

**TEACHER EFFICIENCY AND PROGRAM IMPLEMENTATION IN  
PRIMARY SCHOOLS KOBOKO DISTRICT UGANDA**

**BY  
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**A THESIS SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN,  
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**OCTOBER 2023**

## **DECLARATION**

I **RITA HARRIET**, declare that this thesis is my original work and has not been presented to any University for any academic award.

Signature; \_\_\_\_\_

Date: \_\_\_\_\_

## **APPROVAL**

I confirm that this thesis was carried out by the candidate under my supervision.

---

DR. GANATUSANGA HAROON SINAN

Supervisor

Date: \_\_\_\_\_

## **DEDICATION**

This study is dedicated to my spouse, children and family

## **ACKNOWLEDGEMENT**

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## TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL.....	iii
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	ix
LIST OF FIGURES .....	x
ABSTRACT .....	xi
CHAPTER ONE: .....	1
INTRODUCTION.....	1
1.0 Introduction .....	1
1.1 Background of the study.....	1
1.1.1 Historical perspective .....	2
1.1.2 Theoretical perspective.....	3
1.1.3 Conceptual perspective.....	4
1.1.4 Contexture perspective .....	8
1.2 Statement of problem .....	11
1.3 Purpose of the study .....	11
1.4 Study objectives .....	11
1.5 Research questions .....	11
1.6 Scope of the study .....	12
1.7 Significance of the study .....	12
CHAPTER TWO.....	13
LITERATURE REVIEW .....	13
2.0 Introduction .....	13
2.1 Theoretical framework .....	13
2.2 Conceptual framework .....	14
2.3 Empirical Literature .....	15
2.3.2 Teacher quality performance in primary schools .....	20
CHAPTER THREE.....	31
METHODOLOGY .....	31

3.0 Introduction .....	31
3.1 Research Design .....	31
3.3 Sample Size .....	31
3.4 Sampling Technique .....	32
3.5 Research instrument .....	32
3.6 Data analysis.....	32
3.7 Validity .....	32
3.8 Reliability of the instruments .....	32
3.9 Data Collection .....	33
3.10 Ethical Consideration .....	33
CHAPTER FOUR .....	34
PRESENTATION OF FINDINGS AND DISCUSSION .....	34
4.0 Introduction .....	34
4.1. Years of service to the position / teachers .....	35
4.1.4. Years of service to the position /deputy head teachers in charge of studies .....	36
4.1.5. Academic qualifications of respondents.....	37
4.1.6. Age of respondents .....	38
4.1.7. Response rate.....	39
4.2 Presentation of Findings.....	40
4.2.1. First objective: The categories of supervision carried out in Koboko district primary schools. ....	40
4.2.4. Third objective: Instructional supervision contribution on effective teaching learning process .....	41
CHAPTER FIVE .....	45
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	45
5.0. Introduction .....	45
5.1. Summary of findings .....	45
5.1.1. First objective: Categories educational supervision carried out in Koboko district Primary Schools .....	45
5.1.2. Second objective: to assess the level of Programme implementation in Primary Schools in Koboko District – Uganda.....	46
5.1.4. Third objective: Instructional supervision and Programme implementation in Primary Schools in Koboko district Primary Schools.....	46

5.2. Conclusion.....	47
5.3. Recommendations .....	48
5.4. Suggestions for further study.....	48
REFERENCES .....	49
APPENDIX 1: OBSERVATION GUIDE FOR PRIMARY SCHOOL TEACHERS AND LEARNERS .....	56
APPENDIX: 2 INTERVIEW GUIDE FOR SCHOOL HEAD TEACHERS .....	60



## LIST OF TABLES

Table 3.1. Population, Sample size and Sampling Techniques .....	31
Table 4.2: Years of services/experience for teachers.....	35
Table 4.3: Years of service to the position / head teachers.....	36
Table 4.4: Years of service to the position /deputy head teachers in charge of studies.....	36
Table 4.5: Years of service to the position / sector education officers .....	37
Table 4.6: Academic qualifications of respondents .....	37
Table 4.7: Age of respondents .....	38
Table 4.8: Response rate .....	39
Table 4.9: The categories of supervision carried out in Koboko Primary Schools .....	40
Table 4.10: Perception of 228 teachers on instructional supervision contribution on effective teaching learning process.....	41
Table 4.11: Descriptive statistics .....	43

## **LIST OF FIGURES**

Figure 2.1: shows the conceptual frame work .....	14
Figure 4.2: Instructional supervision contributions on effective teaching- learning process in Koboko District schools.....	42

## **ABSTRACT**

The purpose of this study was to investigate teacher efficiency focusing mainly on teacher skills, quality performance and motivation on curriculum implementation in primary schools of Koboko District. The study was guided by the following objectives namely to investigate the teacher quality performance on program implementation in primary schools Koboko District, To assess the teacher professional skills on program implementation in primary schools Koboko District, To establish teacher learner motivation on program implementation in primary schools Koboko District. The study employed exploratory research design. It used because the researcher hope to know whether there is a relationship between corona virus prevention measures and teacher lifestyle in Koboko District. The study employed qualitative approach. Qualitative approach was used to capture the facts and insights of the study. According to Creswell (2012), a qualitative research approach is an approach in which a researcher seeks to explore a problem and develop a detail understanding of the central phenomenon. The sample size was determined by both Non-probabilities means and probability means, and using Krejcie and Morgan (1970) sample size of 171 was used. Based on research findings, the researcher finishes this work by giving the following recommendations that aim at improving the instructional supervision system any time they are given consideration by the concerned stakeholders in education. In order to improve the instructional supervision system teachers should see it as a helpful tool to enhance their professional growth. In this regards teachers have to change their negative attitude towards instruction supervision. Supervisor should establish a good atmosphere between them and supervisee so that they collaborate and work towards a common objective of improving the quality education. They have also to make a follow-up of agreements or resolutions taken in their activities of instruction supervision. They are recommended also to carryout it on regular basis.

Koboko district should put in place a monitoring and follow up system of conclusions and results of different supervision carried out in the district by different supervisors as they provide report in that unit. The government of Uganda through Uganda education board should motivate in terms of salary the supervisor especially deputy head teachers in charge of studies at school level as they get the same salary as teachers. Again Rwanda should provide facilities such as motorbike to supervisor especially sector education officer to ensure the reach every school regularly in sector. There should be a decentralization of general inspectors to district level

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter presents the background, problem statement, and purpose, objectives of the study, research questions, scope, and significance of the study

### **1.1 Background of the study**

It has been the goal of educational institutions in Uganda to provide affordable professional development opportunities for teachers especially primary schools, with the expectation that involvement in professional development activities would have a positive impact on teacher efficiency, improved teaching practices, and increased student learning. Therefore teacher efficacy is the key for good implementation of all school programs in any school.

Everything in the education system must start and end with children as learners and after learning they become teachers. Schools are not there for teachers, administrators or trustees. They are also not there for parents, business or government. They are there for learners therefore effective leaders need to possess a strong sense of moral purpose: “Moral purpose means acting with the intention of making a positive difference in the lives of employees, customers, and society as a whole” Within the context of this study, the intent will be to make a positive difference in the lives of students which needs efficiency and proper implementation of all school programs. Smithson, J. (2010).

This study investigates teachers’ efficiency as they become involved in implementing the school programs. Through a qualitative analysis, this study sought to share teachers’ perceptions as they identify factors which influence their sense of teacher efficiency throughout the process in the implementation of Primary school curriculum. The results could lead to greater insight into understanding teachers’ motivation, focus of control, reasons for resisting change or embracing it if any because many programs implementations sometimes calls for changes here and there, level of involvement in professional development, and how and to what degree teachers implement such a programs in primary schools

### **1.1.1 Historical perspective**

Teacher efficiency and its effects on school program implementation and learning has emerged over the last decade. There are many teachers who either have limited access to professional development activities or who have access and choose not to take part in program implementation activities in primary schools Smithson, J. (2010)..

According to Sharan, Y. (2010). The efficiency of education depends on a number of interrelated factors, including the number of teachers and their duties (statutory instructional time and other responsibilities), the level of teacher compensation, teacher working hours, student instruction time, student-teacher ratios, and class size.

The conditions affecting the supply and demand for teachers in Greece are changing rapidly, in ways that should help improve educational efficiency. The economic crisis, and actions taken by the education sector in Uganda, is leading to a significant reduction in the efficiency of teachers in primary and secondary education. Approximately 180 000 teachers were employed in permanent positions in 2013-19. This is because many primary schools in the country and Koboko district especially has number of positions that are occupied but still not performing efficiently also in other regions is resulting in an increased number of redundant teachers with no positions available except outside their current region

Every year record number of prospective teachers obtains high grades. Yet employers or school authorities complain that young teachers still lack the basic skills to succeed at work Success is the most flaunted word in this ever competitive world and every. Individual strives to achieve it, but it is quite unfortunate that only a handful have been able to attain it in their career life.

Some people work hard and excel in academics, yet struggle to find success in their careers. Sternberg et al. (2005) made researches to find out what makes people excel in their career and eventually found that it is the tacit knowledge that make them experts in their career.

Hence identifying the teachers with high tacit knowledge and their common strategies is of immense importance in solving the current problems of teaching field. Further every aspect of school reforms depend on highly skilled teachers. These realizations once more strengthen the need for the means to evaluate and recognize teacher efficiency throughout the teaching career.

Effective teachers, should not only possess high tacit knowledge, but they should also possess the capacity to foster positive respectful relation with students, adequate classroom

procedures ,an everlasting enthusiasm for teaching and knowledge of subject matter, and an eager quest for stimulating the cognitive and affective gains in students. Otherwise, a teacher could not be called an expert teacher in its fullest meaning. In this context, the investigator felt that it is relevant to find out whether the teachers with high tacit knowledge give equal preference to the various components of Teacher Efficiency, this study will investigate teacher efficiency on program evaluation in primary schools of Koboko District.

### **1.1.2 Theoretical perspective**

This study was guided by the teacher effectiveness theory by Compbell 2003 who come up with receptive mind, encased within a compliant and passive learner, Compbell argue that we need to travel only a very short logical distance to infer that teaching produces learning, and hence that what teachers do determines whether students learn therefore teacher efficiency matters allot. In the passive recipient view, it makes some sense to think of successful teaching arising solely from the actions of a teacher. That is, learning on the part of the student is indeed a direct result of actions by a teacher, the experience, skills knowledge, and motivation needed in the process.

Yet we all know that learners are not passive receptors of information directed at them. Learning does not arise solely on the basis of teacher activity like hard work, delivery and prior planning. Assuming that the formulation offered above has merit, and then it follows that success at learning requires a combination of circumstances like curriculum implementation understand and stake holders Engagement well beyond the actions of a teacher Smithson, J. (2010).

