



TEACHERS' COMMUNICATION ABILITY AND STUDENTS' ACADEMIC PERFORMANCE IN GEOGRAPHY. A COMPARATIVE ANALYSIS OF SELECTED PRIVATE AND PUBLIC SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA.

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Abstract

The purpose of this study was to establish whether there was a relationship between teachers' communication and students' academic performance in Geography in both Private and Public Secondary Schools in Wakiso District Uganda. The study was guided by an objective, to examine the relationship between teachers' communication ability and students' academic performance in Geography as far as Wakiso district was concerned. Method, a correlational, cross-sectional survey design was used to carry out the study. A sample of 124 respondents was selected to participate in the study. Instruments, data were collected with the use of questionnaires and interview guide. Frequencies and percentages were used to show the distribution of respondents on different items. The researcher concluded that teachers' communication ability, had a positive significant influence on students' academic performance in Geography. Implications of the results for future use, communication abilities should be developed such as accents, clarity, pronunciations to improve academic performance in Geography., should also involve in teacher development workshops to improve their Geography knowledge to boost students' academic performance.

1.1 Background

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

Table 1: Overview of UCE performance 2003-2017 in one of the selected Government Schools.

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

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



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

Table 2: Academic performance in Geography (UCE) in one of the selected Private Schools in Wakiso District.

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

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

Data in Table 2 above, shows that in 2014 out of 297 who sat geography 87 got F9s (29.2%) 2015 out of 333 students 90 obtained F9s (27.0%) in 2016, out of 303 students 43.9% got F9s while in 2017 out of 303 242 (79.9%) got F9s. This decreasing trend in geography performance in one of the selected Privatesecondary schools is interpreted as very poor academic performance in Geography. Hence it is therefore upon this background that the proposed study took place in Wakiso district one of the districts in Uganda where Geography is consistently reported to be poorly done in most of the secondary schools (UNEB, 2013). Therefore, examining the relationship between students' academic performance and teachers' competencies was very crucial in this study to find out if there was a significant relationship between the variables. Furthermore, to find out if these were the causes of the poor students' academic performance in Geography. Examining the relationship between students' academic performance and the factors that affect their performance is very crucial for the purpose of this study.

Three teacher's competencies are isolated among other factors that have a relationship with students' academic performance such as teachers experience; motivation, intellectual ability, level of qualification, attitude to teaching, student motivation, study environment, age and social-economic status as very crucial in this study. In history, various studies have examined the concept of academic performance among students in many places of the world. For example, Muzenda (2013) conducted a study on teachers' competences and students' academic performance among students from a private higher education and training institutions in Ekurhuleni District, Gauteng province, South Africa, the results indicated that the teachers' competencies such as subject knowledge, teaching skills have a significant positive influence on student's academic performance. Wamala and Sseruwagi (2013) conducted a study that investigated the influence of teacher competence on academic achievement of sixth grade students in Uganda. The results showed that students' high



academic achievement in reading and numeracy was significantly associated with higher teacher competence in the same disciplines. Rilwani, Akahomen and Gbakeji (2014) carried out a study on teachers' attributes in secondary school and students' attrition in Esan local Government area, Edo state Nigeria. Structured questionnaires were used to collect data on teachers' attributes. Results revealed that students' poor grades in Geography was due low quality of Geography teachers, which translate in to poor teaching resulting into poor academic performance. Akinleke and Olaitan (2018) carried out a study on how perceived teachers' competencies and perceived classroom environment affect academic performance. 260 randomly selected final year National Diploma (ND2) students of Federal polytechnic in Ilaro, Ogun State Nigeria were involved in the study. The study concluded that there was a statistically significant correlation between Teachers' competencies and students' academic performance. Unfortunately, none of the studies has looked at the relationship between teachers' competencies and students' academic performance in both private and public secondary schools in Wakiso district which gap this study needed to fill. Furthermore, none of these studies focused on lower secondary level of education. Two studies focused on tertiary level of education while the one carried out in Uganda focused on primary level of education. Hence, this justified the need for a similar study to be conducted in Private and Public secondary schools in Wakiso District.

