

THE CONTRIBUTION OF STAFFING ON STUDENTS' PERFORMANCE AMONG RURAL SECONDARY SCHOOLS IN MASINDI DISTRICT. A CROSS-SECTIONAL STUDY.

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Page | 1

Abstract Background

Teacher quality is the most important schooling input in the determination of student achievement given the central role the teacher plays in the education sector. The effects of teacher labor market decisions on teacher quality and student achievement are ambiguous. Therefore, this study aimed to assess the contribution of staffing on students' performance in rural secondary schools in the Masindi district.

Methodology

The research was conducted using both quantitative and qualitative approaches using a Survey, using a descriptive cross-sectional research design. Data was collected and analyzed using the Statistical Package for Social Scientists where conclusions were drawn from tables and figures from the Package.

Results

Only 15.3% of the respondents had an education level above 'O' and 'A' levels, and 10.7% of the participants were aged above 26 years. 41.3% of respondents disagreed with positive statements that the number of teachers is adequate to handle the students' problems related to performance, 46% of the respondents agreed that equal attention is given to all students despite their class ability, the non-teaching staff is important in determining student's environment and performance with a mean of 1.8. This was supported by 7.0% strongly disagreed while 58.7% of the respondents strongly disagreed that teachers handle students' problems related to performance individually with a mean of 1.74.

Conclusion

Staffing has contributed to student's performance in rural secondary schools in the Masindi district. In these schools, the staff is inadequate with elements of insufficient, unqualified, and irregular staff due to low pay, high turnover rate, and attrition. This has resulted in poor student performance.

Recommendation

The Ministry of Education and Sports should increase Staffing and create a conducive environment for learning.

Keywords: Staffing, Students' performance, Rural secondary schools, Masindi district.

Submitted: June 18, 2026 **Accepted:** July 20, 2026 **Published:** August 13, 2026

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Background

Teacher quality is a key factor in determining student achievement due to the significant role teachers play in education. Concerns have been raised about how teacher job changes and the unequal distribution of teacher quality across schools affect student outcomes (Feng, n.d.). The impact of decisions within the teacher labor market on both teacher quality and student performance is uncertain. For instance, if skilled teachers possess transferable abilities valued in other careers, their departure could lower overall teacher quality (Aaronson et al., 2008). On the other hand,

teacher attrition could improve the average quality of teaching if less effective teachers leave and are replaced by more capable ones. Similarly, teacher mobility between schools could either increase disparities in education quality, especially if disadvantaged schools lose their best teachers to better-resourced schools, or have no significant impact on teacher distribution. The exact outcomes depend on various circumstances.

Teacher transfers within the system, whether for promotions or redeployment, can lead to staff shortages in affected schools (Okumbe, 1998). According to Cao (2019),

transfers by the Teachers Service Commission (TSC) occur for reasons such as promotions, health concerns, personal safety, pressure from local communities, or socio-cultural differences. Teachers may also transfer due to poor working environments, personal interests, or hardships. In some cases, teachers leave to be closer to their spouses, avoid responsibilities, or escape frustrations. For example, in Malawi, 10% of the teacher population, over 4,000 teachers, transferred schools in 2004.

Scholars such as Smolin and Lawless (2011) identify reasons for teacher transfers, including poor working conditions, stress from testing demands, low wages, job insecurity, burnout, and the pursuit of better opportunities. In Kenya, these factors have also led to frequent teacher transfers (Mwiti, 2007). Omar (2021) highlights the financial costs of filling vacant positions caused by unexpected exits, which include expenses for recruitment, training, and disruption to group dynamics and student learning. Additionally, gaps created by such exits negatively impact student performance, as the interim period without teachers results in missed lessons. Funds spent on replacement could otherwise be used to improve teaching resources. Griffin (2006) observes that some Kenyan teachers leave their positions abruptly upon finding better-paying opportunities.