It can be argued that narrowing the definition of teacher effectiveness to reflect only student growth on standardized achievement measures takes this assumption too far. It is important to note that teacher efficiency can be calculated without regard to what takes place in classrooms and schools, if teacher effectiveness is narrowly defined as a given teacher's impact on the learning of his or her students as measured by standardized tests.

With this narrow understanding, other important ways that teachers contribute to successful students, communities, and schools are overlooked. Similarly, other influences on student outcomes, including other teachers, peers, school resources, community support skills,

experiences, leadership, and school climate or culture, cannot be “parceled out” of the resulting score

But also the critique of a teacher effectiveness theory based on test scores concerns the degree to which innovations in measurement drive how teacher effectiveness is defined. Campbell (2003) contend that trends in measurement of teacher effectiveness seem to follow the curriculum implementation and new instruments and technologies, focusing on the ability to measure something, rather than first defining effectiveness and then determining a technology for measuring it. They describe the sense of “...the horse and the cart being in the wrong places; the technology of measurement has been creating the concept of teacher efficiency rather than the concept requiring an appropriate technology. Just because it is possible to match teachers to their students’ test scores and use this relationship as a measure of teacher efficiency does not mean that this is the only way to evaluate teachers in primary school Harjunen, E. (2011).

### **1.1.3 Conceptual perspective**

Teacher Efficiency according to Bernard 2009 is the participation of individuals and fairly a reasonable pay therefore an institution is efficient, if it can motivate attract and maintain participants in the schools Sharan, Y. (2010).

To sustain personal needs it implies catering for their needs and at the same time facilitating them to work, on the other hand effectiveness as conceptualize by Bernard is the ability to achieve collective objectives of organization Corner, C. (2012).

Determining how efficient education can be provided has been a challenge for both researchers and policy makers. Schools can be seen as organizations which produce a mix of outputs from various inputs. It’s expected that efficient use of resources would lead to outputs at the lowest level of resources. In addition also effective use of resources will ensure a mix of outcomes desired by parents and society.

In this study teacher efficiency will be defined in three ways.

1. First, efficient teacher produce good learning outcomes, measured in terms of curriculum interpretations to learners with key inputs. This definition makes it easy to quantify teacher efficiency because of skills needed and also professionalism this is referred to as technical

efficiency and describes the transformation of a mix of inputs into desirable learning outcomes.

2. Second, teacher efficient is about to manage human and financial resources well. This definition focuses on the internal management of schools for insights into, the challenges schools face in accessing and managing their resources efficiently. Schools make choices (or choices are made for them by de facto) on what purchases or inputs to prioritize, who to recruit or sometimes simply accept teachers assigned to them from national or district authorities, irrespective of their competence. When there is a funding gap, schools may have to appeal to parents to fill this gap, others may decide, in the face of limited finances, to restructure, for instance combine classes or deploy resources away from activities that can impact on the quality of teaching and learning. Sharan, Y. (2010).

All of these decisions have direct consequences on teacher and school efficiency and outcomes.

3. Third, teacher efficient in schools is defined on quality performance as schools which produce good results (for example examination results) for all students at costs that are affordable and sustainable. It is not only to understand in whether primary schools in Uganda can achieve the same learning outcomes for all learners at lower costs or, whether some types of schools are able to achieve higher learning outcomes at relatively lower costs but the quality of teachers that they perform matters a lot on their individual efficiency.

These definitions suggest a focus on teacher's professional skills, internal management, costs and equity in an analysis of teacher efficiency on program evaluation.

Closely related to the concept of technical and program implementation is the idea of student flows through the grades. Lower flows, for example, caused by repetition or selection policy could be an indication of inefficiency in progressing all learners through to successful completion.

This is also an equity issue – do schools select students from backgrounds that maximises their chances of achieving good examination results and successful completion? In more selective schools, technical efficiency would be higher if higher student learning outcomes are driven by the higher socio-economic background of learners Smithson, J. (2010)..

Thus, the interest in whether more efficient schools are also more likely to operate selection policy where only the most able progress to the end of the secondary cycle to take the final exams, and the least able either dropout or repeat their grade



The school culture that support the work of teaching emanates from professionalism, knowledge and skill levels of personnel, the management of people skills (Edwards & Dampson, 2018). It is important that individualized training with intentionality that may instruct individuals towards corporate vision Sharan, Y. (2010).

A school can talk of results based on teachers' individual inputs, the level of the teacher's knowledge and skills in pedagogical approach to teaching, a new designed thinking, and a new set of knowledge and skills accrued to be able to meet interpret the curriculum to learners' needs. Teachers must show professional skills and values, deliver lessons that engage and meet the needs of the modern primary school learners in these ages of more challenging atmosphere Sharan, Y. (2010).

So that apart from universally recommended soft skills that teachers are supposed to possess, they face an intricately intertwined diverse society with technology advancements and the complexity of the work of teaching (Ball & Forzani, 2009).

Edwards and Dampson (2018) call for an agenda to espouse primal teacher quality performance in terms of the cultivation of a quadrant intelligences). This is similar to what ascribe for as skills for development.

Sharan, Y. (2010). Emphasized that schools' teachers cannot make student learning their focus until they know what each student needs to learn. Curriculum implementation is a process of innovation and change, and the overarching goal of any curriculum implementation is the improvement of student learning.

According to the Curriculum Implementation Handbook (2005), curriculum that is centered on student learning shares some of the following characteristics:

1. It is thoughtfully planned, involving a multi-stage process that recognizes differing contexts.
2. It is collaborative.
3. It is centered on overarching understandings in the written curriculum.
4. It is culturally responsive.
5. It promotes positive outcomes for all children

Curriculum implementation is a process that is based on the fundamental assumption of student growth and improvement of learning. The process involves aligning instructional planning with

learning outcomes which are specified in the curriculum framework. Resources are selected based on usefulness in meeting learner outcomes Corner, C. (2012)..

Instructional planning becomes the primary tool for assessing student achievement and growth, rather than textbooks and activity-based planning decisions (Sharan, Y. (2010).

The Southern Alberta Regional Professional Development Consortium, in a Working Paper (2004), stated that effective curriculum implementation leads to a change in practice that enhances student learning. Their beliefs are based upon the following:

1. Effective curriculum implementation is a shared responsibility for all stakeholders.
2. Effective curriculum implementation is developmental and contextual.
3. Effective curriculum implementation must be systemic, systemically planned and sustained.
4. Collaboration leads to deeper understanding and shared commitment.
5. Professional development is interactive, continuous and reflective.
6. Effective adult learning is meaningful, purposeful and provided through a variety of opportunities for all stakeholders

In an analysis of curriculum implementation across several school districts which had committed to improve instruction within the context of new curriculum, Corner, C. (2012). Identified a number of common barriers or pitfalls:

1. Lack of basic management. Clear procedures for providing materials and resources were not in place or were not being followed. Teachers who lacked skills and quality performance during the school year reverted back to old methods of teaching which make the efficiency of such teachers questionable.
2. Lack of required, ongoing professional development for all teachers working with the curriculum. School Districts were not fully training teachers. There was no repeated, hands-on training.
3. Lack of planning and continual oversight. Some administrators, curriculum leaders and principals did not seem to have a vision of what implementation would look like in the classroom. There was little dialogue between levels of administration and teachers.
4. Lack of a basic understanding that it is critical for school districts to outline and articulate clear expectations for all teachers to use the curriculum as it is written implement curriculum.

Teachers also need ongoing professional development opportunities so that they know how to use the curriculum effectively. Collaboration must also take place between administrators and teachers so that problems or issues with curriculum implementation can be addressed. Teachers must also understand the spiral model for curricula, where topics are readdressed at a higher level in subsequent grades.

#### **1.1.4 Contexture perspective**

Many studies have shown that most well-wishing education system which are concerned about school improvement also make plans for teachers“ to improve on their quality skills and always are well motivated (Cheng, 2007).

In USA The National Staff Development Council in collaboration with National Teaching Council has created a set of nine standards for teacher professional efficiency and effectiveness to include (i) content knowledge and quality teaching, (ii) research-basis knowledge, (iii) collaboration, (iv) diverse learning needs, (v) student learning environments, (vi) parental/family involvement, (vii) evaluation, (viii) data-driven design, and (ix) teacher lifelong learning Harjunen, E. (2011)..

All these cannot be accrued successfully during pre-service teacher training at Colleges of Education (CoE), and therefore the need for capacity building to continue building capacity in teachers during the course of their career Corner, C. (2012). This is made more necessary at the secondary education level because of the students“ developmental stages. Primary Schools teachers undertake such training meet the needs of the rapidly changing world.

In Ghana the teachers face astute technology- savvy students, curious minded students, and also to improve their professional chances of promotion within the context of work Sharan, Y. (2010). There is far more demands for undertaking teacher training at the primary school for teaching and learning. The more effective it is organized the better the return-on-investment. So in the context of this study, the terms continuous teacher efficiency is defined as activities that is aimed at professional development undertaken continuously within an institutionalized format especially at the school level Sharan, Y. (2010). The activities are assumed to be systematic instructions that the practice is to augment teachers“ human performance and professionalism using any form necessary to raise standards and professional outputs.

In this context, the assumption is that such a serious human development venture calls for human quality performance, and teacher skill technology in the school system is innovative ways to improve performance of any human endeavor through a systematic, instructional and non-instructional method (Edwards, 2015; Pershing, 2006).

Within the education sector, many performance assessment practices are conducted among the human resource management circles and are still developing. Yet the application of teacher efficiency of program implementation as a field of study is yet to be fully appreciated in the primary schools Koboko District especially..

However, related to the process of performance improvement methodologies such as motivation, instructional technology, resource management, and training and development. Such capacity building are all synchronizing to accept technology for performance within the framework primary schools in Uganda

Starting a process of curriculum implementation which is based on shared decision-making requires a shift in thinking. Beliefs about effective curriculum, by necessity, inform beliefs about effective curriculum implementation. Building opportunities for ongoing dialogue and communication is essential.

Brooks (2006) indicated that curriculum development, approval and implementation should consist of a six-stage cycle:

1. Review. What is working? What concerns should be addressed?
2. Initiate. What needs to be changed? What strategies should be used?
3. Plan. What steps do we need to take to prepare for change?
4. Develop. How can we keep development work on track?
5. Implement. How do we work together to make the changes?
6. Maintain. How can we provide the best programming for students?

Dewey (1916) stated that education begins with the curiosity of the learner, and inquiry leads to the creation of new ideas. One of the most important teaching practices used today is inquiry in the classroom. An old adage stated, “Tell me and I forget, show me and I remember, involve me and I understand.”