1.2 Statement of the Problem

The importance of a good academic performance in any institution will never be disputed. It is a fundamental premium by which all teaching-learning activities are measured (Adedeji, 2009). It is an important determinant of any academic institution's success (Suki, Thania & Mira, 2011). While poor academic performance leads to bad reputation of any academic institution (Koroma 2014; Oseiwu, 2015). Unfortunately, in the teaching of practical geography in schools like school X, Y and Z there is no emphasis on the application of the specific skills to conceptualize and interpret data, statistical graphs, map work, photograph interpretation and fieldwork in real life situations, the same applies to other aspects such as physical geography. Reports from UNEB (2013, 2014 and 2015) the teaching of geography even in Wakiso district though indicated as one of the best performing districts, geography is not performed well as a subject. What appears to be on the ground is that geography is taught as a discipline on the curriculum by teachers who have content to teach it but hardly ever had an opportunity to develop sound practical knowledge based on the principles and concepts underlying the teaching of practical areas for example statistics, map work, photograph-interpretation and fieldwork.

Reports from Uganda National Examinations Board (2014 and 2015) confirm that Geography is badly done due to poor map and sketch drawing skills, inability to deal with statistical problems and representing such statistics using line and bar graphs and pie-charts. Continued use of pamphlets by teachers and students lead to giving of outlines when an explanation or a description is required thus poor academic performance in geography. Reports released by UNEB (2005; 2006; 2007; 2009; 2010; 2012; 2014 and 2015) indicated that high failure rates by students for example in 2006 the mean score in geography was as low as 34.6%, in 2007 was 37.7%, in 2009 it was 41.3%, 2010 was 49.6% and 48.8% in 2014. At distinction level, 1.7% scored distinctions in geography in 2015 and only 0.3% in 2014. At credit level 46.4% in 2015 and only 27.9% in 2014. Those who scored passes constituted a greatest percentage for instance 77.5% in 2015 scored passes and 49.8% in 2014.



The current status of teaching Geography is far from satisfactory. It is not known whether despite other variables, teachers' competencies is one of the factors that have a relationship with students' academic performance in Geography neither is it known that teachers competencies if manipulated could yield good students' academic performance in Geography. There was an important urge to address the need for good competencies among the teachers because it appears poor students' academic performance has multiplier effects and could lead to poor education standards, education wastage such as dropping out of school, poor schools' reputation. Students' academic performance was compromised hence an urgent need for this study. Therefore, this study sought to establish the relationship between teachers' competencies and students' academic performance in Geography in selected private and public secondary schools in Wakiso district.

1.3 Purpose of the study

The purpose of this study was to establish a relationship between Communication ability and the students' academic performance in Geography among students in selected secondary schools in Wakiso district.

1.4 Objectives of the study

To examine the relationship between teachers' communication ability and students' academic performance in Geography in Wakiso district.

1.5 Research Hypotheses

Teachers' communication ability is positively related to students' academic performance in geography in Wakiso District.

1.6 Scope

The study was conducted in secondary schools in Wakiso district, one of over 127 districts in Uganda, in Busiro and Kyadondo counties, Kira, Nangabo, Busukuma, Nagalabi, Kisubi and Mbogo counties. This district is large enough and is one of the best performing districts in the country. In content, the study focused on examining how teacher competencies (communication ability, command of the subject matter and teachers' social support affect academic performance of geography in selected private and public secondary schools in Wakiso district.

2.1 Review of the Related Literature

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

Burris (2015) conducted a study on determining whether a link exists between the academic performance of Mississippi public school and school administrators use of persuasive communication techniques in communication. The study found out that there was statistically



significant correlation between the frequency of using persuasive communication and academic performance in Mississippi public school.

Prasetio, Azis, Fadhilah and Fauziah (2017) carried out a study on the relationship between lecturers' professional competency on students' academic performance in higher education Indonesia. The findings show that professional competency does not have a significant relationship with students' academic performance.

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

They found out that hereditary, mannerism, accents are important determinants of teachers' communication that influence students' academic performance. However, none of these studies was carried out in Uganda and this made it necessary for a similar to be carried out in Uganda in selected secondary schools in Wakiso to examine the relationship between teachers' competencies and students' academic performance. Furthermore, four studies found a positive relationship between variables and two did not, hence a need to establish a relationship further.

