Original Article

Modelling Academic Performance Using Attributes of Education Maturity with Multi-Level Composite Indicators: A Case of Wakiso District (Uganda) Primary Schools

Elly Ssebyatika[1] & Richard O. Awichi, PhD[2]*

[1] Uganda Martyrs University, P. O. Box 5498, Kampala, Uganda.
[2] Department of Mathematics, Faculty of Science and Education, Busitema University, P. O. Box 236 Tororo, Uganda.
[*] Author for Correspondence Email: ichbinrao@gmail.com or rawichi@sci.busitema.ac.ug.
[*] ORCID: https://orcid.org/0000-0003-1753-7325

ABSTRACT

The major purpose of the study was to model the effect of education maturity on academic performance in primary schools in Wakiso district using multi-level composite indicators. Specifically, the study sought out to establish the extent to which supervision of teaching affects the academic performance of primary schools in Wakiso district; how teaching and learning resources affect the academic performance of primary schools in the district; how continuous school assessment affects the academic performance of primary schools in the district and how classroom environment affects the academic performance of primary schools in the district. The study employed a case study design together with methodological triangulation so as to minimize the challenges of using a single approach. The study used a census of primary schools. However, of the 350 schools, 218 provided all the required information on the study objectives. The main tools of data collection were document review and observation guide for the selected primary schools. The inferential analyses showed that at a 1% significance level, the use of resources and classroom environment significantly affected the academic performance of pupils in Wakiso district for the period under study. Secondly, teaching and learning resources significantly affected the academic performance of pupils in the district. Thirdly, at a 5% level, assessment, recording and reporting significantly affected the academic performance of pupils in the district and lastly, supervision of teaching and learning significantly affected the academic performance of pupils. The study recommends that modelling academic performance using attributes of education maturity yields very significant information that helps greatly in making