
**EFFICIENCY; MANAGEMENT OF TEACHERS AND STUDENTS' PERFORMANCE IN RURAL
SECONDARY SCHOOLS IN PAKWACH DISTRICT, UGANDA****1 Amony Vicky, 2 Irumba Alex****1, 2 Metropolitan International University****Abstract**

The study investigated and sought to establish the impact of “The Management of Universal Secondary Education and students’ Performance in Rural Secondary Schools in Pakwach District”. This was done under the following objectives: To examine the influence of planning of USE on students’ performance in rural schools in Pakwach District. To establish the influence of budgeting on students’ performance in rural secondary schools in Pakwach District. To establish the extent to which staffing has contributed to students’ performance in rural secondary schools in Pakwach District. The research was conducted using both quantitative and qualitative approaches using Survey, Correlation and Case study as Research Designs. Data was collected using Questionnaires and Interview guide as well as review of available documents and records targeting basically BOG and PTA Members, Teachers and Head teachers as respondents from a sample size of 164 in Pakwach District USE schools. Data was analyzed using the Statistical Package for Social Scientists where conclusions were drawn from tables and figures from the Package. Based on the study findings, the following conclusions were made; the results from the study indicate that Staffing has contributed to student’s performance in rural secondary school in Pakwach district. The study revealed that the budgeting influences student’s performance in rural secondary schools in Pakwach District. The results further indicated that the planning of USE funds Influences student’s performance in rural secondary schools in Pakwach District. The final conclusion of this study is that there is a significant positive relationship between Management of Universal Secondary Education and Student’s performance. From the findings in this study, the following recommendations are put forward: The Ministry of Education and sports should increase on Staffing and create conducive environment for learning. Pakwach district council, parents and other educational stakeholders should put forward strategies of constructing laboratories and combating shortage of well-stocked libraries to district secondary schools. Teachers’ salaries should be increased to match the increasing work load and cater for improved life styles of the teachers to enhance performance. Finally, it is highly recommended that a similar study be conducted to investigate factors affecting academic achievement particularly in primary education. This may allow comparison of the result of studies between different levels of education in Pakwach District

Background of the study

In Uganda these days, schooling has grown to be a necessity for anyone no matter age, fame, bodily capability as a way of enhancing its nice. satisfactory training is likewise approximately faculty performance, excellence and values. that is however confronted by means of international and managerial demanding situations (Micheal et al.,

Received: 13.10.2023**Accepted: 17.10.2023****Published on: 30.10.2023**

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2023). In 2007, the schooling sector strategic plan (Mercy et al., 2023) urgent development of secondary schooling in terms of get admission to and great become taken up (SFG 2010) to offer equitable provision of put-up primary schooling and schooling to Ugandan college students who effectively completed PLE (Godfrey et al., 2023). The authorities emphasizes promoting equal access to schooling, strengthening and improving the nice and inculcating accurate morals, ethics, patriotism and values amongst students. This calls for strategic making plans because it allows in making the great use of human, bodily and monetary resources to obtain the college intended goals in a defined length (Richard, 2022). The approach of deliberate goals is connected to the inclusive budgeting and staffing to successfully and efficaciously get things completed (Christopher et al., 2022). however, attributable to the advent of UPE in 1997 and USE in 2007, the objective of schooling for all is not a problem besides the first-rate has been substantially compromised. performance, values and properly morals, quantity of grades, finishing touch rates have raised terrific situation (Anthony, Kazaara, Kazaara, et al., 2023), pretty regularly humans' expectations are past what colleges provide (Zulaikah & Rebecca, 2023). regular secondary training (USE) / general submit number one education and training (UPPET) become launched in 2007 by the government of Uganda to absorb the outputs of UPE which have been strolling in view that 1997 (Victoria et al., 2023).It became intended to offer unfastened education for decrease secondary. decrease secondary considers children from S.1 to S.4. A candidate who ratings 4-28 aggregates at PLE is eligible for joining USE (UPPET 2010). Eligible beneficiaries are public government aided secondary colleges and seed schools (schools in sub counties without any Public secondary faculties (Wegulo et al., 2023).