3.0 Methodology

3.1 Research Design

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

3.2 Study Population

The target population was the geography teachers in the selected secondary schools. 44 teachers were used including the classroom teachers, heads of department, deputy headteachers and headteachers Teachers were chosen because they teach the students and they are responsible for the good or poor students' academic performance and the researcher wanted to relate teachers' competencies; for instance, the command of the subject matter, communication ability, social support with students' academic performance.

3.3 Sample Size



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

Table 3: Showing sample size

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

3.4 Sampling Techniques

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

3.5 Data Collection Methods

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

4.0 Findings/ Results

4.2 Description of the Dependent Variable: Academic Performance

Academic performance, the dependent variable in the study was conceptualized into several academic performance practices for instance performance in classroom exercises, beginning of term exams, mid-term exams, end of year exams and UNEB exams). Academic performance was broken into ten questions, nine of which were quantitative and one qualitative question asking respondents about their comments on academic performance in their schools. The said nine quantitative questions asked of geography teachers in secondary schools of Wakiso District to rate themselves in terms of student's academic performance. Responses were based on a Likert scale ranging from one which represented very poor, two for poor, three for undecided, four for good and five for very good. Table 4.8 gives descriptive statistics there from:

Table 4: Descriptive Statistics on Respondents' Self-Rating on Students' Academic Performance

Academic Performance	Very poor	Poor	Undecided	Good	Very good	Mean	Standard Deviation
Daily class work	3 (7.0%)	3 (7.0%)	8 (18.6%)	20 (46.5%)	9 (20.9%)	3.71	.904
Regular class work	2 (4.6%)	4 (9.3%)	1 (2.3%)	20 (46.5%)	16 (37.2%)	3.69	.890
Reading skills	8 (18.6%)	3 (7.0%)	3 (7.0%)	23 (53.5%)	9 (20.9%)	3.25	1.115
Writing skills	3 (7.0%)	9 (20.9%)	6 (14.0%)	14 (32.6%)	11 (25.6%)	3.48	.936



Beginning of term exams	5 (11.6%)	2 (4.7%)	4 (9.3%)	17 (39.5%)	18 (41.9%)	3.56	1.135
Midterm exams	5 (11.6%)	2 (4.7%)	1 (2.3%)	19 (44.2%)	16 (37.2%)	3.63	1.063
End of term exam	1 (2.3%)	2 (4.7%)	8 (18.6%)	14 (32.6%)	18 (41.9%)	3.96	.962
End of year exams	1 (2.3%)	1 (2.3%)	6 (14.0%)	25 (58.1%)	10 (23.3%)	3.99	.941
UNEB final exams	1 (2.3%)	3 (7.0%)	7 (16.3%)	12 (27.9%)	20 (46.5%)	3.80	.871

The data in Table 4 gives views of how geography teachers in secondary schools of Wakiso District rated themselves on students' academic performance. It was revealed that all the nine quantitative questions used to measure students' academic performance in said schools had higher cumulative percent lying on the side that represents good levels of students' academic performance.

For example, regarding UNEB final examinations, the table shows cumulatively 32 teachers (74%), the majority revealed their students performed well in the UCE examinations, cumulatively, and 4 teachers (9%) reported poor performance by their students while 7 teachers (16%) were undecided about their students' performance. This suggests good levels of students' academic achievement.

This good rating is confirmed by the fair mean value 3.71 thus corresponding to good levels of students' academic performance. About performance in end of year examinations, cumulatively, 35 teachers (81%) reported that their students performed well in these exams. A total of 6 teachers (16%) were undecided about the matter while cumulatively, 2 teachers (5%) argued that their students performed poorly in the end of exams. Such findings indicate good levels of academic achievement.

This good rating is confirmed by the fair mean value 3.69 thus corresponding to good levels of students' academic achievement. Regarding end of term examinations, cumulatively, 34 teachers (74%) indicated that their students had good scores.

A total of only 8 teachers (19%) did not have anything about the question while cumulatively, 3 teachers (7%) reported poor performance from their students. Looking at midterm examinations, cumulatively, 35 teachers (81%) were happy with the students' achievement levels in midterm exams. Only one teacher (1%) remained silent about the matter while cumulatively, 11 teachers (16%) were not happy with students' performance in midterm examinations. Cumulatively, 35 teachers (81%) revealed that their students performed well during beginning of term examinations. A total of 4 teachers (9%) remained neutral about the statement while cumulatively, 7 teachers (over 16%) were not happy with students' performance in the beginning of term examinations.

