

**The Role Of Teachers In The Poor Performance In English Subject In Secondary Schools: A Case Of  
Secondary Schools, Kamwenge District**

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**Abstract**

The study aimed at the role of teachers in the poor performance in English subject in secondary schools with a case of secondary schools, Kamwenge district 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. The study employed descriptive survey research design to bring out the causes of poor academic performance in English language among secondary school students in Kamwenge District. The research design enabled the research to examine the impact of methodology to English language performance. The population for the study consisted of hundred students who was drawn from the selected secondary schools in Kamwenge District. The informants were randomly picked, but with consideration of gender variations. 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) will be randomly picked. The findings indicated that 16% of the students responded that the teachers helped 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. The government is tasked to look into the remuneration of teachers, so that they are paid better to regulate the number of teachers who par time. the inspection of schools should be regularized to monitor teacher and students' absenteeism.

**Key words: teachers, poor performance, english subject and secondary schools:**

**Background to the Study**

Given the importance of the English language as a subject, it is therefore important that students demonstrate their ability in the way they respond to questions at all levels. Uganda National Examination Board Results Statistics (Anthony, Kazaara, Kazaara et al., 2023). However, year after year it shows that only 10% of candidates who wrote in English passed with either honors or credit (Derrick et al., 2023). But although many scholars did not achieve good grades in English, Uganda's curriculum still insists on using English as a medium of instruction, thus increasing students' motivation to study and improve their grades, even if the results do not improve a year later. year English was introduced in Uganda in the early 19th century by

the British colonial administration. Although English is a foreign language to Uganda, it is the official language as well as the language of instruction in secondary school (Anthony, Kazaara, & Kazaara, 2023). Therefore, given the importance of English as a subject, it is important for students to demonstrate this ability in the way they answer questions at all levels, yet this does not seem to be the reality (Christopher, Komunda, et al., 2022).

However, Uganda National Examination Board (UNEB) result statistics reveal that year after year, only 10% of candidates who write the Uganda National Examination Board English language pass with credit or honours. This painful revelation is the motivation for this study (Anthony, Kazaara,

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Kazaara et al., 2023). Although English departments in some schools have introduced pre-English programs to boost student performance, the results have benefited candidates but remained poor. It is quite inevitable to appreciate that over time graduates have been recruited to teach the subject, but their influence has not yet been reflected in improving performance in the subject. This study is therefore designed to assess the sustainable reasons for poor performance in English (Kanyerere & Muhammed, 2023).

Kamwege District is a district in western Uganda. It is named after its "capital" Kamwege, where the district headquarters is located. Kamwege District is part of Toro Kingdom, one of the ancient traditional monarchies in Uganda (Anthony, Kazaara and Kazaara, 2023). The kingdom is adjacent to the Toro subregion. The district that forms the sub-region is (a) Bunyangabu District, (b) Kabarole District (c) Kamwenge District. d) Kyegegwa District (e) Kitagwenda District and f) Kyenjojo District. Kamwenge District borders Kyenjojo Districts to the north, Kyegegwa and Kiruhura Districts to the northeast, Ibanda District to the east and southeast, Kitagwenda District to the south, Kasese and Bunyangabu Districts to the west, and Kabarole to the northwest. The town of Kamwenge, home to the district headquarters, is approximately 64 kilometers (40 mi) by road, southeast of Fort Portal, the largest town in the Toro sub-region, approximately 307 kilometers (191 mi), by road, west of the Ugandan capital Kampala. The district was created in 2000 by an Act of Parliament. It was previously part of Kabarole District. It covers an area of approximately 1788.5 km<sup>2</sup>. 2.2.6% is covered by open water. It is a predominantly rural district.

**Problem Statement**

Although English is both a subject and a medium of instruction in secondary schools, its performance remains insufficient. The researcher therefore wants to investigate the causes of such performance in Kamwenge District (Mark et al., 2023).

The English language refers to the West Germanic language family, which is closely related to Frisian, German, and Dutch, according to Britannica. The English language was introduced during the colonial administration in the 19th century, until Uganda got its government in 1960, it was declared the official language, as explained above (Vincent & Peter, 2023), it has been reported that in Uganda, due to the mother tongue, the language is common in most households, the child grows up and understands their mother tongue from childhood, which still limits them to learn English in schools, there are problems such as students face (Anthony, Kazaara, Kazaara et al., 2023), students' poor communication ability in English, which also affects their performance, mother tongue further affects the way students write and pronounce in English (Kanyerere & Muhammed, 2023), most teachers resort to explaining to students in mother tongue, which has led to many students to adopt mother tongue compared to English language and hence they perform poorly in English language in UNEB but the government under the Ministry of Education and its institutions like UNEB, PLE, UBTEB, UNHCE among others continue to ensure that teachers have gained more knowledge in language learning the government has put in place all measures in practice to improve the acquisition of English language among children on the move, but according to UNEB (2019) reports, there are still needs in the field of English language teaching in primary and secondary schools in Uganda certain problems. to resolve and the above statement was responsible for the reason why the researcher was motivated to conduct research on the assessment of the role of teachers in poor performance in the subject of English in secondary schools: the case of secondary schools, Kamwenge District (Christopher, Komunda et al., 2022).

