Innovations

Teachers' Competencies and Students' Academic Performance in Geography. A Comparison of Selected Private and Public Secondary Schools in Wakiso District, Uganda

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Abstract

The purpose of this study was to establish whether there was a relationship between teachers' competencies and students' academic performance in Geography in both Private and Public Secondary Schools in Wakiso District Uganda. The study was guided by three objectives, to examine the relationship between teachers' communication ability and students' academic performance in Geography. To find out the relationship between teachers' command of the subject matter and students' academic performance in Geography and to investigate the relationship between teachers' social support and students' academic performance in Geography as far as Wakiso district was concerned. A correlational, cross-sectional survey design was used to carry out the study. A sample of 44 respondents was selected to participate in the study. Data were collected with the use of questionnaires and interview guide. Frequencies and percentages were used to show the distribution of respondents on different items. The researcher concluded that teachers' communication ability, subject command and social support had a positive significant influence on students' academic performance in Geography. The study recommended teachers' communication abilities should be developed such as accents, clarity, pronunciations to improve academic performance in Geography. Teachers of Geography should also maintain a high degree of geography knowledge through internet search to improve practical areas like photograph interpretation, should also involve in teacher development workshops to improve their Geography knowledge to boost students' academic performance. Private Secondary schools should employ qualified teachers to Improve academic performance as it is a case with Public secondary schools.

1.1 Background

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

Table 1.1: Overview of UCE performance 2003-2017 in one of the selected Government Schools.

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

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

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

Table 1.2: Academic performance in Geography (UCE) in one of the selected Private Schools in Wakiso District.

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

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

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

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

the world. For example, Muzenda (2013) conducted a study on teachers' competences and students' academic performance among students from a private higher education and training institutions in Ekurhuleni District, Gauteng province, South Africa, the results indicated that the teachers' competencies such as subject knowledge, teaching skills have a significant positive influence on student's academic performance.

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

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

1.2 Statement of the Problem

The importance of a good academic performance in any institution will never be disputed. It is a fundamental premium by which all teaching-learning activities are measured (Adedeji, 2009). It is an important determinant of any academic institution's success (Suki, Thania& Mira, 2011). While poor academic performance leads to bad reputation of any academic institution (Koroma 2014; Oseiwu, 2015). Unfortunately, in the teaching of practical geography in schools like school X, Y and Z there is no emphasis on the application of the specific skills to conceptualize and interpret data, statistical graphs, map work, photograph interpretation and fieldwork in real life situations, the same applies to other aspects such as physical geography.

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

Reports released by UNEB (2005; 2006; 2007; 2009; 2010; 2012; 2014 and 2015) indicated that high failure rates by students for example in 2006 the mean score in geography was as low as 34.6%, in 2007 was 37.7%, in 2009 it was 41.3%, 2010 was 49.6% and 48.8% in 2014.At distinction level, 1.7% scored distinctions in geography in 2015 and only 0.3% in 2014. At credit level 46.4% in 2015 and only 27.9% in 2014.Those who scored passes constituted a greatest percentage for instance 77.5% in 2015 scored passes and 49.8% in 2014. The current status of teaching Geography is far from satisfactory. It is not known whether despite other variables, teachers' competencies is one of the factors that have a relationship with students' academic performance in Geography neither is it known that teachers competencies if manipulated could yield good students' academic performance in Geography.

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

1.1.2 Theoretical perspective

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

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

1.3 Purpose of the study

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

1.4 Objectives of the study

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

1.5 Research Hypotheses

i. Teachers' communication ability is positively related to students' academic performance in geography in Wakiso District.
ii. Teachers' command of subject matter in geography is positively related to students' academic performance in Wakiso District.
iii. Teachers' social support is positively related to students' academic performance in geography in Wakiso District.