Problem Statement

College students' overall performance in time-honored Secondary faculties is a place of consciousness by many stakeholders who examine the current performance with the baseline overall performance due to the fact that 2010 while the first USE exams had been sat and the years earlier than (New imaginative and prescient, November nineteenth 2012) (Alex & Kazaara, 2023). The management of USE has loads to impact on college students' overall performance in rural authorities' schools (Tasha et al., 2023). but making plans, budgeting and staffing within the USE faculties are nonetheless important troubles to redress before we think of improved students' performance (Apolot, 2013). The manipulate and making plans of USE is solely done at important authorities whilst the implementation is left to the head instructors (Anthony, Kazaara, & Kazaara, 2023). The making plans, budgeting and staffing to be used faculties is executed at ministry degree and the directors of the faculty simply obtain instructions to put in force (Racheal et al., 2023). So, the question of the day is; who manages the faculty? This has created an opening within the control of USE schools in Uganda for the reason that actual supervisor is hidden behind the pinnacle teacher. The factors answerable for variations in students' overall performance have now not been well understood (Moses et al., 2023). This brought about the researcher to perform the observe to improve the overall performance in the aforementioned USE rural secondary faculties. It additionally helped to investigate the developing students' performance hole in rural schools in Pakwach District. It turned into crucial to perform the examine in an effort to establish the causes of the various overall performance requirements within the district. This observe therefore aimed toward investigating the management of frequent secondary education and college students' overall performance in rural secondary colleges with precise reference to Bwijanga SS, Kiyuya Seed, St. Paul SS and Ikoba ladies secondary schools in Pakwach District (Wegulo et al., 2023).

Objectives of the study

- To examine the influence of planning of USE on students' performance in rural secondary schools in Pakwach district.
- To establish the influence of budgeting in USE schools on students' performance in rural secondary schools in Pakwach district.
- To establish the extent to which staffing in USE schools has contributed to students' performance in rural secondary schools in Pakwach district.

Methodology

Research Design

Descriptive design was adopted because the study intended to limit itself to performance of USE. The above design was adopted to allow sampling of the study population (Neuman, 2011). Cross sectional survey design was used in the selection of a small sample of people from a bigger population to act as an inference. Surveys were designed to show how things would be at a specific time (Nachmias, 2006). In survey research, independent and dependent variables were used to define the scope of study (Nachmias, 2006). In this study, survey design helped in measuring variables and examining relationships as recommended by Fowler (2003). Cross sectional survey design was adopted because it helped the researcher to gather data from a small sample to make inference about the wider population. Both qualitative and quantitative approaches were used because they allowed thorough investigation of the independent variable in relation to the dependent variable (Russell, 2011). Thus, the study gathered opinions, perceptions, viewpoints as well as figures, rates respectively to have a balanced representation finding. The unit of analysis of the study was a combination of BOG, PTA members, surrounding communities and school staff.

Study Population

Sekaran (2003) defines population as the entire group /events that a researcher wishes to investigate. According to Patten (2004), the quality of the sample affects the quality of the research. The target population incorporated BOG, PTA members, teachers and head teachers in the selected rural USE secondary schools in Pakwach District.

Determination of Sample Size, Population and Sampling Techniques

From the elements of the population that included; BOG and PTA committee members, teachers and head teacher, an appropriate sample was selected using Krejcie & Morgan Tables (1970).

