Teachers' Competencies and Students' Academic Performance in Geography in Selected Private and Public Secondary Schools in Wakiso District

By

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2017/HD04/3339U

A Dissertation Submitted to the Directorate of Research and Graduate Training in Partial Fulfillment of the Requirements for the Award of Degree of Masters of Education in Educational Foundations of Makerere University

November, 2019

DECLARATION

I certify that this dissertation is a presentation of my original research work except where otherwise stated. Thus to the best of my knowledge, this work has never been submitted in any other academic institution for any award.

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APPROVAL

This dissertation is submitted for review after the guidance and supervision of;

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DEDICATION

This dissertation is dedicated to those who have helped me in my studies and have contributed in any way towards a successful completion of this work especially my mother Scolastic Kyolaba who has been there for me. Thank you Mummy for the good work, may you live longer to see your sweat.

ACKNOWLEDGEMENTS

‘One, who has a good support, does not need a mirror’. I credit my successful journey to all the persons near and dear to me, who have supported me whole-heartedly to submit my dissertation in this form. First and foremost, I wish to thank God for the strength, courage and wisdom He provided to complete this dissertation. It was a lengthy journey that would not have been possible without Him. I pray that the lord enables me to use the knowledge and wisdom that I have attained to serve and honour Him.

I am indebted to particular people who have contributed to the successful completion of this work. I express my immense gratitude to my supervisors Dr. Timothy Tebenkana and Dr. Bbuye Julian for their professional guidance throughout my study without their enormous contribution this work would never have been completed. They generously spared and dedicated their precious time to me. Thank you so much and may God bless the work of your hands! I express my heartfelt gratitude to my mother Kyolaba Scholastic for the motherly care and love that boosted my morale. I was ever motivated to proceed with my work. I am indebted to my wife for being patient with me while I was encroaching on your time busy writing my dissertation. Your love and care made me complete my work in time. I thank the administration of Trinity College Nabbingo for the financial support rendered to me, without your endless financial support, this work would not have been completed.

I thank the administration of Kasengejje Senior Secondary School, Sam Iga Memorial College, Nsangi Secondary School, Kinaawa High School Mugongo, Kazo Secondary School, Sumayya Girls High school, St. Mark’s College Namagoma and Trinity College Nabbingo for allowing me carryout a study in your schools and the entire students in those mentioned schools who accepted to participate in this study as respondents. The geography teachers, deputies of academics and directors of studies in the mentioned schools thank you so much for being part of

this study. Lastly but not least, I am very grateful to all my lecturers and classmates at Makerere University for the guidance and encouragement given to me as a student in this University. I extend my deepest regards and sincere thanks to Mr. Muweesi Charles Lwanga lecturer Busitema University for his valuable guidance and inputs throughout the entire journey of my course. Lastly, I express my heartfelt gratitude to Mr. Kawemba Julius Nyerere for proof reading my work, re-arranging the work and your academic guidance throughout the course especially with the knowledge of SPSS. I am grateful brother for your endless efforts, God bless the work of your hands!

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ABSTRACT

The purpose of this study was to establish whether there was a relationship between teachers' competencies and students' academic performance in Geography. The study was guided by three objectives, to examine the relationship between teachers' communication ability and students' academic performance in Geography. To find out the relationship between teachers' command of the subject matter and students' academic performance in Geography and to investigate the relationship between teachers' social support and students' academic performance in Geography as far as Wakiso district was concerned. A correlational, cross-sectional survey design was used to carry out the study. A sample of 44 respondents was selected to participate in the study. Data were collected with the use of questionnaires and interview guide. Frequencies and percentages were used to show the distribution of respondents on different items. Correlation and multiple regression were used to establish the relationships between the variables. Results indicate that there was a PLCC, r = 0.449 between students' academic performance and communication ability confirming a positive linear correlation between the two variables. Results further indicate that there was a PLCC, r = 0.499 between students' academic performance and command of subject matter. Results also indicated that there was a PLCC, r = 0.538 between students' academic performance and social support. The researcher concluded that teachers' communication ability, subject command and social support had a positive significant influence on students' academic performance in Geography. The study recommended teachers' communication abilities should be developed such as accents, clarity, pronunciations to improve academic performance in Geography. Teachers of Geography should also maintain a high degree of geography knowledge through internet search to improve practical areas like photograph interpretation, should also involve in teacher development workshops to improve their Geography knowledge to boost students' academic performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Borders of Science are expanding day by day, technology changes rapidly and 21st Century, which is the age of knowledge, more are expected from individuals respectively. Education sector needs to be in reconciliation with technology and must form competitive individuals in order to adapt to these rapidly changing conditions. In this respect, the role of teacher in education gets more and more important, which is the fundamental factor of the education system since the quality of education and Students' academic performance are directly proportionate to qualities of teachers and their qualification (Karademir, 2016). Hence, a need to investigate the relationship between teachers' competencies and students' academic performance. This chapter covers the background, the statement of the problem, purpose of the study, objectives, research questions, research hypotheses, the scope and the significance of the study are all covered in the section.

1.1 Background

1.1.1 Historical perspective

Students' academic performance is very instrumental for the success of any academic institutions. However, various schools have faced a challenge of poor students' academic performance as portrayed by the recent past academic records. For instance according to academic years 2003 to 2017, many students have been performing very poorly, which made them fail to qualify for advanced secondary education and Tertiary education. Such as the examples in one of the selected secondary schools in Wakiso, district as shown in Table 1.

Table 1.1: Overview of UCE performance 2003-2017

Grade	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
One	12	28	15	33	25	31	31	37	37	33	60	52	59
Two	36	39	43	50	61	53	53	57	72	60	66	65	58
Three	28	46	43	57	49	54	54	47	41	38	39	55	41
Four	06	32	56	65	42	32	32	27	25	21	25	39	37
Seven	01	00	00	01	00	02	02	01	01	00	00	02	00
Nine	01	02	04	02	0	01	00	01	00	00	00	02	00
Total	**84**	**147**	**161**	**208**	**178**	**172**	**172**	**170**	**176**	**152**	**190**	**214**	**195**

Source: Academics office (one of the selected schools) 2005 -2017.

In relation to the above table, in 2005 only 14.2% in grade one, 2006 19% in grade one, 2007 the worst performance only 9.3% obtained grade one and 34.7% in 4thgrade. In 2008, 15.8% in grade one and 31.3% in grade four. In 2009 only 14% in grade one, 2010 18% in grade one, 2011 18% grade one, 2012 21.7% obtained division one, in 2013 only 21%, in 2014 21.7% grade one, in 2015 about 31.6% in 1st grade, 2016 24.2% in grade one and in 2017 out of 195 candidates 30.2 obtained 1st grade and 19% in grade 4. Poor academic performance in this case is manifested between 2008 and 2017 characterized with many students obtaining grade 4, 7 and 9 Geography among the contributing disciplines to this poor performance since it is one of the compulsory subjects at lower secondary level of education.

Examining the relationship between students' academic performance and the factors that affect their performance is very crucial for the purpose of this study. Three teacher's competencies are isolated among other factors that have a relationship with students' academic performance such as teachers experience; motivation, intellectual ability, level of qualification, attitude to teaching, student motivation, study environment, age and social-economic status as very crucial in this study. In history, various studies have examined the concept of academic performance among students in many places of the world. For example, Muzenda (2013) conducted a study on teachers' competences and students' academic

performance among students from a private higher education and training institutions in Ekurhuleni District, Gauteng province, South Africa, the results indicated that the teachers' competencies such as subject knowledge, teaching skills have a significant positive influence on student's academic performance.

Wamala and SSeruwagi (2013) conducted a study that investigated the influence of teacher competence on academic achievement of sixth grade students in Uganda. The results showed that students' high academic achievement in reading and numeracy was significantly associated with higher teacher competence in the same disciplines. Rilwani, Akahomen and Gbakeji (2014) carried out a study on teachers attributes in secondary school and students' attrition in Esan local Government area, Edo state Nigeria. Structured questionnaires were used to collect data on teachers' attributes. Results revealed that students' poor grades in Geography was due low quality of Geography teachers, which translate in to poor teaching resulting into poor academic performance. Akinleke and Olaitan (2018) carried out a study on how perceived teachers' competencies and perceived classroom environment affect academic performance. 260 randomly selected final year National Diploma (ND2) students of Federal polytechnic in Ilaro, Ogun State Nigeria were involved in the study. The study concluded that there was a statistically significant correlation between Teachers' competencies and students' academic performance.

Unfortunately, none of the studies has looked at the relationship between teachers' competencies and students' academic performance in both private and public secondary schools in Wakiso district which gap this study needed to fill. Furthermore, none of these studies focused on lower secondary level of education. Two studies focused on tertiary level of education while the one carried out in Uganda focused on primary level of education. Hence, this justified the need for a similar study to be conducted in Private and Public secondary schools in Wakiso District.

1.1.2 Theoretical perspective

This study was underpinned on Theory of Goal Setting and Task Performance. The theory was used to relate teacher's competencies that is to say; communication ability, command of the subject matter and social support to teaching with student's academic performance. Edwin Locke and Gary Latham developed goal-setting theory in 1990. Goal Setting Theory refers to the effects of goals on subsequent performance. The theory asserts that there is a relationship between goals and performance. Research supports predictions that the most effective performance seems to result when goals are specific and challenging. When they are linked to teachers' communication. Subject matter and on results and create commitment and acceptance, goals have a pervasive influence on teacher's behavior and academic performance (Locke & Latham, 2002).

People like managers widely accept goal setting as a means to improve and sustain performance (Dubrin, 2012). Based on hundreds of studies, the major finding of goal setting is that individuals who are provided with specific and difficult but attainable goals, perform better than those given easy, nonspecific or no goals at all (Latham, 2003). The theory was chosen for this study because it can help teachers to enhance their competencies such as communication, interpersonal abilities through setting specific, desirable difficult but attainable and achievable goals leading to self-efficacy and better students' performance (Dubrin, 2012, Greenberg, 2011 & Newstrom, 2011).

1.1.3 Conceptual perspective

In this study, academic performance is a dependent variable and teachers' competencies are the independent variables. Hoskins and Crick (2008) define competence as a complex combination of knowledge, skills, understanding, values, attitudes and desires which lead to effective embodied human action in the world. Powell (2014) defines competence as an

individual that is causally related to effective or superior performance, these characteristics include, enduring traits, self-concepts, values, knowledge and skills that can be assessed and differentiated. According to Ciechanowska (2010), a competent teacher is the one who possesses rich knowledge and teaching skills, is reflective, factual, informed, open, creative and communicative. Ekeke (2013) stress that teacher's competence is the right way of conveying units of knowledge of content, process, methods and means of conveying content.

Teacher's competence also refers to the ability of the teachers to help, guide and counsel his or her student to achieve high grade. While Brisbane (2004) defines communication ability as a skill that includes the mixture of verbal and non-verbal interpersonal and physical strategies needed to interact confidently and effectively with a range of a big audience. For the purpose of this study, the researcher adapted the operational definition of communication ability from Makerere University Questionnaire for Evaluation of Teaching effectiveness of staff (Makerere University, 2008). Communication ability was operationalized as teachers' preparation to teach, clarity in the presentation, clear explanation of the subject matter, proper use of illustrations, expression with ease and being loud and clear in the teaching/learning process. The instrument was adapted to measure teachers' communication ability.

Whereas Aretorn (2012) defines command of the subject matter as the ability to know the concepts and facts of the subject as well as to understand the structures of the subject. For the purposes of this study the researcher adapted the operational definition of command of the subject matter from Makerere University Questionnaire for Evaluation of Teaching Effectiveness of Staff (Makerere university, 2008) that operationalized command of the subject matter as demonstration of experience in teaching, giving a variety of examples, clear explanation of the subject matter, review of the previous lesson taught and the amount of the subject matter given by the teacher.

On other hand, Roth (2004) defines social support as those resources perceived to be available that provide emotional support, feelings of esteem and being loved, whether from family, partner, friends, care providers and the peers. Cooper (2011) defines social support as the relationships that provide or can potentially provide material and interpersonal resources that are of value to the recipient such as counselling, sharing of tasks and responsibilities. For the purpose of this study the researcher adapted the operational definition of social support from Makerere University Questionnaire for Evaluation of Teaching Effectiveness of Staff (Makerere University, 2008) that operationalized social support as allowing students to participate in a lesson, encouraging classroom discussions, accepting students' questions in class, giving advice and offering guidance and counselling to students.

Natahe, Donelson, Jeni and Baumeister (2004) define academic performance as how well a student does in school as measured by grade point average, while Litmanen, Hirto (2014) define academic performance as obtaining good or bad grades in school. Peggy and Jairo (2015) define academic performance as the outcome measure that encompasses student's performance in academic domain of educational institutions. Gbati (1988) academic performance refers to the numerical scores of students' knowledge that measure the degree of a student's adaptation to academic work and to the educational system.