To address teacher distribution issues, the Ministry of Education has been transferring teachers from overstaffed to understaffed schools. However, researchers like Ingersoll (2011) and Feng (2005) argue that these transfers contribute little to the total supply of public school teachers, which is why they are often overlooked in empirical studies. Creswell (2009) suggests that teaching, as a developmental process requiring experience, is disrupted by transfers like attrition. Weak planning in Kenya has also affected teacher training, employment, and deployment, leading to imbalances such as shortages, surpluses, and inefficient use of teachers (Komba, 2017).

Teacher transfers directly affect education quality. When shortages occur, schools may spread resources thinly or hire part-time teachers instead of investing in learning materials. Large class sizes reduce the ability of teachers to give individual attention, which is essential for effective learning. Huebler (2008) notes that a high pupil-teacher ratio often leads to poor performance, as teachers struggle to provide personalized support (Ouma, n.d.). Adeyemo (2005) points out that no profession in Nigeria has faced greater setbacks than teaching, which has affected teachers' commitment. For instance, primary and secondary school students in Nigeria receive only 125 to 150 hours of teaching annually compared to the recommended 250 to 300 hours. This study, therefore, aims to examine how staffing levels influence

student performance in rural secondary schools in the Masindi District.

Methodology

Research Design

A descriptive design was adopted because the study intended to limit itself to the performance of USE. The above design was adopted to allow for the sampling of the study population. A cross-sectional survey design was used to select a small sample of people from a bigger population to act as an inference. Surveys were designed to show how things would be at a specific time. In survey research, independent and dependent variables were used to define the scope of the study. In this study, survey design helped measure variables and examine relationships. A cross-sectional survey design was adopted because it helped the researcher gather data from a small sample to make inferences about the wider population. Both qualitative and quantitative approaches were used because they allowed a thorough investigation of the independent variable about the dependent variable. Thus, the study gathered opinions, perceptions, and viewpoints as well as figures, and rates respectively to have a balanced representation finding. The unit of analysis of the study was a combination of four senior candidates, other students, parents, and the communities and school staff.

Study Population

Sekaran (2003) defines population as the entire group /events that a researcher wishes to investigate. The target population incorporated selected students, teachers, and head teachers in the selected secondary schools in the Masindi district.

Determination of Sample Size, Population Sample, and Sampling Techniques

From the elements of the population that included; students, teachers, and head teacher, an appropriate sample was selected using Krejcie & Morgan Tables (1970).

Sampling Techniques / Procedures

To achieve the study objective, probabilistic (simple random) and non-probability (purposive) sampling techniques were used in this study. The students were categorized into senior four students and student representatives from other classes. The school teachers were categorized into senior teachers, senior four-class teachers, and head teachers. From each of the categories described, a sample size was determined by use of Krejcie & Morgan Tables (1970). Probabilistic and non-probability

sampling methods were used because they led to the selection of resourceful respondents in all the categories.

Data Collection Methods.

Interview

The interviews were semi-structured, where; a list of questions and issues to be discussed had been prepared before the interview. Semi-structured interviewing gave room for probing for clarification and further discussion of important and relevant issues that arose during the interviews. Face-to-face interviews were conducted among the respondents in the selected secondary schools which included the students, teachers, and head teachers in the selected secondary schools. This enabled the researcher to read the non-verbal communication and reactions, which was predicted to be helpful in the analysis of data (Amin, 2005). The advantage of using an interview was that it allowed on-the-spot explanations. Adjustments and variations were introduced during the data collection process and through the respondent's incidental comments, use of facial and body expressions, tone of voice, gestures, feelings, and attitudes (Amin, 2005). The study adopted this method because it gave opportunities to probe further in-depth information especially where the questions were not all understood.

