

**FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN ENGLISH  
LANGUAGE AT UCE IN GOVERNMENT AIDED SECONDARY SCHOOLS  
IN BUBIITA SUB-COUNTY, BUDUDA DISTRICT**

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**UGANDA CHRISTIAN  
UNIVERSITY**

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**DECLARATION**

I, Nebokhe Violet Mayanza, declare that this research proposal titled “Factors affecting the performance of learners in English language at UCE in Government Aided Secondary Schools in Bubiita Sub-county, Bududa District,” is entirely my original work and I do acknowledge that it has never been presented to any institution of higher learning for any award.

Sign: .....

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Date: .....

## **APPROVAL**

This is to certify that this research proposal has been under my close supervision and is now ready for submission to the department of education of Uganda Christian University for the intended award.

Signed: .....

Ms. MUSINGO SARAH

RESEARCH SUPERVISOR

Date: .....

## **DEDICATION**

I dedicate this piece of work to my beloved family members for their financial, spiritual moral guidance and compassion they rendered to me during my stay at Uganda Christian University.

## **ACKNOWLEDGEMENT**

I am thankful to Almighty God for giving me the chance to embark on and complete this study. I give Him thanks and praise. I would also like to extend my genuine and heartfelt appreciation to the following persons for their valuable support and endless encouragement, to my supervisor Ms. Musingo Sarah for her guidance, expertise and time. She tirelessly accepted to guide and make me see ideas from an interactive academic engagement. Her inspiration and guidance were explicit qualities and values worthy imitating. Ms. Musingo Sarah made my Bachelors voyage much easier from first to last very friendly constructive criticism, suggestions and guidance. I thank her for helping me find the way in this Degree programme. She enthusiastically pushed me forward and pulled me growing throughout research. Special thanks go to the other lecturers for their encouragement and support that pushed this book far may the Lord bless them abundantly. To all my family members who supported me financially, ideologically and courage me, may the Almighty God bless them abundantly. Their presence in my journey of studies was not only attractive and interactive but also kind. All of them made me realize what it takes to be a successful person in the world today.

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## **ABSTRACT**

This study will examine the Factors affecting the performance of learners in English language at UCE in Government Aided Secondary Schools in Bubiita Sub-county, Bududa District. The purpose of the study is to examine the factors affecting the performance of learners in English language at UCE in Government Aided Secondary Schools in Bubiita Sub-county, Bududa District This study will be based on three objectives including: to analyze the teachers' proficiency in English teaching; to examine the methods used by the teachers in the teaching of English language in the Bubiita Sub-county and to establish the instructional materials used by teachers to teach English language in Bubiita Sub-county. The study will adopt a descriptive research design. The study population will comprise 150 and data will be collected from 108 respondents using self-administered questionnaires with both quantitative and qualitative methods, interviews and observation checklists.

## **LIST OF ABBREVIATIONS AND ACCRONYMS**

|         |  |
|---------|--|
| ADEA:   | Association for the Development of Education in Africa           |
| CVI:    | Coefficient Validity Index                                       |
| DV:     | Dependent Variable   |
| ID:     | Independent Variable   |
| NLSY:   | National Longitudinal Survey of Youth                            |
| PSCE:   | Postsecondary Correctional Education                             |
| UCE:    | Uganda Certificate of Education                                  |
| UNEB:   | Uganda National Examination Board                                |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |
| UNFPA:  | United Nations Population Fund                                   |
| UNICEF: | United Nations International Children's Emergency Fund           |
| USE:    | Universal Secondary Education                                    |
| WHO:    | World Health Organisation  |

# CHAPTER ONE

## INTRODUCTION

### 1.0 Introduction

This chapter examines the background of the study problem statement, general objective, specific objectives, research questions, scope of the study, and significance of the study, purpose of the study and limitation of the study.

### 1.1 Background to the Study

Learning English involves many factors that would affect the process of learning positively or negatively. Language is one of the most useful tools we have as humans. Without it, we could not think thoughts expressible to others, nor could we engage in the activities that commonly take place in the society we build ourselves (Di Pietro, 1994). Language is very important in education. For instance, Roy-Campbell and Qorro (1997) asserted that education is carried out largely through the medium of language, thus, language is very significant in the education process. Additionally, ADEA (2005) argues, “Language is not everything in education, but without language, everything is nothing in education”. Language plays a crucial role in learning, and if the learner is handicapped in the language of instruction, then learning may not take place at all as the instructor or teacher and the learner will not be communicating (Malekela, 2003).

Worldwide, the main objective of education in any democratic society is to provide learners with quality education that enables them to become literate and productive members of the society.

With globalization, English has become a major means of communication all over the world. It is the language of science, globalization, commerce, trade, politics, history, education, entertainment, media and technology (Kagan, 1984). Broughton (1993), states that English is the

language of the mass media, and language of official institutions of law courts, local and central government and of education.

In Australia, English is considered so valuable that learning it is one of the most important steps migrants can take towards successful settling in the country. Learning English equips new arrivals with the language skills needed for employment and helps build the social connections necessary for successful integration into the broader Australian Community (Watson, 198). In their study on schools, teachers, and educational outcomes in developing countries, Glewwe and Kremer (2005) describe the impact of additional resources inputs on educational achievements as mixed. Retrospective studies show limited impact while experiments and randomized trials, recently conducted in middle-income countries, show more mixed results. Good governance practices and reforms, giving more autonomy to schools are better than giving incentives to teachers for improving student achievement.

Drever (1991), asserts that in Scotland, effective schools emphasize on high intellectual expectation of teachers, a professional attitude towards school and staff development, the use of rewards rather than punishments and an emphasis on teacher involvement in development. These are in agreement with what the California Center for Effective schools considers to be at least some seven attributes which improve academic excellence; high expectation for success, instructional leadership, frequent monitoring of students' progress, opportunity to learn and student time on task, a safe and orderly environment and a conducive home school relationship.

In Nigeria, Adenuga (2002), notes that the decline in education quality (students' achievement) to low and declining level of key inputs such as infrastructural materials, laboratories, libraries and teaching facilities and manpower (classroom teachers) among others. Studies on teachers' effect at the classroom level have found that differential teacher effectiveness is a strong

determinant of differences in student learning, far outweighing the effects of differences in class size and heterogeneity (Sanders & Rivers, 1996). In the findings of Sanders & Rivers (1996). Students who are assigned to several ineffective teachers in a row have significantly lower achievement and gain in achievement than those who are assigned to several highly effective teachers in sequence. This means that teacher's effectiveness is highly related to students' performance.

In Botswana, Mwanamwenda & Mwanamwenda (1987) linked the availability of classrooms, desks, books and the use of effective teaching methods to significantly better performance in examinations. This was in support to the contention that school facilities are integral to academic achievement. Similarly, a study in secondary schools in 1987 by Vulliamy as quoted found that school facilities did seem to be related to achievement, (Pennyquick, 1997)

According to Nyamubi, (2003), teaching materials are very important in the whole process of teaching and learning to any subject. In their report about factors leading to poor performance at Kenya Certificate of Education, they confirm that teaching materials make learning more pleasant to the students because they offer a reality of experience, which stimulates self-activity and imagination on the part of the students. They also supply concrete basis for conceptual thinking and hence, reduce meaningless word responses from student. For instance, Kapoli (2001) noted that authentic materials enable the students to explore the language used in day-to-day life and which is tailored to their needs and interests. UNESCO (2000) reported that the provision of teaching and learning materials especially books is an effective way of improving results. However, the World Education Report (1998) reveals out that in many countries, conditions are difficult, whether they relate to the physical states of schools and the availability

of teaching and learning materials, class sizes, or the changing characteristics of the student population.

In Uganda, a baseline study showed that there was a correlation between examination results at the end of secondary schooling to instructional materials. In fact, a test of writing ability positively correlated with instructional materials. This means that in the case of literacy and numeracy it was likely that instructional materials had a significant part to play (Carasco et al. 1996). In the same country a study conducted in a poor region where the population had been visited by many adverse elements such as drought, civil strife and continued insecurity. Oluka and Opolot - Okulut (2008) found that performance of students was adversely affected compared to other regions mainly attributed to teacher factors, large classes, poor school facilities, lack of homework, lack of a reading culture among teachers and pupils, lack of sound leadership in the school administration and inadequate amount of time allocated to teaching and learning. Many teachers have no training in the teaching of English language in the secondary schools in Uganda. It is up on this background that questions such as; what is the teachers' proficiency on the teaching of English language in secondary schools in Bubiita sub-county, what methods are used by the English language teachers in the selected secondary schools in Bududa District for teaching English language, what are the available instructional materials for the teaching of the English language in secondary schools in Bubiita sub-county are raised.

## **1.2 Problem Statement**

Evidence abounds of the low performance of Secondary learners in English language in Bubiita Sub-county. The 2017-2020 report of the Chief examiner, Uganda National Examinations Board reveals that candidates' performance in the examinations between those periods was always poor. The report clearly shows that there was no improvement in the performance of candidates who sat for English language in UCE in some parts of the country including Bubiita Sub-county. The report further indicates that learners, who registered for English language, judging by their performance, were not well prepared for the examinations. Their performance fell below standard. These failures, according to the report, were more pronounced among candidates in Bubiita Sub-county. Therefore, the inclusion of Bubiita Sub-county in the list of the sub-counties with candidates whose performance is poor in the UCE by UNEB Report paints a clear picture of lack of adequate knowledge of the language among the learners in Bubiita Sub-county. These multitudes of factors may have combined to account for this frustrating atmosphere of affairs, which possibly could include motivational and curricula issues, as related to the teachers in the study area. Besides, it is not certain whether the teachers employ proper methods in the teaching of the English language in secondary schools in the Sub-county since modern approaches for the improvement of the teaching of English language as a second language call for language audit or systematic testing of the teacher factor and the learning environment as major variables in the language teaching process. To the best of my knowledge, no study known to the present researcher has shown the status of teachers of English and the situation of English language teaching in terms of the prevailing teacher - classroom practices, learning environment, methodology etc in the secondary Schools in Bubiita Sub-county at the moment has been conducted. This study therefore intends to examine the Factors affecting the performance of

learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district.

