
**IMPACT OF GOVERNMENT POLICIES ON THE ACADEMIC PERFORMANCE OF
GOVERNMENT SECONDARY SCHOOLS IN UGANDA.
A CASE STUDY OF KYEBAMBE SECONDARY
SCHOOL IN KABAROLE DISTRICT.**

1 Musimenta Annet, 2 Dr. Ssekiswa Peter, 3 Dr Ariyo Gracious Kazaara

1, 2, 3 Metropolitan International University

ABSTRACT

This study was done to find out the factors affecting academic progress in government schools, with a focus on government-aided schools in the Kabarole District. The specific objectives of the study were to ascertain the effects of methods of instruction and learning, parental control in school activities, and policy decisions on academic achievement in public schools. This study used a cross-sectional survey design with a sample size of 266 respondents and combined qualitative and quantitative research techniques. Snowballing and deliberate sampling techniques were employed to reach out to the respondents, while surveys, questionnaires, and group discussions were used to collect the primary data. The findings indicate that more work needs to be done in this area even though the administration has been helpful in giving academic resources and employees to schools. Additionally, it was demonstrated that in order for students to conduct up to the expectations, both the home and school environments must be improved. The researcher's findings show that all stakeholders must participate in and contribute to an open system in a school in order to achieve the intended goals.

Key words: *government policies and academic performance*

Background to the Study

The Roman Catholic Church, the Church of Uganda, the Islamic Faith, and affected councils have all had a substantial impact on secondary schooling and education since the introduction of formal schooling in Uganda, notwithstanding the government's support. After the Phelps-Stokes Fund report in 1922, this participation got underway. (Ugandan government, 1989). The de Bunsen Commission was founded in 1952, and it made recommendations for the development of primary and secondary school buildings as well as the extension of secondary education to provide instructors for elementary and junior secondary schools. The main recommendation was the Theory motivates of Primary Education (UPE) as quickly as possible in any case, not afterward than A.D 2000. With the start of the first academic year in 1997, the program for universal primary education was introduced. This came after the World Conference on Education for All (EFA), which took place in 1990 in Jomtien, Thailand. As a signatory to the Jomtien Proclamation, Uganda committed to the core EFA objectives, which also included, but were not limited to, expanding childhood and training projects, ensuring accessibility to and finalization of early schools by the year 2000, improving educational outcomes, lowering adult low literacy rates, expanding basic education and training employees in other crucial skills needed by children and adults, and increasing acquisitively.

Statement of the problem

The Ugandan educational system is heavily influenced by government policy. Investigating how these policies affect the academic success of public secondary schools is necessary, nevertheless. Determining the strategies that have had a favorable or bad effect on educational outcomes is the main goal of the research problem, which asks us to look at how government actions have affected the school

achievement of public secondary schools in Uganda. The study aims to fill a research vacuum in knowledge about how government actions affect secondary public schools' school achievement and offers suggestions for how government creation and implementation could be improved to raise school achievement in Uganda.

Specific objectives

- 1. To establish the effect of Government policies on the school performance of government school in Kabarole district*
- 2. To find out the extent to which parent's involvement in school development programs affect the school performance of government school in Kabarole District.*
- 3. To establish the extent to which the teaching and learning process affect the academic performance of students*

Research questions

The study answered the following questions;

- 1. What was the effect of Government policies on the school performance of government schools in Kabarole district?*
- 2. To what extent did parents' involvement in school development programs affect the school performance of government schools*
- 3. To what extent was the teaching and learning process affect the Academic performance of students?*

Hypotheses of the study

Ho: Government policy does not significantly affect performance of government schools

Ha: Government policy significantly affects performance of government schools

Ho: Parent's involvement in school programs does not significantly affect the performance of government schools

Ha: Parent's involvement in school programs significantly affects the performance of government schools

Ho: The teaching and learning process does not significantly affect the academic performance of students.

Ha: The teaching and learning process significantly affects the academic performance of students.