Self-Administered Questionnaire (SAQ)

Questionnaires were self-administered and guided. The method was chosen because it was less time-consuming and allowed the respondents the freedom to answer the way they felt most comfortable. The study used questionnaires because of the nature of the data which sought for feelings and perceptions of respondents given the time available and the objective of the study (Amin, 2005). Questionnaires were used to avoid subjectivity that would result from close contact between the researcher and the respondents. The questionnaire was preferred because it collected much information over a short time and was less expensive (Amin, 2005).

Data Collection Instruments

The study used appropriate instruments for each method. To the Key informants (teachers and head teachers), the researcher used an interview guide. In the questionnaire survey the researcher used a questionnaire to get information from students and in the documentary review, the study used books, reports, journals, newspapers websites, and many others.

Interview guides

The interview guide contained the key interview questions developed from the main research questions and was intended to meet the objectives of the study (Sekaran, 2003). This involved interviewing strategic respondents like teachers and head teachers, key BOG members, and parents. The purpose of the study was to access sensitive and critical information that other respondents did not have access to.

Questionnaires

Questionnaires were self-administered and guided (Kothari, 2013) These were selected because they consumed less time and allowed the respondent the freedom to answer the way they felt most comfortable. It also ensured a high response rate as they were administered on the spot.

Validity and Reliability of Data Collection Instruments.

Validity

This is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure. An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it is designed. (Wallen & Fraenkel, 2001) Identified two types of validity i.e. content and construct validity.

The researcher was assured that the instrument used would result in accurate conclusions: Use of a broad sample of content rather than a narrow one and emphasis on important material and writing questions to measure appropriate skill. These three principles were addressed while formulating the questions for this study. The researcher engaged the supervisors to validate the questions set for both the questionnaire and the interview guide to ensure that they measured exactly what they intended to measure. All questionnaires were subjected to factor analysis and the Content Validity Index (CVI) was computed. The following formula will be applied;

Content Validity Index (CVI) = Agreed items by all judges as suitable

Total number of items

judged.

In case the Content Validity Index (CVI) of the instrument is equal to the average acceptable Index of 0.7 or above, then the instrument will be acceptable as valid (Amin 2005).

Reliability

Reliability is the consistency of measurement or stability of measurement over a variety of conditions in which the same results should be obtained. The collection instrument was tested to rectify the inadequacies in the instruments before administering them to the respondent. The interview

questions and questionnaire were first issued to random students in the selected secondary school to ensure that the questions were clear to the respondents. The same was done with the interview. Some students in the selected secondary schools were subjected to the interview before it was done to the school management committees and administration to determine how vivid the questions would be to the respondent. The questionnaire was tested using ten (10) respondents within Masindi District rural USE schools and the reliability results were computed using the established package for social scientists (SPSS) the scores were evaluated as below:

Overall = Total number of alpha outputs divided by no. of variables.

Total number of items = Summation of number of items for the entire variable.

Cronbach's Alpha coefficient was computed to determine how items correlate among themselves. A pretest was conducted for all the questions until the minimum reliability index was 0.7 as recommended by (Amin, 2005).

Data Collection Procedures

Data collection was done over one month. A team of research assistants was led by the researcher in data collection. In the first week of data collection data collection, instruments were developed and pre-tested for validity and reliability before full application. Still in the first week, contacting and making appointments with respondents was done. In the second week, questionnaires were administered to selected respondents. This was done with the help of two research assistants whose minimum qualification was a university degree. In the second week still, interviews with key respondents were administered. All possible interactions were done and all the responses were recorded using paper and tele-recorders. In the third week, all collected data was organized and sorted for correctness.

Data Analysis

Qualitative

In qualitative analysis, the researcher used the content analysis technique to analyze data (Amin, 2005). This

technique involved first; the use of information collected from conducting face-to-face sessions between key informants. Thereafter, all interview content was reviewed, and only extracts with relevance to the study were presented in a narrative statement or themes, placed in quotes, and used to supplement the quantitative data that had been obtained from the questionnaires. The analysis was done manually and responses were summarized in a narrative form of presentation of the major findings of the study.