1.6 Scope

The study was conducted in secondary schools in Wakiso district, one of over 127 districts in Uganda, in Busiro and Kyadondo counties, Kira, Nangabo, Busukuma, Nagalabi, Kisubi and Mbogo counties. This district is large enough and is one of the best performing districts in the country. In content, the study focused on examining how teacher competencies

(communication ability, command of the subject matter and teachers' social support affect academic performance of geography in selected private and public secondary schools in Wakiso district.

2.1 Review of the Related Literature

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

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

Burris (2015) conducted a study on determining whether a link exists between the academic performance of Mississippi public school and school administrators use of persuasive communication techniques in communication. The study found out that there was statistically significant correlation between the frequency of using persuasive communication and academic performance in Mississippi public school. Prasetio, Azis, Fadhilah and Fauziah (2017) carried out a study on the relationship between lecturers' professional competency on students' academic performance in higher education Indonesia. The findings show that professional competency does not have a significant relationship with 300tudentts' academicperformance. However, none of these studies was carried out in Uganda and this made it necessary for a similar to be carried out in Uganda in selected secondary schools in Wakiso to examine the relationship between teachers' competencies and students' academic performance. Furthermore, four studies found a positive relationship between variables and two did not, hence a need to establish a relationship further.

3.0 Methodology

3.1 Research Design

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

3.2 Study Population

The target population was the geography teachers in the selected secondary schools. 44 teachers were used including the classroom teachers, heads of department, deputy headteachers and headteachers Teachers were chosen because they teach the students and they are responsible for the good or poor students' academic performance and the researcher wanted to relate

teachers' competencies; for instance, the command of the subject matter, communication ability, social support with students' academic performance.

3.3 Sample Size

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

Table 3.3: Showing sample size

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

3.4 Sampling Techniques

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

3.5 Data Collection Methods

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

4.0 Findings/ Results

4.4.1 Teachers' Communication Ability and Students' Academic Performance

The first objective of the study was to examine the relationship between teachers' communication ability and students' academic performance in Wakiso District. Communication ability was further conceptualized as preparation for teaching, clarity in presentation, clear explanation of the subject matter, proper use of illustrations, expression with ease and being loud and clear. Thus using five quantitative questions, respondents rated themselves on the five aspects of communication ability based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.16 shows pertinent frequency tables and means:

Table 4.4: Descriptive Statistics on Respondents' Self-Rating on communication ability

Communication ability	Very rarely	Rarely	Undecided	Regularly	Very regularly	Mean	Standard Deviation
I use loud and clear language while in class	6 (14.3%)	8 (19.0%)	5 (11.9%)	13 (31.0%)	10 (23.8%)	3.62	1.203
I hold productive conversations about geographical ideas with my students.	4 (9.8%)	9 (22.0%)	3 (7.3%)	11 (26.8%)	14 (34.1%)	3.18	1.438

I use geographical language which is easier in a variety of ways for my students	4 (9.3%)	3 (7.0%)	2 (4.7%)	15 (34.9%)	19 (44.2%)	3.65	1.355
I show high level of clarity in the presentation of the subject matter	8 (18.6%)	8 (18.6%)	1 (2.3%)	15 (34.9%)	11 (25.6%)	3.36	1.316

The data in Table 4.4 gives views of how geography teachers in the secondary schools of Wakiso District rated themselves on communication ability in their schools as they perform their duties. It was revealed that all five quantitative questions used to measure communication ability had higher cumulative percent lying on the side that represents good levels of communication ability. For example, looking at item "I use loud and clear language while in class," cumulatively, the majority, 23 teachers (almost 55%) supported the statement. A total of 5 teachers (almost 12%) were undecided while cumulatively, 14 teachers (over 33%) disagreed with the question. This means that the majority of the geography teachers use loud and clear language while in class. Cumulatively, 25 teachers (almost 61%) revealed that they hold productive conversations about geographical ideas with their students. Only 3 teachers (over 7%) remained silent about the matter while cumulatively, 13 teachers (almost 32%) reported that they do not hold productive conversations about geographical ideas with my students.

