

INFLUENCE OF TEACHER FACTORS ON ACADEMIC PERFORMANCE IN UCE UNDER USE SCHOOLS IN YUMBE TOWN COUNCIL, YUMBE DISTRICT; A CROSS-SECTIONAL STUDY.

Zubair Khamis Abdallah, Mohammad Ssendagi*
School of Graduate Studies and Research in Partial, Team University.

Page | 1 **ABSTRACT.**

Background:

This study aims to find out the influence of Teacher factors on academic performance in UCE under USE schools in Yumbe town council, Yumbe District.

Methodology:

A cross-sectional survey design based on qualitative and quantitative approaches was used to get the findings. The target population comprised of 121, head teachers, teachers, students, student leaders, district education officers, Board of governor members, and community leaders were randomly and purposively sampled. The methods of data collection included: a questionnaire survey, interview, observation, and documentary review. Descriptive and inferential statistical analyses were used and the data was presented using frequency tables and correlation matrices.

Results:

The major findings were that: the majority (82%) of the teachers were well-trained and qualified, and most (62%) teachers were not well motivated by their stakeholders. Most (76%) teachers gave students ample time to practice/exercise and kept good records of their progress as shown by the 92% response rate. The teacher-student relationship was fairly good and most (54%) teachers were always present at school. Most (74% and 62%) teachers had positive attitudes towards their work and were adequately prepared before teaching.

Conclusion:

The findings made the researcher conclude that teacher factors are very important in influencing academic performance in secondary schools in Yumbe town council, Yumbe district. However, the teachers needed to be fully motivated more by the stakeholders in the form of good pay, improving working conditions, and their welfare among others if better academic performance was to be achieved in the USE schools in Yumbe town council, Yumbe district.

Recommendations:

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

Keywords: Teacher, Academic performance, Universal Secondary Education, Yumbe Town Council

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Corresponding author: Mohammad Ssendagi*

Email: sendaginoh@gmail.com

School of Graduate Studies and Research in Partial, Team University.

INTRODUCTION.

Factors are forces, conditions, and influences that act with others to bring about a result. These forces may affect the thoughts, feelings, and behavior of an individual which tends to directly influence the performance of the students. Teachers play a key role in producing professionals and leaders for the entire Education system according to the United Republic of Tanzania Teacher Education Master Plan (TEMP.2000). Teachers must have adequate knowledge of the subjects they teach to enable them to guide their students effectively. Gang et al (1998) hold the view that the quality of the teacher's

performance determines students' achievements. Factors like level of education/training, attitudes, motivation, and teacher-student relationship will determine the academic performance of the student. The above implies that it is probably a combination of factors that good academic performance can be enhanced. Hellen (1998) observed that schools with clearly defined academic standards and incentives for achievement have strategic targets. The researcher wanted to find out if such a scenario did exist in Yumbe District which was confirmed to be correct.

The quality and effectiveness of the educational system heavily depend on the quality of the teachers. This was noted by Pisa (2002) that qualified teachers are among the

most valuable resources. They are the heart of the Educational system because they directly deal with the children in the teaching/learning process which has an impact on their performance. However, the teachers may have pressing issues that demotivate them. However, the teachers could be qualified but if the students not be motivated to learn, good performance remains a nightmare. Piaget (1971) contends that academic performance is influenced by the ability and attitude of the students toward academic success, the motivation of teachers, effective leadership, the availability of quality teachers, and institutional materials. This means that according to Piaget, it is a combination of factors that enhance academic performance.

According to Maslow (1954), learning any subject matter depends on the way it is presented to the learner by his/her teacher. The teacher's input in this study refers to the professional competence, skills, and knowledge of the teacher and the ability to deliver the subject matter. These attributes can only be exhibited by well-motivated teachers in terms of basic salary and other non-monetary benefits as explained by Maslow. However, students who are taught by well-trained and experienced teachers usually perform better than those taught by licensed and inexperienced teachers hence training and experience of teachers enable them to perform better.

It then calls for the employment of the right person with the right talents to enable good performance. The researcher therefore contends with the view of Maslow that teachers need to be motivated to perform well, though there is a need for a self-drive on the part of the teachers.

