

**THE IMPACT OF WORKING CONDITIONS ON TEACHERS TRAINING
IN UGANDA. A CASE STUDY OF PRIMARY SCHOOL TEACHERS IN
KAMULI DISTRICT**

BY

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**A RESEARCH REPORT TO BE SUBMITTED TO THE COLLEGE OF
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DECLARATION

I **OJAMBO JUSTINE** I do hereby declare that this study is my original work and has not been submitted in any other University for any award.

Signature.....


OJAMBO JUSTINE

DATE.....31/08/2017

SUPERVISOR'S SHEET

I confirm that this research was carried out by this candidate under supervisor.

Mrs Taligoola Nabuseta Deborah

Sign.....

Date:.....31st August 2017.....

DEDICATION

I dedicate this research to my only and only beloved mother DR. REBECA NAGADYA, my father DR.OJAMBO CHRISTOPHER, my sister Aggie, Clare, Esther and my beloved friends Ali, Derrick for the great encouragement and support towards the struggle over this award. May God reward them abundantly.

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To all I say God bless you abundantly

ABSTRACT

The study forth to investigate the working environment of teachers trainee that affect both the recruitment and training hence poor quality of education on which the researcher did this study in Kamuli district primary teachers college. He used the questionnaires as his instrument and computed them using the computer to tabulate.

With question of community attitude about the school findings show that the introduction of UPE it resulted into poor performance of learners who later resorted to education as there last opinion.

With findings of question of level of student's performance and teacher's academic performance it too indicates that those who passed with lower grades had resort to teaching as their last opinion since other courses required higher performance thus becoming an impact towards recruitment of teacher training.

According to this study, recruitment is a process which is initiated at the moment a school leaver makes the option to join a teacher training institution, through training and development of a profession. Therefore the main objective of this study is to assess how the working environment of teacher trainee affects the recruitment and training. The poor working environment assigns teaching a low status which leads to the recruitment of poor performance school leavers' teacher trainee who join the profession not by design but by coincidence. Choosing the profession because everything else has failed due to poor performance consequently sends to college teacher trainees who are defective and unable to undertake the rigorous course of two years. Significantly, this study will be useful to policy makers in reviewing and setting better working conditions which attract bright candidates who have teaching as their first choice and can completely undertake the 2-year teaching course. This study hinges on the system theory, which suggests that in a system each part must in union so as to produce results. In this context working conditions, recruitment and training a perceived as part of a whole to the effect that if one is defective then the system is paralyzed. Indeed findings shows that working conditions cause detest for teaching leading to attraction of academically unsound trainees hence defects in training due to incapability. Young people want to be identified by respectable and paid professions where the teaching fraternity falls far short from this.

TABLE OF CONTENTS

DECLARATION	i
SUPERVISOR'S SHEET	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
LIST OF TABLES	ix
 CHAPTER ONE	 1
INTRODUCTION AND BACKGROUND.....	1
1.0 General introduction/background	1
1.1 Statement of the problem	3
1.2 Scope of the study	4
1.3 Objectives of the study.....	4
1.3.1 Specific objectives.	4
1.4 Significant of the study.	5
1.5 Summary	6
 CHAPTER TWO	 7
REVIEW OF RELATED LITERATURE	7
2.0 Introduction.....	7
 CHAPTER THREE.....	 11
METHODOLOGY.....	11
3.0 Research design.....	11
3.1 Area of study	11
3.2 Sampling procedure and sample size.	11
3.3 Instruments.....	11
3.4 Interviews.....	11
3.5 Questioners.....	12
3.6 Documentation	12

3.7 Procedure	12
3.8 Data processing and analysis	12
CHAPTER FOUR.....	13
PRESENTATION, DISCUSSION AND ANALYSIS OF DATA.....	13
4.0 Introduction.....	13
4.1 Recruitment of teacher trainees.....	13
4.2 Academic performance	14
4.3 Teacher- training perception of the teaching profession.....	16
4.4 Reasons for choosing teaching.....	16
4.5 Order of choice before joining P.T.C.....	17
4.6 Location of teachers training colleges	18
4.7 Performance of teacher trainees.....	19
4.8 Teacher/pupil ratio	20
4.9 Discipline of teachers.....	23
4.10 What is the attitude of the community around your school about teachers?	24
4.11 How many teachers have enrolled in your catchment area since 2002?.....	26
CHAPTER FIVE.....	28
CONCLUSION AND RECOMMENDATIONS.....	28
5.0 Introduction.....	28
5.1 Research question one: How relevant is the teacher training curriculum of primary school teachers.....	28
5.2 Research question two: The effect of academic performance towards teaching professional	28
5.3 Research question three: What is the perception of teacher training towards teaching profession?	29
5.4 Conclusion	30
5.5 Recommendation	30
5.6 AREA FOR FUTURE RESEARCH.....	32
REFERENCES.....	33
APPENDIX A	34

APPENDIX B	36
APPENDIX C	38
APPENDIX D	41
APPENDIX E	43
APPENDIX F	47

LIST OF TABLES

Table 1: Age of Teacher.....	13
Table 2: Location of primary school sampled in Kamuli.....	14
Table 3 performance of teachers at O' level (S.IV)	15
Table 4 performance of student teachers at O'level (S.IV).....	15
Table 5 the position of teaching in the choices made by students teachers.	16
Table 6 reasons for choosing teaching	17
Table 7 order before joining PTC	17
Table 8 location of teachers training colleges.....	18
Table 9Qualification for centre coordinating tutors.....	18
Table 10 performance of student teachers.....	19
Table 11 take away home package for teachers.....	20
Table 12 enrolment and staffing of teachers.	21
Table 13 pupil/classroom ratio.....	22
Table 14 showing allowances for teachers.....	23
Table 15 authority to Discipline Teachers.	24
Table 16 community attitudes towards schools and teachers.....	25
Table 17 primary teachers college enrolled and graduated students of 2002.....	26

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.0 General introduction/background

Teaching as a profession was highly placed and regarded as a “noble” career in society before independence. It 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 parent and all the responsibility growth up citizen in a society, teaching basic knowledge, skills, desirable social behavior and customs. The school was the homestead, the formal place was the classroom and where human activity took place was the laboratory. If the boys and girls grow to maturity lacking in knowledge of essential skills, customs, social department within a particular community their parents were blamed for having failed in their duty to educate them (Sekamwa and Luganda 1973:28) 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. Craftsman and potters. Knowledge and skills were passed on freely for the good of society and individualism was unheard of.

