Innovations

A Comparative Study on the Teachers' Command of the Subject Matter and Students' Academic Performance in Geography in 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' command of the subject matter 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 find out the relationship between teachers' command of the subject matter and students' academic performance in Geography far as Wakiso district was concerned. 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. 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' subject matter had a positive significant influence on students' academic performance in Geography. The study recommended teachers of Geography should also maintain a high degree of geography knowledge through internet search to improve practical areas like photograph interpretation, should also involve in teacher development workshops to improve their Geography knowledge to boost students' academic performance. Private Secondary schools should employ qualified teachers to Improve academic performance as it is a case with Public secondary schools.

1.1 Background

Examining the relationship between students' academic performance and teachers' command of the subject matter 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.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 qualifyfor 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 1.1: 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 4thgrade. 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 1.2: 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 1.2 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 Private secondary 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). 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' competence 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 Theoretical perspective

This study was underpinned on Theory of Goal Setting and Task Performance. The theory was used to relate teacher's competencies that is to say, command of the subject matterto teaching with student's academic performance. Edwin Locke and Gary Latham developed goal-setting theory in 1990. Goal Setting Theory refers to the effects of goals on subsequent performance. The theory asserts that there is a relationship between goals and performance. Research supports predictions that the most effective performance seems to result when goals are specific and challenging. When they are linked to

teachers' communication. Subject matter and on results and create commitment and acceptance, goals have a pervasive influence on teacher's behavior and academic performance (Locke & Latham, 2002).People like managers widely accept goal setting as a means to improve and sustain performance (Dubrin, 2012). Based on hundreds of studies, the major finding of goal setting is that individuals who are provided with specific and difficult but attainable goals, perform better than those given easy, nonspecific or no goals at all (Latham, 2003). The theory was chosen for this study because it can help teachers to enhance their competencies such as interpersonal abilities through setting specific, desirable difficult but attainable and achievable goals leading to self-efficacy and better students' performance (Dubrin, 2012, Greenberg, 2011 &Newstrom, 2011). The theory was adopted because it relates well to teachers' competencies such as Command of the subject matter to teaching and academic performance.

1.4 Purpose of the study

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

1.5 Objective of the study

To find out the relationship between teachers' command of the subject matter and students' academic performance in Geography in Wakiso district.

1.6 Research Hypothesis

Teachers' command of subject matter in geography is positively related to students' academic performance in Wakiso District

1.7 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

Some studies have been carried out relating teachers' command of subject matter and students' academic performance such as Kamani, Kara and Njagi (2013), Nbina (2012), Aina, Kola, Ayodele and Olu (2018), Karademir (2019), Langsajo (2014), Olanipekun, Shola, Aina and Kola (2014). For example, Olatunji and Babatunde (2010) studied teachers'' attributes as correlates of students' academic performance in Geography in Secondary schools in Ondo state, Nigeria. The results showed positive relationship between teachers' attributes measured in terms of knowledge of subject matter, communication ability and students' academic performance. Aina, Kola, Ayodele and Olu (2018) conducted a study on teachers' competencies characterized by the ability to conceptualize subject content in Kaduna state Nigeria and this was related to students' academic performance. The results indicated that teachers' competencies did not affect academic performance. In addition to that, Nbina (2012) conducted a study on teachers' competence and students' academic performance in senior secondary chemistry. A random sampling technique was used to select 6 secondary schools in Tai local government area of River state Nigeria. 200 students, 20 teachers, 6 principals were used in the study. Survey design was adopted and data were analyzed using Pearson product moment correlation and t-test. Results revealed that there was a significant relationship between the teachers' command of the subject matter and students' academic performance in chemistry. Chemistry students taught by the qualified teachers performed significantly better than those taught by unqualified teachers. Also, Kamani, Kara and Njagi (2013) carried out a study on teachers' factors influencing students' academic performance in secondary schools in