Chaube and Chaube (1955) commented that the status of teachers and the profession is failing. In his opinion, teaching has ceased to be attractive and is left to those who fail to achieve it elsewhere. They are according to him suffering from an inferiority complex because of low pay, limited career growth, and inadequate incentives as eluded by Craig and Craft (1998). However much as the teacher's morale may be low; many people still opt to join the teaching profession, though this could be as a last resort. Teachers need to be motivated, imparted with new skills and knowledge through training, and provided with the necessary inputs to achieve this noble cause. The researcher's view varies with this because it's not true that teachers suffer from an inferiority complex but it is societal belief and attitude about the teacher because of their low remunerations.

It is also pertinent to say that teachers are indispensable human resources out of all the human resources in the educational system. This is so because teachers interpret the aims and goals of education and ensure that the children are educated by them. Since quality output depends on quality input, the success and quality of any educational system depend on the quality of teachers' input into the system (Obadara, 2006). The concept of teachers' behavioral traits, teachers' productivity, and students' academic performance are multi-dimensional.

They involve an interplay of various elements in the workforce. While the output may be related to miscellaneous resources or input, there are several productivity ratios, each of which is influenced by an array of relevant factors.

These influencing factors include availability and quantity of materials or inputs, rate of capacity utilization, the scale of aspirations, the nature of the equipment, the attitude and skill level of the workforce, and motivation of the teachers interplaying with the effectiveness and efficiency of the management. How these elements interact has an important impact on the resulting productivity of the teachers and, the academic performance of students. Thus, the level of realization depends on teachers' performance and technical factors. These are moderated by managerial action such that it is only through an effective intervention of able management that the full benefit of either or both factors can be drawn out to enhance the productivity of teachers' and students' academic performances (Ndu, 1987).

A few researchers (Oluwole and Aroma, 2005) have shown interest in the combined influence of intrinsic behavioral traits such as teacher work value, self-esteem, and job satisfaction, and extrinsic teacher behavioral traits such as demographic traits on teachers' productivity and students' academic performance.

This study aims to find out the influence of Teacher factors on academic performance in UCE under USE schools in Yumbe town council, Yumbe District.

METHODOLOGY.

Research Design.

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.

Study population.

The total population of this study was 121. This comprised of students (high and low performers) of both O' and A levels, the teachers, the school administrators, District officials, members of the Board of Governors, the student leadership, and some community members. The study population was chosen from at least four schools in Yumbe district.

Sample size and selection.

Given the fairly large population of the study (121) as adapted from Krejcie & Morgan's (1970) table for selecting a sample size as also used 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 chosen from at least four (4) schools in the district.

Table.1. Showing size and selection.

Category	Target population	Sample size	Technique
Head teachers	02	02	Purposive
Teachers	53	50	Purposive
Students (best and poor performers)	30	21	Stratified random sampling
Student leaders (best and poor performers)	23	20	Stratified random sampling
District Education office	02	02	Purposive
Board of Governors	03	02	Purposive
Community leaders	08	05	Stratified random sampling
Total	121	102	

Source: Inspectorate of schools, Yumbe district as adapted from Krejcie and Morgan (1970).

SAMPLING TECHNIQUES AND PROCEDURE.

Simple random sampling which involves the choice of respondents where each has an equal chance of being chosen was used (Sekaran, 2003).

The respondents in this category included; students, student leaders, and community leaders. While purposive sampling refers to the choice of individual respondents who are advantageously placed to provide the needed information in a study. This could be due to their experience and knowledge of the group. The respondents in this group included; District authorities, Headteachers, teachers, and the Board of Governors.

DATA COLLECTION METHODS.

The data collection methods included: interviews, a questionnaire survey, a documentary review, and an observation checklist.

Interview method.

One of the data collection methods was the interview method which involved the face-to-face interaction between the interviewer and the respondent. Using the interview method data was collected from Headteachers, students, student leaders, Chairpersons Board of Governors, and the District Education Officer Yumbe. Through the interview method, in-depth information was obtained from these persons and for further probing. The justification for the use of the interview method is that it readily covers a wide range of aspects for example questions can be moderated according to the situation at hand and it is flexible and easy to find information as it permits the researcher to ask more complex questions and take account of non-verbal communication like body

language, attitudes and behavior of the respondents about the subject being interrogated (Barifaijo et al, 2010).

Questionnaire survey method.

