

## THE RELATIONSHIP BETWEEN PLANNING IN USE AND STUDENTS' PERFORMANCE IN RURAL SECONDARY SCHOOLS IN SERERE DISTRICT.

Cyprian Okaso Okedi<sup>a</sup>, Muhamad Ssendagi<sup>a, b\*</sup>

<sup>a</sup>School of Graduate Studies and Research, Team University.

<sup>b</sup>School of Economics and Business, Kigali Independent University.

Page | 1

---

### Abstract

#### Background

This study aims to examine the relationship between planning in USE and students' performance in rural secondary schools in the Serere district.

#### Methodology

The research was conducted using both quantitative and qualitative approaches using Survey, Correlation, and Case study as Research Designs. Data was collected using Questionnaires Interviews and records targeting BOG and PTA Members, Teachers, and Head teachers as respondents from a sample size of 164 in Serere District USE schools. Data was analyzed using the Statistical Package for Social Scientists where conclusions were drawn from tables and figures from the Package.

#### Results

Of the respondents 103 were males and 72 were females. It can be seen the low participation of females was because the number of educated female teachers employed for teaching in secondary schools located in rural areas (Serere district) is low. From the study findings, the majority do agree that planning was vital for the rural schools but rash to say that all the activities are done at the ministry rather than at school levels. The school management Plans its activities under given guidelines, they are funded, and then implementation is done.

#### Conclusion

From the results attained, it is evident that the planning of USE Influences students' performance in rural secondary schools in Serere district. USE Schools whose planning is done by the ministry and more generalized as opposed to those schools that are planned for by the administrators and managers who implement policies perform poorly than those that had an established local planning unit or committee. This was possible because they planned for their scarce resources and got the best out of it.

#### Recommendations

Serere district council, parents, and other educational stakeholders should put forward strategies for constructing laboratories and combating the shortage of well-stocked libraries in district secondary schools.

---

**Keywords:** *Planning, USE, Student's Performance, Rural Secondary Schools, Serere District.*

**Submitted:** 2023-12-19 **Accepted:** 2024-01-19

**Corresponding author:** Mohammed Ssendagi

**Email:** sendagimoh@gmail.com

*School of Economics and Business, Kigali Independent University.*

---

#### Introduction

Planning is a step-by-step process with objectives and end products that can be evaluated. Performance is the result of activities while strategic planning aims at improving the quality of these results. It can be measured by quantitative methods (net or gross profit, return on investment, equity or capital, return on equity employed, etc.) or qualitative methods (absenteeism levels, job satisfaction, industrial relations, teamwork, best management practices, Corporate

Social Responsibility, new product development, operational sufficiency, employee and stakeholder satisfaction, among others) (Foster, 2013). The government emphasizes promoting equal access to education, strengthening and improving the quality, and inculcating good morals, ethics, patriotism, and values among students. This calls for strategic planning because it helps in making the best use of human, physical, and financial resources to

achieve the school's intended goals in a defined period (Byakagaba 2013).

Students' performance is the ranking or grading of students' outputs by quantitatively using tests examinations, course works or any class activity assigned. This is by the standards set at UNEB at UCE which is responsible for determining end-of-level performance (S.4 UNEB results) (UNEB newsletter 2013). This performance is dependent on the staffing, budgeting, and planning of the school's activities. The number and quality of teachers, the financial allocations for the program and how it is distributed, and the planning of the activities are some of the determinants of the number of grades, the rate of completion, and the quality of the products (FAQs 2010). (Stollk, et al 2002) defined performance as how well a student is accomplishing his or her tasks. He said that a student's performance can be determined by grades, attendance, standardized tests or exams, extracurricular activities, and behavior. Therefore, according to the definitions above there is a need to investigate other factors that determine students' performance within the management system.

Poor performance in the USE examinations in USE schools therefore undermines students' chances of joining institutions of higher learning and minimizes opportunities for job placements. This consequently limits their participation in national development. It is from the above background that the researcher carried out research on the management of universal secondary education and students' performance in rural secondary schools particularly in the Serere district. This study aims to examine the relationship between planning in USE and students' performance in rural secondary schools in the Serere district.