The advent of European missionaries with the introduction of Christianity by the in 1887. A new type of Teacher came on the scene “the pupil/teacher. The missionaries were very few, and therefore could not adequately handle the overwhelming numbers enrolled for baptism classes. In order to combat this problem, they divided the class into small groups the most brilliant and brightest students to be in charge of smaller groups. Inevitably these brought 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 missions' posts like Namirembe Hill had been earmarked as special places where teachers would be trained and arrangement 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 district Eric hussy. The department directed all missionary groups to establish former teacher's training schools with competent and qualified manpower to train primary school teachers. Each mission responded by establishing what ere known as Normal schools in each of the linguistic areas to teach the local language. Government also initiated the training of teachers at Miserere collage of Education.

The respect and honour commanded by the teacher, and the confidence which society had embedded in him/her continued up to the time of independence. The first political parties were formed on religious background and schools become ideal political arenas. Inevitably attracting very active and vigorous participation of teachers (madman 1974:248). It was held that very unfortunate that the most noble and respectable professional (teaching) we linked to divisive elements of religious, political and tribalism. The church which had initiated an institution which gave birth to "sacred" professional and earned teachers a special status in society was the same church embraced politics which later discredited them. Teachers got deeply entangled in politics and their neutral and respectable positions greatly comprised their status. Teachers, who were once honored, started to be attached openly in parliament and elsewhere in public place. 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 under going event. It is surprising that by 1972. There were two categories of teachers namely: Grade II teachers admitted to teachers colleges (TTCs) for four years after primary seven (p.7). There were twenty one teacher training collages (21TTCs) 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 (S.IV) and on completion. They were posted to teach upper primary, primary four up to primary seven (p.4-p.7). There were five teacher training colleges (TTCs) which offered grade ii teachers courses. At that time there were twenty two thousand thirty (22030) 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 determination as a result of ineffective recruitment and training as well as poor condition of service. The various attempts to revolutionize teacher education which includes the phasing out of grade ii teachers, raising entry points into TTC 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; at any body 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 standards of living.

1.1 Statement of the problem

The recruitment of teacher's trainees in Uganda is based on very low standards and those who join the profession do it not out of any exalted sense of vocation, but rather out of necessity. Teachers 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 inevitable be directed to the selective recruitment based on academic excellence as a pre-requisit to effective teacher training.

Primary teachers college (PTC) formerly known as TTCs produce trained teachers who cannot compactly handle the teaching learning processes. Indeed. Teacher education course in Uganda today conform more to a mere certificate than a genuine professional development process. Teacher trainees need only to learn to demonstrate a narrow range of contrived competencies in order to be favorably be examined and certificated as teachers TTCs suffer from lack of laboratory equipments, library facilities and Audi-visual aids resulting into ineffective training and poor quality of graduates produced. Evidently, the training is theoretical and elitist which leads to the inability of teachers to demonstrate the skills and knowledge learnt in collages to the learners.

Poor working conditions particularly the low starting of 148.360= per month, which does not greatly improve even after long services. Place teachers at a lower social status compared to other professional. May 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 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.

1.2 Scope of the study

This study deals with a history of education in Uganda with specific reference to the recruitment, training and conditions of service of primary school teachers in Kamuli; district. A total of 20 schools were selected from the three counties in the district namely Bugabula, Buzaaya and Budiope. The selection was based on at least one school per Sub County. Kamuli district was selected for the study because it has average performance and the results could be used to compare with other districts. The periods of study is between 2000-2008 focusing on the colonial and post independent trends in the history of primary teacher education in Uganda.

1.3 Objectives of the study

General objectives: To assess the recruitment, training and terms/conditions of services for primary schools teachers and how these affect quality of education in Uganda.

1.3.1 Specific objectives.

1. Examine the academic performance and entry qualifications to primary teachers colleges and how they have affected both the training and quality of teachers since 1945.
2. Evaluate the training needs of primary school teachers and their effects on the practical experiences of teachers in the field since 1945.
3. Discuss the changing working conditions of primary school teachers and their effects on recruitment and training since independence.

Hypothesis.

Academic performance and entry qualification into primary teachers colleges significantly affect the training and quality of teachers.

Perception rather than the working condition of primary school teacher's greatly influence entry into the teaching profession.

The investigation into this study was based on two hypotheses. In hypothesis one, it was proved that academic performance of prospective teacher trainees and entry qualification into primary teacher collage significantly affects the training and quality of teachers produced. When the performance is poor and the entry qualifications is how then the training will definitely retrogressively be affected because low achievers do not have the capacity to undertake a comprehensive teacher training course. Consequently once the training is ineffective then the product (commissioned teachers) undoubtedly is of poor quality.

It was also discovered that perception (attitude) of individual of accounts for 40% in influencing the choice of a profession. However, the working condition: remuneration environment access to a social amenities accounts 60% in the post independent.

1.4 Significant of the study.

This study was prompted by the bare fact that the training of primary school teachers in Uganda continues to degenerate and assigning the teaching profession a lower status every other day. "Recruitment attracts academically unproven teacher trainees". The working conditions remain poor and colleges continue to produce poorly trained teachers as a result of lack of adequate training facilities. It is therefore a sincere hope of the researcher that this study will be found significant in the following areas.

The study was useful to policy makers in reviewing and better conditions of service for the teaching fraternity which would particularly change the attitudes of school leavers towards joining the profession.

