
The Trend Of Teachers And Its Impact On Teaching Geography In Secondary Schools. A Case Study Of Kiyuni Sub County, Mubende District.

Ssebwegamo Herman

Metropolitan International University

Abstract

This research investigation sought to examine the prevailing tendencies amongst instructors and how these patterns distinctly influenced the imparting of geographical themes in secondary educational institutions. The study specifically scrutinized this issue within Kiyuni Sub County located in Mubende District through an exhaustive mixed-methods approach. An extensive literature assessment was conducted to furnish profound insights into the specific topics that were fundamentally essential to comprehending this examination. Additionally, quantitative data was gathered through a thorough survey administered to 150 randomly selected faculty members across various governmental secondary schools situated in the designated region. In parallel, qualitative information was procured through focused discussions involving teachers and key informant consultations with local educational administrators to attain a more comprehensive comprehension of the contextual realities. Descriptive analytics and inferential statistical techniques such as regression analysis were applied to thoroughly analyze the collected empirical data. From the findings, the coefficient 848** shown a significant positive relationship. It meant that the level of academic performance is dependent on teacher's experience. It implied that if the teacher's experiences are good, academic performance was expected to be good and vice versa. The school's administration should device means of ensuring that the students are punctual for lessons and more importantly ensure that maximum discipline is exhibited by the students since it is a major factor in the success of any academic venture. This could be achieved through continuous guidance and counseling and parental involvement.

Keywords: Teachers, Teaching, Geography and Secondary Schools

Background to the Study

The teaching profession is defined as a professional field of professional status that requires professional training, with social, cultural, economic, scientific and technological dimensions related to education (Anthony et al., 2023). Ezewu (1998) asserts that teachers' education and experience enable them to adequately prepare lessons and explain subject content/concepts to their students in a more comprehensible manner and enhances their positive

attitude towards studies and motivates academic performance (Christopher, Moses et al., 2022).

Effectiveness in teaching geography refers to the effective use of teaching methods, resources and time to facilitate optimal learning outcomes for students. It involves using strategies that maximize student understanding, retention, and application of geographic concepts and information while minimizing unnecessary effort or redundancy (Micheal et al., 2023). Effective teaching of geography involves several key aspects: Secondary schools excel; poor equipment, structures, teacher

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

school, untrained teachers (licensed teachers), ineffective teachers who lack lesson preparation, schedules, work records covered, some teachers have unprofessional behavior such as drunkenness, being late tardiness, irregular class attendance, missing records of student assessment (Victoria et al., 2023), limited syllabus coverage and low student achievement (Education Authority Quarterly Report, 2007) & (Uganda Daily Monitor, Thursday, January 19 2012, year 019 ILE 2011 Results with a decline in performance) Manja, (2006), stated that internal inspection and supervision of children's school attendance is not meaningfully carried out in secondary schools, the quality of teachers is low, the curriculum of activities is not well coordinated (Turyatemba et al ., 2022), teachers and principals do not spend enough time with students in school, and some principals have not attended any teacher training institute, yet manage 5 schools (Christopher, Komunda, et al., 2022). The objective

Problem Statement

The purpose of teaching geography is very relevant and satisfying to students' lives, but the teaching aspect is very demanding, which calls for intervention, namely the need to use innovative and more effective teaching strategies (Godfrey et al., 2023). Teachers' perceived difficulties in teaching geography in public secondary schools in Mubende and intervention strategies to address this problem have received little attention and investigation. It is clear that most secondary school students in Mubende do not have higher order thinking or mapping skills to apply in their daily lives. One of the main reasons for these results is the barriers and obstacles to the effective teaching of geography in secondary schools (Moureen & Julius, 2023). Based on the studies mentioned above, the question also arose: "What are the main challenges in the way geography teachers provide more effective geography teaching?" was set as the main problem of this study with the aim of revealing the most significant obstacles in the way of geography teachers to teach geography more effectively in a general and extensive way (Richard, 2022).

