies that no doughty that teacher partnerships in sharing knowledge can improve pupils’ academic performance. With teacher partnerships in sharing knowledge, continuous professional development is part and partial because teachers work together to widen and improve on their knowledge in educational activities.

This means if there is to be real teacher partnerships in sharing knowledge teachers must continuously be professionally developed to equip them with up-date methods of teaching.

Engstrom and Danielson's (2006) study dealt with teachers' perceptions of how one school district supported and sustained a teacher-led staff development committee's (SDC) professional development program. Several of the teachers who participated in the grant-funded professional development opportunities shared their perceptions of the effectiveness of this model on their professional growth. The development program focused on learning about multiple intelligence theory and implementing classroom practices based on the theory.

Head teachers and teachers’ workshops provide a way of enhancing teaching and learning strategies and pedagogical techniques. Lindman and Tahamont (2006) included faculty and staff development workshops designed to create a team that taught interdisciplinary courses.

Strategic planning of the workshop and responsiveness to participants' needs and interests endangered collegiality, partnership and curricular change. This means when schools in partnership organize workshops for teachers, there will be sharing knowledge to enrich teachers with new strategies to improve pupils’ academic performance.

Barnett (2004) carried out an investigation and the purpose of his study was to determine the characteristics and perceived effectiveness of staff development practices in selected high schools in South Dakota. The analysis of the data explained that well organized meetings that are short and to the point with practical information that teachers can take to their classrooms are among the staff development practices that teachers prefer. The primary recommendation to emerge from the study focused on increased involvement and cooperation among teachers and principals in planning, implementing and evaluating academic performance. Similarly, teacher partnerships among primary schools on pupils’ academic performance should be investigated and give recommendations. It is because of this that teacher partnerships in sharing knowledge to improve pupils’ performance be put at the forefront. With shared knowledge, practicing teachers update their content knowledge and teaching skills, so they can meet the requirements and adapt to changes in the needs of the pupils. Studies have found higher levels of pupils’ achievement linked to teachers’ participation in activities directly related to the area in which they are teaching. For example, Mathematics (Brown, Smith, & Stein, 1995).

Ankomah Y., Koomson J. (et al 2005), advanced that “teacher performance is affected through inadequate number of teachers, teacher-pupil ratio, academic qualification, pedagogical training, content knowledge, ability and experience”. Chandan, J. S. (2003), reported teacher competence to include: “lesson preparation, proficiency in subject instruction, maintaining order in classroom, encouraging pupil participation in the lesson, punctuality, discipline, participation in extra-curriculum activities, integrity, and participation in community affairs”. And with teachers’ partnership in sharing knowledge all of these can be improved upon.

Mulkeen Chapman D. Dejaeghere J. G. (et al (2005) further observes that there is positive correlation between teachers’ knowledge of their subject and impact in the classroom. Some teachers may have little knowledge of the subject content to be taught thus, practice remote teaching whereby, they write notes on the board or use a class monitor to read out of a textbook while absent and this frustrates good teaching. With teachers’ shared knowledge this can be solved because teachers will have widened their scope of knowledge.

Nsubuga (2003) confirmed that teachers are not regularly appraised and schools are not adequately inspected. School head teachers do not supervise their teachers in class, thus teachers may become reluctant in teaching. This view is regarded as true because what gets supervised gets done.

The literature viewed above stipulates what is required of a teacher and the challenges he faces but it does not give the role of the head teacher in such a situation and how the head teacher can apply his leadership training to avert those challenges, hence a need for this study.

# 2.2 Teacher Partnerships in Reviewing Lesson Plans

Planning how to adjust and enhance instruction to meet pupils’ diverse needs lies at the heart of effective teaching. Good lesson plans address the needs of all pupils in a class, including those who have special needs or have already advanced beyond proficiency in a lesson objective. Therefore, relying on the same methods day after day would be boring. Different procedures sustain motivation throughout the lesson. Although many different procedures can be employed in a lesson, four basic methods are (a) practice and drill, (b) questioning-which is an important aspect, (c) explanations and lectures, and (d) demonstration and experiments. Depending on the type of lesson, as well as the students, subject and grade level, these instructional methods should be used in varying degrees (Ornstein, 1997). This means that, partnership in reviewing lesson plans help teachers break the monotony of using same methods throughout, but cope up with what others are doing in other schools for effectiveness in teaching and improve academic performance.

Requirements for all the content of lesson plans used in pupil teaching are examined to ensure and must demonstrate that they know how to adjust their lesson planning to accommodate the needs of diverse pupils. Research has proven that, consistent teacher effort to utilize proven strategies will make significant improvements in pupils’ performance.

Similarly in Katikara sub-county under teacher partnerships, teachers and head teachers should always emphasize on reviewing lesson plans to come up with one model and delivery evaluation.

Hughes (2005), presented a model for evaluation of lesson plans. Pre-service and novice teachers are often guided to look toward the Internet as a toolbox of good lesson plan templates tailored to prepare students for the high-stakes accountability standardized test-driven curriculum that is sweeping schooling in the United States. This fast paced, Winllose curriculum testing game leaves little time for burgeoning teachers to examine whether means (approved or good lesson plans) have the potential to lead to the crucial ends of balancing the democratic rights of individuals with the democratic ideals of inter-group education. The Hughes Two-Phase Evaluation (HTPE) model introduced how to evaluate plans from Lesson Plan America (a pseudonym for one premier state endorsed database). Phase I of HTPE implied that an average of two thirds (67%) of observed third-grade mathematics lesson plans is replete with messages that offer limited attentiveness to canary individuals. Phase II of HTPE suggested a need to re-evaluate such state-endorsed lesson plan databases for possible encroachment upon the democratic ideal education of canary groups.

Recently, the concept of lesson planning has become a focus of discussion among educators. Lesson planning can be defined as pre-active decision making that takes place before instruction. Teachers, consciously and unconsciously make decisions that affect their behavior and that of their students. Cognizant decision making, such as lesson planning, involves teachers' conscious efforts in developing a coherent system of activities that promote the development of students' cognitive structures. The research study of Panasuk, Stone, and Todd (2002) was one of the components of a multi-faceted project, the Middle School Mathematics Initiative. This study focused on planning lessons for instruction and investigated the process of implementation of the Four Stages of Lesson Planning strategy. Planning meaningful experiences for students is a basic requirement for successful teaching. Well-organized lessons and presentations facilitate students' perceptions of connections among mathematical concepts and major ideas.

While the student is constructing new knowledge, the form in which the formation is presented affects how the new knowledge is constructed.

Van Der Valk and Broekman (1999), investigated lesson planning and the life knowledge that teachers bring with them into the job. It was their thought that teacher education should build on the knowledge base that pre-service teachers already have based on their lifelong learning in and outside of school. An international team of mathematics and science educators developed a method of investigating the pedagogical content knowledge parts of this knowledge base. They asked pre-service teachers to prepare a lesson about a topic, as if they had to teach that lesson the next day.

John (1991) developed a study which had a goal to contribute to the understanding of the lesson planning perspective of pre-service teachers on an internship based training course. Five student teachers on a one year, internship-based Post Graduate Certificate in Education (PGCE) course was tracked in an attempt to understand their lesson planning perspectives. The investigation concentrated on the key areas of the planning process as it related to their learning, their beliefs about planning, the process of planning, and the factors that influenced that process. The data were presented in the form of two case studies.

Schmidt (2005) constructed a year-long qualitative study, which was an examination of 10 undergraduate pre-service teachers' lesson planning for the classes and/or individual lessons they taught in a university string project. Data analysis revealed that these pre-service teachers held differing views of lesson planning from each other and from their supervisor. Five themes emerged: (a) concerns about knowing how to begin to plan, (b) difficulty identifying what the children needed to learn, (c) the prominence of decisions made on the fly, (d) comparisons of thinking about teaching and planning with actual written plans, and (e) limited transfer of in-class experiences to teaching in the project. Suggestions for teacher educators include acknowledging the complex nonlinear relationship between planning skills, teaching experience, and professional knowledge; structuring guided experiences with a variety of lesson planning formats (e.g., written, mental, verbal); and maximizing opportunities for pre-service teachers to reflect on connections between their experiences as students and as teachers.

# 2.3 Teacher Partnerships in Involving Pupils in Interclass Subject Areas Discussion

A growing body of research points to the value of active and interactive learning. Traditionally, the teacher has been the source of knowledge in the classroom (Hansen & Stephens, 2000). As a result of the nature of this role, teachers adopt what they consider to be the most efficient instructional method for imparting information in large classes. Pupils are rarely asked to process their learning unless the class also carries a discussion or quiz section, they believe that more lasting learning arise from the active use of concepts in the class, the construction of one’s own knowledge and meaning and creation of a communicative climate within the class. Some strategies for creating pupils engagement and increasing pupil learning, involve group discussion and inquiry.

There are many strategies that teachers use to bring the pupils’ performance to higher levels. However, to affect this, school environment may mediate the teachers’ efforts. Schools, according to Sentamu (2003), are social institutions in which groups of individuals are brought together to share educational experiences and such interactions may breed positive or negative influences on learners. In this study, relationships between pupils and teachers and climate in the classrooms are positively associated with levels of pupil’s engagement and academic competence. Similarly, meaningful and challenging learning environment have been linked to both engagement and perceived competence.

Reasons for implementing group learning into their classrooms include developing ways of learning together in order to achieve their learning goals, the increased use of teaching and learning that emphasize learner-centered approaches such as peer and group learning. This means there is a benefit in switching from the traditional teacher-centered classroom setting which promotes communication.

Smith and Mac Gregor (2000), found that interaction with pupils that is built around substantive, academic work, has been shown to lead to greater academic achievement and personal satisfaction. As Atkison remarks: Achievement is a ‘we” thing, not a “me” thing, always the product of many heads and hands (1964). My own observation have alerted me to the fact that to achieve more there is need of team work and working in partnerships which is a “we” thing and there is a limitation on the scope with a “me” thing which teachers should shy away.

A study by the National Research Council (2003) found that, when pupils are authentically engaged in meaningful, quality work, the likelihood increases that they will learn something new and remember what they learned. The study suggested that teachers should strive to engage pupils in meaningful learning; this includes starting from known to unknown and to help pupils make sense of educational issues to their own situations.

The study further found that influence of pupil’s engagement and perceived academic competence on teachers support were stronger than the influence of teachers support on pupil’s engagement and perceived academic competence. The pupils who are more academically confident and engaged tend to have more supportive relationships with teachers, and the teachers appear to be more supportive of pupils whom they perceive as more involved in the academic process. The pupils who reported that in their schools there were clear and consistent behavioral norms and expectations for both pupils and teachers felt more academically confident and more engaged in schools.

