THE INFLUENCE OF TEACHER’S QUALIFICATIONS ON THEIR PERFORMANCE

IN MUBENEDE DISTRICT

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A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION OPEN DISTANCE AND E-LEARNING IN PARTIAL FULFILLMENT OF

THE REQUIREMENTS FOR THE AWARD OF A DEGREE OF

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DECLARATION

Nankibirwa Lydia Declare That This Research Report Entitled the Influence of Teacher’s Qualifications on Their Performance in Mubende District is my original work and has never been submitted to any institution of higher learning for any award.

sign........................................ Date 26th/09/2018

\[NAME\]

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APPROVAL

This is to certify that this research on Entitled the Influence of Teacher's Qualifications on Their Performance in Mubende District was carried out under my supervision and is now ready for submission to the research committee of Kampala International University, with my approval.

Signed................................Date .......................

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SUPERVISOR
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I would like to thank God for giving me wisdom and strength to carry out my studies and for providing for me everything I needed to study. I’m so great full for him.

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I also would like to acknowledge the work of teachers who guided me throughout my academic journey.

Appreciation also goes to my respondents who gave me the necessary data. Their views and ideas were of a great role in as far as this study was concerned.
This study investigated on the Influence of Teacher’s Qualifications on their Performance in Mubende District. The main aim of this study was to investigate on the extent to which the teachers’ qualifications on their performance. It was found out that the teacher is the determinant of student performance therefore improving teachers quality in form of their qualifications since it is them that influence learning outcomes. In fact it was noted that Teacher is one way of defining quality teaching” (Fenstermacher and Richardson, 2005). Chapter one of these studies expounds on the background of the study, statement of the problem and the objectives as well as the significance of the study. Chapter two consisted the literature review which was a critical citation of the existing literature by other researchers who examined the same topic and whose findings were found to be relevant to this study. Chapter three describes the methodology used to come up with the findings in this study while chapter four and five consist the record of results is analyzed and discussed in the field. The study found out that the teachers’ qualification strongly affects their performance in secondary schools and the researcher recommended that a serious emphasis and attention should be put on the factors that improve teachers’ qualification.
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CHAPTER ONE

1.0 INTRODUCTION
This is the first phase in this research study, it is comprised of the background of the study, statement of the problem, objectives, purpose and significance of three study and the conceptual frame work of this study which is to differentiate the variables.

1.1 BACKGROUND OF THE STUDY
1.1.1 Historical background
Uganda has embarked on major transformation, with a vision to move from a peasant society to a modern and prosperous country by 2040. Education is seen to be a key factor for the achievement of this objective. Since 1996, the sector has undergone various reforms in order to send all children to school and improve their skills. While implementing these reforms, one aspect the education system must heed relates to teacher issues. There are many reasons why constant focus should be placed on teachers:

(i) Teacher pay represents 80 percent of the recurrent education budget. Therefore, with proper teacher management, about 80 percent of education resources are used effectively.

(ii) The quality of teachers determines the quality of education, meaning that good teacher training is a condition for the development of quality education.

(iii) Teachers are at the frontline of the implementation of education reforms; therefore, the system must ensure that they are aware of the reforms and can effectively implement them as planned.

For the last ten years, Mubende district has not had a successful education system in terms of performance of students’ academic performance. This fact has been revealed by a constant poor performance of students in the final examinations for senior four and six for the last ten years (UNEB data base for Mubende district student’s results).
1.1.2 Theoretical Perspective

Contrary to the 1966 study by James Coleman, as cited in Whitehurst (2002), that suggested that differences in teachers' qualification did not matter, recent studies have shown that teacher quality is the single most important school-related factor in student achievement. In 1996, value added assessments were conducted by Sanders and Rivers (Coleman, as cited in Archer, 1999) to answer the question of whether teachers matter. Math teachers in grades 3, 4, and 5 in two urban school districts in Tennessee were examined to determine the average amount of academic growth of students in their classrooms. From this data, teachers were identified and grouped as being the most effective teachers, the top 20%, and the least effective teachers, the bottom 20%. The progress of these students assigned to these effective and least effective teachers were documented over a consecutive three year period. The results revealed that at the end of 5th grade, math students assigned to the high performing teachers scored in the 83rd percentile; students assigned to the low performing teachers scored in the 29th percentile (Whitehurst, 2002).

In 1997, a similar study related to long-term teacher effectiveness was conducted in Dallas, Texas. Researchers extended the study across a wide range of grades, used three different urban school districts and two different methods of determining teacher effectiveness, and yielded similar results, emphasizing the measurable difference that better teachers have on student performance (Bembry, Jordan, Gomez, Anderson, & Mendro, 1998). In effect, these findings differ from the research of James Coleman in the 1960s that was interpreted as such, “the general message taken from Coleman’s findings is that socioeconomic status largely determines student achievement and what schools do doesn’t matter very much, because in the end poor kids learn very little and rich kids learn a lot” (Archer, 1999, p. 3). The results of these longitudinal studies show that teachers are an influential factor of student achievement, regardless of socioeconomic status and even school location. In other words, a student having an ineffective teacher several years in a row can be at an academic disadvantage, which affects his/her progress for years; whereas, a student with a highly effective teacher can have positive gains in academic progress for years to come.
In Uganda, it is evident that a qualified teacher leads to high quality results. It was reported by 
Daily Monitor that some of the best performing schools employ competent teachers who have 
achieved many years of experience and have acquired advanced levels of qualifications may be 
by master’s degree or post graduate diploma in the subject matter. Schools like Green Hill 
Academy, St Mary’s Kitten de and Kings College Bu ddo have maintained a reputation of high 
quality of performance in final examinations (UNEB portal 2015, 2016 and 2017). (Adopted from 
Daily Monitor article of February 26th 2018) at the national level and are always among the best 
performing schools in Uganda. This good student performance has been conditioned to the 
quality of teachers in these schools therefore the researcher agrees with the other researchers like 
Whitehurst, (2002), Bembry, Jordan and Gomez that a teacher effectiveness leads to better 
academic performance.

1.3 Definition of the terms

This study will examine the influence of teacher’s qualifications on their performance in 
Mubende district secondary schools. The term qualification has been defined by English Business 
Dictionary as the Capacity, knowledge, or skill that matches or suits an occasion, or makes 
someone eligible for a duty, office, position, privilege, or status. Qualification denotes fitness for 
purpose through fulfillment of necessary conditions such as attainment of a certain age, taking of 
an oath, completion of required schooling or training, or acquisition of a degree or diploma. 
Teaching on the other hand has been defined as a process of Imparting knowledge or instructing 
someone as to how to do something; or Cause someone to learn or understand something by 
example or experience (Mark K 2015) In this piece Mark K Smith explores the nature of 
teaching – those moments or sessions where we make specific interventions to help people learn 
particular things. He sets this within a discussion of pedagogy and didactics and demonstrates 
that we need to unhook consideration of the process of teaching from the role of ‘teacher’ in 
schools.

Performance is a degree of competence of doing of achieving the set goals and standards.

Therefore from the above definitions the researcher defines teacher qualification as the level of 
attainment of the required knowledge and skills by the teacher in order to help the students 
require necessary skills and knowledge.
1.1.4 Contextual background

In this study student performance has been linked with teacher qualification, in the knowledge of other factors that foster academic performance like social economic background and the competence of the learner, the researcher seeks to find out the extent as to which teacher qualification influences learning in Mubende district secondary. Research shows the teacher’s competence is the primary determinant of student performance. (Charles Ochichi (2010))

The Rand Education article on teacher effectiveness (2016) reveals that although there are many actors that contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences, but research suggests that, among school-related actors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

Teachers’ qualification is one of the most fundamental determinants of education in any earning institution (Fox 2010). Research shows that the performance of the students and teachers greatly depends on the skills of the teacher. “Teacher is one way of defining quality teaching” Fenstermacher and Richardson (2005). This is because the teacher has full control of the earning in the school. The quality of performance of students in a school is conditioned with the qualification of the teacher. “with increasing demands for accountability in line with performance standards and with growing demand for evidence-base policy making, students achievements are considered an accurate measure of effectiveness and has become a basis of a value added teacher assessment systems” (Braum, 2005; McCaffrey, 2004). Different schools have been selected at random to provide source information for the significance of this research. The research will be on the relationship between the quality of the teacher and their qualification, experience and behavior linked with qualification in order to produce a relevant research in this paper.

Several schools have registered retardation and at times decline in their performance overtime and his research has conditioned this response to the levels of training that the teachers have attained. This approach also gained support from the point of view of the effectiveness of teacher
education systems. In stressing teacher education development and reforms in terms of major questions that have driven the field, Cochran Smith (2001)

1.3 PROBLEM STATEMENT.
A normal setting, a graduate teacher should be able to completely teach and produce excellent results (Rand collection 2016). Graduated teacher from licensed teacher training institute is expected to deliver high quality students, however it should be noted that there is increasing poor performance of student in secondary schools in Mubende district. Research shows that this is largely due to teacher qualifications. “Teacher is one way of defining quality teaching” Fenstermacher and Richardson, 2005). This is because the teacher has full control of the earning in the school. The quality of performance of students in a school is conditioned with the qualification of the teacher. The student poor performance in Mubende district is attributed to eacher performance and there’s need to check on the teacher qualifications in order to solve the challenge of increasing poor student performance in secondary schools.