Objectives of the Study

1. To identify the main challenges faced by teachers in teaching geography efficiently in secondary schools in Kiyuni sub county, Mubende district

challenges teachers face in teaching geography to effectively recruit selected secondary schools in Mubende District (Moses, 2022). Nationally, Mubende District ranks among the worst districts in the 2011 UCE Results released on 19 January 2012, with Division One at a percentage of 4.3% out of 1,720 candidates. (Uganda Sources, Daily Monitor, Thursday 19/2012, Vol. No. 019, Page 67). Yet students from Mubende district whose parents can afford to sponsor them in high-performing schools in Kampala (Aisha et al., 2023) tend to compete favorably in academics, a sign of academic potential on the part of the students. Schools where the principal and parents were known to be relatively active in monitoring and monitoring teaching and learning in the school appeared to perform relatively better than schools where parents and school principals were reluctant to monitor their students' academic performance (Ntirandekura & Christopher, 2022).

secondary schools in Kiyuni sub county, Mubende District.

3. To Develop strategies and recommendations to enhance the efficiency of geography teaching in secondary schools

Methodology

The study used a cross sectional survey design based on qualitative and quantitative approaches. The design visualized how the researcher undertook the type of data to collect and how to collect it (Punch, 2010). It is also useful in explaining the cause- effect relationship existing in the study. The researcher used both qualitative and quantitative approaches. Qualitative approaches were based on interviews, observation and documentary review, while quantitative approaches were based on questionnaires to generate data. The total population of this study will be 121. This comprised of students (high and low performers) of both O' and A' levels, the teachers, the school administrators, District officials, members of Board of Governors, the student leadership, and some community members. The population of the study is embedded in the 32 secondary schools in Mubende District of which 8 are private and one purely girls' school. Given the fairly large population of the study (121) as adapted from Krejcie & Morgan (1970) table for selecting a sample size as also will use by Amin (2005) from a population of (N) 121, a sample size of (S) 102 was appropriate to fill the instruments and generate data. All these were six secondary schools out of the 32 in the district. The respondents in this category included; students, student leaders and community leaders. While purposive sampling refers to choose of individual respondents who are advantageously placed to provide the needed information in a study. This could be by virtue of their experience and knowledge of the group. The respondents in this group included; District authorities, the head teacher, teachers and Board of Governors. Questionnaires are written questions by the researcher to the respondent for responses. It is a collection of items to which a respondent usually reacts in writing. Self-administered questions have the advantage that they are free from bias of the interviewer. Respondent can be reached easily and conveniently. The choice is justified by the fact that it is the best single method for collecting large samples and useful for repeated studies, easy to quantify and summarize results, quickest and least costly way of gathering information (Sekaran, 2003). Both qualitative and quantitative data analyses were used during the study. This is all about explanation, understanding, interpreting and is based on interpretative philosophy. Data obtained using interviews; documentary analysis and observations was sorted, edited, coded and categorized according to the themes based on the study objectives (Odiya, 2009 and Amin, 2005). The contents of the data collected will be analyzed objective by objective and reported alongside the quantitative data. This is about analyzing numbers and figures. It's the process of presenting and interpreting numerical data. Quantitative data from questionnaires was sorted, edited, coded and fed onto computer and analyzed using the SPSS program (Nelson et al., 2022). The researcher used the Pearson's Correlation Coefficient analysis = degree to which x and y vary together by degree to which x and y vary separately, to obtain an indication of the direction, strength and significance of the bivalent relationship of the variables in the study. To test the hypotheses the researcher used a significance level of 0.05.