Teacher education managers and educators would find this study useful in setting better standards for recruitment of teacher trainees in terms of points to primary teachers colleges.

This study was of significance to teachers educators in designing training programmes (both pre and in-service) as well as providing better continuous profession development (CPD) courses for the practicing teachers.

The study was to guide the leaders of teachers' organizations/unions in forming viable and powerful negotiating machinery in a bid to effectively represent and articulate teachers interests hence improve their conditions of service.

It was useful in sensitizing the stakeholders especially the parents in development a sense of shared responsibility in the education of their children rather than condemning teachers when things don't go well in the teaching/learning of children.

1.5 Summary

It is upon a background that the researcher was implored to investigate into working environment, recruitment and training of primary teachers in Kamuli district so as to come up with viable solutions intended to improve the status of teachers hence quality of education.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

There is substantial literature on the teaching profession and particularly teacher education; however, it has shortcomings in relation to the theme of this study. No deliberate attempts have been undertaken to explore the trends in the history of teacher education and how the teaching profession has, since independence, degenerate into a lower status than it once enjoyed, Background. However the choice to recruitment into the teaching profession is influenced by remuneration, work environment accommodation, security of tenure, social benefits and welfare, organization (union), promotion and code of conduct all of which constitute the teachers working environment.

Moralize might argue that for teachers with a proper commitment to their professional. The ethos and reputation of the individual school will always be a more potent influence than the popularity of its location per se. Urwick (1985:116) argues that a school can compensate for a location, which has few facilities if it offers staff housing of quality as a factor in raising the teachers' morale in a rural setting. Both the moralists and Urwick leave out important aspects in the plight of teachers especially in the Uganda situation where most school is found in rural areas. This research discusses factors like inaccessibility to clean water social amenities and transport, which characterize the life of a Uganda teacher.

Zymelman and Destefano (1973) contented that primary education in sub-Saharan Africa is facing an uncertain future. They focus on the progress of education since independence by pointing out the overwhelming enrolment 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 endeavors to examine the case of UPE in Uganda and the quality of primary education arising out of the recruitment of licensed 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/ conditions of service for primary schools.

Maloba (1991:127) 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 than in the past and that equally so the teacher himself has become even a less constant factor in 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 sphere which have made the teacher a less constant factor in today's Uganda as people who greatly influenced 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 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 thoroughly 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 institutions need to recruit of high ability committed to a life time careers, 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 techniques 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. A Jack (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 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. Tiberndwa (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 numbers 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 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 study.

In launching the second national development plan 1970-74, the federal government of Nigeria attributed the high dropout rate in primary schools to 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 legal fall in education standards while teachers blame government of not equipping schools and the failure in creating conducive working environment. However, as Farrel 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 influences the teaching career in terms of government policies.

Tibenderena (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 vacation 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 of school leavers, especially those who perform well, towards TTCs and the recruitment which is based on a very low grades.

Everrete (1987:6), while discussing army life observed that men from rural background were usually in better spirits during service than from city backgrounds. Likewise, Obasi (1987:77) found out that there is a preponderance of students from low social class background amongst he recruits into teacher education in Nigeria, studies of socially origin of students such as those Floud and Scot (1961) and those of mere 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 originations 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 aim 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 right of teachers in Uganda.

CHAPTER THREE

METHODOLOGY

3.0 Research design.

A case study design was used since it is the best for surveying a cross section of items. It was important in measuring the feelings, perceptions and attitudes of the respondents towards the teaching profession. It is analytical hence helpful in the investigation into the inherent challenges in the recruitment, training and working conditions of primary school teachers.

3.1 Area of study

The area of this study was Kamuli district, covering all the counties of Buzaaya, Bugbula, and Budiope. The study deals with the theory of Uganda teaching policies with particular reference to the training of primary school teachers in Kamuli district. 20 schools were involved, identifying at least one from each of the 18 sub counties; however, 2 were selected from Kitayunjwa and Nabwigulu because of their big size. Two institutions were used namely Kaliro P.T.C. (in-service). The two colleges are located outside the district but Kamuli is a catchment area of the Iganga core PTC, with a total of nine coordination centers. Bulamogi county (Now Kaliro district) was part of Kamuli before it acquired status and after phasing out Kamuli PTC, all the documentation was sent to Kaliro PTC.

3.2 Sampling procedure and sample size.

The subject comprised of 35 respondents of different age brackets selected by random sampling. They included: teacher education (Tutors, teaching staff, students), pre and in-service students teachers as well as opinion leaders.

3.3 Instruments.

The researcher employed the following instruments to gather the required information.

3.4 Interviews.

Interviews enabled the researcher to have a face to face interaction with the respondents who were selected, an interview schedule was constructed and used in the face to face interactions, which were useful in yielding more accurate information since the interview, was able to put the

question in any form,. Interviews were chosen for this study because they provide in-depth information from the respondent. Triangulation techniques were used in ascertaining and acquisition of more accurate responses from the selected subject

3.5 Questioners

Semi-structured questions were used for the study to supplement on the responses from the interviews. They contained open and closed questions. This instrument was important because it is easy to administer and also track offices like CCTs principles and head teachers.

3.6 Documentation

Documentation is very useful in historical and social research and data can be collect together with interviews and observations, according to Punch (2002). Sociologists assert that documentary evidence does not only mean written material but can also include audio and visual collection.

3.7 Procedure

After of the research proposal, the researcher obtained a letter of introduction from the Dean, faculty of Arts to facilitate the collection exercise. The questionnaires and interviews guides were pre-tested for purpose of determining the clarity and accuracy of questions. Comments derive were useful to the researcher to revise, adjust and improve the instruments. Prior arrangements foe the venues where interviews were conducted were made and information given to the relevant people be frehesd. For the case of questionnaires. Te research occasionally visited the respondents to ensure that they are being attended to.

3.8 Data processing and analysis

After data collection was successfully completed, the researcher edited, coded tabulated the findings using frequency tables and percentages to analyses responses into meaningful categories and findings.