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 the 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, and quickest and least costly way of gathering information (Sekaran, 2003).

Observation method.

According to Barifaijo et al (2010), observation is a method of data gathering in which a qualified person walks or walks through, the actual processes associated with a system. It supplements the data collected through questionnaires and interviews. Observation of what goes on in the community will be done. It enabled the researcher to confirm some of the data generated from the questionnaire and interviews e.g. Physical facilities in the school and their functionality, overall school management structures, community responsibility for the school, and the interrelationship between them and impact on one another. The biggest advantage of this method is that you are most likely to get the original data at the time of the event. Certain events are captured in their natural occurrence and the natural environment. However, it has limitations like being slow and subjective assessment in most cases.

Documentary review.

Documentary review is a method that may be regarded as physically embodied texts, where the containment of the text is the primary purpose of the physical medium (Barifaijo et al, 2010).

This involved documents like the UNEB results in the sampled schools, records of meetings in the schools, records of tests /examinations, records of events that involved the community and the school, etc.

Data collection instruments.

Interview guide.

In-depth interviews use an interview guide as a tool for collecting the needed data. It consisted of structured/semi-structured questions administered purposively to selected key informants such as Headteachers, BOG members, members of the community and the district authorities.

Questionnaires.

Self-administered questionnaires were used for primary data collection from the respondents. The questionnaire was developed using a five-Likert scale to ease filling the questionnaire ranging from; strongly agree, agree, unsure, disagree, and strongly disagree (Mugenda and Mugenda, 1999). The questionnaire consisted of closed-ended questions with pre-determined answer options aimed at addressing each objective.

Observation Checklist.

An observation checklist was used to provide an opportunity for the researcher to observe on the spot what was occurring and formulate his own version/ opinion independent of the respondents according to Barifaijo et al (2010).

Documentary analysis guide.

This aided the researcher in collecting the required secondary data. It involved reviewing among others UNEB past results, reports, and minutes of meetings.

Quality Control (Validity and reliability).

Validity of research instruments.

The validity of an instrument is the extent to which an instrument measures what it is supposed to measure (Oso& Onen, 2008). The instrument validity was ascertained in several ways like discussing the interview guide and questionnaires with supervisors/ participants of Uganda Management Institute to judge the content validity. Usually, the validity results should indicate a coefficient of validity index (CVI) of more than 0.7 for it to be valid for capturing the information stated in the research objective (Amin2005).

Expressed as=Number of items rated relevant by all judges divided by the total number of items in the instrument.

Reliability of research instruments.

Reliability is the measure of the degree to which a research instrument yields consistent results after repeated tests. To ensure reliability, the internal consistency method was used. The researcher pre-tested the instruments on a selected sample which later were not part of the study.

The samples were correlated using Cronbach's alpha analysis (Amin 2005). An alpha of the above

0.7 was considered relevant for the study.

Formula $\alpha = \frac{N \cdot \bar{c}}{V + (N-1) \cdot \bar{c}}$ divided by v bar plus into bracket N minus one close bracket c bar.

Where, N=no. of items

C bar=average inter-item variance among the items V bar=the average variance.

$\alpha = N \cdot \bar{c}$

$V + (N-1) \cdot \bar{c}$

Table .2: Summary of Reliability Statistics.

Item	Reliability
Teacher factors	0.834
Students factors	0.795
School factors	0.807
Academic performance	0.675
Total	3.111
Average	0.78

Source: Primary data

The procedure of data collection.

After successfully defending the proposal, the researcher obtained permission from the School of Graduate Studies and Research of Team University to commence fieldwork.

The researcher also obtained permission from the local authorities in Yumbe district to conduct the study. He also vowed to keep all information collected confidential. The researcher piloted the instruments and refined them. The

researcher trained research assistants and later proceeded to the field.

The research assistants delivered the questionnaires while the researcher conducted the interviews and carried out observations and documentary reviews among others.

Page | 5 Data Analysis.

Both qualitative and quantitative data analyses were used during the study.

Qualitative data.

This is all about explanation, understanding, and interpreting and is based on interpretative philosophy. Data obtained using interviews; documentary analysis and observations were 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 were analyzed objective by objective and reported alongside the quantitative data.

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 the computer and analyzed using the SPSS program (Mugenda and Mugenda, 1999).