Pupil-to-pupil interactions and pupils engagement, participation in classroom activities in which pupils worked together and helped each other learn was significantly related to how engaged pupils were in schools. Although learning involves individual cognitive and emotional processes, students’ motivation is also significantly influenced by a supportive network of relationships. The likelihood that students will be motivated and engage in schools is increased to the extent that they perceive their teachers, family, and friends as supportive. High, clear, and consistent expectations also support students’ self-confidence, their beliefs that their efforts will lead to success, and their engagement in schools.

A substantial body of evidence demonstrates that schools where pupils achieve high levels of academic performance tend to set high expectations and standards, and they both challenge pupils and allow them to experience a sense of competence and accomplishment. Research indicates that over the long term, students are more likely to be engaged in the classroom when they are asked to conduct experiments, participate in debates and role playing, create models, and complete projects. Evidence also suggests that when classroom instruction draws and real-world experiences, it becomes more meaningful. Pupils enjoy learning better when what they are studying is of personal interest and relates to their lives.

According to Presidential Initiative on AIDS Strategy for Communication to Youth (PIASCY), teachers’ reference guide (Nov. 2013), Participatory Approach encourages the active involvement of each participant in the planning, learning and decision-making process for a particular project or activity. A participatory delivery or teaching approach is a learner-centered approach to institution that focuses on the learner and the process through which they construct knowledge and develop skills. This means it is appropriate to involve pupils in interclass subject discussions for they will achieve a lot to improve on their academic performance.

Smith and Mac Gregor still remark: one of the best reasons for bringing pupils together is to give them the chance to learn from and with one another, to practice communicating and working together to accomplish a common task and to find out more about one another (2000).

Although teachers typically recognize the value of group work in classroom learning it still remains rather uncommon. Moreover it is involving and active as it lends variety to learning, encourages participation and leads to active thinking among pupils.

# 2.4 Teacher Partnerships in Setting and Marking Examinations

The purpose of setting and marking exams is to measure pupils’ learning, skills and understanding. Also help pupils to reflect on their learning, and to recognize and enhance their achievements. Exams must be designed with the intention of enabling pupils to demonstrate the extent to which they have achieved the relevant intended learning out comes. Exams must support pupils learning as well as measuring achievement and marking must be based on the quality of pupils’ work and be free from bias or prejudice and relevant marking criteria must be applied consistently.

According to Onuka (2006), there is a need to use a variety of instruments to effectively measure the student’s traits and their results are used to assist the students to improve themselves. This can also apply in primary schools with pupils. In addition, Lewin (2001) recorded that, over the years, various attempts have been made in many countries to improve the quality of examinations through the partnership assessment provisions. For example, in Tanzania, the National Examination Council for Tanzania (NECTA) in the late 1970s established partnership assessment programs to monitor students’ academic progress in the whole education cycle from lower classes to higher classes. With primary schools in Uganda and Katikara district in particular, this has only been serious when it becomes to mock exams under district academic board, which set and mark the exams of primary seven. Ezeudu (2005) quotes Shintoho et al (1989) that in Nigeria partnership assessment was used in geography and out of the 30 geography teachers interviewed, 28 percent of them used oral test, 100 percent used written test while 97 percent used assignments and 100 percent also used examinations as their mode of assessment. I do agree that, there should be a mode of assessment of pupils’ academic performance. However, should be up to the lower level (Co-ordinating Centers) where teachers in partnerships set and mark examinations.

Like Tanzania and Nigeria, partnership assessment is being practiced in many Ugandan secondary schools. It is not uncommon for teachers to carry out day to day testing of learners. In many schools, regular testing takes place on weekly, fortnightly, monthly, mid-termly, termly and yearly basis. This is further evidenced with what Etienne (2007:2) noted in Mauritius that, only for purely organizational reasons, some teachers might be brought to do partnership assessment during the beginning of first term. This is similar to Uganda’s Beginning of Term (BOT) tests in primary schools. Besides testing, assignments and recap exercises, projects are other forms of partnership assessment strategies which sometimes can be used in primary schools. Webbo and Brian (1990), argued that assessment must be an interaction between the teacher and pupils, with the teacher continually seeking to understand, what a pupil can do and how a pupil can do it. According to Obanya (1995), assessment involves the systematic collection of data on all aspects of an educational endeavor. This means that the data collected about pupils’ academic performance is used on partnership basis in a systematic way to take meaningful decisions on what should happen.

According to Farrant (1997), partnership assessment is being used increasingly as a strategy to prepare students for terminal examinations. For instance, the results obtained from partnership assessment can be used to identify the students’ weak areas so that teachers can give them special support in those areas. Partnership assessment results can also inform decision-making in terms of determining as to whether pupils should be promoted from one class to another. “Partnership assessment or schools-based assessment should test the total growth of the pupils in the non-scholastic areas and therefore should be built into the teaching-learning process” (Graume & Naidoo, 2004). This implies that, helping pupils to acquire the needed knowledge and skills would require changes in the public examination system and assessment techniques at the schools and classroom levels. But this should be right from the grass-root level through partnership in setting and marking exams among schools. In Nepal, Partnership Assessment (PA) is used in the promotion process or as an indicator of school quality (Carnoy, 1999). Continuous assessment is also used to provide teachers with feedback about pupils’ performance and achievement. In Uganda, excellence in the national external examination has also become the top priority of teachers and school administrators. Therefore, teachers have had to rely on partnership assessment in order to monitor their pupils’ academic progress and performance. This is what Webb and Brairs (1990) argued about that,“ assessment must be an interaction between the teachers and the students, with teachers continually seeking to understand what a student can do and how a student is able to do it and then using this information to guide instruction”.

However, despite the central role of partnership assessment in enhancing the teaching-learning process, we do not know a great deal about how teachers in partnership assess their pupils in schools of Katikara sub-county. Yet, Kellaghan, T and Greany, V (2003) further suggested that, there is evidence that the quality of those practices may be deficient in many ways. This might also be one of the reasons why students’ performance in primary schools of Katikara has continued to deteriorate. This study will attempt to find out what partnership assessment strategies were being used in primary schools of Katikara sub-county. In addition, the study will intend also to examine whether there is any influence of the partnership assessment strategies on students’ academic performance in those schools.

According to NAPE report (2015), Kibaale district before Kakumiro was curved off, the National Assessment of Progress in Education carried out a research in numeracy and literacy in English in primary three and six where Kibaale was rated as follows; Primary three pupils were rated proficient in numeracy at 86.5% and literacy in English at 67.3%. While primary six pupils were rated proficient in numeracy at 31.6% and literacy in English at 21.5%. This indicated that there is declining performance as pupils from lower classes graduate to upper classes.

In schools the level of acquisition of skills by the pupils is measured through assessment. NAPE ascertains the level of skills acquired by the pupils in relation to the curriculum, thereby identifying the gaps and offering important guidance on the way forward. NAPE report said notable performance could be because of the various educational interventions implemented by the Government and development partners. Therefore using assessment results can improve learning and developing of tests and also concerted efforts by all stakeholders in education is required in order to improve areas of weaknesses identified.

American Association for the Advancement of Science (1998) has categorized the purpose of assessment into internal and external purposes. The internal purposes for assessment include conveying to students expectations about what is important to learn, providing information to students and parents about students’ progress, helping students to judge their own learning, guiding and improving instruction, classifying and selecting students. The external purpose was to inform the education donors including parents, education departments and ministry about what happened in schools. Performance is defined in terms of results (Madaus 2000:98). In addition, Kellaghan and Greany (2003:16) noted that, “when partnership assessment has important consequences attached to performance, they are likely to impact directly on teaching and learning and so merit consideration as a mechanism for improving student achievements”. Onuka (2006) also found out that in Nigeria there was a comprehensive implementation of partnership assessment and feedback for the improvement of the education system for the accomplishment of learning objectives effectively according to students.

Furthermore, Etienne (2007) contended that, the protest against final examinations by students in France in May 1968 was the perfect opportunity for students to point at the unfair and risky final assessment in their schools. They made it clear that such examinations merely represented the performance of the moment and not the efforts made throughout the year. Students insisted on the risk that even the best-prepared student could have a problem on the day of the examination and came out in favor of partnership assessment in order to reduce the risks though some difficulties are likely to occur during implementation of the recap exercises as well.

Graume and Naidoo (2004) also noted that up to high school level, the assessment of students is done through terminal, half yearly and annual examinations at the schools. Carnoy (1999) contends that, when partnership assessment tools are applied over a period of time, they give an indication whether improvement is taking place or not. Partnership assessment also provides the pupils with maximum opportunities to learn and to demonstrate from time to time the knowledge, the skills and the attitudes that they have during the teaching-learning process.

However, it cannot be over-emphasized that the measurement of these domains, using partnership assessment, makes it a good tool for improving learning objectives and outcomes. This is so because in his research, Kalleghan and Greany (2003) noted a deficiency in the practice of partnership assessment in Africa where Uganda is part. This therefore may account for the variance in performance among schools and pupils.

According to Armstrong (2006), performance refers to both behaviors and results, and adjusting organizational behaviors and actions of work to achieve results or outcomes. In the school environment therefore, performance should not be defined in terms of test scores, examination results, pupils’ ability to socially apply what is learnt, and the rate at which pupils move on to higher institutions of learning, but should consider the achievements of the school in other areas like equipping the learners with the requisite skills for survival.

Wagabaza and Businge (2017) quoted Bananaka, a lecturer of psychology at Makerere University School explained that the initiative of rewarding best performing students enhances creativity and innovation among students. Those students learn to use their abilities and talents to reap big from their studies so that they land those reward packages. “Schools which recognize students’ efforts through academic prizes tend to have students who are more focused, committed and enthusiastic to learn” This means rewarding academic excellence does wonders.

The director of basic and secondary education, (Robinson Nsubuga-Lyazi. 2017) said Rewards are vital promoting good academic results, for both teachers and students, “It is a motivational issue. Studies show that a motivated staffer has a better work rate and this later translates into good performance. It is a sign of appreciation to the people who have done their best to excel.”

However, research shows that once tangible rewards are removed from situations, students lose their motivation and interest.

According to a study by a psychologist Edward Deci, Reward can have a negative impact on a student’s motivation. Interestingly, the time the reward are delivered also matters. In a study titled The Behaviorist Goes to School Leveraging Behavioral Economics to Improve Educational Performance, the research explains that tests performance can improve dramatically if students are offered rewards immediately after their good performance.

It was concluded that, the effectiveness of financial and other rewards as incentives to the best performing students has been an issue of debate among academicians for a long time, however, a study from the University of Chicago shows that with the right kind of rewards, students achievement can improve by as much as six times beyond what is expected.

# 2.5 Conclusion

Teacher partnerships was about shared responsibility to achieve the goals of teaching as a joint work between Head teacher to Head teacher, Teacher to Teacher, or Pupil to Pupil and also among schools characterized by cooperation and responsibility to achieve a specified goal.