Referring to item "I use geographical language which is easier in a variety of ways for my students," cumulatively, 34 teachers (over 79%) supported the statement. This shows that teachers use geographical language which is easier in a variety of ways for their students. Only 2 teachers (almost 5%) were neutral while cumulatively, 7 respondents (over 16%) disagreed with the issue. Cumulatively, 26 respondents (almost 61%) argued that they show high level of clarity in the presentation of the subject matter. Only 1 respondent (over 2%) never took a side is regarding the statement in question while cumulatively, 16 respondents (over 37%) revealed that they do not show high level of clarity in the presentation of the subject matter. Cumulatively, 25 teachers (over 58%) reported that they give a variety of examples and experiences in the teaching of geography. These statistical findings suggest that geography teachers in the secondary schools of Wakiso District have good communication abilities.The above results regarding communication abilities are actually in agreement with the means whose values of most items were above three (Table 4.4). For example, item "I use geographical language which is easier in a variety of ways for my students," scored highest with mean value = 3.65 and standard deviation = 1.355 which implies that teachers use geographical language which is easier in a variety of ways for students' understanding. Item "I give a variety of examples and experiences in the teaching of geography" scored lowest with mean = 2.75 and standard deviation = 1.346 which suggests that teachers try and give a variety of examples and experiences in the teaching of geography. To give an overall picture of how teachers rated themselves on communication abilities in their schools, an average index ("CommA" to imply communication abilities) was computed from the five quantitative questions in Table 4.4 and Table 4.5 giving pertinent descriptive statistics:

Table 4.5: Common Descriptive Statistics on Respondents' Self-Rating on communication abilities

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

The data in Table 4.5 shows that respondents' ratings on communication abilities was average with (mean = 3.32 and median = 3.29) with opinions ranging from 3.17 to 3.46at the 95 percent confidence level. Despite the good rating, Table 4.17 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 4.86. This gave a wide disparity as reflected by a high range of 3.86. Secondly, there was similarity in respondents' opinions regarding their communication abilities (small deviation value = 0.76) suggesting that respondents' views regarding communication abilities do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of communication abilities was at 3.86 and is supported by the aforementioned standard deviation (0.76). Also from Table 4.5, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness value = -0.41) that is to say their opinions were centrally located.

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

The second objective of the study was to find out the relationship between teachers' command of the subject matter and students' academic performance in Wakiso District. Command of the subject matter was further conceptualized as demonstration of experience in teaching, giving variety of examples, clear explanation of subject matter, review of the previous lessons and quantity of the subject content given. Thus using six quantitative questions, respondents rated themselves on the six aspects of command of the subject matter based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.6 shows pertinent frequency tables and means:

Table 4.6: Descriptive Statistics on Respondents' Self-Rating on Command of the subject matter

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

The data in Table 4.6 gives views of how geography teachers in the secondary schools in Wakiso District rated themselves on command of subject matter in their schools. On item "I use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching," cumulatively, many of the teachers (56%) agreed that they use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching. A total of 4 teachers (9%) were undecided while cumulatively, 15 teachers (35%) did not support the statement. Cumulatively, the majority of the teachers (77%) revealed that they know and they use definitions of terms and they use them correctly. Only 2 teachers (5%) remained silent about the question while cumulatively, 8 respondents (19%) disagreed knowing and using definitions of terms and using them correctly. These findings suggest that teachers know and use definitions of terms and use them correctly.

Cumulatively, the majority of the teachers (75%) agreed they choose useful examples while teaching. Only 2 teachers (5%) remained neutral while cumulatively, only 8 teachers (20%) did not choose useful examples while teaching. This suggests good command of subject matter. This good rating is also supported by the mean value in Table 4.6. The majority of respondents (52%) interpreted student's explanations to the whole class while teaching while 38 respondents (31%) did not interpret student's explanations to the whole class while teaching. These results show good levels of command of subject matter. To give an overall picture of how geography teachers rated themselves on command of subject matter in their schools, an average index ("CommSM" to imply command of subject matter) was computed from the four quantitative questions in Table 4.6 and Table 4.7 giving pertinent descriptive statistics

