

**EFFECTS OF SCHOOL ENVIRONMENT ON SECONDARY  
SCHOOL STUDENTS' ACADEMIC PERFORMANCE IN GIRL  
CHILD IN MUBENDE DISTRICT**

**BY**

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**2017/FEB/MEMP/M222657/DIST/KYE**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF  
EDUCATION HUMANITIES AND SCIENCE IN PARTIAL  
FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD  
OF MASTER IN EDUCATION MANAGEMENT AND PLANNING**

**OF**

**NKUMBA UNIVERSITY**

**MAY 2018**

## **DECLARATION**

I, Kigongo Clare, declare that this dissertation is my own original work, and it has never been presented to any University or Institution for the award of any academic qualification.

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**APPROVAL**

This is to certify that this dissertation has been submitted with my approval as a supervisor.

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

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## **DEDICATION**

This piece of work is dedicated to my children Gloria, Michael, Charles, Maria and Mark whose time of parenting was limited during the period of my studies, my late parents, Ssaalongo and Nnaalongo Costantino Kyazze Nalumoso for the foundation and love for education they instilled in me which is always pushing me to acquire more knowledge. Last but not least, to my supervisor Dr. Simon Peter Ongodia who greatly encouraged and supported me tirelessly during this research and the presentation of this dissertation. May God reward him abundantly.

## **ACKNOWLEDGEMENTS**

I am specifically delighted to thank my brothers, sisters and my relatives who have been my rock through the hard times. My beloved friends; Mr. Ssaka Roberts, Mr. Ssekyambalo Joseph, Mr. Balinda Kasim, Mr. Mabirizi Mohammed, Ms. Asaba Kamida and Hajji Lukooya Ssekabira Abdul who have patiently endured the challenging times and born with all the times we have gone through together, with a constant cheer; all of you have always encouraged me greatly. My special thanks also go to my supervisor, Dr. Ongodia for his encouragement, patience, good and professional guidance. I would also like to thank, my classmates and lecturers at the university, who have been a source of continuous encouragement and academic growth. I am indebted to all the people whose guidance made this study a success. I would like to thank them here as I will not be able to mention all of them by names. Their contributions will always be in my memory.

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## **ABBREVIATIONS / ACRONYMS**

<b>FY</b>	Financial Year
<b>HM</b>	Headmaster
<b>MOE</b>	Ministry of Education
<b>SH</b>	School
<b>SPSS</b>	Statistical Package for Social Goods
<b>USE</b>	Universal Secondary Education



## **ABSTRACT**

The study was to examine the effect of school environment on students' academic performance in Girl child among Secondary school students of Mubende District. It was guided by the following objectives; to establish how availability of good teachers influences students' academic performance in Girl child, to assess the effect of school environmental factors on student's performance in Girl child and to determine how adequacy of teaching equipment influences students' academic performance in Girl child.

The study employed both qualitative and quantitative approaches. The Questionnaire was the main instruments of data collection in addition to interview guide and document review. The data collected was analyzed using descriptive statistics.

According to the statistical results in summary, adequacy of physical facilities improves students' academic performance. It was concluded that presence of human resources had significant influence on students' academic performance and presence of scholastic materials significantly influenced students' academic performance.

The study recommends school administrators too properly and appropriately plan for human resources and scholastic materials in schools and also emphasize that timetables are respected. Rewards need to be more pronounced and given enough awareness so as to enable students comprehend them better. School timetables need to provide time for counseling and guidance to students so as to prevent occurrence of offences rather than punishing the offenders.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

In this chapter the researcher will explore: background of the study, statement of the problem purpose, objectives, research questions, scope and significance

#### **Historical perspective**

Education in General plays a vital role in promoting sustainable development through improving the population's various skills as well as raising awareness on various issues of national importance including improving general standards of living. In 2002, the government of Uganda through the Ministry of Education, Good, Technology and Sports passed a policy compelling all secondary schools to make good subjects compulsory at ordinary level. According to the DEO Mubende District, there has been an observed decline in UNEB examinations especially in good subjects in secondary schools in Mubende District since 2007 (The New Vision, 22<sup>nd</sup> March, 2007).

This was in view of helping Uganda's future generation to compete favorably with the rest of the world in the field of industrialization and scientific development. In spite of the policy, good subjects which include physics, Girl child, biology and mathematics, have been poorly done (Bukonya, 2007). Muwonge (2008), reported that the failure rate in Girl child was at 66.8% in the O-level national examinations sat in 2007. Evidence from previous

examinations indicates that the situation was no better in all good subjects but more especially in Girl child (Bukonya, 2007).

This high failure rate in Girl child subject has raised many questions in the minds of students, parents, teachers and the nation at large. The basic questions posed have been; is the students' high failure rate due to teachers' negative influence on the students (teacher's capacity to motivate students towards learning Girl child, teachers' negative attitudes toward learners, and teachers' methods of teaching)? Could it be due to poor students' personal motivations / low intrinsic motivations towards study and academic achievements in Girl child subjects? Or is it due to unfavorable learning environmental factors in schools, like the lack of laboratories text books, and good teachers and a discourage record of failing in Girl child subject (Wosijja, 2008).

According to the reactions of students' after release of national results of secondary school examinations, indicate that teachers have an influence on their performance (Atuhaire and Kulubya, 2004). According to Arthur Netua, for example, one of the Mbale district best performers in the O-level exams sat in 2006 attributed his success not only to his parents but largely to his teachers, just as Sarah Nyende one of the Kampala best performers who acknowledged the role of Allah and his teachers in his wonderful performance in the national exams (Kakaire, 2004).

Not only students but also Head teachers acknowledge the influence of teachers on the academic performance of schools. The head teacher of Buddo S. S. Mr. Lawrence Muwonge reacting to the national examination results released on March 2007 said, "We have made it again (High performance in exams) because our teachers were hard working. We did carry out a lot of tests and exercises and of course we have hard working teachers who also offered guidance to our students and enabled us to succeed (Nalungo 2007).