In academic institutions, academic performance is the outcome of educational goals that are achieved by either students or teachers for instance how well a student meets standards set out by local authority or by the institution itself. Hughes (2004) defines academic performance as how students deal with their studies and how they copy with or accomplish different tasks given to them by their teachers. Hatcher and Prul (1996) define academic performance as the ability to study and remember facts and being able to communicate your knowledge verbally or down on paper. They argue that it is a process where students' success in school is measured to determine how they stand up to others in the

same areas. Tinto (1993) defines academic performance as a longitudinal process of interactions between individual students' attributes for example skills, financial resources, dispositions, intentions and commitment., and characteristics of other members of both the academic and social systems of the institution .Kyoshaba (2009).Academic performance is characterized by performance on tests associated with coursework and performance of students on other types of examinations. Klobal and Musek (2001) define academic performance as the self-perception and self-evaluation of one's objective academic success (Wikipedia, 2013). Academic performance is the outcome of education.

Javanthi, Balakrishnan, Lim, Ching, Noor and Nasirudeen (2014) define academic performance as the overall performance in each year that culminates in a Grade Point Average (GPA). They add that GPA score should take in to account students' performance in tests, coursework and examinations. It is the extent to which a student, teacher or institution has achieved their educational goals. In this study, academic performance was operationalized in terms of how well one performs in school courses such as Geography, History, English, and Math among others. In this study, academic performance is defined as students' regularity and punctuality at school and their achievement in classroom exercises, beginning of term exams, mid-term exams, end of term exams, end of year exams and UNEB results.

1.1.4 Contextual perspective

The teaching of geography in Uganda is covered as one of the compulsory disciplines at lower level. At primary level is taken as Social Studies and at lower level it is taken as two separate papers namely Geography 273/1 and Geography 273/2. Then Geography stands as a subject on its own right at the advanced level and tertiary levels. Whereas the UNEB syllabus 2010, argues that at O-level Geography should be visualized as a vehicle for aiding a student to think, reason, and logically articulate through practical aspects like photograph-

interpretation, fieldwork, statistics and map work. Therefore, the limitation of the syllabus is the lack of emphasis on the use of real life situations conceptualization of the content as well as analysis by the students, which is far from call by UNEB to use sound statistical practical reasoning. It is therefore undoubtedly the case that teachers need knowledge of geography content in order to teach it and many researchers have found it challenging to establish the relationships between measures of teachers' content knowledge and students' achievement.

However, in Wakiso district the contents of the course that are taught reflect the emphasis that is placed on teaching geography theoretically (UNEB, 2015). Therefore, there is little concern towards using data, maps, pictures, in daily life. As in case with Wakiso District, Geography in schools is taught by teachers who have content knowledge to teach it but hardly ever had an opportunity to train and develop sound knowledge on the principles and concepts underlying good practices of teaching .Geography in Wakiso district schools is often taught by rote directly from pamphlets and notes discussed only during the geography time allocated on the school time tables and yet pamphlet based teaching does not offer challenges to students since learners' experiences are not used. Reports from UNEB (2014 and 2015) indicate that learners commonly attempt questions in Geography but end up getting minimal scores in the questions, outlining Wakiso as one of the most affected districts.

A table showing academic performance in (UCE) Geography in one of the selected secondary schools in Wakiso district (2014-2017).

Table 1.2: Aacademic performance in Geography (UCE) in one of the selected schools

YEARS	GRADES									TOTAL	%
	D1	D2	C3	C4	C5	C6	P7	P8	F9		
2014	4	6	19	24	32	26	25	74	87	297	29.2
2015	1	1	7	19	23	35	49	108	90	333	27.0
2016				1	3	17	27	122	133	303	43.9
2017						1	7	53	242	303	79.9

Source: Academic office of one of the selected secondary schools in Wakiso (2014-2017)

Data in Table 1.2 above, shows that in 2014 out of 297 who sat geography 87 got F9s (29.2%) 2015 out of 333 students 90 obtained F9s (27.0%) in 2016, out of 303 students 43.9% got F9s while in 2017 out of 303 242 (79.9%) got F9s. This decreasing trend in geography performance in one of the selected secondary schools is interpreted as very poor academic performance in Geography. Hence it is therefore upon this background that the proposed study took place in Wakiso district one of the districts in Uganda where Geography is consistently reported to be poorly done in most of the secondary schools (UNEB, 2013). Therefore examining the relationship between students' academic performance and teachers competencies was very crucial in this study to find out if there was a significant relationship between the variables. Furthermore, to find out if these were the causes of the poor students' academic performance in Geography.

1.2 Statement of the Problem

The importance of a good academic performance in any institution will never be disputed. It is a fundamental premium by which all teaching-learning activities are measured (Adedeji, 2009). It is an important determinant of any academic institution's success (Suki, Thania & Mira, 2011). While poor academic performance leads to bad reputation of any academic

institution (Koroma 2014; Oseiwu, 2015). Unfortunately in the teaching of practical geography in schools like school X, Y and Z there is no emphasis on the application of the specific skills to conceptualize and interpret data, statistical graphs, map work, photograph interpretation and fieldwork in real life situations, the same applies to other aspects such as physical geography.

Reports from UNEB (2013, 2014 and 2015) the teaching of geography even in Wakiso district though indicated as one of the best performing districts, geography is not performed well as a subject. What appears to be on the ground is that geography is taught as a discipline on the curriculum by teachers who have content to teach it but hardly ever had an opportunity to develop sound practical knowledge based on the principles and concepts underlying the teaching of practical areas for example statistics, map work, photograph-interpretation and fieldwork. Reports from Uganda National Examinations Board (2014 and 2015) confirm that Geography is badly done due to poor map and sketch drawing skills, inability to deal with statistical problems and representing such statistics using line and bar graphs and pie-charts. Continued use of pamphlets by teachers and students lead to giving of outlines when an explanation or a description is required thus poor academic performance in geography.

Reports released by UNEB (2005; 2006; 2007; 2009; 2010; 2012; 2014 and 2015) indicated that high failure rates by students for example in 2006 the mean score in geography was as low as 34.6%, in 2007 was 37.7%, in 2009 it was 41.3%, 2010 was 49.6% and 48.8% in 2014.At distinction level, 1.7% scored distinctions in geography in 2015 and only 0.3% in 2014. At credit level 46.4% in 2015 and only 27.9% in 2014.Those who scored passes constituted a greatest percentage for instance 77.5% in 2015 scored passes and 49.8% in 2014. The current status of teaching Geography is far from satisfactory. It is not known whether despite other variables, teachers' competencies is one of the factors that have a

relationship with students' academic performance in Geography neither is it known that teachers competencies if manipulated could yield good students' academic performance in Geography.

There was an important urge to address the need for good competencies among the teachers because it appears poor students' academic performance has multiplier effects and could lead to poor education standards, education wastage such as dropping out of school, poor schools reputation. Students' academic performance was compromised hence an urgent need for this study. Therefore, this study sought to establish the relationship between teachers' competencies and students' academic performance in Geography in selected private and public secondary schools in Wakiso district.

1.3 Purpose of the study

The purpose of this study was to establish a relationship between teachers' competencies (communication ability, command of subject matter and social support) and the students' academic performance in Geography among students in selected secondary schools in Wakiso district.

1.4 Objectives of the study

i. To examine the relationship between teachers' communication ability and students' academic performance in Geography in Wakiso district.
ii. To find out the relationship between teachers' command of the subject matter and students' academic performance in Geography in Wakiso district.
iii. To investigate the relationship between teachers' social support and students' academic performance in Geography in Wakiso district

1.5 Research Hypotheses

i. Teachers' communication ability is positively related to students' academic performance in geography in Wakiso District.

ii. Teachers' command of subject matter in geography is positively related to students' academic performance in Wakiso District.

iii. Teachers' social support is positively related to students' academic performance in geography in Wakiso District.

1.6 Scope

The study was conducted in secondary schools in Wakiso district, one of over 127 districts in Uganda, in Busiro and Kyadondo counties, Kira, Nangabo, Busukuma, Nagalabi, Kisubi and Mbogo counties. This district is large enough and is one of the best performing districts in the country. In content, the study focused on examining how teacher competencies (communication ability, command of the subject matter and teachers' social support affect academic performance of geography in selected private and public secondary schools in Wakiso district.

1.8 Significance

Many studies had been carried out about teachers' competencies and students' academic performance but none of them had been conducted in selected secondary schools in Wakiso. Thus theoretically, the study results hopefully would stimulate critical thinking and spur more studies to be conducted on issues concerning teachers' competencies and students' academic performance not only in selected schools but also globally.

Practically the study results would purportedly increase awareness among the key stakeholders who deal with improvement of education quality, career development and

teacher education at the ministry of education and schools academic board. On the relationship between teachers' competencies and students' academic performance.

Hopefully these study results would lead to formulation of better policy issues concerning development of teachers' competencies and students' academic performance that will help to bring about good students' academic performance in geography

The results would also be used as a source of reference for other researchers interested in the field of teachers' competencies and students' academic performance in geography.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical review, the conceptual framework and the review of the related literature. The theoretical review gives the theories that were used to connect the independent variables (teachers' competencies) and dependent variables (students' academic performance). The conceptual framework gives the imagined interrelations between the variables. Then literature related to teachers' competencies like communication ability, command of the subject and social support in relation to students' academic performance is also presented.

2.1 Theoretical Review

This study was underpinned on the Goal Setting and Task Performance Theory. The theory was adopted to relate teachers' competencies that is to say, communication ability, and command of subject matter and social support to teaching with students' academic performance. Edwin Locke and Gary Latham developed goal-setting theory in 1990. The theory emphasizes the important relationship between goals and performance. Research supports predictions that the most effective performance seems to result when goals are specific and challenging. Goals have a pervasive influence on employee behavior and performance in organizations and management practice (Locke & Latham, 2002). Managers widely accept goal setting as a means to improve and sustain performance (Dubrin, 2012). Based on hundreds of studies, the major finding of goal setting is that individuals who are provided with specific and difficult but attainable goal perform better than those given easy, nonspecific or no goals at all.

However, individuals must have sufficient ability, accept goals and receive feedback related to performance (Latham, 2003). According to the theory there appear to be two cognitive determinants of behavior, values and intention (goals). Locke and Latham postulate that the form in which one experiences one's values create a desire to do things consistent with them, which boosts performance. Goals motivate people to develop strategies that will enable them perform at the required goal levels. Accomplishing the goal can lead to satisfaction and further motivation or frustration and lower motivation if the goal is not accomplished.

According to Dubrin (2012), Greenberg (2011) and Newstrom (2011), goals need to be specific ,Research indicates that specific goals help to bring about other desirable attitudes such as reducing absenteeism, tardiness and turn over (Locke & Latham, 2012). Goals must be difficult but attainable, this leads to self-efficacy (Bandura, 1997).In academic environment, the theory postulates that all students, no matter their age, gender, socio-economic status possess inherent growth tendencies for example, intrinsic motivation that provide motivational foundation for their high quality classroom engagement. The theory also emphasizes that goals motivate people to develop strategies that can enable them perform at required goal levels.

The theory was used since it asserts that if students possess inherent psychological needs when appreciated and supported by social context and their teachers for example use various competencies such as goal setting are fully capable of energizing their engagement in class, which improves on their academic performance (Button, Mathieu & Zajac, 1995; Vandewalle, 2001; VandeWalle, Brown, Cron and Slocum, 1999; VandeWalle, Cron & Slocum, 2001; Van Y Peren & Janssen, 2002). It has been noted in this study that just as goal setting is important to student performance so are students' motivation and good performance. Both sets of characteristics help to explain the reasons why students perform or

fail to perform in school related tasks. Therefore, by using goal-setting theory this could bridge the gap.

2.2 Conceptual Framework

Figure 1 shows conceptual framework relating teachers' competencies including communication ability, command of the subject and social support to teaching in relation to students' academic performance. The concepts of independent variables were adapted from the research instrument Makerere University questionnaire for evaluation of teaching effectiveness of staff (Makerere University 2008).