### **1.3 General Objective**

The study will examine the Factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district

### **1.4 Specific Objectives**

The study will be guided by the following specific objectives;

- (i) To analyze the teachers' proficiency in English teaching
- (ii) To examine the methods used by the teachers in the teaching of English language in the Bubiita Sub-county.
- (iii) To establish the instructional materials used by teachers to teach English language in Bubiita Sub-county.

### **1.5 Research Questions**

- 1) What is the teachers' proficiency in the teaching of English language in secondary schools in Bubiita Sub-county?
- 2) What methods are used by the English language teachers in the selected secondary schools in Bubiita Sub-county for teaching English language?
- 3) What are the available instructional materials for the teaching of the English language in secondary schools in Bubiita Sub-county?

### **1.6 Scope of the Study**

The scope of the study will be limited in terms of content, time and geographical scope.

### **1.6.1 Geographical Scope**

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study will be conducted in Bubiita sub-county which is bordered by Nalwanza sub-county to the north, Bumayoka Town Council to the east, Bukigai sub-county to the west and Kushu Town Council to the south.

### **1.6.2 Content Scope**

The content scope of the study will be delimited to the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district. To be able to get reliable information, the issue about the teaching of English language therefore, the study will delve into an investigation about; demographic characteristics of the English language teachers (qualification, teaching experience and area of specialization), methods used by English language teachers; availability of instructional materials, level of utilization of available instructional materials; and adequacy of classroom and physical environment.

### **1.6.3 Time Scope**

The study will be limited to the period of 3 years starting from 2023-2024. this period is assumed adequate since it's a period when the performance of English language in Bubiita Sub-county and Uganda as a whole was very frustrating. This is also a period that is earmarked by the Chief examiner, Uganda National Examinations Board that candidates' performance in the examination of 2021-2023 was always poor. The report clearly showed that there was little improvement in the performance of candidates who sat for English language in Secondary

School Certificate Examination (PSCE) in some regions in Uganda including Bubiita Sub-county.

### **1.7 Significance of the Study**

This study is developed to have relevance in the improvement of the education system of not only Bubiita Sub-county but also Bududa District and other educational institutions in Uganda and Africa. The study will create awareness to educationists which will help parents to understand that their socio economic status plays a great role as regards academic performance.

The study may ensure that educational personnel, especially those teaching English language, are well trained and are carrying out the functions that they are best suited to carry.

Successful completion of this study may guide government on how to produce good educational programs for learners that would serve the needs of the country and bring about whatever changes are expected in overall life of the learners.

The study might aid the planning of a new English language teaching and learning strategies and in making decisions as to whether to expand, modify or discontinue with existing methods of teaching English language in schools in Bubiita Sub-county.

The findings of the study may be significant to the policy makers, school administrators, English language teachers, learners and general public, other subject teachers, future researchers and the Bubiita Sub-county Government.

This empirical information, when provided to such major stakeholders as Ministries of Education, Education Boards among others, may be useful to the commissions at national, Constituency and local levels, especially when updating general educational documents that point on different levels of education right from secondary to tertiary institutions.

Also, policy makers might benefit from the findings of the study in the following ways: It may guide them on how to formulate concrete educational policies to fill the gap occasioned by the inadequacies of English language teachers, teaching materials, and physical facilities necessary to teach English language in schools. This way the teaching of the subjects in the sub-county will be enhanced.

The finding could also help the policy makers in making necessary adjustments and provision about the curriculum to ensure its effective implementation and consequently, attainment of goals. It could also provide information for better planning and rational decision-making.

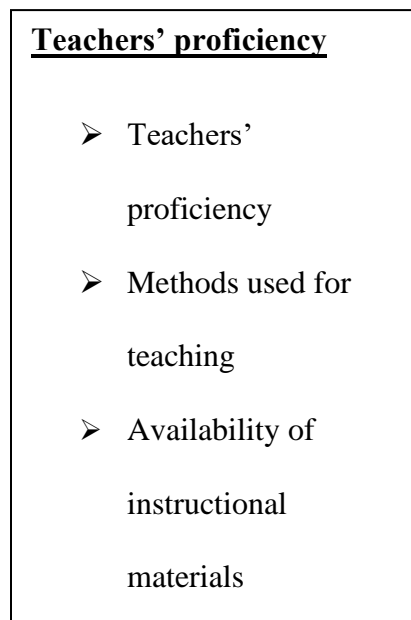
English language teachers may also benefit from the findings of the study by improving on their methodology of teaching English language, as the study will present areas of weaknesses and strengths of teaching of English language in schools.

## 1.8 Conceptual framework

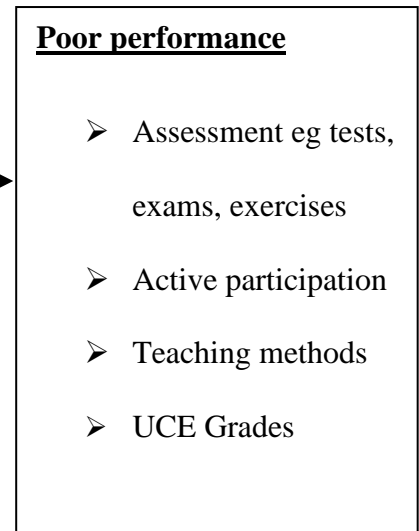
The study will be based on the conceptual framework with both independent and dependent variables. The independent variable, factors affecting the performance of learners in English language at UCE is in tandem with the dependent variable academic performance but are both influenced by the intervening variables

**Figure 1: conceptual framework**

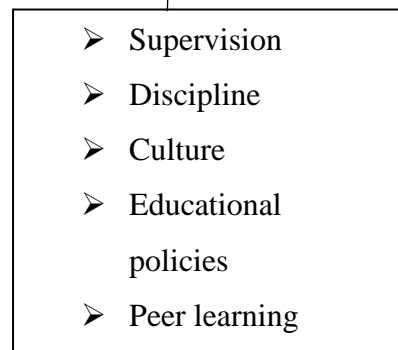
### Independent variables



### Dependent variables



### Intervening variables



*Source: Primary data; 2024*

## 1.9 Operational Definitions of Terms

**Attitude:** refers to the teachers/students opinion or feelings towards English, which is reflected through their behavior in teaching/learning of English.

**Facilities:** refers to the buildings equipment and services provided for teaching and learning purpose.

**Performance:** in the study refers to the outcome of learners' ability in UCE examinations measured in terms of their grades and mean scores

**Resources:** in this study are the physical facilities and materials, which aid in teaching and learning of English.

**Performance:** In secondary education, it is used to refer to a learner's academic achievement in the teaching and learning process.

**Academic performance:** refers to grade representing the sample of student's achievement with respect to attained academic skills or knowledge for example USE.

**Contact hours:** refers to the period (in hours) over which the teachers and students interact, usually during formal learning sessions in the class.

**Mean score:** refers to an average point showing individual or group achievement in USE examination performance.

**Pupil teacher ratio:** refers to average number of students per teacher at a specific level of education in a given school year.

**Teaching learning materials:** refers to the resources which aid in teaching and learning such as exercise books and text books.

### **1.10 Limitations to the Study**

The researcher may encounter the following challenges:

Some respondents may be biased during the time of giving their responses on the research tools.

Weather changes in Bududa for example during rainy season may limit accessibility to some respondents.

Limited time to collect data as the researcher is on course which may delay the study as the researcher will be on course as well as executing daily school duties and family obligations

Financial constraints may also pose a threat especially during printing, collecting data from respondents and transport costs.

The study is also carried out during the post Covid 19 pandemic which may cause a problem in both transport and difficulty in accessing the respondents as they are told to observe social distance.

### **1.11 Delimitations**

The study will be limited to Bubiita sub-county due to limited time and funds that may not allow the researcher explore the whole Bududa district.

The research tools may have difficult terms to respondents to interpret and make a response. However, if any, they will be simplified through a translation

## CHAPTER TWO

### LITERATURE REVIEW

#### **2.0 Introduction**

The section presents a review of related literature to linguistic studies from across the world. The review presents literature about the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district and the empirical literature in accordance with the objectives of the study but will later identify the literature gap.

#### **2.1 Teachers' proficiency on Teaching English language:**

Qualification is the evidence to show that someone is able to handle any profession. In English language teaching, qualification is needed in teaching it. It is expected that someone who is to handle English language teaching should possess the qualification. In Uganda, the minimum qualification for teaching is Uganda Ordinary Certificate in Education (UCE) as stipulated by the Government of Uganda (National Policy on Education, 2004). Someone to be regarded as qualified in English language should possess this minimum qualification.

School as an organization is composed of human, materials and financial resources, the management of which requires expertise and professionalism. As the vital ingredient for successful attainment of school objectives, teachers are the backbone of not only the school as an organization or a learning center, but also the educational system in general. In fact, it has been observed that no educational system could be productive without professionally groomed teachers. Thus, teachers are viewed as valuable assets that must be developed for the realization

of the educational objectives as well as those of the nation at large (National Policy on Education, 2004).