The last part of this statement is the essence of inquiry-based learning. Queen's University (2006) indicated on its website that students involved in inquiry-based learning take more responsibility for determining what they need to learn and assess their progress in learning.

Curriculum implementation for all grades should be based on the same rationale and philosophy.

The program rationale and philosophy outlined by Alberta Education (2005) indicated that "teacher efficiency provides opportunities for students to develop the attitudes, skills and knowledge that will enable them to become engaged, active, informed and responsible citizens"

The core change is a shift from the teacher imparting information to students, to student-based learning where active inquiry, critical, creative and historical thinking, decision-making and problem-solving, and met cognition are foundational to achieving curriculum outcomes all these becomes more complex if the efficiency of teacher is missing

(Alberta Education, 2005) argue that Learners bring their own perspectives, experiences and cultures to the classroom. They construct meaning in the context of their lived experiences through active inquiry and engagement with school and community but this work well if teachers can easily involves all that in the curriculum efficiently.

Students ask questions, make connections with their community, share ideas and understandings, listen to and collaborate with others, empathize with the viewpoints and positions of others, and create new ways to solve problems during the curriculum implementation (Alberta Education, 2005).

In Koboko District primary schools there has been persistent lack of concentration among learners and sometimes find it difficult for primary school learners to share ideas freely in and outside class, even ask questions, which evidenced a very big challenge on curriculum implementation in primary schools which the researcher hope it can be solved by this study. It wills to investigate the teacher efficiency focusing mainly on teacher skills, quality performance and motivation on curriculum implementation in primary schools of Koboko District.

## **1.2 Statement of problem**

It has been a challenge for Koboko District primary school learners and instructors to consternation on curriculum implementation among learners and sometimes find it difficult for primary school learners to share ideas freely in and outside class, even ask questions, which evidenced a very big challenge on curriculum implementation in primary schools which the researcher hope it can be solved by this study

The gap is that Principals' perspectives shared always as the final way of implementing programs in primary schools forgetting that teacher efficiency has a great effect on the some. Therefore its highly rewarding for teachers to understand what administrators expect from them in terms of teacher efficacy, program implementation, teaching practices and student learning supported by professional development and also teachers understand their roll.

This is the aim of this study it investigated the effect of teacher efficiency on program implementation in primary schools of Koboko district

## **1.3 Purpose of the study**

The purpose of this study was to investigate teacher efficiency focusing mainly on teacher skills, quality performance and motivation on curriculum implementation in primary schools of Koboko District.

## **1.4 Study objectives**

- i) To investigate the teacher quality performance on program implementation in primary schools Koboko District
- ii) To assess the teacher professional skills on program implementation in primary schools Koboko District
- iii) To establish teacher learner motivation on program implementation in primary schools Koboko District

## **1.5 Research questions**

- i) What is the teacher quality performance on program implementation in primary schools Koboko District?
- ii) What is the teacher professional skill on program implementation in primary schools Koboko District?
- iii) What is teacher work motivation on program implementation in primary schools Koboko District?

## **1.6 Scope of the study**

The study was conducted in Koboko district. Koboko district is geographically located at the extreme corner of north western part of Uganda. It is boarded by the Republic of South Sudan to the North, Yumbe district to the East, DRC to the west and Maracha district to the south. Koboko district is approximately 480km (300miles) by road North West Kampala the city of Uganda. Koboko district has an elevation of 1215 metres. The total land area of the district is 820.8km.

Its geographical coordinates are 3°24'41" North 30°59'12" East schools in the district are 59 government aided primary and private with 2 tertiary institutions

**On content scope:** this study mainly focused on education management and considering the teacher efficiency such as skill quality of teacher in primary school and also motivation on program implementation in primary schools

**Time scope :** the study covered the duration of three years from 2019 to 2021 and the duration for data collection was from Jan 2022 to august 2022.

## **1.7 Significance of the study**

The study may be of importance to teachers because would help them to improve on better implementation of school programs

The study adds knowledge on the body of literature on the contribution of classroom teachers' achievement and forms a foundation for other scholar researchers on the same perspectives.

Findings from this study inform policy makers in order to strategize for mechanisms to improve efficiency of teachers in primary schools in the country generally and Koboko district specifically.

The findings informs various educational stakeholders, including the Ministry of Education on the Teacher efficiency in primary schools education at all levels

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

The chapter includes the theoretical review, conceptual framework and the theoretical review that reviews related literature under the sub-topics adopted from the study's objectives; as it, also, analyzes the summary of the identified gap.

#### **2.1 Theoretical framework**

This study was guided by the teacher effectiveness theory by Compbell 2003 who come up with receptive mind, encased within a compliant and passive learner, Compbell argue that we need to travel only a very short logical distance to infer that teaching produces learning, and hence that what teachers do determines whether students learn therefore teacher efficiency matters allot.

In the passive recipient view, it makes some sense to think of successful teaching arising solely from the actions of a teacher. That is, learning on the part of the student is indeed a direct result of actions by a teacher, the experience, skills knowledge, and motivation needed in the process.

Yet we all know that learners are not passive receptors of information directed at them. Learning does not arise solely on the basis of teacher activity like hard work, delivery and prior planning. Assuming that the formulation offered above has merit, and then it follows that success at learning requires a combination of circumstances like curriculum implementation understand and stake holders Engagement well beyond the actions of a teacher

It can be argued that narrowing the definition of teacher effectiveness to reflect only student growth on standardized achievement measures takes this assumption too far. It is important to note that teacher efficiency can be calculated without regard to what takes place in classrooms and schools, if teacher effectiveness is narrowly defined as a given teacher's impact on the learning of his or her students as measured by standardized tests Sharan, Y. (2010).

This theory inform the study in that it measure the efficiency of teachers skills motivation and quality on implementing programs in schools which is the aim of this study.



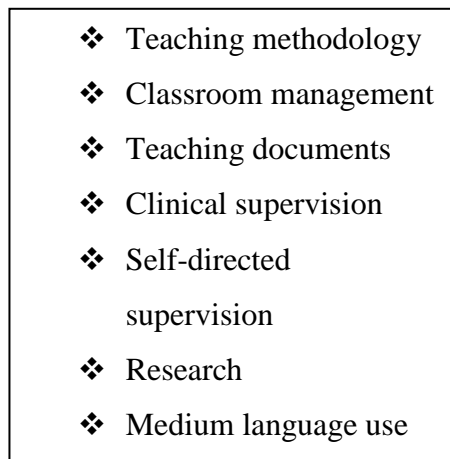
## 2.2 Conceptual framework

The independent variable teacher efficiency is the variable that is manipulated to determine the value of a dependent variable such as professional skills, quality performance and also motivation... whereas the dependent variable (sometimes known as the responding variable) is program implementation which curriculum in primary schools, here the challenges is the orders to implement and to accept changes always. The intervening variable is a variable that helps explain the relationship between two variables. These are national curriculum, education act and school rules and regulations

**Figure 2.1: shows the conceptual frame work**

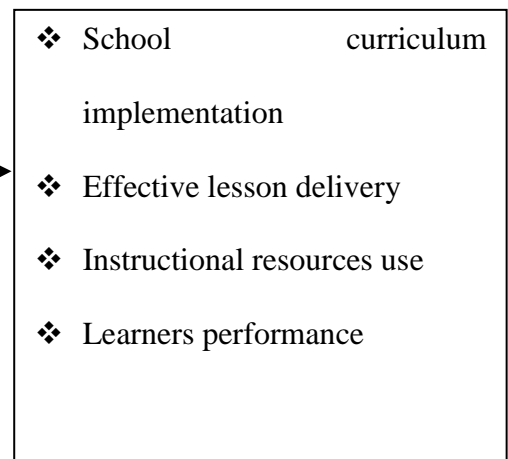
### Independent variable

Teacher Efficacy

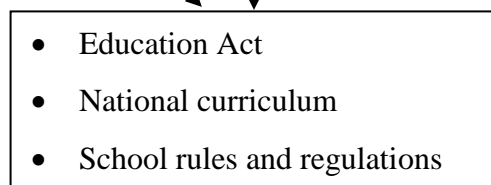


### Dependant variable

Program implementation



### Intervening variables



## 2.3 Empirical Literature

Teacher efficiency is about planning and executing positive tasks to derive expected outcomes. Highly motivated teachers project a high form of efficiency, thus influencing their individual performances. Composed, controlled and good at problem solving teachers are better at guiding pupils when they do not meet the required passing marks. As teachers are confident, they also impart the confidence to the other teachers as well as their pupils Harjunen, E. (2011).

The present condition within the education world revolves around constant new directives that may seem very demanding to many who are serving interminably and loyally. Nevertheless, the constant change in the education system may challenge teachers' efficiency. Job-satisfied teachers may work towards delivering their best performance by managing, organizing, and performing specific tasks at the highest excellence, even when students' academic performance may not fit the effort spent (Pianta, R.C. (2015).

This is because teacher efficiency is directly linked to one's personal motivation to execute positive plans to ensure pupils achieve targeted goals. Their skills enable them to implement new strategies within their teaching zone to ensure students develop and produce positive academic achievement (Pianta, R.C. (2015).

Meanwhile, Bandura (2002) explains that a high-level efficacy among teachers ensures their ability to execute actions according to the plans of ensuring certain goals that are met. Besides that, a high level of efficacy among teachers projects a positive outlook towards everything, especially in terms of having good two-way communication with students. They are also more accepting and are capable of new methods and techniques to ensure goals are met. These teachers also will adhere to new ever-changing rules in the execution of the plans by the Education Ministry to ensure better achievement among pupils

According to Gul (2014), students need to be taught additional skills such as decision making, being analytical, having a balanced mindset, to ensure students are capable to strive both during academic and in professional life. To meet these phases in students' life, teachers should be aware of self-efficacy for the pursuit to complete the given tasks successfully. Teachers would be able to ensure better academic results among pupils. According to Bandura (1977), improved teacher efficiency results in enhanced teacher mental health and job satisfaction as well as students' academic results. Based upon the above-mentioned points, this study was conducted to

identify the impact of teacher efficiency on the primary school's curriculum implantation  
Koboko District

Many teachers are not aware of their skills, quality performance and motivation (Barni et al., 2019), causing pupils' state of lagging far behind since teachers do not attempt to apply new teaching strategies, especially when there are obvious low achievers among pupils.