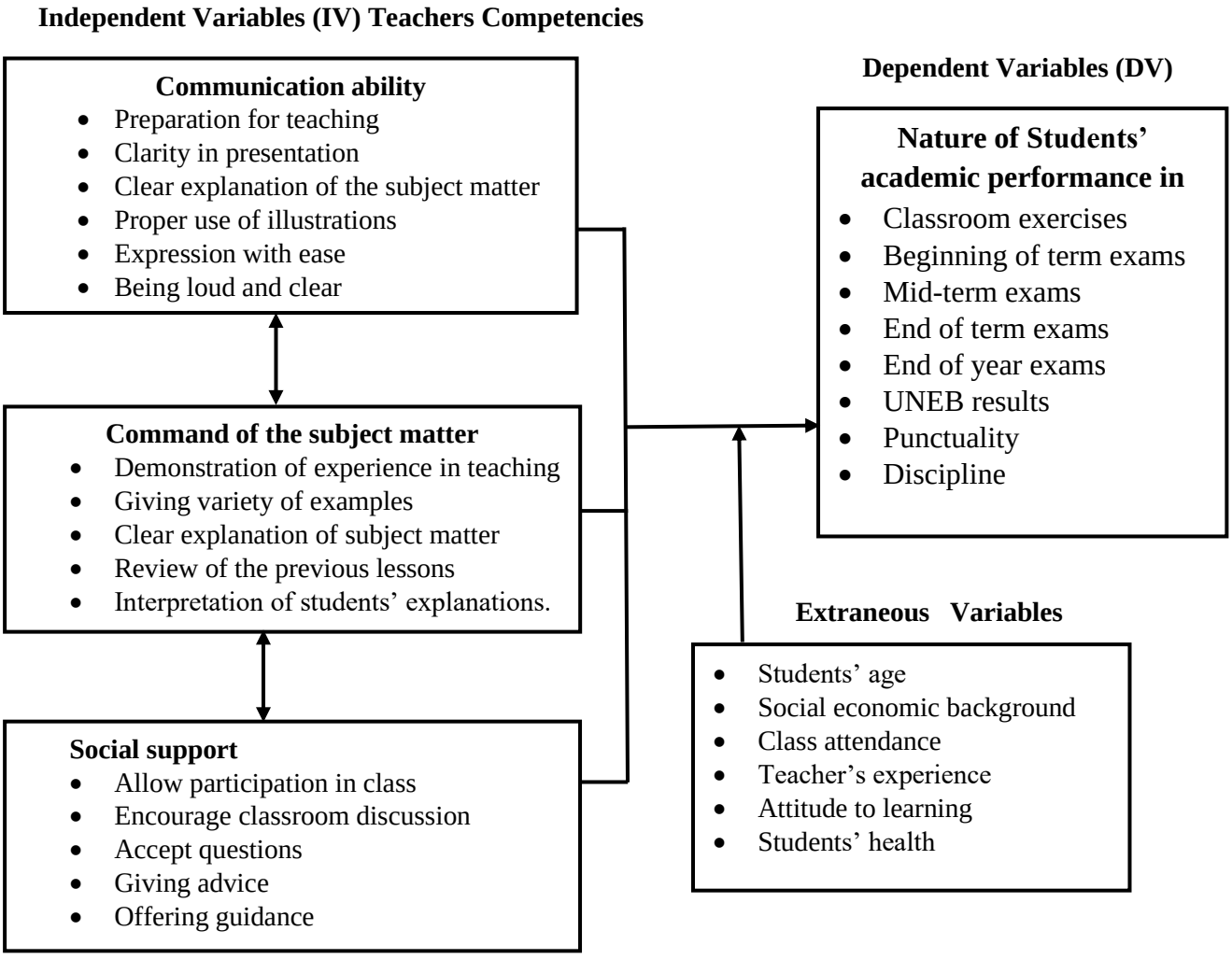

Figure 2.1: Conceptual Framework about teachers' competencies and students 'performance

Source: Adapted from Research instrument Makerere University questionnaire for Evaluation of teaching effectiveness of Staff (Makerere University 2008).

Figure 2.1, shows the relationship between each independent variable (IV) with the dependent variable as suggested by the directions of the arrows in the figure. Each variable is conceptualized with various characteristics for instance; communication ability (IV1) has six characteristics such as being loud and clear, clarity in the presentation, preparation for teaching, clear explanation of the subject matter, clear use of illustrations and expression with

ease. Command of the subject matter (IV2) has five characteristics these include; quality of the subject matter given, clear explanation of subject matter, giving variety of examples, demonstration of experience in teaching and review of the previous lesson.

Social support (IV3) has five characteristics, offering guidance and counseling in and outside the class, giving advice, accept questions, encourage classroom discussions and participation in class. Students' academic performance (DV) has nine characteristics; classroom exercises, beginning of term exams, midterm exams, end of term exams, end of year exams, UNEB results, regularity, punctuality and discipline. Extraneous variables are also identified which may affect students' academic performance like the age, socio-economic background, class attendance, health, attitude towards learning and teachers' experience. If these variables are not controlled, they may interfere with the results of the study. The researcher controlled the effect of the extraneous variables by randomly selecting students because randomization according to Amin (2005) is one of the ways used to control many extraneous variables.

2.3 Review of the Related Literature

2.3.1 Teachers' communication ability and students' academic performance

Several studies were conducted relating teachers' communication ability to students' academic performance. Some of them were Melissa (2016), Adekeyo (2012), Prasetio, Azis, Fadhilah and Fauziah (2017) Akiri and Ugborugbo (2018) Nurzal and Khairu (2009) and Buris (2015). For example, Nursal and Khairu (2009) carried out a study on the effects of the classroom communication on students' academic performance of a group of transfer of students in American Degree transfer program in Sunway University. The results indicated that accomplishing competence in oral communications is imperative in ensuring that

students perform well academically, hence a correlation between oral communication and students' academic performance.

Akiri and Ugborugbo (2018) carried out a study on the influence of teachers' classroom effectiveness on academic performance in public secondary schools in Delta state Nigeria. It was descriptive in nature and involved 979 teachers drawn from 72 out of 361 public secondary schools in Delta state. The results showed that effective teachers produced better performing students. Melissa (2016) carried out a study on how oral communication influences academic performance in at international Islamic university of Malaysia. They found out that there was no direct correlation between effective classroom communication and students' academic performance. Olusegun (2012) investigated a study on the perception of teachers and students on the relationship between teachers' communication ability and students' academic performance in selected secondary schools in Ijebu-ode state in Nigeria. It adopted a descriptive design and administered 250 questionnaires on 80 teachers and 170 students. The data collected were analyzed using descriptive statistics and hypotheses were tested at 0.05 levels of significance using Chi-square and t-test statistical tools. They found out that hereditary, mannerism, accents are important determinants of teachers' communication that influence students' academic performance.

Burris (2015) conducted a study on determining whether a link exists between the academic performance of Mississippi public school and school administrators use of persuasive communication techniques in communication. The study found out that there was statistically significant correlation between the frequency of using persuasive communication and academic performance in Mississippi public school. Prasetio, Azis, Fadhilah and Fauziah (2017) carried out a study on the relationship between lecturers' professional competency on students' academic performance in higher education Indonesia. The findings show that professional competency does not have a significant relationship with students' academic

performance. However, none of these studies was carried out in Uganda and this made it necessary for a similar to be carried out in Uganda in selected secondary schools in Wakiso to examine the relationship between teachers' competencies and students' academic performance. Furthermore four studies found a positive relationship between variables and two did not, hence a need to establish a relationship further.

2.3.2 Teachers' command of subject matter and student's academic performance

Some studies have been carried out relating teachers' command of subject matter and students' academic performance such as Kamani, Kara and Njagi (2013), Nbina (2012), Aina, Kola, Ayodele and Olu (2018), Karademir (2019), Langsajo (2014), Olanipekun, Shola, Aina and Kola (2014). For example, Olatunji and Babatunde (2010) studied teachers'' attributes as correlates of students' academic performance in Geography in Secondary schools in Ondo state, Nigeria. The results showed positive relationship between teachers' attributes measured in terms of knowledge of subject matter, communication ability and students' academic performance. Aina, Kola, Ayodele and Olu (2018) conducted a study on teachers' competencies characterized by the ability to conceptualize subject content in Kaduna state Nigeria and this was related to students' academic performance. The results indicated that teachers' competencies did not affect academic performance.

In addition to that, Nbina (2012) conducted a study on teachers' competence and students' academic performance in senior secondary chemistry. A random sampling technique was used to select 6 secondary schools in Tai local government area of River state Nigeria. 200 students, 20 teachers, 6 principals were used in the study. Survey design was adopted and data were analyzed using Pearson product moment correlation and t-test. Results revealed that there was a significant relationship between the teachers' command of the subject matter and students' academic performance in chemistry. Chemistry students taught

by the qualified teachers performed significantly better than those taught by unqualified teachers.

Also, Kamani, Kara and Njagi (2013) carried out a study on teachers' factors influencing students' academic performance in secondary schools in Nyandarua county Kenya.153 teachers were selected randomly from 18 schools and in 3 districts. Linear regression and one-way ANOVA were used to test the relationship between the variables at $p<05$.The study found out that teachers' factors like age, gender, command of subject matter, professional qualification and teaching experiences were not significantly related to academic achievement. Karademir (2019) conducted a study on competency levels of geography students in their fields of study.650 senior geography students in 10 different universities in Kahramanmaras Turkey were involved in a study .The results of the study showed that sufficient level of knowledge in this field constituted statistically significant difference according to variables such as academic achievement, participation in social activities and field study. Increasing level of participation in the field study influences positively the levels of competence and performance.

Langsajo (2014) carried out a study on the relationship between subject matter of lecturers in the University of Gambia. The survey method was used and the findings show that there is a positive relationship between the teachers' subject knowledge in teaching and learning process and directly influences academic performance. Olanipekun, Shola, Aina and kola (2014) carried out a study on teachers' self-efficacy and pedagogical content knowledge and their influence on learners' academic performance in Nigeria. The results indicated that both constructs are very important because through these, teachers are more resilient in their teaching and persist in difficult time to assist all students reach their academic potential. All the studies mentioned above unfortunately were carried out outside Uganda and this left a gap to examine the relationship between teachers' command of the subject matter and students'

academic performance in selected secondary schools in Wakiso. Seven of the studies used, five found a significant relationship between teachers' command of the subject matter and students' academic performance and the two did not and some studies were pre-secondary level of education while others were post-secondary hence an urgent need to conduct a similar study.

2.3.3 Teachers' social support and student's academic performance

Some researchers such as Akinleke and Olaitan (2018), Ogbeide and Chinwuba (2016), Wanyama, Simatwa and Okwach (2018) Chaudhry and Berhanu (2011), Adeyemi and Adeyemi, Abisola and Babatunde (2014) Hanem, Reem and Awany (2012), Guadalupe,Beatriz and Liporace (2018) Jayanthi, Balakrishnan, Chang, Latiff and Nasirudeen (2014), Sarwat and Shafi (2018) among others studied a relationship between the two variables. Jayanthi, Balakrishnan, Chang, Latiff and Nasirudeen (2014) conducted a study on factors influencing the academic performance of students in a tertiary institution in Singapore. Semi structured questionnaires were administered to 144 students. Students cumulative Grade Point Average (CGPA) was a measure of academic performance. The results showed that factors such as gender, nationality of students and co-curricular activities affected students' academic scores. Ogbeide and Chinwuba (2016) carried out a study on the relationship between social support and academic performance among Madonna University students. 270 students participated in the study. Results of correlation analysis indicated that there was a positively significant relationship between social support and academic performance (r =0.88).These results validate the positive linear relationship between social support and academic performance.

Hanem, Reem and Awany (2012) studied the moderating effect of social-support on stress and academic performance among the nursing students of medical surgical nursing

department college, Tanta University Egypt a sample of 47 students was used. The study found out that social support significantly moderated the relationship between the perceived stress, academic stress and academic performance. Wanyama and Okwach (2018) conducted a study on school administrators and how they influence students' academic performance by use of instructional supervision, teacher motivation, teaching learning resources and physical facilities in Emuhaya and Vihinga secondary schools. The study revealed that school administrators' contribution to teaching learning process was significant and affects students' academic performance. Adeyemi and Adeyemi, Abisola and Babatunde (2014) carried out a study on personal factors as predictors of students' academic performance in southwestern Nigeria. The study employed the ex post facto design using a survey design and multiple regression model. The study found out that a number of personal factors like students' interest, home environment, and parental support were significant predictors of students' academic performance.

Besides, Guadalupe, Beatriz and Liporace (2018) conducted a study on perceived social support and it's relation to academic achievement in a sample of 760 Argentinean college students. The findings showed that women perceived significantly more support than men from all sources except from teachers. Both males and females perceived more support from best friends or boyfriends and identified teachers. Akinleke and Olaitan (2018) carried out a study on how perceived teachers' competence and perceived classroom environment affect academic performance.260 randomly selected final year National Diploma (ND11) students of Federal Polytechnics Ilaro, Ogun state Nigeria involved in the study. The findings showed that there was a statistically significant interaction between classroom environment and students' academic achievement. Sarwat and Shafi (2018) carried out a study on the impact of perceived teachers' competencies on students' performance moderated by perceived class environment. The study constituted of 500 students (250 male and 250

female) taken from public and private schools from rural areas of Dokota town Pakistan. The results indicated that perceived teachers' competencies predicted the students' performance but did not predict the perceived class environment. Further results indicated that there is no mediation and moderation effect of class environment on the relationship between teachers' competence and students' performance.

Meanwhile Chaudhry and Berhanu (2011) conducted a study on factors affecting students 'quality of academic performance, a case of secondary school level from metropolitan city of Pakistan. The respondents of this study were 10^{th} grade students, 300 male and 300 female. A survey design was used. Standard t-test and ANOVA were applied to investigate the effects of different factors on students' achievement. The study revealed that socio-economic status and parent's education have a significant effect on students' overall academic achievement in subjects of mathematics and English. The study context and research samples left a gap of teachers' social support and students' academic performance, private and public secondary schools in Wakiso not addressed, thus there was a need for the study to be carried out.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the research design, study population, sample size and distribution, data collection instruments, quality of the tools for collecting data, procedure for collecting data, data processing and analysis.

3.1 Research Design

This study was a correlational, cross-sectional survey. A survey design was opted for because a large number of respondents were used. It was cross-sectional because data was collected once and for all in respect of reducing costs and time. The study was further correlational because it involved relating variables that is teachers' competencies i.e. teachers' social support, teachers' communication ability, teachers' command of the subject matter and students' academic performance. The study majorly took on the quantitative paradigm because the variables were measured with numbers and analyzed with statistical procedures as per (Creswell, 2009).