The researcher used Pearson's Correlation Coefficient analysis = the degree to which x and y vary together by the 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. For values of less than 0.05, the hypotheses were accepted and the conclusion was drawn that there was a significant positive relationship between the variables.

Measurement of variables.

In this study, three levels of measures were used namely: nominal scale, interval scale, and ordinal scale. The nominal scale was used for measuring items like gender; the ordinal scale was used to measure responses to Likert scale statements to rank them in some order. The interval scale helped the researcher to obtain mean responses and standard deviations of responses on the variables for purposes of interpretation (Sekaran, 2003, Amin, 2005).

Ethical consideration.

The researcher considered all issues that relate to observing research ethics. This was done by first producing an introductory letter and identity card of the researcher, then clearly explaining the reasons for the research, seeking consent from the respondents, and the right of the respondents either to accept or refuse. Giving an assurance to the respondents that their reputations and that of the community would be accorded due respect and confidentiality was much emphasized. This was ensured by requesting them to be anonymous in their responses and using the responses as provided by the respondents.

RESULTS.

Response Rate.

The researcher targeted to obtain information from the following respondents:

Table 3 Response Rate.

Category	Target	Actual	Response Rate
Headteachers	02	02	100%
Teachers	53	50	94.3%
Students	30	21	70%
Student leaders	23	20	86.9%
DEO's Office	02	02	100%
Board of Governors	03	02	67%
Community Leaders	08	05	63%
Total	121	102	83%

Source: Primary data

From the table, a total average response rate of 83% was obtained for the study. This response rate is adequate for the study and this is in line with Amin (2005) who observed that a response rate of 70% was relevant for such a study. The high response rate could be interpreted to mean that the topic under study was of much concern to the stakeholders due to the declining performance in UCE in Yumbe district and respondents were interested in knowing the causes of declining performance.

Demographic characteristics of the respondents.

To justify that data was obtained from an authentic population, information was sought on the demographic characteristics of the respondents as follows (presented in percentages and frequencies).

Respondents according to school.

Table 4: Respondents according to school.

	Frequency	Percent
Valid Yumbe Town College	14	28.0
ARINGA S S	12	24.0
YUMBE S.S	13	26.0
GREEN VALLEY	11	22.0
Total	50	100.0

Source: Primary data

It can be observed from the statistics above that the respondents were almost evenly distributed among the selected secondary schools in Yumbe town council, Yumbe district. The above suggests that almost the same number of teachers were selected for this study purpose.

Respondents according to their level of qualification.

Table 5 Respondents according to the level of qualification.

	Frequency	Percent
Valid Diploma	28	56.0
Degree	20	40.0
Masters	2	4.0
Total	50	100.0

Source: Primary data

From the table most (56%) respondents had Diplomas, though 40% had Degrees and only 4% had Masters. It can be drawn from the above that most teachers in secondary

schools in the Yumbe district are diploma holders though a good percentage (44%) have degrees and masters.

Respondents according to gender.

Table 6 Respondents according to gender.

	Frequency	Percent
Valid Male	33	66.0
Female	17	34.0
Total	50	100.0

Source: Primary data

The majority (66%) of the respondents were males while 34% were females. The implication of the above is that there are more male teachers than female teachers in secondary schools in Yumbe district.

Teaching experience of the respondents.

Table 7 Teaching experience of the respondents.

	Frequency	Percent
Valid 0-5 yrs	6	12.0
6-10 yrs	20	40.0
11-15 yrs	9	18.0
16-20 yrs	10	20.0
21 and yrs above	5	10.0
Total	50	100.0

Source: Primary data

The table shows that there were more (40%) respondents with teaching experience in the range of 6-10 years, followed by 16-20 years (20%), 11-15 years (18%), 0-5 years and 21 years and above. The above statistics show

that generally, most teachers in secondary schools in Yumbe district are experienced teachers, capable of working to improve the performance of students based on the years of service as seen in Table 7.

Respondents according to age.

Table 8 Respondents according to age.

	Frequency	Percent
Valid 21-29 yrs	9	18.0
30-39 yrs	24	48.0
40-49 yrs	15	30.0
50 and above yrs	2	4.0
Total	50	100.0

Source: Primary data

There were more respondents (48%) in the age category 30-39 years than 40-49 years (30%), 2129 years (18%), and 50 and above years (4%). The implication of the above is that most teachers in Yumbe district secondary schools are middle-aged and youthful meaning they are

energetic and can improve academic performance if well motivated and other factors addressed.