CHAPTER FOUR

PRESENTATION, DISCUSSION AND ANALYSIS OF DATA

4.0 Introduction

The study was conducted in Kamuli district. The subjects included; twenty primary schools selected from the countries of Buzaaya, and Bugabula. Sixteen teacher trainees, twelve head teachers and eight center co-coordinating tutors, giving a total of sixty respondents. Out of 60 questionnaires administered 58 were retrieved giving a 90.7% recovery. This chapter discusses the various data on recruitment, training and the working environment of primary school teachers in Kamuli district.

After collection of data, editing was carried out in order to ensure accuracy, consistency, uniformity and comprehensiveness. This enabled the researcher to eliminate errors as well as filling blank spaces. All questions were checked to ascertain whether relevant answers were given. Data was processed using SPSS computer programme forming a basis for the subsequent analysis and discussion.

4.1 Recruitment of teacher trainees

Focus was made on the age of primary school teachers, location of the primary schools academic performance of both serving and teacher trainees, teacher trainee's perception of the teaching profession, community attitudes teachers and school and reason for choosing teaching as well as reasons for liking teaching.

Table 1: Age of Teacher

	Frequency	percent	Valid percent	Cumulative percent
Valid 25-30 yrs	13	65.0	65.0	65.0
31-35yra	6	30.0	30.0	95.0
36-40yrs	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Source: primary data

Out of twenty practicing teachers 13 were between 25-30 years 6 were between 31-35 years and one was between 36-40 years, giving 65%, 30% and 5% respectively. This is a clear indication that many teachers are young and able bodied and capable of doing the jobs of teaching very effectively. However, due to the prevailing circumstances, government is not able to exploit their potentials basically due to poor policies in place other personal challenges. For instance 85% of the teachers are married with children between 2-5 years, if teachers have many children to educate and look after under very strenuous working conditions, their output is always placed at very low levels.

Table 2: Location of primary school sampled in Kamuli

	Frequency	Percent	Valid percent	cumulative
Valid Rural	16	80.0	80.0	80.0
Urban	4	20.0	20.0	100.0
Total	20	100.0	100.0	

Source: primary Data

Out of twenty primary school teachers sampled, sixteen of teach in rural schools (80%) and only four (20%) teach in semi-urban or urban schools. most of the primary schools are located in rural areas with basically no access to clean water, electricity and reasonable medical care. According to the teachers 'terms and conditions of service, posting or transfers can be made to any part of the district at any time and without much flexibility primary schools would be ideal places for working since they are located in villages where low income could be supplemented with substance agriculture but nature of the job leaves very little time, if any thing at all, to attend to other side occupations.

4.2 Academic performance

Fifteen out of 20 teachers passed in division II at ordinary level giving 75% whereas five passed in division III giving 25% of total number of respondents and non passed in division I

Table 3 performance of teachers at O' level (S.IV)

	Frequency	Percent	Valid percent	Cumulative percent
DI	00	00.0	00.0	00.0
Valid DII	15	75.0	75.0	75.0
DIV	5	25.0	25.0	100.0
Total	20	100.0	100.0	100.0

SOURCE; primary data

Like wise twelve out of 16 teacher trainees at Kaliro P.T.C passed in Division II, three in division II and one in division I.

Table 4 performance of student teachers at O'level (S.IV)

	Frequency	Percent	Valid percent	Cumulative percent
Valid DI	1	6.3	6.3	6.3
DII	12	75.0	75.0	81.3
DIII	3	18.8	18.8	100.0
Total	16	100.0	100.0	100.0

Source: primary Data

One out of sixteen teacher trainees and none out of 20 practicing passed in division I. this indicate that very bright and good performing students do not normally opt for the grade III teaching course.

3 Teacher- training perception of the teaching profession.

According to the research findings. If one's perception of a profession is positive, he/she would always give it first choice and the reverse is true. Thirteen respondents indicated that they had teaching as their third choice, two indicated that they had teaching as their second choice and only one indicated teaching as a first choice, it indicated that 81.3% of the total students in primary teachers colleges went there because their first and the reason for having half-baked and incompetent teachers in our primary schools. The table below shows how the sixteen teacher's trainees made their choices in order of preference.

Table 5 the position of teaching in the choices made by students teachers.

Choices	Frequency	Percent	Valid percent	Cumulative percent
Valid First Choice	1	81.3	81.3	81.3
Second choice	2	12.5	12.5	93.8
Third choice	13	6.3	6.3	100.0
Total	16	100.0	100.0	100.0

Source: primary Data

4.4 Reasons for choosing teaching.

Student 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.

Table 6 reasons for choosing teaching

Category Label	Code	Count	Pet Responses	Of pet of class
Interested in teaching	1	2	2	2
Interested in a learning environment	2	4	4	4
Lack of fund	4	6	6	6
To earn a living	5	8	8	8
Respectable job	6	6	6	6
To upbringing young ones	7	8	8	8
To further studies	8	6	6	6
Easy enrolment	0	0	17.3	17.3
		20	20	57.0

4.5 Order of choice before joining P.T.C**Table 7 order before joining PTC**

	Frequency	percent	Valid percent	Cumulative percent
Valid Teaching	3	15.0	15.0	15.0
Nursing	4	20.0	20.0	35.0
Police	1	5.0	5.0	40.0
Secretarial	1	5.0	5.0	45.0
medical	11	55.0	55.0	100.0
Total	20	100.0	100.0	

Source: primary data

Training of primary school 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-ordination tutors the pre-service and in service modes of teacher training and performance of teachers trainees.

1.6 Location of teachers training colleges

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 Kamuli which don't have such a facility.

Table 8 location of teachers training colleges.

Trained within locality	Frequency	Percent	Valid percent	Cumulative percent
Yes	15	75	75	75
No	05	25	25	25
Total	20	100	100	100

Source: primary data

Table 9Qualification for centre coordinating tutors

	Frequency	Percent	Valid percent	Cumulative percent
Valid Diploma	15	75.0	75.0	75.0
Degree	05	25.0	25.0	100.0
Total	20	100.0	100.0	

Source: primary data

In- service training programme.