Research reveals that the performance of students in some subjects especially sciences is very appalling, hence, calls for attention (Ajayi 2004, Adedayo 2008). This is the consequence of unqualified teachers handling these subjects in the secondary schools and the reverse is true. Evidence shows that without qualified teachers there can never be good results in secondary schools in Mubende district. Since teachers have the most direct sustained contact with students, considerable control over what is taught and the environment of learning, improving teachers’ knowledge, skills and development is a critical set up in improving student performance. (King and Newman 2000).

OBJECTIVES OF THE STUDY.
1.4.1 General objective
To analyze the impact of teacher qualification on student academic performance in Mubende district secondary schools

1.4.2 Specific objectives
1. To examine the impact of teachers’ academic qualifications on students’ academic performance.
2. To find out the effects of teachers working experience on students' academic performance in Mubende district
3. To suggest some amicable solutions to the problem of poor student academic performance in Mubende district

1.5 PURPOSE OF THE STUDY
The study of this research intended to investigate the effect of teachers' qualification on their performance in Secondary School level. It compared the performances of students taught by professional teachers and those taught by non-professional teachers in selected secondary schools in Mubende district.

The research further has built its strong concern on the teacher development and performance in relation to their qualifications. Many teachers become stuck in one school over ages and on similar levels simply because of their low qualification in the field while others get promotions to higher levels and well remunerated jobs due to the quality and level of their qualifications and experience.

To identify areas where teachers need to develop in order to increase on their productivity in schools

1.6 SCOPE OF THE STUDY
1.6.1 Contextual scope
The research will examine the effects of teacher qualification on the performance of students in he selected secondary schools in Mubende district.

1.6.2 Geographical scope
Mubende district is located in central Uganda in about 151km from Kampala which is equivalent to 84 miles of flying distance. It is bordered by Kyankwanzi district to the North, Kiboga to the Northeast and Mityana district to the east, Gomba and Ssembabule district to the south, Kyegegwa district to the southwest and Kabale district to the northeast. The climate of Mubende is
warm, humid and overcast throughout a year and receives an average weather of low temperatures of 22 degrees Celsius per month.

1.6.3 Time scope
This research study will be carried out in a period of five months, from March to August 2018

1.7 CONCEPTURAL FRAME WORK

**Independent variables**
- Teacher’s working experience
- Teacher’s level of qualification
- Teacher’s formal education

**Dependent variables**
- Student performance
- Student motivation

**Intervening variable**
- School environment
- Students attitudes
CHAPTER TWO

THE LITERATURE REVIEW

2.0 Introduction
This chapter entails the impact of a secondary teacher qualification on the student academic performance in general over time. It shows what various authors have noted and investigated about the role of the teacher in the students’ academic performance both in Mubende and elsewhere in the world of education. This will be illustrated by explaining the following attributes of teacher qualification in the realm of student academic performance in general. Teachers’ formal education, working experience, knowledge in the subject matter, teachers involvement in the Participation in Professional Development Activities, Duration of the Preparation Period, Certification and Licensing Status among others.

2.1 Teachers’ Formal Education
Findings related to teachers’ academic degrees (e.g., bachelors or masters, etc.) are inconclusive. Some studies showed positive effects of advanced degrees (Betts, Zau, & Rice, 2003; Ferguson & Ladd, 1996; Wayne & Youngs, 2003), while others showed negative effects (Ehrenberg & Brewer, 1994; Kiesling, 1984). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996).

For the case of Mubende district. It has been noticed from most of the secondary schools have no qualified staff to teach students. Most of them employ secondary schools retain their former senior six leavers to take on classes as teachers yet they do not have any training qualified to teach students in any school. According to the rules of ministry of education, under the Uganda National Council for Higher Education, a qualified secondary teacher must have at least a bachelor of education or its equivalent from a recognized teacher training institution. (Government white paper journal 2010 revised edition)

Therefor it can be deducted from the tendency of employing an qualified staff in secondary schools that is responsible for the increasing poor student performance in Mubende district.
2.2 Teacher Education in the Subject Matter of Teaching (in-field preparation)

This characteristic is related to the subject-matter knowledge teachers acquire during their formal studies and pre-service teacher education courses. The evidence gained from different studies is contradictory. Several studies show a positive relationship between teachers' preparation in the subject matter they later teach and student achievement (Darling Hammond, 1999, 2000; Gold Haber & Brewer, 2000; Guyton & Farokhi, 1987), while others have less unequivocal results. Monk and King (1994) find both positive and negative effects of teachers' in-field preparation on student achievement. Gold Haber and Brewer (2000) find a positive relationship in mathematics, but none in science.

The government of Uganda has in partnership with other non-governmental organizations like UNICEF and UNATU organized seminars and workshops at least once in term for teacher to help them improve their methods of teaching and cope up with the changing world of education. Research by Darling Hammond, (1999, 2000) revealed that there is a positive relationship between teacher education in the subject matter of teaching and student academic performance but in is not a rare practice in Mubende district. Most schools and teachers perceive it as a waste of time and resources and do not dare to attend. This most likely is the reason why there is no improvement in student performance in Mubende secondary schools.

Also, Rowan, Chiang, and Miller (1997) report a positive relationship between student achievement and teachers' majoring in mathematics. Monk (1994), however, finds that having a major in mathematics has no effect, and a significant negative effect of teachers with more coursework in physical science. Recent studies in the USA on the widespread phenomenon of out-of-field teaching, Ingersoll (2003) portrays a severe situation where almost 42% - 49% of public Grade 7-12 teachers teaching science and mathematics actually lack a major or full certification in the field (1999-2000 data). In Israel, according to a recent survey (Maagan, 2007), these percentages are even higher for elementary teachers – 42% in mathematics and 63% in science (2005-2006 data).
2.3 Teacher Education in Pedagogical Studies
Studies have found somewhat stronger, and more consistently positive, influence of education and pedagogical coursework on teacher effectiveness (Ashton & Crocker, 1987; Everston, Hawley, &Zlotnik, 1985; Ferguson & Womack, 1993, Guyton &Farokhi, 1987). Some studies compare the effect of courses in pedagogical subject matter to that of courses in the subject matter itself and present evidence in favor of the pedagogical subject matter courses (Monk, 1994) in mathematics. Other studies reveal no impact of education courses on students' science achievement (Gold Haber & Brewer, 2000).

2.4 Duration of the Preparation Period
In spite of evidence that 5-year programs result in a higher retention rate and career satisfaction of their graduates than 4-year programs (Andrew, 1990), it has not been shown that these graduates become more effective teachers. Data collected in TIMSS-2003 in Israel cannot provide such evidence as the information regarding the question about duration of the preparation periods does not differentiate between those who attend consecutive teacher preparation programs at the universities (1-2 year programs after completing first degree in a discipline) and those who attend concurrent programs at teacher colleges (4-5 year integrated disciplinary and pedagogy program).

2.4 Certification and Licensing Status
Certified teachers are usually those who graduated accredited teacher education programs; some are also required to complete an induction program or to pass a national teacher examination test in order to obtain a license. There is debate in the USA between those who demand full certification (Darling-Hammond, 1999; Darling Hammond, Berry, &Thorenson, 2001) and others (Gold Haber & Brewer, 2000) who argue that pupils of teachers who hold full certification achieve similarly to those who study under teachers with temporary, “emergency” credentials. These authors also argue that relaxing requirements for certification is a way of attracting academically-talented college graduates to teaching and a way to recruit a more diverse pool of candidates needed for a diverse student population.
Data obtained in TIMSS-2003 in Israel did not allow to examine this issue as all participating teachers were fully certified.
It has been noted that the ministry of education and sports of Uganda requires every qualified teacher to be certified in the ministry before they can be appointed schools to teach (MoES chatter of 2010). For a teacher to be certified, the ministry requires minimum qualifications like a degree from an accredited teacher training institution. However, this regulation does not ring the bell in Mubende district despite of the efforts put by the ministry of education, as noted before in this chapter, most schools retain their former students who may have performed better at their senior six examinations to be full time teachers, this in are un professional and unfit to bring the goal of good grades as seen in a research by ....that the students passing greatly depends on the teachers’ formal education and years of experience. License and certification also promote teachers stability in a schools set up which is required for students’ academic performance.

2.6 Years of Experience
Studies on the effect of teacher experience on student learning have found a positive relationship between teacher effectiveness and their years of experience, but not always a significant or an entirely linear one (Kitgaard& Hall, 1974; Murnane& Phillips, 1981). The evidence currently available suggests that while inexperienced teachers are less effective than more senior teachers, the benefits of experience appear to level off after a few years (Rivkin, Hanushek, &Kain, 2000). The relationship between teacher experience and student achievement is difficult to interpret since this variable is highly affected by market conditions or motivation to work during child rearing period. Harris and Sass (2007) point to a selection bias that can affect the validity of drawing conclusions about the effect of teacher's years of experience. If less effective teachers are more likely to leave the professions, this may give the mistaken appearance that experience raises teacher effectiveness. Selection bias could, however, also work in the opposite way as more able teachers with better opportunities to earn may be more likely to leave the profession.

