

Factors Responsible for Academic Deterioration in Traditional Ordinary Level Secondary Schools

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Abstract: It has been observed that there is a falling academic standard at a percentage of 0.5 (UBOS 2012) and the influencing factors include, teachers' performance, government intervention and socio-economic background of the parents. In most African countries socio-economic background of the family is usually linked to the family's income, parent's educational level and parent's occupation.

The study was conducted to determine the factors responsible for academic deterioration among traditional ordinary level secondary schools in Ibaare sub-county, Bushenyi district.

The study's specific objectives were;

- To determine whether teachers are responsible for the deterioration of traditional secondary schools.
- To determine whether the student's socio-economic family background is responsible for academic deterioration of traditional secondary schools.
- To determine whether the government plays a role in academic deterioration of traditional ordinary level secondary schools

A phenomenology method of data collection was used and a sample size of twenty participants was contacted.

Primary data was collected using face to face interviews using semi-structured method and focus group discussions.

The findings revealed that teachers are partly to blame for academic deterioration in ordinary level traditional secondary schools at a percentage of 0.3. It was also found out that the student's socio-economic family background has an influence on the academic deterioration of students at 0.4 percent. It was also found out that the government is partly responsible for the deterioration of academic performance of ordinary level traditional secondary schools 0.1 (UBOS 2012).

The research found out that improved teaching and learning methods can improve students' academic performance among ordinary level traditional secondary schools.

The researcher therefore recommended that teachers should change their teaching methods from teacher centered to learner centered approach.

And to the government the researcher recommended that it should provide proper services and motivate teachers by providing good salaries and transport allowances if they are to give good services to learners.

ordinary level secondary schools in Ibaare sub county Bushenyi district.

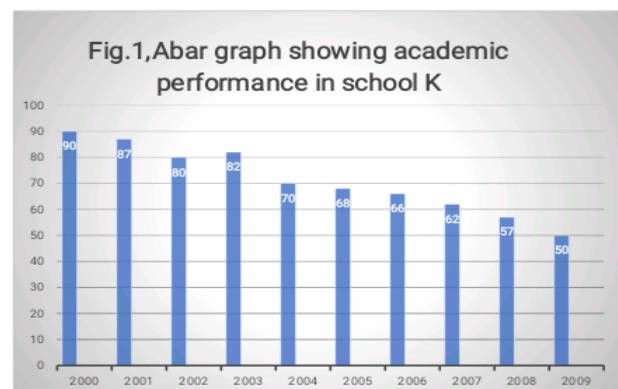
1.1 Background

Since the introduction of formal education in Uganda, foundation bodies (Roman Catholic Church, Church of Uganda Islamic faith and Local communities) had a big control over the secondary education and schools, despite the government involvement. The involvement of these bodies began following a report by the Phelps-Stokes Fund in 1922 (Government of Uganda 1952), a commission known as de Bunsen commit was appointed which came up with recommendations for the expansion of secondary education so as to provide teachers for primary and junior secondary schools hence the expansion of facilities for both primary and secondary schools.

1.2 The trend of academic performance in traditional ordinary level secondary schools of the research study

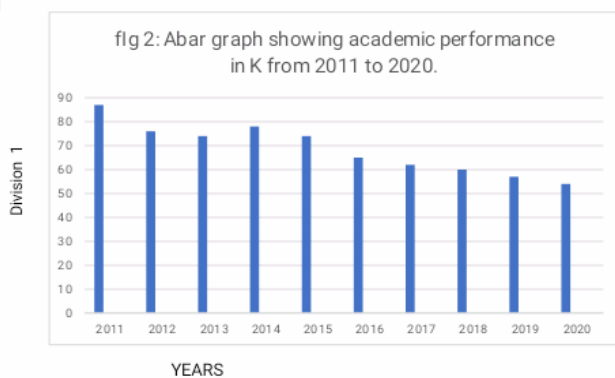
In Uganda, academic performance has continued to deteriorate at 0.5 percent and a number of factors have been identified for the cause (Mahlo FD and Taole M.JS 2011).

In a school of research study, the trend of performance was declining in terms of grades between 2000 - 2010 and then showed a serious decline between 2011-2020 as shown in figure 1 below.



