

Teachers' Expectations And Students' Achievements At Rwantsinga High School, Rubaya Sub-County

Mbarara City

Ahereza Grace¹, Okee Jill Margaret²

1, 2 Metropolitan International University

Abstract

The study aimed at teachers' expectations and students' achievements at rwantsinga high school, Rubaya sub-county mbarara city and it was guided by the following objectives; To find out the impact of teacher qualification on performance of students in Rwantsinga high school, Rubaya sub county, mbarara city, to find out the relationship between teacher's expectations and student's achievement at Rwantsinga high school, Rubaya sub county, mbarara city. The study was at Rwantsinga high school, Rubaya Sub County, Mbarara city. The study looked at teachers' expectations and students' achievement. A study population is a complete set of individuals, objected with some common observable characteristics and this consisted of 183 respondents those were, students at Rwantsinga high school, Local people of Rubaya, Teachers at Rwantsinga high school. Data was analyzed by using SPSS & STATA which involved the use of appropriate descriptive statistical measures such as mean, mode and median. The study shown that many respondents agreed that the impact of teacher's expectations on student's achievement was about building, sowing, and maintaining effective relationships with students through all of the critical aspects of teacher's interaction represented by 49% while 31% disagreed. The researcher further recommends that there should be training of teachers by the government in seminars and workshops in order to quip teachers with updated knowledge in their teaching subjects. On this note the researcher urges the government and the school administrators to support the teachers in such training by paying for them and giving them leaves and paying them better salaries as a way of motivating them.

Keywords: Teachers, Expectations, Students and Achievements

Background of the Study

Teachers' expectations of students have a significant impact on students' academic achievement and achievement, as research consistently shows that when teachers have high expectations of their students and provide them with the necessary support through motivation and regular feedback (F. Christopher et al., 2022), students tend to rise to meet these expectations and achieve better academic results compared to situations where teachers have low expectations of students, which negatively affects their performance (Lydia et al., 2023). At Rwantsinga Secondary School, located in Rubaya District, Mbarara City, Western Uganda, school management and parents raised concerns about the relationship between teachers' expectations and student achievement, based on the observation that some teachers seemed to assume lower expectations from certain groups of students, such as female students (Victoria et al., 2023), students from poor families or specific ethnic backgrounds, which over time translated into lower grades for these students compared to their peers from groups where teachers perceive them to have higher expectations (Inuwa et al., 2017).

Rwantsinga High School is a large day and boarding high school that was established in 1975 to provide quality secondary education to students from the then Mbarara District, which has seen a significant increase in its

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

student population over the years to the current level of over 1500 students. both day and boarding with a large teaching staff of 65 teachers from local communities (Mark, Kazaara, Deus, Nelson et al., 2023). Despite an increase in resources and infrastructure in the decades since its establishment, performance in national examinations has been relatively average, with most students achieving average passes in ordinary level examinations such as UCE, although the school has also achieved some high academic achievements (Winny, Ariyo, et al., 2023). This performance has been a major concern of stakeholders who contribute financially and non-financially to ensure the smooth running of the school (Godfrey et al., 2023). In order to better understand this issue and potentially improve student academic achievement, the school administration, in collaboration with the Rubaya Local Government Area Education officials, agreed to conduct a study that would specifically examine the relationship between teachers' expectations of students and how this affects actual academic performance. student achievement as measured by continuous assessment tests, assignments and final exams at Rwantsinga High School (Anthony, Kazaara, Kazaara et al., 2023).

A qualified teacher is believed to produce students who are competent and excel in their academics (T. Christopher et al., 2022). A graduate teacher from a licensed teacher training institute is expected to deliver high quality student outcomes; therefore, they are expected to be empathetic to students, excellent communicators, creative, collaborative, prepared, and ethical, among other traits of a professional teacher, to meet their expectations of better grades (L. Nafiu et al., 2013). However, it has been noted that most schools in Uganda perform poorly, especially in the UNEB final examinations, due to teacher-related issues such as insufficient teacher training or professional development opportunities, limited time for teachers to work with students, lack of motivation, limited time to classroom instruction due to curriculum demands (Winny, Ariyo, et al., 2023), lack of motivation, and other factors such as high levels of poverty or socioeconomic issues affecting students' ability to succeed, lack of access to technology, learning disabilities such as out other mental retardation (Micheal et al., 2023). It has been revealed that the performance of students in some subjects especially sciences is very appealing, hence, calling for attentions, (AJAYI 2004, ADEDAYO 2008), and the reverse is true (Abiodun & Hamadi, 2021). According to the above statements, there was evidence that without qualified teachers there would never be good results at Rwanstinga high school in Mbarara city, since teachers have the most direct sustained contact with students, considerable control over what is taught, and the environment of learning (Emmanuel et al., 2023). Improving teachers' knowledge, Skills and development is a critical set up in improving student performance, (king and Newman 2000).