These empirical findings suggest good levels of students' performance in midterm and beginning of term exams. Referring to writing skills, cumulatively, 25 teachers (58%) agreed that their students had good writing skills. 6 teachers (14%) were undecided while



cumulatively, 12 teachers (28%) revealed that their students had poor writing skills. Cumulatively, 30 teachers (74%) reported that their students have good reading skills, three teachers (7%) did not show a side while cumulatively, and eight respondents (16%) reported poor reading skills from their students. Such findings show that students have good reading and writing skills that help them to enhance their academic achievement in geography.

Focusing on regular class work, cumulatively, 29 teachers (71%) reported that their students did their class work well. four respondents (7%) were undecided while cumulatively, 16 teachers (12%) revealed that students never did class work. The above results regarding students' academic performance in geography in the selected secondary schools of Wakiso District are actually in agreement with the means whose values were above three for all the seven of the nine items used to measure academic performance (Table 4).

Table 5: Descriptive statistics and students two sample t-test on how academic Performance varied with school type

School Type	Frequency	Mean	Std. deviation	T	Sig. (2-tailed)
Public	4	3.75	0.56	-1.71	0.09
Private	4	3.86	0.61		
Total	8	3.56	0.55		

The data in Table 5 suggests that private schools rated themselves higher on students' academic performance in geography with mean = 3.86 compared to public schools with mean = 3.75. To test whether school type affected students' academic performance in geography, the t value = -1.71 was considered and its calculated Sig. = 0.09 which is greater than $\alpha = 0.05$ hence the null hypothesis is accepted that there is no significant difference in students' academic performance in geography with regards to the type of the school at the five percent level of significance.

4.5 Teachers' Communication Ability and Students' Academic Performance

The main objective of the study was to examine the relationship between teachers' communication ability and students' academic performance in Wakiso District. Communication ability was further conceptualized as preparation for teaching, clarity in presentation, clear explanation of the subject matter, proper use of illustrations, expression with ease and being loud and clear. Thus, using five quantitative questions, respondents rated themselves on the five aspects of communication ability based on Likert's scale ranging from 1 = Very rarely, 2 = rarely, 3 undecided, 4 = regularly and 5 = very regularly. Table 6 shows pertinent frequency tables and means:

Table 6: Descriptive Statistics on Respondents' Self-Rating on communication ability

Communication ability	Very rarely	Rarely	Undecided	Regularly	Very regularly	Mean	Standard Deviation



I use loud and clear language while in class	6 (14.3%)	8 (19.0%)	5 (11.9%)	13 (31.0%)	10 (23.8%)	3.62	1.203
I hold productive conversations about geographical ideas with my students.	4 (9.8%)	9 (22.0%)	3 (7.3%)	11 (26.8%)	14 (34.1%)	3.18	1.438
I use geographical language which is easier in a variety of ways for my students	4 (9.3%)	3 (7.0%)	2 (4.7%)	15 (34.9%)	19 (44.2%)	3.65	1.355
I show high level of clarity in the presentation of the subject matter	8 (18.6%)	8 (18.6%)	1 (2.3%)	15 (34.9%)	11 (25.6%)	3.36	1.316
I give a variety of examples and experiences in the teaching of geography	8 (18.6%)	3 (7.0%)	7 (16.3%)	12 (28.0%)	13 (30.2%)	2.75	1.346