Consequently, managing and developing such an important work force is not an easy task. The teacher occupies a central place in the education sector and the success of the teaching of English language depends entirely on the teacher. This is confirmed by Akpa (2016), that a good teacher must be “*adaptable, flexible, dependable, co-operative, considerate, enthusiastic forceful, honest, industrious, open minded, refined and resourceful*”. He further contented that the teachers must have a depth of knowledge, good health, leadership qualities, and scholarship. This means that the teacher should therefore, be well prepared to meet the challenges of the teaching profession.

Akpa (2016) noted that the current status of teachers teaching in our schools is that they are grossly unsuitable for the 21<sup>st</sup> century challenges. Currently, with the increase in the number of secondary schools, the major problem is the issue of inadequate teachers. In addition to these problems, Hunger (2007:53) is of the opinion that “*schools face lack of teachers. Even the best pupils when placed in the hands of untrained and inexperienced teachers cannot be expected to achieve optimum development of their potentials*”. This is to say that the poor quality of teachers will perpetually keep the teaching of English as a second language in a Sub-county of under - achievement of the desired ends. It is the same thing with the seed we sow which will always produce its kind. The qualities of teachers of English language in our schools determine the future of our children tomorrow and indeed, the future of the educational system.

The assumption that any person who has undergone programmes of teacher education will automatically teach competently in the classroom can no longer be sustained by evidence from research. According to (Oyedeki 2009: 13), “*Most of the trained teachers are not effective in the*

*classroom if the academic performance of learners/pupils at all levels is used as a yardstick”.*

This study agrees with Oyedeji’s assertion because there are many other factors affecting the learners’ performance as the teaching factor remains a very strong and important factor in determining the level of learning in schools (Chacko, 2001). The performance of most of these teachers is found to be heavily teacher centered, which tends to emphasize teaching rather than learning, note-taking and facts dissemination rather than application of knowledge.

Ehimmidu (2007) observed that the teaching of English language in our secondary schools deserves highly qualified and motivated teachers who possess relevant knowledge and skills for effective handling of secondary school education. Aguokogbu (2004) however, observed that the present situation where the UCE graduates are drafted to teach in the secondary schools is wrong. This is because the curriculum is designed to enable them teach in lower secondary schools and not in the secondary schools. Besides, he further observed that in the secondary schools one teacher teaches all secondary school subjects and we know that the UCE graduates are not exposed to these secondary school subjects.

In fact, all sorts of people are found in the Nigerian schools as teachers without due regard for professionalism and the importance of good teaching. The need for highly competent and qualified teachers in this complex and ever dynamic world cannot be over-emphasized. More so, the quality of education and learning achievement of pupils/learners depend heavily on the competence, personality and dedication of the teachers. According to Kano (2001), teachers’ qualifications correlates positively with pupils’ performance in examinations and negatively with learners’ drop out.

According to Abebe (2004), the need for competent teachers for the successful execution of any school curriculum was well expressed in the National Policy on Education document when it

Sub-county that “teacher education will continue to be given due priority. To measure emphasis in our entire educational plan because no education system may rise above the quality of its teachers” Yes, no education system may rise above the quality of its teachers, because for any nation to grow and advance academically, they must have quality teachers who teach from secondary to tertiary levels.

In a study carried out by Ali (2003), in what is called “Magnet type Elementary School”, they developed a conceptual model in which they identified six inter-related and inter-defended competencies in which teachers must be proficient if they were to attain school goals and promote learners learning. These competencies are: Quality instruction (e.g. competence in teaching models which link learners’ learning styles with appropriate instructional approaches). Conceptual model seemed to be quite comprehensive in that it had taken into account the entire teaching-learning environment-physical and human.

Vuzo (2010) explained that learners and teachers may have difficulties in using the language with adequate proficiency at the secondary schools. Gee (1992) asserts that it is language that the business of schooling is still primarily accomplished, whether that be spoken or written. If the learner is handicapped, in the language of instruction, then learning will not take place at all as the educator and the learner will not be communicating. That is why there have been debates about the effective language of instruction in the classroom in Tanzania.

Furthermore, the English teacher is a figure in the language course. Literature indicates clearly that it is the teacher who sets the tone for learning activities (Allen & Valette, 1997; Quist, 2000). Since to teach is to communicate, English teacher must have maximum communicative competence. Also a teacher must be knowledgeable in the language itself so that he/she can make useful decision regarding what should be taught to whom, and how the teaching should be

done. Researches demonstrate clearly that among the factors that lead to students' poor performance are qualities of teachers (Harmer, 2003; Mosha, 2004). Moreover, empirical studies showed that if early years at the school fail to provide the right foundation for learning, then no amount of special provision at later stages will be able to achieve the full potential of the child in terms of how his learning will proceed, and how beneficial his attitudes are towards his future life and learning (Quist, 2000).

In general, teacher quality at the secondary level seems to be low and this reflects on the various part-time and sandwich programmes in which many are trained (Aarons, 2003). There are complaints that the teachers produced by these programmes are barely inadequate. While at secondary level the same upgrading phenomenon and lower quality output is evident, at the university level, the "brain drain" affecting the more able and experienced teachers is a major problem. The reliance on inexperienced teachers affects the quality of learners' work, and the teachers in future. Lassa (2000:29) observes that "*The kind of teachers trained and posted to school may well determine what the next generation of Nigerians will be*". The researcher agree with the above assertion because the future generation of any society require very well trained teachers who will be posted to teach English language in various schools in the country. In order to be proud of its progress in all sectors in our economy, it must have quality teachers to lay the foundation to prepare learners for the best results at UCE.

## **2.2 Methods of teaching English**

This section discusses the various methods that have evolved over the years for teaching and learning the English language and its four basic skills of listening, speaking, reading, and writing. The art of teaching lies in creating a good learning environment and situations indeed for responding creatively to situation as they develop. Pupils do not learn at the same rate due to

individual differences. Therefore, you need to be critical and discriminatory in making choice of methods to achieve desired patterns of behavior from the pupils. There is no doubt that, whenever you adopt a good and well researched method of teaching, you will be able to stimulate and motivate learners to learn.

According to Malekela, G. (2003), a method is a way we adopt in doing something. It is an approach which a teacher adopts to explain a subject matter to a group of learners. Methods set the guidelines for the pattern of behaviour which you expect from the pupils in a learning environment. For your method to be successful, it must relate effectively to the subject matter. In the light of this, you may take a method to mean a special form of procedure of imparting knowledge.

Bello (2004) has this to say, you cannot take knowledge as something to be poured into an empty can or bucket. A good method, therefore, is the one that produces an effective result. Abdu (2006) is in agreement with him when he suggests that the decision to use a good method of teaching any lesson therefore depends on you. In deciding which method is suitable for the lesson, you need to take into consideration the experience, ability and interests of the pupils. It is your duty as a teacher to find out different methods of teaching suitable for use in any classroom situation which will facilitate effective learning. While Adamu (2009) opined that method of teaching is derived from the educational ideas of the great educator.

John Dewey, an American. Dewey (1905) argues that education should not prepare a child for the future that is unknown, but rather that it should fit him rightly in his society. The followers of Dewey later developed his ideas into what is called 'project method.' Method, according to (Adewale, 2004:28) refers to, "...when a teacher sets the guidelines for the pattern of behavior which you expect from the pupils in a learning environment". This means that for your methods

to be successful, it must relate the teacher and learner effectively to the subject matter. In the light of this, you may take teaching methods to mean a special way or procedure for imparting knowledge.

Oyetunde & Mowudumogu (2007) identified some reasons for the poor standard of English in Nigerian schools and colleges. According to them, poor methodology, inadequate preparation of teachers, lack of government commitment and faulty examination system are some of the reasons that result in the poor standard of English in schools. Method, for the purpose of this research, refers to a recognized and systematic way of performing the task of language teaching. It involves a sequence of steps with prescribed techniques and practices used in implementing a teaching method. A teaching method on the other hand is a teaching philosophy that can be interpreted and applied in a variety of different ways in the classroom (Cook, 2006).

The Direct Method was introduced for teaching foreign languages (Azikiwe, 2007). The method sought to create environment similar in which the child learns his or her mother-tongue. Language was therefore, taught directly without translation of English language to the mother-tongue as was done in the Grammar-Translation Method. The method focused more on oral language and required that all instructions be conducted in the target language with no recourse to translation. Reading and writing were taught from the beginning of school life. Listening and speaking skills were also emphasized. In the method, grammar was learnt through practicing with meaningful utterances. The method was seen to be balanced since emphasis was placed on the four language skills of listening, speaking, reading and writing. Robert (2004) also agrees with the balanced view of the method. As a result of the balanced nature of the method, and its emphasis on actual communication, it received overwhelming approval in language teaching.

Furthermore, Tharp & Gallimore, (2006), propose that discussion methods are a variety of forums for open-ended, collaborative exchange of ideas among a teacher and learners or among learners for the purpose of furthering learners thinking, learning, problem solving, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a dyad, small group, or whole class and be teacher-led or student-led. They frequently involve discussion of a written text, though discussion can also focus on a problem, issue, or topic that has its basis in a “text” in the larger sense of the term (e.g., a discipline, the media, and a societal norm). Other terms for discussions used for pedagogical purposes are instructional conversations (Tharp & Gallimore, 2006) and substantive conversations (Newmann, (1990).

