

**TEACHING STRATEGIES AND PERFORMANCE OF
TEACHERS IN SECONDARY SCHOOLS, OF
TOROMA COUNTY, KATAKWI DISTRICT,
UGANDA.**

BY

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**A RESEARCH REPORT SUBMITTED TO FACULTY OF EDUCATION IN
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DECLARATION

I, Alemut Joseph, declare that this dissertation is my own original work and has never been submitted for the award of a Degree in any University / College / Institution in and outside Uganda.

Signed.....

Alemut Joseph

Date.....07/08/2011.

APPROVAL

This dissertation has been submitted for examination to the faculty of education under the supervision with my approval as the university examiner.

Signed.....

KIRYA KENT

Date.....

DEDICATION

This Dissertation is dedicated to my beloved Mother Atiang Ann Grace, father Opeitum Quirinious and my beloved brothers and sisters for their financial, social and moral support.

Dedication also goes to my relatives and friends for their guidance and social support throughout my course.

God bless you all.

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LIST OF ABBREVIATIONS

U. S. E:	Universal Secondary Education
E. T. S:	Education Testing Service
UNEB:	Uganda National Examination Board.
SESEMAT:	Secondary Science and Mathematics Teachers.
PSK:	Pedagogical Science Knowledge.
NCLBA:	No Child Left Behind Act.
NCATE:	National Council of Teacher Education
NCTAF:	National Commission on Teaching and Americas Future
SEC:	Secondary Commission.
DOE:	Department of Education.
FSL:	Foundations of Science Literacy.
PIEI:	Planning, Improvement, Evaluation, and Improvement.
ALEI:	Activity, Learner centered, Encouragement, Improvement

ABSTRACT

This research examined teaching strategies and performance of teachers in secondary schools in a sample of Toroma County schools. The research was specifically working on; teaching strategies and relationship between teaching strategies and performance of teachers. The study employed descriptive survey design. Questionnaires were used to get responses from the respondents and researchers observation to confirm already given information. Random sampling was used where four schools were selected and ten students and three teachers were randomly selected to participate in the study. The data was analyzed using frequencies and percentages. Findings of this study showed that teaching strategies employed by teachers were significantly related to their performance hence students' performance. The researcher found out that teaching methods contribute a lot, how it is employed; motivation comes as result of proper planning coupled with appropriate use of instructional materials. The students responses on the strategies teachers use as given in chapter four is 72% and the teachers responses on the teaching strategies according to what is in chapter four is 68%. This elaborates exactly why students perform poorly in schools as it has been seen that teachers' performance is poor. These findings can be used to guide planners about the need to improve teaching strategies to facilitate effective learning in secondary schools. The researcher recommended that, for qualitative planning in education in the district level quality assurance mechanisms needs to be implemented for continuous monitoring of schools inputs, outputs effectiveness and practices. In addition there is need to have school review practices in order to guarantee qualified teachers. This review practices will be based on the domain of teaching and learning as observed by each of the review team members.

CHAPTER ONE

INTRODUCTION

1.0 Chapter Overview

This chapter is to look at the background, statement of the problem, objectives, purpose, scope and significance of the study.

1.1 Background of the Study

Teachers are important in any educational system. This is because the quality of teachers in any educational system determines to a great extent the quality of the system itself. Professional teachers in particular are crucial to the formulation and successful implementation of education policies in any country. This has explained why our National Policy on Education N.P.E. (2004) stressed the need to accord Teacher Education a prominent place in educational planning.

Peretomode (1992) quoting Unachukwu (1990) Clark and Star (1967) stated that a teacher in professional usage is a person trained or recognized and employed to help learning in classroom situation in order to achieve set educational goals. In most developing countries like Nigeria, the past thirty years has witnessed an unprecedented increase in the number of students enrolled in all levels of our educational system. Hence it can be stated that all levels of our educational system have witnessed population explosion in terms of students' enrollment.

With this sudden increase, it become difficult for the trained professional teachers as defined above to cope with increasing number of students reading science and science-related courses in Secondary and Tertiary institutions respectively. Hence, non-professional teachers were recruited as "auxiliary teachers" to help teach the science subjects especially at the secondary school level.

Like Nigeria as seen above an extra ordinary number of students in the school contributes to teachers failure to perform well in Toroma, Katakwi District. This is because of limited number of schools in an area and students are very many. This is also as a result of introduction of Universal Secondary Education (USE) which has evoked people from villages to school. The researcher is yet to discover the real problem but this contributes a lot to the performance of a teacher.