### **2.3.1 Teacher professional skills in primary schools**

A teachers' professional skill refers to their subject-matter knowledge, curricular knowledge, and pedagogical knowledge (Collinson 1999). This professional knowledge is influenced by the undergraduate degrees earned by a teacher, the college attended, graduate studies undertaken, and opportunities to engage with on-the job training, commonly referred to as professional development (Collinson 1999; Rice 2003; Wayne and Youngs 2003). After undertaking in-depth quantitative analyses of the United States' 1993–1994 Schools and Staffing Survey (SASS) and National Assessment of Educational Progress (NAEP) data sets, Darling-Hammond (2000) argued that measures of teacher preparation and certification were by far the strongest correlates of learners' achievement in reading and mathematics for example, after controlling for student poverty levels and language status.

As with experience, research on the impact of teacher advanced degrees, subject specializations, and certification has been inconclusive, with several studies (Aaronson et al. 2007; Blomeke et al. 2016; Hanushek and Luque 2003; Harris and Sass 2011; Luschei and Chudgar 2011) suggesting weak, inconsistent, or non-significant relationships with clear curriculum implantation. However, several international studies comparing country means found that teacher degrees (Akiba et al. 2007; Gustaffsson and Nilson 2016; Montt 2011) were not directly related to student outcomes, as did Woessman's (2003) student-level study of multiple countries that concluded that some skills of teacher at work matters a lot on curriculum implantation in primary schools

The idea of teacher professional skills was introduced by Bandura through his social-cognitive theory of behavioural change where an individual's aspiration to achieve a certain level of achievement and success is identified as professional skills (Pianta, R.C. (2015). According to social cognitive theory, it is a channel that contributes to decision-making to intentionally

follow to meet targeted success or outcome. In a scenario whereby teachers are motivated to create necessary teaching materials for a lesson to ensure pupils' understanding towards better lessons displays teachers' perception of self-efficacy in producing targeted results.

Thus, beliefs of teacher professional skills simply explain the plans that teachers make and execute about their teaching behavior to ensure certain targets are made. Teachers who possess better skills ensure their capacity to withstand distressful moments, ensuring their thoughts are productive and attaining the desired objective and outcome. High self-efficacy encourages human accomplishment and personal well-being (Bandura, 1994). People with high affirmation in their own capacity will address difficult tasks with a positive outlook, which is to master the challenges ahead, instead of avoiding them. Additionally, it can be said that teachers of high self-efficacy in a school are a productive asset as they would strive and go the extra mile to ensure desired aspirations of an institution are met.

Pianta, R.C. (2015). lists 4 main sources of influence of professional skills which are vital for teachers: 1) personal experience, 2) vicarious experience, 3) social persuasion or positive encouragement and appraisal, and 4) physiological and emotional behaviours. In personal experience, teachers share their experiences which then become personal accomplishments (or personal efficacy), which requires sustained efforts needed after many trials and tribulations.

A person with easy success would be discouraged when faced with problems, unlike a stronger individual growth that reflects his strength (Bandura, 1977). Secondly, the vicarious experience which is the ability to learn from others' experiences. This ability to model after others, especially the success of others helps build towards a positive attitude and encourages better performance.

Thirdly, the combination of social persuasion, positive encouragement, and appraisal also helps encourage better performance. As such, encouragement, support, and recognition from the administrator as well as society are likely to boost confidence, thus helping teachers to project a positive attitude towards self-efficacy.

Finally, the fourth aspect is the physiological and emotional behaviours where a confident and energetic person will display positive outcomes while a pessimistic and negative opinionated individual will produce negative results (Pianta, R.C. (2015). In the case of teachers, academic

qualification does not ensure excellence but confidence will boost their strategies that ensure academic achievement. Accumulated experience helps plan towards improved teaching methods and techniques in delivering better lessons in the classroom

pupils' language ability where the most important areas of language learning are evaluated and measured. The four language skills in English (Listening, Speaking, Reading, and Writing) are taught and assessed periodically to ensure pupils' progress is recorded for assessment. These skills are blended in the lesson and taught separately where each is combined into the areas of the lesson taught. At the end of the lesson, pupils will communicate, by not only conversing and listening to each other but also responding to one another by writing messages and letters. This combined approach in assessing language use and competence gives the pupils the freedom of space to demonstrate their communicative ability Harjunen, E. (2011)..

The Ministry of education strongly believes pupils should be graded for their use of language, instead of mere grading of written examinations. Lim et al. (2018) validate the assessment procedures planned by the school authorities that provide thorough and consistent information regarding the pupils reading progress, others are looking at unachieved reading objectives when students read literature Mohaideen et al. (2020), thus challenging the validity of such assessment.

Teachers administered planned assessments should be able to document the pupils' strengths and weaknesses, which in return would help the teachers with the necessary skills to guide the pupils for better achievement. Sidhu, Kaur and Chi (2018) suggested that teachers are aware of the method of assessment and with a lack of knowledge regarding the method of assessment can be coached over time. In general, all the study shows that primary school teachers are aware of the present reading assessment method as well stipulated in primary school curriculum. This study become more important since it will investigate teacher efficiency on curriculum implementation in primary schools of Koboko district.

Researchers agree that teachers are one of the most important school-based resources in determining learners' future academic success and lifetime outcomes (Chetty et al. 2014; Rivkin et al. 2005; Rockoff 2004). As a consequence, there has been a strong emphasis on improving teacher professional skills as a means to enhancing student learning. Goe (2007), among others, defined teacher skills in terms of growth in student learning, typically measured by student

standardized assessment results. Chetty et al. (2014) found that students taught by highly effective teachers, as defined by the student growth percentile and value-added measures were more likely to attend college, earn more, live in higher-income neighborhoods, save more money for retirement, and were less likely to have children during their teenage years. This potential of a highly effective teacher to significantly enhance the lives of their students makes it essential that curriculum implanters and policymakers properly understand the factors that contribute to a teacher's professional skills.

However, , studies have found mixed results regarding the relationships between specific teacher professional skills and student achievement (Pianta, R.C. (2015).). However focusing on the three main categories of teacher professional skills identified namely, teacher experience, teacher knowledge, and teacher behavior it's important for school management to help the teachers improve on their skills at work to make them achieve all the needs of school curriculum implementation.

Teacher skills relates to how a teacher behaves in the process of teaching. Performance in this case is measured in terms of the teacher's subject knowledge and their ability to plan the structure of the content. The quality of education is increasingly judged by focusing on pupil performance, what pupils learn, and how well they learn it and the skills of teachers, particularly in the initial stages of education when the pupils are at an early age is so crucial. Curriculum implementation is normally measured by pupil performance in tests, and pupil's performance is related to teacher competence and Programme implementation in the classroom. Subject-matter knowledge has been found to be a key factor in teacher effectiveness Harjunen, E. (2011)..

However, measures of pedagogical knowledge including knowledge learning, teaching methods and curriculum have more often been found to influence teaching performance, and frequently use to exert even stronger effects than subject matter content

Although many researchers and policy makers argue for creating a single weighted composite of different measures of teachers' effectiveness placing teachers into a single category wherever possible may over simplify the complex nature of teaching. Traditional human capital measures like teacher intelligence, subject knowledge and teaching skills in mathematics, while personality traits like motivation and enthusiasm are associated with high productivity among

reading teachers Interpersonal interaction, virtues, knowledge and skill significantly predict Programme implementation

Teacher professional skills can be measured in three key domains: subject knowledge, teacher practices and time-on-task The notion of teacher professional skills is quite distinct. Sometimes is evaluated on “what the teacher does”, and sometimes in terms of “how successful the teacher is”. Dismissing teachers, therefore based on students’ achievement is simply a bizarre It should be noted that though Programme implementation is influenced by the level of his/her pedagogical knowledge, as different from his knowledge of the subject matter, pedagogical knowledge is not the same thing as knowledge of the subject matter. However, they are intimately linked

### **2.3.2 Teacher quality performance in primary schools**

Teacher quality performance refers to the number of activities that a teacher implements as a classroom teacher. (Wayne and Youngs 2003). For example, using data from 4000 teachers in North Carolina, researchers found that teacher quality was positively related to student achievement in both reading and mathematics (Clotfelter et al. 2006). Rice (2003) found that the relationship between teacher quality performance and student achievement was most pronounced for students at the secondary level. Additional work in schools in the United States by Wiswall (2013), Papay and Kraft (2015), and Ladd and Sorenson (2017), and a Dutch twin study by Gerritsen et al. (2014), also indicated that teacher quality performance had a cumulative effect on student outcomes.

Some research from the United States has indicated that quality performance matters very much early on in a teacher’s career, but that, in later years, there were little to no additional gains (Boyd et al. 2006; Rivkin et al. 2005; Staiger and Rockoff 2010). In the first few years of a teacher’s career, accruing more years of experience seems to be more strongly related to student achievement (Rice 2003). Rockoff (2004) found that, when comparing teacher effectiveness (understood as value-added) to student test scores in reading and mathematics, teacher experience was positively related to student mathematics achievement; however, such positive relationships leveled off after teachers had gained two years of teaching experience.

Drawing on data collected from teachers of grades four to eight between 2010 and 2013 within a large urban school district in the United States, Papay and Kraft (2015) confirmed previous research on the benefits quality performance can add to a novice teacher's career. They found that better curriculum implantation increased most rapidly during their teachers' first few years of employment. They also found some further student gains due to additional years of teaching experience beyond the first five years. The research of Pil and (Devine 2018). adds additional nuance; they found that acquiring teacher experience at the same grade level over a number of years, not just teacher experience in general (i.e. at multiple grades), was positively related to student achievement.

Making sure that primary teachers have the essential qualities they require in order to be effective in the classroom is key in raising levels of pupil attainment; encouraging teachers to continue developing and extending their quality performance is vital in a fast-changing world. Becoming a committed professional is more than just meeting a set of technical criteria and achieving prominent levels of work-related competence. Good teachers are recognized for their love and care for children, their passion for "subject knowledge" they teach and their support and encouragement in helping students to achieve their best, and perhaps above all, their wholesome personality Harjunen, E. (2011).

Competence is one of the leadership qualities needed in professional development to produce teachers who are change-agents. Not to be confused with executive leadership of school administration, competence is a leadership quality by which a teacher builds up a collegial culture of professional learning and sharing. While there is no consensus on the terminology, there is no denial of the fact that the changing global needs do not only demand education systems that provide learners with more than just the knowledge to succeed but must provide the tools to allow learners to use and apply knowledge and the tools to enable them to become productive and integral members of society

To be fully effective in teaching and capable of adjusting to the changing needs of learners in a world of rapid social, cultural, economic and technological change, teachers themselves need to reflect on their own learning requirements in the context of their particular school environment A competence is described as a complex combination of knowledge, skills, understanding, values, attitudes and desires which lead to effective, embodied human action in the world, in a domain



Possessing a quality performance means that one not only possesses the component resources, but is also able to mobilize such resources properly and to orchestrate them, at an appropriate time, in a complex situation. In the context of teaching, competence encompasses tacit and explicit knowledge, cognitive and practical skills as well as disposition. Since the primary customers of educational organizations are the learners, teacher competence enables the teacher to remain committed to learners and their learning goals. The teacher can use a variety of instructional methods in their classroom to meet students' learning needs, create a relaxing environment and cater for the needs of the learners regarding language, motivation and interests. The teacher is the person who facilitates learning, his duty is to take advantage of a variety of teaching methods and techniques to organize learning experiences and assess whether the desired behavior has been achieved by the learners or not.