Respondents according to other responsibilities.

Table 9 Respondents according to other responsibilities.

	Frequency	Percent
Valid HOD	11	22.0
DOS	4	8.0
Club Patron	8	16.0
DH/M	3	6.0
Others	24	48.0
Total	50	100.0

Source: Primary data

Majority (48%) of the respondents had other responsibilities other than heads of department (22%) directors of studies (8%), club patrons (16%), and deputy head teachers (6%). Interactions with head teachers showed that most teachers had other responsibilities like class teachers compared to a few who occupy administrative positions.

This section is a presentation of the analysis and interpretation of the views and opinions of respondents from the questionnaires, interviews documentary reviews, and observation.

The following is, therefore, the presentation of findings on the objectives in terms of percentages:

Presentation of findings on the objectives by percentage.

Teachers-based factors and academic performance.

Table 10 Summary of responses in %.

	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 an adequate workload.	36%	52%	4%	8%	-
5	The teachers give students ample time to practice/exercise	36%	40%	-	24%	-
6	The teachers keep a 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 a positive attitude to their work	38%	36%	6%	20%	-
10	The teachers adequately prepare before teaching	42%	20%	12%	26%	-

Sources: Primary data

The respondents were asked whether the teachers were all well trained and qualified, where the majority (82%) agreed, and only 18% disagreed. The above suggests that most teachers in secondary schools in Yumbe district are well trained and qualified and, 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, 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 who disagreed (40%). The implication of the above is that most teachers in secondary schools in Yumbe 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. A few like missing lessons coming late for lessons and even skipping 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.

The respondents were also asked whether the teachers were well motivated by the stakeholders where responses showed that the 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 fee 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 it.

On whether the teachers had an adequate workload, the majority (88%) of the respondents agreed. Only 8% disagreed and 4% were unsure. It can be observed from the above that the majority of secondary schools in Yumbe district follow the Ministry of Education and Sports policy on minimum and maximum workload to be carried by a teacher. "We allocate a 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, the 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 the apparatus was not enough for practicals.

An overwhelming majority (92%) of the respondents were of the view that the teachers kept a good record of the students' progress. The implication of the above is that the teachers in secondary schools in Yumbe district use the students' progress records 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 the 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 secondary schools in Yumbe 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 did 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 secondary schools in Yumbe district are always present at school much as some are 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 one deputy head teacher.

The majority (74%) of the respondents agreed that the teachers had a positive attitude towards their work although 20% refuted the view. It can be drawn from the above that teachers in secondary schools in Yumbe district have an 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 secondary schools in Yumbe 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 came to teach.

Test of hypothesis.

The researcher set out a research hypothesis that there was a positive relationship between teacher factors and academic performance in UCE under USE schools in Yumbe town council, Yumbe district. To establish the dimension of the relationship, a Pearson's correlation coefficient analysis was run as follows due to its ability to explain cause-effect relationships.

Table 11 Correlation Matrix.

		Teacher based factors	Academic performance
Teacher based factors	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

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

DISCUSSION.

The major findings were that: the majority (82%) of the teachers were well-trained and qualified, and most (62%) teachers were not well motivated by their stakeholders. Most (76%) teachers gave students ample time to practice/exercise and kept good records of their progress as shown by the 92% response rate. The teacher-student relationship was fairly good and most (54%) teachers were always present at school. Most (74% and 62%) teachers had positive attitudes towards their work and were adequately prepared before teaching.

The study found that the majority (82%) of the respondents were trained and qualified. The above suggests that most teachers in secondary schools in Yumbe district are well trained and qualified and, 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, science, technology, and Sports, save for a few who had just finished their courses from the Universities and Colleges. The above view is in line with the view that the quality and effectiveness of the educational system heavily depend on the quality of the teachers. This was noted by Pisa (2002) that qualified teachers are among the most valuable resources. They are the heart of the Educational system because they directly deal with the children in the teaching/learning process which has an impact on their performance.

Most (60%) respondents agreed that the teachers were interested in their work compared with those who disagreed (40%). The implication of the above is that most teachers in secondary schools in Yumbe 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.