Results

Table 1: Teacher's experience and efficiency in teaching geography **Table 4.8: Summary of responses in %**

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

	Questions and Responses in %	SA	A	N	D	SD
1	The teachers are all well trained and qualified.	30%	52%	-	18%	-
2	The teachers are interested in their work/subjects.	28%	32%	-	22%	18%
3	The teachers are well motivated by stakeholders.	8%	30%	-	36%	26%
4	The teachers have adequate work load.	36%	52%	4%	8%	-
5	The teachers give students ample time to practice/exercise	36%	40%	-	24%	-
6	The teachers keep good record of student's progress.	52%	40%	8%	-	-
7	The teacher student relationship is good	26%	36%	-	20%	18%
8	The teachers are always present at school	16%	38%	-	24%	22%
9	The teachers have positive attitude to their work	38%	36%	6%	20%	-
10	The teachers adequately prepare before teaching	42%	20%	12%	26%	-

Sources: Primary data, 2022

The respondents were asked whether the teachers were all well trained and qualified, where majority (82%) were in agreement, only 18% disagreed. The above suggests that most teachers in Kiyuni Sub County in Mubende district are well trained and qualified, hence have all it takes to ensure good academic performance of the students. The above was confirmed during interviews with head teachers and deputy head teachers who observed that most teachers were fully trained and registered with the ministry of education (Zowena et al., 2023), science, technology and sports, save for a few who had just finished their courses from the Universities and Colleges.

Most (60%) respondents agreed that the teachers were interested in their work compared with those that disagreed (40%). The implication of the above is that most teachers in Kiyuni Sub County in Mubende district are interested in teaching though a good number (40%) are not. The above view was also observed by the students and their leaders during interviews with them. *Some of them had this to say: "most of our teachers are hard teaching but a few are not. The few like missing lessons come late for lessons and even skip certain periods."* This probably explains the poor performance of some of the students. This means steps have to be put in place to curb instances of late coming and missing lessons by the key administrators (Ronald et al., 2023).

The respondents were also asked whether the teachers were well motivated by the stakeholders where responses showed that majority (62%) objected though 38% were of the view. The above implies that the level of motivation provided by the schools and governments to teachers is relatively low. Interactions with teachers confirmed the above and some observed the following: *"our salaries are low, and due to poor fees payment, the school cannot pay us handsome allowances to top up our meager salaries"*. However, one head teacher retorted that he tries to provide the best welfare for the teachers but conditions at times do not allow.

On whether the teachers had adequate workload, majority (88%) of the respondents agreed. Only 8% disagreed

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

and 4% were unsure. It can be observed from the above that majority of Kiyuni Sub County in Mubende district follow the ministry of education and sports policy on minimum and maximum workload to be carried by a teacher. *"We allocate standard number of periods to the teachers so as for easy management though there can be anomalies where some teachers' workload falls below or above due to circumstances like sickness, maternity leave"*, was a revelation by a head teacher.

When the respondents were asked whether the teachers gave the students ample time to practice or exercise, majority (76%) agreed though 24% opposed the view. The above implies that the teachers try to ensure that the students grasp totally what they teach them by providing ample time since "practice makes perfect". When the students were asked about the above, they confirmed revealing that indeed teachers tried their best but the problem at times came when apparatus were not enough for field work (Jac & Kazaara, 2023).

Overwhelming majority (92%) of the respondents was of the view that the teachers kept good record of the students' progress. The implication of the above is that the teachers in Kiyuni Sub County in Mubende district use the students' progress record to monitor their performance. The researcher was able to confirm the above by observing some assessment records by the teachers and was able to observe reports for example, of beginning of term and midterm exams results.

About whether the teacher-student relationship was good, most (62%) of the respondents were of the view, though 38% objected. This implies that overall, there is a cordial relationship between the teachers and the students of Kiyuni Sub County in Mubende district, though it was also contested. However, when the students were asked about this, many agreed except a few who revealed that some teachers were very rude to students and do not tolerate any slight mistakes.

The respondents were further asked whether the teachers were always present at school where more (54%) agreed though quite a big percentage (46%) objected. The above suggests that most teachers in Kiyuni Sub County in Mubende district are always present at school much as some absent themselves. The view was confirmed by most deputy head teachers interviewed. *"There are only a few teachers who are a headache in terms of attendance"*, revealed by one deputy head teacher (Victoria et al., 2023).