Nyandarua county Kenya.153 teachers were selected randomly from 18 schools and in 3 districts. Linear regression and one-way ANOVA were used to test the relationship between the variables at p<05.The study found out that teachers' factors like age, gender, command of subject matter, professional qualification and teaching experiences were not significantly related to academic achievement. Karademir (2019) conducted a study on competency levels of geography students in their fields of study.650 senior geography students in 10 different universities in Kahramanmaras Turkey were involved in a study. The results of the study showed that sufficient level of knowledge in this field constituted statistically significant difference according to variables such as academic achievement, participation in social activities and field study. Increasing level of participation in the field study influences positively the levels of competence and performance.Langsajo (2014) carried out a study on the relationship between subject matter of lecturers in the University of Gambia. The survey method was used and the findings show that there is a positive relationship between the teachers' subject knowledge in teaching and learning process and directly influences academic performance. Olanipekun, Shola, Aina and kola (2014) carried out a study on teachers' self-efficacy and pedagogical content knowledge and their influence on learners' academic performance in Nigeria. The results indicated that both constructs are very important because through these, teachers are more resilient in their teaching and persist in difficult time to assist all students reach their academic potential. All the studies mentioned above unfortunately were carried out outside Uganda and this left a gap to examine the relationship between teachers' command of the subject matter and students' academic performance in selected secondary schools in Wakiso. Seven of the studies used, five found a significant relationship between teachers' command of the subject matter and students' academic performance and the two did not and some studies were pre-secondary level of education while others were post-secondary hence an urgent need to conduct a similar study.

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 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 3.3: 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

Table 4.4 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 4.4 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 percents 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 4.4).

Table 4.5 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 4.5 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 α = 0.05hence 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.

Table 4.6: Descriptive Statistics on Respondents' Self-Rating on Command of the subject matter

Command of the subject matter	Very rarely	Rarely	Undecided	Regularly	Very regularly	Mean	Standard Deviation
I use proper illustrations including diagrams, statistical graphs, photographs and marks while teaching	8 (18.6%)	7 (16.3%)	4 (9.3%)	10 (23.3%)	14 (32.6%)	2.85	1.434
I know and I use definitions of terms and I use them correctly	7 (16.3%)	1 (2.3%)	2 (4.7%)	17 (39.5%)	16 (37.2%)	3.20	1.276
I choose useful examples while teaching	5 (12.5%)	3 (7.5%)	2 (5.0%)	19 (47.5%)	11 (27.5%)	2.60	1.291
I interpret student's explanations to the whole class while teaching	2 (4.8%)	7 (16.7%)	8 (19.0%)	15 (35.7%)	10 (23.8%)	4.18	.909
I provide quality and valid notes to students	8 (18.6%)	8 (18.6%)	1 (2.3%)	15 (34.9%)	11 (25.6%)	3.36	1.316
I review the previous lesson	8 (18.6%)	3 (7.0%)	7 (16.3%)	12 (28.0%)	13 (30.2%)	2.75	1.346

The data in Table 4.6 gives views of how geography teachers in the secondary schools in Wakiso District rated themselves on command of subject matter in their schools. On item "I use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching," cumulatively, many of the teachers (56%) agreed that they use proper illustrations including diagrams, statistical graphs, photographs and maps while teaching. A total of 4 teachers (9%) were undecided while cumulatively, 15 teachers (35%) did not support the statement. Cumulatively, the majority of the teachers (77%) revealed that they know and they use definitions of terms and they use them correctly. Only 2 teachers (5%) remained silent about the question while cumulatively, 8 respondents (19%) disagreed knowing and using definitions of terms and using them correctly. These findings suggest that teachers know and use definitions of terms and use them correctly. Cumulatively, the majority of the teachers (75%) agreed they choose useful examples while teaching. Only 2 teachers (5%) remained neutral while cumulatively, only 8 teachers (20%) did not choose useful examples while teaching. This suggests good command of subject matter. This good rating is also supported by the mean value in Table 4.6. The majority of respondents (52%) interpreted student's explanations to the whole class while teaching while 38 respondents (31%) did not interpret student's explanations to the whole class while teaching. These results show good levels of command of subject matter. To give an overall picture of how geography teachers rated themselves on command of subject matter in their schools, an average index ("CommSM" to imply command of subject matter) was computed from the four quantitative questions in Table 4.6 and Table 4.7 giving pertinent descriptive statistics.