In education, testing is the main method that provides evidence of the level of learning upon which such decisions can be made (Payne, 1992). They are normally set by teachers at school and done on a monthly basis or at the end of the term. With partnership two or more schools come together in a given subject to set, administer and mark the exams together.

Schools are most likely to be effective where they form communities of practice in having common interest in some subject or to share ideas, find solutions and build innovations. This can help forge partnership across previously isolated schools and can therefore be an effective means of sharing good practices Datnow (et al 2003).

Teacher partnerships are encouraged to identify a partnership leadership to oversee and coordinate their work by reviewing or developing a policy on partnership, write an annual action plan, provide resource materials, encourage the exchange of good practices and solutions to challenges.

To promote pupils’ growth and school success at every level, well thought teacher partnerships linked to school improvement goals are needed in schools.

**CHAPTER THREE**

# METHODOLOGY

# 3.0 Introduction

This Chapter covers the systematic plan of how the research was conducted from the beginning to the end. In brief, this Chapter deals with the research design, area of study, study population, sampling procedure, data collection methods and instrument, quality control methods, data management and processing, ethical consideration, and methods of data analysis.

# 3.1 Research Design

According to Amin (2005), research design is a master plan for a research study. The design of the research was cross-sectional survey in which data was collected from a population through sampling. Cross-sectional survey as stated by (Creswell 2012) is where the researcher studies the attitudes or behavior or opinion of several groups of people. Mainly qualitative approach was adopted to give precise and testable expression, qualitative ideas to analyze and interpret non-numerical descriptive data. Since it does not focus on already available data, it was essential for the researcher to collect data from various schools under study. It is useful to obtain information concerning the current status of the phenomena to describe “what exists” with respect to variable or conditions in a situation. (Key, 1997). The study was concerned with collection of data at one point in a time to establish the effect between teacher partnerships among selected primary schools on pupils’ academic performance. The researcher therefore, decided for cross-sectional survey since the study was about several groups, the head teachers, pupils and teachers.

# 3.2 Study Population

The study focused on six primary schools namely; Nalweyo, St. Charles Lwanga, Busanga, Mulinga, Kitabona and Kihumuro C.O.U and Nyamigisa in Katikara sub-county because the schools are found in the same coordinating center called Busanga Co-ordinating Learning Centre (CLC). The study population consisted of 237 respondents as per the information obtained from the respective schools, where the researcher used the School Head teachers, the teaching staff and pupils. 6 head teachers, 51 teachers and the study population also included 180 pupils who formed focus groups which were from primary Five, Six and Seven. And only pupils who had been in that same school for four years and above were considered because this period of time is long enough for pupils to understand issues in the school. The researcher considered a total of 30 pupils from each of the six schools and the three categories of respondents had 10 pupils each class.

# Table 3.1 Study Population

|  |  |  |
| --- | --- | --- |
| **Name of School** | **Category**  **of population** | **Population (N)** |
| St. Charles Lwanga Primary School | Head teacher | 1 |
| Teachers | 11 |
| Busanga Primary School | Head teacher | 1 |
| Teachers | 7 |
| Mulinga Primary School | Head teacher | 1 |
| Teachers | 8 |
| Kihumuro C.O.U Primary School | Head teacher | 1 |
| Teachers | 8 |
| Kitabona Primary School | Head teacher | 1 |
| Teachers | 8 |
| Nyamigisha Primary School | Head teacher | 1 |
| Teachers | 9 |
| All Schools (6) | Pupils, 10 from each | 180 |
| **Total** |  | **237** |  |

***Source: Developed by Researcher 2019***

# 3.3 Sampling Procedure

# 3.3.1 Sample Size

A sample was taken from the entire study population. The sample consisted of 237 respondents which included teachers, head teachers and pupils. The sample size was also 237 respondents which was arrived at using the formulae for determining sample size by Krejcie and Morgan

(1970). The Krejcie and Morgan (1970) formulae for determining needed sample sizes are given as under:

s = X 2 NP (1- P) d2 (N-1) + X 2 P (1-P)

s = required sample size

***X 2***= table value of chi-square for one degree of freedom at the desired confidence level (3.841).

***N*** = the population size

P = the Population proportion (assumed to be .50 since this would provide the maximum sample size).

***d***= the degree of accuracy expressed as a proportion (.05)

No calculations are needed to use the table. The relationship between sample size and total population is illustrated in the table.

Table determining sample size from a given population.

N S N S

10 10 30 28

15 14 35 32

20 19 40 36

25 24 45 40

Note, N is population size and, S is sample size

# Table 3.2 Sample Size

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of School** | **Category**  **of Population** | **Population** | **Sample**  **Size** | **Sampling Technique** |
| St. Charles Lwanga  Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 11 | 11 | Census |
| Busanga Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 7 | 7 | Census |
| Mulinga Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 8 | 8 | Census |
| Nyamigisha Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 8 | 8 | Census |
| Kitabona Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 8 | 8 | Census |
| Kihumuro C.O.U Primary School | Head teacher | 1 | 1 | Census |
| Teachers | 9 | 9 | Census |
| All schools (6) | Pupils, 10 pri.5, 10pri.6 and 10pri.7 | 180 | 180 | Purposive sampling and census |
| **Total** |  | 237 | 237 |  |

***Source: Primary data developed by Researcher 2019***

# 3.3.2 Sampling Techniques

Sampling is the process of selecting a sample from a population, and the researcher used both census and purposive sampling techniques. To determine the sample size from each of the participating schools, the sample comprised of all teachers, head teachers and 10 pupils from each class of primary 5, 6 and 7 and from each school.

**Census Sampling**

Is where the whole population was considered as a sample size. Which means the population (N) was the same as the sample size (n). This study employed census sampling to select the 57 respondents to be included in the sample. Where 51 were teachers as indicated in above table and 6 were head teachers and the whole population was considered as a sample size. This was because the population of the study from each school was too small to be sampled from. Meaning that, the size of the population was manageable on the side of the researcher.

**Purposive Sampling**

The researcher used purposive sampling for the focus groups. Where Creswell (2002) defines purpose sampling as “intentionally selecting individuals and sites to learn or understand the central phenomenon.” This purposive sampling is good for selecting key informants who have extensive knowledge and experience in the area you want to research on. Specific sampling units were only pupils from primary five to seven who have been in the same school for four years and above, were selected for the study.

# 3.4 Data Collection Methods and Instruments

# 3.4.1 Questionnaire Method

The study used the questionnaire survey method to collect data. The questionnaires were used because the purpose of the study was to establish the influence of teacher partnerships among selected Government aided primary schools on pupils’ academic performance in Katikara sub-county, and they are easy to quantify and analyze. In addition, the questionnaires were used because the study focused on opinions, attitudes, feelings and perceptions of the teacher partnerships and academic performance in Katikara sub-county. Such information can best be tapped by using closed ended questionnaires which allows for easy respondents attitudinal disposition on the independent and dependent variables as observed by Amin (2005). The researcher used a questionnaire to allow busy respondents fill it at their own convenient time. It also allows respondents express their views and opinions without fear of being victimized as suggested by Oso and Onen (2008). More it was cheaper in terms of finance and time as compared to other tools. Moreover it covers a large percentage of the population. However questions and statements examined exhaustively every aspect of the specific research objectives and questions. The researcher had to use both open-ended and closed-ended questions. The information solicited by the instrument, helped the researcher enhance responses from the self-administered questionnaires and made it possible to cross-examine some key issues in the research.

# 3.4.2 Interview Method

An interview guide consisting of open and closed ended questions was designed and administered to the Head teachers in the primary schools. Closed ended questions where the researcher posed a question with pre-set response options for the participants. The researcher was after facts, and opted to use pre-determined questions.

The interview was used because of producing data based on informants “priorities, opinions and ideas”. Informants were given the opportunities to expand their ideas, explain their views and identify what they regard as the crucial ideas. Furthermore the face to face interaction was important because it helped the researcher to derive deeper into the issues and to clarify any doubts that could arise.

Creswell (2002) is in favor of the one-on-one interview as he claims that it is useful for asking sensitive questions and also for enabling the interviewees to ask questions or provide comments that go beyond the initial questions. It was therefore prudent for the researcher to use the method.

# 3.4.3 Focus Group Discussion Guide

Focus group discussions helped the researcher to get diverse perspectives from pupils and saved time and money than if it was to meet individual pupils. Since the English language for the pupils in the area of study is limited, the researcher had to write the guide in English but interpret to the focus groups in the local language which they best understood and responded to, where verbal questions and verbal answers were considered.

# 3.5 Quality Control Methods

# 3.5.1 Validity of Study Instruments

Validity means ascertaining the accuracy of the instruments by establishing whether the instruments focus on the information they are intended to collect. Creswell (2002) states that validity enables researchers draw meaningful and justifiable inferences from the scores about a sample or population. The content validity was established by requesting the experts in the field of study to provide their comments on the relevance of each item on the instrument. The experts were requested to indicate whether the item were relevant or not. Through this the validity of the instrument was ascertained. The results of their indications were analyzed to establish the percentage representation using the content validity index. Validity of any study is very important and various mechanisms are employed to confirm validity. The Content Validity Index Formula by Amin (2005) was used: CVI = (No of judges declare valid items)/ (total no of items), and approval from the Supervisor. And it was found out content validity index to be 0.708

Expert rating Items rated not relevant Items rated relevant Total items

Expert 1 3 9 12

Expert 2 48 12 60

Total 7 17 24

CVI=17/24=0.708

# 3.5.2 Reliability of Study Instruments

Open ended and closed questionnaire guides were used for teachers.

Interview guides were used by head teachers.

Check lists were used for focus group discussions.

According to Creswell (2002) reliability “means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument, they should be free from sources of measurement error, and they should be consistent”. This means one can depend on the received results as they are relatively consistent. The researcher was to apply the test and retest method, on a specific sample to check consistency. Therefore, reliability of an instrument is the ability of the instrument to collect the same data consistently under similar conditions.

R=(k/k-1) (1- (Sum of item variances/Total scale variance)

Where K= number of items

And reliability was found out to be 0.763

(K/K) (1- (Sum of item variances/ Total scale variances)

Where K= Number of items

(12/12-1) (1-(12/ 40)

(12/ 11) (1- 0.3)

(1.09) (0.7) = 0.763

# 3.6 Data Management and Processing

After data collection, data was sorted, coded and then entered in the Statistical Package for Social Sciences (SPSS) version 20 for analysis. The data collected was analyzed by use of simple descriptive statistics such as percentages and frequencies. The data was cleaned with an aim of identifying mistakes and errors which may have been made and blank spaces left unfilled. Frequencies and percentages were used to analyze and answer all research questions. Frequency and percentage tables were used to present data.