I. INTRODUCTION

The study identified factors responsible for the deterioration of academic performance in traditional



Source: Primary data

Source: Primary data 2021

YEARS 1

From the graphs above, performance was high in the first years of school calendar. However the performance went on declining as the years go on. The enrollment of students was a little higher between 2000-2010 but also reduced in the subsequent years.

1.3 Problem Statement

Academic performance in traditional ordinary level secondary schools is undoubtedly a research to drive at the heart of educators, teachers, psychologists, policymakers, parents and guardians and social workers.

Formerly, traditional secondary schools have been known to be ahead of any other schools, to have high fees structures and generally producing quality students' in terms of grades and general education outcomes. However, over the course of time, some aspects such as fees structure have been maintained or even increased but quality of students in terms of academic performance which is the major key issue has greatly reduced. New schools have cropped out such as St. Charles Lwanga S.S Kitabi, Crane High School and have immediately surpassed traditional ones in terms of performance.

1.4 Objective of the Study

The general objective was to determine the factors responsible for academic deterioration in traditional ordinary level secondary schools.

1.5 Specific Objectives

- To determine whether teachers are responsible for low academic performance in traditional ordinary level secondary schools.
- To determine whether the student's socio-economic family background is responsible for the academic deterioration of traditional ordinary level secondary schools.
- To determine whether students are responsible for the academic deterioration of traditional ordinary level secondary schools

- To determine whether the government plays a role in the academic decline of ordinary level secondary schools.

1.6 Significance of the Study

It will be important to teachers to improve and use appropriate teaching methods that can be useful to the class room environment by students.

It will enable parents who are the key players in education of students to be informed and sensitized on their roles towards students' education.

The study will also enable stakeholders in the government, that is the education ministry to improve on the teachers welfare and motivational factors that will enable them to deliver better services to students.

1.7 Research questions

The study sought to answer the following questions;

- To what percentage are the teachers responsible for academic deterioration in traditional ordinary level secondary schools?
- To what percentage do the parents' involvements in school development programs bring about academic deterioration in traditional ordinary level secondary schools?
- To what percentage does the government bring about academic deterioration in traditional ordinary level secondary schools?

1.8 Scope of the study

The scope of the study focused on geographical and content

1.8.1 Geographical scope

The geographical scope was centered in Ibaare Sub County, Bushenyi district.

The schools in the study are located along Ishaka -Kitagata road, 5km off Mbarara- Kasese highway.

1.8.2 Content

The study centered on identifying factors responsible for academic deterioration in traditional O' level secondary schools.

1.9.1 Definition of key terms

Factors; Agents, components or elements that contribute to the occurrence of an incident.

Academic deterioration; Refers to the performance that falls below a specific standard.

Traditional schools, Refers to those schools which began with the coming of the missionaries.

II. LITERATURE REVIEW

2.1 Introduction

This chapter presents reviewed literature as related to factors responsible

For academic deterioration of traditional O' level secondary schools in Ibaare sub county, Bushenyi district.

In Oyo estate, Education is the largest Industry and government continues to ensure that funds, instructional materials and teaching personnel are made available for the sector.

The government has also continuously encouraged secondary education by adopting social demand approach towards planning the sector and by subsidizing the senior school certificate Examinations (SSCE) fee in the state over a long period (Molokomphale and Mhlauli, 2014).

Despite the efforts made towards ensuring that students have equal educational opportunities as well as making other training facilities readily accessible to improve students' academic performance, students still continue to perform poorly (Adepoju, 2002).

The persistence poor academic performance in traditional secondary schools has made the development of the Education sector in the state a difficult task (Adepoju, 2002).

In Uganda the academic performance in traditional O' Level secondary schools has also shown a drastic decline at a percentage of 0.5 (UBOS 2012). While in focused group discussions with students, the decline in academic performance was due to inadequate science teaching learning facilities in schools (Asiimwe, 2007).

2.2 How teachers are responsible for academic deterioration in traditional O' Level secondary schools.

The major rationale of teaching at any level of Education is to bring fundamental changes among learners such that they can perceive themselves as important people of the society. In order to do this, teachers need to apply appropriate teaching methods that best suit specific objectives to achieve the desired academic performance (Tebabal and Kahssay, 2011).

