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# Teacher Preparedness and Learners' Academic Performance: A case of government-aided secondary schools, Kalungu district, Uganda.

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**Abstract:**

The general aim of the research was examining the connection between teacher preparedness and learners' academic-performance within government-aided secondary schools within Lwabenge Sub-county, Kalungu District. The study was directed by these specific goals; i) To explore relationship between teachers' lesson preparation materials and learners' academic performance, ii) To examine the relationship between teachers' lesson delivery and learners' academic performance, and iii) To analyze the relationship between teachers' evaluation of records and learners' academic performance within government-aided secondary schools within Lwabenge Sub-county, Kalungu District. This research utilized correlational research approach coupled with a quantitative approach. A sample size of 32 respondents was considered constituting of head teachers, directors, and teachers from the two chosen government-supported high schools within the sub-county. Both study used both descriptive analysis and Spearman's Rank correlation analysis in providing answers to the study objectives. The study revealed that there is a strong positive and statistically significant connection between teachers' lesson preparation materials and learners' academic performance in government-aided secondary schools in Lwabenge sub-county, Kalungu District. This study also showed a strong significant as well as statistically notable connection between teachers' lesson delivery and learners' academic performance within government-aided secondary schools in Lwabenge Sub-County, Kalungu District. Furthermore, it indicated a strong, positive and relevant connection between teachers' records' evaluation and learners' academic achievement in government-supported high schools within Lwabenge Sub-County, Kalungu District. Therefore, the study concludes that teacher preparedness in terms of teachers' lesson preparation materials, teachers' lesson delivery, and teachers' evaluation of records has a statistically significant association with learners' academic performance in government-aided high schools within Lwabenge Sub-county, Kalungu District in that an increase in the different aspects of teacher preparedness resultantly leads to an improvement in learners' academic performance in government-aided high schools within Lwabenge sub-county, Kalungu District. This research suggested that the

school administrators and stakeholders ought to ensure efficiency and effectiveness in teachers' preparedness such as lesson delivery, evaluation of records, and lesson preparation materials as these play a significant role in influencing learners' academic performance within government-aided secondary schools within Lwabenge sub-county, Kalungu District.

**Keywords**: Teachers' preparedness, Teachers' Lesson Preparation Materials, Teachers' Lesson Delivery, Teachers' Evaluation of Records, and Learners' academic performance.

## Introduction

### Background

Education is fundamental to human development, with the quality of teaching directly impacting the quality of education (UNESCO, 2016). Teacher preparedness, which encompasses knowledge, skills, and motivation, is crucial for effective education delivery (Darling-Hammond, 2017). Teachers play vital roles in facilitating learning, providing feedback, implementing instructional strategies, and creating positive learning environments (Kimemia, 2016). UNESCO (2016) underscores the importance of teacher preparedness for quality education, as it significantly affects learners' academic performance.

Globally, well-prepared teachers are associated with enhanced student outcomes (Darling-Hammond, 2017). However, disparities in teacher preparedness exist across countries, with varying training standards and qualifications (National Council on Teacher Quality [NCTQ], 2017; UNESCO, 2016).

In Africa, teacher preparedness significantly influences academic performance (Ndoye and Metsok, 2021). Adequately prepared teachers are more likely to deliver quality instruction, engage learners, and improve academic performance (Langa, 2019; Ikhu-Omoregbe and Omoniwa, 2019).

In East Africa, teacher preparedness is crucial for learner success, but challenges persist in ensuring adequate preparation (World Bank, 2019; Katuramu, 2019; Aduda, Nyaigotti-Chacha, & Nyamwaya, 2018; Rwandan Education Board, 2019).

Uganda's education sector, governed by the Education Act of 2008, aims to provide quality education through programs such as Universal Primary Education (UPE) and Universal Secondary Education (USE). However, teacher preparedness remains a critical determinant of education quality (Mugisa, 2017). Research underscores the importance of teacher preparedness for academic performance (Nansubuga, Namusonge, & Munene, 2019; Birungi and Kiggundu, 2018).

In Lwabenge Sub-County, Kalungu District, teacher preparedness significantly influences pupils' academic performance (Kikomeko, 2017).

Teacher preparedness is crucial for learners' academic performance, both globally and regionally. Investing in teacher professional development is crucial for improving education's standard as well as student outcomes.