Natural Approach method is similar to the Direct Method earlier discussed. It concentrated on active demonstrations to convey meaning by associating words and phrases with objects and actions. Associations were achieved via mime, paraphrase and the use of manipulations (Abdu2006). The method also focused on the principles of meaningful communication, comprehension before production and direct error corrections. This approach is widely used in elementary schools. According to Otagbuarugu, Ogenyi & Ezema (2013), posit that the natural method also stresses teaching from the known to the unknown, as new lexical items are explained by the means of known ones.

The communicative method was another language teaching method whose goal was to develop communicative ability in the learners and create a realistic context for language acquisition in the classroom. This method focused on functional language usage and the ability of the learners to express their own ideas, feelings, attitudes, desires and needs. Atagburuagu, et al (2013)

communicative language method places paramount importance on the role of the learner than that of that teacher in communication practice. The functional language usage is what is lacking among learners today. In the method, open ended questioning and problem-solving activities and exchange of personal information between and among the learners were made use of as the secondary means of communication. Contrary to the other earlier methods discussed, the communicative method aimed at simultaneous development of all the four basic language skills of listening, speaking, reading and writing in the learners. Learners work with authentic materials in small groups on communicative activities during which they receive practice in negotiating meaning. This also implies that the main focus of the method is searching for meaning. This is relevant to reading since reading is a meaning searching activity. This method is similar to how learners learn in cooperative learning. However, in cooperative learning method, some social skills such as positive interdependence, individual accountability, equal participation and simultaneous interaction are made use of in order to enhance participative learning.

In addition to the above, Harmer, (2004), also points out that the Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue. These patterns are elicited, repeated and tested until the responses given by the student in the foreign language are automatic. Some characteristics of this method according to Harmer, (2004), are: Drills are used to teach structural patterns. Set phrases are memorized with a focus on intonation. Grammatical explanations are kept to a minimum. Vocabulary is taught in context. Audio-visual aids are used. Focus is on pronunciation. Correct responses are positively reinforced immediately. The Audio-lingual Method is still in use today, though normally as a part of individual lessons rather than as the foundation of the course. These types of lessons can be

popular as they are relatively simple, from the teacher's point of view, and the learner always knows what to expect.

In the silent method, the teacher set the classroom situation while the learners did most of the talking and interactions among themselves. All the four language skills of listening, speaking, reading and writing were taught from the beginning of school life. Learners' errors were considered as a normal part of teaching (Robert, 2004). The teacher's silence helped to foster self-reliance and learners' initiatives in language learning. The method recognized individual differences and allowed the learners to progress at their own rates of learning. The goal of the teacher was to enable the learners to use the language for self-expression. The teacher was an observer in the learning process. However, grammar rules are not supplied. Learners learn to read and write what they heard and produced same orally. In the silence way method, the rods and the colour - coded pronunciation charts called Fidel charts provide physical foci for student learning and also create memorable images to facilitate learners recall (Bussmann, (1996).

Community language learning method was also one of them. In this method Robert, (2004), notes that it attempts to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student. In this method, the teachers also recognized that learning could be threatening and by understanding and accepting learners' fears, teachers helped their learners feel secured and overcome their fears of language learning. Learners were then provided with energy that was directed at language learning. However, in this method, learners chose what they wanted to learn and the curriculum/syllabus was learner-generated. It is difficult to make use of this method at the lower levels of the educational system since at such level, the learners

are not matured enough to decide what they want to learn and at the same time, generate the curriculum.

The Grammar-translation method of teaching started around the time of Erasmus (1466). The main focus of the Grammar-Translation method was on memorization of verb paradigms, grammatical rules, and vocabulary. This implies that the method placed much emphasis on prescriptive rules which had to be memorized and applied in usage. Memorization could be tedious, tasking and frustrating to learners, especially the young ones. The knowledge of this memorization was directed on translating texts and focused on the development of the learners' appreciation of the literature of the target language. The method was first used in the teaching of classical languages. Latin and Greek, and later for the purpose of assisting learners read and appreciate foreign language literature to the detriment of speech and writing. The method involved a highly structured classroom. The role of the teacher involved translating sentences, passages, words and sounds into the learners' mother-tongue in order to enable them understand. According to Atagburuaguetal (2007), as cited in the word of Williams (2013) argues that typical language class activities under this method constitute, among others, the following: rote-memorization of vocabulary items coupled with their native language equivalents; Reading aloud in the second language with the use of selected literary selections in the textbook; Explanations of terminology as it pertains to the grammars of the native language being learned; Little or no practice of pronunciation; Communicative content is given little or no attention. The method is very much based on the written word and texts are widely in evidence. A typical approach would be to present the rules of a particular item of grammar, illustrate its use by including the item several times in a text, and practice using the item through writing sentences and translating it into the mother tongue.

The cognate method on the other hand was based on meaningful acquisition of grammatical structures followed by meaningful practice. Ansu (2008) explains further that the method was intended to equip the learner with the required grammatical competence in the target language to enable him/her to control its structures. To achieve this, learners were exposed to relevant passages and were involved in processing the information contained in the passages. This made language learning a problem-solving task. However, the method seems to ignore listening and speaking and emphasized only reading and writing. Also, with its emphasis on information processing, the method may not be applicable at all levels of learning, more especially in the lower classes. The various methods discussed were used at one time or another in language instruction. However, whatever method was chosen, such method was intended to promote the development in listening, speaking, reading and writing skills which lead to comprehension. The best method to be considered during the different stages of teaching and learning were made use of in the language classroom.

### **2.3 Instructional Materials Used in Teaching English Language**

The need for adequate facilities and materials in Bubiita sub-county selected secondary schools for effective teaching and learning cannot be overemphasized. Teachers could be available, but without enough facilities and materials, the effort would be useless. Instructional materials have borne several nomenclatures from the colonial concepts of apparatus to teaching aids, teaching aid to educational media, educational media to instructional technology, instructional technology to curriculum materials, and curriculum materials to its modern nomenclature-instructional materials. Each of these conceptual stages depicts the scope of its usage and application in the classroom. But according to Malekela (2003), the general acceptable nomenclature by professionals of education is the term “Instructional materials.”

Instruction materials are indispensable in the teaching and learning process at all levels of educational system. They are referred to as a veritable channel through which instructions can be impacted in the classroom. Koffar (2018) identified these instructional materials to include audio-visual material of various types, pictures, or charts, books, radio, television, type writing machine, computer, chalkboard, and projectors. Okorie (2016) defined instructional material as that branch of pedagogy which treats the production, selection and utilization of instructional materials that do not depend solely on printed words but instructional technologies employing both materials and devices used in learning situation to supplement the written or spoken word with transmission of knowledge, attitude, and ideas.

Di- Pietro-R, (1994), sees instructional materials as materials that facilitate teaching and learning activities and consequently, the attainment of lesson objective. Hence, one can rightly say that instructional materials are those items which the teacher uses in teaching in order to make his teaching and illustrations real and meaningful. In fact, anything a teacher uses to achieve instructional objectives. As tedious as teaching secondary school learners is, one must have to admit that its effectiveness compulsorily requires the use of instructional materials. This is because these materials help to bring about a variety which arouses and maintains the interest of the pupils/ learners. Instructional materials can also be seen as instructional media. This simply refers to some of the devices which both teachers and learners can use to enhance the quality of instruction (Offoefuna & Eya; 1999) used it to refer to all those materials that the teacher needs to incorporate in the teaching- learning experience. These materials include all forms of information carriers that can be used to promote and encourage effective teaching- learning exercise.

An effective and efficient teacher always strives as much as possible to understand his/ her learners, the subject, all the tested approaches, methods, techniques and materials before making a choice of any instructional materials. These factors enable him/ her to interact, facilitate and consolidate the teaching procedures. In support of the above idea, Lawal (2014) affirmed that both instructional aim and approaches occupy the highest level of idealization as they cover a long term of attainment and implementation respectively. This implies that a teacher of English language must first of all understand the broad and specific objectives of his teaching, what to be taught, component of curriculum, approaches and methods, instructional materials to be used in his/her teaching because these factors form the basis with which to accomplish the predetermined goals of secondary education.

The neglect over the use of instructional materials in secondary schools for effective implementation of English as a second language programme is highly grievous because the approach used for conveying what is taught to the pupils also matters. In secondary schools, the strategy and instructional materials used for teaching English are extremely important. Kindler (1983) asserts that learners comprehend and retain more of what they are taught when adequate and appropriate instructional materials are employed. Learners are said to remember ninety nine percent (99%) of what they hear, (Omeiza, 2003), says that, the more a child has seen and heard, the more he wants to see and hear. For this reason, experience intelligence is not only something one is born with, it is also learned. Most pupils and teachers may not travel to some part of the world throughout their life time but they can learn about it through films, pictures, maps etc.

Adelabi (2015) classified instructional material as, audio-media, visual media and audio- visual media. He defined audio media as teaching and learning devices that mostly appeal to the sense of hearing. Examples are public address systems, tape recorders, talking drum. According to him,

visual media are teaching and learning devices that mostly appeal to the sense of seeing only, which can be further divided into projected and non-projected visuals, examples are films slides (projected) and postures, regalia, globes and pictures (non-projected). He referred to those instructional materials which provide the learners with the opportunity of seeing and equally learning at same time as audio-visual. Examples are educational televisions, videos and films Umo (2015), did an elaborate classification and description of instructional materials and classified into six groups, viz: Visual materials – these are materials which appeal to the sense of seeing only, examples are pictures, diagrams, flannel boards, chalkboard, building, graphs, charts made by teacher himself.