3.2 Study Population

The target population was the Geography teachers in the selected secondary schools. 44 teachers were used including the classroom teachers, heads of department, deputy headteachers and headteachers Teachers were chosen because they teach the students and they are responsible for the good or poor students' academic performance and the researcher wanted to relate teachers' competencies; for instance the command of the subject matter, communication ability, social support with students' academic performance.

3.3 Sample Size

The sample size and the criteria for selecting the sample size was as follows, Krejcie and Morgan (1970)'s Table of Sample Size Distribution.

Table 3.1: Showing sample size

Category of respondents	Target Population	Sample Size
Teachers	44	40
Students	80	66

3.4 Sampling Techniques

Stratified random sampling strategy was used since it guards against bias as far as the stratification variable for instance (gender in this study is concerned). Individual teacher respondents were selected at random basing on those who were available during the data collection period. Purposive random sampling was considered for the students to be interviewed.

3.5 Data Collection Methods

The study being majorly Quantitative in nature, it used the survey method because a large number of respondents were considered. Consequently, a self-administered questionnaire was used looking at its advantage of covering a large number of respondents at a low cost (Odiya, 2009; Bordens & Abott, 2008). The interview method was also used where some details of data from students were required. This was intended to draw more information from students, which may not have been collected using questionnaires.

3.6 Tools for Collecting Data

Orodho (2004) defines a questionnaire as an instrument used to gather data, which allows a measurement for or against a particular viewpoint. He emphasizes that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time Khan (1993) observes that questionnaires enable the person to administering them to explain the purpose of the study and to give meaning of the items that may not be clear. The researcher used a self-administered questionnaire to collect data from the teachers because the population was literate, large and the time for collecting data was limited. The tool was backed by a cover letter requesting teachers to give their responses on their teaching competencies and students' academic performance. It had two sections, section A about the background variables comprised of seven items and section B comprised of three subsections highlighting the three independent variables. The first independent variable (IV1) communication ability had six items; command of the subject matter (IV2) had five items while social support (IV3) had five items. Items in section B were adapted from Makerere University (1998) Research instrument for Evaluating Teaching Effectiveness of staff. Section C was qualitative in nature since teachers were required to give an overall view of their assessment of their competencies on students' academic performance. This was intended to draw more information from students, which may not have been captured in the first items of each subsection in section B of the questionnaires. The information about the dependent variable (DV) academic performance was obtained from the students' academic records, which was provided, by the subject teachers and academics office.

3.7 Quality of the Tool for Collecting Data

3.7.1 Validity

Is the degree to which results obtained from data actually represent the phenomenon under the study (Mugenda and Mugenda, 2003). The tool was therefore designed to collect valid data since all the items in the conceptual framework were reflective of items in the tool. Furthermore, to ensure validity, the researcher made sure that the questions therein matched with the study conceptual framework. The researcher's supervisors validated the instrument by evaluating the relevance, wording and clarity of items in the tool. The instrument was revised until the content validity index is at least 0.7. This is because 0.7 is the least content validity index recommended in survey studies (Amin, 2005).

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared item valid}}{\text{Total number of items}}$$

$$\frac{26}{27}$$

$$0.963$$

Since the computed CVI is above the standard 0.7 value, then this implies that the instrument was highly valid for the study.

3.7.2 Reliability

Refers to the consistency of a measure. For example, a person stepping on a weighing scale several times, the scale should give the same reading each time. If different values were obtained, such a scale would not be considered reliable. Therefore, to ensure reliability, respondents reliably answered the items for each section requiring ticking of an alternative of choice with ease. After data collection, confirmatory factor analysis and reliability analysis were done to ensure validity and reliability. The statistical package for social scientists

(SPSS) aided the process. The interview was also reflective of the questions in the questionnaires hence collecting relevant data. This ensured consistency and dependability (Amin, 2005). The researcher conducted a pilot study before actual data collection. Thereafter, compute the Cronbach Alpha value. Table 3.2 shows pertinent results:

Table 3.2: Reliability indices for the respective sections of the questionnaire

Variable	Description	Construct	No of items	Cronbach alpha
Dependent	Teacher performance		9	0.834
Independent	Teacher competencies	Command of subject matter	5	0.662
		Communication ability	5	0.736
		Social support	6	0.771

According to Table 3.2, all constructs had their Cronbach Alpha values above 0.5 for example teacher performance ($\alpha = 0.834$), command of subject matter ($\alpha = 0.736$), communication ability ($\alpha = 0.662$) and social support ($\alpha = 0.771$). This suggests that questionnaire was highly reliable for the study.

3.8 Research Procedure

The researcher obtained an introductory letter from Dean School of education, Makerere University introducing him to heads of institutions of selected schools. This helped the researcher to secure permission to conduct a survey in different secondary schools selected. While at selected schools, headteachers introduced the researcher to deputies' academics and

directors of studies who in turn introduced him to different teachers of geography. The questionnaires were distributed to various geography teachers in the eight selected private and public secondary schools. The answered questionnaires were after collected and returned to the researcher. Data on academic performance (DV) were collected from respective subject teachers, class teachers, director of studies and deputy headteachers in regard to discipline, punctuality, regularity, UNEB results, end of year exams, end of term exams, beginning of term exams and classroom exercises

3.9 Data Analysis and Processing

The data collected were processed and analyzed. Data processing involved data coding before entering it into the computer. Data were entered into the computer using statistical package for social sciences (SPSS) for storage and generation of summary frequency tables and other descriptive statistics as well as histograms. Inferential data analysis involved the testing of the hypotheses. The initial data analysis was based on relative frequencies or valid percentages from frequency tables and descriptive statistics as well as histograms. At bivariate and multivariate levels, teachers' competencies (communication ability, command of subject matter and social support) were correlated with students' academic performance using Karl Pearson's linear correlation coefficient t test.

3.10 Ethical Considerations

The researcher sought approval and permission from the relevant sources right from Makerere University. An introductory letter was obtained from the office of the Dean, School of Education, College of Education and External Studies; it was presented to the respective authorities in the selected schools, and read to all the respondents. Next to this, participants were fully informed regarding the objectives of the study, while they were reassured that their

answers were treated as confidential and were used only for academic purposes and only for the purposes of the particular research. Except from the above, participants were not harmed or abused, both physically and psychologically, during the conduction of the research. In contrast, the researcher attempted to create and maintain a climate of comfort. In any case, confidential information and situations where respondents do not want to disclose their names was respected with considerable integrity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents the description of background of respondents, dependent variable, independent variable and ends with testing of pertinent hypotheses. In the study, the sample size was 44 Geography teachers and 43 teachers returned the questionnaires fully completed, implying a response rate of over 99%.

4.1 Description of Respondents' Background

In this Section, distribution of respondents by category (i.e. sex, marital status, academic qualification, position held, length of service, school ownership, school category and school status) is reported.

Table 4.1: Distribution of School by nature

School nature	Number	Percentage
Boarding	1	12.5
Day	3	37.5
Mixed	4	50.0
Total	**8**	**100.0**

The data in Table 4.1 shows that one of the schools (13%) was boarding, three schools (38%) were day schools while four schools (50%) were both boarding and day schools This means that Wakiso District has both day and boarding schools.

Table 4.2: Distribution of School by type

School Type	Number	Percentage
Public	4	50.0
Private	4	50.0
Total	**8**	**100.0**

The data in Table 4.2 shows that four schools (50%) were public schools (government managed) while four schools (50%) were private. This means that public and private secondary schools in Wakiso District were equally represented in the study.

Table 4.3: Distribution of Respondents by Sex

Sex	Frequency	Percentage
Male	30	69.8
Female	13	30.2
Total	**43**	**100.0**

The data in Table 4.3 shows that the male respondents dominated the sample contributing almost 70% of the total respondents, while the female contributed the least (30%). This suggests that the majority of the geography teachers in secondary schools of Wakiso District were males. However, the male dominance in terms of numbers is not surprising considering that historically; the Ugandan education system has been characterized by a dominant boy child enrolment.

Table 4.4: Distribution of Respondents by Marital Status

Marital status	Frequency	Percentage
Married	33	76.7
Single	10	23.3
Total	**43**	**100.0**

The data in Table 4.4 shows that the majority of respondents were married with 77% while the single teachers were the minority (23%) suggesting that most of the teachers in secondary schools in Wakiso District are married. This is not surprising considering that by the time one joins secondary school teaching; one is mature enough to be married. This could explain why the majority are married. This implies that the majority of geography teachers in secondary schools of Wakiso District are married.

Table 4.5: Distribution of Respondents According to Academic Qualification

Educational Level	Frequency	Percent	Cumulative Percent
Diploma	15	34.9	34.9
Bachelors	22	51.2	86.1
Masters	6	13.9	100
Total	**43**	**100.0**	

The data in Table 4.5 shows the majority (51%) of respondents was of Bachelor's degree holders, 35% of the teachers had Diplomas while 14% had Masters Degrees. Cumulatively, the majority (86%) of the geography teachers in secondary schools of Wakiso District had

Bachelor's degrees and below implying that most respondents were qualified secondary school teachers. This is not surprising taking into account that academic qualifications are a major consideration for employment of academic staff in an education institution where the minimum qualification for a secondary school teacher is a Diploma. This suggests that the majority of geography teachers in secondary schools of Wakiso District are graduate teachers.

Table 4.6: Distribution of Respondents by Position Held in the School

Position held	Frequency	Percentage
Classroom teacher	30	69.8
Heads of Department	5	11.6
Deputy head teacher	4	9.3
Head teacher	4	9.3
Total	**43**	**100.0**

The data in Table 4.6 shows that the majority (70%) of the respondents were just mere classroom teachers, 12% were Heads of Department while the Deputy Head teachers and Head teachers had similar numbers of (9%) implying that many of the respondents are classroom teachers. This is not surprising because subordinates are always the majority. This suggests that, many of the respondents were classroom teachers.

Table 4.7: Distribution of Respondents by Length in Service

Length of service	Frequency	Percent	Cumulative percent
Below five years	5	11.6	11.6
Between five and ten years	30	69.8	81.4
Over ten years	8	18.6	100.0
Total	**43**	**100.0**	

The data in Table 4.7 shows that the majority of the respondents (70%) had taught for a period of between five and ten years, 12% had taught for period below five years while 19% of the respondents had been in the teaching profession for over ten years. Cumulatively, almost 74% of the respondents had taught for a period of ten years and below implying that the majority of teachers had enough teaching experience.

4.2 Description of the Dependent Variable: Academic Performance

Academic performance, the dependent variable in the study was conceptualized into several academic performance practices (i.e. performance in classroom exercises, beginning of term exams, mid-term exams, end of year exams and UNEB exams). Academic performance was broken into ten questions, nine of which were quantitative and one qualitative question asking respondents about their comments on academic performance in their schools. The said nine quantitative questions asked of geography teachers in secondary schools of Wakiso District to rate themselves in terms of student's academic performance. Responses were based on a Likert scale ranging from one which represented very poor, two for poor, three for undecided, four for good and five for very good. Table 4.8 gives descriptive statistics there from:

Table 4.8: Descriptive Statistics on Respondents' Self-Rating on Students' Academic Performance

Academic Performance	Very poor	Poor	Undecided	Good	Very good	Mean	Standard Deviation
Daily class work	3 (7.0%)	3 (7.0%)	8 (18.6%)	20 (46.5%)	9 (20.9%)	3.71	.904
Regular class work	2 (4.6%)	4 (9.3%)	1 (2.3%)	20 (46.5%)	16 (37.2%)	3.69	.890
Reading skills	8 (18.6%)	3 (7.0%)	3 (7.0%)	23 (53.5%)	9 (20.9%)	3.25	1.115
Writing skills	3 (7.0%)	9 (20.9%)	6 (14.0%)	14 (32.6%)	11 (25.6%)	3.48	.936
Beginning of term exams	5 (11.6%)	2 (4.7%)	4 (9.3%)	17 (39.5%)	18 (41.9%)	3.56	1.135
Midterm exams	5 (11.6%)	2 (4.7%)	1 (2.3%)	19 (44.2%)	16 (37.2%)	3.63	1.063
End of term exam	1 (2.3%)	2 (4.7%)	8 (18.6%)	14 (32.6%)	18 (41.9%)	3.96	.962
End of year exams	1 (2.3%)	1 (2.3%)	6 (14.0%)	25 (58.1%)	10 (23.3%)	3.99	.941
UNEB final exams	1 (2.3%)	3 (7.0%)	7 (16.3%)	12 (27.9%)	20 (46.5%)	3.80	.871

The data in Table 4.8 gives views of how geography teachers in secondary schools of Wakiso District rated themselves on students' academic performance. It was revealed that all the nine quantitative questions used to measure students' academic performance in said schools had higher cumulative percents lying on the side that represents good levels of students' academic performance. For example, regarding UNEB final examinations, the table shows cumulatively 32 teachers (74%), the majority revealed their students performed well in the UCE examinations, cumulatively, and 4 teachers (9%) reported poor performance by their students while 7 teachers (16%) were undecided about their students' performance. This suggests good

levels of students' academic achievement. This good rating is confirmed by the fair mean value 3.71 thus corresponding to good levels of students' academic performance.