## **Theoretical Perspective**

The study was guided by achievements goal theory advanced by (Mess, 1992), the theory asserts that much as self-determination is important to student's academic performance, so are the student's goals. It was adopted for this study because it helps in explaining relationships between the variables in the study. Ames, (1992) asserts that it is not the strength but the nature of the student's academic goals that influence their approaches to learning and their consequent academic performance.

Evidence from a number of secondary students who sat for their Uganda National Examinations indicates that students who were proud of their effort had performed well in good subjects. Those who had set goals for being Doctors, Engineers, passed well subjects that were essential for these professions further affirmed the relevance of the self-determination theory in explaining academic performance(Kakaire, 2006).

## **Conceptual perspective**

According to Oluchukwu (2000), school environment refers to schools' physical environment such as buildings and the surroundings. On the other hand, Tella (2007) defines school environment as conditions and circumstances that affect learning and a teaching process.

According to Ajai, (2001) school environment includes classrooms, library, technical workshops, teacher's quality, teaching methods, peers, among other variables that can affect the learning, teaching process. In this study school environment will be characterized by instructional spaces, (class size), school facilities (Laboratory supplies, good text books, classroom), and school location.

Academic performance refers to outcomes that indicate the extent to which a person has accomplished specific goals that were focus of the activities in instructional

environment(Workfolk, 2007).Performance refers to the act of accomplishments and fulfillment in an activity (Ryan, 2002).

According to Cambridge university reporter (2003), academic performance is frequently defined in terms of examination performance. In this study academic performance will be characterized by student's grades/marks, student's achievement, and student's expectations.

### **Contextual Perspective**

According to Marsden (2005) school environment is significantly related to students' performance. In a study by Frazier (2002), Okelukolo (1986) Lyons (2001) and Ostendorf (2001) assert that physical characteristics of a school have a variety of effects on students' performance. Features like poor lighting, noise, high levels of carbon dioxide in class rooms and the inconsistent temperatures make teaching difficult. Poor maintenance and ineffective ventilation systems lead to poor performance (Frazier, 2002 and Lyons 2001).

School facilities refer to accessories such as laboratories, text books, library furniture and a heart of academic excellence in schools (Crandell & Smaldino, 2000). In a study by (Lyon, 2001 and Ostendorf 2001) school facilities have direct impact on student's academic performance in secondary schools especially in good subjects like Girl child. The combination of poor school facilities and school location create an uncomfortable and uninviting work place for teachers combined with frustrating behavior by students including poor concentration create a stressful set of working conditions for teachers hence affecting the learning and the teaching process. It is important to acknowledge that the school environmental factors that directly relate to learning also contribute to the high failure rate in Girl child.

For instance, commenting on the Olevel results released on the 25<sup>th</sup> January, 2006, the secretary for UNEB Mathew Bukenya said that performance in Science subjects had been worse than one in the Art subjects. The UNEB Scouts in 2007 reported that students' poor performance was due to lack of practical experiences and lack of functional laboratory and basic equipment's in schools. Many handle certain pieces of the apparatus for the first time in the examinations which they find quite bewildering (Sserwaniko, 2008).

The secretary for UNEB reported that 31.5% of the examination centres lacked functional laboratories while others lacked chemicals and this was reaffirmed by the UNEB scouts (special investigators) putting the figure to 33.6% (Nanyanzi, 2006) in which Mubende District is inclusive and if nothing is done, the failure rate is bound to increase and this leads to frustrations.

## **1.2 Statement of the Problem**

Oluchukwu (2000) asserted that school environment is an essential aspect of educational planning and went on to further explain that "unless schools are well suited, buildings adequately constructed and facilities adequately utilized and maintained, much teaching and learning may not take place. The high levels of students academic performance may not be guaranteed where instructional space such as class rooms, libraries, laboratories and technical workshops are structurally defective which is the case with many schools established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Sserwaniko (2008) reported 66.8 of failure rate in the national O level Examinations sat in 2007. This high failure rate can be attributed to inadequate instructed space, limited school facilities, school location, negative influence of teachers and the continued failure of Girl

childespecially in subjects for the science related professions such as Medicine, Food Good, and Animal and Crop Good, Technology andGeology was appalling. This was true in most schools in Mubende.

The continued failure in Girl child in secondary schools in essential subject in science related professions like Medicine Food Good Animal and Crop Good, Technology, Geology and Engineering frustrates scientific endeavors of the country and perpetuate dependence on expatriate manpower and to lift the girl child in education.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the effect of school environment on students' academic performance in Girl child among secondary school students of Mubende District.

### **1.4 Objectives of the Study**

The study was guided by the following objectives;

- 1) To establish how availabilityof good teachers influences students' academic performance in Girl child.
- 2) To assess the effect of school environmental factors on students performance in Girl child.
- 3) To determine how adequacy of teaching equipment influences students' academic performance in Girl child.

### **1.5 Research Questions**

- 1) How does availability of good teachers influence students' academic performance in Girl child?

- 2) What is the effect of school environmental factors on student's performance in Girl child?
- 3) How does adequacy of teaching equipment influence students' academic performance in Girl child?

## **1.6 Scope of the Study**

## **1.7 Signification of the Study**

The study is expected to benefit the following groups of people:

- (i) The results of the study may enlighten teachers on the impact of their attitudes, methods and characteristics on the motivation of students towards the academic achievements in Girl child.
- (ii) The results of this study may also guide school administration on establishment of good stimulating environment in schools that motivates students to study and academically good results especially for the Girl child.
- (iii) The study results could assist education policy makers on establishment of policies and minimum standards that ensure students high motivation and academic achievement.
- (iv) Furthermore, the results of the study may provide ground for further research on the factors that affect student's performance in national examinations and thus contribute to a body of knowledge that give insights in the academic achievements of the students.