Table 4.7: Common Descriptive Statistics on Respondents' Self Rating on command of subject matter

Statistics		Value
Mean		3.19
95% Confidence Interval	Lower	3.02
	Upper	3.36
Median		3.00
Standard Deviation		0.92
Minimum		1.00
Maximum		5.00
Range		4.00
Skewness		0.13

The data in Table 4.7 shows that respondents' ratings on command of subject matter was average with (mean = 3.19 andmedian = 3.00) with opinions ranging from 3.02 to 3.36 at the 95 percent confidence level. Despite the average rating, Table 4.8 reflects that some respondents scored very poor that is a minimum 1.00 while others scored best that is a maximum of 5.00. This gave a wide disparity as reflected by a high range of 4.00. Secondly, there was similarity in respondents' opinions regarding their command of subject matter (small deviation value = 0.92) suggesting that respondents' views regarding command of subject matter do not differ so much from one respondent to another. The difference in opinion as regards low and high levels of supervision was at 4.00 and is supported by the aforementioned standard deviation (0.92). Also from Table 4.7, we find that there was almost no skew, suggesting that the respondents' opinions were almost normally distributed (Skewness value = 0.13) that is to say, their opinions were centrally located. To check whether the index "CommSM" was normally distributed, a histogram thereof was constructed as shown in Figure 4.1:

Figure. 4.1 Histogram and Curve Showing Normal Distribution on command of subject matter.

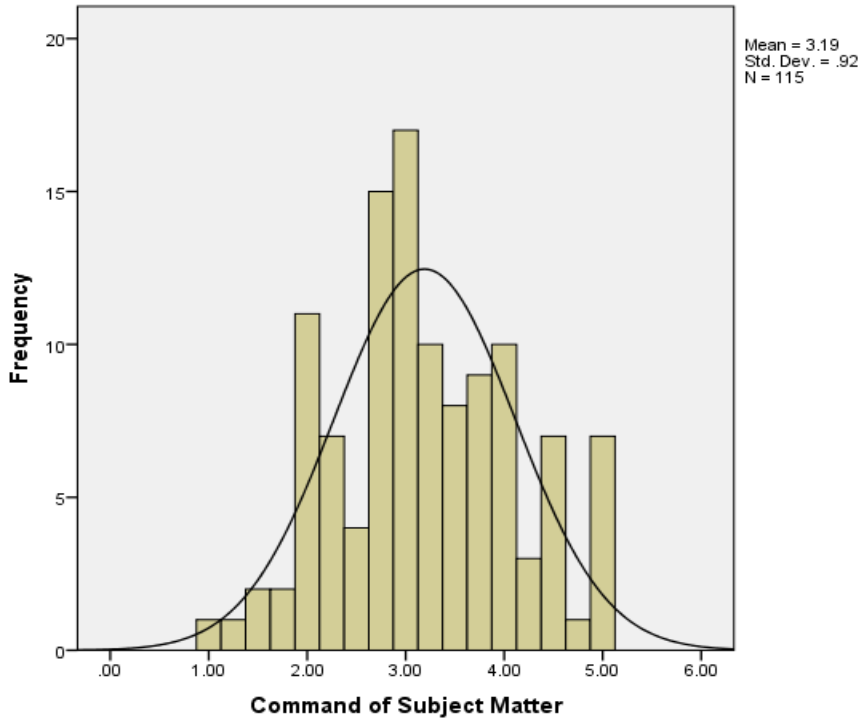

Figure 4.1 confirms the normality suggested when all items in Table 4.19 were aggregated into one average index (CommSM). The quantitative are supported by the qualitative findings which suggest high levels of supervision. For example, several school administrators interviewed reviewed that;

> "Most teachers have a good command of the subject matter and so have effectively taught the students." One of the administrators in school X reviewed this.