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.

.7 Performance of teacher trainees

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.

Table 10 performance of student teachers

	Frequency	Percent	Valid percent	Cumulative percent
Valid Excellent	00	0.0	0.0	0.0
Good	1	12.5	12.5	12.5
Fairly good	4	50.0	50.0	62.5
Needs improvement	3	37.5	37.5	100.0
Total	16	100	100	

Source: primary data

There fore, we do not have excellent or very good performance among student teachers partly due to their negative attitudes about teaching which affects their training and hence their competence in delivery of lessons.

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. Remuneration for primary school teachers.

Table 11 take away home package for teachers.

	Frequency	Percent	Valid percent	Cumulative percent
Valid 100,000-150,000	4	20.0	20.0	20.0
150,000-200,000	15	75.0	75.0	75.0
>200,000	1	5.0	5.0	100.0
Total	20	100.0	100.0	

Source: primary data

As seen from the above table, only one teacher earns more than 200,000=, representing 5% of total teaching fraternity of there sample taken and 95% of the teachers earn below 200,000=. Given the fact that 85% of the respondents are married with children yet most schools do not provide accommodation and food, the salaries are so meager are so that they cannot sustain a teacher with such responsibilities including the education of their children.

Out of the mergers salary of less than 200,000=30% of the teacher rent houses ranging from 10,000-30,000=per month. 70% of the teachers are either coming from their homes or using school premises which are I a sorry state.

4.8 Teacher/pupil ratio

The table below shows the schools sampled enrollment figures and the number of teachers.

Table 12 enrolment and staffing of teachers.

SCHOOLS	ENROLMENT		TOTAL	STAFFING OF TEACHERS			T/P RATIO
	BOYS	GIRLS		MALE	FEMALE	TOTAL	
Nabwigulu	2	851	853	10	5	15	1.56
Buwuda	244	513	758	8	4	12	1.63
Buzibirira	357	509	866	12	6	14	1.62
Igoola	379	506	885	12	4	16	1.55
Namwendwa	389	480	829	7	6	13	1.64
Bugainzi	403	460	863	8	4	12	1.74
Nawanyago	428	458	886	3	3	16	1.55
Bupadhugo	930	905	1835	10	8	18	1.102
Namulikya	437	386	823	7	5	12	1.69
Itukuli	447	352	799	10	1	11	1.73
Lwanyama	501	272	773	7	3	10	1.70
Kagulu	532	258	890	9	4	13	1.68

Source: primary data

The district 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 ratio 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.

The table below shows the pupil/classroom ratio. Whereas the district average pupil/classroom ratio is at 86.1, there are overwhelming revelations especially in the rural areas.

Table 13 pupil/classroom ratio.

pupil ratio	Frequency	Percent	Valid	Cumulative
50.1	0	00	00	00
60.1	5	5	5	5
70.1	1	10	10	70
80.1				
90.1	2	10	10	25
>100.1	7	75	75	100
Total	12	100	100	

Source: primary data

75% 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 learning. If primary children are congested or learn from outside they get little attention from teachers and fail to develop their writing and reading skills.

Allowances and other fringe benefits

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.

Table 14 showing allowances for teachers

Type of Allowances	Frequency	Percent	Valid	Cumulative
P.T.A	1	8.3	8.3	8.3
Accommodation	00	00	00	8.3
Transport	00	00	00	8.3
Overtime	00	00	00	8.3
Medical	00	00	00	8.3
Per diem	00	00	00	8.5
Non of the above	11	91.3	91.3	100
Total	12	100	100	

Source: primary data

Out of the twelve schools visited, teachers in Lubaga Girls Boarding school indicated an offer of PTA allowances; however, the rest indicated that on any form of allowances is given to them at all. Lubaga Girls 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.

4.9 Discipline 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 teaches was asked about their mandate to discipline teachers, they confessed that they are limited in many ways.

Table 15 authority to Discipline Teachers.

Authority	Frequency	Percent	Valid	Cumulative
Full	00	00	00	00
Limited	12	100	100	100
Total	12	100	100	100

Source: primary data.

100% of the Head teachers indicated that they are limited to talking, warning and later submitting indiscipline cases 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.

4.10 What is the attitude of the community around your school about teachers?

In respect to social aspects of teaching the extent to which education is ranked and teachers held in high regard is determining at a very fast rate. While schools long been considered important and influential institutions, public support for the, 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.

Table 16 community attitudes towards schools and teachers

Public	2002	2003	2004	2005	2006	2007
Average grade for local schools						
A and B	42	36	31	43	40	41
C and D	28	34	32	30	34	34
Fail and fail	16	20	20	14	14	17
Teachers salaries are:						
Too high	Not available	10	8	6	-	5
About right	Not available	41	31	43	-	31
Too low	Not available	29	35	33	-	50
No Opinion	Not available	20	26	18	-	14

Source: Extracts from Elam (2001)

As shown in the table above, only 31 percent rated the performance of schools as “A” or “B” by 1997. 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.

Teaching is one of the few professions with which most of the pupils are familiar. Those who have gone to school know the status of teachers in the community, the salaries of teachers and their working conditions. This knowledge, coupled with their own experiences in schools, largely determines the perception of teaching either as an attractive or repelling occupation. (Kemmerer and Sivalaslam (1993): the status of the school system thus influences the ability to recruit new teachers. The table below illustrates the factors that affect performance and the sub0goals of recruitment and retention of teachers.

11 How many teachers have enrolled in your catchment area since 2002?

Table 17 primary teachers college enrolled and graduated students of 2002.