For long time this has been said in many learning institutions, that practice makes perfect. The more time spent in practice the better they become. in this concern, most schools in Mubende miss the track, first of all they employ former students who have no any experience of teaching as well as having a challenge of high teacher turnover because shortly after employing them, theses student teachers go to peruse further studies and the schools are left without stable and few permanent teachers. This also has been thought to be one of the reasons for poor grades in
Mubende district secondary schools resulting from the impact of the teacher on student academic performance.

2.7 Participation in Professional Development Activities

Professional development activities can be conducted by many different organizations, in schools and out of school, on the job or on sabbatical leave. On these occasions, practicing teachers update their content knowledge and teaching skills to adjust to the introduction of new curricula, new research findings on teaching and learning, changes in the needs of the student population, etc. Critique has been leveled against the episodic nature of these activities and the fact that very little is known about what they really consist of.

There is mixed evidence on the effect of teachers' participation in professional development activities on student outcomes. On the one hand there are some studies on inservice professional development, which found no effect (Angrist & Lavy, 2001; Jacob & Lefgren, 2004), while other studies found that higher levels of student achievement were linked to mathematics teacher participation in content-specific pedagogy activities related to the curriculum (Brown et al., 1995; Cohen & Hill, 1977; Wiley & Yoon, 1995). Wenglinsky (2000) found a positive effect of professional development activities that focused on the needs of special education students, on higher-order skills, and on laboratory skills in science. More recently Harris and Sass (2007) identified what they call the "lagged effect of professional development", i.e., the larger effect of professional development three years after taking place.

The correlation between student achievement and teacher professional development activities does not allow us to draw conclusions about a causal link, as this variable is confounded with other attributes of teachers, i.e., participating teachers are likely to also be more motivated and, usually, more specialized in the subjects they teach.

Teachers' Formal Education Findings related to teachers' academic degrees (e.g., bachelors or masters, etc.) are inconclusive. Some studies showed positive effects of advanced degrees (Betts, Zau, & Rice, 2003; Ferguson & Ladd, 1996; Wayne & Youngs, 2003), while others showed negative effects (Ehrenberg & Brewer, 1994; Kiesling, 1984). Some argue that the requirement of a second degree raises the cost in terms of teacher education and the time it involves and may prevent quality candidates from choosing this profession (Murnane, 1996). Teacher Education in the Subject Matter of Teaching (in-field preparation)
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Monk (1994), however, finds that having a major in mathematics has no effect, and a significant negative effect of teachers with more coursework in physical science. Recent studies in the USA on the widespread phenomenon of out-of-field teaching, Ingersoll (2003) portrays a severe situation where almost 42% - 49% of public Grade 7-12 teachers teaching science and mathematics actually lack a major or full certification in the field (1999-2000 data). In Israel, according to a recent survey (Maagan, 2007), these percentages are even higher for elementary teachers – 42% in mathematics and 63% in science (2005-2006 data).

The Committee (NRC, 2010) considered the wider issues of quality control in teacher education and pointed out that in the USA, as elsewhere, there are procedures for ensuring quality at individual and at institutional level. They point out that there are many difficulties in 'teacher tests', not least being confident that the items measured are significant in teacher performance. Referring to institutional quality, they review the application at state level in the USA of Standards and point out:

_The standards that do exist are not based on research that demonstrates links between particular standards and improved outcomes for students taught by teachers who were educated in a particular way because such evidence is not available..... We note that teacher education is hardly alone in lacking data that directly link components of professional preparation to the outcomes for those who receive the professionals' services._ (NRC, 2010: 159)

A study in North Carolina over the years 1994-2004 reported that elementary school students in Grades 2 to 5 fared better in math and reading tests when they had been taught by teachers with...
National Board Certification (NBCTs) (Clotfelter et al, 2007). Similarly, a small-scale study by Sato et al (2008) reported higher quality assessment practices among NBCTs. However, such findings have been challenged by Rouse (2008) who did not find a significant relationship between board certification and pupil attainment in his quasi-experimental study of 54 teachers in North Carolina. In other studies, Gimbert et al (2007) have attempted to relate different models of teacher preparation to student attainment but could find no correlation whilst Lustick and Sykes (2006) found significant achievements in teacher learning through Board certification, but did not consider student outcomes. However, in a survey of NBCTs due to renew their certification (after ten years), 98% reported that National Board Certification had positively influenced their careers and 92% reported that National Board Certification had positively influenced their students' learning (Petty et al, 2007).

In the UK, work undertaken by the Centre for Market and Public Organisation at Bristol University (Slater et al, 2009) has examined the effect of individual teachers on pupil outcomes. Using a definition of teacher quality restricted to impact on student outcomes, Slater et al (2009) use a unique dataset containing the GCSE examination results and Key Stage 3 test results in math, science and English for 7,305 pupils taught by 740 teachers across 33 schools in England between 1999 and 2002. Pupil records are linked with particular teachers through class lists provided by the schools. The analysis considered subject-specific prior achievement (for previous teacher effects) and observable school effects (intake, resources, selection). According to the findings of this (non peer reviewed) study, teacher characteristics of gender, age, experience and education do not play any statistically significant role in explaining variability in teacher effectiveness. A negative effect was shown only in relation to very low levels of experience. The authors concur with research conducted in the US (Kane et al, 2008) in concluding that teacher characteristics are not reliable indicators of teacher quality.

One English study of the influence of CPD took a longitudinal approach and did claim that there were detectable changes in teaching style that derived from the professional development experiences (Boyle et al, 2005). Those CPD experiences that were found to be most effective were the longer term ones that included peer observation and sharing of practice. However, a relatively large scale study of CPD in England found that only 24% of schools were attempting
to evaluate CPD undertaken by teachers in terms of the influence on pupil attitudes (Goodall et al, 2005).

Little is known about the relationship between characteristics of different professional development activities and pupil outcomes. The evaluation of the GTCETeacher Learning Academy (TLA) (Lord et al, 2009) provides some evidence to support a link between enquiry-based learning and positive outcomes for teachers, pupils and schools. The evaluation found evidence of impact on teachers' capacity to reflect on practice and self-evaluation, school policies (e.g. behaviour management, CPD approaches and pupil involvement), pupils' progress (before and after tests, and using Assessment for Learning approaches). However, the evaluators noted that 'schools did not appear to have a systematic approach to evaluating CPD and its impact' (p.109) and recommended greater use of pre- and post-intervention methodologies by teachers and CPD leaders to support robust assessment of impact on classroom practice and pupil learning.

A systematic review of induction studies (Totterdell et al, 2004) indicated that the lack of large-scale and longitudinal research in this area prevents the type of investigation that might lead to a sound understanding of the connection between enhanced professionalism and the quality of pupil outcomes.

A systematic review of subject specialist input into CPD in England did find some evidence of impacts on pupils in the following areas: learning and achievement (e.g. improved knowledge of scientific concepts, problem solving, mathematical skills, literacy skills, reasoning, and use of CT) as well as affective development (e.g. attitudes to learning, motivation and self-esteem) (Cordingley et al, 2007).

In Scotland, a study of CPD for science teachers by Thurston et al (2008) suggests that it was possible to measure impact in terms of increased pupil attainment by relating this to the changes in classroom practice attributed to CPD. They conclude that CPD can facilitate changes in the professional practice of teachers; however, it must be supported by well structured opportunities allowing teachers to draw support and advice from each other.
Some writers have positively associated action research partnerships between schools and universities with improving pupil outcomes (e.g. Costello et al 2000; Slater and Ravid, 2010). Similarly, mentor training and development has been found to lead to improvements in teaching and learning (Strong, 2009). A small-scale survey (95% response rate) by Dallat et al (2000) of 20 teachers following a one-year course in Expert Teaching in Northern Ireland concluded that changes to practice are most likely to occur where teachers: *have time to reflect and review their practice; participate in collegial discussions and observations to share practice and encourage professional development; learn in their school context; and undertake longer term professional development.*

As Day et al (2005; 2006a, b) have shown teacher commitment is very important in these matters. They argue that professional development should not be divorced from the need for wider contextual understanding of what enhances teacher commitment to the profession; taking a standards-based approached to professional development may serve to decrease commitment. They suggest that policymakers and school leaders should consider the contexts for professional development which can change practice positively - that is, contexts in which teachers' professional values are acknowledged and built on. If commitment can be sustained across the career phases then problems of teacher retention are less likely to occur. Day and Gu (2007) also suggest there is a particular lack of consideration given to the CPD needs of more experienced teachers.

In England, Hurd (2008) used inspection evidence to assess whether the presence of student teachers in secondary schools had an effect on pupil attainment. The study considered more than 1200 schools over a three year period.