Methodology

Research design

A research design is a strategy for conducting research endeavor, according to Amin (2005). It is a master plan that outlines the steps to take in order to gather and analyze the necessary data. Burger et al. (1988) said that a research design is indeed a guide that directs the research action, which minimizes time and cost during the study.

Study population

A total number of 100 subjects from Kabarole District was constituted the population of this study. They included the DEO, DIS, one head-teachers, 10 teachers, and 87 students from this school will be put in this study.

Sample size and selection

Using the tabulation approach of Krejcie and Morgan (1970), in which the sample size vs total population was presented, Appendix I, a sample size of 266 respondents was employed to inform the study. The table shows that the sample size increases with study population size and decreases with study population size, respectively. The line that crosses the table in the middle relative to the population was typically used to calculate the sample size. As a result, it can be shown from the appendix's table that the population of 902 is directly proportionate to the sample size of 266.

Data collection methods

The researcher used data collection methods such as the questionnaires, face-to-face interviews, Focused Group Discussions, and documentary review as recommended by Amin (2005).

Interviewing

Interviews was carried out during the study through direct verbal interaction with respondents. The respondents needed to give information verbally in a face-to-face relationship where ideas were exchanged. According to Onen and Oso (2008), interviews collect information that cannot be directly observed or that was difficult to put down in writing.

Focus Group Discussion

With the aid of the teachers, the researcher ran Focused Group Discussions (FGDs). Some of the information from Focused Group Discussions (FGDs) highlighted students' complaints about how schools have not met their needs, as discussed in chapter four of this dissertation. By employing this technique, students were able to explain how

much the Kabarole District government and school administration were to blame for the academic inadequacies.

Data collection procedure

The researcher researched the report under the guidance of the research supervisor from the MIU. After approval of the proposal, the researcher received an introduction letter that was presented to the respondents for identity. The researcher collected data from schools, which later was organized and analyzed in different headings and was presented in chapter four of this dissertation. Data was collected in accordance to the set objectives and designed questionnaires; data collected during the day and in the evening, the researcher organized it thematically.

Data analysis

Data analysis, according to Ahuja (2001), is the division of the data into its component pieces to get answers to the study questions. After gathering the raw data on the ground, it was organized into headings in chapter four of this report and categorized according to the numerous topics. Despite the work's primary qualitative nature, both qualitative and quantitative approaches of analysis were used to complement one another. In order to develop a summary that was provided in percentages, descriptive data analysis was performed to assess the qualitative data. Some of the quantitative data was displayed in tables using Microsoft Excel. The researcher employed SPSS software and the chi-square in order to examine quantitative data.

RESULTS

Response rate

266 respondents were identified for interviewing.

<i>Category</i>	<i>Sample size</i>	<i>No of respondents</i>	<i>Response rate</i>
<i>No of teachers</i>	<i>64</i>	<i>63</i>	<i>98%</i>
<i>No of students</i>	<i>200</i>	<i>200</i>	<i>100%</i>
<i>DIS</i>	<i>01</i>	<i>1</i>	<i>100%</i>
<i>DEO</i>	<i>01</i>	<i>1</i>	<i>100%</i>
<i>Overall response rate</i>	<i>266</i>	<i>265</i>	<i>99.6%</i>

Source: Primary data, 2021

As presented in table 1, out of 266 respondents who were targeted for this study, 265 managed to fully participate, giving a response rate of 99.6%. According to Amin (2005), a response rate of 50% and above is considered adequate and thus, 99.6% as was obtained in this study was considered sufficient for generalization of the study results

Bio-data of respondents.

Age of respondents

Age of respondents was one of the features that this study examined as presented in table 2

<i>Age interval</i>	<i>Percentage (%)</i>
<i>11-20</i>	<i>75</i>

21-30	15
30-40	04
41 and above	06

Table 2: Age of respondents

Table 2 shows that the respondents, who made up 75% of the sample, were mostly between the ages of 11 and 20. This percentage shows that the sample size was sufficient to provide an explanation for the reasons why student academic performance has deteriorated over the past three years. 15% of respondents were between the ages of 21 and 30; 4% were between the ages of 31 and 40; and 6% of respondents were over the age of 40.