## Methodology

### Research Design

A descriptive design was adopted because the study intended to limit itself to the performance of USE. The above design was adopted to allow sampling of the study population (Neuman, 2011). A cross-sectional survey design was adopted because it helped the researcher gather data from a small sample to make inferences about the wider population. Both qualitative and quantitative approaches were used because they allowed thorough investigation of the independent variable about the dependent variable

### Study Population

Sekaran (2003) defines population as the entire group /events that a researcher wishes to investigate. According to Patten (2004), the quality of the sample affects the quality of the research. The target population incorporated BOG, PTA members, teachers, and head teachers in the selected rural USE secondary schools in the Serere district.

### Determination of Sample Size, Population, and Sampling Techniques

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

**Table 1: Determination of sample size, Population, and Sampling Techniques Tabular representation of Sample Size and selection of the population:**

Category	Target Population	Sample Size	Sampling technique
BOG Members	60	52	Simple random
PTA Members	28	27	Purposive
Teachers and Non teaching Staff	120	86	Simple random
Headteacher and Deputies	12	10	Purposive
Total	220	175	

*Source: primary data*

### Sampling Techniques / Procedures

To achieve the study objective, probabilistic (simple random) and non-probability (purposive) sampling techniques were used in this study. The management committee members were categorized into Board of Governors and Parents Teachers Association members. The school teachers were categorized into senior teachers, senior four-class teachers, and head teachers. From each of the

categories described, a sample size was determined by use of Krejcie & Morgan Tables (1970). Probabilistic and non-probability sampling methods were used because they led to the selection of resourceful respondents in all the categories.

### Data Collection Methods

#### Interview

According to Ferreira et al. (1988), interviewing was the most important data collection method. The interviews were semi-structured, where; a list of questions and issues to be discussed had been prepared before the interview. Semi-structured interviewing gave room for probing for clarification and further discussion of important and relevant issues that arose during the interviews. Face-to-face interviews were conducted among the respondents in the selected secondary schools which included BOG, PTA members, teachers and head teachers in the selected secondary schools as well as members of the local community. This enabled the researcher to read the non-verbal communication and reactions, which was predicted to be helpful in the analysis of data (Amin, 2005). The advantage of using an interview was that it allowed on-the-spot explanations. Adjustments and variations were introduced during the data collection process and through the respondent's incidental comments, use of facial and body expressions, tone of voice, gestures, feelings, and attitudes (Amin, 2005). The study adopted this method because it gave opportunities to probe further in-depth information especially where the questions were not well understood.

### Self-Administered Questionnaire (SAQ)

Questionnaires were self-administered and guided. The method was chosen because it was less time-consuming and allowed the respondents the freedom to answer the way they felt most comfortable (Russell, 2011). The study used questionnaires because of the nature of the data which sought for feelings and perceptions of respondents given the time available and the objective of the study (Amin, 2005). Questionnaires were used to avoid subjectivity that would result from close contact between the researcher and the respondents. The questionnaire was preferred because it collected much information over a short time and was less expensive (Amin, 2005).

### Data Collection Instruments

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

### Interview guides

The interview guide contained the key interview questions developed from the main research questions and was intended to meet the objectives of the study (Sekaran, 2003). This involved interviewing of strategic respondents like

teachers and head teachers, key BOG members, and parents. The purpose of the study was to access sensitive and critical information that other respondents did not have access to.

### Questionnaires

Questionnaires were self-administered and guided (Kothari 2014). These were selected because they consumed less time and allowed the respondents the freedom to answer the way they felt most comfortable (Russell 2011). It also ensured a high response rate as they were administered on the spot.

### Validity and Reliability of Data Collection Instruments

#### Validity

This is the degree to which any measurement approach or instrument succeeds in describing or quantifying what it is designed to measure (Hopkins 2007). An instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it is designed. (Wallen & Fraenkel, 2001) identified two types of validity i.e. content and construct validity.