About performance in end of year examinations, cumulatively, 35 teachers (81%) reported that their students performed well in these exams. A total of 6 teachers (16%) were undecided about the matter while cumulatively, 2 teachers (5%) argued that their students performed poorly in the end of exams. Such findings indicate good levels of academic achievement. This good rating is confirmed by the fair mean value 3.69 thus corresponding to good levels of students' academic achievement. Regarding end of term examinations, cumulatively, 34 teachers (74%) indicated that their students had good scores. A total of only 8 teachers (19%) did not have anything about the question while cumulatively, 3 teachers (7%) reported poor performance from their students.

Looking at midterm examinations, cumulatively, 35 teachers (81%) were happy with the students' achievement levels in midterm exams. Only one teacher (1%) remained silent about the matter while cumulatively, 11 teachers (16%) were not happy with students' performance in midterm examinations. Cumulatively, 35 teachers (81%) revealed that their students performed well during beginning of term examinations. A total of 4 teachers (9%) remained neutral about the statement while cumulatively, 7 teachers (over 16%) were not happy with students' performance in the beginning of term examinations. These empirical findings suggest good levels of students' performance in midterm and beginning of term exams.

Referring to writing skills, cumulatively, 25 teachers (58%) agreed that their students had good writing skills. 6 teachers (14%) were undecided while cumulatively, 12 teachers (28%) revealed that their students had poor writing skills. Cumulatively, 30 teachers (74%) reported that their students have good reading skills, three teachers (7%) did not show a side while cumulatively, and eight respondents (16%) reported poor reading skills from their

students. Such findings show that students have good reading and writing skills that help them to enhance their academic achievement in geography. Focusing on regular class work, cumulatively, 29 teachers (71%) reported that their students did their class work well. four respondents (7%) were undecided while cumulatively, 16 teachers (12%) revealed that students never did class work.

The above results regarding students' academic performance in geography in the selected secondary schools of Wakiso District are actually in agreement with the means whose values were above three for all the seven of the nine items used to measure academic performance (Table 4.8).

4.3 Variation of the Dependent Variable with Background Variables

This Section presents how academic performance varied with; sex, marital status, academic qualification, position held, length of service, school ownership, school category and school status.

4.3.1 Variation of academic performance with school nature

This subsection was interested in finding out whether academic performance varied with school nature. Table 4.9 gives the descriptive statistics and ANOVA results on the same:

Table 4.9: Descriptive statistics and ANOVA on how academic performance varied with School nature

School Nature	Frequency	Mean	Std. deviation	F	Sig.
Boarding	1	3.88	0.61	0.79	0.50
Day	3	3.98	0.56		
Mixed	4	3.97	0.60		
Total	**8**	**3.93**	**0.59**		

The data in Table 4.9 suggest that schools did not differ in students' academic performance in geography regarding to their nature with equal means (almost 4.00). To test whether the differences were significant, the F value as 0.79 was considered, whose Sig. = 0.50 which is more than $\alpha = 0.05$, hence the research hypothesis is rejected that school nature does not have any significant effect on academic performance of students in geography at the five percent level of significance.

4.3.2 Variation of teacher performance with school type.

To find out whether students' academic performance in geography varied with school type, a student's two-sample t-test was done and the results are displayed in Table 4.10:

Table 4.10: Descriptive statistics and students two sample t-test on how academic Performance varied with school type

School Type	Frequency	Mean	Std. deviation	T	Sig. (2-tailed
Public	4	3.75	0.56	-1.71	0.09
Private	4	3.86	0.61		
Total	**8**	**3.56**	**0.55**		

The data in Table 4.10 suggests that private schools rated themselves higher on students' academic performance in geography with mean = 3.86 compared to public schools with mean = 3.75. To test whether school type affected students' academic performance in geography, the t value = -1.71 was considered and its calculated Sig. = 0.09 which is greater than $\alpha = 0.05$ hence the null hypothesis is accepted that there is no significant difference in students' academic performance in geography with regards to the type of the school at the five percent level of significance.

4.3.3 Variation of academic performance with sex of respondents

This subsection is interested in establishing whether sex of the teacher varied with students' academic performance in geography. Table 4.11 shows pertinent results of the students' two sample t-test results done to establish the correlation:

Table 4.11: Descriptive statistics and student's two-sample t-test on how teachers' sex varied with students' academic performance

Sex	Frequency	Mean	Std. deviation	T	Sig. (2-tailed)
Male	30	3.96	0.59	-0.64	0.96
Female	13	3.91	0.58		

The data in Table 4.11 suggests that male teachers rated themselves higher on performance with mean = 3.96 than female teachers (mean = 3.91). To test whether sex of teacher affected students' academic performance, the t value –0.64 was considered and its Sig. = 0.96 which is greater than $\alpha = 0.05$ hence acceptance of the null hypothesis that sex of the teacher does not affect students' academic performance in geography at five percent level of significance.

4.3.4 Variation of students' academic performance with teacher's marital status

To find out whether students' academic performance varied with teachers marital status, a student's two-sample t-test was done and the results are displayed in Table 4.12:

Table 4.12: Descriptive statistics and students two sample t-test on how teacher performance varied with marital status

Marital status	Frequency	Mean	Std. deviation	T	Sig. (2-tailed
Married	33	3.86	0.56	-1.71	0.09
Single	10	3.99	0.61		

The data in Table 4.12 suggests that single teachers rated themselves higher on students' academic performance with mean = 3.99 compared to the married with mean = 3.86. To test whether marital status affected students' academic performance in geography the t value = -1.71 was considered and its calculated Sig. = 0.09 which is greater than $\alpha = 0.05$ hence the null hypothesis is accepted that there is no significant difference between teachers marital status and students' academic performance in geography at the five percent level of significance.

4.3.5 Variation of students' academic performance with teachers academic qualifications

The study was interested in establishing whether student's academic performance in geography varied with teacher's academic qualification. Table 4.13 shows descriptive statistics and ANOVA results on how student's academic performance varied with teachers' academic qualifications:

Table 4.13: Descriptive statistics and ANOVA results on how student's academic performance varied with teacher's academic qualification

Teachers Academic qualification	Frequency	Mean	Std. deviation	F	Sig.
Diploma	15	3.99	0.53	3.91	0.02
Bachelors	22	3.94	0.57		
Masters	6	3.63	0.70		
Total	**43**	**3.93**	**0.59**		

The data in Table 4.13 suggests that there was a very slight difference between levels of teacher's academic qualification and student's academic performance in geography. Teachers with Diploma and those with Bachelor's Degrees rated themselves highest on students' academic performance in geography with means = 3.99 and 3.94 respectively. Teachers with Masters Degrees rated themselves lowest on performance with mean = 3.63. However, to establish there are variations in students' academic performance in geography with regards to teachers academic qualification, F value = 3.91 was considered with a Sig. 0.02. Since the Sig. = 0.02 is less than $\alpha = 0.05$, the null hypothesis is rejected and the research hypothesis that teachers academic qualification has a significant effect on students' academic performance in geography at the five percent level of significance.

4.3.6 Variation of student's academic performance with teacher's position held in the school

This subsection was interested in verifying whether student's academic performance in geography varied with teacher's position held in the school. Table 4.14 shows pertinent descriptive statistics and ANOVA results on how students' academic performance varied with teacher's position held:

Table 4.14: Descriptive statistics and ANOVA on how student's academic performance varied with teacher's position held

Positions held	Frequency	Mean	Std. deviation	F	Sig.
classroom teacher	30	4.02	0.55	1.21	0.30
Head of department	5	3.99	0.63		
Deputy head teacher	4	3.83	0.59		
Head teacher	4	3.78	0.69		
Total	**30**	**3.93**	**0.59**		

The data in Table 4.14 suggests that classroom teachers related themselves highest on student's academic performance in geography with a mean value of 4.02 and standard deviation of 0.55. However, considering the F value = 1.21 whose Sig. = 0.30 is greater than $\alpha = 0.05$, therefore, the null hypothesis is accepted that teachers position held do not significantly affect students' academic performance in geography at the five percent level of significance.

4.3.6 Variation of student's academic performance with teacher's length of teaching

This study was interested in verifying whether student's academic performance in geography varied with of teacher's length of teaching. Table 4.15 shows pertinent descriptive statistics and ANOVA results on how teacher performance varied with length of teaching:

Table 4.15: Descriptive statistics and ANOVA results on how student academic performance varied with teacher's length of teaching

Teachers Length of teaching	Frequency	Mean	Std. deviation	F	Sig.
Below five years	5	3.90	0.52	0.17	0.84
Between five and ten years	30	3.94	0.60		
Over ten years	8	3.95	0.60		
Total	**43**	**3.93**	**0.59**		

The data in Table 4.15 suggests that student's academic performance in geography did not differ greatly with teacher's length of teaching with means (3.90, 3.94 and 3.95). To test whether teachers length of teaching affects students' academic performance in geography, F value = 0.17 was considered whose Sig. = 0.84 which is greater than $\alpha = 0.05$. Hence, the null hypothesis is accepted that teacher's length of teaching does not affect student's academic performance in geography at the five percent level of significance.

4.4 Independent Variable: Teachers' Competencies

The independent variable, teachers' competencies was conceptualized as communication ability, command of the subject matter, and social support.

4.4.1 Teachers' Communication Ability and Students' Academic Performance

The first objective of the study was to examine the relationship between teachers' communication ability and students' academic performance in Wakiso District. Communication ability was further conceptualized as preparation for teaching, clarity in presentation, clear explanation of the subject matter, proper use of illustrations, expression

with ease and being loud and clear. Thus using five quantitative questions, respondents rated themselves on the five aspects of communication ability based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.16 shows pertinent frequency tables and means:

Table 4.16: Descriptive Statistics on Respondents' Self-Rating on communication ability

Communication ability	**Very rarely**	**Rarely**	**Undecided**	**Regularly**	**Very regularly**	**Mean**	**Standard Deviation**
I use loud and clear language while in class	6 (14.3%)	8 (19.0%)	5 (11.9%)	13 (31.0%)	10 (23.8%)	3.62	1.203
I hold productive conversations about geographical ideas with my students.	4 (9.8%)	9 (22.0%)	3 (7.3%)	11 (26.8%)	14 (34.1%)	3.18	1.438
I use geographical language which is easier in a variety of ways for my students	4 (9.3%)	3 (7.0%)	2 (4.7%)	15 (34.9%)	19 (44.2%)	3.65	1.355
I show high level of clarity in the presentation of the subject matter	8 (18.6%)	8 (18.6%)	1 (2.3%)	15 (34.9%)	11 (25.6%)	3.36	1.316
I give a variety of examples and experiences in the teaching of geography	8 (18.6%)	3 (7.0%)	7 (16.3%)	12 (28.0%)	13 (30.2%)	2.75	1.346

The data in Table 4.16 gives views of how geography teachers in the secondary schools of Wakiso District rated themselves on communication ability in their schools as they perform their duties. It was revealed that all five quantitative questions used to measure communication ability had higher cumulative percents lying on the side that represents good levels of communication ability. For example, looking at item "I use loud and clear language while in class," cumulatively, the majority, 23 teachers (almost 55%) supported the statement. A total of 5 teachers (almost 12%) were undecided while cumulatively, 14 teachers (over 33%) disagreed with the question. This means that the majority of the geography teachers use loud and clear language while in class. Cumulatively, 25 teachers (almost 61%) revealed that they hold productive conversations about geographical ideas with their students. Only 3 teachers (over 7%) remained silent about the matter while cumulatively, 13 teachers (almost 32%) reported that they do not hold productive conversations about geographical ideas with my students.

Referring to item "I use geographical language which is easier in a variety of ways for my students," cumulatively, 34 teachers (over 79%) supported the statement. This shows that teachers use geographical language which is easier in a variety of ways for their students. Only 2 teachers (almost 5%) were neutral while cumulatively, 7 respondents (over 16%) disagreed with the issue. Cumulatively, 26 respondents (almost 61%) argued that they show high level of clarity in the presentation of the subject matter. Only 1 respondent (over 2%) never took a side is regarding the statement in question while cumulatively, 16 respondents (over 37%) revealed that they do not show high level of clarity in the presentation of the subject matter. Cumulatively, 25 teachers (over 58%) reported that they give a variety of examples and experiences in the teaching of geography. These statistical findings suggest that geography teachers in the secondary schools of Wakiso District have good communication abilities.