Course	Yrs	Award	No. of Certificate			Graduate			Non-Graduates		
			M	F	T	M	F	T	M	F	T
Pre-service	2	Certificate	1018	989	2007	849	748	1597	169	241	410
In-service	3	Certificate	106	48	154	30	14	44	76	34	110
Pre-service	2	Diploma	475	424	899	386	528	714	89	96	185
Total			1599	1461	3060	1265	1090	2355	334	371	705

Source: An extract from Annual school census 2003:107

In 2002, there were 1907 enrolled for pre-service course of 2 years and 1597 graduate with 410 students failing. 410 failures represent 20% which is a very high figure. As compared to the 70.3% pre-service training, the percentage failure is extremely high which clearly explains the inefficiency in the organization the same. Students have a lot of time practicing but very little time is left for academic work. Given the fact teacher training is more examination oriented; it becomes very hard for such student to go through. On the other hand, the diploma in-service programme registered 899 out of whom, 714 graduated: with only 185 (13.0%) students failing. In all the three categories, the female gender is noticeably lower than their male counterparts showing a drastic gender imbalance in the teaching profession.

How Relevant is the primary teachers colleges to the need for professional teachers.

Training of teachers has a gap between content and everyday experiences. Seymour et al (1962:2) launched a very pertinent inquiry. That if one describes the activities in which a teacher engages and the problems encountered, to what extent would one find that the teacher training experiences constituting a relevant and adequate preparation? Indeed, contents and procedures of teacher education frequently have no relevancy to the actual teaching test in the field of work. The primary function of the teacher is to impart knowledge in terms of content and help in the

acquisition of intellectual skills and that teacher training prepares a prospective teacher to accomplish these objectives.

Teacher education institutions have tended to isolate themselves from the schools for which they prepare teachers. The challenges of teaching under actual conditions as they are in the schools are not reflected in teacher education programmes and their methods. Efforts have been made by ICTs to close up the gap between the school and colleges. However, the outreach programme (DMS) under which they operate has heavy schedules to the effect that there is almost no time to attend to other routines outside teaching and instruction. Along the same line, efforts of ICTs need to be supplemented for effectiveness because of specialization and big number of schools per catchment area. Teacher training colleges should be closely associated with schools in their area, providing professional advice and services and promoting innovative activities on a routine basis. Teacher training colleges have not yet been oriented to development needs of their communities. Recognizing the interrelationship of the school, home and society and formal education and other forms of education.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This study dealt with the history of Uganda teaching policies; a case study of primary school teachers in Kamuli district. After exploring the three basic factors, namely teachers conditions of services, recruitment, and training and after analyzing the data obtained, the following conclusion and recommendations were made:

5.1 Research question one: How relevant is the teacher training curriculum of primary school teachers

Findings show that the primary Teachers curriculum is overloaded and requires revision. The 2 years for the course is inadequate to cover the theoretical, practical and general aspects of the curriculum. This worsened by lack of adequate training materials, infrastructures and manpower. The in-service mode of training teachers supplements the traditional pre-service and has contributed to the increase in the number of teachers. In conclusion, the production of poorly trained teachers is attributed to lack of instructional materials, infrastructure and inadequate manpower.

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 values 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 techniques to the end that curriculum development becomes a means of continuous upgrading of quality instruction and training.

5.2 Research question two: The effect of academic performance towards teaching professional

Academic performance and entry qualification into primary teachers college significantly affects the training of quality of teachers and perception rather than working conditions of primary school teachers greatly influence entry into the teaching profession. It was proved that academic

Performance of prospective teacher trainees significantly affects the training and quality of teachers produced. Students who excel academically can successfully withstand the hectic 2 years training and can be able to relate their training field experiences. On the contrary, entry qualifications are merely used as a benchmark to recruit teachers into PTCs and have less effect on the training and quality of teachers produced. Therefore, it was partially accepted.

According to Sills (1968:563) affirms that the disjunction of training and work, which prevents the transmission of usefully exact knowledge of what it expects 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 depth or development of thoroughly controlled skill and that with 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 life time 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 training and subsequently their work in the field.

5.3 Research question three: What is the perception of teacher training towards teaching profession?

It was proved that perception had on significant influence on the training and quality of Teachers produced. The working conditions of primary school teachers had significant influence in the entry into the teaching profession. According to the argument proponent 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 any body can be called a teacher. His argument is in line with the historical perspective where the number of professions was 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 in the profession. Which is part of the focus of this study.

4 Conclusion

is evident that 75% of the teachers earn between 150,000 to 200,000 shillings which is too little to sustain a responsible person which has home and obligations to be met. Teachers end up with multiple loans from banks and micro-finance institutions which render their economic status low. There is lack of accommodation because 75% of the teachers are not accommodated by the schools to make matters worse, no allowances are given save for the 8.3% who get PTA hence rendering their morale very low. In view of the above, the researcher concludes that the poor and unfavorable terms/conditions of service for primary school teachers renders the profession unattractive to potential teachers trainees as well as degenerating the morale of the existing staff, hence, assigning the teaching profession a low status in society with recruitment of teacher trainees.

Historically, those who joined teaching did it on because only the best performing students were selected. However, after independence there was need for a rapid expansion of the working force in order to meet the demands of teachers, therefore, the entry qualifications were lowered. As enrolment increased leading to shortage in qualified teachers, licensed personnel were recruited on the assumption that anybody can teach. It was also discovered that most teachers came from poor socio-economic backgrounds and that teaching was a last resort but not first choice. In examination the academic performance of teacher trainees, it was discovered that 75% passed in OII, therefore, they were academically. The entry qualifications into PTCs are set as a benchmark and is not responsible for the poor quality of teachers produced. Therefore it can be concluded that recruits are good academic performers but are frustrated by poor working conditions. In view of the above, the researcher concludes that the poor and unfavorable terms/conditions of service for primary school teachers renders the profession unattractive to potential teachers trainees as well as degenerating the morale of the existing staff, hence, assigning the teaching profession a low status in society.

5.5 Recommendation

Government should improve on the remuneration of classroom teachers in terms of take-home package to a minimum of 30% increment. This will remove the disparity between classroom and head teachers. Accommodation and hard-to-reach areas' allowances should be given in order to ensure retention of teachers in the remote places.