As used by many teachers, quality performance is an asset of organized activities, which act on content in a given category of situations in order to solve a problem. Competence is hereby described as an ability to carry out a specific task or activity to predetermined standards of attainment. As used by teacher competence would mean all observable teacher behaviors that bring about desired pupil outcomes. Thus, in the quality performance for teaching system, competency is used to describe professional ability, including both the ability to perform specific functions and the ability to demonstrate acquired knowledge and conceptualization.

In Uganda, the key quality performance required by a teacher to be effective are knowledge, values, attitudes and professional ethics. This is categorized into knowledge competence and further into content pedagogical, professional and contemporary knowledge. In assessing the relationship between teaching competence and teaching style of primary teachers, observed a positive correlation between teacher quality performance and curriculum implementation in primary schools, but all these still want in Koboko district Primary teachers which makes this study more important to investigate the teacher efficiency and program implantation in Koboko district Primary schools Harjunen, E. (2011)..

Quality performance is a significant determinant of a person's intrinsic motivation and actual competence to carry out future tasks. The competencies that are needed by teachers include pedagogic, personal, professional and social competence. In an environment where resources are very limited and where many factors contribute to the inadequate performance of pupils, teacher competence comes to the front. As noted in some studies, how better a method

of teaching is depending largely on the user (the teacher) and it requires competencies, which may be viewed from knowledge, skills and behavior

The field requires a diverse range of teachers and a wide variety of skills, which means that teachers are also expected to participate in lifelong training to remain innovative in the world of work Teacher's professional competence includes knowledge and understanding of the children and their learning, subject knowledge, curriculum, the education system and the teacher's role Professional competence is the mastery of learning materials in broad and deep, covering the mastery of curriculum content and substance of scientific subjects philosophically If teachers acquire quality performance and commitment and are empowered to perform their multiple tasks in the classroom as well as in the community in a genuinely professional manner, high quality learning among learners may result in cognitive, affective and psychomotor areas of human development. Quality performance explains the standard of academic qualifications. It includes developing of teaching learning materials creatively; utilizing information and communication technology to develop professionals and professionalism in a sustainable manner by taking reflective action Pianta, R.C. (2015).

### **2.3.3 Teacher learner motivation in primary schools**

Motivation of teachers plays an important role in the success of learners in classroom. As indicated by (Devine 2018). that motivation is a complicated component of human psychology and behaviour that influences how individuals desire to spend their time, how much energy they invest on each assigned job, how they think and feel about the task, and how long they work on it.

But, in another research, Pianta, R.C. (2015). defined motivation as the enthusiasm and readiness to perform something without being instructed or compelled to do so. He also stated that motivation is the process of organizing and interpreting inputs in order to generate a notion or knowledge of the world. Gardner (2011) also classified motivation in seven multiple intelligences like linguistic, musical, logical-mathematic, spatial, bodily kinesthetic, and personal intelligences which include interpersonal and intrapersonal.

Motivation of teaching for young learners or primary school students is very important especially when you are teaching L2 or any other subject. This is because, those are not our

home use and the effort must be made in order to make learners understand. Adwani and Shrivastava (2017) investigated the elements that influence Second Language Acquisition which concentrated on five major aspects, one of them is motivation. They were adamant that motivation is the underappreciated core of language training both learners and teachers. They also mentioned that all learning activities are seen to be filtered via the teachers' motivation.

Teaching is not easy since it requires motivation and effort in order to make the students understand what have been taught by the teachers. In the context of the COVID-19 pandemic, the nature of teaching for the teachers has changed such as methods, styles and habits which have affected their motivation to conduct remote teaching. In other words, pandemic COVID-19 has changed everything includes their styles of teaching and learning between the teachers and the students.

These changes are feared will affect the teacher's motivation. Thus, through this study, it will helps the researcher to get some information or feedbacks regarding the level of motivation among the primary school teachers curriculum implementation which may have positively or negatively influenced their teaching processes hence their motivation.

The COVID-19 pandemic had brought a lot of challenges in education sector especially in Malaysia as the teaching styles had changed from traditional teaching method to remote teaching. Teachers encountered lots of problems in curriculum implementation which had made their motivation level changed drastically from time to time. In deceiving the student's achievement in studying language, it is important to examine the teachers' motivation in program implantation in accordance of challenges in these days and ages regarding the education system.

To teach young learners with the current syllabuses especially during the remote teaching is quite tough for some teachers as denoted by Berry, B. (2014). In face-to face classroom teaching, teachers can show some visible teaching aids for the pupils to enhance their understanding towards certain things or topics They have to catch up with many things at the same such as house chores and their works. This is supported by the finding in a research conducted by Koskela et al. (2021) which mentioned that teachers and also parents were worried about the learning wellbeing of their children as well as management of daily life .

It is also possible that these issues arise from teachers lack of knowledge about curriculum implantation and being de motivated in primary schools. This obliviousness is one of the probable causes of pupils' failure in primary schools Koboko district inclusive(Devine 2018). conducted a study to investigate how the teachers at the Primary Schools react towards the implementations of curriculum on online learning or e-learning. The findings exposed that some teachers felt that the implementations of e-learning as burdening due to some important factors for instance limited ICT skills and digital literacy competencies among the teachers themselves and also being not motivated.

Humans are believed to devote much time and energy to exploring and obtaining information, and sometimes the search for information can be independent of a foreseeable profit, as if learning were reinforcing in and of itself (Sylvia, 2012). The major strands of thought on curiosity and motivation: (1) curiosity as a motive to reduce negative states, such as uncertainty, novelty, arousal, drive, or information gaps; (2) curiosity as a source of intrinsic motivation that fosters learning and exploring for their own sakes; and (3) curiosity as a stable motivational difference between people that leads to differences in knowledge, goals, achievement, and experience (Paristech, 2013).

However, this study does not only describe curiosity as an aspect of human life, but sought to find out whether it is activated by school administrators. It relates to the extent to which a teacher is able to develop an inner drive towards an action, base on conditions surrounding them. Such a study has been scarce in available literature

According to Pianta, R.C. (2015). traditionally, these monetary rewards have aided in upholding employee morale and motivation by meeting their financial needs. One must note that with monetary rewards, employees could skip doing the right thing, not because it is right but because it has become incentivized. This must be carefully watched and tailored on an organizational basis in order to maintain good relationship between employees, managers, and customers.

One of the best and most popular ways to reward valuable employees is by giving financial rewards and recognition but these rewards must be monitored and given with the proper perspective. In most communities, all teachers work for pay, and thus expect their salaries at the

end of every month. However, this being a strong predictor of teacher motivation, there was needed to find out whether it was considered a key factor in Koboko District irregular payment of salaries is a major problem facing teaching in many schools. Many teachers could not pay their rents on time while landlords were unwilling to rent their houses to teachers

In Nigeria, even though since 1999, governments in Nigeria had increased workers' salaries and allowances, many teachers are living below standard in Nigeria. The desire to garner additional income, so as to make ends meet, had led many teachers into indulgence in unwholesome practices such as driving, trading during school hours, examination malpractices, among others. It is thus imperative for government to increase teachers' salaries and pay the salaries promptly but still curriculum implementation in primary school remains not changed which also needs inner motivation to see the work done.

Non-monetary rewards and recognition are options that cause no financial strain on an organization and can still promote the value of employees. Berry, B. (2014) wrote an article in the Vancouver Sun that stated, "Cash is king when it comes to the rewards employees value most, but companies can get creative in using other ways to reward and recognize people" (N.p). Non-monetary recognition has no associated price tag but can be priceless to the right employee. If non-monetary rewards really seem to be priceless, why couldn't employers in Iganga Municipal Council use the approach? The answer to this question will be provided after making investigations. Just like other non-monetary rewards, the package system works for only few employees, especially those who are favored. In other words, a possibility was seen that some teachers in Koboko District could not be benefiting from these packages, thus need for research to confirm this.

Provision of allowances to teachers is also recognized as a teacher motivating factor in both public and private Primary Schools. According to Herzberg, individuals are not content with the satisfaction of lower-order needs at work, for example, those associated with minimum salary levels or safe and pleasant working conditions. Rather, individuals look for the gratification of higher-level psychological needs having to do with achievement, recognition, responsibility, advancement, and the nature of the work itself. So far, this appears to parallel Maslow's theory of need hierarchy (Devine 2018). Allowances take different forms including; sitting allowances, daily allowances, and special duty allowances, lunch allowances, housing

allowances and transport allowances. Bana (2007:49) emphasizes that allowances are good especially in an environment where teachers or other employees get little salaries compared to the allowances given.

These allowances help to cover the requirements that could otherwise be impossible to meet with the limited salary given to civil servants. All in all, the importance of bonus was not obvious to employers and employees especially in the teaching profession. At the moment, it was not right to assume that bonuses are given to teachers in Koboko District thus justifying nature of motivation, until this study was conducted.

Conferences, seminars, and workshops help to update the knowledge of teachers and make them interact with colleagues in the same field or profession. It has been reported that many teachers in Nigeria are not exposed to these even before their retirement (Bossaert G. , Doumen, Buyse, & Verschueren, 2011). Government should thus organize seminars, conferences and workshops for teachers regularly. Those chosen to train teachers should provide them with adequate knowledge while the selection of teachers and trainers should be based on merit. As much as all teachers cannot be selected for seminar, conference, or workshop at a time, knowledge gained by selected teachers should be replicated to others at the end (Aaronson & William, 2007). The government of Uganda, through district administrators of education always organizes workshops and seminars in various parts of the country.

## **2.4 Program implementation in primary schools**

Eloquently defined remote teaching as a temporary change of delivering the contents of knowledge to the learners due to crisis circumstances Before the pandemic, teachers can deliver the content of the teaching in face-to-face classroom instructions but everything has changed when this pandemic attacked the world. This sudden change had caused some problems whereby teachers were lacking the knowledge in digital literacy and some resources to continue teaching during these tough times as what have been mentioned by (Devine 2018) and Yunus et al. (2019) denoted in their study that remote teaching has many benefits for education and its difficulties have hampered the smoothness and success of learning. Besides, students' attention can be diverted by other internet information, causing the delivering instructions in remote teaching become less relevant and meaningful.

