

**AN ASSESSEMENT OF THE ROLE OF TEACHERS IN THE POOR PERFORMANCE IN
ENGLISH SUBJECT IN SECONDARY SCHOOLS:**

THE CASE OF SECONDARY SCHOOLS, KAMWENGE DISTRICT

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ABSTRACT

The study aimed at an assessment of the role of teachers in the poor performance in English subject in secondary schools and it was guided by the following objectives; To explain the factors that have led to poor performance in English language, to examine the role of teachers and parents in the academic performance of students in English language and to evaluate the attitude of students and its impact on the performance English. From the findings, 76% of the respondents say that students do not involve in cult activities at school and this was not the factor that led to poor performance in English language but other factors lead to their failure. Statistics also shown that 72% of their respondents put this blame on the teachers who do not find solutions to the assignments given to students and this led to poor performance in English language. English language teachers should have access to regular and thorough opportunities for continuing education, according to the government. Improved pedagogical abilities, topic understanding, and the utilization of contemporary teaching approaches should be the main goals of training sessions. Collaboration among peers and programs for mentoring can both improve teachers' efficacy.

Key words: *teachers, performance, English subject and secondary schools*

Background to the Study

With various indigenous (mother tongues) and foreign languages, Uganda is a linguistically varied and heterogeneous nation. In essence, there are 40 or so native languages in Uganda. Kiswahili and English are two examples of exogenous languages. English thus became established as the official language in the Republic

of Uganda from the beginning of the 19th century by the British colonial government, and stayed so until Uganda gained independence in 1960. Even though English is a second language in Uganda, it was mandated that it be utilized in all significant government departments, especially schooling (Anthony, Kazaara, Kazaara, et al., 2023). What had previously been in place as a result of colonial policy regarding languages was highlighted by this strategy. The Ministry of Education acted in accordance with its language guidelines at this specific moment. Given the significance of English as a topic, it is crucial for students to show their proficiency in how they react to inquiries at all levels. The data compilation of the assessment board for Uganda (UNEB) results. Nevertheless, statistics show that only 10% of applicants who took the English language exam pass with an edge or a credit (Isaiah & Alex, 2023). The Ugandan curriculum still requires the use of English as a form of guidance, despite the fact that numerous pupils have not shown up with strong English grades. This encourages students to study and raise their marks, even though their achievements have not been increasing year after year.

Nevertheless, according to estimates from the Uganda National Examination Board (UNEB), just 10% of candidates who take the English language exam succeed with a credit or grade each year. The reason for this investigation is this sad realization (Anthony, Kazaara, & Kazaara, 2023). Despite the fact that some schools' English departments have implemented pre-English programs to improve the academic achievement of pupils, the results for candidates continue to be dismal. It is entirely understandable that throughout time, a number of professionals have been hired to teach the material, but their influence has yet to be felt in improving the achievement of students. Therefore, the goal of this study is to determine the plausible explanations for the appalling English performance.

Problem Statement

Although English in secondary Schools is both a subject and medium of instruction, its performance, however has remained wanting. The researcher therefore wants to investigate the causes of such performance in Kamwenge District.

English language refers to the West Germanic language family that is closely related to the Frisian, German and Dutch languages basing on the Britannica portal. It has been disclosed that in Uganda due to mother tongues becoming prevalent in most household's child develop up comprehending their native tongue since growing up which has kept restricting them from learning English language in schools, highlighting the difficulties that have existed confronting the English language since it came into existence throughout the period of colonialism in the nineteenth century as long as when Uganda achieved its rule in 1960. Nevertheless, the authorities, through the ministry of instruction and its organizations such as UNEB, PLE, UBTEB, UNHCE, among others, keeps working to guarantee that educators gain more expertise in language instruction in order in order to capitalize on the rate at which children adopt English (Christopher et al., 2022). The necessary steps have been implemented by the administration, but UNEB reports (2019) indicate that there are still difficulties in assessing the achievement of English Language in both primary and secondary schools in Uganda.

Specific objectives

- 1. To explain the factors that have led to poor performance in English language.*
- 2. To examine the role of teachers and parents in the academic performance of students in English language.*
- 3. To evaluate the attitude of students and its impact on the performance English.*

Research Questions

- 1. What factors have led to poor performance in the English language.*
- 2. To examine the role of teachers and parents in the academic Performance of students in English language.*
- 3. How can you evaluate the attitude of students and its impact on the performance of English?*

Methodology

Research Design

In order to identify the factors contributing to secondary school pupils in Kamwenge District's poor academic performance in English language, the study used a design based on a descriptive survey. The research was able to assess how technique affected English language proficiency because to the research design.

Study Participants

One hundred pupils from the chosen secondary institutions in the Kamwenge District made up the study's demographic. The participants were chosen at randomly but with gender differences in mind.

Study Sample

The sample used in this study was selected from five secondary schools in Kamwenge District. A total of twenty students and teachers (males and females) were randomly picked.

Sampling Procedure

A random sampling technique was employed to select the five schools as representative of the populace. The names of the five (5) schools were picked among written names of all the secondary schools in Kamwenge District. Similarly, the students and the teachers were randomly selected.

Research Instrument

Questionnaires

These involve the research structuring questions relating to the study objectives. The questionnaires were centered on the problems that could be causes of poor performance in English language among secondary school students.

Interview

The interview guide was designed with semi-structured questions to guide the researcher while conducting face to face interview with the key respondents. The interview focused on the causes of poor academic performance among secondary students in Kamwenge District

Method of data analysis

The quantitative data was analyzed by coding responses according to the study themes. During the analysis of the data, the researcher used sample percentages using SPSS (Nelson et al., 2022). This is because the target population is within a responsible limit for an easy descriptive analysis. The formula to be used was; $R/S * 100/1 =$ percentage of respondents where R =Respondents, S = Total sample.

