

Perceptions of students' quality and academic performance in PTCS a case in eastern Uganda.

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ABSTRACT

The study was designed to investigate perceptions of students' quality and academic performance in Primary Teachers' Colleges in Eastern Uganda. Three primary Teachers' Colleges situated in Soroti, Kumi and Pallisa districts respectively were sampled for the study.

The antecedents of concern included perceptions of the quality of students' academic background prior to admission to the Primary Teachers' Colleges, Tutors' classroom practices and competence and the relationship between students' academic background and their performance in the final examinations.

Results indicated that there is no significant relationship between tutors perception of student quality and their performance as indicated by a correlation coefficient of 0.1. But conclusively there exists a significant relationship between students "(O) level performance and their performance in the final PTC Examinations, as revealed by a correlation coefficient of 0.76.

Analysis of the data collected however indicates further that a number of underlying variables are associated with the students' poor performance in the final PTC Examinations.