Performance in Uganda especially for Toroma County for a long time has been poor as indicated by the Uganda national examination board (UNEB) from 2000 to 2009. This is in accordance to the release of research from Secondary Science and Mathematics Teachers (SESEMAT) which it elaborates some of the problems as due to large class size, poor laboratory facilities and inadequate teaching materials. With this, creating ideal strategies for learning would not be the case and teachers will be reluctant hence teaching the way they want leading to poor performance of students and hence teachers

Though Science learning gains prominence, it has been as a result of the consistent emphasis on Science and Technology due to its application in industrial development. This situation is not limited to the third world countries as even the developed countries are equally in the race. For instance, in 2000 the Australian government commissioned a research into Science in Schools (SIS) with the aim of developing an effective change strategy to support schools to improve science teaching (Tyler et al., 2004).

Their interest was to develop a framework for describing effective teaching and learning of subject. Over the last two decades there are reflections across nations that teaching and learning of science is problematic at the secondary school level (Harlen, 1999; Tobin et al, 1988). What this portends is that efforts made so far to improve the teaching and learning of science in secondary schools across the globe has not yielded the much needed results and therefore deserves further attention.

In 2004 overall performance shows a slight improvement compared to that of 2003 with a failure rate dropping by 0.5%. According to UNEB secretary English claimed to be the most worst done subject who he said it would have come as a result of low proficiency. This was because students were not able to comprehend most of the requirements a question required. He urged teachers to work upon this in order to improve the performance of some and rest of the subjects. This is worst for Katakwi district that is why a researcher had to come up to reveal some of the problems especially on the teaching strategies (daily monitor January 2005).

According to the researcher, inconsistencies in poor performance of students / teachers are as a result of confinement, they are not exposed to so many learning and research experience. This makes them depend on the same material year after year hence new ideas are not enacted to the teaching and learning process. Students take teachers as the source of everything and this kind of

view is bad and can lead to monotony of knowledge which brings about failure in the learning process.

According to cognitive theory of learning, it maintains that if psychology is to be an exact science it must restrict itself to the study of observable behavior. Such an approach sees learning in terms of connections between stimulus and response or between response s and reinforcement stresses the role that is played by the environment. To this theory all that the teacher is to do is to structure the environment appropriately and learning will follow.

This is not the case to teachers in Toroma County and generally in Katakwi District that is why performance is very bad in both public and private schools. With this view a researcher there came up to look onto the problem.

1.2 Statement of the Problem

One of the problems that are attracting public concern and outcry in Uganda today is the decline in the performance of students in public examinations (UNEB 2006- 2009) and the subsequent tendency to cheat in these examinations. This observable decline has been blamed on a number of factors, including lack of using effective methodologies for teaching science in secondary schools. The continual and unabated poor performance of students suggests that the situation should no longer be glossed over. It does become obvious that innovative strategies for revolutionaliziing the teaching and learning must be sought for. There is scarcity of evidence to show that teachers in particular are aware of existing innovative strategies and if these strategies are used effectively as appropriate to specific concepts such cases of low grades in schools would not be there. The present research by SESEMAT dwelt much on effectiveness of any two or more teaching methods in improving the achievement of learners in the respective subjects using either a quasi or true experimental design in teaching.

1.3 Purpose of the Study

The study analyzed the teaching strategies employed by teachers and how this is related to the performance of teachers in schools.

1.4 Objectives of the Study

The researcher achieved the following objectives

- i) Identify the strategies employed in teaching.
- ii) Assess the relationship between the strategies and performance of teachers.

1.5 Research Questions

The researcher found out the answers of the following questions;

- i) What are the strategies employed in teaching?
- ii) What is the relationship between the strategies and performance of teachers?

1.6 Hypothesis of the Study

Ho. There is significant relationship between teaching strategies and performance of teachers.

1.7 Scope of the Study

The study was taken to identify the strategies employed in teaching and their relationship with the performance of teachers in secondary schools of Toroma County, Katakwi District.

The study was carried out in Katakwi District, Toroma County which has four secondary schools. The study was mainly carried out in that county because of its inconsistencies in the performance of students in the area.

1.8 Significance of the Study

Study benefited the stake holders on a way forward of addressing the issues pertaining poor performance of students in schools .The study helped teachers to be innovative in order to improve their performance as it's the only way to change the community and the country, since each individual will be creative in his or her own way to benefit him/ her. The study is of great importance to the policy makers in such a way that they were able to realize some of the strategies and looked at how they are implemented in the teaching community. The research has helped further researchers in a way of integrating the information already in existence and the one they are to come up with. This has helped in comparing the ideas and drawing conclusions for better understanding of the profession.