*The number of trainees has no significant effect on school results at A-level or General Certificate of Secondary Education (GCSE), or on the overall value added between Key Stage 3 and GCSE level. However, at Key Stage 3 level at age 14, while there appears to be a very small depressing effect on achievement in schools with low numbers of trainees, there is a significant positive effect on achievement in schools with larger numbers of trainees.* (Hurd, 2008:19)
In a previous article, Hurd et al (2007) found that involvement in ITE appeared to have a positive influence on teachers' professional development but found it difficult to relate this to pupil outcomes.

In the USA some Professional Development Schools (PDS) have explicitly sought to bring improvements in pupil outcomes and teacher education together. The Kansas State University PDS Partnership project offers an example of an initiative with the dual aim of improving pupil outcomes and improving teacher preparation. The project shows significant gains in student achievement and positive outcomes of reform of the teacher education program (Shroyer et al, 2007). The report authors acknowledge that sustained and intensive work requires investment, support for professional development and change among faculty, school staff and administrators.

"If the ultimate vision for teacher education is to enhance K-12 student learning, then teacher educators in K-12 schools and colleges of education and arts and sciences must perceive themselves as directly responsible for the teaching and learning of K-12 students as well as that of future and practicing teachers." (Shroyer et al 2007, p. 223)

Research also indicates that leadership is crucial in securing improvements in pupil outcomes. The major review of such literature, carried out in New Zealand by Robinson et al (2009) found the most important aspect is that school leaders must be active in areas of teacher learning and development. The leader must be seen to be active to demonstrate to teachers that he/she sees the value of what is happening.

8 Teacher Competence

There are two divergent approaches to defining „competencies”. In one of them, „competencies” denote a set of conscious, trainable skills and abilities which make a teacher effective. In the other, „competencies” are addressed in the context of changeability and uniqueness of each and every educational situation and mean a repertoire of knowledge, personal features (responsibility and ethical engagement) and educational techniques (Czerepaniak-Walczak, 1997)
In order to make students learn effectively and efficiently, a teacher has to perform a large number of activities inside and outside the classroom. The teacher is expected to possess a certain amount of knowledge, certain attitudes and skills, which is known as teacher competence. In other words, teacher competence includes “the right way of conveying units of knowledge, application and skills to students” (Czerepaniak-Walczak 1997). High teacher competence is crucial in that it can lead to positive individual student development and even lessen the aggressive behavior in the classroom which eases the process of teaching the listening skill.

Żwaśnica (1994) state that teachers are expected to have sufficient subject-specific knowledge if they are to effectively teach the listening skill. This knowledge should be conveyed to their students through a constructivist approach, to have skills for collaboration with colleagues and to efficiently exchange information. General competencies for teachers consist of 6 main competencies, 31 sub competencies and 233 performance indicators containing knowledge, skills and attitudes necessary for teaching as a profession.
CHAPTER THREE

METHODOLOGY

1.0 Introduction
This chapter indicates the various methods and measures to be used in this research study, it is made up of the research design, participants in the study, the instruments to use, the procedure followed and the ethical considerations.

1.1 Research Design
The research design adopted for this study is survey research design; this is because of the nature of the data to be used for the study. In this study a sample is drawn from the population and analysis is made with respect to the sample, but the result is generalized to the entire population of the study.

1.2 Participants
Two schools were selected for this study; they consist of one public and one private school in Mubende District. All the schools comprise of Boarding and Day program, the private schools also comprise of one Boarding and One Day School. All these schools are in the same region and they are.
1. Kasenyi secondary school
2. St charselwanga secondary school

1.3 Target population.
His study is limited in the selected secondary schools in Mubende as mentioned above and it is from these schools that the samples will be extracted from, the findings of this study will be derived from the students, teachers, parents and school administrators as the targeted population of the study.
3.4 Data collection methods
Data will be captured using both qualitative and quantitative techniques including; self-administered questionnaires and use of group and individual interviews more data was got through focus group discussions with community and school administrators as well as students. Observation and structured questionnaires so as to get credible information.

i. Questionnaire method
In this study the researcher will formulate questionnaires which will be used to collect relevant data from different individuals. The questionnaires are to be different for the groups and individual respondents as according to the type of data and the status of the respondents. For example the students will be given group questionnaires while officers will be given as individuals to get their views about the topic of study.

ii. Interviews method
This method of data collection involves face to face interactions by the researcher and various stake holders in the schools such as the head teachers, teachers and committee members of the schools and local leader as well as some parents and students. These will be asked to give their views about the impact of the teacher in their community and in the lives their school going children but more emphasis will be put on academic performance The researcher formulated interview guides of a few questions of his interest as required by the study.

iii. Discussion method
Discussion technique is to be used to collect data from groups of students and parents who are to be approached in this study. The researcher provided critical questions to different groups of people who will give their views about the impact of teacher on student academic performance in the selected secondary schools in Mubende district.

iv. Observation methods
Observation is yet another technique of data collection that will be employed by the researcher in data collection. By this, the researcher intends to use Empirical evidence to gather information by carefully observing the state of the schools and their performance in and outside the classrooms, buildings and libraries at school as relevant to this study.
3.5 Justification of the study

i). Validity; According to the researchers findings, the data to be collected is considered reliable because of the use of simple methods of qualitative and quantitative collection methods used and the analysis methods documented.

ii). Reliability; The data in this research paper is very reliable and responsive to the needs of people in Uganda especially school planners and curriculum developers, community and student fraternity in the selected region.

3.6 Ethical considerations
The researcher considered the research values of voluntary participation, anonymity and protection of respondents from any possible harm that could arise from participating in the study. Thus the researcher also assured the respondents of confidentiality of the information given and protection from any possible harm that could arise from the study since the findings would be used for the intended purposes only. The respondents were to be provided with feedback about the findings of the study.
CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.0 Introduction.
This chapter is comprised of the presentation and analysis of data collected from the field. The researcher compiled information and presented it in form of table and graphs to explain the variables in form illustrations.

Table 1

Table 1 gives the distribution of students and sample size per school.

<table>
<thead>
<tr>
<th>schools</th>
<th>Total Number Of Students</th>
<th>Sample Size</th>
<th>Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kasenyi secondary school</td>
<td>987</td>
<td>300</td>
<td>195</td>
<td>54.1</td>
</tr>
<tr>
<td>St. Charlseiwanga secondary school</td>
<td>896</td>
<td>300</td>
<td>165</td>
<td>45.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1883</td>
<td>600</td>
<td>360</td>
<td>60</td>
</tr>
</tbody>
</table>

Source: developed by the researcher

As illustrated in table I above, 54.1% of the sample size participated to in this study from Kasenyi secondary school, 45.8% from St. Charlseiwanga secondary school from a sample size participated in this research study amounting up to 60% participants in the investigation of the impact of the teacher on the student academic performance.

Table II below shows the number of participants who acted as the primary sources of data during his study.
In the process of data collection in this study, 8 educational officers were interviewed and were among the primary respondents. These included district educational officer, education service commission representatives in Mubende district, and a representative from the office of chief administrative officer and educational planners from the national curriculum center.

0 school administrators from the two selected secondary schools were also interviewed, two lead teachers of the two schools, 80 teachers including class teachers and subject teachers in the two selected schools, students being the instruments of the teacher qualifications, 200 of them were asked to give their views about the topic of discussion as well as 60 parents who are the day observers of educational processes in the schools.

All together the randomly selected respondents participated in this study.
Table III shows the extent to which various qualities of a teacher influences student academic performance in the selected secondary schools.

<table>
<thead>
<tr>
<th>Determinates of teacher qualification</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Formal Education</td>
<td>66</td>
</tr>
<tr>
<td>Certification and Licensing Status</td>
<td>50</td>
</tr>
<tr>
<td>Years of Experience</td>
<td>70</td>
</tr>
<tr>
<td>Duration of the Preparation Period</td>
<td>33</td>
</tr>
<tr>
<td>Teacher Education in Pedagogical Studies</td>
<td>44</td>
</tr>
<tr>
<td>Participation in Professional Development Activities</td>
<td>43</td>
</tr>
<tr>
<td>Teacher Education in the Subject Matter</td>
<td>54</td>
</tr>
<tr>
<td>Total</td>
<td>360</td>
</tr>
</tbody>
</table>

Source: developed by the researcher

As indicated in table III above, teacher’s years of experience contributes much to students’ academic performance. This was also captured in the literature review of this study in chapter 5 of this study that the more the time a teacher spends in the field of teaching, the better he or she becomes in all other qualities necessary for improved student academic performance in any learning environment.
The table IV below shows the determinants of teacher qualification and their effects on students found out from the field.