The data in Table 6 gives views of how geography teachers in the secondary schools of Wakiso District rated themselves on communication ability in their schools as they perform their duties. It was revealed that all five quantitative questions used to measure communication ability had higher cumulative percent lying on the side that represents good levels of communication ability. For example, looking at item “I use loud and clear language while in class,” cumulatively, the majority, 23 teachers (almost 55%) supported the statement. A total of 5 teachers (almost 12%) were undecided while cumulatively, 14 teachers (over 33%) disagreed with the question. This means that the majority of the geography teachers use loud and clear language while in class. Cumulatively, 25 teachers (almost 61%) revealed that they hold productive conversations about geographical ideas with their students. Only 3 teachers (over 7%) remained silent about the matter while cumulatively, 13 teachers (almost 32%) reported that they do not hold productive conversations about geographical ideas with my students. Referring to item “I use geographical language which is easier in a variety of ways for my students,” cumulatively, 34 teachers (over 79%) supported the statement. This shows that teachers use geographical language which is easier in a variety of ways for their students. Only 2 teachers (almost 5%) were neutral while cumulatively, 7 respondents (over 16%) disagreed with the issue. Cumulatively, 26 respondents (almost 61%) argued that they show high level of clarity in the presentation of the subject matter. Only 1 respondent (over 2%) never took a side is regarding the statement in question while cumulatively, 16 respondents (over 37%) revealed that they do not show high level of clarity in the presentation of the subject matter. Cumulatively, 25 teachers (over 58%) reported that they give a variety of examples and experiences in the teaching of geography. These statistical findings suggest that geography teachers in the secondary schools of Wakiso District have good communication abilities. The above results regarding communication abilities are actually in agreement with the means whose values of most items were above three (Table 6). For example, item “I use geographical language which is easier in a variety of ways for my students,” scored highest with mean value = 3.65 and standard deviation = 1.355 which implies that teachers use geographical language which is easier in a variety of ways for students’ understanding. Item “I give a variety of examples and experiences in the teaching of geography” scored lowest with mean = 2.75 and standard deviation = 1.346 which suggests that teachers try and give a variety of examples and experiences in the teaching of geography. To give an overall picture of how teachers rated themselves on communication abilities in their schools, an average index (“CommA” to imply communication abilities) was computed from the five quantitative questions in Table 6 and Table 7 giving pertinent descriptive statistics:

Table 7: Common Descriptive Statistics on Respondents’ Self-Rating on communication abilities

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

Skewness		-0.41
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The data in Table 7 shows that respondents' ratings on communication abilities was average with (mean = 3.32 and median = 3.29) with opinions ranging from 3.17 to 3.46 at the 95 percent confidence level. Despite the good rating, Table 7 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 4.86. This gave a wide disparity as reflected by a high range of 3.86. Secondly, there was similarity in respondents' opinions regarding their communication abilities (small deviation value = 0.76) suggesting that respondents' views regarding communication abilities do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of communication abilities was at 3.86 and is supported by the aforementioned standard deviation (0.76). Also from Table 7, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness value = -0.41) that is to say their opinions were centrally located. To check whether the index "CommA" was normally distributed, a histogram thereof was constructed as shown in Figure 1:

Figure. 1: Histogram and Curve Showing Normal Distribution on Communication Ability