For Nyamubi .J, (2003), notes that audio- materials refer to those materials that appeal to the sense of hearing, examples are tape recorders, cassette cartridges, radio, dices, language labs, and such like. Audio-visual materials – these are those materials that appeal to the sense of hearing and seeing. These produce both sound and visuals. Examples include, televisions, motion pictures with sound, and slide and film strip projectors with sound accompaniment. Software- these include graphic materials, printed materials, slides, films and strips, overhead transparencies, cassette tape. Projected materials: include those materials which require projected viewing. There are two types, transparent and non-transparent (opaque) projections. Examples of non-projected materials are books, models, mock-ups graphic materials, bulletins chalkboards, simulation.

UNESCO, (2000), classifies instructional materials into groups, human and material resources. According to them, human resources consist of the teacher/resource persons, the learners and the entire tutorial and non-tutorial (supporting) staff. The material resources are grouped into tangible resources and intangible resources. She classified the tangible resources into three main

groups: visual, rural and audio-visual aids. She further identified six types of visual aids, namely: Projected aids; on-projected aids –chalkboard, bullets board and flannel board, Pictorial instructional materials such as wall charts, still pictures, (photographs), graphs, maps, posters and manuals; three dimensional aids such as regalia (real objects) models and specimen; mobiles such as laboratory equipment, apparatus and chemicals and Books.

Ukoha (2016) sees instructional materials as educational media. He divided them into two broad categories; printed and non-printed media. The printed media include all educational information carriers printed on paper such as textbooks, reference books, workbooks, handouts, journals, among others, while the second group is the non-printed media. This group is further sub-divided into low cost media and electronic media. The low cost media include wall charts, slip charts, models, diagrams posters, pictures, sketches and graphic. Electronic media; according to Ukoha, further divided instructional materials into software and hardware materials. Software's include computer programmes, 16mm and 8mm films, slides, microfilms and transparencies, video films, audio cassettes. The hardware materials include overhead projectors, opaque projector, slide projectors, camera, computer sets, radio, cassettes recorders, microfilm recorder, television set, transparency maker and radio cassettes.

In third world countries such as Uganda, production of instructional materials is found to be a very stressful, frustrating and arduous task. Instructional material producers encounter numerous problems in the course of producing them. Some of these problems are identified as; high cost of procuring the needed materials for use in production, low production skills possessed by teachers, problem of storage and maintenance, low capacity of the already existing ones. There are several stages that are involved in the production of instructional materials. (Kapoli, 2017)

identified four basic stages in instructional materials' production to include; choice stage, statement of objectives stage, prototype and final production stage.

In addition to this, Aburime (2005) asserts that lack of knowledge and techniques in the production of instructional aids; and the type of teaching method adopted by teachers in secondary schools during classroom teaching are the major problems that hinder the production of teaching materials in schools. This is supported by Fafunwa (1994) who lamented that the ugly situation of unavailability of instructional materials in primary and secondary schools was as a result of lack of funds and shortage of experts.

In view of this, Balogun (2015), noted that improvisation when applied to English teaching is often used synonymously with local production of English approaches. He opined that both concepts have to do with provision of relatively cheaper alternatives to improvised language materials. This is supported by Bomide (1985) who saw improvisation as the act of using materials or equipment obtainable from local environment or designs by either the teacher or with the help of local personnel to enhance instruction. Instructional materials, whether improvised locally or foreign have one common role of concretizing the teaching and learning experiences.

Consequently, teachers ought to know the procedures for designing alternative instructional materials with which they can help their learners to visualize whatever topic they want to teach. Again, if instructional materials are to be improvised, emphasis should be laid on using cheap and locally available materials. A teacher of English must be conversant with the types, characteristics, and advantages of instructional materials before he / she makes them. At times, most schools heads (administrators) and classroom teachers pose ignorance of some possible sources of instructional materials and even their existence. As a result, the National Teachers

Institute (NTI) in her manual for retaining secondary school teachers discussed a detailed source of instructional materials for effective secondary school teaching. These sources of instructional materials include; collection of items from the immediate locality of schools, production process by teachers and learners.

Edger (2016), maintains that the need for innovative materials in schools is due to great quest for the teachers of English in the education system to meet the changes in the society. Notwithstanding some teachers instead of understanding instructional materials as tools for making teaching and learning process more effective, easier and enjoyable, see instructional materials as an instrument for decoration and not as tools to be used in teaching or that they are only meant for teaching practice by student teachers of various categories.

#### **2.4 Literature Gap**

It is pointed out in the literature reviewed that a teacher is to be competent enough to handle human and material resources at his disposal. The teacher should be able to initiate, coordinate and control his learners and to have perfect knowledge of what he is teaching as well as to provide a conducive atmosphere and democratic relationship, especially where the feelings of the learners are concerned. Review on the use of instructional materials indicates that instructional materials used in most of the schools are in deplorable situation and some are even not available. Most of the materials available for teaching are either not available or obsolete. The supplies of deserved instructional materials are determinants of quality of academic output in schools. Teaching facilities when adequately supplied to schools would enhance effectiveness and satisfaction of teachers and improve learners' academic achievements. Besides, the reviewed literature reveals that the teaching of English language is constrained with many factors that include teachers' proficiency, inappropriate teaching methods, and insufficient instructional

materials among others. It is therefore imperative for the government to set vivid policies that would facilitate the teaching and learning of English as a second language and other subjects as a whole in Bubiita sub-county as a whole. Finally, although literature reviewed above were related to the present study in one way or the other, no known study so far has been done about the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district. This gap necessitates the present research study, hence the need for the teaching of English language in secondary schools in the Sub-county.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the procedures and methods that will be used by the researcher to gather data for the study. It comprises the Research Design, Area of the study, and population of the study, Sample and Sampling Techniques, Instruments for data collection, Data quality control, Reliability and validity of the instrument, Data analysis and ethical consideration.

#### **3.1 Research Design**

The study will adopt a descriptive research design with both qualitative and quantitative approaches. Aaker et al (2002) defines a research design as the detailed blue print used to guide a research study towards its objectives. According to Hedrick et al (1993) the purpose of a descriptive study is to provide a picture of a phenomenon as it naturally occurs and to draw a picture of a situation or show how things are related to each other. Mugenda & Mugenda (2008), shares the same views that a descriptive research design provides a foundation upon which a phenomenon can be described to indicate disparities or certain characteristics. This study will describe the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district. It is considered because the design focuses on the collection, analysis and interpretation of information on the teaching of English language with the view of making value judgment. In the same way, the present study seeks to assess the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district with the sole purpose of making a judgment about it.

### **3.2 Area of the Study**

Bududa District is bordered by Sironko District to the north, Kenya to the east, Manafwa District to the south, and Mbale District to the west. The district headquarters at Bududa are located approximately 36 kilometres (22.5 miles), by road, south-east of Mbale City, the largest city in the sub-region. Generally, the study will be conducted in Bubiita sub-county which is bordered by Nalwanza sub-county to the north, Bumayoka Town Council to the east, Bukigai sub-county to the west and Kushu Town Council to the south. The study will use the following schools; Bubiita seed secondary school, Bududa Comprehensive secondary school, Nalwanza secondary school, Bududa secondary school and Bukigai College Secondary School.

### **3.3 Population of the Study**

Population is a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari, 2006). The population of this study will include a sample of a cross-section of people because of numerous practicalities that will be taken into consideration (monetary, time, and ethics). The total target population of the study is 150 which will be arrived at by considering the 045 teachers of English language, 05 head teachers and 080 learners. The teachers will be selected because they are the ones that are directly involved in the teaching process and are taken to be the curriculum implementers while the school heads will be included because they are the policy implementers and overseers of the education programs in the Sub-county. The learners will be selected because they are the ones that are directly affected. Bickman and Debra (2009), note that choosing a study area and group is important because helps the researcher to plan for issues of time and budget so as to limit the number of members of the population who can be subjects in a study.

### 3.4 Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as much as possible (Amin, 2005). The Sample Size of the study will comprise 108 respondents who will comprise 080 students, 40 teachers of English and 05 head teachers. This will be attained through use of the Krejcie, Robert V, Morgan, Daryle W, (1970); as per (Appendix VI) Table 3.1 presents a breakdown of the population and sample size of the study.

**Table 3.1 Population, Sample size and Sampling methods used**

| Sample Category     | Population | Sample Size | Sampling Method    |
|---------------------|------------|-------------|--------------------|
| Teachers of English | 45         | 040         | Random Sampling    |
| Head teachers       | 05         | 05          | Purposive sampling |
| Learners            | 100        | 080         | Random Sampling    |
| Total               | 150        | 108         |                    |

*Source: Field Data, 2024*

### 3.5 Sampling Procedures

Sampling technique is defined as the process of selecting samples to represent the population (Kothari (2009)). In this study, a researcher will use simple random and purposive sampling techniques as described below. The researcher will use both random and purposive sampling techniques to select the study respondents.

#### 3.5.1 Random Sampling

Random sampling will be used to select the respondents in order to give them an equal and known chance of participation in the study. The technique will be used to select learners and teachers. The researcher will select respondents randomly from the selected population. The list of the teachers and learners, both female and male will be provided and their names written on pieces of paper, folded and then mixed thoroughly then picked. In this case, every name will be

given an equal chance to be picked. The simple random sampling technique will be used because the sample size will contain a big number of respondents that will require being appropriately and proportionately represented and free from sampling bias.

### **3.5.2 Purposive Sampling**

Purposive sampling on the other hand will be used because the respondents will have enough experience and true information regarding the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district.

## **3.6 Data Collection Instruments**

The researcher will use the Questionnaires, focus group discussion and observation checklists as methods of data collection during the study.