# 3.7 Ethical Considerations

The researcher had to consider the principle of informed consent and ensured that respondents make their decision to participate based on their adequate knowledge of the study by approaching each individual respondent. The researcher ensured privacy and confidentiality of the data collected. Participants had the right to keep from the public certain information about themselves. Data was handled in a way that would not harm the participant's identity and all information about them had to be treated in a responsible manner.

The researcher ensured that all participants in research had the right to remain anonymous, that their individual identities were a silent feature in the research.

The Researcher caused no harm to the respondents by whatever means. The researcher had to avoid questions that could cause embarrassment and guilt. Where such questions was inevitable, the researcher had to ask them in a sensitive manner with due respect to the respondents.

# 3.8 Methods of Data Analysis

# 3.8.1 Analysis of Quantitative Data

The Statistical Package for Social Sciences (SPSS) was used to help me analyze the data and descriptive analysis was conducted. Frequency and percentages had to be computed to document the demographic information of the respondents between the independent and dependent variables.

# 3.8.2 Analysis of Qualitative Data

Data collected through interview guide and focus group discussion guide was analyzed qualitatively and to allow identification of the effect of teacher partnerships on pupils’ academic performance by coding responses using frequencies and percentage The researcher also did the content analysis using themes from the specific objectives and quoting interview materials from respondents’ verbal expressions.

# 3.9 Limitations

With purposive sampling technique, there was no possibility of having any idea about the degree of accuracy achieved in investigation conducted. There was no equal chance for all the items of the population being included in the sample and therefore, participants of the study may not have been truly representative of the sample. However, pupils and teachers helped the researcher identify pupils who had spent 4 years and above in that same school.

With census sampling technique, it was only when the population of the study was too small to be sampled from. The interviewees felt that the interviews would consume a lot of their time and that this would be a waste as they were not going to get any remuneration.

The above concerns were addressed personally with the participants after assuring them strict confidentiality for the information shared and only conducted as part of data collection on what actually was taking place in schools.

The results may not be generalized since the research was only in six schools in Katikara sub-county. Similar studies should be carried out in the whole district.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND INTERPRETATION

# 4.1 Introduction

This Chapter presents Data Presentation, Analysis and Interpretation of the study that sought to assess teacher partnership and academic performance a case study of Katikara Subcounty Government Aided Schools in Kakumiro District. It was reviewed objective by objective. A total of 237 respondents were involved in the study. 51 Teachers for the questionnaires guides, 6 Head teachers for interview guide and 180 pupils for discussion guide. But only 46 out of 51 teachers returned the questionnaires, representing a response rate of 88.2%. According to Mugenda (2003), any response rate of above 50% is considered valid and therefore the response rate being above 50%, it is therefore valid.

The sample characteristics are considered to be part of the analysis. The sample characteristics have been analyzed by looking at the age of respondents, their education level (academic qualifications), and level of experience. The findings in relation to this analysis are documented in sub-sections bellow

# 4.1. Gender of Teachers and Head teachers.

# Table. 4.1.1: Gender of the respondents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Frequency** | | **Percentage %** | |
| Teachers | Head teachers | Teachers | Head teachers |
| Male | 27 | 4 | 53 | 67 |
| Female | 19 | 2 | 37 | 33 |
| Unknown | 5 | 0 | 10 | 0 |
| **Total** | **51** | **6** | **100** | **100** |

***Source: Primary data developed by the Researcher (2019)***

The above table shows that 53% of teachers were male and 37% were female while 10% did not return the questionnaires meaning the study was dominated by male respondents while 67% of head teachers were male and 33% were female meaning respondents who were head teachers were dominated by male. This information shows that there were more male teachers and head teachers than their female counterparts.

# 4.1.2 Age Group of Teachers and Head teachers.

With age, there was a need to look at the age of respondents to check their level of maturity.

# Table: 4.1.3 Age group of the respondents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Frequency** | | **Percentage (%)** | |
| **Teachers** | **Head teachers** | **Teachers** | **Head teachers** |
| 20-30 years | 26 | 0 | 51 | 0 |
| 31-40 years | 12 | 2 | 23 | 33 |
| 41-50 years | 3 | 3 | 6 | 50 |
| 51 and above | 5 | 1 | 10 | 17 |
| **Unknown** | 5 | 0 | 10 | 0 |
| **Total** | 51 | 6 | 100 | 100 |

***Source: Primary data developed by Researcher (2019)***

From the table above 51% of teachers were between 20-30 years, 23% were between 31-40 years, 24% were between 31-40 years, 6% were between 41-50 years, 10% between 51 and above while 10% did not show up. Meaning majority of teachers were between 20-30 years which implies young teacher were involved. While 50% of head teachers were between 41-50 years, 33% were between 31-40 years and 17% were between 51 years and above meaning head teacher between 41-50 years dominated the study and none of the head teachers were in the bracket of 20-30 years. This indicates that respondents had stronger values and more favorable job attitude than their younger counterparts.

# 4.1.4 Qualifications of the Teachers and Head Teachers.

In line with the age distribution of the respondents, there was need to establish the level of education. This was important because it helped to tell whether the respondents were knowledgeable enough and well exposed to attend to the research questions.

# Table: 4.1.4 Showing the Highest Professional Qualification of Respondents

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Frequency** | | **Percentage (%)** | |
| **Teachers** | **Head teachers** | **Teachers** | **Head teachers** |
| Grade III certificate | 30 | 0 | 59 | 0 |
| College Diploma | 11 | 2 | 21 | 33 |
| Bachelor’s Degree | 0 | 4 | 0 | 67 |
| Master’s Degree | 0 | 0 | 0 | 0 |
| Others | 5 | 0 | 10 | 0 |
| Unknown | 5 | 0 | 10 | 0 |
| **Total** | **51** | **6** | **100** | **100** |

***Source: Data developed by researcher (2019)***

The above table shows that 59% of the teachers had a grad III teaching certificate, followed by 21% who were diploma holders and there was no teacher with Bachelors’ degree and Masters’ degree. 10% had other qualification with O’ and A’ level certificates and 10% did not return the questionnaires. The finding implies that the study was dominated by grade III teachers. While 67% of head teachers had Bachelors’ degrees followed by 33% who were diploma holders and no head teacher had a masters’ degree. The findings show that the respondents were qualified to lead their schools to higher pupils’ academic performance and also skilled to solve challenges encountered in their teacher partnerships and their responses reliable.

# 4.1.5 Experience of Teachers and Head Teachers.

Experience of the respondents to the teaching activities or operations was considered to really know what they were responding to and since teacher partnership started in their schools.

# Table: 4.1.5: Showing how long respondents had been a teacher and head teacher

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Response** | **Frequency** | | **Percentage (%)** | |
| **Teachers** | **Head teachers** | **Teachers** | **Head teachers** |
| Less than 5 years | 18 | 0 | 35 | 0 |
| 6-10 years | 14 | 2 | 27 | 33 |
| 11-15 years | 5 | 3 | 10 | 50 |
| 16 and above | 9 | 1 | 18 | 17 |
| Unknown | 5 | 0 | 10 | 0 |
| **Total** | **51** | **6** | **100** | **100** |

***Source: As developed by researcher (2019)***

According to the above table 35% of teachers had served for less than 5 years, followed by 27% who had taught for 6-10 years, 18% were between 16 years and above, 10% between 11-15 years and 10% did not return the questionnaires. The findings imply that majority of the teachers had taught between 1-10 years while 50% of the head teachers had served in that capacity between 11-15 years 33% had served between 6-10 years while 17% were between 16 years and above, meaning majority of the head teachers had enough experience in the teaching profession, of which teaching experience is a valuable asset in a school. It enables the teachers and head teachers acquire certain commendable characteristics and develop positive attitude towards improving pupils’ academic performance.

# 4.2 PRESENTATION OF RESEARCH FINDINGS

# 4.2.1 What is the Influence of Teacher Partnerships in Sharing Knowledge in Specific Subject Areas on Pupils’ Academic Performance?

Some teachers may have little knowledge of the subject content to be taught thus practice remote teaching. With teachers’ shared knowledge this can be solved because teachers will have widened their scope of knowledge. There is a focus on increased involvement and cooperation among teachers in planning, implementing and evaluating shared knowledge for pupils’ academic performance improvement.

# Table 4.2.1: Showing teacher Partnerships in Sharing Knowledge in Specific Subject Areas on Pupils’ Academic Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Response of respondents** | **Frequency** | | **Percentage (%)** | |
| **Trs** | **HeadTrs** | **Trs** | **Head Trs** |
| How does teachers share knowledge in specific subject areas improve pupils’ academic performance? | Through discussions | 14 | 3 | 27.4 | 50 |
| Through workshops and seminars | 19 | 2 | 37.2 | 33 |
| Through group scheming | 13 | 1 | 25.4 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| How does teachers’ shared knowledge improve on pupils’ academic performance? | Through lessons taught | 10 | 2 | 20 | 33 |
| Through giving exercises | 12 | 3 | 23.5 | 50 |
| Through follow-ups | 16 | 0 | 31.3 | 0 |
| Through giving examinations | 8 | 1 | 16 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| How does using outside experts and knowledge sharing improve on pupils’ academic performance? | Learning from one another | 8 | 2 | 15.6 | 33 |
| Help in learning new ideas | 19 | 1 | 37.2 | 17 |
| Creates team work among teachers | 10 | 1 | 16.6 | 17 |
| Exposes them to discovery of better methods of teaching and learning | 9 | 2 | 17.6 | 33 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |

***Source: As developed by researcher 2019***

The above table shows that 37.2% of teachers stated that, teachers shared knowledge in specific subject areas improve pupils’ academic performance through attending workshops and seminars, while 27.4% said it was through engaging in discussions and 25.4% through group scheming. The finding implies that teachers share knowledge in specific subject areas through workshops and seminars to help them improve pupils’ academic performance. For instance, through workshops and seminars teachers are equipped with up to date information/knowledge and new methods of teaching better thus academic improvement. However, also discussions and group scheming with 27.4% and 25.4% respectively, teachers share knowledge to improve academic performance.

On the side of head teachers, the table shows that 50% stated that discussion is how teachers share knowledge in specific subject areas to improve pupils’ academic performance. While 33% said it was through workshops and seminars and 17% through group scheming. The finding implies that head teachers considered discussions as the way to go followed by workshops and seminars.

When you look at both findings, teachers share knowledge through discussions, workshops and seminars and group scheming in specific subject areas to improve pupils’ academic performance.

The table also shows that 31% of teachers indicated that teachers shared knowledge improve pupils’ academic performance through follow-ups, 23% through giving exercises, 20% through lessons taught and 16% through giving examinations. The finding implies that teachers shared knowledge to improve pupils’ academic performance by making follow-ups, giving exercises and through lessons taught.