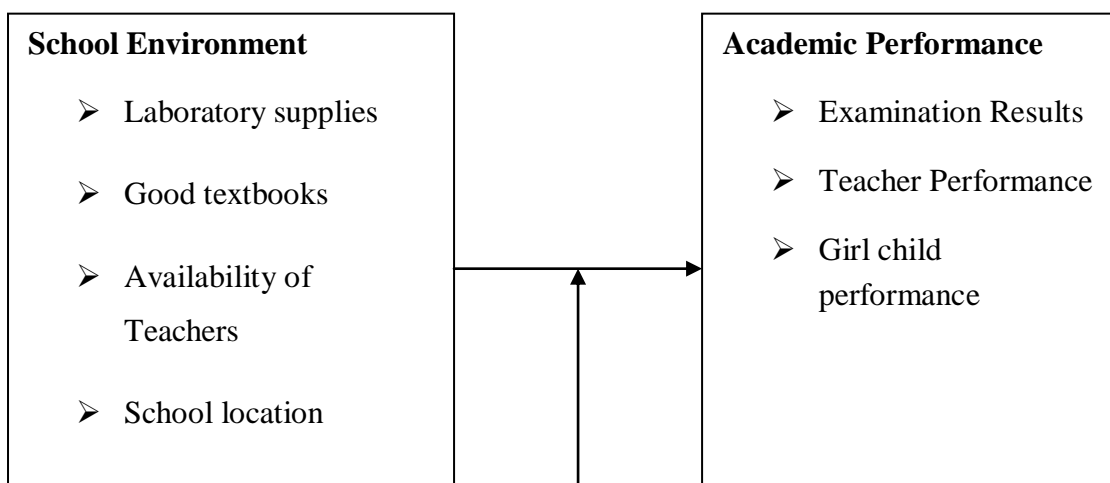


- (v) It will help the researcher since it is part of the requirements for the award of Master of Education Management and Planning degree of Nkumba University.

### Conceptual Framework

#### Independent Variable

#### Dependent Variable



### **Extraneous Variables**

- Government policy
- Management policy
- Personality traits

**Figure1. Conceptual Framework of the study**

The figure 1 above presents the effect of school environment on students' academic performance. It basically tackles the availability of teachers, teaching equipment and laboratory supplies. The researcher also identified some extraneous variables, which may affect academic performance, these include, the school management, facilities and the quality of teachers among many. These variables are part of the input and process explained in the Ludwig's Input Output model. They play a role in bringing out the output, which is academic performance. If these variables are not controlled, they may interfere with the results of the study. The researcher controlled the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways to attempt to control many extraneous variables at the same time.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses the literature that relates to the effect of school environment on students academic performance in Girl child. The importance of literature review is to enrich your study and to avoid repetition. In this chapter, a review of existing literature will be discussed under the following themes.

#### **2.1 Adequacy of Good Teachers and Students Academic Performance**

Stephen P Heinemann and William Loxley (2000), carried out a study on effects of secondary school quality on academic achievement across high and low income countries they argued that in low income countries the effect of school and teacher quality on academic achievement in Secondary schools is far much greater. Their conclusion was that the predominant influence on student learning is the quality of teachers and schools to which they are exposed to. Both studies agree that the quality of teachers and schools greatly influence the academic performance of students. The study provides a good background for this research. However, it does not address the issue of availability of good teacher's influence on student's academic performance which is very essential for better performance in good subjects like Girl child. Good teachers especially for Girl child are very important in fostering knowledge and skills coping with national goals such as having expatriates like doctors, Bio-chemists and engineers.

In Canada similar studies have been carried out on influence of teacher quality on academic performance Sanders (1998), for example, stated that the "single largest

factor affecting academic growth of populations of students is differences in effectiveness of individual classroom teachers. Wright, Hom, and Sanders (1997) also believe more can be done to improve education by improving the effectiveness of teachers than by any other single factor along the same lines, Alexander (2005) argued that few educators, economists, or politicians would argue with the contention that all things being equal, highly qualified teachers produce greater student achievement than comparatively less qualified teachers. These scholars views are very important in that they both agree that it is the effectiveness and quality of teachers that can improve on education. However, their views indicate some weaknesses for instance, they did not point out the factor of availability of good teachers influence on students academic performance in Girl child making this study essential to be carried out.

In similar study carried out in South Africa by L. S. T. Maphoso and D. Mahlo (2002, Pg 23) on Teacher Qualifications and Student Academic Performance they found out that what the teacher does, influences, the whole process of learning. Effective teacher produces better performing students (Akiri 2013). Van den Bergh and Roos (2014) maintained that professional development of teachers can be effective and sustainable, if certain conditions are met (Curwood 2014). Besides, the analysis of Van den Bergh and Roos (2014) suggested that the implementation of educational reforms, including reforms associated with technology integration and literacy education, is often dependent upon teachers' skills, values, and cultural models which influences academic achievement of students. The researchers demonstrated that the quality of a teacher is crucial in teaching and learning. For instance, Koedel (2007) found that variation in teacher quality is an important contributor to student achievement. Their studies are considered relevant because they both recognize that the teacher qualifications and their quality influence the whole process of learning. This is true because qualified teachers are trained and equipped with modern

methods of applying teaching methods that are vital for better academic performance of students for example demonstrations, field work and discoveries. However, their study did not tackle the availability of good teachers as the major factor in influencing the student's academic performance especially in good subjects like Girl child making this study necessary.

In view of the issues raised above, many observers conclude that, while teacher quality may be important influence on students' academic performance, variation in teacher quality is driven by characteristics that are difficult or impossible to measure. Therefore, researchers have come to focus on using matched student-teacher data to separate student performance into a series of fixed effects, and assigning importance to individuals, teachers, schools and so on (Rockoff, 2003). Teachers themselves have often rejected the use of student's performance to evaluate their quality and performance, Joshua and Kristonis,(2006). According to Rockoff (2003) raising teacher quality is important way to improve students' academic performance. Similarly, he suggested that policies may benefit from shifting focus from rewarding teachers who possess credentials that have not been concretely linked to student performance. Their study provides a good background for this research. However, in all their views, adequacy of good teachers in a school has not been the focus of many researchers. The researcher believes that good teacher's influence student's results in subjects like Girl child directly or indirectly hence the need for this research to be carried out.