<table>
<thead>
<tr>
<th>Determinates of teacher qualification</th>
<th>Their influence on students learning</th>
</tr>
</thead>
</table>
| Teachers' Formal Education            | • Students orderliness  
                                         • Students motivation |
| Certification and Licensing Status    | • Students stability  
                                         • confidence in class |
| Years of Experience                   | • Achievement of educational objectives  
                                         • Stimulates students interest |
| Duration of the Preparation Period    | • Accomplishments of the syllabus  
                                         • Facilitates timeliness |
<p>| Teacher Education in Pedagogical Studies | • Determines students interest in the subject |</p>
<table>
<thead>
<tr>
<th>Participation in Professional Development Activities</th>
<th>Improves orderliness of the students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>◦ Promotes innovation</td>
</tr>
<tr>
<td></td>
<td>◦ Creativity among students</td>
</tr>
<tr>
<td>Teacher Education in the Subject Matter</td>
<td>◦ Leads to mastery of the subject matter</td>
</tr>
<tr>
<td></td>
<td>◦ Stimulates students to be attentive</td>
</tr>
</tbody>
</table>

Source; developed by the researcher
CHAPTER FIVE

DISCUSSION AND RECOMMENDATIONS

5.0 Introduction

This chapter includes the lack part of this research study. It includes dissuasions, recommendations and summary of the findings in this study.

5.1 Discussion of Findings

Results revealed that the most important aspects of teacher qualification that influence student performance was found to be teachers years of experience and their formal education representing a total of 19% and 18% respectively. Teachers’ education in the subject matter representing 15% and teacher’s license and certification with 14% Duration of the Preparation Period with 9%, Teacher Education in Pedagogical Studies and Participation in Professional Development Activities representing 12% of the responses that were found out in this study.

During the interview with the educational officers from Mubende district education department, it was reported that most schools especially private schools recruit non-licensed teachers with very low degrees and diplomas and has been found to be influencing student performance by 13% out of 360 respondents. Under looking this point has led to poor performance in secondary schools in Mubende district.

Most teachers who were interviewed reported that experience and formal education of the teachers matter a lot in the teachers influence to student academic performance. They added that teacher involvement in activities that are aimed at developing teachers knowledge in the field is also a point to pounder in improving teacher qualification, in fact most teachers asserted that engaging teachers in workshops and training seminars will greatly improve student performance in class and outside class.

Students in the selected secondary schools responded that most of them fail mathematics simply because of teachers methodology and pedagogy. The modes of instruction that the teacher chooses to use in teaching greatly determines student performance especially in science subjects like mathematics.
Most parents responded in support of teachers formal education or level of education influences student performance. They hold that it is the level of the teacher that determines all other factors leading to student poor or better performance in secondary school. Selected parents also urged that teacher’s behavior and moral conduct in and outside classroom mainly depends on their level of education and that experience has a big role in fostering good grades.

5.2 Summary and conclusion
In conclusion, this study was carried out to investigate on the influence of teacher’s qualifications on their performance in Mubende district, two schools that is;

1. Kasenyi secondary school
2. St charselwanga secondary school

were randomly selected to be the study area of this study and the sample size was drawn from these schools which were teachers, head teachers and students in addition to parents and representatives from the educational department at the district and national center of curriculum design and development.

The results found out that teachers formal education, Certification and Licensing Status, Years of Experience, Duration of the Preparation Period, Teacher Education in Pedagogical Studies, Participation in Professional Development Activities, Teacher Education in the Subject Matter were determinates of teacher qualification and influenced student performance in Mubende district. These factors were linked to teachers performance in and outside class and the results were positive. The study found out that there is a strong positive relationship between teacher qualification and student academic performance.

5.3 Recommendations from the study
Based on the findings, the researcher made some recommendations as follows;

The study recommends that the government should extend strict enforcement on schools recruitment of teachers to ensure recruitment high quality of teachers especially for science subjects.
Teacher qualification was found out to be the biggest determinant of student performance, therefore the researcher recommends that schools put more emphasis on developing teachers qualifications and quality in through teacher training seminars and workshops in order to improve students' performance in secondary schools in Mubende district.

Parents are recommended to be everyday observers and supervisors of teacher performance through visiting schools and checking students work in their study books.

Students are also argued to develop a positive attitude towards their teachers and do as instructed such that they can get the best out of their teachers.

The study recommends that teachers focus on developing their skills through attending workshops and teacher training seminars as well as upper-grading their levels of education.

5 Recommendations for further studies

Based on the situation in Mubende district, the researcher recommends that further studies be conducted about the following fields:

1. The impact teachers methodology on student academic performance
2. The relationship between teacher qualification and academic performance in science subject in secondary schools
3. The impact of teacher absenteeism on student academic performance.
References


Uganda national examinations board (UNEB) Portal 2017-2018

Performance of public schools article by the observer Uganda, February 2018

Wikipedia-and google maps Mubende district historical background and location


APPENDICES

APPENDIX: A

QUESTIONNAIRE FOR THE RESPONDENTS

Dear respondents

I am Nankabirwa Lydia and a student of Kampala International University pursuing a Bachelor's degree in arts with education. I am carrying out a study research entitled **the impact of the teacher on student academic performance.** You are among the respondents randomly selected to provide information. Please you are requested to respond to the questions by ticking on the appropriate box or write a brief statement where applicable. The information provided will be kept confidential and will only be for academic purposes.

SECTION A

1. BIO DATA OF THE RESPONDENTS

Instructions tick where appropriate

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Gender</td>
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2. Age

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<tr>
<td></td>
<td>18 – 30</td>
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<td></td>
<td>51 – 60</td>
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<td>61 – Above</td>
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33
### Level of Education (Tick where appropriate)

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<th>Diploma</th>
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<tr>
<td></td>
<td></td>
<td>B</td>
<td>C</td>
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### Marital Status

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### Occupation

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<tr>
<td>Doctor</td>
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<tr>
<td>Soldier</td>
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<tr>
<td>Specify</td>
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SECTION B:

DETERMENS OF TEACHER QUALITY

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1- Agree (A), 2- Not Sure (NS), 3 - Disagree (D)

Tick where appropriate

<table>
<thead>
<tr>
<th>STATEMENT</th>
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<th>NOT SURE</th>
<th>DISAGREE</th>
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<tr>
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</tr>
<tr>
<td>Years of Experience</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Duration of the Preparation Period</td>
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<td></td>
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<td>Teacher Education in Pedagogical Studies</td>
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<td>Participation in Professional Development</td>
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<td>Activities</td>
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<tr>
<td>Teacher Education in the Subject Matter</td>
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</table>
**SECTION C**

**WHAT CAN BE DONE TO AVERT THE THIS PROBLEM**

Using a Likert scale of 1 – 3 to rate the following alternatives from A – I where 1 - Agree (A), 2 - Not Sure (NS), 3 - Disagree (D)

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>AGREE</th>
<th>NOT SURE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit experienced teaching staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organize teacher training seminars and workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage teachers to certify and license their transcripts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improve on the existing Teaching methods of instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retain teacher in schools to increase their experience</td>
<td></td>
<td></td>
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</tr>
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</table>
I want to thank you for taking your time to meet with me today. My name is Nankabirw Lydia and you have been purposively selected to be interviewed because of your strategic position in new vision. This interview is designed to assist me to complete an academic research project on the influence of teacher the on student academic performance. This research is a partial fulfillment for the award of bachelors of Arts with education and the interview will take about 15 minutes. All responses will be kept confidential and will purely be for academic purposes.
1. How is teacher qualification affecting the academic performance of the students?

2. What is the role of the teacher on the performance of the students’?

3. Does the quality of the teacher really determine the student performance?

4. How can teacher qualification influence student performance?

5. What is the most likely outcomes expected from a leis-fair teacher?

6. What is the role of the teacher in classroom organization and how does this foster student performance?

Thank you for your cooperation.
APPENDIX C:

ACCOUNTABILITY AND EXPENDITURES(February 2018-August 2018)

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</tr>
<tr>
<td>Internet</td>
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</tr>
<tr>
<td>Transport</td>
<td>100000</td>
<td>100,000</td>
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<tr>
<td>Calculator</td>
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<td>Air time</td>
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<tr>
<td><strong>Total</strong></td>
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<td>285,000</td>
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## APPENDIX D: ACTION PLAN

February 2018-June 2018

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<th>months</th>
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<th>M2</th>
<th>M3</th>
<th>M4</th>
<th>M5</th>
<th>M6</th>
<th>M7</th>
<th>PERSON RESPONSIBLE</th>
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</tr>
</tbody>
</table>


DECLARATION

I Teyerabira Rechael declare that this dissertation is my work and has never been submitted for the award of any academic qualification before.

Signature: ........................................... Date: 8th October 2018

TEYERABIRA RACHEAL
This dissertation entitled ‘working conditions and teacher performance in primary schools in Makindye municipality in Kampala city’ was done under my supervision and has been submitted to the College of Education, Open and Distance Learning at Kampala International University with my approval as the supervisor.

Signature ........................................ Date ........................................