### **3.6.1 Questionnaires**

The study will use a Self-Administered Questionnaire (SAQ) which will be given to teachers and learners. Kakinda, (1995), argues that a questionnaire is a set of related questions designed to collect information from respondents. The questionnaire will be used to ease the respondents' role of filling the questions. The researcher will develop a questionnaire called Teaching of English language Questionnaire (TELQ), which will be used to collect data for sections A to C of this study. Section A of the instrument will elicit information on the demographic characteristics of the respondents such as gender, qualification, subject specialization and years of teaching experience. Section B will elicit information about the methods used for teaching English language. Section C of the questionnaire will be presented using a five point Linkert Rating Scale of SA, A, U, D and SD response where SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree and SD= Strongly Disagree. Weighted responses will be produced as follows: (SA) = 5 points, (A) = 4 points, (U) = 3 points, (D) = 2 points and (SD) = 1point. The

researcher will develop a checklist called Teaching of English language Checklist (TELEC), which will be used to collect data in section C on the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district. Therefore, questionnaires will be answered at their own convenient time.

### **3.6.2 Focus Group Discussion**

In this technique, a focus group discussion guide will be used to collect data from the respondents. This instrument will help the researcher to collect secondary data from the respondents. In this case 20 in the 3 groups of respondents will gather on appointment of the researcher to discuss issues related to the impact of English as a second language in the learning process of learners in selected secondary schools in Bubiita sub-county, Bududa District. Uma (2000) asserts that, a focus group discussion promotes the attainment of deep information and it encourages free interaction. Hence, there will be a free interaction with school heads and some teachers as the researcher will be collecting data on the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district. The list of questions in the focus group discussion guide will be used as provided for in the Appendix IV; for instance, the respondents will be required to mention their level of study, Sub-county the methods used for teaching English, mention the importance of using instructional materials in the teaching process etc. The researcher will act as the interviewer and the respondents the interviewees.

### **3.6.3 Observational Schedule**

Observational schedule is a form of checklist used for data collection in a research work. Observational schedule of the “running record type” is a continuous observation of a behaviour stream for a particular period of time. The researcher will write down the methods used by the

teacher in teaching for a length of time in a classroom or in any other setting where the teaching process suitably take place. Observational schedule of the “running record type” will be used to collect data for section B of this study. The researcher will observe the teachers as they actually teach with the developed observational schedule (checklist) of the “running record type” and simultaneously tick the methods used by teachers in teaching the English language in the sampled secondary schools in Bubiita sub-county Bududa District.

### **3.7 Data Quality Management**

In an attempt to achieve quality data, the researcher will make an analysis with respect to instrument validity and reliability.

#### **3.7.1 Validity of the Instruments**

Validity refers to quality of data gathering instrument or procedures that enables it to measure what it sought to measure (Best and Kahn, 2004). Reliability of the instrument is the measure of consistence over time and over similar sample (Cohen et al, 2007). To determine the validity of instruments, the researcher will conduct a preliminary survey at Buluckehke secondary school located in Bulucheke sub-county since this has the same characteristics with the schools under study. The questionnaires and interviews will be piloted to 8 teachers and 5 learners before the larger actual survey will be conducted in Bubiita sub-county. This will be done to discover the ambiguities and some grammatical errors in the question items before they were corrected. This will help to cross check the validity of the instruments. The researcher will have an opportunity to discuss with the respondents especially on difficult vocabularies or grammatical errors or rather with ambiguity statements in order to rephrase or delete them. In addition, the researcher will seek for expertise advice from her supervisor who helped to improve on the clarity on the items from the questionnaires and interviews. The Content Validity Index (CVI) of the

instrument will be calculated using the formula below. The instrument will be considered valid if the value of 0.6 and above is achieved.

$$\text{CVI} = \frac{\text{total number of relevant items}}{\text{Total number of items}}$$

### 3.7.2 Reliability of the Instrument

Reliability means the degree of consistency and precision in which the measuring instruments demonstrates. The Statistical Packages of Social Scientists (SPSS) will be used to ascertain it. Cronbach’s Alpha of a minimum reliability analysis of 0.70 and above will be taken as reasonable measure of internal reliability. If the score obtained is 0.818 or above 0.7; the instrument will be adopted as being reliable. The points will be achieved when the valid items are divided by the total number of items times one hundred;

$$17/21 \times 100 = 80.95.$$

**Table 3.2: Reliability statistics**

| Cronbach's Alpha | No of Items |
|------------------|-------------|
| 0.818            | 21          |

*Source: Primary Data, (2024)*

### 3.8 Data Analysis and Data Presentation

Data analysis will involve the process of breaking data down into small units to reveal their characteristic elements of structure (Dey, 1993). Analysis is important because new insights into the data are drawn, connections are made and relationships established. The study will use questionnaires with sections. Section A, B, and C of the instrument will be analyzed using percentages. Based on a four point rating scale, the total weighted frequencies will be used to

determine the mean for each item. Acceptance level for the mean may be 2.50 and above. Items which will have scores of 2.50 and above will show acceptance while mean scores below 2.50 will show non-acceptance. Reference will be made to the literature reviewed as benchmark and confirming, or refuting, or modifying them would also be in order (Grey 2009). The researcher will also use elicitation method in which some questions about whether the use of instructional materials is important in the teaching of English language.

### **3.9 Ethical Considerations**

Research ethics refers to moral principles guiding research (Horman, 1991). It means conducting research in a way that goes beyond merely adopting the most appropriate research methodology, but conducting research in a responsible and morally defensible way. Mugenda & Mugenda (2008) notes that protecting the rights and welfare of the participants should be the major ethical obligation of all parties involved in a research. To provide these protections, all parties must be able to review, conduct or oversee research that involves human participants in an ethically and sound manner. Mcburney & White (2010) note that ethical principles fall into four major categories. They include avoiding harm to participants, ensuring informed consent, respecting the privacy of participants and avoiding deception. This will be by use of friendly language, being honest and having high level of integrity.

Crow et al. (2006) add that the principle of consent means that research participants are provided with sufficient and accessible information about the study so that they make an informed decision as to whether to become involved or not. To ensure these ethical considerations are taken into account, the consent of the respondents and confidentiality will be sought and they will be assured that the data they will provide will be strictly for purposes of this study. In

addition, to enhance the participant's privacy, the respondents' names will not be used thus; Confidentiality will be practiced by avoiding the use of names but rather initials or codes.

The researcher will endeavor to respect the rights of the respondents in the process of getting the information; will seek for permission from the local leadership before carrying out the study. Coercive approach will be avoided in trying to access information from the respondents but rather observed professional ethics in conducting the study. It can be emphasized that this study is original work, and that no known study regarding the factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district.

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## APPENDICES

### APPENDIX I

Department of Education  
Uganda Christian University,  
08<sup>th</sup> Feb, 2024

I am Nebokhe Violet Mayanza, a student of Uganda Christian University carrying out a Study on the **“factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district”**. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience.

Thank you.

## APPENDIX II

### QUESTIONNAIRE FOR TEACHERS

I am Nebokhe Violet Mayanza, a student of Uganda Christian University carrying out a Study on the “**factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district**”. The aim of carrying out this research is purely for academic purposes. I kindly request you to read and answer the questions that best describe your views, opinions and understanding. All information you provide will be highly *confidential*, thus, your name will not appear anywhere. Your response will be highly appreciated. This will take just a little of your time and am grateful for giving your fortified audience. Do not write your name and that of your village on the questionnaire

#### SECTION A (PERSONAL INFORMATION)

(Instructions-tick where appropriate)

##### 1. Gender

Male  Female

##### 2. Age

Below 20  21-30  31-40  41-50  51-60  Above 61

##### 3. Marital Status

Single  Married  divorced  Widow or Widower

**4.Level Qualification**

None  Primary  Secondary  Certificate Diploma  Degree  Above

**5. Occupation**

Farmer/peasants Students Business people  Politicians  civil servants

**SECTION B: TEACHERS’ PROFICIENCY IN ENGLISH TEACHING**

1. What are the major causes of poor spoken in English language?

Qualification  poor teaching methodsTeachers experience

Poor relationships  impartial relations

1. How would you rate the level of qualification of teachers?

Low  Very Low  High  Very High Moderate

2. The statements below relate to the teachers’ proficiency in teaching English:

Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please, circle the option that best suits your opinion on the statement given

| <b>Teachers’ proficiency in English teaching</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Qualifications                                   |          |          |          |          |          |
| Area of specialization                           |          |          |          |          |          |
| Teachers’ teaching experience                    |          |          |          |          |          |
| Settled in marriage                              |          |          |          |          |          |
| Cultural beliefs                                 |          |          |          |          |          |
| Religious affiliations                           |          |          |          |          |          |

4. In your opinion, how does teacher's qualification influence poor teaching of English as an L2?

.....