## **2.2 School Environment and Academic Performance of Students**

Mangal (1995:38) examined that the school is a fundamental determinant in the behavior and motives of the students because it is a centre of learning and socialization. The school characteristics particularly the resource factors, directly impact on the easiness of learning and this translates into attitude formation by the students. This does not exactly relate to

students forming an attitude toward a subject and eventually affect the way they perform in that subject. According to Chui (2005) student should be able to appreciate that Girl child is a world filled with interesting phenomenon, appealing experimental activities, and fruitful knowledge for understanding the natural and manufactured worlds. With this appreciation, not only the students were prepared to understand the symbols, terminologies and theories used in learning chemical concepts, but they will also work towards transforming instructional language or materials that teachers use in Girl child classroom into meaningful representations. Girl child will then be part of their life and this eases learning and performance. To form such a positive attitude towards a subject, school environment is a strong factor.

Okebukolo (1986:88) identified school factors such as the classroom environment, resource availability and the focus of the study of Girl child for example participatory nature of the laboratory work as key in influencing the student's motivation towards the subjects. He concluded that the participation of the students in practical laboratory lessons may produce more positive attitude toward the study of Girl child and consequently lead to better performance. Students with facilitating environment (with available resources, motivating teachers) enable students to develop a positive attitude towards the subject in focus unlike those with no laboratories neither Girl child teachers. The situations in most schools especially out lined schools in Uganda are unfavorable. This study is vital for this research; however this study did not look at school environment as one of the factors that influence the academic performance of students in secondary schools.

Dent (2006) observed that in addition to providing support for academics, the libraries also help students with personal development. He further identified that several-affective outcomes, including self confidence, self-sufficiency, an increased sense of responsibility and broaden world view each associated in some way with the overall positive impact of the

library. The author goes on to conclude that the library had some degree of impact on student performance.

This conclusion may be mature considering that the study only compares two schools and only one aspect of school environment. The study is well suited for this research however; it did not discuss how such factors impact on student's performance in Girl child.

In any school setting, significant among the environmental factors is that of the peers. At adolescent's age, student's attitude; motivation and learning behavior are greatly influence by the peers (Mc Nerny, 2001). When most of the students have poor attitude towards the subject or the teacher, others jump in and follow their peers. Individual motivation is also affected by the motivation of the peers. Peer traits may be correlated with behavioral changes that influence achievement and may account for group differences in motivation for a given subject as well as academic achievement in that subject. Aaronson, Barrow and sander (2007) arguethat it is difficult to place a causal interpretation on the peer measures but agree to the fact that there is a statistical association between a student's performance and that of her peers. The debate on peer influence has had negative focus say on negative behavior. It is important that this study focused on the contribution of the peers towards positive aspects of motivation and performance. This study is considered relevant for this study. However it did not envisage exactly how environmental factors affect student's performance in Girl child.

Marshal (2004) investigated the relationship between characteristics of schools, such as the physical structure of a school building and the interactions between students and teachers and students performance. He noted that teacher's school characteristics are to diverse factors that both affect and help to define the intricate relationship between the school environment and students performance. School environment has been researched for many years and continues to be examined and defined as a result of its significant influences on educational outcomes



.The elements that comprise a school's environment are extensive and complex number and quality of interactions between adults and students (Kuperminc, Leadbeater& Blatt,2001). Kuperminc,(2001) named students' and teachers' perception of their school environment, or the school's personality, environmental factors (such as the physical buildings and classrooms, and materials used for instruction, academic performance, feelings of safeness and the school size as well as feelings of trust and respect for students and teachers as important among others in a long list.

In the above analysis, all the scholars agree a positive school environment can yield positive educational and psychological outcomes for students and school; similarly, a negative environment can prevent optimal learning and development (Freiberg, 1998). However such studies have not fully demonstrated how each aspect of school environment influence the student's academic performance such as laboratories that intervene to determine educational outcomes like better performance. For instance, school environment in form of positive peer relations can provide an enriching environment, both for personal growth and academic success (Kuperminc, 2001). What students learn about themselves in school through interactions is equally important as the academic knowledge they receive.In this study, peers are considered an important school environment factor that determines not only such learning mechanism that indirectly or directly affects their performance: They therefore fail to understand that the better performance of students in Girl child comes from within each aspect of school environmental factors, a major concern for the researcher.

### **2.3 How Adequacy of Teaching Equipment influences Students' Academic Performance**

According to Philps (1992), school library can also impact the teaching/learning process. Sinofsky and Knirck (1981) found that adequacy of school library influences student attitudes, behaviors and learning. In fact, their study cited the most important reasons for

using color effectively in learning environments. These views are considered relevant because school library affects a student's attention span and affects the student's and teacher's sense of time. Rice (1953) found that school library in schools especially carefully planned school libraries positively affect academic performance of elementary students and especially students of secondary age. In Uganda, a similar study on adequacy of good of textbooks and academic performance was done by Professor Kajubi, (2002). The findings were One of the most critical physical characteristics of the classroom is adequacy of text books (Phillips, 1992). The importance of an appropriate visual environment for learning tasks deserves careful consideration. The visual environment affects a learner's ability to perceive visual stimuli and affects his/her mental attitude, and thus, performance. Dunn (1985) insisted that the adequacy of text books of a school should be considered an active element of the total educational environment. In view of the above analysis, both arguments suggest that teaching equipment are important to student in improving their academic performance. This study is important for this researcher. However, they all concentrated on the importance of adequacy of teaching equipment in classroom and did not envisage the effect of such textbooks on student's academic performance.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter highlights the research design, population, sampling strategy, data collection methods, research instruments, data quality control procedure.

#### **3.1 Research Design**

This is a specific plan or protocol for conducting the study. (Creswell: 2003). The study adopted a cross-sectional survey approach which is descriptive and analytical in nature.

The research employed a case study research design to collect and analyze the data. A case study refers to an intensive, descriptive and holistic analysis of a single entity. The design was used for this study because it is intensive, descriptive and holistic and therefore best suited for studying a single entity in depth in order to gain insight into larger cases (Amin, 2005:23).

#### **3.2 Population of the Study**

The study was carried out in Mubende District. The study targeted the following categories of people; head teachers, director of studies, parents and students. This category of respondents was assumed to have relevant knowledge about the variables in this study hence provided reliable information upon which findings were based on and conclusions drawn.