Quantitative

Quantitative data was coded, edited, and entered into the Statistical Package for Social Sciences (SPSS) data editor. Data was analyzed using version 16 of SPSS. Descriptive statistics, particularly, measures of central tendency were used to describe and summarize data. These included the mean, mode, and median which aimed at establishing the rational statistics relationship between the correlation coefficient and regression analysis and the quantitative method was used to establish the strength of the relationship between the variables though other data was presented using frequency tables and graphs.

Measurement of Variables

Both the nominal scale and ordinal scale were used in the measurement of data variables. A nominal scale was used in capturing gender, age, occupation, etc while an ordinal scale was used in ranking the data. The researcher also used a Likert scale rate system to rate the opinions of respondents. For example; Strongly Agree is (5), Agree (4), Not Sure (3), Disagree (2), and Strongly Disagree (1).

Ethical Considerations

The researcher sought informed consent from the respondents before gathering data so that there was harmonious interaction and obtaining the correct data with limited bias and interference.

Results

Demographic characteristics of Respondents.

Table 1: Background information of respondents.

Category	Attributes	Frequency n=150	Percentage
Sex of the respondents	Male	88	58.7
	Female	62	41.3
Age of the respondents	15-20years	87	58.0
	21-25years	47	31.3
	26 and above	16	10.7
Level of education	'O' Level	87	58.0
	'A' level	40	26.7

	Above	23	15.3
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Table 1: Indicates that of the student respondents, 88 were males and 62 were females. It can be seen the low participation of females in students and teachers was because the number of students and female teachers employed for teaching in secondary schools located in rural areas (Masindi district) is low. Generally, about 58.7% of the respondents were males whereas about 41.3% of respondents were females. The student respondents whose ages ranged from 15-20 years were three-quarters (58.0%) and those of age ranging from 21-25 years were more than a quarter (31.3%). This indicates that the majority of the respondents were students 20 years and below. The findings of this study revealed that the qualifications of respondents

were as follows: 58% of the respondents were 'O' level, 26.7% were on 'A' level and 15.3% were above 'O' and 'A' level that had a diploma, certificate, degree and post-graduate qualification. The findings of this study indicated that the majority (58%) of the respondents were in 'O' level (Students). This clearly describes the group that is directly affected even though others also indirectly feel the pinch. Students after senior four fail to get placement and this has resulted in a high dropout rate. Even those who complete S.4, the majority already have plans of finding ways to survive in the field, The extent to which staffing has contributed to students' performance in rural secondary schools in Masindi district.

Table 2: contribution of staffing to performance in rural secondary school in Masindi district.

		SD		D		NS		A		SA		Mean	Std Dev
		F	%	F	%	F	%	F	%	F	%		
1	The teaching staff influences students' academic performance.	12	(8.0)	15	(10.0)	13	(8.7)	79	(52.7)	31	(20.7)	3.6800	1.14880
2	The number of teachers is adequate to handle the students in the school.	46	(30.7)	78	(52.0)	12	(8.0)	8	(5.3)	6	(4.0)	1.7867	1.06555
3	The Non-teaching staff is important in determining students' environment and performance.	9	(6.0)	11	(7.3)	30	(20.0)	65	(43.3)	35	(23.3)	3.7067	1.09020

4	Equal attention is given to all students despite their class ability.	6	(4.0)	9	(6.0)	11	(7.3)	69	(46.0)	55	(36.7)	4.1467	1.05796
5	The school gives/ administers exams and tests every term, assets are supervised and marked by their subject teachers.	6	(4.0)	17	(11.3)	23	(15.3)	67	(44.7)	37	(24.7)	3.9467	1.19162
6	Teachers have enough teaching materials and are well-facilitated	61	(40.7)	62	(41.3)	18	(12.0)	6	(4.0)	3	(2.0)	1.8467	1.9249 5
7	Teachers handle students' problems related to performance individually.	88	(58.7)	29	(19.3)	20	(13.3)	10	(6.7)	3	(2.0)	1.7400	1.05188
8	Each subject has enough qualified teachers.	73	(48.7)	55	(36.7)	13	(8.7)	8	(5.3)	1	(.7)	1.7267	.88155
9	Teachers report to school on time.	57	(38.0)	62	(41.3)	18	(12.0)	10	(6.7)	3	(2.0)	1.9333	.97393
	Grand mean											2.4234	