**Statement of the Problem:**

Despite numerous initiatives by the Ugandan government to enhance the education sector, academic performance in government-aided secondary schools in the Kalungu District remains alarmingly low. Among the critical factors contributing to this issue is teacher preparedness, which encompasses teachers' training, lesson planning, instructional delivery, and ongoing professional development. Absence of adequate readiness among teachers has been recognized as a significant impediment to delivering quality education, which, in turn, negatively impacts learners' academic outcomes (Orodho, Waweru, Ndichu, & Nthinguri, 2016; Agasisti, Catalano, Sibiano, & Wittek, 2019).

In Lwabenge Sub-County, Kalungu District, the persistent underperformance of students in government-aided secondary schools raises concerns about the effectiveness of current educational strategies and policies (Ministry of Education and Sports, Uganda, 2019). This situation calls for an in-depth investigation into the extent to which teacher preparedness influences academic performance. By understanding the relationship between these variables, stakeholders can develop targeted interventions to enhance teacher preparedness, ultimately improving the academic achievements of students.

Therefore, this study aims to investigate the connection between teachers' preparedness with learners' academic performance within government-aided high schools within the Kalungu District. It seeks to identify specific areas where teacher preparedness is lacking and to propose actionable recommendations to address these deficiencies, thereby contributing with the wider goal aimed at improving education's outcomes within the area.

**General Objective**

This study aims to analyze the connection between teachers' preparedness with learners' academic performance within government-aided high schools in Lwabenge sub county, Kalungu District.

**Specific Objectives**

i. To investigate the relationship between teachers' lesson preparation materials and learners' academic performance within government-aided high schools within Lwabenge sub-county, Kalungu district.
ii. To investigate the link between teachers' lesson delivery with learners' academic performance within government-aided secondary schools in Lwabenge sub-county, Kalungu district.
iii. To analyse the association between teachers' evaluation of records with learners' academic performance in government-aided secondary schools within Lwabenge sub-county, Kalungu district.

**Research Hypotheses**

**$H_{o1}$:** There is no significant relationship between teachers' lesson preparation materials and learners' academic performance within government-aided high schools within Lwabenge sub-county, Kalungu District.

**$H_{o2}$:** There is no notable connection between teachers' lesson delivery with learners' academic performance within government-aided secondary schools in Lwabenge Sub-County, Kalungu District.

**$H_{o2}$:** There is no substantial link between teachers' evaluation of records with learners' academic performance at ordinary level certificate in government-aided high schools within Lwabenge sub-county, Kalungu District.

**Study scope**

This study investigated the connection between teachers' preparedness with learners' academic performance within government-aided high schools within Lwabenge Sub-county, Kalungu District, Uganda. It focused on three aspects of teacher preparedness: teachers' lesson preparation materials, lesson delivery methods, and evaluation records, over a five-year period, from 2018 to 2022. This focus enabled the study to explore the effect among these aspects towards learners' academic performance in government-aided high schools in Kalungu District.

**Significance of the Study**

The results of this research are highly valuable to educational stakeholders, such as policy makers, school leaders, including teachers. They contribute to the debate on teacher preparedness and its impact on academic performance. The study offers important insights into teacher training within government-supported high schools in Lwabenge sub-county, Kalungu District, even identifies key influencing factors. The recommendations are aimed at improving teacher readiness and enhancing student outcomes, thereby fostering academic excellence.

**Conceptual framework.**

It explains how current research defines and measures different factors under study. This research aimed at analysing the connection between teachers' preparedness with learners' academic performance. It explores various dimensions of teacher preparedness, particularly teachers' lesson preparation materials, lesson delivery, and evaluation of records, and their effect on learners' academic performance. In other words, it analyses whether diligent lesson preparation, effective lesson delivery, and thorough evaluation of records by teachers contribute to improved learners' attendance, good academic results, and increased completion rates.

By defining and measuring these factors, this research seeks to provide an in-depth grasp of the mechanisms through which teacher preparedness influences educational outcomes, thereby offering insights for improving teaching practices and learners' academic performance.