The above results regarding communication abilities are actually in agreement with the means whose values of most items were above three (Table 4.16). For example, item "I use geographical language which is easier in a variety of ways for my students," scored highest with mean value = 3.65 and standard deviation = 1.355 which implies that teachers use geographical language which is easier in a variety of ways for students' understanding. Item "I give a variety of examples and experiences in the teaching of geography" scored lowest with mean = 2.75 and standard deviation = 1.346 which suggests that teachers try and give a variety of examples and experiences in the teaching of geography. To give an overall picture of how teachers rated themselves on communication abilities in their schools, an average index ("CommA" to imply communication abilities) was computed from the five quantitative questions in Table 4.15 and Table 4.17 giving pertinent descriptive statistics:

Table 4.17: Common Descriptive Statistics on Respondents' Self-Rating on communication abilities

Statistics		**Value**
Mean		3.32
95% Confidence Interval	Lower	3.17
	Upper	3.46
Median		3.29
Standard Deviation		0.76
Minimum		1.00
Maximum		4.86
Range		3.86
Skewness		-0.41

The data in Table 4.17 shows that respondents ratings on communication abilities was average with (mean = 3.32 and median = 3.29) with opinions ranging from 3.17 to 3.46at the 95 percent confidence level. Despite the good rating, Table 4.17 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 4.86. This gave a wide disparity as reflected by a high range of 3.86. Secondly, there was similarity in respondents' opinions regarding their communication abilities (small deviation value = 0.76) suggesting that respondents' views regarding communication abilities do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of communication abilities was at 3.86 and is supported by the aforementioned standard deviation (0.76). Also from Table 4.17, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness value = -0.41) that is to say their opinions were centrally located. To check whether the index "CommA" was normally distributed, a histogram thereof was constructed as shown in Figure 4.1:

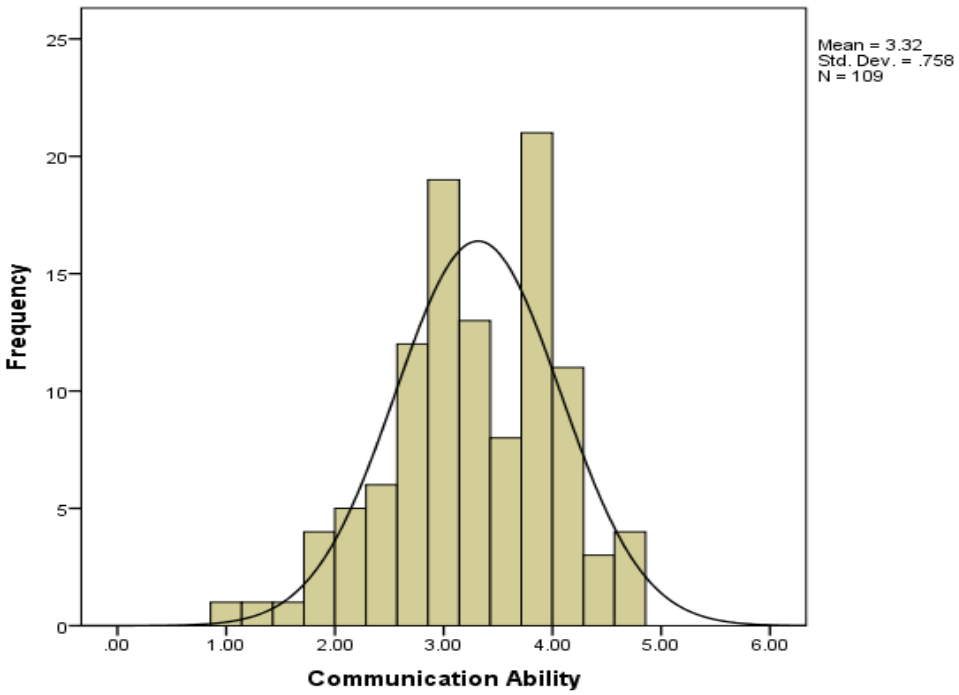

Figure. 4.1: Histogram and Curve Showing Normal Distribution on Communication Ability

Figure 4.1 confirms the normality suggested when all items in Table 4.17 were aggregated into one average index (CommA). The quantitative are supported by the qualitative findings, which suggest high levels of communication abilities. For example, several school administrators interviewed reviewed that;

> "Indeed some teachers are audible enough and use learner friendly Language leading to a good academic performance''. One of the administrators in school W one of the public secondary schools in Wakiso district."

Generally, students in schools W, X, Y and Z that are public government schools through interviews revealed that their teachers use loud and clear language, use a variety of examples statistical diagrams, maps and photographs thus aiding their understanding of geographical facts.

However, in school S one of the private schools in Wakiso district teachers' communication ability is not effective. Administrators revealed that;

> "Students miss out spelling of some words and sometimes the flow of work in books is not okay which has affected academic performance."

In schools T, U, and V, which are private schools, had similar responses, through interviews, they revealed that though teachers' communication is good majority of their students have a poor language background and it is a struggle for teachers to communicate effectively with learners, which has affected academic performance.

Students who were interviewed for example in school S confirmed that;

> "My teacher does not explain most of the time she tells our fellow students to explain and we do not understand". "She has some difficulties in pronunciation of some words."

In other private schools, selected T, U and V students had similar responses. Through interviews students revealed that their teachers communicate to class with ease, loud and clear, use geographical maps, photographs and other illustrations thus aiding their understanding of geography content. These views plainly show that administrators and students rated their geography teachers' communication ability as good in both private schools and public schools in Wakiso district. However, some students especially in private schools such as school S had divergent views that their geography teachers do not clearly explain and most of the time they use students to explain to their fellow students affecting their academic performance.

4.4.2 Teachers' Command of the Subject Matter and Students' Academic Performance

The second objective of the study was to find out the relationship between teachers' command of the subject matter and students' academic performance in Wakiso District.

Command of the subject matter was further conceptualized as demonstration of experience in teaching, giving variety of examples, clear explanation of subject matter, review of the previous lessons and quantity of the subject content given. Thus using six quantitative questions, respondents rated themselves on the six aspects of command of the subject matter based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.18 shows pertinent frequency tables and means:

Table 4.18: Descriptive Statistics on Respondents' Self-Rating on Command of the subject matter

Command of the subject matter	Very rarely	Rarely	Undecided	Regularly	Very regularly	Mean	Standard Deviation
I use proper illustrations including diagrams ,statistical graphs, photographs and marks while teaching	8 (18.6%)	7 (16.3%)	4 (9.3%)	10 (23.3%)	14 (32.6%)	2.85	1.434
I know and I use definitions of terms and I use them correctly	7 (16.3%)	1 (2.3%)	2 (4.7%)	17 (39.5%)	16 (37.2%)	3.20	1.276
I choose useful examples while teaching	5 (12.5%)	3 (7.5%)	2 (5.0%)	19 (47.5%)	11 (27.5%)	2.60	1.291
I interpret student's explanations to the whole class while teaching	2 (4.8%)	7 (16.7%)	8 (19.0%)	15 (35.7%)	10 (23.8%)	4.18	.909
I provide quality and valid notes to students	8 (18.6%)	8 (18.6%)	1 (2.3%)	15 (34.9%)	11 (25.6%)	3.36	1.316
I review the previous lesson	8 (18.6%)	3 (7.0%)	7 (16.3%)	12 (28.0%)	13 (30.2%)	2.75	1.346

The data in Table 4.18 gives views of how geography teachers in the secondary schools in Wakiso District rated themselves on command of subject matter in their schools. On item "I use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching," cumulatively, many of the teachers (56%) agreed that they use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching. A total of 4 teachers (9%) were undecided while cumulatively, 15 teachers (35%) did not support the

statement. Cumulatively, the majority of the teachers (77%) revealed that they know and they use definitions of terms and they use them correctly. Only 2 teachers (5%) remained silent about the question while cumulatively, 8 respondents (19%) disagreed knowing and using definitions of terms and using them correctly. These findings suggest that teachers know and use definitions of terms and use them correctly.

Cumulatively, the majority of the teachers (75%) agreed they choose useful examples while teaching. Only 2 teachers (5%) remained neutral while cumulatively, only 8 teachers (20%) did not choose useful examples while teaching. This suggests good command of subject matter. This good rating is also supported by the mean value in Table 4.19. The majority of respondents (52%) interpreted student's explanations to the whole class while teaching while 38 respondents (31%) did not interpret student's explanations to the whole class while teaching. These results show good levels of command of subject matter. To give an overall picture of how geography teachers rated themselves on command of subject matter in their schools, an average index ("CommSM" to imply command of subject matter) was computed from the four quantitative questions in Table 4.18 and Table 4.19 giving pertinent descriptive statistics:

Table 4.19: Common Descriptive Statistics on Respondents' Self Rating on command of subject matter

Statistics		Value
Mean		3.19
95% Confidence Interval	Lower	3.02
	Upper	3.36
Median		3.00
Standard Deviation		0.92
Minimum		1.00
Maximum		5.00
Range		4.00
Skewness		0.13

The data in Table 4.19 shows that respondents ratings on command of subject matter was average with (mean = 3.19 and median = 3.00) with opinions ranging from 3.02 to 3.36 at the 95 percent confidence level. Despite the average rating, Table 4.20 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 4.00. Secondly, there was similarity in respondents' opinions regarding their command of subject matter (small deviation value = 0.92) suggesting that respondents' views regarding command of subject matter do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of supervision was at 4.00 and is supported by the aforementioned standard deviation (0.92). Also from Table 4.19, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness value = 0.13) that is to say, their opinions were centrally located. To check whether the index "CommSM" was normally distributed, a histogram thereof was constructed as shown in Figure 4.2:

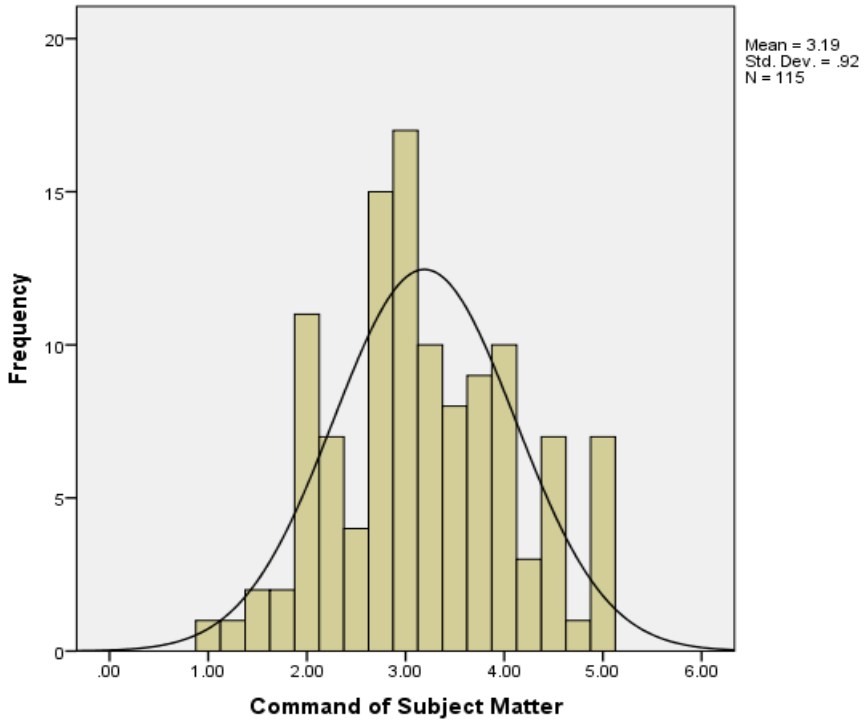

Figure. 4.2: Histogram and Curve Showing Normal Distribution on command of subject matter

Figure 4.2 confirms the normality suggested when all items in Table 4.19 were aggregated into one average index (CommSM). The quantitative are supported by the qualitative findings which suggest high levels of supervision. For example, several school administrators interviewed reviewed that;

> "Most teachers have a good command of the subject matter and so have effectively taught the students." One of the administrators in school X reviewed this.

Students in school X added that;

> "The teacher has a good command of the subject matter because he gives examples, and reviews the previous lessons to make us link the old to the new lesson."

Students in schools W, X, Y and Z revealed a good command of the subject matter by their geography teacher. While in private schools S, T, U and V for example in school T administrator reviewed that;

> "Sometimes some of our teachers really do not have a good command of the subject content which disadvantages our learners especially in the areas of practical- Geography such as map work, photographic interpretation and fieldwork resulting into poor grades."

In other private schools such as S, U and V administrators revealed that always teachers relate to their environment and have the knowledge of the subject matter. Using interviews in schools such as S, U and V, students reviewed that most of the time their geography teachers use examples, explain notes, use proper illustrations and review the previous lessons thus aiding their easy understanding of the geography content hence good academic performance.

Such views clearly indicate that students and administrators rated their teachers' command of the subject matter as good. However some respondents negatively rated their teachers on some aspects of not having mastered practical parts of geography particularly map work, photograph interpretation and fieldwork for example in private schools such as school T. This view shows that teachers in school T need to improve in practical areas to boost academic performance.