Majority (74%) of the respondents were in agreement that the teachers had positive attitude towards their work although 20% refuted the view. It can be drawn from the above that teachers in Kiyuni Sub County in Mubende district have interest in their work and are willing to offer their time to help the students perform better.

Furthermore, on whether the teachers adequately prepared before teaching, most (62%) respondents agreed, 26% disagreed and 12% were not sure. The above portrays that most teachers in Kiyuni Sub County in Mubende district know the importance of preparation to teach which helps one to know how to approach the subject better. The researcher was able to confirm the above by reviewing the teachers' lesson plans and schemes of work. However, some students observed that some teachers indeed looked disorganized as they come to teach.

Table 2 Correlation Matrix

	Teacher's experience	Academic performance
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Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

Teacher's experience	Pearson Correlation	1	.848**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.848**	1
	Sig. (2-tailed)	.000	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2022

The coefficient 848** shows a significant positive relationship. It means that the level of academic performance is dependent on teacher's experience. It implies that if the teacher's experiences are good, academic performance is expected to be good and vice versa. The above therefore, made the researcher to uphold the research hypothesis as correct

(Nelson et al., 2023)

Table 3: Student related factors and academic performance

	Questions and Responses in %	SA	A	N	D	SD
1	The Students are always punctual for lessons.	14%	12%	-	38%	36%
2	The Students are in good relationship with their teachers.	-	52%	-	40%	8%
3	The students are always disciplined	8%	40%	-	32%	20%
4	The students are interested in learning	20%	22%	-	30%	28%
5	The Students participate actively in class work.	34%	40%	6%	20%	-
6	The students attend all lessons	6%	40%	-	36%	18%
7	The students have positive attitude towards learning	20%	24%	-	22%	34%
8	The student-teacher ratio is good	24%	22%	-	40%	14%
9	The students' family background affects their performance	48%	52%	-	-	-

Source: Primary data, 2022

The respondents were asked whether the students were always punctual for lessons hence, majority (74%) of them disagreed as most of the schools were day, although 26% were of the view. The above implies that most students in Kiyuni Sub County in Mubende district never report for lessons in time. The above view was confirmed during interviews with some student leaders who observed that most times many of the students need to be chased to class especially, from the dormitories.

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

There were slightly more (52%) respondents of the view that the students were in good relationship with their teachers compared with those that objected (48%). The above suggests that overall; the students are in good relationship with their teachers in most Kiyuni Sub County in Mubende district though many cases of bad relationships occur. The above was confirmed during interviews with some of the head teachers, who however revealed that some students were unruly and at logger heads with teachers.

About whether the students were always disciplined, more (52%) respondents disagreed as opposed to 48% who were of the view. The implication of the above is that the number of indiscipline students is high in most Kiyuni Sub County in Mubende district. Interactions with the assistant inspector of schools confirmed the above and revealed the following: *“we have been faced with many cases of indiscipline of the students in a good number of schools which to me disrupts academic performance”*.

Further, there were slightly more (58%) respondents who objected that the students were interested in learning as opposed to 42% who agreed. It can be observed from the above that a big percentage of students in Kiyuni Sub County in Mubende district do not show interest in their academics. *“In fact, you have to practically force the students to do most of the things on the school programme, a sign that they are actually not interested,”* was a revelation by a deputy head teacher.

Majority (74%) of the respondents were of the view that the students participated actively in class work compared with 20% who disagreed and 6% who were unsure. It can be observed from the above that majority of the students in Kiyuni Sub County in Mubende district take active part in the lessons conducted by their teachers. This view was confirmed during interactions with some teachers.

On whether the students attended all lessons, most (54%) of the respondents disagreed although quite a big percentage (46%) were of the view. The above implies that a big number of students in Kiyuni Sub County in Mubende district abscond some lessons. When more information was sought on the above view, a deputy head teacher Mr. Adoke Simon Nyangilia S.S (20th Jan, 2022) said this: *“surely, some students are always absent for certain lessons especially in the afternoons and since many of the students are day scholars, it becomes difficult to follow up since they have their excuses of missing”* (sept.2015).