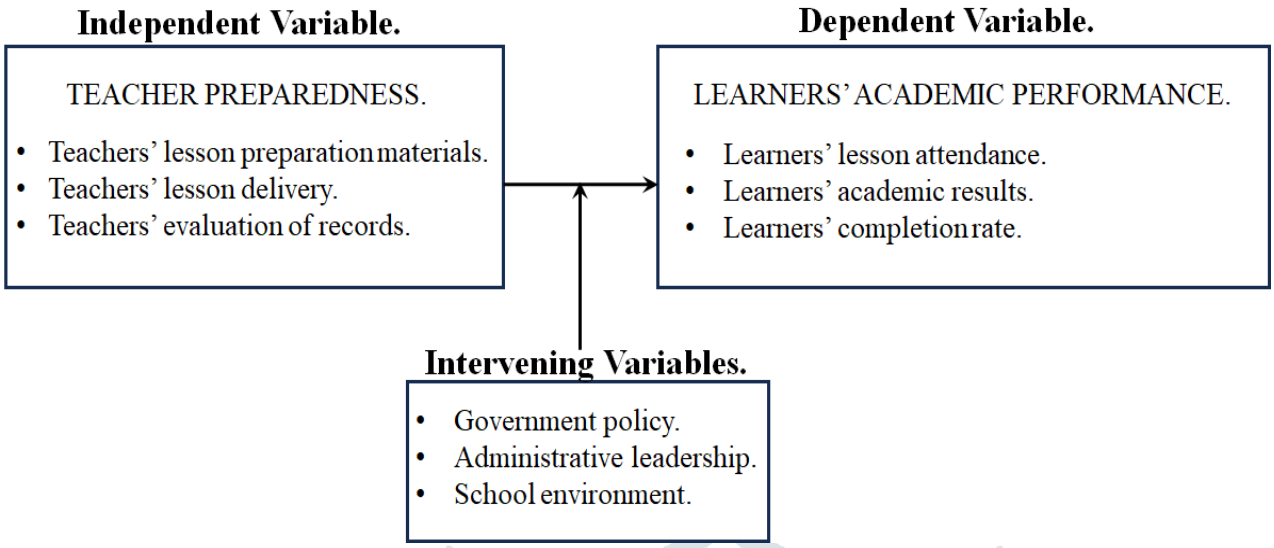


Figure 1: Conceptual framework.

**Definition of Key Terms**

**Teacher Preparedness**: In this study, the term 'teacher preparedness' denotes the extent to which educators are ready as well as able to teach all children, including those with diverse backgrounds and teaching needs (Goldberg, P. E., Doud, J. L., & MacKeown, P. E., 2013).

**Lesson Preparation**: This includes the planning and organization of instructional materials and activities before teaching. Measurement indicators could include the thoroughness of lesson plans, the relevance of instructional materials, and the alignment with curriculum standards (McMillan, 2018).

**Lesson Delivery**: This refers to the actual implementation of lesson plans in the classroom. It can be measured by assessing the clarity of instructions, engagement techniques, use of teaching aids, and the ability to adapt to classroom dynamics (Harris and Brown, 2018; Kraft and Blazar, 2017).

**Teacher's Evaluation of Records**: This involves the systematic assessment and documentation of students' progress and performance. Measurement indicators might include the frequency and comprehensiveness of evaluations, the accuracy of record-keeping, and the utilization of assessment results to inform instruction (Guskey and Link, 2019).

**Learners' Academic Performance**: In this study, the term 'learners' academic performance' refers to the level of competency demonstrated by students in various academic subjects, as measured by grades, test scores, and other forms of assessment (Rodrigues and Vaz, 2020).

**Lesson Attendance**: This factor tracks the consistency and punctuality of student attendance in lessons. Measurement indicators could include attendance records, tardiness rates, and the correlation between attendance and engagement (Balfanz and Byrnes, 2018; Gottfried and Ehrlich, 2018).

**Academic Results**: This encompasses the outcomes of students' academic assessments and achievements. Measurement indicators include grades, test scores, assignment completions, and overall academic standing (Hattie, 2017).

**Completion Rate**: This refers to the proportion of students who successfully complete their courses or academic programs within a given timeframe. Measurement indicators could include dropout rates, progression statistics, and the proportion of learners advancing to the following academic stage (Rumberger, 2017; Freeman and Simonsen, 2018).