Gender of respondents

Gender was yet another characteristic of the respondents in Kabarole District as presented in table 3:

Gender of respondents in percentages

Gender	Percentage (%)
Female	69
Male	31

Source: Primary data, 2021

Table 3 reveals that majority of the respondents were females (69 percent) and

males constituted the minority (31 percent). This data set was attributed to the fact that female students were many in secondary schools as compared to their male counterparts.

Education level of respondents

Respondents were also characterized by education level as presented on Table 4 of this chapter.

<i>Category</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Primary level</i>	00	00
<i>Secondary level</i>	200	75
<i>Tertiary level</i>	66	25
<i>Total</i>	266	100

Table 4: Education levels of respondents in percentages

Source: Primary data, 2021

Table 3 presents that majority of the respondents had secondary level of education as represented by 75 percent. The 25 percent of the respondents had also attained higher education than the secondary level. This means that respondents had the ability to articulate reasons as to why there has been a poor academic performance at O' Level in Kabarole District.

The effect of government policies on academic performance of government schools

Under objective one, respondents were asked to explain the effect of the government policies on the academic performance of government schools. Here respondents were supposed to indicate their levels of agreement ranging from strongly agree, agree, no definite answer, disagree to strongly disagree. The findings were got and later computed into percentages as presented on.

<i>Variables</i>	<i>5</i>		<i>4</i>		<i>3</i>		<i>2</i>		<i>1</i>	
	<i>(n)</i>	<i>%</i>	<i>(n)</i>	<i>%</i>	<i>(n)</i>	<i>%</i>	<i>(n)</i>	<i>%</i>	<i>(n)</i>	<i>%</i>

<i>Government provides scholastic materials to students</i>										
<i>Government provides infrastructural materials</i>	-	-	56	21	85	32	125	47	-	-
<i>There are enough facilities in this school</i>	-	-	-	-	29	11	125	47	112	42
<i>Government posts enough personnel</i>	-	-	-	-	-	-	205	77	61	23
<i>Government timely releases capitation grants</i>	-	-	22	08	207	78	37	14	-	-
<i>The curriculum is relevant to students' needs</i>	45	17	91	34	24	09	106	40	-	-
<i>Curriculum is followed by this school</i>	24	09	117	44	45	17	43	16	37	14
<i>Government policy of USE benefits student</i>	61	23	27	10	45	17	120	45	13	05
<i>USE policy increases students' performance</i>	-	-	13	05	56	21	160	60	37	14

Government intervention has been successful	37	14	19	07	40	15	135	51	35	13
---	----	----	----	----	----	----	-----	----	----	----

Table 4: Descriptive statistics showing government policies on academic performance

From the data in Table 4, it is simple to see that, despite the government's provision of pertinent educational resources to secondary schools in Kabarole District, the infrastructure is insufficient. This is supported by the fact that 78 percent of respondents agreed, 12 percent strongly agreed, and 10 percent were unsure of the response to the question of whether or not the government gives important educational resources to schools. Yet, the researcher discovered that there were much more responders who agreed than those who could not be certain of their response. Nonetheless, 32% of respondents were undecided, and 47% of respondents disagreed. Of the respondents, 21% agreed with the statement about providing infrastructure, 32% weren't sure, and 47% disagreed.

It was discovered that applies to all staff the curriculum, and 44 percent of respondents and 9% of respondents who strongly agreed with this finding. 45 percent of respondents disagreed with the notion that USE has benefited students, and 5% of respondents strongly disagreed. The claim that USE has improved the school achievement of Ordinary level pupils in Kabarole District was backed by 60% of respondents who disagreed, and 14% of those who strongly disagreed. They came to the conclusion that the government intervention had failed.