Furthermore, there were more respondents (56%) who objected to the question whether the students had positive attitude towards learning as opposed to 44% who agreed. The above seems to suggest that most students in Kiyuni Sub County in Mubende district have less interest in learning and probably are in school not out of their will. When some members of the community were asked about this matter, they observed that since Mubende was a border district with more business opportunities, the children in the area think of making quick/ easy money instead of wasting time sitting in a classroom.

The respondents were asked whether the student/teacher ratio was good where most (54%) objected while 46% agreed. The implication of the above is that in most Kiyuni Sub County in Mubende district, the number of teachers is inadequate to handle the big number of students. However, through observation by the researcher and interaction with some board members, it was found out that schools with bigger number of students were few and indeed in such schools, it was just a matter of whether one attended and not whether there was a

proportionate ratio due to the USE enrolment.

All the respondents (100%) were of the view that the students' family background affected their performance. The meaning of the above is that one's family background is a big determining factor in the academic performance. Interactions with most stakeholders of schools tended to confirm the above in that those students whose parents had much involvement and support in the form of fees payment, dressing, requirements, encouragements, practical assistance during homework and follow up of performance, performed better than those whose parents did little.

Test of hypothesis

The second hypothesis of this study was that student factors did positively influence academic performance in Geography in UACE under Kiyuni Sub County in Mubende district. To determine the magnitude of the relationship, a Pearson's correlation coefficient analysis was done/ run as follows:

Table 4 Correlation Matrix

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2022

From the table, a coefficient of .815** implies a significant positive relationship. It means that the student related

		Student related factors	Academic performance
Student related factors	Pearson Correlation	1	.815**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.815**	1
	Sig. (2-tailed)	.000	
	N	50	50

factors have a big influence on their academic performance. Therefore, if the student related factors are good, then academic performance will be better and the reverse is true, hence the researcher upholds the research hypothesis

Table 5: School- based Factors and Academic Performance **Table 4.12 Summary of Responses in %**

	Questions and Responses in %	SA	A	N	D	SD
1	The school has a functional laboratory	22%	40%	-	20%	18%
2	The library is adequately stocked with relevant books	18%	22%	6%	34%	20%
3	The classrooms have good sitting facilities.	22%	36%	-	22%	20%
4	The Staffroom is adequate for all the teachers.	36%	14%	-	30%	20%
5	The school has clear policies for good performance.	36	40	-	22	2

6	The school has sanitation facilities for boys, girls, and teachers.	28%	42%	-	18%	12%
7	The school has enough land	16%	20%	-	32%	32%
8	The location of the school is favorable for academics.	40%	42%	-	18%	
9	The school accommodates all the teachers.	-	-	2%	58%	40%
10	The support given to school by Government is good.	-	8%	20%	42%	30%

Source: Primary data, 2022

The table above (4.12) shows that most (62%) of the respondents were of the view that the schools had functional laboratories as opposed to 38% who objected. The implication of the above is that most Kiyuni Sub County in Mubende district have good laboratory facilities that can be used to aid teaching and learning. Through observation, the researcher was able to confirm the above facilities, but most schools still had a lot to be desired since their equipment were inadequate.

On the view whether the libraries were adequately stocked with relevant books, most (54%) respondents objected, although 40% agreed and 6% were not sure. The above shows that Kiyuni Sub County in Mubende district has poor library facilities that cannot help the students much to improve their academic performance. The researcher was also able to confirm the above through observation. In fact most schools actually did not have libraries but had classrooms turned into library blocks with limited books. Even those with library blocks did not have enough books.

Most (58%) respondents were of the view that the classrooms had good sitting facilities compared with those that disagreed (42%). The above suggests that most Kiyuni Sub County in Mubende district have classroom facilities that make students sit comfortably to attend lessons and study. Interview with the students confirmed the above, save for a few schools where the classrooms were congested due to the big numbers due to USE.