## Literature Review

### Introduction

This chapter reviews literature on teacher preparedness and learners' academic performance in government-aided secondary schools. It begins with the theories underpinning the study and concludes with a summary, identifying methodological, content, and contextual gaps in the literature.

### Theoretical Review

This research is informed by two theoretical frameworks: Social Cognitive Theory (SCT) with the Planned Behaviour theory (TPB).

The Planned Behaviour theory (TPB) believes in human actions being driven by intent or motivation, shaped by attitudes, social norms, and perceived behavioural control (Ajzen, 1987)

Education wise, TPB suggests that a teacher's behaviour is influenced by their attitudes towards teaching, social-norms within schools, and their perceived control over their teaching practices.

The Social Cognitive Theory (SCT) emphasizes the interaction between a person's behaviour, personal factors, and the environment. Human behaviour results from mutual interactions among cognitive, behavioural, and environmental factors (Bandura, 1986). In education, SCT highlights the importance of the dynamics between the teacher, student, and learning environment.

Both theories are relevant as they help to explore the impact of teacher preparedness on learners' academic performance. Preparedness includes a teacher's skills, knowledge, and attitudes, which affect lesson planning, student interaction, and classroom management. Well-prepared teachers create supportive learning environments that enhance student engagement, motivation, and achievement.

The results of this research will provide an insight into policymakers even in educators in improving educational outcomes in government-aided secondary schools, particularly in resource-limited rural areas. Insights gained will help design interventions to boost teacher preparedness and enhance teaching and learning processes.

## Conceptual Review

### Teacher Preparedness

Teacher preparedness encompasses the expertise, competencies, and resources educators require to instruct effectively (Johnson, Smith, & Brown, 2021). This includes understanding subject matter, differentiating instruction for diverse learners, and integrating necessary tools and technology (National Centre for Education Statistics, 2020). Preparedness also involves building strong relationships with students, parents, and other stakeholders (Davis and Thompson, 2023).

In the current educational landscape, teacher preparedness involves subject knowledge, pedagogical skills, technology integration, and interpersonal competencies to support students' academic and personal growth.

### Learners' Academic Performance

Learners' academic performance is defined as the level of achievement exhibited by students in their academic pursuits, including grades, test scores, and participation in class activities (Chen and Wang, 2021). Academic performance reflects students' knowledge, skills, and understanding. It is influenced by both cognitive abilities and non-cognitive factors such as motivation, self-regulation, and engagement (Smith, J. K., Jones, R., Brown, C., & Lee, A. M., 2020; Walker and Jones, 2022).

### Teacher's Lesson Preparation Materials and Learners' Academic Performance

Effective lesson preparation materials are crucial for teaching and learning. They help teachers organize their thoughts, make connections between concepts, and save time (Coskun, 2016). By providing a well-organised structure, lesson preparation materials guarantee that educational content is presented clearly and systematically, maximising student learning outcomes.

These materials include lesson plans, worksheets, multimedia presentations, and other instructional aids tailored to students' needs. These guide the instructional process, thus ensuring logical coverage of content and clarity of the learning objectives. Studies have shown that well-prepared lesson materials help learners to pay attention and understand the content, which leads to better learning experiences and improved student performance (Khan, Shakeel, & Kausar, 2018; Ahmed and Aboaba, 2015).

Effective lesson preparation materials positively influence learners' academic performance by providing clear objectives and standards, enhancing motivation, and increasing engagement. Additionally, they support various instructional methods, allowing teachers to address diverse student needs and ensure equal opportunities for success (Adelman, 2018; Jayatilaka and Ratnayake, 2020).

In summary, well-prepared lesson materials are essential in structuring and delivering effective instruction. They contribute to student success by setting clear objectives, boosting motivation, and fostering engagement in a supportive learning environment.

**Teacher's Lesson Delivery and Learners' Academic Performance**

Lesson delivery is critical in shaping students' academic performance. Effective lesson delivery creates an inclusive learning environment that enhances understanding and retention (Naga and Yiding, 2017). When lessons are presented in a clear and engaging manner, students are more inclined to understand complex concepts and remember them over time.