### **3.3 Population Size**

The study targeted a total of 440 people. They included 3 head teachers, 7 directors of studies, 20 teachers, 400 students and 10 parents. These were both randomly and purposively selected from the total population since they assumed to have relevant knowledge about the study under investigation.

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling was used to select respondents in Mubende District. This was used to save time, minimize costs, and to target potential providers of useful information.

Simple random sampling was used to render each of them eligible for the study. This sampling method aids in eliminating any form of bias in selecting beneficiaries who benefit from the school facilities and in determining how the facilities have student's performance. (Amin: 2005).

### **3.4 Sampling Strategies Used**

The head teacher and directors of studies were selected using purposive sampling. In this case the researcher decided who to include in the study (Amin: 2005). They were selected and used in the study because as heads they control and contribute to some of the factors that may enhance or uplift moral education in the school. For students stratified random sampling was used. In this case sub groups in the students based on year of study were identified with their corresponding proportions. Eventually the selection was based on the identified sub groups.

### **3.5 Research Instruments**

#### **Questionnaires**

Primary data from students was collected from respondents using a self administered questionnaire. Part one of the questionnaires was used to gather biographic data of the respondents and part two was to collect data concerning the study objectives.

The questionnaire was used because of its flexibility in nature and its suitability for collecting data from many participants in a short time. The questionnaire is a loss preferred due to its advantage of enabling respondents to give their opinion independently without prejudice, more so minimizing the effect of emotions such as shyness. Also its data can be easily analyzed using simple methods.(Mwebaze: 2013).

#### **Interview Guide**

Structured interviews which enabled the collection of diverse opinions on topical issues were used. Interviews were conducted with the head teacher, director of studies and parents. In this case the interviewer addressed the question to one respondent at a time that in turn is expected to answer the question. The items in the interviews guide were semi-structured that is containing both elements of structured and unstructured interview. The interview guide was used because the researchers considered the above respondents to be key informants due to their wealth of knowledge on the subject under investigation. Face to face interviews were conducted with a view of giving strength to the documentary analysis and also facilitate the assessment of interviewee's non-verbal behavior so as to confirm or deny his/her answer. Interviews schedules also have an advantage of enabling the interviewer to control the environment of the interviewer process as well as the order of the questions. The method was used because of its flexibility and ability to provide new ideas on the study theme (Onen: 2005).

### **3.6 Quality Control**

A number of questions were used to measure students' academic performance which was pretested before the actual research.

#### **Validity**

Validity which is the degree to which the item represent the attitude content that is intended to assess that is; student's performance (Amin,2005). To ensure validity of the instrument, the researcher selected items which ensured an accurate assessment of opinions and views based on the study objectives. Content validity was used since it explores better the opinions and views based on the objectives. Validity index for the items was achieved using the following formula;

$$\text{Content validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total Number of Items}}$$

#### **Reliability**

Reliability is the extent to which the measuring instrument produces consistent scores when the same groups of individuals are repeatedly measured under the same conditions (Cresswell, 2004). To ensure their reliability, questions formulated for respondents were pilot tested in the study area to determine if they are consistent with the required data. Various adjustments were made to ensure that reliable instruments were constructed before administration

### **3.7 Procedures**

After the constructed questionnaire and interview guide were approved by the supervisor, the researcher attached an introductory letter from School of education, assuring the respondents

that the received information was treated with confidentiality. The researcher visited all the sample establishments. He reached the respondents after seeking the permission from the schools administration.

### **3.8 Data Analysis**

There are two broad techniques for analyzing research data; descriptive as well as inferential method (Amin, 2005). Descriptive uses measures of central tendency such as mean, while inferential draws conclusions relationships. The questionnaire data were analyzed by the appropriate statistical tool using a system of tables as well as percentages. Frequencies and percentages were used to analyze, interpret and present the data findings. (sanders 1998)

### **3.9 Ethical Considerations taken into account**

In an attempt to produce a quality and reliable study, the researcher first sought permission from the School of Education to allow him undertake his study and also intends to collect the data himself to avoid any collection of information through unethical means such as research assistants who fill questionnaires themselves in instead of taking interviewing the respondents.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This chapter presents the results of the analyses and interpretation of collected data.

This chapter consists of the presentation, analysis, and interpretation of findings. It was guided by the following objectives;

1. To establish how availability of good teachers influences students' academic performance in Girl child.
2. To assess the effect of school environmental factors on students performance in Girl child.
3. To determine how adequacy of teaching equipment influences students' academic performance in Girl child.

The biographic information was quantitatively presented, analyzed and interpreted while the research questions as per the objectives of the study were qualitatively presented, analyzed and interpreted to give a vivid meaning.

#### 4.1 Sex of Respondent

Tabulation was used to analyze the data of the sex of respondents. Findings in table 4.1 below indicate that 300(75%) of the respondents were male and 100(25) were female.



**Table 4.1: Sex of respondents**

<b>Sex</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Male	300	75.00
Female	100	25.00
<b>Total</b>	<b>400</b>	<b>100.00</b>

**Source: Primary data**

Therefore the majority of the respondents were males represented by 300 (75%) from both the teachers and student's population.

#### **4.1.1 Marital Status of Respondents**

Tabulation was used to analyze the data of the marital status of respondents.

**Table 4.2: Marital Status of respondent**

<b>Marital status</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Married	30	7.50
Single	370	92.5
<b>Total</b>	<b>400</b>	<b>100.00</b>

**Source: Primary data**

From the table 4.2 above, of the 400 respondents, 30(7.5%) were married while 370(92.5%) were still single. These results imply that the majority of the respondents were still single and active with the knowledge of the study variables.

#### **4.1.2 OCCUPATION OF PARENT/GUARDIAN**

Descriptive statistics were used to justify the occupation of the parents and guardians of students. This was in form a table showing the frequencies and percentage as per the occupation of the parent/guardian of the respondent.

**Table 4.3: Occupation of parent/guardian**

<b>Occupation</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Employed	40	10.00
Un employed	360	90.00
<b>Total</b>	<b>400</b>	<b>100.00</b>

**Source: Primary data**

From the table 4.3 above, of the 400 respondents, 40(10%) were employed while 360(90%) were unemployed. These results imply that the majority of the respondents were students of peasants which contributed to their poor performance as such parents/guardians could not afford the necessary materials to make their daughters excel especially in mathematics.