The effect of Parents on academic Performance of government schools

Respondents were also asked about the effects of parents on the academic performance of government schools and the response has been presented on Table 6.

Table 6: Descriptive statistics showing effects of parents on academic performance of O' level students

Variable	5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
<i>Parents pay school fees timely</i>	90	34	48	18	-	-	85	32	43	16
<i>Parents attend school meetings</i>	64	24	162	61	-	-	40	15	-	-
<i>Parents discuss academic performances with teachers</i>	19	08	61	23	-	-	182	61	24	09
<i>Parents attend to students problems from school</i>	-	-	109	41	34	13	138	33	40	15
<i>Parents attend to students problems at home</i>	-	-	61	43	16	12	37	52	33	12
<i>The parents contribute financially towards schools</i>	61	23	34	61	23	99	61	-	-	-
<i>Parents frequently visit the schools</i>	74	28	32	12	61	23	99	37	-	-
<i>Parents ensure discipline of their children</i>	-	-	16	06	37	14	162	61	51	19
<i>Parents ensure structural development</i>	29	11	51	19	16	06	170	64	-	-
<i>Parents counsel their children</i>	34	13	29	11	-	-	152	57	51	19

Despite the fact that table 6 shows that parents have made an effort to fulfill their obligations to help their children study, when respondents were asked whether parents discuss academic performances with their instructors, just 8% of them strongly agreed and 23% agreed. 9 percent of respondents strongly disagreed, and 61% of respondents disagreed. In addition, the chart shows that while 41 percent of respondents agreed that parents should address students' school-related problems, 11 percent had no clear opinion, 33 percent disagreed, and 15 percent strongly opposed. In contrast to the 23 percent of respondents who agreed that parents should address students' problems at home, 13 percent of respondents had no clear opinion, 52 percent of respondents disagreed, and 13 percent had no opinion at all.

The effect of teaching and learning on academic performance of government schools.

On the effects of teaching and learning by teachers on the academic performance of students, the findings of the study have been presented in Table 8.

Table 8: Descriptive statistics showing effects of teaching and learning by teachers on the academic performance of government schools.

Variable	5		4		3		2		1	
	(n)	%	(n)	%	(n)	%	(n)	%	(n)	%
Teachers prepare scheme of work	82	31	120	45	51	19	13	05	-	-
Teachers prepare lesson	29	11	80	30	10	40	28	10	24	09

<i>plans</i>					5					
<i>Teachers prepare students for final exam</i>	53	20	32	12	89	33	52	20	40	15
<i>In service training courses are arranged</i>	21	08	109	41	13 6	51	+	-	-	-
<i>Teachers are well trained in education</i>	56	21	114	43	96	36	-	-	-	-
<i>Teachers are enough complete the syllabus</i>	40	15	45	17	61	23	120	45	-	-
<i>Teachers adequately complete the Syllabus</i>	16	06	51	19	-	-	186	70	13	05
<i>Teachers are punctual and no dodging lesson</i>	67	25	98	37	-	-	48	18	53	20
<i>Teachers give guidance to students</i>	51	19	136	51	-	-	72	27	07	03
<i>There is continuous assessments of students</i>	90	34	176	66	-	-	-	-	-	-
<i>There is a policy of recognizing</i>	261	98	05	02	-	-	-	-	-	-

<i>Performance</i>										
<i>All teachers are committed to their duties</i>	149	56	117	44	-	-	-	-	-	-
<i>Teachers discuss academic work with parents</i>	56	21	162	61	-	-	48	18	-	-

Source of work 2021

Despite the fact that there is still much to be done, Table 8 demonstrates that teachers have made an attempt to finish their task. Teachers develop lesson plans, as shown in the table, which is backed up by 45% of respondents who agreed and 31% of respondents who strongly agreed with the assertion. But just 40% of respondents were certain that teachers should create lesson plans, 10% disagreed, and 9% strongly disagreed. As lesson plans can be seen by other teachers and students when a teacher is teaching, the researcher was able to come to the conclusion that there may be gaps in the teaching and learning process.