Primary education should be compartmentalized where the current grade III teachers should be deployed to teach up to primary four. A one- year course of study should be organized to prepare the current grade III teachers for lower primary task. Another cadre should be recruited from advanced level to handle primary five to seven (upper primary). The idea of preparing general teachers for primary schools should be abolished but instead specialization be adopted to develop competence and talents among teachers.

Free teachers training should be supplemented by financial diversification by institution cost recovery programs to make up for the every increasing inadequacies. This will ensure timely execution of collage programs to minimize time wasting and maximizing efficiency and effectiveness in teachers.

Primary teachers collage should treat the training of teachers as a lifelong pursuit by following up their graduate in schools. Engagement in educational research should be given priority to allow for innovation in teacher training. Continuous professional development courses should be based on findings relevant to teacher's field expenses.

Support supervision for teachers should be well coordinated between the ministry, the District local Authorities and the primary teachers colleges. Funds should be disbursed on time from the centre so as to increase the presence of district inspectors of schools in the field.

Teachers colleges should emphasis the traditional primary schools pre-service training of teachers as opposed to the in-service mode. The course duration should be increased to 3 years to allow for effective training in professional pedagogical and academic development.

Licensed etchers should be prohibited from exciting duties of teachers in schools. this is one way of professionalizing the teaching fraternity and improving on the public image.

License teachers should be phased out as it has been the case with grade II teachers and those who are trained can be offered 2 years of further training to quality as teachers.

Teacher's organization should be more active in mobilizing and uniting teachers for a common cause. Effective articulation of teacher's interests should involve some kind of unionism if the terms and conditions of service should be improved at all. Sensitization and creation a sense of

elonging should be the basis for setting common standards which should be followed by all teachers.

The primary teachers collage curriculum should be revamped to make it more relevant to the needs of the Uganda society and teachers in particular. Practical skills, professional development, pedagogical skills and academic excellence should form the core of the curriculum and all aspects are accorded adequate time. Overcrowding of curriculum should be treated by an additional year of training to facilitate adequate coverage in order to produce competent teachers. Curriculum innovation should be accompanied by instituting the required facilities in PTCs for effective teachers training.

Upgrading of primary school teachers should be accompanied by promotion. This calls for the introduction of promotional ladders within the system rather than the traditional portfolios of deputy and head teachers. This will be a motivating factor as well as a guarantee of not denying pupils the services of excelling teachers in the name of promotion.

The teacher's code of conduct should be revised to make it more secular than denominational. This will render the code of conduct all-embracing and relevant to the multi-cultural and changing society. Some areas of the code like addressing code need to be redefined to match with current generation in view of the various liberties and freedom

5.6 AREA FOR FUTURE RESEARCH

Relating to the findings and conclusion the research recommends further study that the research study was not conclusive enough because it is not only the working conditions that affect teacher training as a profession but also the nature of family background as in job oriented, the inspiration from other people, therefore further research study should be emphasized and discussed in above areas.

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APPENDIX A

QUESTIONNAIRE FOR HEAD TEACHERS

Name.....Age.....

What is your title? Head teacher Grade I ☐ Head teacher Grade II ☐

Head teacher Grade III ☐ Head teacher Grade IV ☐

What is working experience?.....

What are professional qualifications? Give certificate ☐ diploma ☐

Degree ☐ others (specify).....

.....

What is your current station (school).....

What is the enrolment in your school? Boys..... Girls..... Total.....

Teaching staff: Male.....Female..... Total.....

Details:

Name	Qualification	Class taught	subject

What is staffing position? Adequate ☐ inadequate ☐ (Tick)

Comment on teachers ability to deliver in the classroom.....

Comment on teachers general professional behavior today.....

As a Head teacher, how do you motivate your Teachers to work hard?

Accommodation ☐ food ☐ allowances ☐ others ☐ (tick).

Is there any strange behavior among teachers in the handling of children (teacher-pupil relation)?
 What was the performance of children in the ten years at P.L.E?

Year	Division I	Division II	Division III	Division IV	Fail
------	------------	-------------	--------------	-------------	------

2000

2008

How does the school relate to the community?.....

What is the attitude of the community around your school about teachers?.....

APPENDIX B

QUESTIONNAIRE FOR CENTRE- CO ORDINATION TUTORS

Nameage.....

What is designation? Tutor ☐ senior tutor ☐ principal ☐

Senior principal tutor ☐ (tick)

What are your qualifications? Grade II ☐ Grade III ☐ Diploma ☐

Degree ☐ Others (specify).....

.....

What is the name of your co-ordinating centre?.....

How many schools are in your catchment area.....

What is the total number of teachers in your catchment area:

(a)Qualified Male.....

Female.....

(b)Unqualified Male.....

Female.....

What is the criteria for selections of in-service teachers trainee?.....

.....

How many teachers have enrolled in your catchment area: 1st year.....

2nd year.....

3rd year.....

Total

How do you attribute poor academic standards of children to teacher's abilities to deliver in the classroom?.....

Give two advantages of in-service training.....
.....
.....
.....

What should be done to improve on the status of the teaching profession?.....

APPENDIX C

QUESTIONNAIRE FOR PRINCIPALS OF PRIMARY TEACHERS COLLEGES

NAME.....age.....

Designation.....

Working experience.....

What is the Name of college.....

What is the type of the college? (Tick) core PTC ☐ Non Core PTC ☐

NUMBER OF STUDENTS TEACHERS ENROLLED: 1st year Female ☐ Male ☐ total ☐

2nd year female ☐ Male ☐ total ☐

What are the criteria for admission of students teachers' in the primary teachers collage today?.....
.....

How does the criterion differ from that 1980-1990?.....
.....

Any general comment on new guidelines for student' admission to primary teachers colleges.....
.....

What is the record of recruitment of teachers trainees from 1980-1990?

