



**SCHOOL INFRASTRUCTURE AND PERFORMANCE OF PUBLIC SECONDARY
SCHOOLS IN PALLISA DISTRICT: A CASE STUDY OF PALLISA SECONDARY
SCHOOL**

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DECLARATION

DECLARATION

I **NAFUNA AIDAH**, REG.NO BU/UP/2021/0994, do declare that this research report is my original work and has not been submitted to any other university or institution for an academic award.

Sign.....*NAFUNA AIDAH*.....date *28th / AUG / 2024*.....

APPROVAL

APPROVAL

This research report is submitted to Busitema University for examination as partial fulfillment for the award of bachelors of public administration with my approval as an academic supervisor.

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Signature...  Date 29th/08/2024

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LIST OF ACRONYMS

CIDD	Citizen Initiative for Democracy and Development
HOD	Head of Department
MoSE	Ministry of Education and Sports
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEDP	Secondary Education Development programme
SESIL	Strengthening Education Systems for Improved Learning
SPSS	Statistical package for social sciences
UCE	Uganda Certificate of Education
UNEB	Uganda National Examination Board
UNICEF	United Nations International Children's Emergency Funds
USA	United States of America
USE	Universal Secondary Education

ABSTRACT

The study was conducted to examine the impact of school infrastructure on performance of public secondary schools particularly in Pallisa secondary school in Pallisa district. It was based on three objectives; to examine the impact of administrative infrastructure on performance in Pallisa secondary school, to examine the impact of academic infrastructure on performance of Pallisa secondary school and to examine the impact of co-curricular infrastructure on performance of Pallisa secondary school. The study adopted cross-sectional research design, and quantitative approach to test the casual relationship and predictive power of the independent variable on dependent variable. Data was collected from the target population of 120 respondents with accessible unit of inquiry being 92 respondents of Pallisa secondary school drawn using (Krejcie & Morgan, 1970). The 92 respondents were drawn using stratified sampling technique. Data was collected using a close-ended questionnaire which was later entered in SPSS version 20 and analyzed using descriptive statistics where frequencies, correlation and regression results were obtained. The findings revealed that; administrative infrastructure positively influences school performance, academic infrastructure positively influences school performance and co-curricular infrastructure positively influences school performance. The researcher concluded that the government should always provide strong school infrastructures that can improve monitoring and implementation of control activities and hence improve the school performance of public schools in Pallisa district.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions and scope of the study, conceptual framework and definitions of the terms.

1.1 Background of the Study

School performance refers to the overall functioning and achievements of a school in various areas including academic outcomes, student progress, school climate, teacher quality, and resource management. It encompasses a broad range of indicators that collectively determine how well a school is serving its students and meeting educational goals (Jennifer et al., 2020). The issue of public school performance has been of concern ever since modern education was introduced.

Globally, Poor school performance in public secondary schools has been a concern that has prompted many countries to participate in initiatives to bring positive change in their communities (Sinyosi, 2015). Good performance can bring positive change in developing countries to develop their education systems for shaping the future and prospects of young people to improve economic knowledge, culture and morality, as well as the living standards of their people (Roohi, 2012).

In United States of America (USA), over the first decade of the 21st century, concerns about low school performance have grown in the elementary schools. With this kind of situation prevailing in schools, poor academic achievement is the expected learning outcome (Richards, 2022).

International studies by Ogunride et al., (2020) found that, in Britain, the reasons for poor performance in public schools are a lack of learning support principal teachers' dissatisfaction with the in-career training of teachers in schools and students taught by teachers who have not participated in career professional development.

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