Failure to spare enough time to class work by teachers and investing this quantity of time in other things like business activity, agriculture, betting especially sports spending time on social media as well as long distance of travel to schools (Generous 2018).

The emphasis has been put on standardized testing thus schools and teachers are judged based on student test scores which many argue is not a fair or accurate measure of efficacy. Many critics argue that standardized testing is one of the biggest problems in education sector suggesting that the pressure to produce high test scores leads to a teach-to-the-test approach (Sekamwa et al; 2004).

There are challenges with technology in education; today's students have grown up using technology and have come to expect it in the classroom but there are arguments about how large a role technology should play in education. For example, smart phones and easy access to technology have made it easier for students to cheat and can negatively impact learning (Mahlo et al; 2011).

There are arguments about teacher tenure which is designed to protect teachers from being fired for personal or political reasons. supporters suggest that tenured teachers can advocate for students without having fears of reprisal while critics say that it makes it harder for school districts to dismiss ineffectual teachers Businge, et Al;(2010).

Lack of teacher innovation and outdated teaching methods; the teaching methods used decades ago simply do not work for the modern student. Therefore, teachers who are better trained to meet the needs of their students and who are willing to speak up and facilitate change are needed. These teachers still use teacher centered type of learning yet in a modern situation learner centered approach is being advocated for (Sekamwa et al; 1997).

Schools across the region are performing poorly and produce half-baked citizens unlike in the past. This is because they felt they had reached the maximum but effective and never bothered to put in new strategies to continue enhancing not only their performance delivery of quality Education (Kyaka et al; 2016).

2.3 Family's socio-economic back ground on academic performance deterioration in traditional O' Level secondary schools.

Research has revealed that students' academic performance does not depend solely on their mental and physical abilities; rather other external factors do contribute to their excellence (Houtenville and Conway 2007).

One important aspect of socio-economic factors is parental Education and the consensus among researchers is that student academic performance depends largely on parents' involvement in matters related to Education (Mestry et al; 2007).

Parents' active participation is not only essential to improving discipline in schools but also leads to improved students' academic performance which is revealed by good grades (Kurian; 2008).

His findings reveal that children of educated parents have a high level of life satisfaction and fewer problems and are relatively more confident, self-reliant and free from anxieties and other psychological problems (Jehangir et al; 2000).

In a study carried out by Perveen and Alam (2008), it was found out that children can have a high academic achievement at later stages of schooling if their parents have involved in their education process

Mothers 'with higher education provide more support to their children in problem solving situations than mothers with no or less education (Englund et al; 2004).

Research shows that mothers' level of education greatly affects the children's academic performance compared to their fathers. This is because men in most cases fulfil all the economic needs of the family while the mothers act as home makers and perform home duties such as cooking, washing and looking after children (UBOS; 2012).

However, this may not be entirely the case in Uganda where the majority (66%) of the working population is engaged in the agriculture sector which employs both men and women thus these parents have little time left for their children and little for the student's upkeep while at school (UBOS 2012).

Student mental health challenges has been a growing concern in many countries, a 2018 study showed that nearly 2/3 of college students experience overwhelming anxiety. Awareness of mental health issues is increasing but there is still a stigma that prevents many students from seeking care. This is also related to the family's socio-economic background (Gastafsson et al; 2018).

2.4 Government's as a determining factor on academic performance deterioration in traditional O' Level secondary schools.

Deficits in government funding for schools has been the biggest problem facing public and private schools. For example more than 90% of public schools funding comes from state and local governments. However, funding is not sufficient enough to cater for teachers thus fewer teachers fewer programs and hence diminished resources (April; 2018).

Decline in school safety, there has been a string of high profile mass shootings in schools, fire outbreaks and teachers are faced with the problem of figuring out how to prevent attacks and protect the lives of students. For instance, Aboke girls' secondary school when it was attacked by the ADF rebels in 2004 and the government's response was nowhere (Jimmy et al ;(2007).

Controversy over charter schools and voucher programs; charter schools are funded by a combination of private and public funds and operate outside the public school system. School vouchers allow parents to use public funds to send their children to a school of choice including private schools. Thus, these schools siphon funds away from public schools that are already struggling financially (Kyaka et al; 2016)

There are problems with common core curriculum; the common core state standards were developed to specify exactly what students should know before graduating high school. However, people say that it does not allow for teacher innovation and flexibility with the learning process (Kurian 2008).