The view whether the staff rooms were adequate for all the teachers was highly contested with 50-50% response rate. It can be drawn from the above that as half of the schools have adequate staff rooms for all the teachers, about half do not have. Interactions with the teachers confirmed the above in that in smaller schools, facilities were enough for the teachers but where there were more teachers, there was inadequate room for everyone to sit at once hence some teachers had to sit outside.

The respondents were also asked whether the schools had clear policies for good performance, hence majority (76%) were in agreement but 24% disagreed. The above suggests that most schools make deliberate efforts to ensure that their students perform well. Interview with some board members and head teachers confirmed the above. *"All our efforts and plans are geared towards better performance of our students"*, was a revelation by a board member (Mr. Amori, 26th Jan, 2022).

About whether the schools had sanitation facilities for boys, girls and teachers, majority (70%) of the respondents agreed much as 30% objected. The above implies that in most schools, sanitation facilities are functional for all categories much as a few schools could be faced with inadequate facilities. Interview with the assistant district

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

inspector of schools confirmed the above but revealed that most of the facilities were not well maintained especially of the boys and still in some schools the student- latrine stance ratio was still not proportional (good). Most (64%) of the respondents disagreed with the view that the schools had enough land compared with 36% who supported. The implication of the above is that most Kiyuni Sub County in Mubende district has inadequate land for expansion or use. *"We have land problems and even the neighboring communities are fighting us over the small piece of land"*, was revealed by some board members (M. R. Moro, 27th Jan, 2022).

Quite a big majority (82%) of the respondents were of the view that the location of the schools was favorable for academics. Only 18% disagreed. It means therefore, that most schools are strategically located in areas of less interference so that the students are able to concentrate better. According to the District Education Officer (DEO), save for one or two schools within the Mubende town, most Kiyuni Sub County of the district were located in good places conducive for academics.

There was an overwhelming disagreement (98%) by the respondents on whether the school accommodated all the teachers. This means that majority of the teachers in Kiyuni Sub County in Mubende district have no accommodation facilities provided by their schools. *"We only have accommodation for few teachers, majority spend elsewhere"*, revealed a head teacher. A board member also added that efforts to build houses for all teachers were not easy as priorities were many.

On whether the support given by the government was good, majority (72%) of the respondents disagreed implying the government gives inadequate support to the secondary schools. *"The USE funds are meager and come irregularly"*, revealed a head teacher. Even capitation grants for grant aided schools are so inadequate yet delay to be released.

Test of hypothesis

The third study hypothesis was that there was a positive relationship between school-based factors and academic performance in Geography in UACE under Kiyuni Sub County in Mubende district. To determine the degree of the relationship, a Pearson's correlation coefficient analysis was run as follows:

Table 6 Correlation Matrix

		School based factors	Academic performance
School based factors	Pearson Correlation	1	.824**
	Sig. (2-tailed)		.000
	N	50	50
Academic performance	Pearson Correlation	.824**	1
	Sig. (2-tailed)	.000	
	N	50	50

** Correlation is significant at the 0.01 level (2-tailed).

Source: Primary data, 2022

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

A coefficient of .824** was generated implying a significant positive relationship between school-based factors and academic performance. It means if the school-based factors are in place and improved, academic performance of students in Kiyuni Sub County in Mubende district will improve and vice versa. The researcher therefore, upheld the hypothesis that there is a positive relationship between school-based factors and academic performance.