All questionnaires were subjected to factor analysis and the Content Validity Index (CVI) was computed. The following formula was applied;

*Content Validity Index (CVI) =  $\frac{\text{Agreed items by all judges}}{\text{as suitable}}$*

$$\begin{aligned} & \text{number of items judged.} && \text{Total} \\ & && \\ & && = 119 \\ & && 164 \\ & && = 0.73 \end{aligned}$$

The results obtained were equal to the average acceptable Index of 0.73, then the instrument was acceptable as valid (Amin 2005).

#### Reliability

Reliability is the consistency of measurement or stability of measurement over a variety of conditions in which the same results should be obtained (Bollen1989). (Sekaran, 2003) advises that each data collection instrument gets tested to rectify the inadequacies in the instruments before administering them to the respondent.

The interview questions and questionnaire were first issued to random students in the selected secondary school to ensure that the questions were clear to the respondents. Some students in the selected secondary schools were subjected to the interview before it was done to the school management committees and administration to determine how vivid the questions would be to the respondent.

The questionnaire was tested within Serere District rural USE schools and the reliability results were computed using

the established package for social scientists (SPSS) the scores were evaluated as below;

		N	%	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items.	Number of Items
Cases	Valid	164	100.0	.734	.734	119
	Excluded	0	0			
	Total	164	100.0			

Cronbach's Alpha coefficient was computed to determine how items correlate among themselves. A pretest was conducted for all the questions until the minimum reliability index was 0.73 as recommended by (Amin, 2005).

### Data Collection Procedures

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

### Data Analysis

#### Qualitative

In qualitative analysis, the researcher used the content analysis technique to analyze data (Amin, 2005). This technique involved first; the use of information collected from conducting face-to-face sessions between key informants. Thereafter, all interview content was reviewed, and only extracts with relevance to the study were presented in a narrative statement or themes, placed in quotes, and used to supplement the quantitative data that had been obtained from the questionnaires. The analysis was done manually and responses were summarized in a narrative form of presentation of the major findings of the study.

#### Quantitative

Quantitative data was coded, edited, and entered into the Statistical Package for Social Sciences (SPSS) data editor. Data was analyzed using version 16 of SPSS. Descriptive statistics, particularly, measures of central tendency were used to describe and summarize data. These included the mean, mode, and median which aimed at establishing the

rational statistics relationship between the correlation coefficient and regression analysis and the quantitative method was used to establish the strength of the relationship between the variables though other data was presented using frequency tables and graphs.

### Measurement of Variables.

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

### Ethical Considerations

Ethics is a moral philosophy that deals with one's conduct and serves as a guide to one's behavior (Mugenda & Mugenda, 2003). This study considered the following ethical issues; plagiarism and fraud by, acknowledging all the work of other writers who were consulted or reviewed about this study.

Fraud refers to a situation where the researcher fakes data (Mugenda & Mugenda, 2003). The study tried to protect the identity of the respondent to avoid being misquoted by others. It ensured the confidentiality of all data and the privacy of individuals contacted in this study. The researcher also took into account physical or psychological damage that would arise due to inappropriate questions or conduct to the research respondents (Mugenda & Mugenda, 2003). The researcher sought informed consent from the respondents before gathering data so that there was harmonious interaction and obtaining the correct data with limited bias and interference.

### Results

#### Response Rate.

Out of the 175 questionnaires distributed to the targeted sample, 164 responses were received, and these constituted the realized sample. The total response rate was 94.2%. Additionally, face-to-face interviews were conducted with randomly selected respondents.

**Table 2: Questionnaires response rate.**

DESCRIPTION	NUMBER	PERCENTAGE
Number of questionnaires Sent	175	100
Number of questionnaires Returned	164	94.2
Number of questionnaires not returned	11	6.2
Non-qualifying questionnaires	00	0.0
Total realized sample	164	94.2
Response Rate	164	94.2

*Source: Field research 2023*

### Demographic characteristics of Respondents

The study took into account the sex, age of the respondents, staff category, and level of education which were considered relevant.