Decreased teacher salaries, which are not impressive and in most cases they have decreased steadily. Over the past few years, research shows that the average salary for public elementary and secondary school teachers in America dropped by nearly 5% (Gastafsson et al; 2018).

Schools are overcrowded; class size influences the quality of instruction unlike smaller class sizes having improved student outcomes (Mestry 2004).

Poor administration where by inspection of schools is no longer taken seriously unlike in the past. This has made both school administrators and teachers to do other activities in addition to teaching (Ahuja, R. (2001).

2.5 Summary literature review.

From the literature reviewed, the views and ideas of many other researchers have been acknowledged.

In this particular chapter, the relationship between variables such as the government involvement, family background, the teachers' performance remains instrumental to the academic performance of students' ordinary level traditional secondary schools.

III. METHODOLOGY

3.1 Introduction

The chapter presents the methodology that was used during the study. It starts with the research design, study population, sample size and selection, sampling technique and procedure, data collection methods, procedure of data collection analysis and presentation.

3.2 Research design.

Research design is a guide that directs the research action which reduces time and cost during the study (Burger et al; 1988).

A simple survey research design was used to gather information from various respondents in which a phenomenology method of research were applied. A phenomenology was used because it is simple, less time consuming and at least cost effective. This was among other factors that made the researcher opt for this design bearing in mind that time given to carry out the research was limited.

3.3. Area and population of study.

The area of the study was Ibaare sub-county Bushenyi district and the study comprised of two secondary schools. The schools were both private catholic founded schools. One school was a boys school and comprised of 150 students in senior four and another Girls school comprising of 120 students in senior four at the time of carrying out the search

The schools were founded in 1932 and 1954 respectively. Since the study deals with academics, the identity of the schools in question were kept confidential and letters K1 and K were used to represent both schools.

3.4. Sample size and selection.

A sample of 20 respondents was selected from these two schools to represent a total population of the two schools and the whole sub county.

3.5 Data collection.

Data collection was mainly face to face interview with the respondents.

3.6 Sample size and collection

A sample size of twenty respondents was used to inform the study. Among these was one head teacher twelve teachers, one cook and one bursar.

3.7 Data collection methods

The researcher used data collection methods such as face to face interviews, focused group discussions and documentary review.

3.7.1 Interviewing

Interviews were carried out during the study through direct verbal interaction in a semi structured method with the respondents. The respondents gave needed information verbally in a face to face relationship where ideas were exchanged.

3.7.2 Focus group discussions

Focus group discussions (FGDs) were organized among the teachers. Some of the information got through FGDs revealed that teachers are not motivated by the government in terms of payments and allowances. This method enabled teachers to explain the extent of academic deterioration in such schools.

3.7.3 Documentary review

The researcher carried out documentary review from the school reports and memos of the previous years.

3.8 Data quality control measures

Quality control was dealt with through validity and reliability of the instruments.

3.9 Data analysis

Having collected the raw data from the field, the data was classified depending on the various themes and presented into headings in chapter four of this report. Descriptive data analysis was used to analyze qualitative data in order to generate summary as presented in percentages.

3.10 Ethical consideration

Throughout the period of data collection, the researcher clearly introduced herself to the respective school administrators who also allowed her to interact the teachers.

3.11 Limitations

The fact that the research dealt with academics, the school's administrators first hesitated to allow the researcher to interact with teachers.

The unwillingness of the respondents to give their views also posed a problem to the research study.

Since it has been an era of covid 19 pandemic, accessing some respondents was not easy

However the researcher used various tactics to avoid problems and reduce their impact on study.

3.12 Conclusion

In order to carry out research the researcher would first herself and later ask for consent from the respondents. After the consent had been granted, the researcher would proceed to conduct the study with the respondents and the information got was later arranged and presented in chapter four of this research.

The researcher also ensured that the data collected was kept confidential and the respondents' anonymity was ensured.

IV. FINDINGS OF THE STUDY

4.1 Introduction

Education quality is deteriorating but teachers are not only the ones responsible for the cause. As in recent private schools there is proper governance and teaching staff is hired on basis of their skills leads to proper education(Kate et al; 2019).