Teachers' Social Support and Students' Academic Performance

The third objective of study was to investigate the relationship between teachers' social support and students' academic performance in Wakiso District. Social support was further conceptualized as allow participation in class, encourage classroom discussion, accept questions, giving advice and offering guidance. Thus using seven quantitative questions, respondents rated themselves on the seven aspects of social support based on Likert's scale

ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.20 shows pertinent frequency tables and means:

Table 4.20: Descriptive Statistics on Respondents' Self Rating on Social support

Social Support	Very rarely	Rarely	Undecided	Regularly	Very regularly	Mean	Standard Deviation
I reward for the student's academic performance	2 (5.6%)	4 (11.1%)	2 (5.6%)	16 (44.4%)	12 (33.3%)	3.17	1.392
I accept my students' suggestions	4 (9.5%)	6 (14.3%)	1 (2.4%)	17 (40.7%)	18 (42.9%)	3.79	1.032
I take interest in the personal problems of my students	5 (11.6%)	5 (11.6%)	1 (2.3%)	19 (44.2%)	13 (30.2%)	4.00	0.947
I have an open conversation with my students	2 (4.7%)	8 (18.6%)	3 (7.0%)	15 (34.9%)	15 (34.9%)	4.00	0.893
I offer guidance and counseling in and outside classroom	7 (16.3%)	1 (2.3%)	2 (4.7%)	17 (39.5%)	16 (37.2%)	3.20	1.276
I accept questions in class	5 (12.5%)	3 (7.5%)	2 (5.0%)	19 (47.5%)	11 (27.5%)	3.60	1.291
I give advice to my students	2 (4.8%)	7 (16.7%)	8 (19.0%)	15 (35.7%)	10 (23.8%)	4.18	.909

The data in Table 4.20 gives views of how geography teachers in the secondary schools of Wakiso District rated themselves on social support in their schools. It was revealed that all the seven quantitative questions used to measure social support in the said schools had higher cumulative percentages lying on the side that represents good levels of social support. For example, on item "I reward for the student's academic performance," cumulatively, 28 respondents (almost 78%) agreed that they reward for the student's academic performance.

Only 2 respondents (almost 6%) were undecided while cumulatively, 6 respondents (almost 17%) disagreed with the statement. Cumulatively, 35 teachers, the majority (almost 84%) agreed that they accept their students' suggestions. Only 1 respondent (over 2%) remained silent while cumulatively 10 teachers (almost 24%) disagreed with matter. Such findings show high levels of social support to their students.

According to Table 4.20, cumulatively, 32 teachers, the majority (over 74%) revealed that they take interest in the personal problems of their students. Only 1 teacher (over 2%) were undecided while cumulatively, 10 teachers (over 23%) disagreed with the issue. Cumulatively, 30 teachers (almost 70%) agreed that they offer guidance and counseling in and outside classroom. only 3 teachers (7%) were undecided while cumulatively, 10 respondents (over 23%) disagreed. Such findings show high levels of social support to students of geography in the secondary schools of Wakiso District. To give an overall picture of how teachers rated themselves on social support in their schools, an average index ("SociS" to imply social support) was computed from the seven quantitative questions in Table 4.20 and Table 4.21 giving pertinent descriptive statistics:

Table 4.21: Common Descriptive Statistics on Respondents' Self Rating on social support

Statistics		Value
Mean		3.73
95% Confidence Interval	Lower	3.57
	Upper	3.87
Median		4.00
Standard Deviation		0.80
Minimum		1.75
Maximum		5.00
Range		3.25
Skewness		-0.37

The data in Table 4.21 shows that respondents ratings on social support was good with (mean = 3.73and median = 4.00) with opinions ranging from 3.57to 3.87at the 95 percent confidence level. Despite the average rating, Table 4.21 reflects that some respondents scored very poor that is a minimum 1.75 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 3.25.Secondly, there was similarity in respondents' opinions regarding their social support (small deviation value = 0.80) suggesting that respondents' views regarding social support do not differ so much from one respondent to another. The difference in opinion as regards a low and high level of controlling was at 3.25and is supported by the aforementioned standard deviation (0.80). Also from Table 4.16, we find that there was almost no skew, suggesting that the respondents opinions were almost normally distributed (Skewness value = -0.37) that is to say their opinions were centrally located.

The quantitative findings are supported by the qualitative findings, which suggest high levels of social support. For example, several school administrators interviewed reviewed that;

> "Most teachers accept student's suggestions in class, carry out open conversations with their students, offer guidance and counselling in and outside the class hence boosting academic performance."

Students also in public secondary schools W, X, Y and Z were interviewed and revealed that their teachers accept questions in class, offer guidance and counselling, give them advice on the

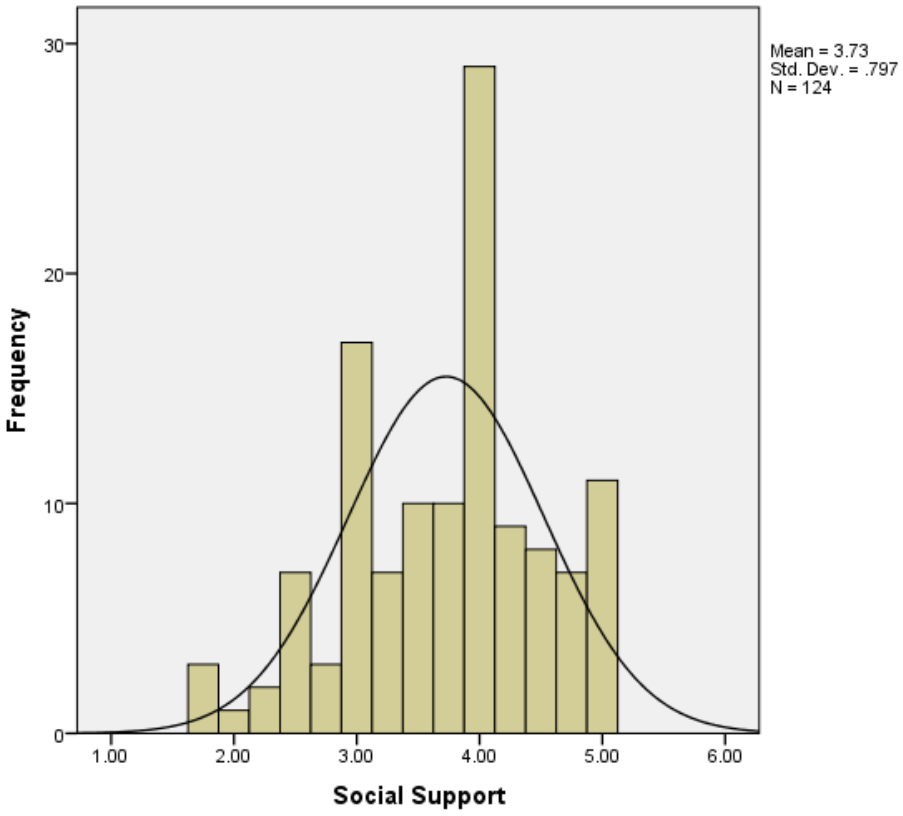

Figure. 4.3: Histogram and Curve Showing Normal Distribution on social support

Career opportunities and reward them for better academic performance. While in private schools for example school U and V administrators revealed that;

> School U, "social support happens especially among learners themselves discussion groups have helped much in improving academic performance."

School V, “there has been sharing of information, materials and self-counselling has positively impacted on the learner’s performance.”

Administrators in schools S and T, which are also private schools almost, had similar responses. They revealed that teachers’ accept suggestions; they have open conversations with students, offer guidance and counselling in and outside the classroom and give advice to students, this leads to good academic performance.

Students from school S, T, U and V through interviews reviewed that, their teachers’ social support is good since they spare time, carry out guidance and counselling within, and outside the class, accept questions in class thus enabling them to perform very well in class. These views plainly show that both in private and public secondary schools selected in Wakiso social support is offered to students as revealed by both administrators and students.

4.5 Testing Hypotheses: Bivariate Level

The three hypotheses were tested, that is whether Students’ academic performance (AcademicPerf) correlated with each of communication ability (CommA), command of subject matter (CommAM) and social support (SocS) using SPSS. Table 4.22 gives the pertinent correlation matrix:

Table 4.22: Correlation Matrix for Student's Academic Performance, communication ability, command of subject matter and social support

	1	2	3	4
Students' academic performance (1)		0.449** 0.000	0.499** 0.000	0.685** 0.000
Communication Ability (2)		1	0.514** 0.000	0.480** 0.000
Command of Subject Matter (3)			1	0.538** 0.000
Social support (4)				1

****Correlation is significant at the 0.05 level (2 tailed)**

Results in Table 4.22 indicate that there was a Pearson Linear Correlation Coefficient, r = 0.449 between students' academic performance and communication ability confirming a positive linear correlation between the two variables. And the observed Sig. (p) value is given as 0.000 which was far lower than the popular Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Results in Table 4.22, further indicate that there was a Pearson Linear Correlation Coefficient, r = 0.499 between students' academic performance and command of subject matter confirming a positive linear correlation between the two variables. And the observed Sig. (p) value is given as 0.000 which was far lower than the popular Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level.

Similarly, results in Table 4.22 also indicate that there was a Pearson Linear Correlation Coefficient, r = 0.538 between students' academic performance and social support confirming a positive linear correlation between the two variables. And the observed

Sig. (p) value which is given as 0.000 which is far lower than the popular Sig. (p) value of 0.05, suggesting a significant correlation at the 5% level. However, these were preliminary results pending use of a more powerful multivariate tool (regression) in the next section (Section 4.6).

4.6 Regression of Students Academic performance on Communication Ability, Command of Subject Matter and Social Support

At the confirmatory level, to establish whether teacher competences namely; communication ability, command of subject matter and social support influenced students' academic performance in geography, a regression analysis was carried out. The results were as in Table 4.23.

Table 4.23: Regression of Academic Achievement on Communication Ability, Command of Subject Matter and Social Support

Independent Variables	**Standardised Coefficients (β)**	**Significance (p)**
Communication ability	0.329	0.000
Command of subject matter	0.065	0.002
Social support	0.228	0.006
Adjusted $R^2 = 0.325$		
F = 30.331, p = 0.000		

a. Dependent Variable: Academic Achievement

The results in Table 4.23 show that teacher competences namely; communication ability, command of subject matter and social support explained 32.5% of the variation in academic performance of students (adjusted $R^2 = 0.325$). This means that 67.5% of the variation was accounted for by other factors not considered under this model. However, all the three

indicators of teacher competences namely; communication ability ($\beta = 0.329$, $p = 0.000 < 0.05$), command of subject matter ($\beta = 0.065$, $p = 0.002 < 0.05$) and social support ($\beta = 0.228$, $p = 0.006 < 0.05$) had a positive and significant influence on students' academic performance in geography. This means that all the hypotheses were supported. The magnitudes of the respective betas suggested that communication ability had more significant influence on students' academic performance in geography followed by command of subject matter.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion of the results, the conclusion that came from the results and the recommendations made depending on the results and the recommendations for further research.

5.1 Discussion

5.1.1 Communication Ability and Students Academic Performance

The first hypothesis of this study stated that communication ability is positively related to students' academic performance. Data analysis and interpretation using Pearson's linear correlation coefficient and multiple regressions revealed that the relationship between communication ability and academic performance was positively significantly at 5%significance level. This implied that communication ability of a teacher is positively related to students' academic performance. The results of this study confirmed with what Nursal and Khairu (2009) found out in their study on effects of the classroom communication on students' academic performance in the American transfer program in the Sunway University. They found out that accomplishing competence in oral communication is imperative in ensuring that students perform well academically. Hence, found a positive correlation between oral communication and students' academic performance.

Similarly, Olusegun (2012) conducted a study on the perception of the teachers' communication ability and students' academic performance in selected secondary schools in Ijebu-Ode state in Nigeria. The study found out that there was a statistically significant correlation between mannerisms, accents that are determinants of teachers' communication

that influence students' academic performance. Buris (2015) conducted a study determining whether a link exists between academic performance of Mississippi public school and school administrators use of persuasive communication techniques in communication. They found that there was statistically significant correlation between the frequency of using persuasive communication and academic performance in Mississippi public school.

However the results of this study have disagreed with Melissa (2016) carried out a study on how oral communication influences academic performance in international Islamic University of Malaysia. They found out that there was no direct correlation between effective classroom communication and students' academic performance. In addition, Prasetio, Azis, Fahilah and Fauziah (2017) carried out a study on the relationship between lecturers' professional competency on students' academic performance in higher education in Indonesia. The findings found out that professional competencies do not have a significant relationship with students' academic performance.

5.1.2 Command of Subject Matter and Students Academic Performance

This was a second hypothesis and it stated that command of the subject matter is positively related to students' academic performance. Data analysis and interpretation using Pearson's linear correlation coefficient and multiple regressions revealed that there was a positive correlation between the teachers' command of the subject matter and students' academic performance. The relationship was significant at 5% significant level since the observed sig (p) value given as 0.000 which was far lower than the popular sig (p) value of 0.05, suggesting a significant correlation at 5% level and the r value= 0.499 between students' academic performance confirming a positive linear correlation between the two variables. This study finding agreed with Olatunji and Babatunde (2010) carried a study on teachers' attributes and students' academic performance in geography in secondary schools in Ondo

state Nigeria. They found out that teachers attributes measured in terms of knowledge of the subject matter have an influence on students' academic performance.

Similarly, Nbina (2012) conducted a study teachers' competence and students' academic performance in senior secondary chemistry students in Tai local government area of River state in Nigeria. A survey design was adopted and data analysis was done using Pearson product moment correlation and t-test. Results revealed that there was a significant relationship between the teachers' command of the subject matter and students' academic performance in chemistry. He added that chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Langsajo (2014) carried out a study on the relationship between subject matter of lecturers in the University of Gambia. Survey method was used and the results showed that there was a positive relationship between the teachers' subject knowledge and students' academic performance. Furthermore Olanipekun, shola, Aina and Kola (2014) found out that in their study on the effects of teachers self-efficacy and pedagogical content knowledge on students' academic performance in Nigeria. The results indicated that teacher's self-efficacy and pedagogical content positively correlated with academic performance.