Source: Primary Data

The results regarding the extent to which staffing has contributed to students' performance in rural secondary schools in the Masindi district, addressing research questions one to nine of the study were obtained. Various statements were asked and the responses were given by the five Likert scale ranging from 1=Strongly Disagree (SD), 2=Disagree (D), 3=Not sure (N), 4 Agree (A), and 5=Strongly Agree (SA)

The teaching staff influences students' performance.

The result indicates that the respondents agreed that, the teaching staff influences students' performance with a mean of 3.7. The study also revealed that 8.0 of the respondents strongly disagreed, 10.0% disagreed, 8.7% were not sure, 52.7% agreed and 20.7% strongly agreed. This was shown using 3.6800 and the standard deviation of 1.14880 implying the respondents do strongly agree. However, there was a variation in responses as some respondents disagreed. This meant that it depended on the nature of the teacher's planning and the circumstances under which teaches.

The number of teachers is adequate to handle the students in the school.

The result indicates that the respondents agreed that, the teaching staff influences students' performance with a mean of 1.7. The study also revealed that 30.7% of the respondents strongly disagreed, 52.0% disagreed, 8.0% were not sure, 5.3% agreed and 4.0% strongly agreed. This was shown by the standard deviation of 1.14880 implying the respondents strongly disagreed. However, there was a variation in responses as some respondents agreed that the classes are overcrowded and do not allow attention to individual problems of students.

The Non-teaching staff is important in determining students' environment and performance.

The results point out that the respondents agreed that, the Non-teaching staff is important in determining student's environment and performance with a mean of 1.8. This was supported by 7.0% strongly disagreed, 6.0% disagreeing, 20.0% were not sure, 43.3% agreed and 23.3% strongly agreed. This was in line with (Yamin-Ali, 2021) who states that Non-teaching plays a role in motivating the teachers and

students in the school as set up. However, the standard deviation of 1.09 shows that some respondents were of different views. This was mainly referring to the Kitchen staff whose role is very vital. The more their cooperation and support the better the results the students might obtain as their comfort is always very high.

Page | 7

Equal attention is given to all students despite their class ability.

From Table 2, it is evident that respondents were indifferent as to whether equal attention is given to all students despite their class ability, majority 46% of the respondents agreed, 36.7% strongly agreed with a mean of 4.1 which was tending to the maximum though others 4% strongly disagreed, 7.3% were not sure and only 6% disagreed. This indicated that some respondents deviated from the statement since results show that some students lag behind others are naturally weak and yet others are affected by large numbers, and others are naturally slow hence lag and require some extra time.

The school gives/ administers exams and tests every term, and assets are supervised and marked by their subject teachers.

The results also indicated that 44.7% of the respondents agreed that, the school gives/ administers exams and tests every term, as set, supervised, and marked by their subject teachers with a mean of 3.9. Furthermore, the study disclosed that 4% strongly disagreed, 11.3% disagreed, 15.3% were not sure and 24.7% strongly agreed. However, the standard deviation of 1.19 questions the quality and standard of the exams set and whether it tallies with national examination standards, especially for candidate classes. This would help them assess and lay out new strategies for better performance.

Teachers have enough teaching materials and are well-facilitated

The results revealed that 41.3% of the respondents disagreed and 40.7% strongly disagreed the teachers have enough teaching materials and are well facilitated with a mean of 1.8. The study revealed a standard deviation of 1.92 and was in total agreement with the statement by (Penson, n.d.) “The amount paid for each student in Use is a peanut not even enough for primary pupils in school”. This indicates that even money to pay teachers is not sufficient and amounts to teachers looking for other sources of income reducing school hours worked.