Even though some researchers say that performance of students is related to poor salary of school teachers, other reasons have been a contributing factor. Therefore, teachers salary should not be directly associated with a teacher's performance but other factors like working conditions, teaching hours and allocation of resources for teachers mainly affect students' performance.

It should be noted that poor allocation of funds towards teacher training is a contributing factor because if teachers are not well trained, then you can't expect good teaching from them (Alfred 2016).

The researcher found out that there are various factors that are responsible for academic deterioration in traditional secondary schools.

The findings of the study have been presented into bar graphs and tables.

4.2 Response rate.

Twenty respondents were identified for interviewing. Response rate is therefore presented in table two below.

Table two; Response rate

Category	sample size	number of respondents	response rate (%)
Head teacher	01	01	100
No of teachers	17	12	70.5
No of cooks	01	01	100
No of bursars	01	01	100
Total	20	15	75

Source; Primary data 2021

As presented in table two, out of twenty respondents who were targeted for this study, fifteen managed to fully participate giving a response rate of 75%. According to Amin (2005), a response rate of 50% and above is considered adequate and thus 75% was obtained and this study was considered sufficient for generalization of the study results.

4.3 Bio data of respondents

The bio-data of respondents included age, gender and education level.

4.3.1 Age of respondents

Age of respondents was one of the features that this study examined as presented in fig 3 below.

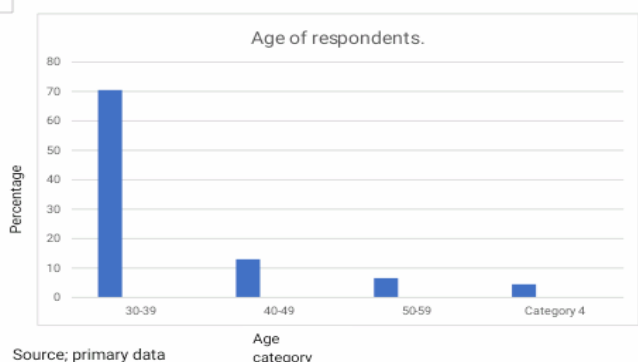


Fig3; Age of respondents

4.3.2 Gender of respondents

Gender was yet another characteristic of respondents as presented in figure 4

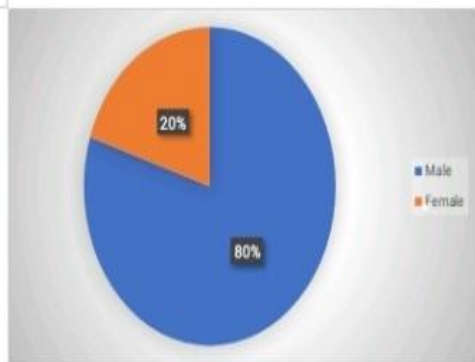


Fig 4; Gender of respondents in percentages

Source; primary data 2021

Fig 4 reveals that majority of the respondents were males (80%) and females constituted minority (20%). This data set was attributed to the fact that male teachers were many in this school as compared to their female counter parts.

4.3.3 Education level of respondents

Respondents were also characterized by education level as presented in table 3

Table3; Education level of respondents in percentages

Category	Frequency	Percentages
Primary level	00	00
Secondary level	01	0.6
Tertiary level	06	40
Degree level	07	46
Post graduate	01	0.6
Total	15	87.2

Source; primary data 2021

From the above respondents' bio data, the following views were collected according to the stated objectives.

4.4.1 Determining whether teachers are responsible for the academic deterioration in traditional O' Level secondary schools

Respondent M1, a male teacher at school K1 explained that teachers in these schools have been poorly paid and in this case they teach at their convenient pace. He also continued and said that these teachers have to part time in other schools so as to top up on the salaries they earn thus leaving little time for students.

Another respondent M2, a male teacher from the same school stated that these teachers still use old methods of teaching (the teacher centered approach) which is no longer useful for students as a result students lose interest in the process.

Another respondent M4 a male teacher from the same school, explained that most of these teachers himself inclusive have side businesses like agriculture. Therefore they spend much of their time doing their businesses and little time is left for school.

Another participant M5, the head teacher of the same school said that some of the teachers absentee themselves simply because they have so many schools to attend to and they end up conflicting with the schools time table.