The table on the side of head teachers indicated that 50% said giving exercises is how teachers’ shared knowledge improve pupils’ academic performance followed by 33% through lessons taught and 17% giving examinations. The finding implies that giving exercises is how teachers shared knowledge to improve pupils’ academic performance. The finding from both teachers and head teachers implies that giving exercises and making follow-ups is how teachers shared knowledge improve on pupils’ academic performance followed by lessons taught.

The table still indicates 37.2% of teachers that using outside experts and knowledge sharing helps learning new ideas to improve pupils’ academic performance. While 17.6% that exposes them to discovering of better methods of teaching and learning, 19.6% that creates team work among teachers and 15.6% learning from one another. The finding implies that using outside experts and knowledge sharing helps in learning new ideas to improve pupils’ academic performance.

On the side of head teachers, the table shows that using outside experts and knowledge sharing there is learning from one another and exposes them to discovery of better methods of teaching and learning at 33% each improve pupils’ academic performance.

The finding implies that both teacher’s and head teachers said that learning from one another helps in learning new ideas and exposing them to discovery of better methods of teaching and learning is how outside, experts and knowledge sharing improves pupils’ academic performance.

Verbal expressions by the head teachers about teacher partnerships; The findings from 3 head teacher revealed that “there is acquiring of new knowledge and skills in teaching and learning” while 3 stated that “shared knowledge equip teachers with new knowledge and skills for effective teaching and learning” when there is partnering in sharing knowledge in specific subject areas on pupils’ academic performance.

With the aspect of sharing knowledge, the systematic reviews found it to be effective in improving teaching and learning, thus academic performance, and include; emphasis on peer support, use of outside activities, observation and shared interpretation (with feedback) to support implementing new strategies. And process for sustaining the partnership in sharing knowledge over a time to enable teachers use new practices.

According to Warren, L, J. (2005), the use of teacher partnerships creates more and different partnership activities and opportunities in relation to content for example have access to specialist knowledge to process and specify programs than could be achieved in a single school. This applies also to individual teacher.

Piaget (1976) contends that, the current state of knowledge is temporal, changing as time passes as knowledge in the past has changed, and it is not a static instance. When groups of individuals are brought together to share educational experiences, such interactions may breed positive influences on learners.

# 4.2.2 How does Teacher Partnerships in Reviewing Lesson Plans Influences Pupils’ Academic Performance?

Good lesson plans address the needs of all pupils in a class including those who have already advanced beyond proficiency in a class objective. Planning how to adjust and enhance instructions to meet pupils’ diverse needs lies at the heart of effective teaching. This means that, teacher partnerships in reviewing lesson plans help teachers break a monotony of using same methods throughout and cope up with what others do for effectiveness in teaching and improve pupils’ academic performance.

Knowledge lies in different minds, both individual and collective, and therefore teacher partnerships are needed to increase effectiveness and academic improvement.

# Table 4.2.2: Showing teacher Partnerships in Reviewing Lesson Plans Influences Pupils’ Academic Performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Response of respondents** | **Frequency** | | **Percentage (%)** | |
| **Trs** | **Head Trs** | **Trs** | **Head Trs** |
| What is the effect of partnership in reviewing lesson plans on pupils’ academic performance? | New approach in teaching and learning | 19 | 2 | 37.2 | 33 |
| Make learners keep abreast with new ideas | 9 | 3 | 17.6 | 50 |
| Teachers are equipped with better ways of teaching | 18 | 1 | 35.2 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| How does teachers’ partnership in reviewing lesson plans a strategy on improving academic performance | Creates comparisons on teaching and learning methods | 30 | 3 | 58.8 | 50 |
| Enable teachers to plan ahead of time | 8 | 2 | 16.6 | 33 |
| Room for consultations | 8 | 1 | 16.6 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| When teachers review lesson plans for different procedures, sustain pupils’ motivation through-out the lesson | Strongly agree | 16 | 1 | 31.3 | 17 |
| Agree | 25 | 2 | 49 | 33 |
| Not sure | 3 | 2 | 5.9 | 33 |
| Strongly disagree | 1 | 0 | 1.9 | 0 |
| Disagree | 1 | 1 | 1.9 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
|

***Source: Developed by the researcher 2019***

The above table shows 37.2% of teachers that teacher partnerships in reviewing lesson plans develops new approach in teaching and learning to improve pupils’ academic performance while 35.2% said that teachers learn from one another better ways of teaching and 17.6% make learners keep a breast with new ideas. The finding implies that teacher partnerships in reviewing lesson plans, teachers get new approach in teaching and learning to improve on pupils’ academic performance.

The table also shows 50% of the head teachers that partnerships in reviewing lesson plans by teachers, make learners keep a breast with new ideas and improve on their academic performance. While 33% of head teachers said new approach in teaching and learning, 17% that teachers learn from one another better ways of teaching. The findings imply that teacher partnerships in reviewing lesson plans make learners keep abreast with new ideas improve academic performance and since there is new approach in teaching and learning.

For both teacher and head teachers the finding reveals that new approach in teaching and learning, teachers learning from one another better ways of teaching and making learners keep abreast with new ideas are effects of teacher partnerships in reviewing lesson plans on pupils’ academic performance.

Again the table shows 58.8% of teachers that teacher partnerships in reviewing lesson plans is a strategy on improving academic performance because it creates comparisons on teaching and learning methods, enables teachers to plan ahead of time by 16.6% and as room for consultations by 16.6%.

On the side of head teachers 50% said that teacher partnerships in reviewing lesson plans is a strategy on improving academic performance by creating comparisons on teaching and learning methods. Enable teachers to plan ahead of time by 33%. For both teachers and head teachers the findings imply that teacher partnerships in reviewing lesson plans is a strategy on improving academic performance by creating comparisons on teaching and learning methods and enabling teachers to plan ahead of time.

The above table still shows 49% of teachers agreed that when teachers review lesson plans for different procedures sustain pupils’ motivation throughout the lesson. 31.3% strongly agreed that when teachers review lesson plans for different procedures sustain pupils’ motivation throughout the lesson 5.9% were nor sure. 1.9% strongly disagreed and disagreed.

On the issue of head teacher 33% agreed that when teachers review lesson plans for different procedures, sustain pupils’ motivation throughout the lesson while 33% were not sure whether teachers review lesson plans for different procedures to sustain pupils’ motivation throughout the lesson. 17% strongly agreed while the 17% disagreed.

The finding from both teachers and head teachers implies that they agreed that when teachers review lesson plans for different procedures, sustain pupils’ motivation throughout the lesson.

The table further shows from the findings that teacher partnerships in reviewing lesson plans improve pupils’ academic performance. Verbal expressions by the head teachers on teacher partnerships; Majority of the head teachers said that “teachers will have new strategies to help them improve on weak areas and teach better” while two head teachers stated that, “teachers get to know the right methods and strategies to help pupils improve academically”. When, there is partnership in reviewing lesson plans on pupils’ academic performance.

The above implies that, planning meaningful experiences for pupils is a basic requirement for successful teaching. Well organized lessons and presentations facilitate pupils’ perceptions of connections among concepts and major ideas. Reviewing lesson plans help teacher about knowing how to begin to plan, identifying what the children needed to learn, and prominence of decisions made, comparison of thinking about teaching with actual written plans.

Relying on the same methods day after day would be boring. Different procedures sustain pupils’ motivation throughout the lesson for example practice and drill, questioning, explanations, demonstration and experiments but should be used in varying degrees. Teacher partnerships in reviewing lesson plans prove that there is consistent teacher effort to utilize proven strategies to make significant improvements on pupils’ academic performance.

To accomplish the aim of pupils’ academic improvement, teachers often make use of different teaching strategies and techniques to maximize their pupils’ performance (Wamala, Kizito and Jjemba 2013).

# 4.3.0 How does Teacher Partnerships in Involving Pupils in Interclass Subject Areas Discussion Influences Pupils’ Academic Performance?

Pupils are rarely asked to process their learning unless the class also carries a discussion or quiz section. More lasting learning arise from the active use of concepts in the class, construction of one’s own knowledge and meaning and creation of a communicative climate within the class. Some strategies for creating pupils’ engagement and increasing pupil learning, involve group discussion and inquiry.

Bringing pupils together is to give them chance to learn from and with one another and leads to active thinking among pupils.

# Table 4.2.3: Showing teacher partnerships in involving pupils in interclass subject areas discussion influences pupils’ academic performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Response of respondents** | **Frequency** | | **Percentage (%)** | |
| **Trs** | **Head Trs** | **Trs** | **Head Trs** |
| How does involving pupils in interclass subject areas discussions improve on pupils’ academic performance? | Builds pupils’ confidence | 12 | 2 | 23.5 | 33 |
| Pupils learn new ideas from others | 18 | 3 | 35.2 | 50 |
| Creates competition among pupils | 16 | 1 | 31.3 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| What is the effect of pupils’ interclass subject areas discussion on academic performance? | Increases pupil-to-pupil interaction | 23 | 2 | 45 | 33 |
| Pupils share different educational experiences | 17 | 3 | 33.3 | 50 |
| Put pupils’ academic performance to a higher level | 6 | 1 | 11.7 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| Involving pupils in interclass subject discussions to increase pupils’ expectations and self-confidence on academic performance is | Very important | 29 | 2 | 57 | 33 |
| Important | 16 | 2 | 31 | 33 |
| Somewhat important | 1 | 1 | 2 | 17 |
| Not important | 0 | 1 | 0 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |

***Source: As developed by the researcher 2019***

The table shows 35.2% of teachers that involving pupils in inter class subjects’ discussions pupils learn new ideas from others to improve on their academic performance while 31.3% said creates competition among pupils and 23.5% that builds pupils confidence. The finding implies that involving pupils in interclass subject areas discussions, pupils learn new ideas from others to improve on academic performance.

On the side of head teachers, the table shows 50% that pupils learn new ideas from others when involved in interclass subject areas discussions to improve on their academic performance. While 33% that builds pupils confidence and 17% creates competition among pupils. The finding implies that pupils learn new ideas from others to improve on their academic performance when involved in interclass subject areas discussion.

From both teachers and head teachers, the finding implies that pupils learn new ideas from others to improve on their academic performance when involved in interclass subject areas discussion.

The table also shows 45% of teachers that, the effect of pupils interclass subject areas discussion increase pupil-to-pupil interaction on academic performance. While 33.3% pupils share different educational experiences and 11.7% put pupils’ academic performance to a higher level.