Table 1: Determination of sample size, Population and Sampling Techniques

Tabular representation of Sample Size and selection of the population:

Category	Target Population	Sample Size	Sampling technique
BOG Members	60	52	Simple random
PTA Members	28	27	Purposive
Teachers and Non-teaching Staff	120	86	Simple random
Head teacher and Deputies	12	10	Purposive
Total	220	175	

Source: primary data

Sampling Techniques / Procedures

To achieve the study objective, the probabilistic (simple random) and non-probability (purposive) sampling techniques were used in this study. The management committee members were categorized into Board of Governors and Parents Teachers Association members. The school teachers were categorized into senior teachers, senior four class teachers and head teachers. From each of the categories described, a sample size was determined by use of Krejcie & Morgan Tables (1970). Probabilistic and non-probability sampling methods were used because they lead to selection of resourceful respondents in all the categories.

Data Collection Methods**Interview**

According to Ferreira et al. (1988), interviewing was the most important data collection method. The interviews were semi-structured, where; a list of questions and issues to be discussed had been prepared prior to the interview. Semi-structured interviewing gave room for probing for clarification and further discussion of important and relevant issues that arose during the interviews. Face-to-face interviews were conducted among the respondents in the selected secondary schools which included BOG, PTA members, teachers and head teachers in the selected secondary schools as well as members of the local community. This enabled the researcher to read the non-verbal communication and reactions, which was predicted to be helpful in the analysis of data (Amin, 2005). The advantage of using interview was that, it allowed on spot explanations. Adjustments and variation were introduced during data collection process and through respondent's incidental comments, use of facial and body expressions, tone of voice, gestures, feelings and attitudes (Amin, 2005). The study adopted this method because it gave opportunities to probe further in-depth information especially where the questions were not well understood.

Self-Administered Questionnaire (SAQ)

Questionnaires were self-administered and guided. The method was chosen because it was less time consuming and allowed the respondents the freedom to answer the way they felt most comfortable (Russell, 2011). The study used questionnaires because of the nature of the data which sought for feelings and perceptions of respondents given the time available and the objective of the study (Amin, 2005). Questionnaires were used to avoid subjectivity that would result from close contact between the researcher and the respondents. The questionnaire was preferred because it collected much information over a short time and was less expensive (Amin, 2005).

Data Analysis

Qualitative

In qualitative analysis, the researcher used the content analysis technique to analyze data (Amin, 2005). This technique involved first; the use of information collected from conducting face to face sessions between key informants. Thereafter, all interview content was reviewed and only extracts with relevancy to the study were presented in a narrative statement or themes, placed in quotes and was used to supplement on the quantitative data that had been obtained from the questionnaires. The analysis was done manually and responses were summarized in a narrative form of presentation of the major findings of the study.

Quantitative

Quantitative data was coded, edited, and entered into Statistical Package for Social Sciences (SPSS) data editor. Data was analyzed using version 16 of SPSS (Nelson et al., 2022). Descriptive statistics, particularly, measures of central tendency were used to describe and summarize data. These included the mean, mode, and median which aimed at establishing the rational statistics relationship between the correlation coefficient and regression analysis and the quantitative method was used to establish the strength of the relationship between the variables though other data was presented using frequency tables and graphs.

RESULTS

Table 1: Staffing has contributed to performance in rural secondary school in Pakwach district.

		SD		D		NS		A		SA		Mean	Std Dev
		F	%	F	%	F	%	F	%	F	%		
1	The teaching staff influence	12	(8.0)	15	(10.0)	13	(8.7)	79	(52.7)	31	(20.7)	3.6800	1.14880