**Purpose of the Study**

The study is undertaken to evaluate the factors affecting the performance of students in English language. The investigations will be focused on the students' performance at Uganda National Examination Board.

**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.

**Methodology**

The study employed descriptive survey research design to bring out the causes of poor academic performance in English language among secondary school students in Kamwenge District. The research design enabled the research to examine the impact of methodology to English language performance. The population for the study consisted of hundred

students who was drawn from the selected secondary schools in Kamwenge District. The informants were randomly picked, but with consideration of gender variations. 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) will be

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randomly picked. 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. These involve the research structuring questions relating to the study objectives. The questionnaires will be centered on the problems that could be causes of poor performance in English language among secondary school students (Micheal et al., 2023). The instrument to be used for this research is reliable because it gives room for the

## RESULTS

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

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

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             |
| <b>Total</b> | <b>50</b> | <b>100</b>     |

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         |
| <b>Total</b> | <b>50</b> | <b>100</b> |

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 (Richard, B, & T, 2022).

**Table 4: Parents' support in English learning**

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

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 (Francis et al., 2023).

**Table 5: Effects of Instructional Material in English Learning**

| Responses    | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Yes          | 45        | 90             |
| No           | 5         | 10             |
| <b>Total</b> | <b>50</b> | <b>100</b>     |

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 (Cand et al., 2022).

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

| Responses    | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Yes          | 30        | 90             |
|              | 20        | 10             |
| <b>Total</b> | <b>50</b> | <b>100</b>     |

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 (Richard, B, Janice, et al., 2022).

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

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

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 (Richard et al., 2023).

**Table 8: Effects of absenteeism in the performance of English**

| Responses    | Frequency | Percentage (%) |
|--------------|-----------|----------------|
| Yes          | 45        | 90             |
| No           | 5         | 10             |
| <b>Total</b> | <b>50</b> | <b>100</b>     |

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 (Richard, 2022).

**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>     |

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 (Christopher, Moses, et al., 2022).

**Table 10: Library in your school**

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

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.

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**Table 11: Interviewing methods**

| Questions   | Responses |     | Degrees |      |
|-------------|-----------|-----|---------|------|
|             | No        | Yes | No      | Yes  |
| Question 1  | 15        | 35  | 260     | 370  |
| Question 2  | 10        | 40  | 170     | 290  |
| Question 3  | 42        | 8   | 720     | 470  |
| Question 4  | 15        | 35  | 260     | 370  |
| Question 5  | 5         | 45  | 90      | 320  |
| Question 6  | 44        | 6   | 760     | 60   |
| Question 7  | 20        | 30  | 350     | 470  |
| Question 8  | 15        | 35  | 260     | 370  |
| 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 (Akankwasa et al., 2022).

**Conclusion**

The study revealed that there is a big shortage of qualified personnel as a greater percentage of teachers are untrained graduates who do not have enough skill, knowledge to teach a demanding subject like English. Further study findings revealed that the medium of instruction (communication) in both teaching and interaction were in catchment languages (vernacular) which limited students to exposing themselves to competency in English. Other serious revelation from the study findings blamed on poor methodologies applied by teachers not being student friendly such as teacher-centered approaches that left students within the yoke of the teacher. The study was also able to establish that the secondary school curricular was congested while time allotted for a lesson was not sufficient as the year ended without completing the syllabus which is derived from the curriculum.

The study also revealed that lack of motivation from teachers was a big threat whereby demotivated students cannot learn effectively. The study showed that lack of communicative competence by the leader and the students led to poor performance to express themselves using English language. The study also revealed that there is no

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proper guidance and counseling in schools by the teachers which is a great threat to students because students have their personal problems, family and other problems related to learning and this hinders them from attaining success if they are not guided. Other study findings revealed that, students' attitudes in studying English language are also an obstacle towards their success. If a student has a positive attitude than it means that this student will pass highly than that one who has a negative attitude.

### **Recommendations**

The researcher recommends the following to both the education officers and curriculum developers:

The government should ensure that enough teachers are trained to manage the swelling numbers of students in the English classes.

There is great need for district education officers and school administrators to organize and send teachers for workshops and refresher courses to reinforce the teachers' skills and expertise in handling English language.

The government is tasked to look into the remuneration of teachers, so that they are paid better to regulate the number of teachers who par time. the inspection of schools should be regularized to monitor teacher and students' absenteeism..

The school administration should organize debates, seminars and presentations for both students and teachers in order to improve on the communication skills and competences of both the learners and the teacher.

The teachers of English and other teachers in schools should strive at all costs to use formal media of instruction to encourage interaction in schools.

Curriculum experts are called forth to convene curricula meetings to shed off overloaded topics in the curriculum that are not vital and relevant to the wellbeing of students and national development.

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