**Table 3: Background information of respondents.**

Category	Attributes	Frequency n=175	Percentage
Sex of the respondents	Male	103	58.7
	Female	72	41.3
Age of the respondents	20-29 years	96	58.0
	30-39 years	55	31.3
	40 and above	19	10.7
Level of education	'O' Level and below	101	58.0
	'A' level	47	26.7
	Above	27	15.3

The sex groups of males and females are presented in Table 2 depending on the types of respondents. Of the respondents 103 were males and 72 were females. It can be seen the low participation of females was because the number of educated female teachers employed for teaching in secondary schools located in rural areas (Serere district) is low. Generally, about 58.7% of the respondents were males whereas about 41.3% of respondents were females.

The age groups of the respondents are presented in Table 2. The respondents whose age ranged from 20-29 years were three-quarters (58.0%) and those of age ranging from 30-39 years were more than a quarter (31.3%). This indicates that the majority of the respondents were mature, active, and with sound minds.

The findings of this study revealed that the qualifications of respondents were as follows: 58% of the respondents were 'O' level, 26.7% were on 'A' level and 15.3% were above 'O' and 'A' level that had a diploma, certificate, degree and post-graduate qualification. The findings of this study indicated that the majority (58%) of the respondents were 'O' level graduates which clearly describes the community under which the USE program is carried out/ direct

beneficiaries. This clearly describes the group that is directly affected even though others also indirectly feel the pinch. Students after senior four fail to get placement and this has resulted in a high dropout rate. Even those who complete s.4, the majority already have plans of finding ways to survive in the field, after the majority of the population does not emphasize the need for children to further their studies

### Descriptive Findings

This section deals with the respondents 'understanding of how the management of USE has influenced students' academic performance in Rural Ojetenyang Seed, Kadungulu S S, Atiira SS, and Kyere Secondary schools in Serere District. This section aimed at achieving the study objectives and the results of the study are provided by the study objectives stated below: -

To examine the influence of planning of USE on students' performance in rural schools in Serere district.

The influence of planning of USE on students' performance in rural schools in Serere district.

**Table 4: Influence of planning of USE on students' performance in rural schools in Serere district.**

		SA		A		N		D		SD		Mean	Std. dev.
		F	%	F	%	F	%	F	%	F	%		
1	School planning is done concurrently between the administration and the ministry	33	(22.0)	64	(42.7)	29	(19.3)	12	(8.0)	12	(8.0)	2.1667	1.28186
2	There is a limit on the number of students in USE schools.	51	(34.0)	65	(43.3)	23	(15.3)	6	(4.0)	5	(3.3)	1.9933	.97964
3	The government provides boarding facilities in USE schools.	33	(22.0)		(57.3)	19	(12.7)	5	(4.7)	5	(3.3)	1.7467	1.06303
4	The National budgeting and planning gives USE higher consideration.	51	(34.0)	52	(34.7)	24	(16.0)	21	(14.0)	2	(1.3)	2.1333	1.08477
	Grand mean											1.6260	

*Source; field research 2023.*

Table 5, consisted of 4 questions that were aimed at examining the influence of planning on students' performance in rural schools in the Serere district. The responses were given about five Likert scale ranking of 1=strongly disagree (SD), 2=Disagree (D), 3= Not sure (N), 4 =Agree(A) and )5= Strongly Agree(SA ).

**School planning is done concurrently between the administration and the ministry**

The study indicates that 42.7% of the respondents disagree that; school planning is done concurrently between the administration and ministry with a mean of 2.1 which indicates that the respondents disagreed with the fact as revealed in the five Likert scale ranking, it was also revealed that, 8% strongly agreed, 19.3% were Not sure and 22% and 8% represents the strongly disagreed and agreed respectively. Hence, since planning is the focal point of every activity they ought to do it concurrently.

**There is a limit on the number of students in USE schools.**

From the study, the majority 43.3% of the respondents disagreed that there is a limit on the number of students in USE schools with a mean of 1.9 which indicates that the

respondents disagreed with the fact. Still, 34% strongly disagreed, 15.3% were not sure 4% and 3.3% represented agreed and strongly disagreed correspondingly. However, some students cannot join USE because of the government's preset conditions.