Teachers handle students’ problems related to performance individually.

The results revealed that 58.7% of the respondents strongly disagreed that teachers handle students’ problems related to performance individually with a mean of 1.74. The study also revealed that 19.3% disagreed, 13.3% were not sure, 6.7% agreed and only 20% strongly agreed to the fact. This implies students once left behind find it hard to catch up since teachers have less time for individual attention. They only move with learners who can manage their pace.

Each subject has enough qualified teachers.

The result indicates that the respondents agreed that, each subject has enough qualified teachers with a mean of 1.72. The study also revealed that 48.7% of the respondents strongly disagreed, 36.7% disagreed, 8.7% were not sure, 5.3% agreed and 0.7% strongly agreed. This was shown by the standard deviation of 0.88 implying some respondents do have different views. However, some subjects especially science subjects have generally limited teachers. This coupled with the long-time lack of science equipment in many schools, the rural setting of the schools, and other associated problems, some teachers to be posted to these schools but refuse to go there and instead manipulate to join those of high-profile and pay. This amounts to untrained and few teachers.

Teachers report to school on time.

The result indicates that 41.3% of respondents disagreed that, teachers report to school on time with a mean of 1.93. The study also revealed that 38.0% of the respondents strongly disagreed, 12.0% were not sure, 6.7% agreed and 2.0% strongly agreed. This was shown by the standard deviation of .97 implying the respondents strongly disagreed. However, there was a variation in responses as some respondents agreed that the teachers report to school on time.

The summary, according to Table 4.2, results revealed that respondents disagreed with positive statements that the number of teachers is adequate to handle the students’ problems related to performance, each subject has enough qualified teachers and teachers report to school on time.

Qualitative descriptive results. **Who is the school staff?**

The school staffing is done by the Education Service Commission with the consultation of the Ministry of Education and Sports and head teachers. Explains one of the head teachers. Others believed that having a balanced staffing policy would be good, setting priorities and following them strictly, continuous staff reviews, and proper performance evaluation guidelines issued and monitored could improve students’ performance. This would help to

know whether the staff is competent enough to produce good results. Others said that sometimes they are sent incompetent staff who cannot handle students' problems both social and academic. This proves why rural students' performance remains a question to answer, and here the question is, who is to blame? The management or the staffing authority?

Discussion of results

From the findings, the majority of respondents do agree that fact staffing has contributed to students' performance in rural secondary schools in Masindi District. The poor performance portrayed by the students is a reflection and (Cotterill, n.d.) drew his conclusion that "most words used give a strong connotation between success and failure". This brings out the fact that physical facilities and human resources available bring out the quality of learners. If the staff available is of low quality then the students' performance is likely to be poor. However, some of the respondents do disagree with the statement rather point to the circumstances surrounding the learners rather than the staffing since all staff are well-trained and professional teachers. According to the findings, the majority of the respondents (the number of teachers is adequate to handle students in school) disagree and said that classes are overcrowded and this affects students' performance. Waine (2013) in his study found that most day schools face the challenge of ineffective implementation of USE policy because of increased enrolment, overcrowding in classrooms, and limited facilities leading to ineffective teaching.

From the interviews with the Head Teachers and analysis of available documents such as mark sheets and assessment scores, it emerged that there were schools that were overcrowded and only had one stream. This was attributed to the emergence of numerous new schools in the same neighborhood which caused mass movement of students most of whom were unable to pay school levies and therefore moved to a neighboring school to avoid dropping out of school altogether. This was because the Board of Management employed teachers who were unqualified [senior four graduates].