Teaching styles significantly impact student performance; explicit teaching styles, characterised by clear, direct instruction, positively influence academic outcomes, while inquiry-based approaches may not always be as effective (Elango and Kaliappan, 2018). These methods effectively ensure that all students, regardless of learning pace, achieve the lesson's objectives. In contrast, inquiry-based approaches, which emphasise student-led exploration, may be less effective for those needing more guidance, potentially resulting in uneven understanding.

Technology-enhanced lesson delivery and positive classroom environments also positively affect academic performance by promoting student engagement and collaborative learning (Wang, Li, & Tsai, 2015; Bello-Osagie, 2015). Integrating digital tools into lessons not only maintains student interest but also accommodates diverse learning styles, thereby leading to improved academic outcomes. Furthermore, fostering an inclusive atmosphere encourages student participation and builds confidence, both of which are essential for academic achievement.

In conclusion, successful lesson delivery relies on clear teaching methods, the use of technology, and fostering a supportive classroom atmosphere, all of which are essential for improving students' comprehension, memory, and over all academic performance.

**Teacher's Evaluation, Records and Learners' Academic Performance**

Effective teacher evaluation and record-keeping enhance student performance. Teacher evaluation provides feedback to improve teaching practices, while accurate records help monitor student progress (Goe, L., Bell, C. A., & Little, O., 2014; Owino and Okwara, 2017).

Teacher evaluation includes assessing teachers' effectiveness through classroom observation and student feedback, and performance data. These aids teachers fine-tune their instructional methods, directly affecting student engagements and learning outcomes (Goe et al., 2014).

Proper record-keeping is crucial for identifying areas of weakness and taking corrective measures (Li and Luo, 2017; Abdullahi and Okoli, 2021). These records enable clear communication about academic progress between teachers, students and parents. Accurate record keeping aids in pinpointing areas that challenge students, allowing timely interventions that address learning gaps (Owino and Okwara, 2017).

Regularly reviewing student records can help identify patterns that point to wider instructional issues. Recognising these trends allows educators to make necessary adjustments to teaching methods (Li and Luo, 2017). Additionally, effective record-keeping promotes a collaborative environment which supports better student academic performance (Abdullahi and Okoli, 2021).

Teacher evaluations and effective record-keeping form a strong foundation for improving educational outcomes, ensuring that both teaching quality and student academic performance are continuously monitored and enhanced.

**Research Gap**

Despite extensive research regarding the connection between teachers' preparedness and academic performance, there is some gap in studies focusing on government-aided secondary schools in Lwabenge Sub County, Kalungu District. Methodological gaps exist in measuring teacher preparedness comprehensively. Theoretical gaps pertain to the lack of integration of relevant theories to understand the relationship fully. This study aims to fill these gaps and provide actionable insights for policymakers and educators.

**Methodology**

**Introduction**

This chapter mainly details the study's design, population, sampling, data quality controls, data collection and its analysis, and ethical considerations to be upheld by study.

**Research design**

It is defined as blueprint applied in a research (Marczyk, DeMatteo, & Festinger, 2021). This definition aligns with others who have opined that a research design is a roadmap developed to guide the execution of a research project (Pandey & Pandey, 2021). Considering that this current study is observational, aiming to collect data from its sample at one point in time, the implementation of a cross-sectional survey is appropriate (Wang & Cheng, 2020; Kesmodel, 2018). Given the various constraints researchers face, this design is suitable due to its cost-effectiveness, ease of execution, and ability to provide the needed data at single point at a time.

**Study Population**

Study Population means a set of accessible study items or individuals who possess information and can be examined in relation to the research variables (Arias-Gómez, Villasís Keever, & Miranda-Novales, 2016). This aligns with suggestions that, although many people could be stakeholders in the study, researchers are advised to concentrate on the accessible population due to resource constraints (Asiamah, Mensah, & Oteng-Abayie, 2017). This approach is particularly relevant when considering both an independent variable (teacher preparedness) and dependent variable (learners' academic performance). Therefore, the study targeted all government-aided secondary schools in the Sub-County although due to time constraint only two government-aided secondary schools were considered for this study.