Table 4.7: Common Descriptive Statistics on Respondents' Self Rating on command of subject matter

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

The data in Table 4.7 shows that respondents' ratings on command of subject matter was average with (mean = 3.19 and median = 3.00) with opinions ranging from 3.02 to 3.36 at the 95 percent confidence level. Despite the average rating, Table 4.7 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 4.00. Secondly, there was similarity in respondents' opinions regarding their command of subject matter (small deviation value = 0.92) suggesting that respondents' views regarding command of subject matter do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of supervision was at 4.00 and is supported by the aforementioned standard deviation (0.92). Also from Table 4.7, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness value = 0.13) that is to say, their opinions were centrally located.

Teachers' Social Support and Students' Academic Performance

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

respondents rated themselves on the seven aspects of social support based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 4.20 shows pertinent frequency tables and means:

Table 4.8: Descriptive Statistics on Respondents' Self Rating on Social support

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

The data in Table 4.8 gives views of how geography teachers in the secondary schools of Wakiso District rated themselves on social support in their schools. It was revealed that all the seven quantitative questions used to measure social support in the said schools had higher cumulative percentages lying on the side that represents good levels of social support. For example, on item "I reward for the student's academic performance," cumulatively, 28 respondents (almost 78%) agreed that they reward for the student's academic performance. Only 2 respondents (almost 6%) were undecided while cumulatively, 6 respondents (almost 17%) disagreed with the statement. Cumulatively, 35 teachers, the majority (almost 84%) agreed that they accept their students' suggestions. Only 1 respondent (over 2%) remained silent while cumulatively 10 teachers (almost 24%) disagreed with matter. Such findings show high levels of social support to their students.

According to Table 4.8, cumulatively, 32 teachers, the majority (over 74%) revealed that they take interest in the personal problems of their students. Only 1 teacher (over 2%) were undecided while cumulatively, 10 teachers (over 23%) disagreed with the issue. Cumulatively, 30 teachers (almost 70%) agreed that they offer guidance and counseling in and outside classroom. only 3 teachers (7%) were undecided while cumulatively, 10 respondents (over 23%) disagreed. Such findings show high levels of social support to students of geography in the secondary schools of Wakiso District. To give an overall picture of how teachers rated themselves on social support in their schools, an average index ("SociS" to imply social support) was computed from the seven quantitative questions in Table 4.8 and Table 4.9 giving pertinent descriptive statistics:

Table 4.9: Common Descriptive Statistics on Respondents' Self Rating on social support

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

The data in Table 4.9 shows that respondents' ratings on social support was good with (mean = 3.73and median = 4.00) with opinions ranging from 3.57to 3.87at the 95 percent confidence level. Despite the average rating, Table 4.9 reflects that some respondents scored very poor that is a minimum 1.75 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 3.25. Secondly, there was similarity in respondents' opinions regarding their social support (small deviation value = 0.80) suggesting that respondents' views regarding social support do not differ so much from one respondent to another. The difference in opinion as regards a low and high level of controlling was at 3.25and is supported by the aforementioned standard deviation (0.80). Also from Table 4.9, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness value = -0.37) that is to say their opinions were centrally located.

5.1 Conclusions

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

1. Teachers' communication ability was highly significant in improving students' academic performance in both Private and Public secondary schools in Wakiso district. This meant that teachers' communication ability such as accents, mannerism, clarity, voices need to be improved to boost more good performance.
2. Teachers' command of the subject knowledge had also a significant correlation on students' academic performance in selected private and public secondary schools in Wakiso district. This meant that teachers' command of the subject matter needs to be improved through internet searches to improve on the practical areas through googling different photographs, statistical data, undergoing refresher courses and teacher development workshops to improve geography content to boost academic performance.
3. Teachers' social support had also a significant relationship on academic performance in geography in both Private and Public secondary schools in Wakiso district. However, teachers' social support may not only be the determinant of academic performance but also other factors like students' interest, motivation, learning environment among others

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