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

	students'												
	academic performance												
2	The number of teachers is adequate to handle the students in the school	46	(30.7)	78	(52.0)	12	(8.0)	8	(5.3)	6	(4.0)	1.7867	1.06555
3	The Non-teaching staff is important in determining students' environment and performance.	9	(6.0)	11	(7.3)	30	(20.0)	65	(43.3)	35	(23.3)	3.7067	1.09020
4	Equal attention is given to all students despite their ability in class.	6	(4.0)	9	(6.0)	11	(7.3)	69	(46.0)	55	(36.7)	4.1467	1.05796
5	The school gives/ administers exams and tests every term, asset supervised and marked by their subject teachers.	6	(4.0)	17	(11.3)	23	(15.3)	67	(44.7)	37	(24.7)	3.9467	1.19162
6	Teachers have enough teaching materials and are well facilitated	61	(40.7)	62	(41.3)	18	(12.0)	6	(4.0)	3	(2.0)	1.8467	1.9249 5
7	Teachers handle students problems related with performance individually	88	(58.7)	29	(19.3)	20	(13.3)	10	(6.7)	3	(2.0)	1.7400	1.05188
8	Each subject has enough and qualified teachers	73	(48.7)	55	(36.7)	13	(8.7)	8	(5.3)	1	(.7)	1.7267	.88155
9	Teachers report to school on time	57	(38.0)	62	(41.3)	18	(12.0)	10	(6.7)	3	(2.0)	1.9333	.97393

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

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Grand mean												2.4234	
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Source: Field Research, 2017

The teaching staff in USE influences students' performance

The result indicates that the respondents agreed that, the teaching staff influence students' performance with a mean of 3.7. The study also revealed that, 8.0% of the respondents strongly disagreed, 10.0% disagreed, 8.7% were not sure, 52.7% agreed and 20.7% strongly agreed.

This was shown by means of 3.6800 and the standard deviation of 1.14880 implying the respondents do strongly agree. However, there was a variation in responses as some respondents disagreed. This meant that it depends on the nature of the teacher planning and circumstances under which they teach. But as reflected in the data, there is a direct influence of the teaching staff on students' performance (Mark, Kazaara, Deus, Nelson, et al., 2023).

The number of teachers is adequate to handle the students in the school

The result indicates that the respondents agreed that, the teaching staff influence students' performance with a mean of 1.7. The study also revealed that, 30.7% of the respondents strongly disagreed, 52.0% disagreed, 8.0% were not sure, 5.3% agreed and 4.0% strongly agreed. This was shown by the standard deviation of 1.14880 implying the majority of the respondents strongly disagreed. However, there was a variation in responses as some respondents agreed that the classes are not overcrowded and allow attention to individual problems of students (Oscar et al., 2023).

The Non-teaching staff is important in determining students' environment and performance.

The results point out that the respondents agreed that, the non-teaching staff is important in determining student's environment and performance with a mean of 1.8. This was supported by 7.0% strongly disagreed, 6.0% disagreeing, 20.0% were not sure, 43.3% agreed and 23.3% strongly agreed. This was in line with Ndiritu (2003) who states that non-teaching plays a role in motivating the teachers and students in the school set up. However, the standard deviation of 1.09 shows that some respondents were of different views. This was mainly referring to the Kitchen staff whose role is very vital (Collins et al., 2023). The more their cooperation and support the best the results the students might obtain since food is very important as far as learning is concerned (Anthony, Kazaara, & Kazaara, 2023).

Equal attention is given to all students despite their ability in class.

From table 1, it is clearly evident that, respondents were indifferent as to whether, equal attention is given to all students despite their ability in class, majority 46% of the respondent agreed, 36.7% strongly agreed with a mean of 4.1 which was tending to the maxima though others 4% strongly disagreed, 7.3% were not sure and only 6% disagreed. This indicated that some respondents deviated from the statement since results show that some students lag behind others are naturally weak and yet others are affected by large numbers, others are naturally slow hence lag behind and require some extra time (Isaac et al., 2023).

The school gives/ administers exams and tests every term, as set supervised and marked by their subject teachers.

The results indicated that 44.7% of the respondents agreed that, the school gives/ administers exams and tests every term, as set, supervised and marked by their subject teachers with a mean of 3.9. Furthermore, the study disclosed that, 4% strongly disagreed, 11.3% disagreed, 15.3 were not sure and 24.7% strongly agreed. However, the standard deviation of 1.19 questions the quality and standard of the exams set whether it tallies with national examination standards especially for candidate classes. This would help them assess and lay new strategies for better performance (Winny et al., 2023)

Teachers have enough teaching materials and are well facilitated

The results revealed that 41.3% of the respondents disagreed and 40.7% strongly disagreed that teachers have enough teaching materials and are well facilitated with a mean of 1.8. The study revealed the standard deviation of 1.92 and was in total agreement with the statement by (Akankwasa et al., 2022) “the amount paid for each student in USE is a peanut not even enough for primary pupils in school”. Which indicates that even money to pay teachers is no sufficient and amounts to teachers looking for other sources of income reducing on school hours worked?