**Sample Size Selection**

It has been opined that large study population sizes are sometimes constrained by manpower, limited time and funding, and geographical location differences of the target population, which justifies sampling (Etikan & Babtope, 2019). Therefore, selecting a satisfactory sample size is integral to any scientific inquiry, as such inquiries usually aim to derive conclusions that can be generalized to the entire population (Taherdoost, 2017). Therefore, for purposes of this study, the researcher considered a sample size of 32 respondents which constituted of 14 teachers, head teacher, and the director selected from both of the chosen government-supported high schools in the Sub-County.

**Data Collection**

This was sub-divided into the following subsections of data collection instrument and measurement of variables:

**Method of Data Collection**

This research employed a self-administered a standardized questionnaire, a commonly used tool for collecting quantitative data, especially by social scientists (Taherdoost, 2017). In designing the instrument, questionnaire items were benchmarked against previous studies to enable comparison during the current study's data analysis. The questionnaires were used to collect data from the intended sample (teachers) at selected government-aided secondary schools during working hours, particularly in their staff rooms before or after lessons, to achieve a high response rate. To give respondents enough time to respond, the researcher and his assistants prioritized immediate retrieval of questionnaires or, if preferred by the respondent, after 2 to 5 days.

**Measurement of Research Variables**

The study's questionnaire comprised a 5-point Likert Scale offering responses from 'strongly agree' to 'strongly disagree'. (Dillman, Smyth, & Christian, 2014). This aided in determining the degree to which respondents concur with or oppose research statements or questions (Likert, 1932). Such responses help to reveal other statistical inferences, especially when testing research hypotheses.

**Data Quality Control.**

The study ensured that both the reliability and validity of the questionnaire are attained before applying the instrument to the actual study sample, as these are acceptable standards for guaranteeing data quality in a study (Krosnick, 2018).

Validity: It's important to evaluate whether the research items or questions on the questionnaire correctly represent the study's variables and field of study and whether they are understandable to the target respondents. This was attained by inviting a panel of experts (in postgraduate research and education management) to assess the questions by ranking them as relevant or irrelevant and providing other suggestions for improvement

(Almanasreh, Moles, & Chen, 2019). Later, to guarantee the content validity of the instrument's items, the study computed Content Validity Indices (CVI) with a threshold of > 0.7 (Krosnick, 2018).

Reliability: After assessing and ensuring that the instrument is valid, the study proceeded to pilot the questionnaire on at least 20 teachers from one government-aided secondary school in Lwabenge Sub County, Kalungu District, which was not part of the final study. The research subsequently calculated Cronbach's Alpha to ensure the instrument's reliability, with a threshold of > 0.70 (Vaske, Beaman, & Sponarski, 2017). This aligns with the opinion that an instrument's reliability refers to the likelihood that a research instrument remains consistent when applied over repeated tests in relatively identical study circumstances (LoBiondo-Wood & Haber, 2014).

**Data Analysis**

Before any advanced analysis, the quantitative data collected was examined to ensure its completeness and accuracy, and to address cases of outliers and missing data (Sullivan, Warkentin, & Wallace, 2021). Missing data cases were addressed by either replacing them with median responses or by eliminating them entirely from the data set. Outliers were removed from the study, as they often distort data sets (Leys, Klein, Dominicy, & Ley, 2018).

Later, the study employed SPSS to provide descriptive preliminary findings by analyzing frequency responses from teachers regarding their levels of agreement and disagreement with the research questions. This approach aligns with the view that descriptive statistical analyses should be carried out prior to any inferential analyses (Kaur, Stoltzfus, & Yellapu, 2018).

Lastly, the primary field data was converted into inferential data by computing aggregate responses to allow for correlational analyses. This process tested research hypotheses and establish the extent to which teacher preparedness is related to learners' academic performance. It was instrumental in demonstrating the nature and magnitude of relationships among research-variables. Results and analysis were reported using Pearson's Product-Moment Correlation Coefficients (Schober, Boer, & Schwarte, 2018).

**Ethical Considerations**

According to Ngozwana (2018), researchers were guided by ethical research standards, such as ensuring full consent from respondents before participation, respecting intellectual property through adequate citation and referencing, maintaining respondent confidentiality by keeping their identities unrevealed, and avoiding biased reporting of findings, as the study is intended solely for academic purposes. These practices also were in accordance with IUIU postgraduate research guidelines.

**Study Findings**

The study findings presented in this chapter include; descriptive statistics on the demographic characteristics of respondents and correlation analysis to provide answers to the study objectives.