CHAPTER TWO

LITERATURE REVIEW

2.0 Chapter Overview

This chapter looks at the theories and the related literature on the topic which help to explain some of the occurrences in the like poor performance in relation to teaching strategies. It provides over view of the possible solutions of the problem.

2.1 Teaching strategies

A teaching strategy refers simply to an approach, method or a combination of carefully designed classroom interactions that could be followed meticulously to teach a topic, concept or an idea. This brings us to the issue of having numerous teaching strategies or methods. The Macmillan English Dictionary (2007) explains an innovative approach as design that is full of new or purposively reconstructed existing ideas. This could also mean using new or reconstructed already existing ideas, methods, equipment, for example. Innovative teaching strategies, as used in this study, simply implies knowing or identifying and applying a more facilitative (or learning ensured) approach in teaching a named science concept, topic or theme. By implication therefore, the strategy itself may not necessarily be new but its use for that particular topic, concept or theme may be novel. In other words, more specifically, the issue is using a combination of various teaching strategies that are appropriate for the learners in order to ensure more effective teaching.

The search for innovative teaching strategies is borne out of the fact that different situations- teaching topics, learners' cognitive readiness, concepts being taught, skills intended to be developed in learners- demand for different teaching approaches to be used. Therefore, a teacher who is not aware of a variety of such strategies can neither attempt to use them in the first place nor use them adequately. For instance, Achor (2008) considered some teaching modes as learner centered, interest arousing and activity oriented. They include conceptual change strategy, concept mapping, field/excursion, guided discovery, experimental/laboratory and demonstration methods. He added that most are regarded as modes of instruction (teaching strategies) as the teachers are required to employ a number of them while teaching.

Constructivist views of learning are in consonant with empirical findings concerning the inadequacy of traditional teaching approaches in developing and changing students' fundamental science understanding (Straver, 1998; Tyler et al., 2004).

Gessels theory of learning highlights, paying attention to learning materials, gaining interest in what is to be learnt and developing skills and understanding. In many cases knowledge that is not applied soon gets lost. The implication of this theory to teachers we should help learners to pay attention and gain interest in the material to be learned, then develop practice and apply the skills acquire (Rimkus. 2000).

Chinese proverb says, tell me and I forget, show me and I remember, let me do and I understand. The system approach to instruction says, we cannot inspire our learners until we look at our instruction wholistically as a system. In this context the focus shifts from the content of what is to be learned to the learner who is to do the learning. This is because deep learning occurs when learners are actively engaged in the construction of knowledge of themselves. The teacher's role is to organize the learning environment in such a way that the learners take centre stage. Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers aligned their practice and professional learning with the following:

2.1.1 Teaching methods

In order to make children learn effectively the teacher has to adopt the right method of teaching. For choosing the right method for a given situation the teacher must be familiar with different methods of teaching (Rao, 2002). Buttressing this, Ezeliara (2004) pointed that most of the time; subject is taught to the learners using the descriptive or lecture method instead of hands-on approach. The possible ineffectiveness of this approach is strongly supported by persistent poor performance of candidates in public examinations.

A possible reason for the difficulty teachers experience in putting their lessons across to learners is probably because they are not abreast with some fairly new and innovative teaching methods. Another possibility could be that they probably do not know how to even use the ones they know about. What then is teaching strategy and when is it said to be innovative?

As often specified by the current curriculum in use, teachers are expected to deliver a particular content (that is, knowledge) in a specific term, week and time of the year to learners. However, how to put the required knowledge across to learners is often a problem to teachers. This problem could arise from either having to teach much in a short time (i.e., workload) or not having the pedagogical wherewithal (that is, preparation and or knowledge of available methods) (Moron & Ogong, 2007).

The persistent poor performance in secondary School Certificate level (Moron and Ogong, 2007) has given rise to an assumption that most science teachers in secondary schools probably do not make use of varied forms of teaching strategies to be able to cope with some specific difficulties associated with the teaching and learning by both the teachers and the students respectively. In other words this could imply that they are knowledgeable in the subject content but not in the pedagogical aspects. For instance, studies have shown that most teachers do not possess the prerequisite knowledge needed for activity based learning (Nwosu, 2004; Johnson, 2004) and as a result the most prevalent method of teaching has been the ‘talk and chalk’ (lecture) method.