Problem Statement

At Rwantsinga Secondary School in Rubaya District, Mbarara City, there appears to be a persistent problem of disparity in academic performance between different groups of students, which appears to be directly correlated with teachers' differing expectations of students based on their characteristics (Anthony , Kazaara, Kazaara et al., 2023). Over the years since the school's inception, teachers have been observed expressing and portraying lower expectations of academic achievement for certain cohorts of students, such as female students (Godfrey et al., 2023), students from economically disadvantaged families, and those belonging to specific ethnic groups, which according to concerns raised by stakeholders, it negatively affected the level of motivation, self-

confidence and ultimately the grades achieved by these students compared to their counterparts from environments where teachers are assumed to have higher expectations (Winny , Kazaara et al., 2023). While the quality of instruction and other environmental factors also play a role, school administrators and local government officials believe, based on their understanding of educational research, that the causal relationship between various preconceptions teachers have about students before instruction and eventual academic outcomes is a systemic problem that needs to be addressed (L.A. Nafiu et al., 2012). If not addressed, the situation where teachers unwittingly limit students' potential and full realization of talents based on preconceived perceptions will continue to perpetuate inequities and inequities in the educational environment. It is a problem that goes against the principles of equal and fair treatment of all students as set out in the National Curriculum. Moreover, the stagnant performance in the national standardized examinations taken by Rwantsinga Secondary School graduates over the years can be partly attributed to the problem of unequal expectations if not properly managed (Suzan & Gracious Kazaara, 2023). Therefore, this study seeks to diagnose the extent to which teachers' expectations influence student performance at Rwantsinga High School in order to increase equity, increase the overall level of academic achievement, and meet the school's goal of maximizing the potential of students regardless of their background.

Specific Objectives

1. To find out the impact of teacher qualification on performance of students in Rwantsinga high school, Rubaya sub county, mbarara city
2. To find out the relationship between teacher's expectations and student's achievement at Rwantsinga high school, Rubaya sub county, mbarara city

Methodology

The study adopted casual research design, this kind of research design aimed at generating information after the incidence has occurred. The study looked at impact of teacher's expectations and student's achievement at Rwantsinga high school, Rubaya Sub county Mbarara City. The research design exploited both the qualitative and quantitative research methodologies (Winny, Ariyo, et al., 2023). Qualitative included use of respondents' responses from the study while quantitative will involve use of descriptive statistics generated with frequency tables. These approaches where be used to enable the researchers to get and analyze relevant information concerning the study variables of teacher's expectations and student's achievement (L. A. Nafiu et al., 2017). The study was at Rwantsinga high school, Rubaya Sub County, Mbarara city. The study looked at teachers' expectations and students' achievement. A study population is a complete set of individuals, objected with some common observable characteristics and this consisted of 183 respondents those were, students at Rwantsinga high school, Local people of Rubaya, Teachers at Rwantsinga high school (L. A. Nafiu et al., 2017). This basically involved use of interviews and questionnaires which enabled the researcher to gather enough information. The study used purposive techniques because it allowed the selection of a sample with experience and knowledge. This method was used to select Local people of Rubaya and Teachers at Rwantsinga high School (L. Nafiu et al., 2013). The researcher first selected one person who helped her in the way of getting in touch with another respondent until the total number of the respondents in the same category was got. The

sample size was determined using slovin's theorem and this consisted of 183 respondents from the study area. All these were approached from their respective offices and also in the school community. The study used purposive and simple random sampling techniques during the process of data collection from the study respondents. The study used purposive techniques because it allows the selection of a sample with experience and knowledge. The researcher first selected one person who helped her in the way of getting in touch with another respondent until the total number of the respondents in the same category was got (L. A. Nafiu & Ph, 2012). This method was used in the study, since questionnaires would be self-administered and interpreted to the business owners and their employees with the guidance of the researcher and a research assistant so as to obtain reliable data. Data was analyzed by using SPSS & STATA which involved the use of appropriate descriptive statistical measures such as mean, mode and median (Nelson et al., 2022). While qualitative analysis involved the use of statements, forecasting techniques of correlation and coefficient.