**Findings on the Demographic Characteristics**

The study assessed the demographic characteristics of respondents who took part in the study from the different chosen government-supported high schools in Lwabenge sub-county, Kalungu District with the findings shown in Table 1;

**Table 1: Demographic Profile of Participants**

| **Demographic Composition** | | | |
|---|---|---|---|
| **Categorization** | **Items** | **Frequency** | **Percentage** |
| **Gender** | Male | 20 | 62.5 |
| | Female | 12 | 37.5 |
| | **Total** | **32** | **100.0** |
| **Age Groups** | Below 25 years | 2 | 6.3 |
| | 25-34 years | 14 | 43.7 |
| | 35-45 years | 10 | 31.3 |
| | Above 45 years | 6 | 18.7 |
| | **Total** | **32** | **100.0** |
| **Marital Status** | Single | 8 | 25.0 |
| | Married | 24 | 75.0 |
| | **Total** | **32** | **100.0** |
| **Level of Education** | Diploma | 7 | 21.9 |
| | Bachelors | 21 | 65.6 |
| | Masters | 4 | 12.5 |
| | **Total** | **32** | **100.0** |
| **Years of Teaching Experience** | 0-5 years | 10 | 31.3 |
| | 6-10 years | 16 | 50.0 |
| | Above 10 years | 6 | 18.7 |
| | **Total** | **32** | **100.0** |

***Source: Survey Data (2024)***

Findings with Table 1 revealed how 32 respondents who participated in the study, majority 20 (62.5%) of the respondents were males and the least proportion 12 (37.5%) of the respondents were females.

The study also showed that among 32 participants who involved in this research, most 14 (43.7%) of the respondents were aged 25-34 years, followed by 10 (31.3%) of the respondents who were aged 35-45 years, then 6 (18.7%) of the respondents who were aged above 45 years, and only a few 2 (6.3%) of the respondents were aged below 25 years. Additionally, the study indicated that among 32 participants who took part in the research, majority 24 (75.0%) was a proportion of participants married whereas 8 (25.0%) were single.

The findings also showed that among 32 participant, majority 21 (65.6%) participants had achieved a bachelors' educational qualifications, followed by 7 (21.9%) participants had reached a diploma- level education, while the least proportion 4 (12.5%) had a masters' educational qualification.

Concerning to teaching experience, the findings indicated that among 32 participants, majority 16 (50.0%) had between 6 and 10 years of teaching experience followed by 10 (31.3%) of the respondents who had up to 5 years of teaching experience and the least proportion 6 (18.7%) participants had above more than 10 years of teaching experience.

**Findings regarding the study's objectives**

This section highlights the results concerning the study's specific objectives.

**Relationship between Teachers' Lesson Preparation Materials and Learners' Academic Performance within Government-Aided Secondary Schools in Lwabenge Sub-county, Kalungu District**

The research aimed to investigate the connection between teachers' lesson preparation materials with learners' academic performance within government-aided high schools within Lwabenge Sub-County, Kalungu District. To establish the relationship, Spearman's Rank correlation analysis was employed, with the findings displayed in Table 2.

**Table 2: Correlation Findings between Teachers' Lesson Preparation Materials and Learners' Academic Performance in Government-Aided Secondary Schools in Lwabenge Sub-County, Kalungu District**

| | | Teachers' Lesson Preparation Materials | Learners' Academic Performance |
|---|---|---|---|
| **Teachers' Lesson Preparation Materials** | Spearman's Correlation Coefficient | 1.000 | .528** |
| | Sig. (2-tailed) | . | .000 |
| | N | 32 | 32 |
| **Learners' Academic Performance** | Spearman's Correlation Coefficient | .528** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 32 | 32 |

**. Correlation is significant at the 0.01 level (2-tailed).

***Source: Survey Data (2024)***

These study findings in above revealed that there exists a strong relevant and statistically significant connection between teachers' lesson preparation materials and learners' academic performance within government-aided high schools within Lwabenge sub-county, Kalungu District (r = 0.528, N = 32, P-value = 0.000) at a significance level of 0.01). Findings imply that an enhancement in teachers' lesson preparation materials considerably and

significantly influences an improvement in learners' academic performance within government-aided high schools in Lwabenge sub-county, Kalungu District.

