

**TEACHERS' COMMUNICATION AND STUDENTS' PERFORMANCE IN LOWER  
SECONDARY ENGLISH IN WEST BUDAMA NORTH CONSTITUENCY,  
TORORO**

**BY**

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### Statement of Declaration

I ADONGO MARTHA AKELLO, do declare that this research report is my own original work, it is not a duplication or similarly published work and the content has not been submitted to another institution of higher learning for award of a degree in education.

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This research report has been prepared under my supervision upon being appointed by Busitema University.

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## **LIST OF ACRONYMS**

CS: Communication skills

AP: Academic performance

TC: Teachers' communication

EC: Effective communication

## DEFINITION OF KEY TERMS

**Academic performance:** This is the response of students to set objectives in particular subject. It is usually the result of an evaluation or examinations based on a particular subject.

**Communication skills:** This is the ability to express information which is the proficiency with which a person does the passing of information from one person to another.

**Classroom setting:** This is an instructional setting with the teacher and the students occupying the teacher learner position.

**Mean performance:** This is the average score of students in particular exercise.

## **ABSTRACT**

The study was about the teachers' communication and students' performance in lower secondary English in West Budama North Constituency, Tororo District. The study was based on the following objectives.

To identify teachers' communication skills that lower students' performance in lower secondary English.

To identify teachers' communication skills that improve students' performance in lower secondary English.

To suggest skills that can be adopted to improve teacher communication and students' performance in lower secondary English.

The study was descriptive in nature used quantitative and qualitative approaches in data collection and analysis. Data was collected using the questionnaires addressed to students and some teachers. The study found out that the students give less attention to the lesson because they claim the subject is quite hard to understand. Whereas the teachers tend to attach low value to communication skills during their lesson delivery. It was also found out that the teachers of lower secondary English use low tone of voice and poor attitude when attending to the learners, which demoralized the students leading to poor performance in the English language subject.

## **ABSTRACT**

The purpose of this study was to identify the effects of teachers' communication on students' performance at O' level in West Budama North Constituency, Tororo District.

The study used a descriptive survey method to collect data and find out the major effects of teachers' communication on students' academic performance in English language in both urban and rural schools which are government aided in Tororo District.

The sample used included the head teachers, teachers of English language department and the students themselves.

The study is also to come up with the solutions or strategies that can be used to eradicate some poor communication skills of teachers, which may lead to poor performance of students in English language around government aided schools in Tororo District.

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## **CHAPTER ONE**

### **Introduction and background to the study**

#### **1.0 Introduction**

This study investigated Teachers' communication and Students' performance in lower secondary English in West Budama North Constituency, Tororo District.

This chapter provides insight into Background to the study, Problem statement, Objectives, Main Objective of the study, Specific objectives of the study, Research questions, Significance of the study, and Scope of the study.

#### **1.1 Background to the study**

Whereas previous studies have shown that effective communication is crucial in teaching and can significantly impact students' learning outcomes, teachers who communicate clearly and engage their students in active learning have been found to improve their students' understanding of the subject matter and increase their academic performance.

In addition, a positive classroom environment that fosters open communication, active participation, and constructive feedback has been found to positively influence students' motivation and performance. It is in the context of English language education, that teachers who model correct grammar, pronunciation, and syntax have been shown to improve their students' language skills and proficiency.

Despite these findings, there has been limited studies on the relationship between teachers' communication and students' performance in lower secondary English in West Budama North Constituency, Tororo District.

This study aims to address this study gap by examining the extent to which teachers' communication practices influence students' performance in English language studies at the lower secondary level in this specific context.

This study highlights on the correlation between teachers' communication and students' performance in lower secondary English. The challenge of poor academic performance of students in the English language at Ordinary level in West Budama North Constituency has been of much concern to all members in the Education system. The problem has been so paramount to the extent that members concerned even accuse the teachers for being responsible for the deviated standard of Education. Some studies however also suggest that the quality of education

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