RESULTS**Table 1: Learners' interest in English**

Responses	Frequency	Percentage (%)
Yes	35	70
No	15	30
Total	50	100

Source: Primary Data, 2022

In this table, 70% of the student responded that they like English language while 30% said they do not necessarily do so.

Table 2: Contribution of interest to performance in English language

Responses	Frequency	Percentage (%)
Yes	40	80
No	10	20
Total	50	100

Source: Primary Data, 2022

In this table, 90 of the students responded that the interest of the student contributes to the academic performance while 20% of the student responded interest does not contribute to academic performance.

Table 3 Teachers' involvement in English language assignment

Responses	Frequency	Percentage (%)
Yes	8	16

No	42	84
Total	50	100

Source: *Primary Data, 2022*

Table 3 indicate that 16% of the students responded that the teachers help in finding solution to question given in the assignment while 84% of the students responded that the teachers do not find solution to question given in the assignment.

Table 4: Parents' support in English learning

Responses	Frequency	Percentage (%)
Yes	35	70
No	15	30
Total	50	100

Source: *Primary Data, 2022*

Table 4 indicates that 70% of the students' response was the opinion that parents support them academically while 30% response was the opinion that parents do not support them academically.

Table 5: Effects of Instructional Material in English Learning

Responses	Frequency	Percentage (%)
Yes	45	90
No	5	10
Total	50	100

Source: *Primary Data, 2022*

From this table, it was observed that 90% of the respondents say that lack of instructional materials affects the rate of learning while 10% are saying that it does not affect the rate of learning.

Table 6: Influence of mother tongue in the learning of the English

Responses	Frequency	Percentage (%)
Yes	30	90

	20	10
Total	50	100

Source: *Primary Data*, 2022

From the data above, it was observed that 90% said that their mother tongue affects their learning of English language while 10% said that it does not.

Table 7: Government under funding as a factor in poor performance in English language

Responses	Frequency	Percentage (%)
Yes	35	70
No	15	30
Total	50	100

Source: *Primary Data*, 2022

In this table, 70% of the respondents say that lack of funding by the government could cause poor academic performance while 30% of the respondents say that lack of funding by the government doesn't cause academic performance.

Table 8: Effects of absenteeism in the performance of English

Responses	Frequency	Percentage (%)
Yes	45	90
No	5	10
Total	50	100

Source: *Primary Data*, 2022

In this table, 90% of the respondents say that absenteeism could cause poor academic performance while 10% of the respondents say that absenteeism cannot cause for academic performance.

Table 9: Students with Challenges in English Language

Responses	Frequency	Percentage (%)
Yes	28	56
No	22	44

<i>Total</i>	<i>50</i>	<i>100</i>
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Source: Primary Data, 2022

From the data above, it was observed that 56% said that they have a problem with English language while 44% said that they don't have a problem with accounting subject.

Table 10: Library in your school

<i>Responses</i>	<i>Frequency</i>	<i>Percentage (%)</i>
<i>Yes</i>	<i>35</i>	<i>70</i>
<i>No</i>	<i>15</i>	<i>30</i>
<i>Total</i>	<i>50</i>	<i>100</i>

Source: Primary Data, 2022

In this table, 70% of the respondents say that they have a good library in their school while 30% of the respondents say that they don't have a good library in their school.

Results

Specific data collection (interviewing methods) was used to capture data. The different questions were asked from selected schools and there were those of yes and no as shown in the table below;

Table 11: Interviewing methods

<i>Questions</i>	<i>Responses</i>		<i>Degrees</i>	
	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>
<i>Question 1</i>	<i>15</i>	<i>35</i>	<i>260</i>	<i>370</i>
<i>Question 2</i>	<i>10</i>	<i>40</i>	<i>170</i>	<i>290</i>
<i>Question 3</i>	<i>42</i>	<i>8</i>	<i>720</i>	<i>470</i>
<i>Question 4</i>	<i>15</i>	<i>35</i>	<i>260</i>	<i>370</i>
<i>Question 5</i>	<i>5</i>	<i>45</i>	<i>90</i>	<i>320</i>
<i>Question 6</i>	<i>44</i>	<i>6</i>	<i>760</i>	<i>60</i>
<i>Question 7</i>	<i>20</i>	<i>30</i>	<i>350</i>	<i>470</i>
<i>Question 8</i>	<i>15</i>	<i>35</i>	<i>260</i>	<i>3 70</i>

Question 9	5	45	90	80
Question 10	22	28	380	420
Question 11	15	35	260	370
1	208	342	3600	3590

source: *Primary Data*, 2022

Discussion and Interpretation of Results

According to Statistics, 76% of the respondents say that students do not involve in cult activities at school and this is not the factor that leads to poor performance in English language but other factors lead to their failure. Statistics also show that 72% of their respondents put this blame on the teachers who do not find solutions to the assignments given to students and this leads to poor performance in English language.

Conclusion

It was determined that their instructors' use of inadequate teaching techniques and strategies may impede students' ability to learn English. Traditional rote learning methods, a lack of student involvement, and a scant use of interactive instructional techniques can all have a negative effect on students' language learning and general academic performance.

Recommendations

English language teachers should have access to regular and thorough opportunities for continuing education, according to the government. Improved pedagogical abilities, topic understanding, and the utilization of contemporary teaching approaches should be the main goals of training sessions. Collaboration among peers and programs for mentoring can both improve teachers' efficacy.

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