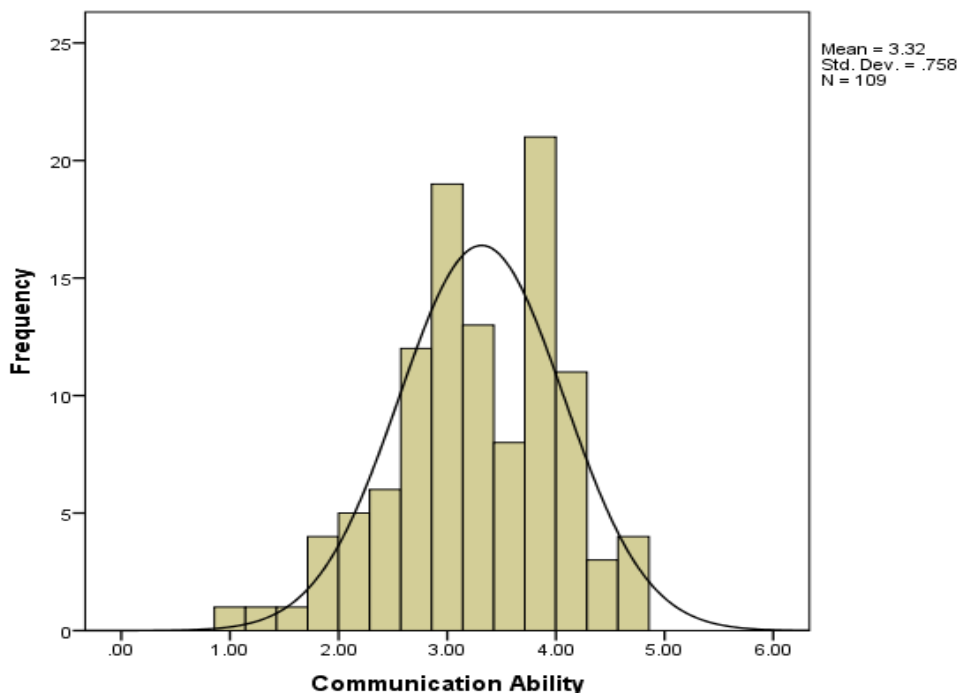


Figure 1 confirms the normality suggested when all items in Table 4.7 were aggregated into one average index (CommA). The quantitative are supported by the qualitative findings, which suggest high levels of communication abilities. For example, several school administrators interviewed reviewed that; “Indeed, some teachers are audible enough and use learner friendly Language leading to a good academic performance”. One of the administrators in school W one of the public secondary schools in Wakiso district.”



Generally, students in schools W, X, Y and Z that are public government schools through interviews revealed that their teachers use loud and clear language, use a variety of examples statistical diagrams, maps and photographs thus aiding their understanding of geographical facts.

However, in school S one of the private schools in Wakiso district teachers' communication ability is not effective. Administrators revealed that;

“Students miss out spelling of some words and sometimes the flow of work in books is not okay which has affected academic performance.”

In schools T, U, and V, which are private schools, had similar responses, through interviews, they revealed that though teachers' communication is good majority of their students have a poor language background and it is a struggle for teachers to communicate effectively with learners, which has affected academic performance.

Students who were interviewed for example in school S confirmed that;

“My teacher does not explain most of the time she tells our fellow students to explain and we do not understand”. “She has some difficulties in pronunciation of some words.”

In other private schools, selected T, U and V students had similar responses. Through interviews students revealed that their teachers communicate to class with ease, loud and clear, use geographical maps, photographs and other illustrations thus aiding their understanding of geography content. These views plainly show that administrators and students rated their geography teachers' communication ability as good in both private schools and public schools in Wakiso district. However, some students especially in private schools such as school S had divergent views that their geography teachers do not clearly explain and most of the time, they use students to explain to their fellow students affecting their academic performance.

5.0 Discussion of the findings

5.1 Communication Ability and Students Academic Performance

The hypothesis of this study stated that communication ability is positively related to students' academic performance. From data analysis, the results implied that communication ability of a teacher was positively related to students' academic performance. The results of this study confirmed with what Nursal and Khairu (2009) found out in their study on effects of the classroom communication on students' academic performance in the American transfer program in the Sunway University. They found out that accomplishing competence in oral communication is imperative in ensuring that students perform well academically. Hence, found a positive correlation between oral communication and students' academic performance. Similarly, Olusegun (2012) conducted a study on the perception of the teachers' communication ability and students' academic performance in selected secondary schools in Ijebu-Ode state in Nigeria. The study found out that there was a statistically significant correlation between mannerisms, accents that are determinants of teachers' communication that influence students' academic performance. Buris (2015) conducted a study determining whether a link exists between academic performance of Mississippi public school and school administrators use of persuasive communication techniques in communication. They found that there was statistically significant correlation between the frequency of using persuasive communication and academic performance in Mississippi public school. However, the results of this study have disagreed with Melissa (2016) carried out a study on how oral communication influences academic performance in international Islamic University of Malaysia. They found out that there was no direct correlation between effective classroom communication and students' academic performance. In addition, Prasetio, Azis, Fahilah and



Fauziah (2017) carried out a study on the relationship between lecturers' professional competency on students' academic performance in higher education in Indonesia. The findings found out that professional competencies do not have a significant relationship with students' academic performance.

Conclusions

The conclusion emanates from the findings of the hypothesis of this study.

Teachers' communication ability was highly significant in affecting students' academic performance in both Private and Public secondary schools in Wakiso district. This means that teachers' communication ability such as accents, mannerism, clarity, voices need to be improved to boost academic performance in Geography in Private Secondary Schools.

Recommendation

Because the study found a significant relationship between teachers' communication ability and student's academic performance in selected private and public secondary schools in Wakiso district. Geography teachers should improve on other communication abilities such as clarity, accents, mannerism and pronunciations that also affect academic performance. Recruitment of Qualified teachers to boost Geography performance in Private Schools.

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