Furthermore, technical concerns are some of the factors that they teachers faced during remote teaching such as audio and visual glitches as elaborated by Halim and Hashim (2019). This worldwide pandemic revealed a substantial deficit in teacher preparation and training for emergency remote teaching, including the use of technology to assure the continuity of learning for students who were not in the classroom. This pandemic has taught the teachers and educators to be ready in all the consequences in order to ensure the teaching continues no matter what. (Devine 2018). added that there are many challenges faced by the teachers during the remote teaching for examples the teachers need to be fluent in technology skills, creative in solving problems, and adaptive to the situation.

Studies have shown several associated challenges in the pursuant of teachers' continuous professional development agenda. First, Kokebe (2013) studied the situation in Ethiopia and raised concerns that the modern classroom is significantly challenging enough for teachers to keep abreast with their work, skills, resources, and determinations without a continuous learning for example uses in-service training tends to be an attempt to fill in the gap.

Secondly, there is a challenge in securing sufficient funding to execute programmes pertaining to teacher development (Ghana Education Reform, 2014). Also Dillon, Osborne, Fair brother and (Devine 2018). Talked about the challenge of time and workload as common challenges facing teacher in pursuing at the secondary level.

The workload of teachers is compounding, there is little time or incentive even for mandatory training. With purpose-driven career thinking, there is evidence of high morale and motivation to pursue further studies or off-site.

The other challenge is how purposefulness and relevant an organized CPD can be for teaching. Edwards (2015) observed that on a personal level teachers with low purpose-driven in their professional life tend to have significantly low interest in pursuing costly performance- related training.

Berry, B. (2014) reported that contents of the curriculum that are not systematically connect to the „real“ classroom experiences, that are not instructional strategic tend to discourage teachers from attending. to be purposeful, generating new knowledge and skills rather than as a refresher courses that tend to be a put-off among teachers who already may know.

Similarly, is the way school leaders are discouraging teachers from curriculum implementation activities. Davidson, Hall, Lewin and (Devine 2018). Mentioned non- supportive, un-corporative, non-collaborative, shedding negative influences on teacher CPD on the basis of the loss of contact hour as an excuse. School leaders do not take kindly teachers who miss classes to undergo self-development. Yet when students are not performing it further discourages CPD for SHS teachers because teachers have to make up lost times for failing students particularly if they took time off to attend

Harris (2002) gave credence to the idea that unless the work is linked to career progression and a requirement for promotion activities lose significance. Curriculum implementation risks being repetitive and irrelevant, hence, in some schools are seen as individual's self-motivation; staff development opportunities are poorly conceptualized as good for the individual teachers; and this in effect challenges the motivation and efforts to embark on the personal development or career progression (Berry, B. (2014).

If the school leadership does not encourage an organizational culture and needed for excellence it becomes a challenge for an individual teacher to gain interest and invest time. Especially school leadership tends to count the cost at the institutional level, it tends to drain the budget of the school, and it takes good school leadership and an environment that supports curriculum implementation to thrive as a teacher professional activity (Schacter, J 2006).

Finally, the overload because of the government policy on Free Primary school education teachers are helping accommodate the extra in-take of students but is hurting teacher motivation and possibly teacher career development. The national policy of secondary education since 1997 has been students do not have to contribute financially to their pursuit of education including parent-teacher levies, teacher motivation levies, and so forth ((Arnon, S 2017)There is now a "double track" system where Primary teachers may have to teach in the both tracks leaving very little room for self-development and hence the primary school, which started from the 2017-2018 academic year may be challenging teachers' personal professional work.

The policy relieves parents of all expenses but affecting teacher motivation allowances, teaching and learning materials, and hence the amount of funds to organize teacher in schools. Unless school headship could see the importance of teacher and devise ways of enabling teachers to



act, the school ecology would not provide the incentives, the needed resources for teaching and learning, and hence challenging effect teachers” (Devine 2018).

## **2.5 Research gaps**

Researcher rotated on teacher efficacy like (Schacter, J 2006). Davidson, Hall, Lewin and (Devine 2018) even those who discussed teacher efficiency like (Berry, B. (2014) and (Devine 2018) they didn’t go deep to primary schools especially those of Koboko which made this study unique it investigated teacher efficiency on program implantation in Koboko primary schools.

## CHAPTER THREE

### METHODOLOGY

#### 3.0 Introduction

This chapter comprises the methodology that was used to carry out the study. It contains the research design, target population, sample size, sampling procedure, research instrument, validity and reliability of the instrument, data collection procedure, data processing and analysis, and ethical considerations.

#### 3.1 Research Design

The study employed exploratory research design. It used because the researcher hope to know whether there is a relationship between corona virus prevention measures and teacher lifestyle in Koboko District. The study employed qualitative approach. Qualitative approach was used to capture the facts and insights of the study. According to Creswell (2012), a qualitative research approach is an approach in which a researcher seeks to explore a problem and develop a detail understanding of the central phenomenon. The qualitative approach was used due to the nature of the topic and objectives of the study in investigating the prospects and challenges of Corona virus prevention measures and teacher lifestyle in primary schools of Koboko District.

#### 3.3 Sample Size

The sample size was determined by both Non-probabilities means and probability means, and using Krejcie and Morgan (1970) sample size table Berry, B. (2014). The table suggested that with several 405 students and out of this 266 was taken as a representative sample.

**Table 3.1. Population, Sample size and Sampling Techniques**

Category	Population	Sample size	Sampling technique
Head teachers	<b>59</b>	59	purposive
Teachers	<b>618</b>	60	Starter sampling
Directors of Studies	<b>59</b>	32	Random sampling
Deputies	<b>59</b>	20	Simple random
<b>Total</b>	<b>795</b>	<b>171</b>	

**Source: Researcher, 2022**

### **3.4 Sampling Technique**

The researcher used the purposive sampling method and simple random sampling to select the respondents in Koboko Primary schools. The purpose of adopting a purposive sampling technique is the researcher decides who to include in the sample, whereby it gives the chance to gather focused information to select typical and useful information only. On simple random the researcher hoped to cover as many respondents as possible to reach at the more authentic information as needed in the study

### **3.5 Research instrument**

Research instruments are tools used by researchers to gather data/information from respondents (Cresswel, 2005). In this study, two research instruments were used to collect data. They used observation checklist and a record sheet to record marks scored by students in an exercise after the lesson, their names and gender. The researcher used observation checklist and a record sheet.

### **3.6 Data analysis**

First, the analysis of data involved editing, to get rid of errors and irregularities. The themes of discussion related to the objectives of the study were then generated. This process was proceeded by the qualitative analysis of the data. That is, by the description or content analysis of the subject matter. This then was followed by the making of authentic conclusions.

### **3.7 Validity**

To ensure the validity of the instruments used in this study, the researcher subjected the instruments to experts in the study field for judgment.

### **3.8 Reliability of the instruments**

In this study, the researcher intended to utilize the following methods to ensure reliability of the research;

- ❖ The researcher chose the students written work: As mentioned earlier, this research primary data based and data, thus was collected through collecting learners written works rather than give them a test and through review of literature of related studies.

With this kind of methods enhanced assessment validity of the findings since they complement each other. This method still helped in identifying inconsistencies and incoherence in data, thus an opportunity to probe and dig deeper to seek out truth.

- ❖ There was evaluation of research tools prior to the field study and the analysis of the written work, and observation checklist thoroughly, to ensure their consistency with the objectives, research questions and hypothesis. Even when the written work was being conducted, it was evaluated to guarantee the track of the study.
- ❖ Research diary and timeline. During the study, the steps taken during pre-field work, fieldwork and report preparation were documented in form of a diary and timeline to ensure uniformity and also provide justification for the whole process. This view is re-echoed by Kirk and Miller cited in Berry, B. (2014 as they say that, “For reliability to be calculated, it is incumbent on the scientific investigator to document his/her procedure

### **3.9 Data Collection**

Qualitative analysis was conducted to present the findings of the study. The frequency counts will be computed in order to present the characteristics of the study population in terms of gender, school and guardians. Objective one was analyzed using descriptive statistics (Means, Standard deviations). To achieve objective two, the researcher presented the finding using frequency counts and percentages. This was because the study aimed identifying the quality performance of primary teachers in Koboko district. For objective three, to test teacher motivation on curriculum implementation the same approach was used.

### **3.10 Ethical Consideration**

In line with research ethical requirement, the researcher ensured that a letter of introduction was presented at every necessary occasion and then the consent of the respondent sought before they are involved in the study. All authors and academics whose ideas were used in the study was fully acknowledge and referenced confidentiality.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter covers the presentation of results and interpretation of data for the study. The data presented covers respondents' demographic information that includes gender, age, academic qualifications, and the number of years the teachers and deputy head teachers in charge of studies has served. The chapter also presents results and discussion of the study according to its objectives.

This study provided the answers to the following research questions:

- (i) **What are the categories of supervision carried out in Koboko district schools?**
  - (ii) What are challenges encountered in carrying out the instructional supervision in Koboko district?
  - (iii) What are the best strategies of improving instructional supervision so that teaching-learning process in schools can be promoted?
  - (iv) What is the state of instructional supervision in Koboko district Primary School between 2014-2015 academic years?
- (i) **To what extent does instructional supervision have relationship with effective teaching – learning process in Koboko Primary Schools?**

The findings were presented thematically according to the research objectives and presented using statistical tools such as tables and graphics.

#### 4.1. Years of service to the position / teachers

**Table 4.2: Years of services/experience for teachers**

Years ranges	Observed N	Expected N	Residual
0-5years	20		114.2
6-10years	10		3.2
11-15years	15		-29.8
16-20years	5		-27.8
21-25years	5		-32.8
26 and above years	5		-26.8
Total	60		

**Source:** Researcher (2022)

The table 4.2 presents the information about the work experience of 60 teachers that participated in this research. As it is indicated 20 representing 66% have between 0-5 years of experience on teaching job. 10 Teachers equaling to 17% have the work experience between 6 and 10. There follows 15 teachers, to mean 3% with work experience between 11-15 years. 5 teachers that make 3% of them have the work experience ranging from 16 to 20 years while 5 teachers or 2% their work experience ranges between 21- 25. Finally, 5 teachers or 9% of them have an experience in teaching that is above 26 years. The implication of this statistics is that most respondents, 66% have working experience between 0 and five years, this means that they are fresh graduates with updated knowledge and skills such as ICT use, English language skills as instructional language with also modern teaching methodology as recruitment of teachers is mainly based on the fact that they have done education in their carrier.