There has been much concern expressed about the apparent fall in the standard of education at the Secondary school, Madu (2004), Okebukola (2005), working separately, have lamented on the fall in the standard of science teaching. Nwagbo (2001) identified a number of factors obstructing students’ understanding and achievement in the science subjects.

The use of inappropriate, non-effective teaching methodology, Oludipe (2004) noted that a major defect in our system of education is that science is presented dogmatically in most schools as series of disjointed facts and concepts which students find difficult to relate to the real world.

According to the presentation by the minister of education Uganda, honorable Geraldine Namirembe Bitamazire from 7th to 9th at Adisababa, she mentioned about strategies to be laid in order to improve education standards and among those way the following;

2.1.2 Instructional materials

Learning materials refer to any form of material used to facilitate teaching and learning process in a school setting. They are essential for boosting teacher morale and students interest. The Ministry of Education and Sports has spent a substantial proportion of its annual budget to

increase the supply of instructional materials to schools aimed at improving quality of education. These include Core textbooks; teacher guides; supplementary readers and non-text book materials. As a result of these efforts, the Pupil Textbook Ratios have improved from 1:10 (1996) to 1:3 (2004).

Teaching aids are required by teachers for effective teaching of the subjects and to realize various objectives of teaching. Teaching aids helps a teacher to communicate with his students in more desirable and effective way. Some barriers of communication can be overcome by using special aids appealing to the senses of the receiver along with managing the communication along certain principles. Class room instructions or teaching or curriculum transaction is also a special kind of communication and it is helpful in achieving the instructional goals of course of study. Effective communication requires a mastery of managerial skills of handling various teaching aids like audio visual, visual aids, audio aids and activity aids (Rao, 2002)

2.1.3 Creativity

Creativity has been defined in various ways however there is one thing in common in all of them that is creativity is a process of change of getting away from man tracks of sensing gaps or disturbing missing elements. A definite correlation has been shown between creativity and intelligence. A high intelligence does not mean high creativity (Rao, 2002)

According to Guilford, creativity represents patterns of primary abilities, patterns which can vary with different spheres of creative ability. It's generally believed that creativity consists of many abilities, the most important of these being sensitivity to problems, fluency of ideas, originally and redefining.

2.1.4 Correlation

No subject can be taught in isolation. For an effective learning full advantage must be taken of various correlations and applications. Based upon this premise many educators advocate the implementation of curricular based upon the principle of correlation between various subjects. This kind of curriculum gives more meaning to our class room instructions (Rao, 2002).

2.1.5 Motivation

Motivation is influence of needs and desires on the intensity and direction of behavior

Murray (1938) prefers the concepts of motivation to satisfy needs. Some basic needs that we all must satisfy re those for food, shelter, love, and maintenance of positive self esteem.

McClelland and Atkinson (1948), said that most importantly motivation for education psychology is achievement motivation, the generalized tendency to strive for success and to choose goal oriented, failure / success activities for example; French (1956) found that given a choice of work partners for a complex task, achievement motivated students tend to choose a partner who is good t the task, while affiliation motivated students are more likely to choose friendly partner. Achievement motivated students will persist longer t task than students less high achievement motivated, even after they experience failure and will attribute their failure to lack of effort.

2.1.6 Evaluation

Since ancient times, tests or examination are used as tools to test the efficiency of teaching to judge the progress of students to discover their achievement and to evaluate the whole school system. Evaluation is a new term in education that has been introduced to replace examination (Rao, 2002).

Evaluation is process for determining the values, amounts and worth of something thing such as program product, a procedure or other factors (De Roche 1981). It's a process of deciding quantitatively how well we have done or tried to do what we are supposed to do (Mande, 2001).

Evaluation refers to all the means used in schools to formally evaluate student's performance. This includes quizzes and tests, written evolutions and grades. Students' evaluation usually focuses on academics' achievement but many schools evaluate behaviors and attitudes (Slavin 1986)

Natriello and Dornbusch (1984), state that evaluation will be important to students to the degree that they are seen as central to their attainment of valued objectives and influential in attaining these objectives.

2.1.7 Unit planning

A unit is a related learning made up of a few lessons along with an outline of its execution in the class room. Thus a unit will consist of both the subject matter and methodology of its delivery to students. After dividing the whole syllabus into a number of units the teacher will compare the number of units and the time available and will then break up each unit in a number of lessons. As far as possible each lesson should be completed (Rao, 2002)

Hoover (1958) defines Unit as 'the teaching unit is a group of related concepts from which a given set of instructional and educational experiences are derived.

