

**THE PERCEPTIONS OF TEACHERS AND STUDENTS ON THE FACTORS  
CONTRIBUTING TO THE HIGH FAILURE RATES IN MATHEMATICS  
AT UGANDA CERTIFICATE OF EDUCATION (UCE) EXAMINATIONS IN  
MAYUGE DISTRICT**

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**ABSTRACT**

This research was designed to investigate the perceptions of teachers and students on the high rate failure rate in mathematics at Uganda ordinary certificate of education in Mayuge district. The study was conducted in Imanyiro sub-county, Mayuge District. It's one of the districts which registers high failure rates in mathematics at U.C.E. The researcher used a descriptive survey design with quantitative and qualitative approaches. The study covered a total of 108 respondents, representing 90 students, 12 teachers and 8 head teachers. This sample was considered representative and manageable, given the limited time for the research. The researcher adopted largely quantitative research methods in collection of data. Qualitative methods were also used to some extent to provide secondary data. A questionnaire was used as the main instrument in data collection. Data was analyzed using both qualitative and quantitative method, which reduced data to percentages and frequencies. This study revealed that students with high confidence in mathematics perform better than students with low confidence. This suggested that high confidence in mathematics is an important outcome on its own. The study further revealed that the studying environment in class impacts on achievement in mathematics for both boys and girls, and the teacher is instrumental in creating a conducive classroom setting and stimulating atmosphere for constructive learning of mathematics. However, the study also revealed no significant gender differences in students' interest in mathematics. The study recommends that there is need to strengthen the existing educational policies especially those of minimum requirement as formulated to enhance students facilitation to learn. This is through provision of instruction materials, textbooks and ensuring that teachers are qualified and work as a team to enhance achievement in mathematics.