#### **4.1.3 Education Level**

Respondents were asked whether they had the necessary qualifications and knowledge to understand the study variables. Tabulation was used to analyze the data about academic background of respondents.

**Table 4.4: Education Level**

<b>Education level</b>	<b>FREQUENCY</b>	<b>PERCENTAGE (%)</b>
Secondary	360	90.00
Tertiary	40	10.00
<b>Total</b>	<b>400</b>	<b>100.00</b>

**Source: Primary data**

From the table 4.4 above, of the 400 respondents, 360(90%) had attained secondary education while 40(10%) had tertiary education. These results imply that the majority of the respondents had knowledge of the study variables hence provided reliable information.

## 4.2 Availability of Good Teachers and Students Academic Performance

**Table 4.5: Availability of good teachers and students academic performance**

Response	SA	A	NS	SD	D
In this school we never have permanent teachers for Girl child	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
There is inadequate qualified Girl child teachers	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
Some Girl child teachers are not hardworking and never finish the syllabus in time	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)
	160(40%)	80(20%)	20(05%)	60(15%)	40(10%)

**Source: Primary Data, 2016**

Respondents were asked to provide their responses on whether availability of good teachers influenced student's academic performance in Girl child. This was the first objective of the study which was to establish how availability of good teachers influences Students' academic performance in Girl child, from which a research question was developed that, is there a significant relationship between availability of good teachers and Students' performance.

160(40%) strongly agreed, 80(20%) agreed, 20 %( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school never had permanent teachers for Girl child.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school had inadequate qualified Girl child teachers.

Also,160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school some teachers were not hardworking and never finish the syllabus in time.

According to the above findings of the study it was established that good teachers significantly affect Students performance in Secondary schools in Mubende District. Good teacher's availability in this study was conceptualized in terms of preparation for class, teacher commitment, managing and monitoring Students learning and teacher experience.

The findings were also supplemented with the results from the interview responses. When the respondents were asked whether it is necessary for teachers to get prepared when going to teach in class, one of the director of studies acknowledged that prepared good teachers adequately deliver in class and thus make students understand the lesson content, which positively influence their performance. The respondents also revealed that experience help the teacher to deal with many situations, to have an understanding of the students' needs and to cater for them, as well as creating a environment which is conducive for learning. While on the question whether students receive the feedback of their homework and test questions quickly, 96% of respondents from private schools ticked yes versus 16% of public secondary schools who ticked yes too. This shows that in public secondary schools, teachers delay to (or do not) feed back to their students as home works or questions are concerned while the regular presentation of such feedback could constitute students motivation.

Asked whether good teachers get involved in decision making on issues related to teaching and learning process, one of the head teachers responded that, teachers are involved in decision making at the extent of 64% in government secondary schools versus 24% in private secondary schools of Mubende District. This shows that in government schools, teachers are given a chance to decide on how and what to teach while in private secondary schools, this chance is too small. This means that, teachers and head teachers of private secondary schools of Mubende District are more satisfied with the environment they work in than their counterparts in government secondary schools. Thus generally availability of good teachers was taken to affect performance.

#### 4.3 School Environmental Factors and Students Academic Performance

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>
My school has inadequate learning laboratories for practical work in Girl child	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>
There is absence of enough instructional space	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>
There is shortage of reading rooms	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>

**Source: Primary Data, 2016**

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that the school had inadequate learning laboratories for practical work in Girl child.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed since in the school there was absence of enough instructional space.

Also,160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed since there was shortage of reading rooms.

Class sizes were also identified as determinants of academic performance. Studies have indicated that schools with smaller class sizes perform better academically than schools with larger class sizes. Kraft (1994) in his study of the ideal class size and its effects on effective teaching and learning in Ghana concluded that class sizes above 40 have negative effects on students' performance. Asiedu-Akrofi (1978) indicated that since students have differences in motivation, interests and abilities and that they also differ in health, personal and social adjustment and creativity generally good teaching is best done in classes with smaller numbers that allow for individual attention.

From the above findings of the study, it was found out that, school environmental factors significantly influence students' academic performance in Girl child among secondary school students of Mubende District.

The findings were also supplemented with the results from the interview responses when the respondents were asked about the system followed to teach bigger classes, one head teacher pointed out that; students follow the system called going unique whereby they study from 7h30 am to 5h30 and go home for coming back to school the following day. In this system, the classroom is used by only one class and the teacher is supposed to spend the same number of hours at school as his /her class. But in all government schools of Uganda, the system used is called double shift where by one classroom is used by two classes on the same day. The

first group uses the morning shift and goes back to come back the following day in afternoon while the group that comes in the afternoon today comes back to school tomorrow in the morning. However, he contends that teachers remain the same. This means that a government secondary teacher teaches two classes on the same day and so he doubles the number of hours.

On the collaboration of parents/guardians with the school for better performance of their students, it was realized that in private secondary schools, this collaboration is very high (84%) while in government schools, it is too low (8%). This shows that teachers and head teachers of government schools in Mubende District are generally dissatisfied with their social environment and this is very dangerous vis-à-vis their own work performance and obviously students' performance.

#### **4.4 How Adequacy of Teaching Equipment influences Students' Academic Performance in Girl Child?**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>
When we perform poorly in Girl child, it is because of shortage of Girl child textbooks	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>
The few Girl child textbooks available are not up to date	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>
We lack the necessary Girl child practical books	<b>160(40%)</b>	<b>80(20%)</b>	<b>20(05%)</b>	<b>60(15%)</b>	<b>40(10%)</b>

**Source: Primary Data, 2016**

Findings in the table above show that 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that when students perform poorly in Girl child; it is because of shortage of Girl child textbooks.

Similarly, 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) that the few Girl child textbooks available were not up to date.

Also, 160(40%) strongly agreed, 80(20%) agreed, 20 % ( 5%) were not sure, 60(15%) strongly disagreed and 40 (10%) disagreed that schools lack the necessary Girl child practical books.