Year	Number of students		Minimum Requirements
	Male	Female	
1980			
1981			
1982			
1983			
1884			
2008			

How relevant is the P.T.C curriculum to the needs of a professional teacher?.....

Are training facilities in the P.T.C adequate? (Instructional materials. Classrooms. Furniture. Library, laboratory equipment).....

Results of qualified teachers since 2002.

YEAR	NO.OF TEACHERS WHO PASSED	NO.OF TEACHERS WHO FAILED
2002		
1996		
1997		
1998		
1999		
2000		
2001		
2002		
2003		

What should be done tom improve the status of the teaching in Uganda?

.....

APPENDIX D

QUESTIONNAIRE FOR TUTORTS.

Name.....Age.....

What is your designation? Tutors ☐ Senior Tutors ☐ Principal Tutors ☐

Senior principal Tutor ☐ (tick)

What are your academic qualifications P.7 ☐ S.4 ☐ S.6 ☐ (tick)

What are your professional qualifications? Grade II ☐ Grade III ☐ Diploma

Degree ☐ (tick)

Current station.....

Which subjects do you teach.....

Comment on the duration of the Grade III Teachers course Adequate ☐ Inadequate ☐

As a teacher-trainer what changing patterns do you see in teaching profession today about the following?

- a) Behavior.....
- b) Competency.....
- c) Commitment to work.....
-

Comment on the primary teachers collage curriculum.....

.....

.....

Does your college keep in touch with teachers in the field after they have qualified?

Yes ☐ No ☐

f yes, what programmes do you have for them?.....

.....
.....
.....

What should be done to improve the teaching profession?.....

.....
.....

APPENDIX E

QUESTIONNAIRE FOR TEACHERS

Name.....Age.....

Marital status: single ☐ married ☐ widowed ☐

No. of children.....

In which school do you teach?.....

Classes taught.....

Tick the subject you teach: English ☐ Math ☐ SST ☐ Science ☐

Others (specify).....

1. What is your highest level of education? (P.7) ☐ (S.4) ☐ (S.6) ☐

Junior 1 or 2 ☐ (tick)

2. Which secondary schools did you attend?

3. Which of these subjects did you do at O' level? Tick

4. In which division did you pass? DI ☐ DII ☐ DIII ☐ DIV ☐

Fail ☐ Ungraded ☐

5. Name three professionals you wanted to join after S.4 in order of preference

1st Choice.....

2nd Choice.....

3rd Choice.....

6. Which primary teachers college did you attend and when?.....

7. Which subject did you study in P.T.C?

8. WHAT Award/certificate did you obtain? Grade II certificate Grade III certificate

Vernacular Teachers' certificate ☐ both grade II and Grade III certificate ☐

Grade IV certificate ☐

9. How many years have you taught? 1-5years ☐ 5-10 year ☐ 11-15 years ☐
16-20 yrs ☐ over 20 years ☐

10. Have you attended any upgrading course? Yes ☐ No ☐ (tick)

When you were last promoted? Yes ☐ No ☐ (tick)

11. What is your salary scale? 50,000=to 1000,000 ☐ 100,000 to 150,000 ☐
150,000=to 200,000=☐ Over 200,000=☐

12. Which of these allowances or utilities does the school provide you: ☐

a) Accommodation ☐ Food\ ☐

b) 38 ☐ ☐

c) Allowances for housing

d) Allowances for electricity

e) Allowances for Transport ☐ (tick)

Do you stay in a rented house? Yes No (tick)

13. If yes, how much is the house rent? 10,000 ☐ 20,000=☐ 30,000 ☐ 40,000

50,000= 60,000 over 70,000 ☐ ☐

14. Comment on the availability of the instructional materials (both text and non-textbook materials): Abundant ☐ Adequate ☐ inadequate ☐

15. Comment on the availability of the infrastructure (classroom accommodation):

Very adequate ☐ barely adequate ☐ Not adequate ☐

16. Comment on the library stock in terms of text books.

Very adequate ☐ barely adequate ☐ Inadequate ☐

17. Comment on the amount of equipment in the laboratory.

Very adequate ☐ Adequate ☐ barely adequate ☐ inadequate

18. Comment on the furniture (benches)

Very adequate ☐ barely adequate ☐ inadequate ☐

19. Comment on the children's abilities to read and write stories

All children in class can read and write

☐

$\frac{3}{4}$ of the children can read and write

☐

$\frac{1}{4}$ of the children can read and write

☐

Very few children can read and write

☐

No child can read and write any story

☐

20. Expression in English:

90% of the children can express themselves in English

☐

70% of the children can express themselves in English

☐

50% of the children can express themselves in English

☐

30% of the children can express themselves in English

☐

21. Do you have side income-generating activity you engage in?

Yes ☐ No ☐

22. Give four reasons why you like teaching.

(i)
.....
.....

(ii)

23. Give four ways why you do not like teaching.

(i)
.....
.....

(ii)

24. Give four ways in which teachers' status in society can be improved,

(i)
.....
.....

(ii)

Are you registered with any Teachers Organization e.g.? Uganda National Teachers' Organization (UNATO) yes ☐ No ☐

25. Do you have contacts with any P.T.C. by way of guiding you at your work?

Always ☐ sometimes ☐ rarely

No contact at all ☐

APPENDIX F

QUESTIONNAIRE FOR STUDENT TEACHERS

Name.....Age.....

1. What is the name of your former senior secondary school?

2. In which division did you pass? DI ☐ DII ☐ DIII ☐ DIV ☐

Ungraded ☐

3. was the teaching professional your: First choice ☐ second choice ☐

Third choice Last resort ☐

4. What is the occupation of your father? Civil servant ☐ petty trade ☐

Working with an NGO ☐ ☐

5. What is the level of education of your parent? P.1- P.4 ☐ P.5-P.7 ☐

S.1- S.4 ☐ S.5- S.6 ☐ Graduate ☐ None of these ☐

6. Give your reasons why you choose the teaching professions.....

7. Give four reasons why you like teaching.....

8. Give why you do not like teaching.....