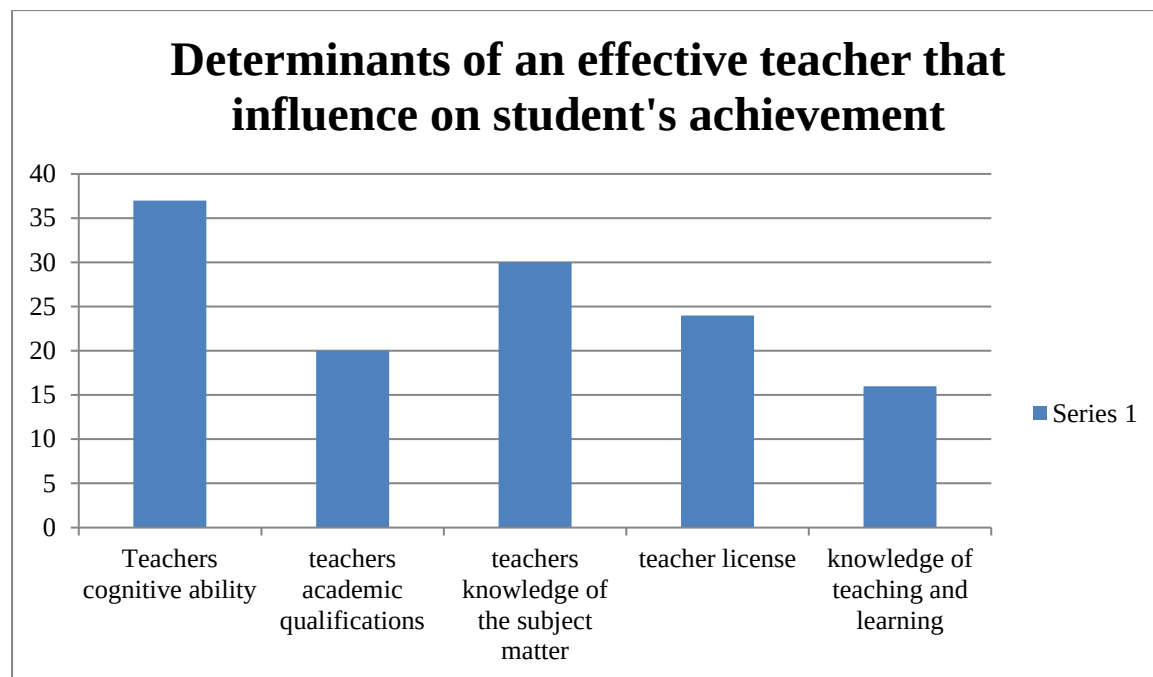
RESULTS

Table 1: Represents the determinants of an effective teacher that influence

Determinants	Frequency
Teachers cognitive ability	37
Teachers academic qualifications	20
Teachers knowledge of the subject matter	30
Teacher license	24
Knowledge of teaching and learning	16
Total	127

Source: Field data, 2022

The above table revealed that teacher's cognitive ability greatly influences student's academic performance in the selected school. Cognitive ability involves teacher's capacity to understand student's needs strength and weaknesses as well as realizing what area of their lives they need to develop so as to improve academic performance (Alex et al., 2023). Teacher's qualification are keys to student's performance, this denotes the teacher's level of education, whether it's a degree, diploma or master's degree. According to the ministry of education and sports in Uganda, a qualified teacher must have a minimum of a bachelor's degree in education from the recognized teacher training institution (Brighton et al., 2023). Teacher's license contributes to his or her stability in the profession. All teachers in Uganda have to be certified by the ministry of education as well as other various teacher organizations depending on where one comes from.

**Table 2: showing how the teacher's expectations can improve student's performance**

The role of the teacher	Frequency	Percentage%
Motivation in interest	28	22.0
Mastery of the subject matter	33	25.9
Reinforcement styles	22	17.3
Teacher as a role model	20	15.7
Counseling and guidance	24	18.8
Total	127	100

Source: developed by the researcher

Table 2 revealed that much of the student's performance is influenced by the teacher. This confirms the presumption raised by the researcher in the preceding chapters that the teacher is on way of determining student performance. This was adopted from the study by (L. Nafiu et al., 2013) about the impact of the teacher in performance of science subjects. As seen from the table of findings, the teacher is responsible for motivating and stimulating the interest of the learner to study, determines students mastery of the subject matter in class, act as a role model for students in all aspects of behavior and conduct which is paramount for student success as well as extending counseling and guidance to the student suffering from different psychological stress.

