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**Effects of Teachers' Socio-Economic Status on Students' Performance in Uganda Certificate of Education Examination in Apac District.**

This study was set to establish the relationship between the effects of the teachers' socio-economic status on students' performance in the Uganda certificate of education examinations (UCE) in Apac district. The study population consisted of: the District Education Officer, head teachers, deputy head teachers, directors of studies, career masters, heads of departments and teachers.

The study used a case study design. The approach used was triangulation using both quantitative and qualitative aspects. The instruments used to elicit data were questionnaires and documentary review. The sample size was a population of 169 respondents and they all responded. In gathering data, field and prior to field research, the questionnaire was tested for reliability using alpha coefficients and it measured above 0.7 which is satisfactory when analysing data. Similarly, a non-parametric chi-square test ( $\chi^2$ ) was used to test the association of responses within the variables as well as the beta; R square values among others were used. The fact that significance values were generally below 0.05 showed that results got from most responses were not by chance but rather a reality. Thus, from the findings it emerged that there is a relationship between teachers' terms of employment and students' performance in UCE examinations in Apac district; there is relationship between teachers' job satisfaction and students' performance in UCE examinations in Apac district and there is a relationship between teachers' pre-service training and students' performance in Uganda Certificate of Education examinations in Apac district. Conclusions of the study supported the hypothesis that teachers' socio-economic status has influence on students' performance in the Uganda certificate of education examinations in Apac district. Therefore, adoption of this hypothesis was sufficiently supported. In view of identified weaknesses in the teachers' socio-economic aspects of terms of employment, job satisfaction and pre-service training, the study recommends certain measures to refine the said strategies. Critical areas of emphasis point at the need for improved teachers' terms of employment so as to strategically raise teachers' socio-economic status with emphasis on permanent and fulltime teaching. Equally, there is need to conduct effective job satisfaction of teachers through their Ministry of Education and Sports, District Educational Office and PTA (Parents and Teachers Association) salary structure/incentives and allowance, resource deployment. Use of competent staff or external consultants to formulate strategic plans to guide the implementation of the teaching learning objectives will enhance achievement of better grades at "O" levels. This demands staff specialisation and commitment to attract and retain science teachers and PTA assistance to secondary school development so as to enhance better facilitation of the school and teachers' welfare.

**Key Words: Teachers' Socio-Economic Status, Students' Performance, Uganda Certificate of Education Examination, Apac District**