**The government provides boarding facilities in USE schools.**

The result indicates that 57.3% of the respondents disagreed that, the government provides boarding facilities in USE schools with a mean of 1.7 following the response on the five Likert scale ranking, others were 3.3% strongly agreed, 4.7% agreed, 12.7% were not sure, and 22% strongly disagreed. The government however only caters to day schooling so far.

Boarding facilities are private.

**The National budgeting and planning gives USE higher consideration.**

The result still indicates that 34.7% of the respondents disagreed that, the national budgeting and planning gives USE higher consideration with a mean of 2.1. The study finally revealed that 1.3% strongly agreed, 14% agreed, 16% were not sure, and 34% strongly disagreed.

From the study, the results indicate that the influence of planning USE on academic performance in rural schools in the Serere district is poor evidenced by a grand (mean =1.6). This signifies that respondents disagreed that school planning is done concurrently between the administration and the ministry, there is a limit on the number of students in USE schools, the government provides boarding facilities in use schools and national budgeting and planning gives use higher consideration in the selected secondary schools. From the above questions and data obtained it is clear that certain activities and services of the government are offered as a by the way. They rather look at it as a favour though under normal circumstances they ought to be offered. Secondly, in situations where there is no transparency and open declaration, the parents and teacher remain in the dark about how things are done, when, and how.

## Qualitative data presentation

### Interview guide results

In trying to assess the effect of the Management of Universal Secondary Education in Uganda and students' Performance in Rural Secondary Schools in the Serere District, the researcher conducted several interviews with key informants of the Serere District. These included both top-level and middle-level management members. Results of the Interview are summarized below under the various questions asked

#### Are school exams necessary?

Several key informants were examined as to whether the school exams were necessary.

A comment by Einstein Albert illustrates,

*"Everybody is a genius, but if you judge a fish on its ability to climb a tree, she will live her whole life believing that she is stupid"*.

Our education system is based on exams to test the ability to retain information which is just one aspect of intelligence. In a situation of scarce resources, the exams are intended as an objective measure of separating/determining those who are supposed to go to the next level of education. Says one of the head teachers.

This brings a question; are we teaching our children to become better, more, productive members of society and if so, are exams necessary? The truth is we are learning by rote and this is cheaper than learning by practical experience. This implies that most students have no hands-on experience but only theory which benefits them less. At the same time, the system reflects that those who fail the theory have failed in education yet there could be other avenues for them to excel

#### Are USE funds adequate to handle all the activities as planned by the Head Teachers?

One of the Headteachers commented that there are not enough funds remitted to cater for USE activities. At times ground expenditure is far beyond the actual budgeted expenditure. This is mainly because funds are remitted late always. The planned time according to the work plan differs from the actual time of money remittance leading to variations in the budget. However, a fixed amount of money is allocated to each student depending on -what the government feels is worth offering for various school activities per student. Some essential activities are given less money than they would be required to accomplish. This leads to budget squeeze and carrying out of some activities in a half-baked manner as well as teaching. As one respondent described one such payment as:

*"Suffocating the self-esteem and always on the defensive even when the views the government holds are not correct. The government does not accept advice thus making it difficult for them to get along with the proposed budget."*

Another head teacher commented about the low morale of teachers and said it was due to low motivation, for a motivated mind thinks ahead and faster. This begins when the teachers start to prepare for school, the way they travel, eat, work, and sleep which rhymes with results. The implication is that funds are not adequate to handle the activities, some of which are ignored.

#### Do head teachers participate in the planning of USE at all levels?

The respondents believe that head teachers participate in the planning of USE but indirectly. They gave reasons for indirect participation. Normally they do this at lower levels by submitting their local plans such as the number of students through head count, attached budgets, etc.

They also brought out another issue of submission of the total number of students in their schools, which sometimes creates an impression that they participate, though yet they might not influence the final decisions. They also proposed that the communication between them and the Ministry of Education and Sports and the Ministry of Finance be constant to effect some improvement desired in this relationship. This meant that the amount of income received was directly a result of the information submitted by the head teacher.