Later findings were in disagreement with this study's findings that teachers' command of the subject matter and academic performance were statistically significant at 5% level of significance. Kamani, Kara and Njagi (2013) carried out a study on teachers factors influencing students' academic performance in secondary schools in Nyandarua county in Kenya.153 teachers were randomly selected from 18 schools in 3 districts .Linear regression and one way ANOVA were used to test the relationship between the variables at $P<05$. The study found out that teachers factors such as age, gender, command of the subject matter, professional qualification and teaching experiences were not significantly related to academic performance but rather other factors such as the parents support ,home environment among

others influence academic performance. Furthermore, Aina, Kola, Ayodele and Olu (2018) conducted a study on teachers competencies characterized by the ability to conceptualize subject matter in Kaduna state Nigeria and this was related to students' academic performance. The results indicated that teachers' competencies subject content in particular do not affect academic performance.

5.1.3 Social Support and Students Academic Performance

This hypothesis of the study stated that social support is positively related to students' academic performance. Data analysis and interpretation using Pearson's correlation coefficient and regression revealed that there was a positive relationship between teachers' social support and students' academic performance. The significant (p) value given as0.000 far lower than the popular significant (p) value of 0.05,suggested a significant correlation at the 5% significance level while multiple regression indicated social support (beta =0.228, p=0.006< 0.05 confirming a positive correlation between social support and students' academic performance in geography. The study findings agreed with Ogbeide and Chinwuba (2016) carried out a study on the relationship between social support and academic performance among Madonna University students.270 students was involved in the study. Results of correlation analysis indicated that there was a positively significant relationship between social support and academic performance (r = 0.88). These results validate the positive linear relationship between social support and academic performance.

Similarly, Hanem, Reem and Awany (2012) studied the moderating effect of social support on stress and academic performance among the nursing students of medical surgical nursing department college, Tanta University Egypt, a sample of 47 students was used. The study found out the social support significantly moderated the relationship between the perceived stress, academic stress and academic performance. Guadalupe, Beatriz and

Liporace (2018) conducted a study on perceived social support and its relationship with academic achievement in a sample of 760 Argentinean college students. The findings showed that women perceived significantly more support than men from all sources except from teachers. Both males and females perceived more support from best friends or boyfriends and identified teachers. However the study findings disagreed with Jayanthi, Balakrishnan, Chang, Latiff and Nasirudeen (2014) who conducted a study on factors influencing academic performance of students in a tertiary institution in Singapore, semi structured questionnaires were administered to 144 students. The results showed that factors such as gender, nationality of students and co-curricular activities affected students' scores rather than social support.

Furthermore, Wanyama and Okwach (2018) conducted a study on school administrators and how they influence students' academic performance by use of instructional supervision teacher motivation, teaching learning resources and physical facilities Emuhaya and Vihinga secondary schools. The study revealed that school administrators' contribution to teaching learning process was significant and affects students' academic performance. More still, Adeyemi and Adeyemi, Abisola and Babatunde (2014) carried out a study on personal factors as predictors of students' academic performance in southwestern Nigeria. The study employed the ex-post facto design using a survey design and multiple regression model. The study found out that a number of personal factors like students interest; home environment and parental support were significant predictors of students' academic performance. Akinleke and Olaitan (2018) carried out a study on how perceived teachers competence and classroom environment affect academic performance in federal polytechnics Ilaro, Ogun state Nigeria. The findings showed that there was a statistically significant interaction between class environment and students' academic achievement.

Sarwat and Shafi (2018) carried out a study on the impact of perceived teachers' competence on students' academic performance moderated by perceived classroom

environment. The study constituted of 500 students (250 male and 250 female) taken from public and private schools from rural areas of Dokota Pakistan. The results indicated that perceived teachers competencies predicted the students' performance but did not predict the perceived classroom environment. Meanwhile Chaudhry and Berhanu (2011) conducted a study on factors affecting students' quality of academic performance, a case of secondary school level from metropolitan city of Pakistan. The respondents of this study were 10^{th} grade students. A survey design was used; standard t-test and ANOVA were applied to investigate the effects of different factors on students' achievement. The study revealed that socio-economic factors and parents education have a significant effect on students overall academic achievement in subjects of Mathematics and English.

5.2 Conclusions

The following conclusions emanate from the findings of the three hypotheses of this study.

1. Teachers' communication ability was highly significant in improving students' academic performance in both Private and Public secondary schools in Wakiso district. This meant that teachers' communication ability such as accents, mannerism, clarity, voices need to be improved to boost more good performance.
2. Teachers' command of the subject knowledge had also a significant correlation on students' academic performance in selected private and public secondary schools in Wakiso district. This meant that teachers' command of the subject matter need to be improved through internet searches to improve on the practical areas through googling different photographs, statistical data, undergoing refresher courses and teacher development workshops to improve geography content to boost academic performance.

3. Teachers' social support had also a significant relationship on academic performance in geography in both Private and Public secondary schools in Wakiso district. However teachers' social support may not only be the determinant of academic performance but also other factors like students' interest, motivation, learning environment among others.

5.3 Recommendations

In relation to the study findings revealed, the following recommendations are suggested.

1. Because the study found a significant relationship between teachers' communication ability and student's academic performance in selected private and public secondary schools in Wakiso district. Geography teachers should improve on other communication abilities such as clarity, accents, mannerism and pronunciations that also influence academic performance.
2. Since the study found a significant relationship between teachers command of the subject matter and students' academic performance in selected private and public secondary schools in Wakiso district. Teachers of Geography should aim at maintaining a high degree of knowledge through internet search to improve on the practical areas particularly photograph interpretation and mapwork. Teachers should also use multi-media to tap modern information from journals and newly published books to improve on their subject content to improve students' academic performance in Geography. Integrating information technologies in the teaching of Geography to arouse learners' interest to boost performance.
3. Because the study found less significant relationship between teachers social support and students' academic performance, teachers should socialize with students through

allowing them ask questions, offering advice, guidance and counselling and allowing class discussions to build their confidence in the subject to boost more good performance.more research is also needed to establish other factors that may have an influence on students' academic performance in Geography.

5.4 Areas for Future Research

In this study, teachers' competencies such as the command of the subject matter, the communication ability and social support were related to students' academic performance in the selected private and public secondary schools in Wakiso District. The study findings revealed positive correlation between teachers competencies and students' academic performance, this could have been due to survey method which involved a large number of respondents who were teachers of geography, taking my target population of geography teachers responsible for students' academic performance, the use of appropriate statistical tools such as Pearson's' Linear Correlation Coefficient Test (PLCC) and multiple regression among others.

Further research is therefore needed in selected private and public secondary schools, this time using students as the main respondents, rating their teachers' competencies and academic performance to get more findings whether teachers' competencies can still yield a positive correlation on academic performance or an insignificant relationship. Further research is also needed on other teachers' competencies such as the levels of motivation, attitude towards teaching, teachers' computer literacy among others to find out how these are related to students' academic performance. Further research should also be carried out on other factors that are known to influence academic performance such as students' age, students' background, socio-economic back ground, class attendance, attitude towards

learning, students' environment among others to examine further the problem of poor academic performance in both selected private and public government secondary schools. Lastly, since the study was confined in Wakiso an urban district, therefore more research is needed in other study contexts to examine the relationship between teachers' competencies and students' academic performance. When study contexts are varied, together with other factors that affect academic performance probably different results shall be obtained.

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Appendices

Appendix A

Self Administered Questionnaire for Geography Teachers in selected Secondary Schools in Wakiso District on Teaching Competencies and Student's Academic Performance in Geography

I am Mutebi Abubaker, a graduate student at school of education Makerere University. I am carrying out a survey on teacher's competencies and how these competencies impact on student's academic performance in geography in secondary schools in Wakiso district. It is against this background that you have been selected to participate in the research by completing this questionnaire. It would thus be helpful if assist by answering the questionnaire as per the instructions at the beginning of each section. You should provide the most appropriate answer in your opinion. Your responses will be kept confidential, after the entire questionnaire is anonymous. Please endeavor to fill the questionnaire as much time as you can and you hand it to me. Thank you for your cooperation.

Yours faithfully,

_____

Mutebi Abubaker

Researcher

Section A: Background Variables

Please help me classify your responses by giving the following facts about yourself.

1. Type of school

☐ Public school ☐ private school

2 Your age

☐ Below 30 years; ☐ Between 30 and 40 years; ☐ Over 40 years.

3. What is your gender?

☐ Female ☐ Male

4. For how long have you been teaching?

☐ Below five years; ☐ Between five and ten years; ☐ Over ten years.

5. What is your highest level of qualification?

☐ Diploma in teaching ☐ Bachelor's Degree ☐ Master of education

6. Nature of the school

☐ Boarding school ☐ Day school

☐ Both Day & boarding

7. Marital status

☐ Single ☐ Married

Section B: Teachers Competencies

Please react to the following opinions about teachers competencies using a scale where

1= Very rarely, 2=Rarely, 3= Neither rarely nor regularly, 4= Regularly and 5=very regularly

	Communication ability	**VR**	**R**	**U**	**R1**	**VR2**
1.	I use loud and clear language while in class	1	2	3	4	5
2	I hold productive conversations about geographical ideas with my students.	1	2	3	4	5
3	I use geographical language which is easier in a variety of ways for my students	1	2	3	4	5
4	I show high level of clarity in the presentation of the subject matter	1	2	3	4	5
5	I give a variety of examples and experiences in the teaching of geography	1	2	3	4	5
	Command of the subject matter					
6	I use proper illustrations including diagrams ,statistical graphs, photographs & marks while teaching	1	2	3	4	5
7	I know and I use definitions of terms and I use them correctly	1	2	3	4	5
8	I choose useful examples while teaching	1	2	3	4	5
9	I interpret student's explanations to the whole class while teaching	1	2	3	4	5
10	I provide quality and valid notes to students	1	2	3	4	5
11	I review the previous lesson	1	2	3	4	5
	Social support					
12	I reward for the student's academic performance	1	2	3	4	5
13	I accept my students' suggestions	1	2	3	4	5
14	I take interest in the personal problems of my students	1	2	3	4	5
15	I have an open conversation with my students	1	2	3	4	5
16	I offer guidance and counseling in and outside classroom	1	2	3	4	5
17	I accept questions in class	1	2	3	4	5
18	I give advice to my students	1	2	3	4	5

Section C: Dependent variable: Academic performance

In this Section, academic performance is divided into several academic performance practices. Please kindly rate each of the academic performance practices as you exercise them at your school using a scale provided. Kindly tick(√) the best opinion using the scale provided;

C1. Daily class work

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C2. Regular class work.

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C3. Reading skills

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C4. Writing skills

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C5. Beginning of term examinations

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C6. Mid -term examinations

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C7. End of term examinations

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C8. End of year examinations

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C9. Students' academic performance in UACE

1=Very poor, 2 = Poor; 3 = Undecided, 4 = Good 5 = Very good

C10. Comment on the general students' academic performance as you view it in your school.

……

……

……

……

……

Thank you very much for taking the time complete this questionnaire your feedback and responses are very important for the study. Please kindly return the completed questionnaire before august 2018. Your identity will always remain confidential.

END

Appendix B

Interview Guide for Students

Topic: **Teachers' Competencies and Students' Academic Performance in Geography: A Comparative Study of Private and Public Secondary Schools in Wakiso District**

Interviewer: Abubaker Mutebi

Interviewees: Students

Date of interview……..…….…….. Time ……...

Name of interviewee ……..…… Position …….

Venue

…….....…….……..

Step I: Self-introduction

Step II: Questions and discussions

1. How do you rate communication ability of your teacher?
2. Comment on your teacher's command of subject matter.
3. What is your view on the teachers social support in relation to your performance?
4. Comment on your overall academic performance in terms of;

- Classroom exercises
- Beginning of term exams
- Mid-term exams
- End of term exams
- End of year exams
- UNEB results
- Regularity at school
- Punctuality at school
- Discipline

Thank you for your time and assistance.

Appendix C

Appropriate sample size for a given population

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Source: Krejcie and Morgan (1970); N = Population and S = Sample

Appendix D

Introductory Letter

MAKERERE UNIVERSITY

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COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF EDUCATION
DEAN'S OFFICE

29th October, 2018

TO WHOM IT MAY CONCERN

RE: MUTEBI ABUBAKER (2017/HD04/3339U)

Mr. Mutebi Abubaker is a M.Ed student in the School of Education doing Master of Education in Educational Foundations. He is proceeding to collect data for his dissertation titled: "***Teachers' Competencies and Students' Academic Performance in Geography: A Comparative Study of Private and Public Secondary Schools in Wakiso District.".***

Any assistance rendered to him will be highly appreciated.

Yours Sincerely,

Dr. Busulwa Henry
AG. DEAN.

MUK. COLLEGE OF EDUCATION & EXTERNAL STUDIES
P. O. Box 7062, Kampala, Uganda
29 OCT 2018
DEAN
SCHOOL OF EDUCATION