Academic Performances

Table 7 Summary of Responses in %

	Questions and Responses in %	5 SA	4 A	3 N	2 D	1 SD
1	The students generally have good grades at UACE.	-	4%	-	38%	58%
2	The Continuous assessment should be encouraged in schools	38%	58%	4%	-	-
3	The academic performance of the students can be improved	28%	62%	-	10%	-
4	The students perform to the expectations of the school administration	-	8%	6%	40%	46%
5	The students are able to do class assignments	36%	40%	4%	20%	-
6	The practical lessons improve academic performance of the students.	38%	42%	-	20%	-

Source: Primary data, 2022

From the table above (4.13), majority (96%) of the respondents were in disagreement that the students generally had good grades at UACE. The above was confirmed by the DEO who produced UNEB results of the last 4 UACE which showed a steady decline from 2010 to 2013. This means that most schools perform poorly in UACE in Kiyuni Sub County in Mubende district.

There was also a popular view (96%) by the respondents that continuous assessment be encouraged in schools. The above view was held by the head teachers and board members who advocated for such a policy if results were to be better at the end. This implies that if the students are subjected to continuous assessment, they can realize their mistakes and work hard towards improving their performance.

About whether the academic performance of the students can be improved, majority (90%) of the respondents were in agreement while only 10% disagreed. *“The students can perform better if concerted efforts are put in place”*, reasoned a board member (Mr. Obeti, 27th Jan, 2022). The above shows that if there are deliberate efforts directed at improving results, academic performance can become better.

There was much (86%) disagreement by the respondents that the students performed to the expectation of the school administration. This view rhymes with what some of the head teachers and board members observed. *“We are disappointed with our results which are so different with our expectations”*, they reasoned. It means that the

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

support rendered by the concerned stakeholders is still insufficient.

On whether the students were able to do class assignments, most (76%) of the respondents agreed much as 20% disagreed. Interactions during interviews with the teachers confirmed the above that majority of the students did class assignments except a few who were lazy and dodge such exercises. Overall, it means that when the students are administered class assignments most of them are able to do.

Furthermore, majority (80%) of the respondents were in agreement that the practical lessons improved the academic performance of the students as opposed to 20% who disagreed. *"We understand better when lessons are practically conducted"*, revealed some students during an interview. It can be observed that practical lessons make the students to understand the concepts better which translates in better performance of the students.

Conclusions

The findings made the researcher conclude that teacher's experience is very important in influencing academic performance in Kiyuni Sub County in Mubende district. However, the teachers needed to be fully motivated more by the stakeholders in form of good pay, improving working conditions and their welfare among others if better academic performance was to be achieved in the Kiyuni Sub County in Mubende district.

Based on the above findings, the researcher concluded that the student related factors contribute greatly/significantly to the level of academic performance in Geography in UACE under Kiyuni Sub County in Mubendedistrict. This can be attributed to lack of punctuality for lessons, lack of discipline and interest in learning, missing lessons, negative attitude towards learning, poor student-teacher ratio and family background with many parents not caring about the education of their children.

The researcher therefore concluded that school-based factors greatly influenced academic performance in Geography in UACE under Kiyuni Sub County in Mubende district. This can be owed to the inadequately stocked libraries and laboratories, congestion in classrooms, inadequate land for school activities, failure to accommodate all the teachers and the poor support given to the schools by the governments and other stakeholders among others.

Recommendations

The Government of Uganda and school administrators should improve on the welfare of teachers in terms of pay, decent accommodation if they are to be motivated to work hard towards better academic performance.

The good teacher-student relationship is a major factor in enhancing good learning environment, hence the teachers need to ensure that they counsel and build good rapport with students so as to motivate them to learn.

The school's administration should device means of ensuring that the students are punctual for lessons and more importantly ensure that maximum discipline is exhibited by the students since it is a major factor in the success of any academic venture. This could be achieved through continuous guidance and counseling and parental involvement.

The schools have a task of attitude change by the students and ensuring that students cultivate interest in learning

Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

and building positive attitude towards learning. The above could be achieved through stakeholder involvement in the affairs of the school.

The parents need to pay special attention to the academic performance of their children. This can be done through supporting their children with school requirements and it's therefore, the responsibility of the PTA and local authorities to put the parents to task and involve them in their children's education.

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Received: 12.03.2024

Accepted: 16.03.2024

Published on: 30.03.2024

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