On the side of head teachers 50% indicated the effect of pupils interclass subject areas discussion is that pupils share different educational experiences on academic performance. While 33% increase pupil-to-pupil interaction and 17% put pupils’ academic performance to a higher level. The finding implies that the effect of pupils interclass subject areas discussion is that pupils share different educational experiences on academic performance. For both teachers and head teachers the finding reveals that, the effect of pupils’ interaction subject areas discussion is that pupils share different educational experiences to improve on academic performance.

The table also shows 57% of teachers say involving pupils in interclass subject discussions to increase pupils’ expectations and self – confidence on academic performance is very important. While 31% said it is important. The finding implies that it is very important to involve pupils in interclass subject discussions to increase pupils’ expectations and self-confidence. On the side of head teachers, 33% indicated that it is very important to involve pupils in interclass subject discussions to increase pupils’ expectations and self-confidence on academic performance, while 33% said it is important, 17% said it is somewhat important, and 17% said it was not important.

The finding implies that it is very important involving pupils in interclass subject discussions to increase pupils’ expectations and self- confidence on academic performance. From both teachers and head teachers 57% and 33% respectively said it is very important to involve pupils in interclass subject discussions to increase pupils’ expectations and self-confidence on academic performance.

Verbal expressions by the head teachers about teacher partnerships; Majority of the head teachers said that, “discussion helps pupils know their areas of weakness and learn new things to improve on their academic performance and also be confident for example when asking and answering questions”.

The above finding implies that, influence of pupils’ engagement and perceived academic competence on teachers’ support are strong, and pupils who are academically confident and engaged tend to have more supportive relationship with teachers. When involving pupils, teachers should strive to engage them in meaningful learning including starting from known to unknown and to help pupils make sense of educational issues to their own situations. A participatory delivery or teaching approach is a learner-centered approach to schools that focuses on the learners and the process through which they construct knowledge and develop skills.

According to Bimola and Olundipe (2010). Active involvement of pupils is emphasized in constructivism, hence knowledge gained last long in their memory. The activities are pupil- centered and pupils are encouraged to ask their own questions, carry on their own experiments, make their own analogies and come to their own conclusions.

According to PIASCY (Nov. 2013), Participatory approach encourages the active involvement of each participant in planning and learning. This means it is appropriate to involve pupils in interclass subject discussions for they achieve a lot to improve.

Pupil- to- pupil interactions and pupils, engagement, participation in classroom activities in which pupils worked together and helped each other learn was significantly related to how engaged pupils were in schools.

**4.4.0 How does Teacher Partnerships in Setting and Marking Examinations Influence Pupils’ Academic Performance?**

The results of assessment must be used to assist the pupils improve on academic performance. Over the years, various attempts have been made including Uganda to improve the quality of examinations through the partnership assessment provisions. Where teachers are brought to do partnership assessment and the results obtained can be used to identify the pupils’ weak areas so that teachers can give them special support in those areas.

According to NAPE report (2015), Notable academic performance could be because of the various educational interventions implemented by Government and development partners. Therefore, using partnership assessment results can improve learning and developing of tests and also concerted efforts by all stakeholders in education is required in order to improve areas of weaknesses identified.

# Table 4.2.4: Showing teacher partnerships in setting and marking examinations influence pupils’ academic performance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question** | **Response of respondents** | **Frequency** | | **Percentage** | |
| **Trs** | **Head trs** | **Trs** | **Head trs** |
| How does teacher partnership in setting and marking examinations improve pupils’ academic performance? | Pupils’ mistakes are corrected. | 21 | 3 | 41 | 50 |
| Teachers set exams on what they have taught. | 5 | 2 | 10 | 33 |
| Helps teachers set quality exams. | 20 | 1 | 39 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |
| What is the effect of teacher partnership in setting and marking examinations on pupils’ academic performance? | Feedback on pupils’ performance and achievements | 12 | 2 | 23.5 | 33 |
| Weak areas are given special attention | 21 | 3 | 41.1 | 50 |
| Ensures standard marking and grading of pupils | 13 | 1 | 25.4 | 17 |
| Did not return questionnaire | 5 |  | 10 |  |
| **Total** | **51** | **6** | **100** | **100** |

***Source: As developed by the research 2019***

The above table shows 41% of the teachers that teacher partnerships in setting and marking examinations improve pupils’ academic performance because mistakes are corrected while 39% said that teacher partnerships in setting and marking examinations help teachers et quality exams to improve academic performance and 10% that teachers set examinations on what they have taught. On the side of head teachers, the table shows 50% that teacher partnerships in setting and marking examinations improve pupils’ academic performance because pupils mistakes are corrected while 33% said teachers set exams on what they have taught and 17% help teachers set quality exams. The finding implies that pupils’ mistakes are corrected to improve academic performance when there is teacher partnership in setting and marking examinations. This was indicated by both teachers and head teachers at 41% and 50% respectively.

The table also shows that 41.1% of the teachers, the effect of partnership in setting and marking examinations on pupils’ academic performance that, weak areas are given special attention. While 25.4% said it ensures standard grading of pupils and 23.5% there was feedback on pupils’ performance and achievement. The finding implies that weak areas are given special attention to improve pupils’ academic performance when there is partnership in setting and marking examinations. On the side of head teachers the table shows 50% that weak areas are given special attention on pupils’ academic performance when there is partnership in setting and marking examinations, while 33% of the head teachers said that, there is feedback on pupils’ performance and achievements, and 17% said that, ensures standard grading of pupils.

From both teachers and head teachers at 41.1% and 50% respectively, said that weak areas are given special attention when there is teacher partnerships in setting and marking examinations on pupils’ academic performance.

Still, the table shows 55% of teachers that sensitization of stakeholders on values of partnership should be done in assisting schools form teacher partnerships to improve on pupils’ academic performance. While 35% said encouraging more schools to partner with others should be done. On the side of head teachers the table shows that 50% sensitization of stakeholders on values of teacher partnerships, while 50% said encouraging more schools to partner with others be done in assisting schools form partnership to improve pupils’ academic performance.

The finding from both teachers and head teachers at 55% and 50% respectively implies that sensitization of stakeholders on values of teacher partnership should be done in assisting schools form teacher partnerships to improve pupils’ academic performance.

Verbal expressions by the head teacher son teacher partnerships; majority of the head teachers said that “teacher partnerships reduce biasness in setting and marking thus standard exams and grading of pupils, then also partnership in setting and marking exams ensure that exams are to the level of pupils and also teachers make sure that they cover the syllabus in time to be on the same footing with other schools”.

This implies that, helping pupils to acquire the needed knowledge and skills would require changes in the examination system and assessment techniques at the schools and classroom levels. Therefore, teachers need to rely on partnerships in order to monitor their pupils’ academic progress and performance.

According to Abedi, (2010), assessment out comes have a major impact on the academic career because can influence a pupil’s classification and promotion. These assessments also supply more in-depth information on academic needs and create an environment for pupils to engage in more cognitively stimulating activities such tasks are also instructional and allowing pupils to actively engage in worthwhile learning activities in the classroom.

The purpose of setting and marking exams is to measure pupils’ learning, skills and understanding. Exams must be designed with the intention of enabling pupils to demonstrate the extent to which they have achieved the relevant intended learning out comes.

# 

# 4.5 Focus Group Discussion Guide for Pupils

# Table 4.5.1: Showing how teacher partnerships in sharing knowledge in specific subject areas can improve on pupils’ academic performance?

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percentage (%)** |
| Learn new things | 68 | 38 |
| Learn from other children | 63 | 35 |
| Get correct answers | 27 | 15 |
| Do exercises in groups | 22 | 12 |
| **Total** | **180** | **100** |

***Source: As developed by the researcher 2019***

The above table shows that 38% of the pupils said that partnership in sharing knowledge in specific subject areas improve their academic performance because they are able to learn new things. 35% said that, they are able to learn from other children. 15% said that, they are able to get correct answers. While 12% of the pupils, said by doing exercises in groups. The finding implies that, pupils learn new things during partnership in sharing knowledge in specific subject areas and improve on their academic performance. And, also that, partnership in sharing knowledge help them learn from other pupils. This can be true because weak pupils will be helped by clever pupils and in a long run, weak ones can improve on their academic performance.

Verbal expressions from the pupils was that; “we learn many new things about the subject and also help us to learn new things from fellow children and teachers”

# Table 4.5.2: Showing how teacher partnerships in reviewing lessons can improve pupils’ academic performance?

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percentage (%)** |
| Revising and making correction | 136 | 76 |
| Remembering previous work | 44 | 24 |
| **Total** | **180** | **100** |

***Source: As developed by the researcher 2019***

The above table shows that 76% of the pupils said that partnership in reviewing lessons improve their academic performance by enabling them to revise and make corrections of the work done previously. While 24% of the pupils said partnership in reviewing lessons make them remember the previous work and therefore, improve their academic performance. The finding implies that, when there is partnership in reviewing lessons for pupils to revise and make correction they improve on academic performance.

Verbal expression from the pupils was that; “We revise and correct difficult numbers which we failed previously and also we are able to correct mistakes made while doing exercises.

# Table 4.5.3: Showing how teacher partnerships in involving pupils in interclass subject discussions improve on pupils’ academic performance?

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percentage (%)** |
| Exchanging new ideas | 79 | 44 |
| Confident in reasoning | 40 | 22 |
| Ask questions and get answers | 61 | 34 |
| **Total** | **180** | **100** |

***Source: As developed by the researcher 2019***

The above table shows that 44% of the pupils stated that they exchange new ideas when teachers involve them in interclass subject discussions to improve their academic performance. 34% of the pupils said that when teachers involve them in interclass subject discussions, they are able to ask questions. 22% of the pupils said that, they become confident in reasoning when teachers involve them in interclass subject discussions which help them and get correct answers thus improve on their academic performance.

The finding implies that, when teachers involve pupils in interclass subject discussions, pupils exchange new ideas, ask questions and, get answers of what they did not know which help them improve on academic performance.

Verbal expression from pupils was that; Teachers involving pupils in interclass subject discussions to improve their academic performance was by “exchanging ideas with other children that we get to know more things and also we find ourselves learning different things from each other”. This implies that involving pupils in interclass subject discussions help pupils improve on academic performance.

**Table 4.5.4: Showing how teacher partnerships in setting and marking examinations improve pupils’ academic performance?**

|  |  |  |
| --- | --- | --- |
| **Response** | **Frequency** | **Percentage (%)** |
| Give us good exams | 55 | 30 |
| Get results early and revise | 48 | 27 |
| Competition for better results | 41 | 23 |
| Teaching to pass examinations | 36 | 20 |
| **Total** | **180** | **100** |

***Source: As developed by the researcher 2019***

The above table shows that, 30% of the pupils said that teachers’ partnership in setting and marking examinations, pupils are given good exams. While 27% of the pupils said that, when teachers are in partnership in setting and marking exams, pupils get their results early and revise the work. 23% of the pupils said that teachers’ partnerships in setting and marking exams, improve their academic performance because, there is competition with other schools. And 20% of the pupils said that, there is teaching to pass exams when there is partnership in setting and marking exams. This could be true, because each school in the partnership would wish to be the winner and on top of the others. The finding implies that, teachers’ partnerships in setting and marking exams improve pupils’ academic performance since pupils get good exams, and pupils get their results early and revise the papers and that teacher partnership creates competition among schools.