#### How do parents participate in their children's Education?

The respondents gave their views on how parents participate in their children's education and supported their position by citing some key examples which are presented below; they believe that the parents monitor their children and some staff take note of that. Respondents noted that parents pay and buy all the necessary scholastic materials for the children and other costs involved to keep the children at school. They

also pointed out that some parents are carefree on issues related to funding their children. However, they equally noted that other instances regarding monitoring and supervision of their children seem to be inadequate. This means that there were passive and active parents who both had an impact on the students' performance. Some parents were cited to rent houses for their children at the trading centers but they do not follow them up in terms of what they do and how they survive. One of the parents noted that some girls end up in marriage at these rented premises, and others get impregnated and fail to find responsible partners.

### **How do you think the surrounding environment influences the academic performance of students?**

The respondents seemed to have mixed opinions regarding the surrounding environment and how it influences the performance of students. Others believe that the surrounding environment has nothing concerned with performance since the schools in study have quiet and cool surroundings while others think the surrounding environment is not any better (lack of motivating attitude to copy from, isolation, remoteness, ignorance, and primitivism of the people and more so the primary core economic activities such as farming affect children and they have less interest as far as schooling is concerned. Similarly, Headteachers also fail to ask for regular reports regarding children's behavior at home and outside school. Some parents are too poor to support their children's education, other children are complete orphans while others are curious about the performance in the surrounding private schools. This meant that both the school and home play a part in the student performance

### **Who is the school staff?**

The school staffing is done by the Education Service Commission with the consultation of the Ministry of Education and Sports and head teachers. Explains one of the head teachers. Others believed that having a balanced staffing policy would be good, setting priorities and following them strictly, continuous staff reviews and proper performance evaluation guidelines issued and monitored could improve students' performance. This would help to know whether the staff is competent enough to produce good results. Others said that sometimes they are sent incompetent staff who cannot handle students' problems both social and academic. This proves why rural students' performance remains a question to answer, and here the question is, who is to blame? The management or the staffing authority? One of the head teachers commented that their schools have become dumping places for failed teachers from developed schools through transfers and as the good ones get more experienced, they begin to search for greener pastures and run away to other schools which seem

to be better in motivation and setting. This is because at times posting of newly recruited teachers is conditional since they want to join the roll and therefore can accept any school. This justifies the fact that rural USE schools perform poorly due to the nature of staff.

### **How the District Education Officers and inspectors of the schools are actively involved?**

A head teacher in one of the schools commented that; these people have a role to play though they do not give it a closer attachment. He continued that, if they sacrificed their time to monitor these schools quite frequently, maybe teacher's attendance would increase and if teachers attended regularly then maybe even students' attendance would improve, and eventually performance too. Another head teacher said that they are only active if they are invited to attend a school function and yet these functions are rare since they cause a financial implication. They give beautiful speeches which if adopted would cause an improvement in students' Performance. This implies that they are partially active and their efforts are appreciated.

### **Discussion**

From the study findings, the majority do agree that planning was vital for the rural schools but rash to say that all the activities are done at the ministry rather than at school levels. The school management Plans its activities under given guidelines, they are funded, and then implementation is done. On the other hand, other authors argue that it would be naïve to conclude that formal planning is the sole cause of success in firms because firms may be using other management practices such as organization design, good human resource practice, or corporate culture to steer high performance (Nzuve, 2007, Robin and Coulter, 2012 and Hatch and Cunliffe, 2006). However, this did not apply to rural area schools since they are faced with different problems while the planning authority just looks at generalized issues thus affecting the students' performance. Headteachers are there to implement what has been decided upon from above. They emphasized being kept as decision-takers, not makers. One of the head teachers commented that the system has made them puppets. However Buचेche (2011) contends that successful leadership is associated with strength of purpose. Staff involvement in decision-making and professional authority should be addressed by the USE system if it's to be properly planned. It was also found that students were too many against the facilities that had been provided like classrooms, laboratory equipment, and teachers as well. These have hindered proper teaching and learning activities. Common causes of quality failure in education arise from a variety of sources including poor curriculum design, unsuitable and poorly maintained