Teachers handle students’ problems related with performance individually

The results revealed that 58.7% of the respondents strongly disagreed that teachers handle students’ problems related with performance individually with a mean of 1.74. The study also revealed that, 19.3 disagreed, 13.3% were no sure, 6.7% agreed and only 20% strongly agreed to that fact. This implies students once left behind find it hard to catch up since teachers have less time for individual attention. They only move with learners who can manage their pace (Ntirandekura et al., 2022).

Each subject has enough and qualified teachers

The result indicates that the respondents agreed that, each subject has enough and qualified teachers with a mean of 1.72. The study also revealed that, 48.7% of the respondents strongly disagreed, 36.7% disagreed, 8.7% were not sure, 5.3% agreed and 0.7% strongly agreed. This was shown by the standard deviation of

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

0.88 implying some respondents do have different views. Some subjects especially science subjects have generally limited teachers. This coupled with the long-time lack of science equipment in many schools, the rural setting of the schools, and other associated problems, some teachers are posted to these schools but refuse to go there and instead manipulate to join those of high profile and pay (Musaibah et al., 2023). This amounts to untrained and few teachers.

Teachers report to school on time

The result indicates that the 41.3% of respondents disagreed that, teachers report to school on time with a mean of 1.93. The study also revealed that, 38.0% of the respondents strongly disagreed, 12.0% were not sure, 6.7% agreed and 2.0% strongly agreed. This was shown by the standard deviation of .97 implying the respondents do strongly disagree. However, there was a variation in responses as some respondents' agreed that some teachers report to school on time (Shakilah & Kazaara, 2023).

Table 2: Influence of budgeting on students' performance in rural secondary schools in Pakwach District.

		SD		D		NS		A		SA		Mean	Std Dev
		F	%			F	%			F	%		
1	Academic performance is rated on scores and grades in test and examinations.	4	(2.7)	12	(8.0)	23	(15.3)	71	(47.3)	40	(26.7)	4.0800	1.09004
2	Planning and budgeting of school activities influence academic performance.	13	(8.7)	11	((7.3)	26	(17.3)	59	(39.3)	41	(27.3)	3.8133	1.27119
3	Enough funds are remitted to cater for USE activities	35	(23.3)	79	(52.7)	15	(10.0)	13	(8.7)	8	(5.3)	1.9067	1.20595
4	Funds are disbursed in time as programmed on the work plan of the term.	52	(34.7)	71	(47.3)	15	(10.0)	6	(4.0)	6	(4.0)	1.8267	1.03461
5	The school administrations is responsible for the budgeting of its school's activities	45	(30.0)	60	(40.0)	21	(14.0)	20	(13.3)	4	(2.7)	2.1867	1.08922

6	Funding of USE activities by government should be increased to 100%	18	(12.0)	17	(11.3)	24	(16.0)	53	(35.3)	38	(25.3)	1.3267	1.30947
	Grand mean											2.3460	

Source: Field Research 2016

Academic performance is rated on scores and grades in test and examinations.

The result indicates that, 47.3% of the respondents agreed that: academic performance is rated on scores and grades in tests and examinations with the mean of 4.1 which signify that the majority of the respondents were in agreement in accordance to the response on the five Linkert scale. Others were 26% strongly Agree, 8% disagree, 15.3% Not Sure, and 2.7% strongly Disagree. This imply that the basis of performance according to the reasoning of the majority of the respondents is examination results and grades. However even other factors like discipline deserve consideration for these grades to be obtained (Paul et al., 2023).