**Table 4.3: Years of service to the position / head teachers**

Experience ranges	Observed N	Expected N	Residual
0-5 years	20	5.7	0.3
6-10 Years	15	5.7	3.3
11-15 years of working Experience	6	5.7	-3.7
Others	18		
Total	59		

Source: Researcher (2022)

The table 4.3 presents the working experience of head teachers; where 20 teachers or 37% range from 0 to 5 and 15 that make 53% have an experience of 6 to 10 years. Finally, 6 head teachers have the working experience between 11 and 15 years and 18 others. This indicates that respondents have enough information about how instructional supervision had been done and its contribution in teaching learning process. In addition, as they school based supervisor they even know procedures, methodologies, challenges and proposal of remedies.

#### **4.1.4. Years of service to the position /deputy head teachers in charge of studies**

**Table 4.4: Years of service to the position /deputy head teachers in charge of studies**

Deputy head teachers	Observed N	Expected N	Residual
0-5 years	10	6.3	3.7
6-10 years	5	6.3	0.7
11-16 years	5	6.3	-4.3
Total	20		

Source: Researcher (2022)

As the table 4.4 indicates 20 deputies among 59 that make 34% their working experience ranges from 0 to 5 years. 5 of them or 8% their experience is between 6 and 10years. Finally, 5 directors of studies or 8% their experience is between 11 and 15years. From these results it is clear that the respondents have rich information on instructional supervision as result of their working experience, this is because 44 of 59 have working experience between 0 and 10 years therefore they are resourceful people in this research.

#### **4.1.5. Years of service to the position / sector education officers**

**Table 4.5: Years of service to the position / sector education officers**

Experience in years	Observed N	Expected N	Residual
0-5 Years	4	9.0	2.0
6-10years	4	9.0	-2.0
Total	8		

**Source:** Researcher (2022)

As the table 4.5 indicates 11 sector education officers among 18 that make 61% their working experience ranges from 0 to 5 years and 7 of them or 39% their experience is between 6and 10years. This range of working experience is useful to the researcher because most deputy head teachers in charge of studies 11 of 18 they are fresh graduates with 0 to 5 years in job, this means that they have information about how the instructional supervision is done and as they school based supervisor they know how much their daily activities contribute to teaching learning process in their respective schools.

#### **4.1.5. Academic qualifications of respondents**

**Table 4.6: Academic qualifications of respondents**

Qualifications	Observed N	Expected N	Residual
A2	30	71	-41.0
A1	56	71	-26.0
A0	195	71	124
MR	4	71	-67
<b>Total</b>	<b>285</b>		

**Source:** Researcher (2022)



The table 4.6 above summarizes the academic qualification of all respondents. It includes 30 or 10.5% with a secondary level certificate and they are all teachers. Among the 56 or 19% have diploma in education. Other 195 respondent covering 68.6% hold bachelor's degree and finally 4 or 1.4 % possess the master's degree in different domain. As respondents have done the education they have basic information in terms of instructional supervision and the role it should play in teaching and learning process. In addition, most of all have bachelor's degree this implies that they are competent, skilled as Rwanda Ministry of education prefers to use at least A1 holder in ordinary level and A0 in advanced level. But also the teachers without qualification can be one reason of poor performance in education hence that 10 % of teachers with A2 should be replaced by qualified ones.

#### 4.1.6. Age of respondents

**Table 4.7: Age of respondents**

Age range	Observed N	Expected N	Residual
26-35 years	160	94.3	65.7
36-40	92	94.3	-3.3
41 and above	33	94.3	-62.3
Total	285		

**Source:** Researcher (2022)

The table 4.7 summarizes age range of respondents. As it is indicated 160 of all respondents or 56% they are between 26 and 35 years old. Other 92 covering 32.3 % their age is between 36 and 40. Finally 32 respondents or 11 % are 41 and above years old. From the above results, the respondents are all mature enough for providing accurate and rich information and finally the meaningful research findings.

#### 4.1.7. Response rate

The study administered the research instruments (questionnaires) to the respondents and the response rate is indicated by the table below.

**Table 4.8: Response rate**

Instruments	Distributed	Returned			
		Response	Frequency	Non- response	Frequency
Questionnaires	287	284	99	3	1

**Source:** Researcher (2022)

The table 4.8 shows that the 286 questionnaires were distributed to the respondents and 284 questionnaires, which represent 99% of the population sampled, were returned. Consequently 3 questionnaires, which represent 1%, were not returned by the respondents. Those 3 non-returned one include 1teacher, one head teacher and a sector education officer. In addition, the expected interview with Koboko District Director of Education has been carried out effectively. This implies that the participated respondents were all 285. This further indicates that the research was successful at 99% good responses and quite representative.

## 4.2 Presentation of Findings

### 4.2.1. First objective: The categories of supervision carried out in Koboko district primary schools.

**Table 4.9: The categories of supervision carried out in Koboko Primary Schools**

Categories of supervision	Observed N	Expected N	Residual
Instructional supervision	30	14.0	16.0
Personnel supervision	6	14.0	-8.0
General supervision	9	14.0	-5.0
Informal Supervision	11	14.0	-3.0
Total	57		

**Source:** Researcher (2022)

The table 4.9 above contains the answers of 57 respondents that include 18 head teachers, 18 sector education officers, 20 deputy head teachers in charge of studies and 1 Koboko district director of education that have been asked about the categories of educational supervision that are carried out in Primary Schools of Koboko. The table shows that 30 of 14 expected respondents if all have taken the same side to mean 53% of asked respondents confirmed that instructional supervision that mainly deals with instruction in classroom is done in Koboko district Primary Schools. 11 for 14 expected respondents to mean 20% accept that informal supervision which calls upon on informal strategies is also found in Primary Schools through Classroom observation, teacher visitation, workshop, micro-teaching, clinical supervision. Again 9 of 14 expected or 16% answered that in Koboko Primary Schools' supervisors carry out general supervision that focuses on out of classroom setting educational factors; and 6 respondents or 11% personnel supervision that deals with sensitizing and mobilizing staff so that they get motivated and achieve the set objectives. All asked respondent denied that self-directed supervision is not among categories of supervision done in Koboko Primary Schools. To sum up, the above table shows that at the first line instructional supervision is done, secondly informal supervision, thirdly general supervision and finally personnel supervision. The drawn

lesson is that teaching–learning process is monitored effectively. Secondly the education leaders including supervisors should also use self-directed supervision as seen among categories of educational supervision in literature review.

#### **4.2.4. Third objective: Instructional supervision contribution on effective teaching learning process**

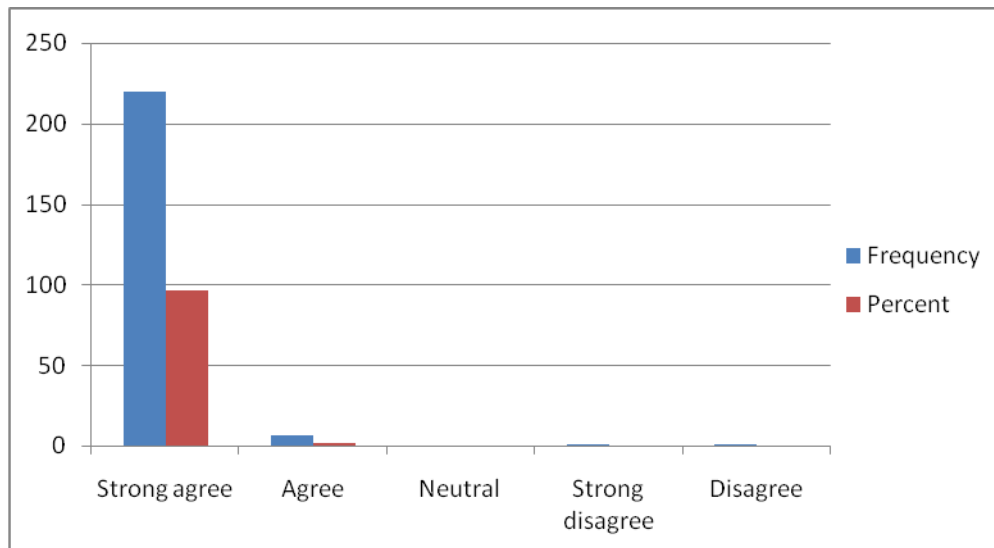
**Table 4.10: Perception of 228 teachers on instructional supervision contribution on effective teaching learning process**

Perceptions	Observed N	Expected N	Residual
Fault finding tool in education	10	32.4	-22.4
Support providing system	51	32.4	18.6
A tool for Professional growth of teachers	45	32.4	12.6
Learners’ performance enhancement factor	42	32.4	9.6
Smooth school curriculum implementation factor	9	32.4	-23.4
A key input for effective teaching-learning process	64	32.4	30.6
UNEB planned reporting system	7	35.0	-27.0
Total	228		

**Source:** Researcher (2022)

The table 4.10 shows how 228 appreciate the role instructional supervision plays in teaching – learning process. As it is in the above figure there are various roles of instructional supervision in teaching learning process. 10 out of 228 or 4% consider it as a fault finding tool in education; 51 respondents to mean 22% see instructional supervision as a support providing system to different staff members. Again 45 respondents that cover 20% take it as a tool for professional growth for teachers and 42 or 18% see instructional supervision as an important factor for learner’s performance enhancement. There follow 9 respondents or 4% that perceive it as a smooth school curriculum implementation factor. There other 63 or 28% that consider it as a

key input for effective teaching- learning process; but also 8 respondents or 4% think instructional supervision as a UNEB planned reporting system.



**Source:** Researcher (2022)

**Figure 4.2: Instructional supervision contributions on effective teaching- learning process in Koboko District schools**

The figure 4.2 above summarizes the perceptions of 228 respondents on the following positive statement: The instructional supervision contributes positively on teaching learning process. As it is indicated in the figure 220 covering 96.4 % strongly agree with the statement and 6 respondents to mean 3 % also agree with the above statement. As 227 of 228 participant or 99.5% agreed with the statement this shows a high positive correlation between the two tested variables. Finally, there is 1 respondent making 0.4% who strongly disagreed and another who disagreed with the statement.