KAMULEGEYA SIRAJE
DEDICATION

This dissertation is dedicated to my dear parents, relatives and friends.
ACKNOWLEDGEMENT

My appreciation goes to all those persons who made this study a reality. I am grateful to the academic staff of the College of Education, Open and Distance Learning at Kampala International University and the respondents who participated in this study. Thanks also go to my dear parents, relatives and friends for their support towards my education. God bless you all.
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KEY TERM

Performance: Output of the teacher in doing his work at school.
ABSTRACT

This was an exploratory study about the working conditions and teacher performance in primary schools in Makindye municipality in Kampala city. This was after the realization that many Ugandan teachers were not satisfied by the conditions of their work [lower salaries, unsupportive parents, lack of career development, job insecurity, undisciplined pupils, lack of stipends, etc.] and this was bound to affect the teaching-learning process. The study specifically sought to achieve the following objective: to find out the factors which influence the performance of primary school teachers in Makindye municipality in Kampala City. To achieve the stated objectives, the study was guided by the following research question: what factors influence the performance of primary school teachers in Makindye municipality in Kampala City? The study design took the form of a case study of Makindye municipality. The study also involved purposive sampling in which the data sought were qualitative. A purposively selected sample of five primary schools and 50 respondents was involved in the study. The data were collected using interviews and observations for primary data and documents analysis for secondary data. The data were analyzed qualitatively through content analysis, literal description and narrations of the emerging issues out of which authentic conclusions were drawn. The study found out that the performance of primary school teachers in Makindye municipality is determined by a multiple of factors that included salary, training, administrative, parental and community support, school culture, motivation and emotional strength. The study recommends that education planners, policy makers and other stakeholders should consider the working conditions of teachers as a major determinant in the efficacy and efficiency of the teacher to guide the teaching-learning process. This calls for incentives, policies and programs that enhance the esteem, confidence and satisfaction of teachers. For example, scholarships or loans for the teachers' education, stipends for teaching in areas typically hard to reach, discounts, coupons and medical insurance among others. The study also recommends the alignment of teacher salaries with other fields as an ideal intervention to make the education profession attractive. Counseling should be made part of the induction process of teachers as one way of reassuring them and creating conducive working conditions. The study concludes by noting that the working conditions and the performance of primary school teachers in Makindye municipality will continue to be dismal given the indifference and prejudices of the education planners, policy makers, politicians and other stakeholders about the plight of Uganda's teachers. This will continue not until those who wield influence and power realize the importance of teachers in nation building and the transformation of society.
CHAPTER ONE

INTRODUCTION

1.1 Introduction

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

1.2 Background to the study

Teaching as a profession was highly placed and regarded as a noble career in society. Before independence in Uganda, there was a strong expectation that a teacher would be highly knowledgeable and skilled, with a high sense of human dignity and strict attitudes and highly committed with ability to execute his/her duties with affection. Indeed, society held great virtues about a teacher as a model in society, which earned him/her respect and honor. However, the accumulative effect of economic, political, and social changes since 1962 have depressed the public image of the teacher and assigned the profession a lower status than it once enjoyed. In the African traditional society, education was a very important aspect in the economic, social and religious spheres of life. Teachers were mostly the parents and all the responsible grown up citizens in a society, teaching basic knowledge, skills, desirable social behavior. The school was the homestead, the fireplace was the classroom and where human activity took place was the laboratory. If the boys and girls grew to maturity lacking in knowledge of essential skills social department within a particular community, their parents were blamed for having failed in their duty to educate them, while the parents performed their noble job of teaching their children. Society also joined them especially where discipline and social values and interactions within society were concerned. There were also specialized teachers like black smiths, herbalists, craftsmen and potters. Knowledge and skills were passed on freely for the good of the society and individualism was unheard of.

The missionaries were very few and therefore could not adequately handle the overwhelming numbers enrolled for baptism 'n order to combat this problem, they divided the class into small groups the most t and brightest students to be in charge of smaller groups. Inevitably
these bright candidate-, were offered some kind of coaching in the art of transmitting the new knowledge about Christianity. When the teaching of reading and writing as well as carpentry and brick laying started, missionaries had to give more organized training to those who desired to train as teachers. By 1920, some mission posts like Namirembe Hill had been earmarked as special places where teachers would be trained and arrangements were made to provide tutors and training materials. In 1925, the British colonial government gained active participation in education and consequently set up a department of education under Director Eric Hussey. The department directed all missionary groups to establish formal Teacher Training Schools with competent and qualified manpower to train primary school teachers. Each mission responded by establishing what were known as "Normal Schools" in each of the linguistic areas to teach the local language. Government also initiated the training of teachers at Makerere College School in 1925 to handle primary five arc six which led to the establishment of the faculty of Education.

The respect and honor by the teacher, and the confidence which society had embedded in him or her continued up to the time of independence. The first political parties were formed on religious backgrounds and schools became political arenas, inevitably attracting very attractive and vigorous participation of the teachers (Mamdani 1074:248). It was _ profession (teaching) was linked to divisive elements of religion, politics and tribalism. The church which had initiated an institution which gave birth to sacred profession and earned teachers a special status in society was the same church which embraced politics which later discredited them. Teachers got deeply entangled in politics and their neutral and respectable positions' greatly compromised their status. Teachers, who were once honored, started to be attacked openly in parliament and elsewhere in public places. Independence came with new and lucrative opportunities which caused brain-drain in the teaching profession. Teachers used their education and enlightenment to join district councils, legislative assemblies of kingdoms, as well as becoming branch leaders and interpreters of their political philosophies (Mamdani 1974:249).

As a result of the undergoing event, it is not surprising that by 1972, there were two
categories of teachers namely Grade II teachers admitted to Teacher Training colleges (TTCs) for four years after primary seven and posted to teach lower grades of primary one and primary four. There were twenty one teacher training colleges (TTCs) offering grade II teaching courses and two provided in-service training. Another category was that of grade III teachers admitted for two years after senior six and on completion they were posted to teach upper primary, primary four up to primary seven (P.4 -p.7). There were Teacher Training Colleges (T.T.Cs) which offered Grade III Teachers' Courses. At that time there were twenty two thousand thirty (22,030) teachers in government aided primary schools, nineteen thousand five (19,005) of whom were qualified and three thousand twenty five (3,025) licensed (Tiberondwa 1975:424). The infiltration of unqualified personnel in the teaching profession greatly lowered its status since it was assumed that anybody could teach. The teaching profession has not ceased to suffer deterioration as a result of ineffective recruitment and training as well as poor conditions of service. The various attempts to revolutionize teacher education which include the phasing out of Grade 11 teachers, raising entry points into TTCs and free primary teacher education have not yet yielded any much positive results. As Tiberondwa (1975) put it, the teacher has become like any other ordinary person; and anybody can be called a teacher whether trained or not. Poorly performing students at O-Level can be recruited and the condition of work continues to deteriorate as teachers can hardly afford any basic minimum standards of living.

1.3 Statement of the problem

The recruitment of teacher-trainees in Uganda is based on very low standards and those who join the profession do it not out of any exalted sense of vacation, but rather out of necessity. Teacher training colleges do not attract bright students but usually those who perform poorly and yet consider teaching as a last resort. Amidst the protracted public concern about the quality of primary education in Uganda today, attention must inevitably be directed to the selective recruitment based on academic excellence as a pre-requisite to effective teacher training. Primary Teachers Colleges (PTCs) formerly known as TTCs produce poorly trained teachers who cannot competently handle the teaching learning processes. Indeed, teacher education courses in Uganda today conform more to a mere certification than a genuine
professional development process. Teacher trainees need only to learn to demonstrate a narrow range of contrived competencies in order to be favorable be examined and certificated as teachers'. TTCs suffer from lack of laboratory equipment, library facilities and Audi-visual aids resulting into ineffective training and poor quality of graduates produced. Evidently, the training is theoretical and elitist who leads to the inability of teachers to demonstrate the skills and knowledge learnt in colleges to the learners. Poor working conditions particularly the low starting pay of 148.360/= per montli, which does not greatly improve even after long service, place teachers at a lower social status compared to other professionals. Many who join the profession use it as a springboard to join other lucrative fields while those who stay constitute a class of disgruntled teachers who cannot perform to the expected standards hence adversely affecting the quality of education. The majority of teachers have no choice but to be posted to rural areas where the situation is very pathetic due to lack of access to clean water, reasonable accommodation, and social amenities like medical care, electricity and good roads.

1.4 General objective

The purpose of this study was to investigate the working conditions and teacher performance in primary schools in Makindye municipality in Kampala city.

1.5 Specific objective

The study was guided by the following specific objective:

1. To find out the factors which influence the performance of primary school teachers in Makindye municipality in Kampala City.

1.6 Research questions

To achieve the stated objectives, the study was guided by the following research questions:

1. What factors influence the performance of primary school teachers in Makindye municipality in Kampala City?
1.7 Significance of the study

Data on the working conditions and teacher performance in primary schools Makindye municipality in Kampala city are sketchy and often generalized. Most studies give a general view of the country as a whole. This study was prompted by the fact that the training of primary school teachers in Uganda continues to degenerate and assigning the teaching profession a lower status every other day. The findings, conclusions and recommendations will hopefully, benefit the promoters of education of the girl-child (i.e., politicians, government, non-governmental organizations (NGOs), activists, academics, mothers, teachers, educationists and opinion leaders). Thus, they will have to base their decisions and actions on researched information. The researcher hopes that this study will form a basis for further research into the working conditions and teacher performance in primary schools across Uganda.