buildings poor working environment, unstable systems and procedures, timetabling, lack of necessary resources, and insufficient staff development according to Sallis Burke and Sass (2008) thus school planning should be more involving and facilities provided to suit the increasing number of students. In some of the schools, however, documentary analysis provided exceptions to the above findings. Schools that have established a good planning unit or committee have good results. Their Uganda Certificate of Education results were impressive thus establishing participatory planning alone guarantees excellence in students' performance, especially academics. There are other factors to consider such as aptitude, parental guidance, and administrators as well as academic foundation. Farooq et al. (2011) for example established that variables that affect students' performance are inside and outside of school. These could therefore be factors such as parental level of education, availability of study time, study habits, or even the discipline of the students themselves. Mobegi (2007) and Bucheche (2011) both identified discipline as a factor that contributed to student's performance.

In the interview with some of the deputy head teachers, they asserted that schools that had weak planning culture faced unique challenges that contributed to their low performance as did students who lived with terminally ill parents. Students in the Focus Group Discussion also told of challenges such as alcoholic parents and lack of necessities such as soap, and sanitary pads that minimized their concentration in class causing them to perform poorly and this was attributed to poor planning at schools. These findings are in agreement with those of Jaiyeoba and Atanda (2011) in a study on "School Quality Factors and Secondary School Students' Achievements in Mathematics in South- Western, and North -Central Nigeria" established that good planning for the school is essential if they are to fully participate in education services being offered and if they are to concentrate and have students perform better at school. The findings are further consistent with those of Dwyer et al (2006) in a study titled 'Physical Activity and Performance in Children' who showed that there is growing evidence that regular school planning enhances learning and school achievement.

### Conclusion

From the results attained, it is evident that the planning of USE Influences students' performance in rural secondary schools in Serere district. USE Schools who's planning is done by the ministry and more generalized as opposed to those schools that are planned for by the administrators and managers who implement policies perform poorly than those that had an established local planning unit or committee. This was possible because they planned for their scarce resources and got the best out of it.

### Recommendation

Serere district council, parents, and other educational stakeholders should put forward strategies for constructing laboratories and combating the shortage of well-stocked libraries in district secondary schools.

### Acknowledgment

I thank Almighty God who has enabled me to accomplish my dissertation. My sincere thanks go to my supervisor Dr. SSENDAGI MUHAMAD who provided me with the necessary guidance, technical support, and professional advice without reservation. *Thank you so much.* I do appreciate the efforts of my family members; my wife and my dear children, my dear sisters and brothers with whom we worked all through, and all those who were with me at heart, thank you so much. Especially I, thank my friend. Lots of thanks are dedicated to the Students and staff of USE schools in Serere District who sacrificed much of their time to attend to me. I'm also grateful to my Classmates who supported me in one way or the other during my studies.

### List of abbreviations

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

### Source of funding

The study was not funded.

### Conflict of interest

The author had no conflict of interest.

### Author Biography


Cyprian Okaso Okedi<sup>1</sup>, master's student of education in planning and management School of Graduate Studies and Research, Team University.  
Muhamad Ssendagi<sup>lecturer</sup> at the School of Graduate Studies and Research, Team University