5. Does the teaching experience affect the teaching of English as a second language?

Yes  No

6. Does lack of knowledge regarding content of English cause poor performance in English language?

Yes  No

7. Do cultural beliefs of a teacher influence poor performance in English language?

Yes  No

8. Is domestic violence a reason for failure of some teachers' better performance?

Yes  No

**SECTION C: METHODS USED BY TEACHERS OF ENGLISH LANGUAGE TO TEACH THE SUBJECT**

9. Does teaching experience of a teacher affect the selection of a teaching method?

Yes  No

10. Are there some new methods that are required for teaching English language?

Yes  No

11. Is electronic method commonly used in the teaching of English language?

Yes  No

12. Does cognate method of teaching promote the learning of English as a second language?

Yes  No

13. Is communicative method used by all the teachers who teach English language?

Yes  No

14. Is audio-lingual method commonly used by teachers of English In the Sub-county?

Yes  No

15. What other methods are employed in the teaching of English language to facilitate the teaching? Supplied also are five options corresponding to these statements: Strongly agree (SA)=5, Agree(A)=4, Undecided(U)=3, Disagree (D) =2, and Strongly Disagree(SD)=1.

| <b>METHODS USED FOR TEACHING ENGLISH</b> | <b>4</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Direct Method                            |          |          |          |          |          |
| Communicative Method                     |          |          |          |          |          |
| Discussion Method                        |          |          |          |          |          |
| Grammar Translation Method               |          |          |          |          |          |
| Cognate Method                           |          |          |          |          |          |
| Silent Way Method                        |          |          |          |          |          |
| Total Physical Response Method           |          |          |          |          |          |
| Reading Method                           |          |          |          |          |          |
| Electronic Method                        |          |          |          |          |          |
| The Mimicry Method                       |          |          |          |          |          |
| Audio-lingual Method                     |          |          |          |          |          |

**SECTION: D AVAILABLE INSTRUCTIONAL MATERIALS**

The statements below relate to the available instructional materials to improve the teaching of English as an L2. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

| <b>AVAILABLE INSTRUCTIONAL MATERIALS</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Charts                                   |          |          |          |          |          |
| Flash Cards                              |          |          |          |          |          |
| Television                               |          |          |          |          |          |
| Radio Cassette                           |          |          |          |          |          |
| Tape Recorder                            |          |          |          |          |          |
| Pictures                                 |          |          |          |          |          |
| Language Laboratories                    |          |          |          |          |          |
| Documentary Films                        |          |          |          |          |          |
| Smart boards                             |          |          |          |          |          |
| Computers                                |          |          |          |          |          |

***THANK YOU***

## APPENDIX III

### QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

I am Nebokhe Violet Mayanza, a student of Uganda Christian University is carrying out a study on the “**Factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district.**” As a student, you have been selected randomly to participate in the research by completing the questionnaire as per the instruction at the beginning of a given section. You are kindly requested to freely fill in the questionnaire. All your responses will be kept confidential and for academic purpose only.

Thanks.

Do not write your name and that of your village on the questionnaire

#### SECTION A (PERSONAL INFORMATION)

(Instructions-tick where appropriate)

##### 1. Gender

Male  Female

##### 2. Age

Below 10  11-13  14-16  17-18  19-20  Above 20

##### 3. Marital Status

Single  Married

**Level Qualification**

None  Primary

**5. Occupation**

Farmer/peasants  Student

**SECTION B: TEACHERS’ PROFICIENCY IN ENGLISH TEACHING**

2. What are the major causes of poor spoken in English language?

Teachers’ Qualification  poor teaching methods  Teachers experience

Poor teacher- pupil relationships  impartial relations

3. How would you rate the level of qualification of teachers?

Low  Very Low  High  Very High  Moderate

4. The statements below relate to the teachers’ proficiency in teaching English:

Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

Please, circle the option that best suits your opinion on the statement given

| <b>Teachers’ proficiency in English teaching</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Qualifications                                   |          |          |          |          |          |
| Area of specialization                           |          |          |          |          |          |
| Teachers’ teaching experience                    |          |          |          |          |          |
| Settled in marriage                              |          |          |          |          |          |
| Cultural beliefs                                 |          |          |          |          |          |
| Religious affiliations                           |          |          |          |          |          |

16. In your opinion, how does teacher's qualification influence poor teaching of English as an L2?

.....

17. Does the teaching experience affect the teaching of English as a second language?

Yes  No

18. Does lack of knowledge regarding content of English cause poor performance in English language?

Yes  No

19. Do cultural beliefs of a teacher influence poor performance in English language?

Yes  No

20. Is domestic violence a reason for failure of some teachers' better performance?

Yes  No

**SECTION C: METHODS USED BY TEACHERS OF ENGLISH LANGUAGE TO TEACH THE SUBJECT**

21. Does teaching experience of a teacher affect the selection of a teaching method?

Yes  No

22. Are there some new methods that are required for teaching English language?

Yes  No

23. Is electronic method commonly used in the teaching of English language?

Yes  No

24. Does cognate method of teaching promote the learning of English as a second language?

Yes  No

25. Is communicative method used by all the teachers who teach English language?

Yes  No

26. Is audio-lingual method commonly used by teachers of English in the Sub-county?

Yes  No

27. What other methods are employed in the teaching of English language to facilitate the teaching? Supplied also are five options corresponding to these statements: Strongly agree (SA)=5, Agree(A)=4, Undecided(U)=3, Disagree (D) =2, and Strongly Disagree(SD)=1.

| <b>METHODS USED FOR TEACHING ENGLISH</b> | <b>4</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Direct Method                            |          |          |          |          |          |
| Communicative Method                     |          |          |          |          |          |
| Discussion Method                        |          |          |          |          |          |
| Grammar Translation Method               |          |          |          |          |          |
| Cognate Method                           |          |          |          |          |          |
| Silent Way Method                        |          |          |          |          |          |
| Total Physical Response Method           |          |          |          |          |          |
| Reading Method                           |          |          |          |          |          |
| Electronic Method                        |          |          |          |          |          |
| The Mimicry Method                       |          |          |          |          |          |
| Audio-lingual Method                     |          |          |          |          |          |

**SECTION: D AVAILABLE INSTRUCTIONAL MATERIALS**

The statements below relate to the available instructional materials to improve the teaching of English as an L2. Supplied also are five options corresponding to these statements: Strongly agree(SA)=5, Agree(A)=4, Undecided(U)=3, Disagree(D)=2, and Strongly Disagree(SD)=1.

| <b>AVAILABLE INSTRUCTIONAL MATERIALS</b> | <b>5</b> | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|--|----------|----------|----------|----------|----------|
| Charts                                   |          |          |          |          |          |
| Flash Cards                              |          |          |          |          |          |
| Television                               |          |          |          |          |          |
| Radio Cassette                           |          |          |          |          |          |
| Tape Recorder                            |          |          |          |          |          |
| Pictures                                 |          |          |          |          |          |
| Language Laboratories                    |          |          |          |          |          |
| Documentary Films                        |          |          |          |          |          |
| Smart boards                             |          |          |          |          |          |
| Computers                                |          |          |          |          |          |

***THANK YOU***

**APPENDIX IV**

**A FOCUS GROUP DISCUSSION WITH HEAD TEACHERS**

Dear respondent,

I Nebokhe Violet Mayanza of Uganda Christian University, Mbale Campus pursuing a Bachelor’s Degree in Education is carrying out a research on **“Factors affecting the performance of learners in English language at UCE in public secondary schools in Bubiita sub-county, Bududa district.”** You have been selected to participate in this study whose purpose is to solicit for information strictly for academic use and this information will be handled with strict confidentiality. The outcome of this research may be beneficial to policy makers, administrators, civil servants and academicians with the aim of lifting the standard of the education system as far as English language is concerned.

**Questions:**

1) What is your highest education level?

.....  
.....

2) What methods of teaching do you think teachers use in the teaching learning process of English language?

.....  
.....  
.....

3) Why do you think most teachers use one method repeatedly without altering?

.....  
.....

.....  
.....

4) Are there enough materials available in the physical classroom during and after a lesson?

.....  
.....

*Thank you for your contribution.*

## **APPENDIX V**

### **OBSERVATION CHECKLIST**

The observation checklist was used by the researcher to solicit for information about the methods used by the teachers in the teaching of English as a second language in Bubiita sub-county . The researcher used a recording checklist to get the information about the same. A C D was used in particular to ease the researcher's work especially when it came to data analysis and presentation.

#### **Questions**

- 1) What methods are used for teaching English as an L2 in the teaching learning process at all levels in secondary schools?
- 2) Why are specific old methods used by most teachers?
- 3) Why are most methods ignored by the teachers?
- 4) Why are the most relevant methods used by the teachers on a small scale?

## APPENDIX VI

**Table for Determining Sample Size from a Given Population**

| N  | S  | N          | S          | N   | S   | N    | S   | N      | S   |
|----|----|------------|------------|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100        | 80         | 280 | 162 | 800  | 260 | 2800   | 338 |
| 15 | 14 | 110        | 86         | 290 | 165 | 850  | 265 | 3000   | 341 |
| 20 | 19 | 120        | 92         | 300 | 169 | 900  | 269 | 3500   | 246 |
| 25 | 24 | 130        | 97         | 320 | 175 | 950  | 274 | 4000   | 351 |
| 30 | 28 | 140        | 103        | 340 | 181 | 1000 | 278 | 4500   | 351 |
| 35 | 32 | <b>150</b> | <b>108</b> | 360 | 186 | 1100 | 285 | 5000   | 357 |
| 40 | 36 | 160        | 113        | 380 | 181 | 1200 | 291 | 6000   | 361 |
| 45 | 40 | 180        | 118        | 400 | 196 | 1300 | 297 | 7000   | 364 |
| 50 | 44 | 190        | 123        | 420 | 201 | 1400 | 302 | 8000   | 367 |
| 55 | 48 | 200        | 127        | 440 | 205 | 1500 | 306 | 9000   | 368 |
| 60 | 52 | 210        | 132        | 460 | 210 | 1600 | 310 | 10000  | 373 |
| 65 | 56 | 220        | 136        | 480 | 214 | 1700 | 313 | 15000  | 375 |
| 70 | 59 | 230        | 140        | 500 | 217 | 1800 | 317 | 20000  | 377 |
| 75 | 63 | 240        | 144        | 550 | 225 | 1900 | 320 | 30000  | 379 |
| 80 | 66 | 250        | 148        | 600 | 234 | 2000 | 322 | 40000  | 380 |
| 85 | 70 | 260        | 152        | 650 | 242 | 2200 | 327 | 50000  | 381 |
| 90 | 73 | 270        | 155        | 700 | 248 | 2400 | 331 | 75000  | 382 |
| 95 | 76 | 270        | 159        | 750 | 256 | 2600 | 335 | 100000 | 384 |