1.8 Scope of the Study

The study focused on the working conditions and teacher performance in primary schools Makindye municipality in Kampala city. The study was qualitative and conducted in July 2018 using a case study design and purposive sampling technique. A sample of 50 respondents from Kansanga ward was selected for the study. The respondents included: politicians, government officials, NGOs workers, academics, students, educationists, activists, teachers and opinion leaders. The data were collected using interviews and observations [for primary data] and documents analysis [for secondary data]. The theme investigated included: factors that influence the performance of primary school teachers in Makindye municipality in Kampala city.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature reviewed in this chapter focused on the working conditions and teacher performance in primary schools which all relate to the objective of the study.

2.2 Working conditions and teacher performance

However the choice to recruitment into the teaching profession is influenced by remuneration, working environment accommodation, security of tenure, social benefit and welfare, organization (Union), promotion and code of conduct all of which constitute the teachers working environment.

Moralists might argue that for teachers with a proper commitment to their profession, the ethos and reputation of the individual school will always be a more potent influence than the popularity of its location, per se. Urwick (1985:16) argues that a school can compensate for a location, which has few facilities if it offers staff housing of good quality as a factor in raising the teachers' morale in a rural setting. Both the moralists and Urwick leave out import aspects in the plight of teachers especially in the Ugandan situation where most schools are found in rural areas. This research discusses factors like inaccessibility to clean water, social amenities and transport, which characterize the life of a Ugandan teacher.

Zymelman and Destefano (1973), contend that Primary education in sub-Saharan Africa is facing an uncertain future. They focus on the progress of education since independence bypointing out the overwhelming enrollments and the constant recurrent expenditures, which make the situation more precarious. Although they discussed some issues about the recruitment of teachers, these scholars did not bring out the problem of licensed teachers and their effect in diminishing the status of the teaching profession in Uganda. This study endeavours to examine the case of UPE in Uganda and the quality of primary education arising out of the recruitment of license teachers.
In light of the above literature review, this study sought to cover the three salient issues in the history of teacher education that is recruitment, training and the terms and conditions of service for primary schools.

Maloba (1998: 127) asserts that there was a time when the role of the teacher in education was as obvious as the role of the parent in a family, be it mother or father. He further contends that the teacher is a relatively less constant factor today that in the past and that equally so, the teacher himself has become even a less constant factor in the education. Although the author gives some insight in both the past and the present about the teaching profession, he does not adequately reflect on the factors in the social, political and economic spheres which have made the teacher a less constant fact in today's Uganda. This research work shows cause as to why the position of teachers needs to be emphasized in Uganda as people who greatly influence the quality of education.

Sills (1968:563) affirms that the disjunction of training and work, which prevents the transmission of usefully exact knowledge of what to expect in an actual teaching situation, undoubtedly helps the school system to recruit young teachers. His argument coincides with that of Gurrey (1963:48), who asserts that teachers who come out of the Teacher Training Colleges are those with little capacity for study in depth or development of thorough controlled skill and that some of the products of teacher training colleges are "skilled technicians but defective human beings". The latter went ahead to argue that teacher training colleges, like any other institution need recruits of high ability committed to a lifetime career, in a word, according to him they need professionals. Nevertheless, the two authors did not exclusively look at academic potential of teacher trainees who are recruited and how their academic background affects their training and subsequently their work in the field.

The government White Paper on Education (1992:14) clearly points out that the curriculum used by Teacher-Training Colleges must be assessed in light of its usefulness and effectiveness in feeding and promoting thought. Thought that enlarges the teachers' world, equips him/her for work and place in the community, and that enhances his value as a person.
The gap that this research work endeavors to bridge is the emphasis on the urgent need to re-organize teacher education curriculum by the application of curriculum analysis technique, to the end that curriculum development becomes a means of continuous upgrading of quality instruction and training.

Farrant (1964:4) emphasized that the education of a good teacher is something much more interesting, more extensive and more challenging than a professional training. Jacks (1962:159) puts it even better when he wrote that teacher training calls for a dual approach: helping the teacher trainee to consider the educational basis of teaching and training in how to exercise the essential skills of learning and teaching. However, the two authors missed out one crucial element of continuous professional development, which formulates the core of the teaching career. This work explores the opportunities of education and training and the linkages between T.T.Cs and the schools for which they produce teachers.

A number of arguments have been propounded as to whether teaching can be regarded as a profession like that of doctors and lawyers. Tiberondwa (1975:424) argues that there is no unanimity about professionalism in teaching because anybody can be called a teacher. His argument is in line with the historical perspective where the number of professions were restricted to members of the clergy, medical doctors and lawyers. However, Jones (1962:1) adopts a moderate usage of the word "Profession" and teaching that takes place besides the other recognized professions because teachers have the expertise that result from specialized training. Perhaps what the author needed to emphasize is the need to form powerful professional organizations through which teachers can control their conditions of work, and the acceptance of members into their profession, which is part of the focus of this stuck

In launching the second National Development Plan 1970-74, the federal government of Nigeria attributed the high dropout rate in primary schools to poor quality of teaching (Nwangwu 1981:81). This scenario has engulfed the education system in Uganda especially at the primary school level. The general public and government blame teachers for the alleged fall in education standards while teachers blame government of not equipping
schools and the failure in creating conducive working environment. However, as barrel and Joao (1993:5) put it, the best possible quality in the work force is achieved as a result of the policies pursued by government and their relevant ministries. This research work has taken into account the interplay of certain critical variables that influence the teaching career in terms of government policies. Tibenderana (2003:161), while dealing with education and cultural change in Northern Nigeria, asserts that the teaching profession has been unpopular the world over largely because it is generally poorly paid: He examined the effect of poor payment that led school leavers to prestigious vacations even if teachers actually earned more. The same scenario was cited by Mamdani (1974:369) at the time when Uganda was undergoing educational structural changes. Nevertheless these authors did not pay attention to the attitude of school leavers, especially those who perform well, towards TTCs and the recruitment which is based on a very low grades.

Everrete (1966:6), while discussing army life observed that men from rural background were usually in better spirits during service than those from city backgrounds. Likewise, Obasi (1987:77) found out that there is a preponderance of students from low social class background amongst the recruits into teacher education in Nigeria. Studies of social origin of students such as those of Floud and Scot (1961) and those of Merce and Fosyth (1975) consistently demonstrate that students from low social class background constitute a higher percentage of recruits into teacher education in Britain. This background was used to establish the facts concerning social background in the recruitment of teachers in Uganda.

Ssekamwa and Lugumba (1970:66), examine the efforts undertaken by the Uganda teachers to form viable organizations as negotiating machinery to collectively articulate their plight. Whereas the authors applaud the Uganda Teachers Association, a lot has to be done if the teachers have to gain their full potential in determining what accrues to them in the delivery of their services. This research work explores ways in which Teachers' Organizations can consciously register success in contending and articulating for the rights of teachers in Uganda.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the research design, sample framework, sample size, methods of data collection, data analysis and limitations of the study.

3.2 Area of study
Makindye Municipality lies within Kampala City (i.e., one of the five municipalities of Kampala City). Makindye Municipality hosts numerous primary schools both private and government and home to numerous universities.

3.3 Research design
The research design involved the use of a case study of Makindye division for a holistic analysis. The respondents presumed knowledgeable on the topic were selected using purposive sampling. This enabled the collection of only relevant and focused data. The data collected were qualitative and obtained through interviews and observations [for the primary data] and the review of literature [from journals, textbooks and official documents] for secondary data.

3.4 Target population
This consisted of politicians, government and NGO officials, academics, activists, educationists, teachers and opinion leaders from Makindye division and presumed knowledgeable on the working conditions and teacher performance in primary schools in Makindye municipality.

3.5 Sample framework and sample size
A non-probability sampling technique involving purposive sampling was used to select the respondents. Therefore, the researcher had to identify the respondents who could provide useful data. Fifty respondents participated in the study. The respondents included: politicians, government and NGO officials, students, educationists, academics, activists, teachers and opinion leaders. The data were collected using interviews and observations [for primary data]
and documents analysis [for secondary data]. The data saturation point was realized after engaging 50 respondents in the interviews. It was then assumed that no more new information was likely to emerge and accordingly the sample size was determined and not being fixed in advance.

3.6 Data collection

3.6.1 Primary data

Primary data were collected using field observations and interviews.

3.6.1.1 Interviews

The researcher held face-to-face interviews with the respondents to get the views on working conditions and teacher performance in Makindye. The researcher formulated an interview questionnaire [questionnaire schedule] in which both structured and unstructured questions were used. With structured interviews a list of open-ended questions were asked to all respondents in the same manner [appendix A]. With unstructured interviews, the researcher asked questions according to the responses from the respondents.