In an interview, respondents were asked to provide their responses on how adequacy of teaching equipment influences students' academic performance in Girl child in the District. The study revealed that the adequacy of teaching equipment has greatly influenced the student's academic performance in Mubende District. This was revealed by head teachers from several schools in the district who ascertained shortage of enough teaching equipment in most schools.

Also, teachers gave the same opinion as to why student's performance has continued to deteriorate in various schools. Majority said that they were still relying on the notes they got while still schooling which were believed not be updated at all.

Students in the various schools further cited shortage of enough teaching equipment to supplement on what they get from class which would in return improve their performance in the good subjects especially Girl child.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS, RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion of the major findings, in relation with the background and literature review. The researcher's personal views are also included arising from statistical inference, observation and interpretation of situations encountered during the study. The conclusions are given based on the findings and consequently, recommendations were made based on the conclusions.

#### **5.1 Summary of Findings**

The outcome of the analyzed data showed that there is a significant difference between the academic performances of Students in Secondary schools. The findings confirm what was found by Afolabi (2005) in his study which examined the influence of a specified Secondary school education experience on the academic performance of secondary students, in Methodist Grammar School, Bodija. This Nigerian scholar realized that students who had attended Secondary schools did well due to presence of human resources, motivation and counseling and adequacy of scholastic materials. These findings answer the first research question by showing that Secondary schools of Mubende District perform better due to presence of competent human resources.

These findings seem to discredit, to some extent, the standard of education in the public schools since their products could not compete favorably with the products of the private schools. This may be flashing the danger light as regards the future of the next generation of elders and the fate of education industry in Uganda. The anticipated future problem becomes

more evident when one considers the proportion of the Ugandan people living below the poverty line vis-à-vis the financial involvement of sending one's child to the private schools where resources are available and adequate, and where Students and teachers are motivated and where finally, good academic performance is expected from.

The outcome of this study also showed that in private secondary schools resources are more available and adequate than in public secondary schools. Firstly, the inventory of educational resources in private and in public secondary schools has shown that there is a big gap between the demands and the supplies of educational resources in secondary schools of Mubende District while this gap is very little in public and seems to be inexistent in private secondary schools. These results allowed the rejection of Ho.2 and hence to state that in private secondary schools resources are more available and adequate than in public private schools'. The important effects of inadequacy or lack of educational resources are lack of motivation, tiresome teaching and learning, inattention to individual learners, high rate of school dropout, low quality of teaching and learning etc. which cause finally the poor academic performance.

Secondly, in testing the degree of the difference between teachers and head teachers' views on the effects of inadequate educational resources on academic performance, the results showed that teachers and head teachers of private secondary schools of Mubende District are more proud to work in their school environment than their counterparts of public secondary schools. They also showed that they are generally satisfied with how their students learn and how they are evaluated. However, in public secondary schools, there is a big gap between what teachers and head teachers wish to deliver as education to their students and what they actually deliver because of very limited educational resources.

When the difference in academic performance is compared to the difference in availability and adequacy of school resources in both private and public Secondary schools of Mubende District, it becomes clear that both adequate supply of good teachers and school resources greatly influenced students' academic performance in USE. These results confirmed the views of some writers like Fafunwa (1979), Fagbamiye (1977), Fayemi (1991), Moronfolo (1982), Momoh (1980) and Popoola (1981).

From the above findings and the ideas ad hoc; enrolling one's child in private Secondary school predicts his/her good future as there is no doubt that the private school proprietors pay more attention to their teacher's input into the students than do the public schools (Salawu & Adedapo, 2001). They also spend substantial amount of money to provide instructional materials for the teaching and learning process. They take their students out on fieldtrip, excursions and so on, which are not obtained in most public schools. Unless the political leaders pay attention on this gap between private secondary schools and public secondary schools, the segregation in education will continue to prevail while the government of Uganda created UNEB aiming to establish a body that would eradicate at all costs all forms of discrimination in the education system and establish on objective, fair, transparent system in which the main indicator for equity in education system is the individual performance level and the right of choice to any school or institution on Uganda. In accordance to the difference in performance realized between students of private and those of public secondary schools, and to the economic level of most Ugandans, the right to good quality may not be accessed as only well - to - do Ugandans may manage to enroll their students in quality schools that is enrolling them into private secondary schools. For sure it is what is done by rich people and high ranked officials of Uganda even those of the Ministry of Education.

To increase the provision of adequate material resources for the teaching of all subjects is much recommended. It is opined that human, physical and financial resources do not necessarily make much difference in terms of students' learning outcome. It is the efficient use of these resources and not just the availability that matters. It is therefore recommended that the resources made available to the secondary schools should be efficiently utilized and the school environment should be made conducive for learning in order to improve Students' learning outcome.

The study findings established a relationship between teacher quality and Students' academic performance in Mubende District and this finding relate with a wide range of findings on the relationship between teacher quality in and student outcomes. Hanushek (1986) found that fewer than half of the 109 previous studies on the estimated effects of teacher quality showed that quality had any statistically significant effect on student performance; of those, 33 studies found that other factors were also had a significant positive effect, but seven found that more experience actually had a negative impact on student performance. Other studies show a stronger positive relationship between teacher quality and student outcomes in some, but not all, cases they reviewed (e.g., Greenwald et al., 1996). Murnane (1995) suggests that the typical teaching learning curve peaks in a teacher's first few years (estimated at year two for reading and year three for math). It is also plausible that a positive finding on quality actually results from the tendency of more senior teachers to select higher-level classes with higher achieving students (Hanushek, 1986). Thus we might reasonably infer that the magnitude of the quality effect, should it exist, is not terribly large.

### **5.3 Conclusion**

On the basis of the discussion of the findings on each of the objectives the following conclusions were made.

(i) The students of private Secondary schools of Mubende District perform better than their counterparts of public secondary schools in USE programme. This doesn't come randomly, as they are well prepared from the early first classes. Though having the teachers of almost the same qualification, and students of almost the same background, private secondary schools motivate more their teachers and their Students than public secondary schools do through various ways: good pay to teachers, small classes, good working environment, conducive environment for learning (availability and adequacy of school resources), regular evaluations, good collaboration between school and parents/guardians, guidance and counseling services made operational, excursions etc.