4.4.2 Determining whether students are responsible for the deterioration of academic performance in traditional ordinary level secondary schools.

The researcher contacted respondents from another school K1 and was interested in whether the students themselves are responsible for the deterioration of academic performance and the following were the results.

A respondent M6 a male teacher from K1 noted that some of these students do not like certain subjects when it comes to studying especially those subjects with technical words. He gave an example of Latin and French. He gave an example of some students who move out of class room when it comes to

such lessons and thus means that they cannot perform better in such subjects.

Another respondent M7, teacher from the same school explained that students nowadays no longer want to study, they want to do their own work, miss classes and at the end up failing.

Another respondent M3 in this case a female who works in accounts department of the same school explained that there poor welfare of teachers in such schools. She continued and said that once these teachers are not well remunerated, then their delivery services to students also become poor.

4.4.3. Determining whether parents' socio- economic back ground contributes to the deterioration of academic performance in traditional secondary schools.

The researcher was also interested in knowing whether the socio- economic family back ground has to do with students' poor performance in traditional ordinary level secondary schools and got the following responses.

A male teacher M8 from K1 explained that some of these students come from families with poor back ground hence they are found being sent back home for school fees and end up missing classes.

Another teacher M9, in this case a female teacher from school K, noted that some of these students come from families which are ever quarreling and fighting. Therefore this disturbs the minds of such learners when it comes to studying.

Another female teacher M10 from the same school, explained that some families lack religion and she continued and said that if a child is not brought up religiously then such student cannot settle for studies and perform well.

Another respondent M11 in this case a cook from similar school, explained that some of these parents are never home, some work in foreign countries and he gave an example of Dubai, leaving little attention for their children in terms of carrier guidance.

Another respondent M12 teacher who happened to be teaching morals and ethics in school K explained that in most families' responsibility is being left for mothers and noted that these women find it difficult to guide and take care of their children. Hence students end up getting psychologically tortured because they cannot get all the requirements needed at school.

4.4.4. Determining whether government contributes to the deterioration of academic performance in traditional ordinary level secondary schools.

The researcher was also interested in knowing whether the government is responsible for deterioration of academic performance in traditional secondary schools and the following information was obtained.

Respondent M13 from K1, Entrepreneurship teacher, explained that the government has not invested much in

academic sector, He gave an example that what these schools started with like buildings are still the same thus students end up looking for newly constructed schools with nice looking buildings.

Respondent M14, a teacher from the same school explained that most of these schools lack resources especially laboratory materials since the government cannot support them and old materials are worn out.

Another respondent a teacher 15 from school K explained that there is little security offered to such schools and incase of any attack or fire outbreak, the government does not respond in time or fails to respond at all.

V. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents discussions, conclusions and recommendations of the study in line with the objectives of the study.

5.1 Discussion of the findings

This section presents a discussion of the study results .the findings are also discussed in accordance with the research objectives.

5.1.1 Teachers' contribution towards academic deterioration in traditional O'Level secondary schools

Research revealed that teaching is a process that involves bringing about desirable changes in learners to achieve specific outcomes. More over research on teaching and learning examines the extent to which different teaching methods enhance growth in student learning as well as expected performance Adunola (2011). In Kenya and Botswana, the main factor that has been associated with teaching and learning is developing skills needed for a human race for the daily and future use. In Uganda various results have been achieved and many of which reveal that teachers still use teacher centered type of learning (Mahlo et al; 2001).

5.1.2 Parents' socio- economic back ground contribution to the deterioration of academic performance in traditional secondary schools.

Results indicated that there was minimal involvement of parents in school related affairs, given such a back ground, in such situations there is a problem within the context in which the education system in Uganda has been built Mestry et al ;(2007).

It was found out that there is a small extent of parents' participation in the academic issues of the students and the general school activities that matter a lot to the students.

It can thus be concluded that students' academic performance involves a number of stake holders and parents are among the major stake holders in the learning process.

Thus their involvement has a major contribution towards students' academic performance. (Marks G.N 2007).

5.1.3 Students' contribution for the deterioration of academic performance in traditional ordinary level secondary schools.