Students in school X added that;

> "The teacher has a good command of the subject matter because he gives examples, and reviews the previous lessons to make us link the old to the new lesson."

Students in schools W, X, Y and Z revealed a good command of the subject matter by their geography teacher. While in private schools S, T, U and V for example in school T administrator reviewed that;

> "Sometimes some of our teachers really do not have a good command of the subject content which disadvantages our learners especially in the areas of practical- Geography such as map work, photographic interpretation and fieldwork resulting into poor grades."

In other private schools such as S, U and V administrators revealed that always teachers relate to their environment and have the knowledge of the subject matter. Using interviews in schools such as S, U and V, students reviewed that most of the time their geography teachers use examples, explain notes, use proper illustrations and review the previous lessons thus aiding their easy understanding of the geography content hence good academic performance. Such views clearly indicate that students and administrators rated their teachers' command of the subject matter as good. However, some respondents negatively rated their teachers on some aspects of not having mastered practical parts of geography particularly map work, photograph interpretation and fieldwork for example in private schools such as school T. This view shows that teachers in school T need to improve in practical areas to boost academic performance.

5.1 Discussion of the findings

The findings of the study agreed with Olatunji and Babatunde (2010) carried a study on teachers' attributes and students' academic performance in geography in secondary schools in Ondo state Nigeria. They found out that teachers' attributes measured in terms of knowledge of the subject matter have an influence on students' academic performance. Similarly, Nbina (2012) conducted a study teachers' competence and students' academic performance in senior secondary chemistry students in Tai local government area of River state in Nigeria. A survey design was adopted and data analysis was done using Pearson product moment correlation and t-test. Results revealed that there was a significant relationship between the teachers' command of the subject matter and students' academic performance in chemistry. He added that chemistry students taught by qualified teachers performed significantly better than those taught by unqualified teachers. Langsajo (2014) carried out a study on the relationship between subject matter of lecturers in the University of Gambia. Survey method was used and the results showed that there was a positive relationship between the teachers' subject knowledge and students' academic performance. Furthermore Olanipekun, shola, Aina and Kola (2014) found out that in their study on the effects of teachers' self-efficacy and pedagogical content knowledge on students' academic performance in Nigeria. The results indicated that teacher's self-efficacy and pedagogical content positively correlated with academic performance. Later findings were in disagreement with this study's findings that teachers' command of the subject matter and academic performance were statistically significant at 5% level of significance. Kamani, Kara and Njagi (2013) carried out a study on teachers' factors influencing students' academic performance in secondary schools in Nyandarua county in Kenya.153 teachers were randomly selected from 18 schools in 3 districts. Linear regression and one way ANOVA were used to test the relationship between the variables at $P<05$. The study found out that teachers' factors such as age, gender, command of the subject matter, professional qualification and teaching experiences were not significantly related to academic performance but rather other factors such as the parents support, home environment among others influence academic performance. Furthermore, Aina, Kola, Ayodele and Olu (2018) conducted a study on teachers' competencies characterized by the ability to conceptualize subject matter in Kaduna state Nigeria and this was related to students' academic performance. The results indicated that teachers' competencies subject content in particular do not affect academic performance.

5.2 Conclusions

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

Teachers' command of the subject knowledge had also a significant correlation on students' academic performance in selected private and public secondary schools in Wakiso district. This meant that teachers' command of the subject matter needs to be improved through internet searches to improve on the practical areas through googling different photographs, statistical data, undergoing refresher courses and teacher development workshops to improve geography content to boost academic performance.

5.3 Recommendations of the study

Since the study found a significant relationship between teachers' command of the subject matter and students' academic performance in selected private and public secondary schools in Wakiso district. Teachers of Geography should aim at maintaining a high degree of knowledge through internet search to improve on the practical areas particularly photograph interpretation and mapwork. Teachers should also use multi-media to tap modern information from journals and newly published books to improve on their subject content to improve students' academic performance in Geography. Integrating information technologies in the teaching of Geography to arouse learners' interest to boost performance in both Private and Public Secondary schools in Wakiso district.

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