**Note: “N” is population size**

**“S” is sample size.**

**Krejcie, Robert V., Morgan, Daryl W., “Determining Sample Size for Research Activities”,  
Educational and Psychological Measurement, 1970**

APPENDIX VII

INTRODUCTION LETTER



UGANDA CHRISTIAN UNIVERSITY
A Centre of Excellence in the Heart of Africa
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER

BUBITA SEED SEC. SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

Received and pledge to offer the possible necessary assistance to Betty 25/10



We are honored to introduce to you Mr. Mrs./Miss NEPOKHE VIOLET MAYANZA

Of Registration Number; RT22/MUC/BEN/033 pursuing a Masters' Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN ENGLISH LANGUAGE AT U.C.E. IN GOVERNMENT AIDED SECONDARY SCHOOLS IN BUBITA SUB-COUNTY, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

[Signature]

Mr. Akampurira Timothy

Academic Registrar

19 FEB 2024



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER.....  
BUBUDA COMPREHENSIVE SEC. SCHOOL


Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NEBOKHE VIOLET MAYANZA  
Of Registration Number; RJ22/MUC/BED1033.....pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE.....

He/ she is required to carry out an academic research on the topic  
FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN ENGLISH  
LANGUAGE AT UCE IN GOVERNMENT AIDED SECONDARY SCHOOLS IN  
BUBITA SUB-COUNTY, BUBUDA DISTRICT  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.  
Thank you.

Yours faithfully,

  
.....  
Mr. Akampurira Timothy  
Academic Registrar

19 FEB 2024



*Received on*  
*18/04/2024*  
*[Signature]*



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To BILUCHEKE SENIOR  
SECONDARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

*Accepted*  
BILUCHEKE SENIOR  
SCHOOL  
P.O. BOX 1537, MBALE  
2024

We are honored to introduce to you Mr. Mrs./Miss NEBOKHE VIOLET MAYANZA

Of Registration Number; RT22/MUC/BS/033.....pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic

FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN  
ENGLISH LANGUAGE AT UCE IN GOVERNMENT AIDED SECONDARY  
SCHOOLS IN RUBITA SUB-COUNTY, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for undergraduate and three (BLACK) copies for Postgraduate students as a University requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

Thank you.

Yours faithfully,

Mr. Akampurira Timothy

Academic Registrar

19 FEB 2024



UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To HEADTEACHER  
NALWANZA SECONDARY SCHOOL

Dear Sir/Madam,

Re: Academic Research

Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss NEBOKHE VIOLET MAYANZA  
Of Registration Number; RT22/MUCIBED033.....pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic  
FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN  
ENGLISH LANGUAGES AT UCE IN GOVERNMENT AIDED SECONDARY  
SCHOOLS IN BUBITA SUB-COUNTY, BUDUDA DISTRICT.

and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
requirement for the award of a degree/diploma in the academic discipline that he / she is  
pursuing.

We shall be grateful for the help you may offer to him or her accordingly.

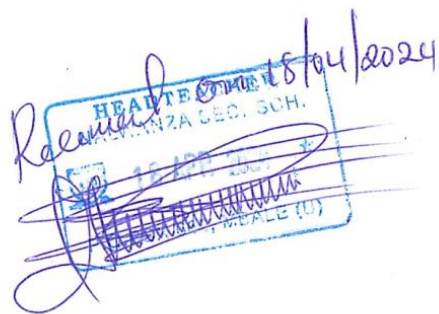
Thank you.

Yours faithfully,

Mr. Akampurira Timothy

Academic Registrar

19 FEB 2024



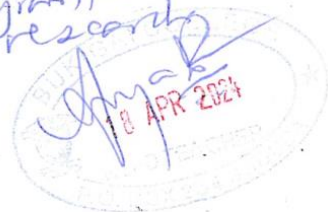


UGANDA CHRISTIAN  
UNIVERSITY  
A Centre of Excellence in the Heart of Africa  
MBALE UNIVERSITY COLLEGE

Office of the Academic Registrar

To: HEADTEACHER  
BUKIGAI COLLEGE

Received 18/04/2024  
Permission granted to carry  
out the research




Dear Sir/Madam,  
Re: Academic Research  
Christian greetings!

We are honored to introduce to you Mr. Mrs./Miss. NEBOKHE VIOKEL MAYANZA  
Of Registration Number; R122/MUCIBEN033 pursuing a Masters'  
Degree/Postgraduate Diploma / Bachelor's Degree BACHELOR'S DEGREE

He/ she is required to carry out an academic research on the topic  
FACTORS AFFECTING THE PERFORMANCE OF LEARNERS IN ENGLISH  
LANGUAGE AT UCE IN GOVERNMENT AIDED SECONDARY SCHOOLS  
IN BUBITA SUB-COUNTY, BUBUDA DISTRICT  
and thereafter produce a well bound hard cover research report (MAROON) in color for  
undergraduate and three (BLACK) copies for Postgraduate students as a University  
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pursuing.

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Thank you.

Yours faithfully,

  
Mr. Akampurira Timothy  
Academic Registrar

19 FEB 2024

APPENDIX VIII

A MAP OF BUDUDA DISTRICT SHOWING THE AREA OF STUDY

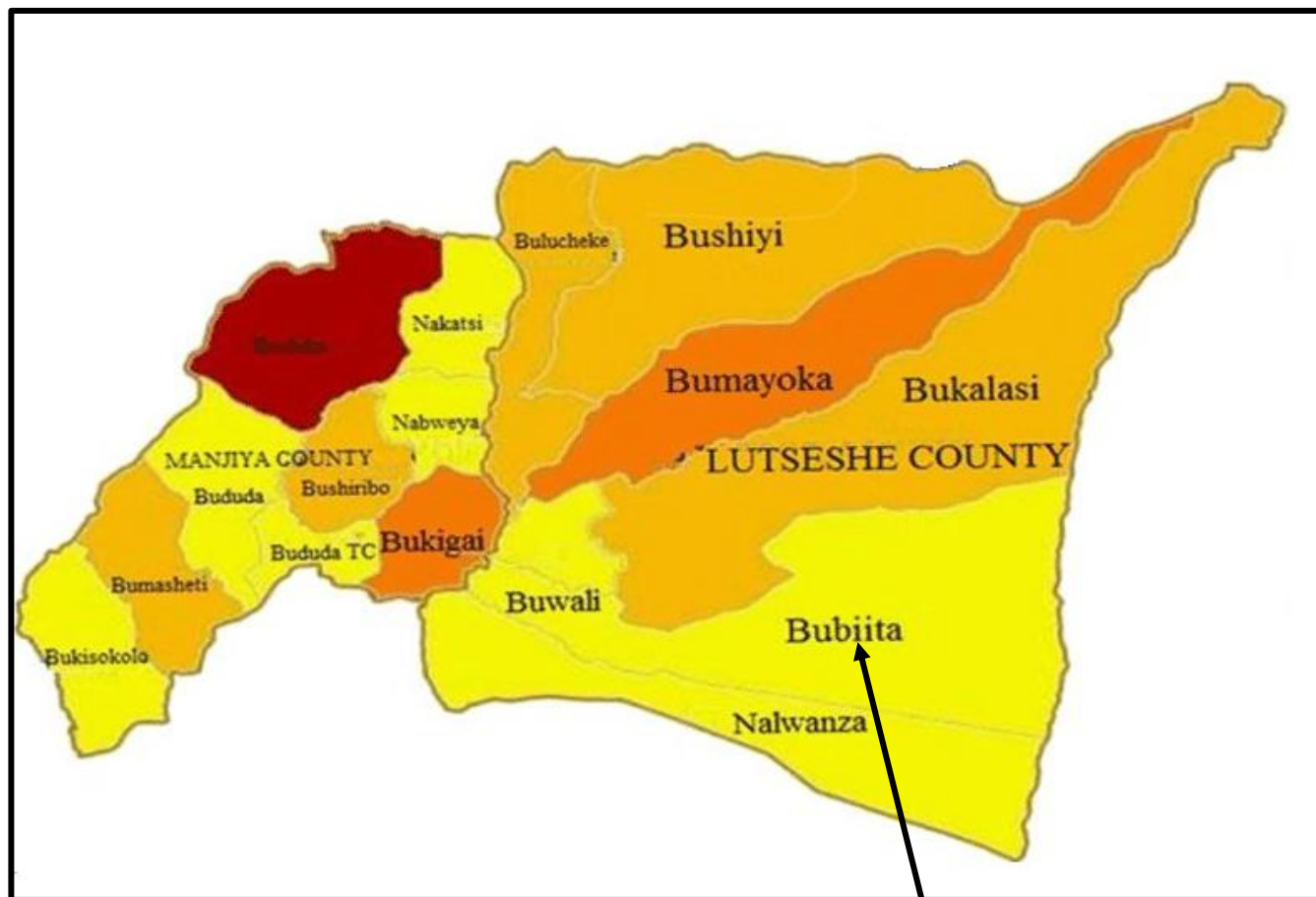


Figure 2

Bubiita Sub county