**Table 4.11: Descriptive statistics**

Research aspects	N	Minimum	Maximum	Mean	Std. Deviation
The categories of supervision carried out in Koboko Primary Schools	56	1.00	4.00	2.0179	1.22832
The challenges faced in instructional supervision	56	1.00	3.00	1.1273	.38752
Strategies for improving instructional supervision and teaching learning process	227	1.00	3.00	1.0485	.25301
Instructional supervision contribution on effective teaching learning process	227	1.00	7.00	3.9075	1.71027
Years of services/experience for teachers	227	1.00	6.00	1.7137	1.33434
Years of service to the position / head teachers	18	1.00	3.00	1.7647	.66421
Years of service to the position /deputy head teachers in charge of studies	20	1.00	3.00	1.5789	.69248
Years of service to the position / sector education officers	18	1.00	2.00	1.3889	.50163
Academic qualifications of respondents	285	1.00	3.00	1.8127	.40857
Age of respondents	285	1.00	3.00	1.5477	.68960

Source: Primary data (2022)

The table 4.11 describes statistically and in a synthetic way findings on different variables. As the table shows it, there 4 categories of instructional supervision that are being carried out in

Koboko Primary Schools as the minimum variable is 1 and maximum is 4. There are also challenges varying from 1 to 3. Apart from challenges, strategies to improve the situation range from 1 to 3. From the table above it is clear that instructional supervision contributes positively on teaching learning process as on the variable of instructional supervision contribution on effective teaching learning process where there are 7 varied ways that teaching learning process is improved through instructional supervision. Working experience of respondents is in 6 ranges to mean that they are experienced differently. Again, academically respondents' qualifications are in 3 hierarchies ranging from secondary level certificate to master degree. Respondents also have different age that is 3 ranges, there are young people, adult one and few old people and this is good because young shares the knowledge, skills, attitudes with others so that they can assist each other in their duties.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0. Introduction**

This chapter summarizes the findings of this study and gives the conclusion to each variable and the overall conclusion of the research. It also gives the recommendations about what should be done to improve instructional supervision and consequently teaching – learning process and ensure quality education in Koboko district Primary Schools.

#### **5.1. Summary of findings**

The intention of this research was to examine whether instructional supervision influences an effective teaching –learning process. The research results show that instructional supervision has a great impact on effective teaching –learning process if it is carried out correctly. The research proved that the instructional supervision is an important factor in schools to ensure an effective teaching-learning process in Koboko Primary Schools.

##### **5.1.1. First objective: Categories educational supervision carried out in Koboko district Primary Schools**

The first objective of this research was to find out the categories of educational supervision carried out in Koboko district Primary Schools. This has been done through analyzing the perception of deputy head teachers in charge of studies, head teachers, sector education officer and director of education at district level on various approach and strategies they use in carrying out supervision. Their response showed that there are various categories of educational supervision done in Koboko district Primary Schools. 53 % argued that there is instructional supervision, 11% confirmed that there is personnel supervision, 16 % argued that general supervision is done in schools and finally 20% showed that the informal supervision is carried out in Koboko district Primary Schools but no self-directed supervision that is done. As conclusion instructional supervision was carried out in 2015 -2016. The inference is that instruction is supervised but the issue is to find out if this supervision has an impact or an influence on teaching –learning process.



### **5.1.2. Second objective: to assess the level of Programme implementation in Primary Schools in Koboko District – Uganda.**

The second objective of this research was to assess the level of Programme implementation in Primary Schools in Koboko District - Uganda. This has been verified through synthesizing and analyzing answers provided by deputy head teachers, deputy head teachers in charge of studies and sector education officers as it is their daily basis responsibility to supervision the instruction. They showed that instructional supervisors face various challenges as it is found in the figure 4.1; 87 % strongly agreed that there are challenges in instructional supervision, 11% agreed with it and 2% disagree. Some of them that have been highlighted: Instructional supervisors are overburdened with many tasks, instructional supervisors have financial incentives than teachers ( e. g: Deputy head teachers in charge of studies), instructional supervisors are not authorized to take some remedial actions , some teachers have not readiness to accept their instructional limitations, instructional supervisors have not enough time to support all teachers instructionally, some supervisors do not have facilities in their work ( eg: Sector education officers lack ways of displacement so that they can visit all schools in sector) . Unprofessionalism and lack of in-service training in terms of instructional supervision also is a challenge prevailing there. Finally, in supervising instructions in Koboko district Primary Schools there are challenges to overcome so that the process become as effective as possible.

### **5.1.4. Third objective: Instructional supervision and Programme implementation in Primary Schools in Koboko district Primary Schools.**

The fourth objective of this study was to establish how instructional supervision contributes on teaching –learning process. This has been done through analyzing answers of respondents about their views on instructional supervision ant teaching – learning process. The results have been that instructional supervision is an important ingredient in education system that is mainly reflected by teaching-learning process. As it indicated in the figure 4.3, 97% of asked respondent strongly agreed that instructional supervision contributes positively on teaching – learning process; while 2% agreed with it and 0.5% strong disagreed with it. In addition, this has been proved by different roles of instructional supervision in teaching –learning process highlighted by respondents such as support providing system, a tool for Professional growth of teachers, learners’ performance enhancement factor, smooth school curriculum implementation factor, a key input for effective teaching- learning process, UNEB planned reporting system and linking agent in education system as found in the table 4.11. To sum up instructional

supervision and teaching learning process cannot be separated because the first shapes, monitor the second on regular basis.

## **5.2. Conclusion**

To carry out this research there were questions to find their answers. After interpretation and analysis of collected data this study comes up with the following conclusions. On the first research question of eliciting educational supervision categories carried out in Koboko Primary Schools the conclusion is that there were various categories such as instructional supervision, personnel supervision, general supervision and informal supervision. The second question was to highlight challenges met during carrying out this activity; as conclusion supervisors met different challenges including lack of transport facilities, lack of special incentives as supervisor, attitude of teachers toward supervision, being overburdened with so many tasks and lack of in-service training to refresh them.

Third research question was about strategies to use so that challenges met could be overcome. The conclusion to this was that there must be the provision of transport means to supervisors especially sector education officers; organizing refreshment training to instructional supervisor; prepare workshops for teachers and be explained on supervision contribution to their daily work so as to change their negative attitude to supervision and providing special salary to director of studies as school based supervisors.

The conclusion regarding the fourth research question concerning the extent to which instructional supervision contributes on effective teaching-learning process is that instructional supervision contributed positively on teaching learning –process in Koboko district Primary Schools and is an important factor for effective teaching –learning process to occur hence it should be planned, carried on regular basis and done professionally and its conclusions have to be monitored or followed up to ensure its contribution in education is maximized. Live instructional supervision in education system.

### **5.3. Recommendations**

Based on research findings, the researcher finishes this work by giving the following recommendations that aim at improving the instructional supervision system any time they are given consideration by the concerned stakeholders in education.

#### **To teachers**

In order to improve the instructional supervision system teachers should see it as a helpful tool to enhance their professional growth. In this regards teachers have to change their negative attitude towards instruction supervision.

#### **To instructional supervisors**

Supervisor should establish a good atmosphere between them and supervisee so that they collaborate and work towards a common objective of improving the quality education. They have also to make a follow-up of agreements or resolutions taken in their activities of instruction supervision. They are recommended also to carryout it on regular basis.

#### **To Koboko district education unit**

Koboko district should put in place a monitoring and follow up system of conclusions and results of different supervision carried out in the district by different supervisors as they provide report in that unit.

#### **To Ugandan Government**

The government of Uganda through Uganda education board should motivate in terms of salary the supervisor especially deputy head teachers in charge of studies at school level as they get the same salary as teachers. Again Rwanda should provide facilities such as motorbike to supervisor especially sector education officer to ensure the reach every school regularly in sector. There should be a decentralization of general inspectors to district level

### **5.4. Suggestions for further study**

As this study focused on investigating the impact of instructional supervision in teaching – learning process in Koboko district Primary Schools, the research would like to finish by suggesting that further studies should tackle on: A comparative study of regularly supervised schools and irregularly supervised ones in terms of students’ academic performance.

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## APPENDIX 1: Observation guide for Primary school teachers and learners

### Dear Respondents

This research aim at establishing the Teacher efficiency on program implementation in primary schools Koboko District

### PART A

1. Kindly indicate your gender

Male ☐ Female ☐

2. How long have you been in this school?

1-5 years ☐

6-10 years ☐

11-15 years ☐

Above 16 years ☐

3. Levela of your education

certificate ☐

diploma ☐

degree and above ☐

none of the above ☐

**For section B,C &D kindly tick appropriate Excellent( 5) very good( 4) Good( 3) fire( 2) poor( 1)**

**SECTIONB professional skills**

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Teachers appearance in the class					
Teacher look happy and interactive					
Teacher check the class's absentees before starting a lesson					
Teacher call register at the end of the lesson always					
Teachers don't respect the bell to change the lesson					
Teachers teach while pupils are shouting in class					
Teachers don't care about the class room environment					
Always teachers read in the book while teaching					
Teachers don't allow questions after teaching					
Teachers don't great the class before the lesson					
Too much movements in the class during the lesson					
Pupils go out in the class without teachers permission					

**Section C quality performance**

<b>Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Always teachers get the information from the pupils					
There is no any indication between new and old topics					
Teachers don't come with any text book in the class					

Teachers don't remember where the lesson ended					
Teachers don't follow specific topic and complete it before another					
Teachers talk about their fellow teachers in the lesson					
Teachers spend long time on one issue					
Teachers can't call any pupils name during the lesson					
Teachers ask questions to pupils for the whole lesson					
Teachers only come and give exercise and home work to pupils					
Teachers don't mark pupils work					
Pupils can't tell the topics covered in science last week					

#### **Part D teacher motivation of learners**

<b>Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Pupils cant name any text book used in the class					
Majority of pupils leave geometry sets at home					
No any wall chat seen in Primary six class					
There is no teachers learners interactions in the school					
many learners fear their teachers					
Sometimes classes are very boring learners are sleeping					
Teachers mark the exercise but learners don't get outcome					
The classroom seem to be dirty for long time					
No indicators of the school to have learner teacher relationship					

Classrooms are very dark during the lesson					
Pupils have no interests to attend some lessons					
Its very difficult to find pupil talking to a teacher in school					

**Thank you very much**

## **APPENDIX: 2 INTERVIEW GUIDE FOR SCHOOL HEAD TEACHERS**

**Kindly accept my request to answer these question on teacher efficiency on program implementation in your school**

**School name/ optional .....**

**Status of the school.....**

1. Kindly give us the ways through which programs are implemented in your school  
.....
2. What is your career experience?.....
3. As a head teacher do you have a lesson in any class in this school .....
4. Tell us about your school teacher's efficiency for the last two years.....
5. Apart from teachers preparations before the lesson, what uniqueness do they have during the instruction in the class?.....
6. Its known that all curriculum implementer goes in orders, how do teachers take such orders  
.....  
.....
7. What programs have you made to improve the teachers skills and quality performance in your  
school?.....  
.....
8. Why do you think many primary teachers take curriculum implementation as a problematic task.....  
.....
9. How do your school help teachers to improve on curriculum implementation?  
.....
10. What advise do you give other Head teachers if they are to improve efficiency?.....  
.....

**Thank you very much**