20 percent of respondents strongly agreed and 12 percent agreed that students should prepare for their final exams. Nonetheless, 20% disagreed and 15% strongly disagreed, leaving 33% of respondents without a conclusive response. According to the FGDs, some students skip class, don't read for exams, or disagree with the assertions.

Conclusions

Government policy and its effect on I students' academic performance of government schools

Although a lot had been done in secondary schools by the government in an effort to make sure that students can study, recalling from the theoretical framework that guided the study; the researcher was able to infer that education as a system has lacuna. It was also found out that the personnel to various schools have never been enough to cater for increased number over and over again. The study also found out that there was financial crisis in the general school environment since the intrinsic and extrinsic motivators have never been catered for yet according to Herzberg (1959), they are essential to teaching and learning programs. It ought to be noted that since the government support is central to students 'learning, its weakness to supply what is meant to be supplied to the school-system puts the functioning of the school system at ebb. From the findings I learnt a lesson that supportive government policies like posting enough teachers to schools, proper facilitation and remunerating staff-both teaching and non-teaching, to mention a few have a great contribution towards improvement of academic performance

Recommendations

This section presents suggested areas of improvement that could help to enhance the academic performance of government schools. The recommendations are arranged in line with the study objectives as earlier presented in chapter one of this report.

Suggestions for further study

I would recommend a study on the high dropout rate and drug abuse in secondary schools.

REFERENCES

- Adepoju, T.L and Raji, A.O (2004) The correlates of some predictor variables on quality assurance of secondary education in Oyo State, Nigeria in institute of Education, Olabisi Onabanjo University, Assuring quality in school practices and strategies (Conference Proceedings) Ago-Iwoye: Institute of Education, Olabisi Onabanjo UniversityPP.133-137*
- Adunola, O (2011), –The Impact of Teachers’ Teaching Methods on the Academic Performance of Primary School Pupils in Ijebu-Ode Local cut Area of Ogun State, || Ego Booster Books, Ogun State, Nigeria*
- Ahimbisibwe, F &Businge, C (2010), UNEB releases 2008 A 'level results in the new vision, Kampala: The New Vision Printing Press*
- Ahuja, R. (2001), Research Methods, New Dheli: Rawat Publications Amin, M (2005), Social science Research, Conception, Methods and Analysis, Kampala: Makerere University.*
- Christopher. F, Staff training and organizational performance, International Journal of Academic Multidisciplinary Research*
- Alokan, F.B (2010), Influence of Sex and Location on Relationship between student problems and Academic Performance. The Social Sciences (TSS), Vol. 5(4)*
- Asiimwe, J.A (2013), compulsory science policy: enhancing gender equality in education? a case study of academic achievement in Uganda;MIER Journal of Educational Studies, Trends & Practices; Vol. 3, No. 2; 183-194*

Asiimwe, J.A. (2007), Teaching and Learning Sciences for Development: A matter of Teacher Competence? A Case Study of Uganda, Population Studies and Development, Vol. 14 (1); 65-74

Association of teacher Education, (2005), Parent influence on Chinese children, (2nd), New York: University of Hong Kong Department of curriculum studies

Ayeni, A. J. (2011), –Teachers professional development and quality assurance in Nigerian Secondary Schools, World Journal of Education, 1(2); 143-149

Byamugisha, A (2010), –Examining the Effects of School Environmental Factors on Pupils' Learning Achievement in Ugandan Primary Schools, Africa Educational Research Journal, No. 1

Black and Champion, (1976), Methods and Issues in Social Research, New York: John Wiley and Sons

Beneria, (1989), Measurement of the Contribution of Informal Sector and Informal Employment to GDP in Developing Countries, Some Conceptual and Methodological Issues, Paris: Institute of Research for Development