**Relationship between Teachers' Lesson Delivery and Learners' Academic Performance in Government-Aided Secondary Schools in Lwabenge Sub-County, Kalungu District**

This research also aimed to examine the connection between educators' lesson delivery and learners' academic performance within government-aided high schools within Lwabenge Sub-county, Kalungu District. To establish the relationship, there was analysing of Spearman's Rank correlation with the findings shown in Table 3.

**Table 3: Correlation Findings between Teachers' Lesson Delivery and Learners' Academic Performance in Government-Aided Secondary Schools in Lwabenge Sub-County, Kalungu District**

| | | Teachers' Lesson Delivery | Learners' Academic Performance |
|---|---|---|---|
| **Teachers' Lesson Delivery** | Spearman's Correlation Coefficient | 1.000 | . 624** |
| | Sig. (2-tailed) | . | .000 |
| | N | 32 | 32 |
| **Learners' Academic Performance** | Spearman's Correlation Coefficient | . 624** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 32 | 32 |

** The correlation is significant at the 0.01 level (2-tailed).

***Data Source: Survey (2024)***

These study findings above revealed that there exists strong notable and statistically significant relationship between teachers' lesson delivery and learners' academic performance within government-aided high schools within Lwabenge sub-county, Kalungu District ($r = 0.624$, $N = 32$, P-value = 0.000) at a significance level of 0.01). Findings imply that an enhancement in teachers' lesson delivery strongly and significantly influences an improvement in learners' academic performance within government-aided secondary schools within Lwabenge sub-county, Kalungu District.

**Connection between Teachers' Evaluation of Records with Learners' Academic Performance in Government-Aided Secondary Schools within Lwadenge Sub-County, Kalungu District**

The study further aimed to analyse the connection between teachers' (educators) evaluation of records with learners' academic performance within government-aided high schools within Lwabenge Sub-County, Kalungu District. To establish the relationship, Spearman's Rank correlation analysis was applied, with the results shown in Table 4

**Table 4: The table showing Correlation Findings between Teachers' Evaluation of Records and Learners' Academic Performance within Government-Aided high Schools in Lwabenge Sub-County, Kalungu District**

| | | Teachers' Evaluation of Records | Learners' Academic Performance |
|---|---|---|---|
| **Teachers' Evaluation of Records** | Spearman's Correlation Coefficient | 1.000 | .583** |
| | Sig. (2-tailed) | . | .000 |
| | N | 32 | 32 |
| **Learners' Academic Performance** | Spearman's Correlation Coefficient | .583** | 1.000 |
| | Sig. (2-tailed) | .000 | . |
| | N | 32 | 32 |

**. The correlation is significant at the 0.01 level (2-tailed).

***Data Source: Survey (2024)***

Study findings above revealed that there exists a strong favourable and significant connection between teachers' records evaluation with learners' academic performance within government-aided high schools within Lwabenge sub-county, Kalungu District ($r = 0.583$, $N = 32$, P-value = 0.000) at a significance level of 0.01). Findings imply that an increase in teachers' evaluation of records substantively and significantly influences an improvement in learners' academic performance within government-aided secondary schools within Lwabenge sub-county, Kalungu District.

## Conclusion

This research concludes that teacher preparedness in terms of teachers' lesson preparation materials, teachers' lesson delivery, and teachers' evaluation of records has a statistically significant association with learners' academic performance within government-aided secondary/high schools within Lwabenge sub-county, Kalungu District in as an increase in the different aspects of teacher preparedness resultantly leads to an improvement in learners' academic performance in government-aided high schools within Lwabenge sub-county, Kalungu District.

## Recommendations

The research suggests that the institutional administrators and stakeholders have to ensure efficiency and effectiveness in teachers' preparedness such as lesson delivery, evaluation of records, and lesson preparation materials as these play a significant role in influencing learners' academic performance within government-aided secondary schools in Lwabenge Sub-County, Kalungu District.

More so, the Ministry of Education and policymakers should design interventions and programs that better support an enhancement in teacher preparedness such as providing the required teaching materials and guides to teachers in the different government-aided schools as this would enhance teachers' performance which might resultantly influence learners' academic performance within government-aided secondary schools within Lwabenge sub-county, Kalungu District.

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