Table 3: showing how respondents responded on the impact of quality teachers on student' achievements*Source: primary data 2023*

Impact of teacher's expectation and student's performance	Agree	Disagree	Not Sure	Total (%)
It is the intentional interactions between communities and public decision makers.	21 (21%)	34(34%)	45 (45%)	100
That acknowledge and incorporate the critical role played by teacher's expectations have increased potential to strengthen student's achievements	30 (30%)	19 (19%)	51 (51%)	100
About building, sowing, and maintaining effective relationships with student's through all of the critical aspects of teacher interaction	49 (49%)	20 (20%)	31 (31%)	100

Table 3 above shows that many respondents agreed that the impact of teacher's expectations on student's achievement is about building, sowing, and maintaining effective relationships with students through all of the critical aspects of teacher's interaction represented by 49% while 31% disagreed. That acknowledge and incorporate the critical role played by teacher's expectations have increased potential to strengthen student's achievement was agreed up on by 30% while 19% disagreed and 51% were not sure then the factor of "It is the intentional interactions between communities and public decision makers" was agreed up on by 21% and 34% disagreed while 45% were not sure (Racheal et al., 2023).

Table 4: Showing respondents responses on different ways of teacher's expectations on student's performance at Rwanstinga High school in Mbarara city

Teacher's expectation	Agreed				Disagreed				Total
	Male	%	Female	%	Male	%	Female	%	
Learning style can be more motivating and effective leading to better	59	59%	41	41%	35	35%	65	65%	100%

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

performance									
Parental involvement and support can lead to better performance	68	68%	32	32%	29	29%	71	71%	100%
Socioeconomic status, students from poor family tend to perform better than the rich	53	53%	47	47%	31	31%	69	69%	100%

Source: primary data 2023

The table 4 above shows how respondents agreed on different ways of teacher's expectations on student's performance in Mbarara city. On the parental involvement and support, 68% male and 32% female agreed while 29% male and 71% female disagreed. On the learning style, 59% male and 41% female agreed while 35% male and 65% female disagreed with it. 53% male and 31% female respondents agreed with the socioeconomic status, while 31% male and 69% female respondents disagreed with it (Anthony, Kazaara, & Kazaara, 2023).

Table 5: Showing the Relationship between teacher's expectations and student's achievement at Rwanstinga high school in Mbarara city

Variables	Frequency	Percentage
Strongly agree	45	45
Agree	40	40
Disagree	8	8
Undecided	7	7
Total	100	100

Source: Primary Data 2023

This table 5 above shows the total number of respondents and their percentage level that responded to the statement. 7 (7%) respondents were "Undecided" to the question, while 8 (8%) "Disagree" to the question. Also, 40 (40%) respondents "Agree" to the question stated above. Lastly, the majority 45 (45%) respondents "Strongly Agree" in their response to the question (Mark, Kazaara, Deus, Julius, et al., 2023).

Conclusion

The study investigated the impact of teacher's expectation and student's achievement at Rwantsinga high school Rubaya sub county mbarara city. The study showed that most respondents understood impact of teachers on students, ways how the teacher lead to success or failure of the student at school **and also revealed that there is a relationship between** teachers' expectations and student's achievements.

Recommendations of the study

Basing on the findings of this study and the careful investigation that the researcher under took to find out the impact of the teacher's expectations and student's achievement at Rwanstinga high school, Rubaya sub county, mbarara city, the researcher recommends that there be a careful recruitment of teachers at Rwanstinga high school, Rubaya sub county, mbarara city in order to improve the student academic performance.

Received: 10.04.2024

Accepted: 15.04.2024

Published on: 29.04.2024

That the government and MOES should supervise the already recruited teachers in this school to ensure that there are qualified teacher to impact knowledge to students, given that the teacher is the biggest determinant of student's performance.

The researcher also recommends that teachers should be as much as they can try to improve on the capacities in all rounds of experience and qualifications as they are keys to improve their position to help students achieve their educational goals.

The researcher further recommends that there should be training of teachers by the government in seminars and workshops in order to quip teachers with updated knowledge in their teaching subjects. On this note the researcher urges the government and the school administrators to support the teachers in such training by paying for them and giving them leaves and paying them better salaries as a way of motivating them.

