
**TEACHERS' EXPERIENCE AND ACADEMIC PERFORMANCE OF STUDENTS IN
HISTORY SUBJECT IN SECONDARY SCHOOLS IN UGANDA; A CASE STUDY OF OXFORD
SECONDARY SCHOOL**

1 Tumuhimbise Godwine, 2 Balunywa Ali, 3 Akampurira Sarah

1, 2, 3 Metropolitan International University

Abstract

A case study of Oxford Secondary School was used in this study to examine teacher experiences and students' academic achievement in the history curriculum in secondary schools in Uganda. This study set out to discover how pupils' achievement throughout history in secondary school in the Ibanda District was impacted by a teacher's expertise. This study was motivated by three main goals: to investigate the connection between educators every year of encounter and the academic achievement of pupils in secondary educational institutions in Uganda; to investigate the impact of the teaching profession level of certification on learners and their academic accomplishment in secondary schools in Uganda; and to investigate the impact of educators every age on the academic achievement of learners. 57% of the respondents were agreeing that Experienced teachers have a wealth of experience to draw from and can add insight and ideas to the path of teaching and learning. However, 35% were not agreeing with the statement and 7% were not sure. This indicated that there is a Relationship between teachers' years of experience and students' academic performance. Teacher's qualification was found out to be the biggest determinant of student performance, therefore the researcher recommends that schools put more emphasis on developing teacher's qualifications and quality in through teacher training seminars and workshops in order to improve students' performance in secondary schools.

Keywords: teachers, experience and academic performance

Background to the study

In contrast to other topics, the achievement of pupils in history has not been particularly spectacular in 2018, as reported by UNEB. History is an optional subject in secondary schools in Uganda, but because UNEB compels government employees to focus on areas like English and mathematics, history receives less attention from pupils (Micheal et al., 2023). This results in poor academic achievement in the subject. Educational achievement, as defined by Kyoshaba (2013), is the result of education; it measures how well a student, instructor, or organization has accomplished its goals for instruction. Achievement is thus measured by how well learners perform on tests related to their courses and on other kinds of exams.

In a related study, (Godfrey et al., 2023) found a substantial positive correlation between instructors' years of expertise, particularly those with six or more years of knowledge, and pupils' academic achievement in mathematics. The relationship between instructor experience and achievement among students is minimal and mostly reflects the poor performance of new teachers throughout their first year or two of teaching. According to (Anthony et al., 2023), reading is a subject where an educator's teaching background contributes more than math and science. Finally, it should be noted how crucial it is for teachers to have training beyond their initial years in the field. Conclusion, there is quit many indicators of teachers' experience for instance years of experience, age, gender, level of qualification thus those experiences really affect student academic performance but what has been mentioned by other scholars have been critically analyzed and examined by the researcher as per this study is concerned.

Statement of the problem

One of the foundational courses of Ugandan education was history, which helped graduates prepare for future careers in technologies and communication as well as foresee the future. However, the students' performance had remained subpar. The way that History was performed was an international concern. He stated that it was vital to

look at what was causing students' weak reading and comprehension skills (Aisha et al., 2023). That was done with the intention of solving the issue permanently. Additionally, it affected students' chances of getting into reputable institutions and colleges as well as their prospects for the future. To determine the causes of students' low performance in the history subject, many investigations had been conducted. Some of these studies linked poor achievement in History to a variety of issues, including ineffective teaching strategies, students' attitudes toward the subject, a tenuous connection between primary and secondary education (Anthony et al., 2023), psychological issues, economic issues, and a lack of desire, amongst others. However, the examination of the 2010 Mumias District Mock results showed that just 77 applicants out of a total of 2321 applicants who took the exam received a B or higher in History, or 3.31%, while 2244 (96.6%) received a C or above. (2010) Mumias District Analysis. That demonstrated that pupils' History performance had not improved despite the intervention that was given. This study aims to investigate the relationship between the teaching experience and the academic achievement of pupils in the history subject in secondary schools in Uganda (Micheal et al., 2023). The Ibanda District assessment of IDP (2011) demonstrated that out of 2586 prospective employees, the majority of the applicants fell among grade C and E (1887), while the minority fell between grade A and B (699).