The above echoes Gang et al (1998) who hold the view that the quality of the teacher's performance determines students' achievements. Factors like level of education/training, attitudes, motivation methods of teaching, experience, job satisfaction, job security, teacher-student relationship, etc. will determine the academic performance of the student.

The respondents were also asked whether the teachers were well motivated by the stakeholders where the responses showed that the 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. However, one head teacher retorted that he tries to provide the best welfare for the teachers but conditions at times do not allow it.

On whether the teachers had an adequate workload, the majority (88%) of the respondents agreed. Only 8% disagreed and 4% were unsure. It can be observed from the above that the majority of secondary schools in Yumbe district follow the Ministry of Education and Sports policy on minimum and maximum workload to be carried by a teacher. According to Maslow (1954), learning any subject matter depends on the way it is presented to the learner by his/her teacher. The teacher's input in this study refers to the professional competence, skills, and knowledge of the teacher and the ability to deliver the subject matter. These attributes can only be exhibited by well-motivated teachers in terms of basic salary and other non-monetary benefits as explained by Maslow, hence relevant to this study.

When the respondents were asked whether the teachers gave the students ample time to practice or exercise, the 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 the apparatus was not enough for practicals. The above also rhymes with the view of Maslow (1952) who called for the employment of the right person with the right talents to enable good performance. The researcher therefore contends with the view of Maslow that teachers need to be motivated to perform well, though there is a need for a self-drive and change of attitude on the part of the teachers at some times.

An overwhelming majority (92%) of the respondents were of the view that the teachers kept a good record of the students' progress. The implication of the above is that the teachers in secondary schools in Yumbe district use the students' progress records 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 the beginning of term and midterm. The above confirms the view that teachers interpret the aims and goals of education and ensure that the children are educated by them. Since quality output depends on quality input, the success and quality of any educational system depend on the quality of teachers' input into the system (Obadara, 2006). The concept of teachers' behavioral traits, teachers' productivity, and students' academic performance are multi-dimensional.

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 secondary schools in Yumbe town council, Yumbe 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 did 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 secondary schools in Yumbe Town Council, Yumbe district are always present at school much as some are absent themselves. The view was confirmed by most deputy head teachers interviewed. This therefore means that measures ought to be put in place by the top administrators to curb instances of teachers not being present at school by sanctions.

The majority (74%) of the respondents agreed that the teachers had a positive attitude towards their work although 20% refuted the view. It can be drawn from the above that teachers in secondary schools in Yumbe town council, Yumbe district have an 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 secondary schools in Yumbe 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 schemes and records of work. However, some students observed that some teachers indeed looked disorganized as they came to teach. Given the above Obadara (2006) observed that the influencing factors include quality and quantity of materials or inputs, rate of capacity utilization, the scale of aspirations, the nature of equipment, the attitude and skill level of the workforce, and motivation of the teachers interplaying with the effectiveness and efficiency of the management. How these elements interact has an important impact on the resulting productivity of the teachers and, the academic performance of students

CONCLUSION.

The findings made the researcher conclude that teacher factors are very important in influencing academic performance in secondary schools in Yumbe town council, Yumbe district.

However, the teachers needed to be fully motivated more by the stakeholders in the form of good pay, improving working conditions, and their welfare among others if better academic performance was to be achieved in the USE schools in Yumbe town council, Yumbe district.

RECOMMENDATIONS.

The Government of Uganda and school administrators should improve on the welfare of teachers in terms of pay, and 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 a good learning environment, hence the teachers need to ensure that they counsel and build good rapport with students to motivate them to learn.

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LIST OF ABBREVIATIONS.

BOG:	Board of Governors
CVI:	Content Validity Index
PTA:	Parents Teachers Association
NGO:	Non-Governmental Organizations
SESEMAT:	Secondary Science and Mathematics Teachers Programme
SPSS:	Statistical Package for Social Scientists
UCE:	Uganda Certificate of Education
UMI:	Uganda Management Institute
UNEB:	Uganda National Examinations Board
UNESCO:	United Nations Education Scientific Cultural Organization
UPE:	Universal Primary Education
USE:	Universal Secondary Education
US:	United States

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AUTHOR BIOGRAPHY.

Zubair Khamis Abdalah is a master's student in education planning and management.

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