References

- Abiodun, N. L., & Hamadi, M. I. (2021). *TRADE POLICY AND PERFORMANCE OF EXPORT. 1*, 1–8.
- Alex, I., Ariyo, D., & Kazaara, G. (2023). Internal Controls and Financial Performance of Saccos in Wakiso District. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr
- Anthony, D., Kazaara, A. G., & Kazaara, A. I. (2023). *PERFORMANCE IN ENGLISH SUBJECT IN SECONDARY. 2*(2), 347–362.
- 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.
- Brighton, B., Deus, T., Kazaara, A. G., Nelson, K., Alex, K., Christopher, F., & Benefansi, I. (2023). *The Effect Of Covid-19 Pandemic On The Education System And Institutions In Wakiso District A Case Study Of Gombe Sub County . 7*(2), 55–61.
- Christopher, F., Komunda, T. R., & Milton, N. (2022). *The Impact of Supervision on the Quality-Of-Service Delivery at Kirima Community Secondary School in Kanungu District , South Western Uganda. 6*(5), 157–162.
- Christopher, T., Nelson, K., & Prudence, K. (2022). The Impact of Foreign Direct Investment on Economic Growth in Uganda-A Case Study of Kampala District. *International Journal of Academic Multidisciplinary Research*, 6(12), 78–86. www.ijeais.org/ijamr
- Emmanuel, E., Rebecca, N., Kazaara, A. G., & Nicholas, K. (2023). *The Effects Of Job Training On Performance Of Local Government Employees In ganda : A Case Study Of Molo Sub- County , Tororo District . 7*(2), 65–73.
- 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.
- Inuwa, A., Ed, M., Nafiu, L. A., Ph, D., Habu, H., Matovu, M., Ph, D., Maigari, B., & Sc, M. (2017).

Comparing Effects of Traditional and Multimedia Teaching of Vital Signs Assessment on Knowledge Acquisition of Nursing Students at Islamic University in Uganda . 18(1), 215–226.

Lydia, N., Ariyo, D., Kazaara, G., Kazaara, A. I., Brenda, T., Moses, N., & Bafaki, G. (2023). Promotion of Small-Scale Industries and Development of Business. A Case Study; Masafu Subcounty (Busia). In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

Mark, N., Kazaara, A. G., Deus, T., Julius, A., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Alex, K. (2023). *Anaylsis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University. 7(2), 167–177.*

Mark, N., Kazaara, A. G., Deus, T., Nelson, K., Catherine, M., Christopher, F., Benefansi, I., & Brighton, B. (2023). *Analysis of Students ' Enrollment and Graduation Rates in Gulu University in Uganda . A Case Study of Gulu University. 7(2), 1–9.*

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.*

Nafiu, L. A., Oshungade, I. O., & Adewara, A. A. (2012). *Alternative Estimation Method for a Three-Stage Cluster Sampling in Finite Population. 2(6), 199–205.* <https://doi.org/10.5923/j.ajms.20120206.06>

Nafiu, L. A., & Ph, D. (2012). *Comparison of One-Stage , Two-Stage , and Three-Stage Estimators Using Finite Population . 13(2), 166–171.*

Nafiu, L. A., Ph, D., Ibitayo, L. D., Ph, D., Muyombya, S. M., & Sc, M. (2017). *On Empirical Power of Univariate Normality Tests under Symmetric , Asymmetric , and Scaled Distributions . 18(1), 90–96.*

Nafiu, L., Lanlege, D., & Hakimi, D. (2013). *Statistical analysis of knowledge and awareness to universal basic education in Nigeria. 1(3), 28–35.* <https://doi.org/10.11648/j.sjedu.20130103.11>

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

Racheal, N., Kazaara, A. G., & Kazaara, A. I. (2023). *Impact Of Quality Financial Reporting On An Organization Resource Management : A Case Study Of Humuza Holding Limited Kampala Uganda. 7(3), 335–343.*

Suzan, W., & Gracious Kazaara, A. (2023). *The Impact of Western Education on Social Economic Development of Communities in Uganda-A Case Study of Wakiso Town Council Wakiso District (Vol. 7).*

Victoria, N., Nelson, K., Kazaara, A. G., & Kazaara, A. I. (2023). *The Impact Of Staff Development On The Pupils ' Academic Performance In Primary Schools In Kimaanya Sub-County , Masaka District A Case Study Of Kimaanya Sub-County , Masaka District. 7(3), 179–186.*

Winnie, N. D., Ariyo, D., Kazaara, G., Kazaara, A. I., & Deus, T. (2023). Effect Of Motivation On Employee Performance In Non-Government Organizations (NGOS): A Case Of Mbale City. In *International Journal of Academic Multidisciplinary Research* (Vol. 7). www.ijeais.org/ijamr

Winnie, N. D., Kazaara, A. G., Kazaara, A. I., & Deus, T. (2023). *Effect Of Motivation On Employee Performance In Non- Government Organizations (NGOS): A Case Of Mbale City. 7(3), 67–71.*