Objectives of the Study

1. To examine the impact of teacher's age on students' academic performance of students in secondary schools in Uganda
2. To examine the impact teachers' level of qualification on students' academic performance in secondary schools in Uganda.
3. To examine relationship between teachers' years of experience and students'

academic performance in secondary schools in Uganda.

Research Questions

1. *What is the impact of teacher's age on students' academic performance of students*

secondary schools in Uganda?

2. *What is the impact teachers' level of qualification on students' academic performance in secondary schools in Uganda?*
3. *What is the relationship between teachers' years of experience and students' academic performance in secondary schools in Uganda?*

Methodology

Research design.

The research design for the study was descriptive. Additionally, the design made use of quantitative as well as qualitative techniques. While quantitative approaches used statistical information produced with probability tables, graphs, and charts, qualitative approaches used questionnaires. These strategies were used to make it possible for the researcher to gather and assess pertinent data regarding the effects of tax fraud and avoidance of taxes on the economy. When conducting a study or investigation, a research design directs the methodologies and approaches to be used (Rita, 2014).

Study Population

Target population is considered to be the particular populace from which, information is to be obtained (Ngechu, 2004). The study used a total study population of 200 respondents comprising of 4 school management, 10 history teachers and 186 students in oxford secondary school.

Sample frame work.

The study used a sample size of 70 respondents as determined by the Krejcie and Morgan table of 1970 on sample size determination. The study therefore used total of 70 respondents that is 3 school management, 5 history teachers and 62 students. This sample size was effective and a good representative of the population, convenient to the researcher in terms of funds, time and others

Table 1: Represents the sample size description

<i>Category of respondents</i>	<i>Frequency</i>	<i>Percentage</i>
<i>School management</i>	3	4%
<i>History subject teachers</i>	5	7%
<i>Students</i>	62	87%
<i>Total</i>	<i>70</i>	<i>100%</i>

Source: Primary Data, 2022

Sampling techniques

To select the respondent's, Purposive sampling method was used to help the researcher get detailed information for the evaluation of the study and for the inclusion of only those respondents who hold vital information that the researcher needs. It is important because it gave the researcher freedom to select certain respondents with in-depth knowledge regarding the issue under investigation.

Sampling procedure.

In this process or carrying out the research, the researcher visited the school under study and access permission for carrying out the study.

Research instruments

One of the tools was a survey created to collect data about the instructional and educational assets offered by the school. The survey was created with the school administration, history professors, and students in mind. There are 20 questions in the survey. Ten (10) of the items are intended to collect data about teaching resources. The remaining ten (10) questions ask participants to choose between a Yes or a No response in order to gather information about classroom and library arrangements.

Data analysis.

In this process, the investigator continued the coding of the numerous answers provided to the specific queries. For those who lacked coding frames, tally marks were used to determine how frequently every possible response classification was offered. This information was then provided in frequency tabulations, making it ready for SPSS examination (Nelson et al., 2022). In addition, the data included inquiries and field notes. In order to determine the instructor's experience, such as corporate (school) policy, promotion, acknowledgment, leadership, and income or pay in relation to the degree of achievement in school of students in corresponding periods, the data collected from applications was then arranged in frequency and percentage correlations. Overall, the three stages of data analysis were coding, editing, and compilation.

RESULTS

Impact of teacher's age on students' academic performance

This study further sought to establish the impact of teacher's age on students' academic performance at Oxford secondary school. This section therefore, required the respondents to indicate their extent of agreement or disagreement on various statements regarding the impact of teacher's age on students' academic performance.

Table 2: Impact of teacher's age on students' academic performance

Statement	F	SA	F	A	F	NS	F	D	F	SD
Older teachers of age 41 years old and above are more effective in teaching and good in classroom management skills than younger teachers in high school	30	43%	10	14%	5	7%	15	21%	10	14%
Younger teachers often end up making riskier decisions, did not analyze the context carefully when dealing with student's disciplinary problems due to the lack of experience and immaturity	35	50%	10	14%	3	4%	8	11%	14	20%

<i>compared to the older</i>										
<i>Middle age teachers were more effective in communication, classroom organization, and competence.</i>	15	21%	10	14%	8	11%	18	26%	19	27%
<i>Younger teachers of between the ages of 21 and 34 years old were more effective, produced higher student scores than the older ones of between the age of 49 years and above.</i>	26	37%	20	29%	4	6%	15	21%	5	7%

Source; Primary data, 2022

43% of the participants very agreed upon, 14% agreed, 7% were undecided, 21% disapproved and 14% strongly disapproved that older instructor in high school, who are 41 years old and older, are more effective instructors and have greater instructional abilities than younger instructors. This shows that seasoned instructors have more experience because they have worked in the field longer than younger ones.