The low enrolment translated to insufficient funds to purchase teaching and learning materials, hire qualified teachers, and avail facilities such as libraries, laboratories, and staff houses which are essential in facilitating the provision of quality secondary education. A deputy head teacher described students who entered form one with high Uganda Certificate of Primary Education marks as "motivated, easier to learn and that they also easily grasped the various concepts in class causing them to score high grades in class and eventually in Uganda Certificate of

Secondary Education". Those with low entry marks on the other hand were said to lack self-confidence, had low self-esteem, and performed below average in class and eventually in the Uganda Certificate of Secondary Education. In the interview with the County Quality Assurance and Standards Officer, his views were in agreement with the questionnaire findings. He observed that national and county schools required a higher entry mark on admission and usually performed better in the Uganda Certificate of Secondary Education as compared to sub-county schools which admitted students with lower marks in the Uganda Certificate of Primary Education.

From the Interviews, it emerged that the candidates themselves had similar views as established through the questionnaire findings. They observed that their peers who performed well at the Kenya Certificate of Primary Education level went on to perform well in secondary school. When asked about some of their peers who had not performed well in the Uganda Certificate of Secondary Education one observed; "that one (referring to a classmate who had scored a first grade a previous cohort even in primary school was always behind, in fact, she repeated senior two and three."

These findings are in agreement with those of (Waseka & Simatwa, 2016) who established entry behavior of students as a factor affecting the performance of students. She observed that students who entered form one with low Uganda Certificate of Primary Education marks were found to be slow learners but still, the management had a hand. More still the quality of teachers affects performance. According to the research, the majority of the respondents agreed with the statement related to (Bradley et al., 2012), that teachers who were involved in marking UNEB exams had better grades than those not involved. More still (Eshelman, 2013) claims that the problem emanates from primary schools where many teachers are untrained and produce poor-quality children who join secondary schools and eventually have poor achievement. The nature of teachers employed (S.6 graduates) to supplement the teaching load does not do it adequately.

Conclusion

Staffing has contributed to student's performance in rural secondary schools in the Masindi district. In these schools, the staff is inadequate with elements of insufficient, unqualified, and irregular staff due to low pay, high turnover rate, and attrition. This has resulted in poor student performance.

Limitations of the study

There was a challenge for the respondents who first hid information as they feared that it would expose their weaknesses.

There was also the limitation of funds as needed for the researcher to camp in Masindi for days to collect data which was rather expensive.

Page | 9

Recommendations

The Ministry of Education and Sports should increase Staffing and create a conducive environment for learning similar study should be conducted to investigate factors affecting academic achievement, particularly in primary education. This may allow comparison of the results of studies between different levels of education in Masindi District.

Acknowledgments

I thank Almighty God who has enabled me to accomplish my dissertation.

My sincere thanks go to my supervisor Mr. Henry Noel and also my mentor Dr. Muhammad Sendagi who together have made this work a success.

Lots of thanks are dedicated to the Students and staff of USE schools in Masindi District who sacrificed much of their time to attend to me. Mr. Rukundo Joseph and the staff of Kiyuya S.S., may Almighty God bless you.

I'm also grateful to my Classmates who supported me in one way or the other during my studies.

May God bless you all.

Availability of data

Data used in this study is available upon request from the corresponding author.

List Abbreviation

BOG	Board of Governor
MOES	Ministry of Education and Sport
MUSE	Management of Universal Secondary Education
PLE	Primary Leaving Examinations
SES	Socio Economic Status
SRP	Students' Role Performance
SS	Secondary School
UCE	Uganda Certificate of Education
UNATU	Uganda National Teachers Union
UNEB	Uganda National Examination Board
USE	Universal Secondary Education
UPE	Universal Primary Education
FAQS	Frequently Asked Questions
SFG	Schools Facilitation Grant

Authors contribution

MGM designed the study, conducted data collection, cleaned and analyzed data, and drafted the manuscript and **HN** supervised all stages of the study from conceptualization of the topic to manuscript writing and submission.

Source of funding

This study was not funded.

Conflict of interest

The authors declare no conflicting interest.

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https://doi.org/10.1007/978-3-030-66720-7_2

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