Verbal expressions from the pupils was that; Teachers’ partnership in setting and marking exams to improve pupils’ academic performance is by “teachers teaching us to do better than other schools, we get our results in time and revise with our teachers and, we work had to win other schools”.

# CHAPTER FIVE

# DATA FINDINGS AND DISCUSSIONS

# 5.0 Introduction

This Chapter contains Data Findings and Discussions.

This was according to the theme of the study

**5.1 Teacher partnerships in sharing knowledge in specific subject areas on pupils’ academic performance**.

The study revealed that, 37.2% of teachers said shared knowledge in specific subject areas improved pupils’ academic performance through workshops and seminars. While, 27.4% said it was through discussions. 50% of the head teachers stated that it was through discussions, while 33% of the head teachers said that, it was through workshops and seminars. It was also revealed that, 31% of teachers indicated that, teachers’ shared knowledge improve pupils’ academic performance through follow-ups. While head teachers by 50% said that, it was by giving exercises on how teachers shared knowledge improve pupils’ academic performance. It was revealed that 37.2% teachers said, using outside experts and knowledge sharing help in learning new ideas to improve pupils’ academic performance and 33% of head teachers said using outside experts and knowledge sharing improved academic performance because there was learning from one another and 33% said it exposed them to discovery of better methods of teaching and learning which improve pupils’ academic performance.

**5.2 Teacher partnerships in reviewing lesson plans on pupils’ academic performance.**

The study revealed that 37.2% of teachers said reviewing lesson plans brought new approach in teaching and learning to improve academic performance. 35.2% of teachers said that partnership in reviewing lesson plans help teachers learn from one another better ways of teaching to improve academic performance. While 50% of the head teachers said that, partnership in reviewing of lesson plans by teachers make learners keep abreast with new ideas to improve their academic performance. 33% said that teachers got new approach in teaching and learning to improve pupils’ academic performance. The study revealed 58.8% of teachers that, reviewing lesson plans was a strategy to improve academic performance because it created comparisons on different teaching and learning methods. 16.6% said enabled teachers to plan ahead of time. 16.6 said created room for consultations on improving academic performance. 50% of head teachers indicated that, reviewing lesson plans was a strategy which created comparisons on different teaching and learning methods to improve academic performance. 49% of the teachers agreed that reviewing lesson plans for different procedures sustain pupils’ motivation throughout the lesson. And, 31.3% of the teachers strongly agreed. 33% of the head teachers agreed and, 33% said were not sure.

**5.3: Teacher partnerships in involving pupils in interclass subject areas discussion on pupils’ academic performance.**

The study revealed that 35.2% of teachers indicated that, involving pupils in interclass subject discussions pupils learnt new ideas from others and improved on their academic performance. 31.3% had a view that, involving pupils created competitions among themselves. 50% of the head teachers indicated that, involving pupils made them learn new ideas from others, while 33% said that involving pupils built their confidence. 45% of the teachers indicated that interclass subject discussions increased their pupil-to-pupil interaction. While, 33.3% said pupils shared different educational experiences. 50% of the head teachers, indicated that interclass subject area discussions pupils shared different educational experiences, while 33%, said that , increased pupil-to-pupil interaction. 57% of the teachers said that, involving pupils in interclass subject discussions was very important because increased pupils’ expectations and self-confidence, while 31% said that, it was important. 33% of the head teachers said that, it was very important, while 33% said it was important.

**5.4 Teacher partnerships in setting and marking examinations on pupils’ academic performance.**

The study revealed that 41% of the teachers and 50% of the head teachers, indicated that pupils’ mistakes were corrected during partnership in setting and marking examinations to improve academic performance while, 39% of the teachers said that, it helped teachers set quality exams and 33% of the head teachers said that, set exams were on what had been taught. It was also revealed that 41.1% of the teachers and 50% of the head teachers indicated that, during partnership in setting and marking exams, weak areas of pupils are given special attention to improve academic performance. 25.4% of the teachers said that, ensured standard grading of pupils while, 33% of the head teachers said that, there was feedback on pupils’ performance and achievements. The study again revealed that 55% of the teachers and 50% of the head teachers indicated that, sensitization of stakeholders on values of partnership be done to assist schools to form partnerships. While 35% of the teachers and 50% of the head teachers said there should be encouragement of more schools to form partnership.

**5.5 Focus group finding on teacher partnerships on academic performance.**

38% of pupils said that, partnership in sharing knowledge helped them learn new things while, 35% said that, made them learn from other children to improve their academic performance. 76% said that partnership in reviewing lessons, made them revise and make correction of the previous work to improve their academic performance. 44% had a view that involving them in interclass subject discussions helped them exchange new ideas. While 34% said that were able to ask questions and get correct answers to improve their academic performance. 30% said that, partnership in setting and marking exams helped them to get good exams and 27% said helped them to get results early and do revision for academic improvement.

From the results of the study on sharing knowledge, 38% and 35% believed they are helped learn from one another new things. Therefore, teacher partnerships in this specific area as integrated in teaching and learning, pupils will continue to improve on their academic performance.

Majority of the respondents at 76% believed that reviewing of lesson plans enables revising and making correction of the previous work and therefore continue improving on their academic performance as it emphasizes learning from known to unknown.

Respondents at 44% and 34% agreed that, involving pupils in interclass subject area discussions improve on academic performance because enables exchanging new ideas and asking questions to get correct answers.

Respondents believed teacher partnerships in setting and marking examinations improves pupils’ academic performance because exams are of standard and quality. Therefore, I am in agreement that teacher partnerships in the areas of sharing knowledge, reviewing lesson plans, involvement in interclass subject discussions and setting and marking examinations, will continuously improve pupils’ academic performance in Government aided primary schools in Katikara sub-county.

# 5.5 Conclusions.

Teacher partnership in sharing knowledge was through workshops, seminars and discussions. This helped the teachers learn new ideas because they learnt from each other which led to the discovery of better methods of teaching.

Reviewing Lesson Plans was a new approach in teaching and learning to improve academic performance because it made pupils keep updated with new ideas. This was also a strategy to sustain pupils’ motivation throughout the lesson and to create comparisons on different teaching and learning methods and teachers to plan ahead.

Involving pupils interclass subject discussions made learners create a healthy competition, built self-confidence, increased pupils to pupil relationship and shared education experiences.

Setting and marking examinations by teachers helped learners to correct their mistakes. It also helped teachers to set quality examinations and on what they have taught. On top of that, it avoided depending on buying open examinations.

Basing on the above, it is proved that teacher partnership had influence on pupils’ academic performance.

# 5.6 Recommendations

* 1. Kakumiro District to create awareness of the Government policies in the Education Sector.
  2. Emphasis be made on coping mechanisms.
  3. The Ministry of Education and Sports, Universities and Teachers’ Training Institutions that study Teacher Partnerships and performances of learners will improve and learners benefit.

**5.7 Suggestions for Further Research**

* 1. A similar research on teacher partnerships among primary schools should be carried out in the whole district than a coordinating center in a sub-county.
  2. Further study should be carried out on challenges faced by schools in teacher partnerships in Kakumiro district.
  3. Another research on school-parents’ partnership and pupils’ academic performance can be carried out in Kakumiro district.

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# APPENDIX I: QUESTIONNAIRE FOR TEACHERS.

Dear respondent,

I am KIIZA PAUL, a final year student of Nkumba University pursuing a master degree of education Management and Planning. I am carrying out a study on the ***Partnership and Academic Performance in Katikara Subcounty Government Aided Primary Schools, Kakumiro District*.** You have been selected to participate in the Research Study to establish the effect of partnership on academic performance. Kindly assist me by responding to all the items in the questionnaire form and the information you provide is confidential and will be used for academic purpose only.

Thank you.

Tel: 0772872900

Please tick the answer of your choice.

Do not write your name.

**SECTION A: Personal Information.**

1. Gender;

(a) Male ( ) (b) Female ( )

1. Age range;

(a) 20-30 years ( ) (b) 31-40 years ( )

(c) 41-50 years ( ) (d) 51 and above ()

1. What is your highest professional Qualification?

(a) Grade III certificate ( ) (b) College Diploma ( )

(c) Bachelor’s Degree ( ) (d) Master’s Degree ( )

(e) others ( )

1. How long have you been a teacher?

(a) Less than five years ( ) (b) Six to 10 years ( )

(c) Eleven to 15 years ( ) (d) 16 and above ( )

**SECTION B:**

**5.0 Teachers’ Partnership in Sharing Knowledge in Specific Subject Areas on Pupils’ Academic Performance**

5.1 How do teachers share knowledge in specific subject areas to improve pupils’ academic performance?

a. Through discussions ( ) b. Through workshops and seminars ( )

c. Through group scheming. ( )

5.2. How does teachers’ shared knowledge improve on pupils’ academic performance?

a. Through lessons taught ( ) b. Through giving exercises ( )

c. Through follow-ups ( ) d. Through giving examinations ( )

5.3. How does using outside experts and knowledge sharing improve on pupils’ academic performance?

a. Learning from one another () b. Helps in learning new ideas ( )

c. Creates team work among teachers ( )

d. Exposes them to discovery of better methods of teaching and learning ( )

**6.0 Teachers’ Partnership in Reviewing Lesson Plans 0n Pupils’ Academic Performance.**

6.1. What is the effect of partnership in reviewing lesson plans on pupils’ academic performance?

a. New approach in teaching and learning. ( )

b. Make learners keep abreast with new ideas. ( )

c. Teachers learn from one another better ways of teaching. ( )

6.2. How do teachers’ partnership in reviewing lesson plans a strategy on improving academic performance?

a. Creates comparisons on teaching and learning methods. ( )

b. Enable teachers to plan ahead of time. ( )c. Room for consultations ( )

6.3. When teachers review lesson plans for different procedures, sustain pupils’ motivation throughout the lesson.

a. Strongly agree. ( ) b. Agree. ( ) c. Not sure. ( )

d. Strongly disagree. ( ) e. Disagree. ( )

**7.0 Teachers’ Involvement of Pupils in Interclass Subject Areas Discussion on Pupils’ Academic Performance**

7.1. How does involving pupils in interclass subject areas discussions improve on pupils’ academic performance?

a. Builds pupils’ confidence. ( ) b. Pupils learn new ideas from others. ( )

c. Creates competition among pupils. ( )

7.2. What is the effect of pupils’ interclass subject areas discussion on academic performance?

a. Increase pupil-to-pupil interaction. ( )

b. Pupils share different educational experiences. ( )

c. Put pupils’ academic performance to a higher level. ( )

7.3. Involving pupils in interclass subject discussions to increase pupils’ expectations and self-confidence on academic performance is,

a. Very important. ( ) b. Important ( )

c. Somewhat important. ( ) d. Not important ( )

**8.0 Teachers’ Partnership in Setting and Marking Examinations on Pupils’ Academic Performance.**

8.1. How does partnership in setting and marking examinations improve pupils’ academic performance?

a. Pupils’ mistakes are corrected. ( ) b. Teachers set exams on what they have taught. ( )

c. Helps teachers set quality exams. ( )

8.2. What is the effect of partnership in setting and marking examinations on pupils’ academic performance?

a. feedback on pupils’ performance and achievements. ( )

b. Weak areas are given special attention. ( )

c. Ensures standard grading of pupils. ( )

8.3. What should be done in assisting schools form partnership to improve pupils’ academic performance?

a. Sensitization of stakeholders on values of partnership. ( )

b. Encouraging more schools to partner with others. ( )

**Thank you very much for your time and response**.

# APPENDIX II: INTERVIEW GUIDE FOR THE HEAD TEACHER

Please answer these questions.