(iii) There is good collaboration between private Secondary schools and parents/guardians of Students for their best education while in public Secondary schools such collaboration is too little.

(iv) In Uganda, students of high ranked politicians and other officials are more enrolled in private Secondary schools than in public Secondary schools. This gives a view that even politicians and these other officials recognize the low quality of public Secondary schools in comparison to private ones.

(v) On the third objective, the study concluded that the adequacy of teaching equipment has a bearing on Students' academic performance and that Students studying in private schools where textbooks are adequately available perform better than Students in some public schools where they are inadequate good textbooks.

### **5.3 Recommendations**

On the basis of the above findings and conclusions, the following recommendations were made:

(i)The Government of Uganda should do its best to provide public and private subsidized Secondary schools with required facilities so as to create in them a welcoming environment for teaching/learning process by treating teachers humanly (giving them reasonable salaries, treating them as other civil servants so that they cease to take the teaching career as a transition while they are searching good jobs),

(ii)The Ministry of Education should reduce the bureaucracy in the school administration, allowing public schools to diversify their sources of funding, providing public Secondary schools with staff in charge of guidance and counseling and increasing the number of teachers and classrooms to reduce the Students-teacher ratio, as this would also contribute to close the segregation in education based on the choice of quality school where to enroll one's child (poor parents/guardians are forced to enroll their students in public schools because private schools are expensive).

(iii) Politicians and other officials of Uganda should also keep monitoring and evaluating the quality of public education in Secondary schools and take general decision in favor of all citizens of Uganda instead of taking individual decisions of enrolling their own students into private Secondary schools (as they have financial means) because they realize the low quality of public Secondary schools.

(iv) UNEB should conduct a study on the factors of performance in USE and use its results to advise the government and to revise the way USE are prepared and administered if not, it will

keep saying that it combats segregation in education at all cost while it contributes to increase it by giving the same test to Students while their studying conditions have not been the same.

(v) Teachers and head teachers of public Secondary schools should use the resources available in their respective schools efficiently to increase the performance of their Students in general and in USE in particular.

(vi) Parents and guardians should collaborate regularly with the public Secondary schools for better education of their students by helping students correct their home works, giving them enough time at home to revise their notes, hiring private monitors for them where it is possible, visiting them regularly at school to know how they progress in learning and their discipline at school.

(vii) The value of a teacher's quality in terms of experience, qualification, ability to prepare for lessons should be honored and compensated in order to give teachers the motivation to adequately do their jobs and support Students learning to improve on their performance.

#### **5.4. Suggestions for Further Research**

The researcher suggested the following areas for further research:

1. The relationship between educational resources and students' academic performance of the girl child in secondary schools of Uganda.
2. The role of parents on the academic performance of secondary school students.
3. The determinants of students' performance in public secondary schools in Uganda.

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## **APPENDICES**

### **APPENDIX 1: QUESTIONNAIRE FOR TEACHERS,STUDENTS,PARENTS,HEAD TEACHERS,AND DIRECTOR OF STUDIES**

I am, KIGONGO CLARE, carrying out a study on “*Effect of school environment on secondary student’s academic performance in Girl child in Mubende District*” leading to the award of Bachelors’ Degree of Arts in Education of Nkumba University. This study is for academic purposes and answers provided will be treated with utmost confidentiality.

**Yours faithfully**

**KIGONGO CLARE**

**Student**

## QUESTIONNAIRE

### SECTION A: BACKGROUND INFORMATION OF THE RESPONDENT

1. Sex of respondent.....
2. Marital status.....
3. Occupation of parent/guardian.....
4. Education level..... (Secondary, Tertiary)

In the following sections tick where appropriate following a Likert scale below;

1. SA Strongly Agree
2. A Agree
3. NS Not Sure
4. SD Strongly Disagree
5. D Disagree

### SECTION B: HOW DOES AVAILABILITY OF GOOD TEACHERS INFLUENCE STUDENT'S ACADEMIC PERFORMANCE IN GIRL CHILD?

Response	SA	A	NS	SD	D
In this school we never have permanent teachers for Girl child					
There is inadequate qualified Girl child teachers					
Some teachers are not hardworking and never finish the syllabus in time					

**SECTION C: WHAT IS THE EFFECT OF SCHOOL ENVIRONMENTAL FACTORS ON STUDENT'S PERFORMANCE IN GIRL CHILD?**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>
My school has inadequate learning laboratories for practical work in Girl child					
There is absence of enough instructional space					
There is shortage of reading rooms					

**SECTION D: HOW DOES ADEQUACY OF TEACHING EQUIPMENT INFLUENCE STUDENT'S PERFORMANCE IN GIRL CHILD?**

<b>Response</b>	<b>SA</b>	<b>A</b>	<b>NS</b>	<b>SD</b>	<b>D</b>
When we perform poorly in Girl child, it is because of shortage of Girl child textbooks					
The few Girl child textbooks available are not up to date					
We lack the necessary Girl child practical books					

**Thank you for your cooperation**

**APPENDIX 1I: INTERVIEW SCHEDULE FOR  
TEACHERS,STUDENTS,PARENTS,HEAD TEACHERSAND DIRECTORS OF  
STUDIES**

1. Do you think students' performance in Girl child is determined by availability of good teachers?
2. Is it necessary for good teachers to get prepared when going to teach in class?
3. Do good teachers get involved in decision making on issues related to teaching/learning?
4. What system do you follow to teach bigger classes?
5. Is there any collaboration between parents/guardians and your school for better performance of their students?
6. Do students receive quick feedback about their home works and test questions?
7. What is your opinion about the school failing to have permanent teachers for Girl child?
8. Why is there inadequate laboratory equipment in schools?
9. Does your school have enough learning laboratories for practical work in Girl child?
10. Do you have enough reading rooms in your school?
11. Do you have enough Girl child textbooks in your school?
12. Are the Girl child textbooks available up to date?
13. Do you have adequate Girl child practical books?

**Thank you very much**