In comparison to older instructors, younger teachers frequently end up ensuring riskier decisions and failing to carefully consider the context when dealing with student behavioral issues. Of those who responded to the question, 50% strongly concurred, 14% agreed, 4% disapproved 11% disapproved and 20% strongly disapproved. Middle-aged instructors are more competent, organized, and effective communicators, according to 21% of participants, 14% who agreed and 11% who were uncertain, while 26% and 27% were strongly dissatisfied with the assertion. 29% agreed, 6% were unsure, 21% disapproved, and 7% strongly disapproved that younger instructor, those among the ages of 21 and 34, were more effective and generated higher student results than older educators, those between the ages of 49 and above.

Relationship between teachers' years of experience and students' academic performance

Table 3: Relationship between teachers' years of experience and students' academic performance

Statement	F	SA	F	A	F	NS	F	D	F	SD
Experienced teachers have a wealth of experience to draw from and can add	30	43%	10	14%	5	7%	15	21%	10	14%
ideas to the path of teaching										
Duration of the Preparation	35	50%	10	14%	3	4%	8	11%	14	20%

Students taught by long time experienced teachers are likely to perform better than those taught by less experienced	15	21%	10	14%	8	11%	18	26%	19	27%
--	----	-----	----	-----	---	-----	----	-----	----	-----

Source; Primary data, 2022

According to the table 3 above, 57% of the respondents were agreeing that Experienced teachers have a wealth of experience to draw from and can add insight and ideas to the path of teaching and learning. However, 35% were not agreeing with the statement and 7% were not sure. This indicated that there is a Relationship between teachers' years of experience and students' academic performance

Conclusions

The results showed that 57% agreed that high school instructors who are 41 years of age or older are more effective instructors and have superior instructional skills than younger teachers, while 35% disapproved. When asked about teachers' levels of credentials, the majority of those who responded (57%) concurred that less experienced educators have poorer teaching methods than those with greater expertise, and as a result According to Nye, Konstanto Paul (2013), it was discovered that the instructor has the greatest impact on students' academic achievement.

Recommendations from the study

Teacher's qualification was found out to be the biggest determinant of student performance, therefore the researcher recommends that schools put more emphasis on developing teacher's qualifications and quality in through teacher training seminars

and workshops in order to improve students' performance in secondary schools.

References

Aisha, B., Rebecca, N., Moses, N., Christopher, F., & Pascal, T. (2023). The Impact Of Early Marriages On Girl Child Education In Secondary Schools ; A Case Study Of Bwambara Secondary School Rukungiri District. 7(2), 13-26.

Anthony, D., Kazaara, A. G., Kazaara, A. I., Ismail, L., & Prudence, K. (2023). The Impact of Teachers ' Teaching Methods on Students ' Performance in English Subject in Secondary Schools In Uganda , A Case Study Of Selected Secondary Schools In Kampala & Wakiso. 7(3), 290-297.

Godfrey, W., Silvia, N., Kazaara, A. G., Nelson, K., Christopher, F., Deus, T., Micheal, T., & Catherine, M. (2023). The Effect Of Teacher ' s Instructional Methods On The Learners Academic Performance In Mathematics Subject In Secondary Schools , A Case Study Of Buwesswa Secondary School In Manafwa District. 7(2), 100-107.

Micheal, T., Nicholas, K., Kazaara, A. G., & Nelson, K. (2023). The Effect of Teacher ' s Motivation on Academic Performance of Students in Kole District a Case Study of Alito Sub-County. 7(2), 64-72.

Nelson, K., Christopher, F., & Milton, N. (2022). Teach Yourself Spss and Stata. 6(7), 84-122.