Planning and budgeting of school activities influence performance.

The result still indicates that 39.3% of the respondents agreed that, planning and budgeting of school activities influence performance with the mean of 3.9 which shows that the respondents agreed with the statement following the response on the five Linkert scale. Other responses were 27.3% strongly agree, 7.3% disagree, 17.3% Not sure, and 8.7% strongly Disagree. This according to the research implies that it is done concurrently though the Ministry takes an upper hand in decision making. Some head teachers complained that they are used as puppets in planning but their work is actually to implement under supervision to monitor effectiveness (Annet et al., 2023).

Enough funds are remitted to cater for USE activities

From the table 2, 52.7% of the respondents disagreed that, enough funds are remitted to cater for use activities with the mean of 1.9. The result also revealed that, 5.3% strongly agree, 8.7, 10% not sure, and 23.3% strongly disagreed. This indicates that the majority disagreed though some of them were not sure. In relation to the research results some respondents expressed need for increased funds as well as lunch provision for students. This would help to eliminate double standards among students (Richard, 2022).

Funds are disbursed in time as programmed on the work plan of the term.

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

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Again, from table 2 above, the result indicates that 47.3% of the respondents disagreed that: Funds are disbursed in time as programmed on the work plan of the term with the mean of 2.8 Others were 4% strongly Agreed, 4% Agreed, 10% Not sure, and 34.7% strongly Disagreed. This shows that there is no specific time Funds are disbursed any time in the term which disorganizes planned activities for the term. One of the head teachers expressed pity especially when school programs fail due to lack of money and this forces them to borrow as they wait for grants. It antagonizes with the school work plan (Kazaara & Kazaara, 2023).

The school administrations are responsible for the budgeting of its school's activities

The study still indicates that, 40% of the respondents disagreed that, the school administration is responsible for budgeting of its school's activities with the mean of 2.2 which signify that the respondents disagreed. Others were 2.7% strongly Agree, 13.3% Agree, 14% Not sure, and 30% strongly Disagree. However, the school finance committee is responsible for passing the proposed budget following given guidelines by the Ministry. Then it is forwarded and funded accordingly (Polycarp et al., 2023).

Funding of USE activities by government should be increased to 100%

Last but not least, the study indicates that 35.3% of the respondents strongly agreed that, funding of USE activities by government should be increased to 100% with the mean of 1.3 which shows that respondents strongly agreed with this according to the five Linkert scale ranking. Others were 25.3% Agree, 12% strongly disagreed, 16% Not sure, and 11.3% Disagree.

The influence of planning of USE on students' performance in rural schools in Pakwach District.

Table 3: Influence of planning of USE on students' performance in rural schools in Pakwach District.

		SA		A		N		D		SD		Mean	Std. dev.
		F	%	F	%	F	%	F	%	F	%		
1	School planning is done concurrently between the administration and the ministry	33	(22.0)	64	(42.7)	29	(19.3)	12	(8.0)	12	(8.0)	2.1667	1.28186
2	There is a limit on the number of	51	(34.0)	65	(43.3)	23	(15.3)	6	(4.0)	5	(3.3)	1.9933	.97964

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

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	students in USE schools.												
3	The government provides boarding facilities in USE schools.	33	(22.0)		(57.3)	19	(12.7)	5	(4.7)	5	(3.3)	1.7467	1.06303
4	The National budgeting and planning gives USE higher consideration.	51	(34.0)	52	(34.7)	24	(16.0)	21	(14.0)	2	(1.3)	2.1333	1.08477
	Grand mean											1.6260	

Source; field research 2016.

School planning is done concurrently between the administration and the ministry

The study indicates that, 42.7% of the respondents disagree that; school planning is done concurrently between the administration and ministry with the mean of 2.1 which indicates that the respondents disagreed with the fact as revealed in the five Linkert scale ranking, it was also revealed that, 8% strongly agreed, 19.3% were Not sure and 22% and 8% represents the strongly disagreed and agreed respectively. Hence, since planning is the focal point of every activity, they ought to do it concurrently (Faridah et al., 2023).