## References.

- 1) Amin M.E (2005) *Social science research: conception methodology and Analysis*. Kampala
- 2) *Approaches*. Nairobi: ACTS.
- 3) Atanda, Ademola & Jaiyeoba, A.O.. (2011). Effects of school-based quality factors on secondary school students' achievement in English language in South-Western and North-Central Nigeria. *Journal of Emerging Trends In Educational Research and Policy Studies*. 2. 93-99.
- 4) Bollen, K.A. (1989) *Structural Equations with Latent Variables*. John Wiley and Sons, Inc., New York.  
<https://doi.org/10.1002/9781118619179>
- 5) Bucheche, S.E. (2011) Factors contributing to Wastage in Day and Boarding Sec. Schools in Mt. Elgon District, Kenya. An unpublished M.E.D Thesis: Maseno Uni.
- 6) Dwyer, James Gerard, *The Relationship Rights of Children* (2006). J. Dwyer, *The Relationship Rights of Children*, Cambridge University Press, 2006, William & Mary Law School Research Paper No. 09-233, Available at SSRN: <https://ssrn.com/abstract=2172484>
- 7) *Educational and psychological measurement*, Sage publication.
- 8) Farooq, A.H. Chaudhry, M. Shafiq, G. Berhanu (2011), factors affecting students quality of academic performance, *Journal of Quality and Technology Management* Volume VII, Issue II, December, Page 01-14.
- 9) Foster, J. L.; Carter, J. N.; Lamb, G. C.; Sollenberger, L. E.; Blount, A. R.; Myer, R. O.; Maddox, M. K.; Adesogan, A. T. , 2013. Performance of beef cattle creep fed concentrate or creep grazed on warm-season legumes. *Crop Sci.*, 53 (4): 1818-1825
- 10) Hatch, M. J., & Cunliffe, A. L. (2006). *Organization Theory: Modern, Symbolic, and Postmodern Perspectives* (2nd ed.). New York: Oxford University Press.
- 11) Hopkins, P.E. (2007) Thinking Critically and Creatively about Focus Groups. *Area*, 39, 528-535.  
<http://dx.doi.org/10.1111/j.1475-4762.2007.00766.x>
- 12) Kothari, C. R. (2014). *Research Methodology: Methods and Techniques* (3rd ed.). New Delhi: New Age International (P) Limited.
- 13) Krejcie R.V & Morgan, D.W (1970) *Deterring sample size for research Activities*,
- 14) Mobegi, Florence & Ondigi, A & Oburu, Paul. (2010). Secondary school headteachers' quality assurance strategies and challenges in Gucha district, Kenya. 5.
- 15) Mugenda, O. & Mugenda, A. (2003) *Research methods. Qualitative and Quantitative*
- 16) Neuman, W. L. (2011). *Social Research Methods. Qualitative and Quantitative Approaches* (7th ed.). Pearson International.
- 17) Nzuve, S.N. (2007) *Management of Human Resources. Basic Modern Management Consultants*, Nairobi.
- 18) Patten, C., Lexell, J. and Brown, H.E. (2004) Weakness and strength training in persons with poststroke hemiplegia: Rationale, method, and efficacy. *Journal of Rehabilitation Research and Development*, 41, 293-312.  
<http://dx.doi.org/10.1682/JRRD.2004.03.0293>
- 19) Robbins, S. P., & Coulter, M. (2012). *Management* (11th ed.). Pearson Education.
- 20) Sekaran, U. (2003) *Research Methods for Business: A Skill-Building Approach*. 4th Edition, John Wiley & Sons, New York.
- 21) Stolk, J. (2002). Understanding challenging behavior in people with severe and profound intellectual disability: a stress-attachment model. *Journal of Intellectual Disability Research*, 46(6), 445-453.  
<https://doi.org/10.1046/j.1365-2788.2002.00430.x>
- 22) Uganda.
- 23) Wallen, N. E., & Fraenkel, J. R. (2001). *Educational research: A guide to the process* (2nd ed.). Lawrence Erlbaum Associates Publishers.

**Publisher details:**

**SJC PUBLISHERS COMPANY LIMITED**

The logo for SJC Publishers Company Limited is a circular emblem with a dark red background. On the left side of the circle is a white icon of a house with a chimney. To the right of the icon, the text "SJC Publishers Company Limited" is written in white, stacked vertically. Below this text, the motto "TRUTH AND JUSTICE" is written in a smaller, white, sans-serif font.

**Category: Non-Government & Non-profit Organisation**  
**Contact: +256775434261(WhatsApp)**  
**Email: [admin@sjpublisher.org](mailto:admin@sjpublisher.org), [info@sjpublisher.org](mailto:info@sjpublisher.org) or [studentsjournal2020@gmail.com](mailto:studentsjournal2020@gmail.com)**  
**Website: <https://sjpublisher.org>**  
**Location: Wisdom Centre Annex, P.O. BOX. 113407 Wakiso, Uganda, East Africa.**