Results indicated that moving out of classes when a teacher for a given subject enters is a form of indiscipline. This indiscipline has increased due to home environment in which parents have failed to impart discipline onto their students yet according to Ovell and Suaning (2001), discipline in schools is essential for effective learning, good teacher student relationship, peer adjustment and academic performance as well

Results indicated that students need to be active if they are to realize good grades at the end of their studies. They need to remove that mentality of hating some subjects and liking some (Asimwe, 2013)

5.1.4 Government contribution towards the deterioration of academic performance in traditional ordinary level secondary schools.

From the findings of the study, it was found out that government has not invested much in the education sector. The government of Uganda entered into the system of education with in appropriate scholastic materials and has failed to meet the needs of both students and teachers in running the schools (Gustafsson et al; 2018).

5.2 conclusions

In this section of the report, emerging conclusions as drawn from the study findings and discussion are presented in line with the specific objectives of the study.

5.2.1 General Conclusion

The most important role for teachers is to coach and guide students through the learning process, giving special attention to nurturing a student's interests and self-confidence.

Also when school work involves parents, students learn more because parents and other care givers are a child's first teacher and can instill values that encourage school learning.

5.2.2 Teachers' contribution towards academic deterioration in traditional O' Level secondary schools

It was evident from the findings that the type of teaching used by teachers is no longer useful to learners. From the findings of this study, the researcher learnt that an improvement in the teaching and learning methods can lead to an improvement in the students' academic performance.

5.2.3 Parents' socio- economic back ground contribution to the deterioration of academic performance in traditional secondary schools.

Results indicated that parents' involvement in school affairs was minimal due to poor economic back ground. Therefore parents need to get involved in their children's learning activities to ensure that their performance is improved.

5.2.4 Students' contribution for the deterioration of academic performance in traditional ordinary level secondary schools.

Results indicated that students do not like studying. Therefore students need to put much emphasis irrespective of the subjects being taught.

5.2.5 Government contribution towards the deterioration of academic performance in traditional ordinary level secondary schools.

Although a lot had been done by government in secondary schools in an effort to make sure that students can study, it was found out that the personnel to various traditional secondary schools have never been catered for increased number of students. From the findings I learnt that supporting government policies like proper facilitation and remunerating staff have a great contribution toward improvement of academic performance.

5.3 Recommendations

This area presents suggested areas of improvement that could help to enhance the academic performance of students in traditional ordinary level secondary schools. The recommendations are arranged in line with the study objectives as earlier presented in chapter one of this report.

5.3.1 Teachers' responsiveness towards academic deterioration in traditional 'O' Level secondary schools

Schools are first and foremost safe environments where students should grow, learn and thrive. Putting priorities of students first helps teachers and administrators prove to students how important their engagement with learning is.

There is need for teachers to adapt to new technologies which are suitable for learners like the learner centered approach. There is also need to come up with incentives to keep the teachers motivated and do their work effectively.

Begin monthly classroom improvement meetings. Encourage students to write down ideas about changes they feel could improve relationships and academic success and overall positive vibe in the classroom.

Provide customized training through seminars, conferences, home study programs and publishing excellent books on contemporary topics.

There should be a change in classroom approaches like flipped learning, the traditional model of teaching places the teacher in front of the class giving a lecture, followed by students working at home on assignments to enhance their understanding of a subject. Flipped learning involves students watching videos or relevant course work. Prior to class using class time to expand on the material through group discussions or collaborative projects. Flipped learning allows students to control their learning pace and encourages students to learn from each other exploring subjects more deeply than they otherwise might miss. (Reaser et al; 2007)

5.3.2 Parents' socio- economic back ground contribution to the deterioration of academic performance in traditional secondary schools.

Parents need to try as much as possible to get involved in their children's affairs, this will enable students to improve their performance knowing they have support from parents.

5.3.3 *Students' responsiveness for the deterioration of academic performance in traditional ordinary level secondary schools.*

Students need to be provided with customized training through seminars, conferences, home study programs and publishing excellent books on contemporary topics.

5.3.4 *Government contribution towards the deterioration of academic performance in traditional ordinary level secondary schools.*

The government needs to provide essential materials to all schools either private or public schools such that students have enough of what to use.

There is need to continuously revise the curriculum for instructional programs in an effort to meet society's demands for changing the 21st century work force.

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