There is a limit on the number of students in USE schools.

From the study, majority 43.3% of the respondents disagreed that there is a limit on the number of students in USE schools with the mean of 1.9 which indicates that the respondents disagreed with the fact. Still 34% strongly disagreed, 15.3% were not sure 4% and 3.3% representing agreed and strongly disagreed correspondingly. However, some students cannot join USE because of government's preset conditions (Mark, Kazaara, Deus, Julius, et al., 2023).

The government provides boarding facilities in USE schools.

The result in table 3 indicates that, 57.3% of the respondents disagreed that, the government provides boarding facilities in USE schools with the mean of 1.7 following the response on the five Linkert scale ranking, others were 3.3% strongly agreed. 4.7% agreed, 12.7% were not sure, and 22% strongly disagreed. The government however only caters for day schooling so far.

The National budgeting and planning give USE higher consideration.

Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

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The result still indicates that, 34.7% of the respondents disagreed that, the national budgeting and planning gives USE higher consideration with the mean of 2.1. The study finally revealed that, 1.3% strongly agreed, 14% agreed, 16% were not sure, and 34% strongly disagreed. From the study, the results indicate that the influence of planning of USE on academic performance in rural schools in Pakwach District is poor evidenced with a grand (mean =1.6). This signify that respondent disagreed that school planning is done concurrently between the administration and the ministry, there is a limit on the number of students in USE schools, the government provides boarding facilities in use schools and national budgeting and planning gives use higher consideration in the selected secondary schools. From the above questions and data obtained it is clear that certain activities and services of the government are offered as a by the way (Oromo et al., 2023). They rather look at it as a favour though under normal circumstances they ought to be offered. Secondly, in situations where there is no transparency and open declaration, the parents and teacher remain in the dark about how things are done, when and how.

Interview guide results

In trying to assess the effect of the Management of Universal Secondary Education in Uganda and students' Performance in Rural Secondary Schools in Pakwach District, the researcher conducted a number of interviews with key informants of the Pakwach District. These included both top level and middle level management members. Results of the Interview are summarized below under the various questions asked

How are the District Education Officers and inspectors of the schools actively involved?

A head teacher in one of the schools commented that; these people have a role to play though they do not give it a closer attachment. He continued that, if they sacrificed their time to monitor these schools quite frequently, may be teachers' attendance would increase and if teachers attended regularly then may be even students' attendance would improve, eventually performance too. Another head teacher said that they are only active if they are invited to attend a school function and yet these functions are rare since they cause a financial implication. They give beautiful speeches which if adopted would cause an improvement in students' performance. This implies that they are partially active and their efforts are appreciated

Conclusions

From the results attained, it is evident that the planning of USE Influences students' performance in rural secondary schools in Pakwach District. Use Schools whose planning is done by the ministry and more generalized as opposed to those schools that are planned for by the administrators and managers who implement policies perform poorly than those that had an established local planning unit or committee. This was possible because they plan for their scarce resources and do get the best out of it.

The study also revealed that budgeting influences student's performance in rural secondary schools in Pakwach District. In the schools where the anticipated budget cannot be actualized due to low funds, student's performance has been very poor because the teaching materials are lacking most of the time which affects the morale of the teachers and students at large.

Recommendations

Pakwach District council, parents and other educational stakeholders should put forward strategies of constructing laboratories and combating shortage of well-stocked libraries to district secondary schools.

Teachers' salaries should be increased to match the increasing work load and cater for improved life styles of the teachers to enhance performance.

Finally, it is highly recommended that a similar study be conducted to investigate factors affecting academic achievement particularly in primary education. This may allow comparison of the results of studies between different levels of education in Pakwach District.

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Received: 13.10.2023

Accepted: 17.10.2023

Published on: 30.10.2023

Corresponding: Author: research.miu.ac.ug/publications

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