**SECTION A: Personal Information**

1. Gender

(a) Male ( ) (b) Female ( )

2. Age range.

(a) 20-30 years ( ) (b) 31-40 years ( ) (c) 41-50 years( ) (d) 51 and above ( )

3. What is your highest professional qualification?

(a) Grade III Certificate ( ) (b) College Diploma ( )

(c) Bachelor’s Degree ( ) (d) Master’s Degree ( )

4. How long have you been a Head teacher?

(a) Less than 5 years ( ) (b) 6-10 years ( )

(c) 11-15 years ( ) (d) 16 and above ( )

**SECTION B: Teachers’ Partnership in Sharing Knowledge in Specific Subject Areas on Pupils’ Academic Performance**

1. How do teachers share knowledge in specific subject areas to improve pupils’ academic performance?

a. Through discussions ( ) b. Through workshops and seminars. ( )

c. Through group scheming. ( )

2. How does teachers’ shared knowledge improve on pupils’ academic performance?

a. Through lessons taught ( ) b. Through giving exercises ( )

c. Through follow-ups ( ) d. Through giving examinations ( )

3. How does using outside experts and knowledge sharing improve on pupils’ academic performance?

a. Learning from one another ( ) b. Helps in learning new ideas. ( )

c. Creates team work among teachers. ( )

d. Exposes them to discovery of better methods of teaching and learning. ( )

Others **---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**SECTION C: Teachers’ Partnership in Reviewing Lesson Plans on Pupils’ Academic Performance**

1. What is the effect of partnership in reviewing lesson plans on pupils’ academic performance?

a. New approach in teaching and learning. ( )

b. Make learners keep abreast with new ideas. ( )

c. Teachers learn from one another better ways of teaching. ( )

2. How does teachers’ partnership in reviewing lesson plans a strategy on improving academic performance?

a. Creates comparisons on teaching and learning methods. ( )

b. Enable teachers to plan ahead of time. ( )

c. Room for consultations ( )

3. When teachers review lesson plans for different procedures, sustain pupils’ motivation throughout the lesson.

a. Strongly agree. ( ) b. Agree. ( )

c. Not sure. ( ) d. Strongly disagree. ( )

e. Disagree. ( )

Others **---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**SECTION D: Teachers’ Involvement of Pupils In Interclass Subject Areas Discussion on Pupils’ Academic Performance**

1. How does involving pupils in interclass subject areas discussions improve on pupils’ academic performance?

a. Builds pupils’ confidence. ( ) b. Pupils learn new ideas from others. ( )

c. Creates competition among pupils. ( )

2. What is the effect of pupils’ interclass subject areas discussion on academic performance?

a. Increase pupil-to-pupil interaction. ( )

b. Pupils share different educational experiences. ( )

c. Put pupils’ academic performance to a higher level. ( )

3. Involving pupils in interclass subject discussions to increase pupils’ expectations and self-confidence on academic performance is,

a. Very important. ( ) b. Important ( )

c. Somewhat important. ( ) d. Not important ( )

Others **------------------------------------------------------------------------------------------------------------**

**SECTION E: Teachers’ Partnership in Setting and Marking Examinations on Pupils’ Academic Performance**

1. How does partnership in setting and marking examinations improve pupils’ academic performance?

a. Pupils’ mistakes are corrected. ( ) b. Teachers set exams on what they have taught. ( )

c. Helps teachers set quality exams. ( )

2. What is the effect of partnership in setting and marking examinations on pupils’ academic performance?

a. feedback on pupils’ performance and achievements. ( )

b. Weak areas are given special attention. ( )

c. Ensures standard grading of pupils. ( )

3. What should be done in assisting schools form partnership to improve pupils’ academic performance?

a. Sensitization of stakeholders on values of partnership. ( )

b. Encouraging more schools to partner with others. ( )

Others **------------------------------------------------------------------------------------------------------------**

**Thank you very much for your time and response. This is the end of the interview. If there is anything you would wish to ask, please feel free.**

**APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS**

Please feel free to say anything that you feel is important to the discussion.

* 1. How long have you been in this school?

4 years ( ) 5 years and above ( )

2. How does partnership in sharing knowledge in specific subject areas improve on your academic performance?

**---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

3. How does partnership in reviewing lesson s improve your academic performance?

**---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

4. How does teachers’ involving you in interclass subject discussions improve your academic performance?

**---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

5. How does teachers’ partnership in setting and marking examinations improve your academic performance?

**-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**

**Thank you for taking part in the discussion.**

**APPENDIX IV: CALCULATION**

**Content validity index calculations**

Expert rating

Items rated not relevant Items rated relevant Total Items

Expert 1 3 9 12

Expert 2 4 8 12

Total 7 17 24

CVI = 17 / 24 = 0.708

The content validity index formula by Amin (2005) was used.

CVI = (Number of judges declare valid items) / (Total number of items)

**Reliability Calculations**

(K / K) (1- (Sum of item variances / Total scale variances)

Where K = Number of items

(12 / 12 - 1) (1- (12 / 40)

(12 / 11) (1 –0.3)

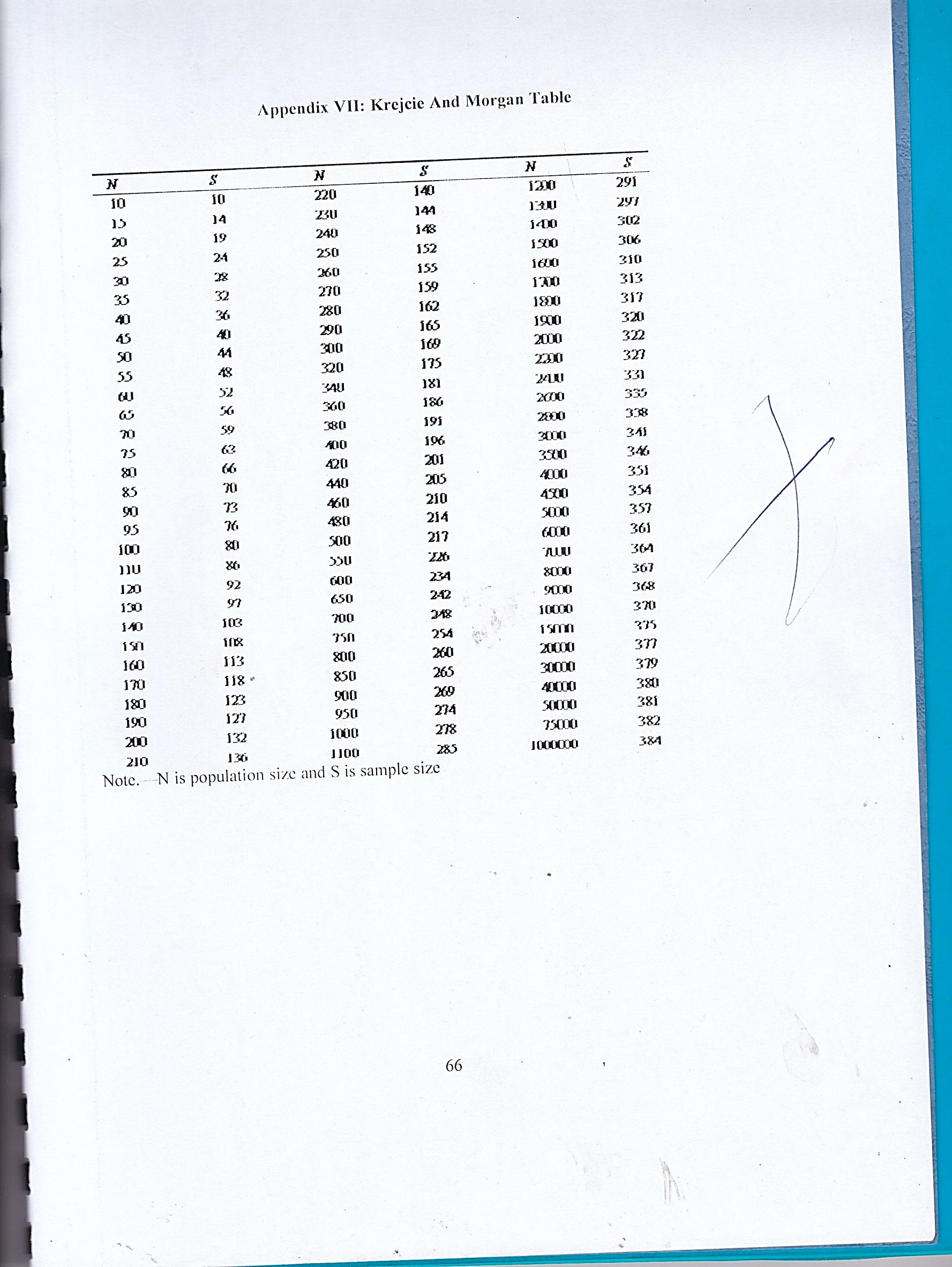
(1.09) (0.7)

= 0.763

**LIST OF GOVERNMENT AIDED PRIMARY SCHOOLS IN KATIKARA SUB COUNTY**

1. St. Charles Lwanga Primary School
2. Busanga Primary School
3. Kihumuro C.O.U Primary School
4. Mulinga Primary School
5. Kitabona Primary School
6. Nyamigisha Primary School

# APPENDIX III: KREJCIE AND MORGAN TABLE



# APPENDIX IV

# A SKETCH MAP OF UGANDA SHOWING DISTRICTS WHERE THE STUDY WAS CONDUCTED (KAKUMIRO).

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