TOTAL QUALITY MANAGEMENT AND TEACHER TRAINEES' COMPTENCES IN PRIMARY TEACHERS' COLLEGES OF WAKISO AND KAMPALA DISTRICTS, UGANDA.

BY:

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ABSTRACT

Quality measures put in place in an organization are an important aspect for the quality of the outputs. Thus the study set out to investigate if total quality management could influence teacher trainees’ competences in Uganda’s Primary Teachers’ Colleges. The objectives were to; explore the relationship between leadership’s total quality practices and teacher trainees’ competences, examine the relationship between entry qualifications management and teacher trainees’ competences and then analyze the relationship between customer focus and teacher trainees’ competences. Systems theory and organizational development theory guided this study. The design of the study was exploratory descriptive survey design, based on the quantitative and qualitative approaches. The study was executed in two Primary Teachers’ Colleges in Wakiso and Kampala districts as of the year 2014, from a target population of 402 using stratified and quota sampling. A sample of 236 teacher trainees was obtained using Sloven’s formula. Purposive and systematic random sampling, were used to obtain respondents who were teacher trainees, tutors, Ministry of Education officials and administrators of Primary Teachers’ Colleges. Questionnaires, interviews and competence assessment form were used to collect data. Descriptive statistics, logistic regression and Pearson Product Moment Correlation were used to analyze quantitative data, while thematic analysis was used to analyze qualitative data. The study found out that there was a positive but weak relationship between; leadership’s total quality practices and teacher trainees’ competences ($R^2=.1827$), entry qualifications management and teacher trainees’ competences ($R^2=.2356$) and customer focus managerial approach and teacher trainees’ competences ($r=.057, p=.385$). Thus a positive but weak relationship was found to exist between total quality management and teacher trainees’ competences. The recommendation was that in order to equip teacher trainees with appropriate competences, Primary Teachers’ Colleges should embrace total quality management as a whole and not just implementing its components in an incoherent manner.