3.6.1.2 Observations

The data that could not be captured through the interviews were gathered using disguised observations. Thus, a list of items to be observed was made. It consisted of formal and informal activities, school facilities, pupils and poverty indicators [appendix B] found in the study area. During observation, the researcher noted in his diary the relevant issues related to the objective of the study.

3.6.2 Secondary data

This was gathered after the review of journals, official records, government publications, reports and internet search.

3.7 Data analysis

The data analysis proceeded by first editing the data to rid of it of inconsistencies. Themes for discussion related to the objective of the study were then created. This was followed by the qualitative analysis of the data (i.e., the literal description, narration and content analysis of the emerging issues). Authentic conclusions were then drawn from the data.
3.8 Limitations of the study

The study on working conditions and teacher performance in primary schools could have been carried out in the whole of Kampala, however, the case study design and purposive sampling technique relegated the study to a relatively smaller area of Makindye municipality. The qualitative nature of the study also made the interpretation of the findings highly subjective. The tools that were used in data collection (i.e., observations and interviews) also have their own shortcomings. Further, the study was conducted for a short period of time for only one month in July 2018 using a relatively small sample of 50 respondents. This limited the scope of the data collected. The methodological shortfalls could limit the generalization of the study and lower its validity and reliability.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This study investigated working conditions and teacher performance in primary schools in Makindye municipality in Kampala city. This was after the realization that working conditions and teacher performance in primary schools in Makindye municipality were alarming. The data collected were qualitatively analyzed by the literal description and narration of the subject matter (i.e., content analysis of the emerging issues) followed by the making of authentic conclusions and quoting extensively in verbatim. The analysis, interpretation and discussion of the findings are presented under the following subsections that relate to the objective of the study: factors for the performance of primary school teachers in Makindye municipality and working conditions of primary school teachers in Makindye.

4.2 Performance of primary school teachers in Makindye municipality

The objective of this study was to find out the factors for the performance of primary school teachers in Makindye municipality. The results showed that the performance of primary school teachers in Makindye municipality rested on a combination of factors that were social, economic, school and cultural and academic.

4.2.1 Quality of the teacher recruits

The study revealed that majority of the teacher trainees had poor grades at O-Level passing either in third or fourth grade and few were passing in division one. This indicates that very bright and good performing students do not normally opt for the grade III teaching course. With the low quality recruits, performance of primary school teachers in Makindye municipality was likely to be abyssal.

4.2.2 Negative attitudes of teachers

The study revealed that if one’s perception of the profession is positive, he is likely to be competent in his work and vice versa. An a bid to ascertain the relationship between the negative perception of student teachers about the teaching profession and how it affects their training a triangulation question was asked about their performance during their
course of training. Out of the eight tutors non committed him/herself to say that the performance was excellent one said it was good, four as it was fairly good and three said needed improvement. Therefore, the perception of teacher (attitude) influenced training to the effect that if it is negative, the performance will definitely be poor.

4.2.3 Reasons for choosing teaching

The study revealed that teachers gave varying reasons for their choice of the teaching profession. 14.4% chose teaching because they wanted to use it as a spring board to further their education and join better profession. Other reasons included: easy entry 16.4% lack of funds 4.9% respectable job 11.5% etc. this clearly indicates that most teachers joined the profession for reasons other than an exalted love for teaching.

4.2.4 Training of primary school teachers

The study revealed that in-service training program affects performance of teachers. Focus was the location of primary teacher training colleges, content between the practicing teachers and the colleges, staffing position of primary teachers’ colleges, qualification of center co-coordination tutors the pre-service and in service modes of teacher training and performance of teachers trainees. Fourteen out of twenty students trained in colleges outside their locality and were not teaching in their villages. This affects the retention of teachers especially in districts like Kampala which don’t have such a facility.

4.2.5 In-service training program

The study revealed that in-service training program affects performance of teachers. Out of 262 schools within 6 coordinating centers only one hundred and three in-service teacher trainees were enrolled representing 38.6%. Given the above figures, one would comfortably say that in-service training of primary school teachers is not viable due to poor enrolment. After eight years of implementing TDMS. Most of the licenses teachers have been trained and the traditional way of teachers training (pre-service) should be emphasized. This would be more cost effective and also allow time CCTs to give support to the practicing teachers. The working environment and training of primary teachers focus was on the remuneration of primary schools, the teacher/pupil ratio, infrastructure in primary schools and morale of teachers, allowances, and discipline of teachers.
4.2.6 Teacher-pupil ratio

The study revealed that teacher-pupil ratio affects performance of teachers. The division ceiling as per the ministry of education and sports stands at 1.61 teachers/pupil ratio. As seen from the above table, the teacher/pupil ration is very high implying an easy burden on the part of the teachers in terms of preparation for lessons, teaching and marking of pupils work. The above situation is worsened by the inadequate classrooms which is a problem in almost all the schools. Whereas the district average pupil/classroom ratio is at 86.1, there are overwhelming revelations especially in the rural areas. Seventy-five of the schools do not have adequate classrooms to accommodate the number of children enrolled. Schools resort to tree shades and it is normally the infant classes that suffer leading to a poor foundation which consequently affect the quality of earning. If primary children are congested or learn from outside they get little attention from teachers and fail to develop their writing and reading skills.

4.2.7 Allowances and other fringe benefits

The study revealed that the introduction of UPE in 1997 and the subsequent abolition of PTA fees left teachers in the cold especially those who are not teaching in schools with mini boarding facilities. Out of the 12 schools visited, teachers in Makindye Primary school indicated an offer of PTA allowances; however, the rest indicated that on any form of allowances is given to them at all. Makindye Primary school is a semi-urban school and the rest of the schools are rural. The conclusion is that it only schools in the urban and semi-urban areas that give PTA. Allowances to their teachers. Teachers of P.7 and P.6 are, in addition given extra lessons allowances, but other allowances including duty, housing medical and transport are not being given.

4.2.8 Discipline of teachers

The study revealed that the discipline of teachers affects performance of teachers. Like members in the civil services, teachers have rules and regulation and are liable to discipline measures in case of any deviations from the norms of the profession. However, when head teachers was asked about their mandate to discipline teachers, they confessed that they are limited in many ways. Almost all the head teachers indicated that they are limited to talking, warning and later submitting indiscipline casa to the B.E.O, who in most cases not
submit these cases to the services commission. The major hurdle is bureaucracy, which has led to relaxation of teachers on observance of their professional ethics hence indiscipline. When the district education was approached to verify the claim, he content ended that head teacher fail to build cases and more often than not, there is no supporting evidence in their submissions. In such circumstances it is very hard to prove a case against unless there is evidence and following of procedures.

4.2.9 Attitude of the community about teachers

The study revealed that teacher performance was in respect to social aspects of teaching the extent to which education is ranked and teachers held in low regard. While schools long been considered important and influential institutions, public support for them, has continually showed fluctuating trends. After the introduction of UPE in 1997, with the subsequent decline in the quality of primary education where children have exhibited inability to read and write, public opinion towards teachers has greatly changed. The table below tries to illustrate public attitude towards schools and teachers. About teachers’ salaries, the indication by the public is that what is given to teachers is just enough for their services. This means that the public is not willing to give financial support to teachers in order to improve on their efficiency in the execution of their duties. The perception of teacher’s trainees about the teaching profession automatically changes because they are aware that even if they trained services will never be appreciated by the public.
CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the conclusion, recommendations and areas for further research. The first section is about the conclusions based on the finding on the study. The second section gives recommendations drawn from the conclusion. The third section puts forward possible areas for further research.

5.2 Conclusion

Based on the findings of the study, the following conclusion was drawn:

The study concludes by noting that the performance of primary school teachers will remain abyssal due to tough socio-economic conditions and this will for the years to come persist not until the causes that are deeply rooted in the economic and socio-psyche of society are addressed.

5.3 Recommendations

In view of the above conclusion, the researcher made the following recommendations:

The study recommends that education planners and policy makers should consider job satisfaction of teachers as a major determinant in the efficacy and efficiency of the teacher to guide the teaching-learning process. This calls for incentives, policies and programs that enhance the esteem, confidence and satisfaction of teachers. For example, scholarships or loans for the teachers’ education, stipends for teaching in areas typically hard to reach, discounts, coupons and medical insurance among others

5.5 Area for the further research

This study investigated the working conditions and teacher performance in primary schools Makindye municipality in Kampala. However, there is need to investigate the remediation strategies to enhance teacher performance in primary schools.
REFERENCES


APPENDIX A

Interview guide for key informants

1. Why did you join the teaching profession?
2. Are you satisfied to be a teacher or are there regrets?
3. What makes you to be satisfied or dissatisfied as a teacher?
4. Do you see your future in teaching?
5. How is your job performance as a teacher?
6. What factors affect job performance of teachers?
7. What is the way forward for improving job performance of teachers?
APPENDIX B

Observation checklist

1. School infrastructure (e.g., classrooms, library, teachers' houses, etc.)
2. Organization of the school
3. Behaviors or conduct of teachers, pupils and parents
4. Number of teachers versus the number of pupils