In view of Preston, a Unit is a large chunk or a block of related subject matter as can be over viewed by the learner.

Unit planning is blue print to clarify what content will be taught by what learning experience during a specific period of time. It is segment of mp or course of study. One reason for developing unit plan is related to the theory that learning by whole is more effective than piece by piece learning. Another is the need for tethers to plan experiences in advance to meet the different kinds of objectives. Advance planning to the unit plan level requires teachers to survey the entire subject and enables them to be more effective in designing and structuring the instructional process. The overall view it provides helps teachers anticipate problems that may arise especially in terms of prerequisite content, concepts and skills (Ornstein, 1995)

2.1.8 Lesson planning

Lesson plan is the actual plan of action and is a key to effective teaching. A teacher must know in advance the subject matter and the mode of its delivery in the classroom. Such advance knowledge gives teacher an idea of how to introduce the topic, how to develop various key concepts, how to bring about correlation between various concepts to the daily life and how to conclude the lesson (Rao, 2002)

The lesson planning is a difficult task and it entails hard work. According to G. H Green, lesson must be invariably planned in advance. Lesson planning is also essential because effective learning takes place only if the subject matter is presented in an integrated and correlated manner and is related to the pupils' environment.

L. B Stands conceives a lesson as plan of action implemented by the teacher in the classroom.

3 Both generic and content specific knowledge in areas such as child development, classroom management motivating children to learn, interpreting and using assessment data individualizing instruction, aligning content to states standards, development appropriate instructional materials and working with children with disabilities or from other cultures. (David H. Monk, 1994)

4 Actual hands on ability and skill to use the above types of knowledge to engage students successfully in learning and mastery (Harold et al 2000)

According to Education Testing Service (ETS), they pointed out some relationships as per as the strategies and performance are concern. They had the following to undertake; Teachers do not enter in classroom as finished products. Most teachers who remain in the profession improve and grow over time (Washington DC: NCTAF, 2003). Often overlooked is the fact that NCLBA defines another type of teacher, an “exemplary” teacher. This is not a beginning teacher , but an experienced teacher that the law describes as one who meets the highly qualified requirements and is recommended as exemplary by administrators and others; mentors other teachers, helping them improve their instructional strategies and skills.

ETS believes education acts in nations should be directed to focus on strengthening teacher education programs so as to enhance the quality of program graduates (Ehrenberg et al 1994). It's not clear that pass rate based standards lead to improvement of teacher education programs or to quality of their learners (Landgraf 2002). He believes that pass rate data are important but that additional information is needed, including data on learners actual scaled scores to provide more useful information about the quality of preparation programs.

According to National council of or Accreditation of Teacher Education (NCATE), providing professional bench marks as defined by the teaching profession will enable more equitable accreditation decision making and be helpful in increasing the quality of teacher preparation programs hence improving on the performance of their learners.

Education standard supports the inclusion of clinical teaching experience over a sustained time period as a part of teacher preparation and as a condition of program approval and licensure.

According to ETS it shows that a few states do not require clinical experience during teacher preparation and it recommends that they do so (Skinner et al 2004).

Evaluation of teacher's performance in classroom occurs at many points on teaching continuum, at various times throughout a school year and for a variety of purposes. This is recognized in order to utilize the emerging rich data on student achievement and to relate it to teacher performance evaluation. With this it's very easy to analyze whether the strategy the teacher used was good or not (ETS 2010).

By evaluation, students are motivated to study. Giving students examination tests quizzes stimulates them to study hard and strive to do better as they discover how either weak or strong they are. Evaluation helps the teacher to coordinate his efforts with the efforts of students, school administration and stake holders. It ensures the effectiveness of the process of learning, gives us a realistic level to how far we have effectively met these objectives (Aquino, 1983)

The secondary commission (SEC) (1993) recommended a reform in system of examinations. In its report we find that, in order to reduce the element of subjectivity of the essay type tests, objective tests of attainment should be widely introduced side by side. More over the nature of the test and type of question should be thoroughly changed. They should be such to discourage cramming and encourage intelligent understanding.

In words of Kothari commission (1964) evaluation is a continuous process; it forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the students study habits and teachers method of instruction and thus helps not only to measure educational achievement but also to improve it. The techniques of evaluation are a means of collecting evidence about student's development in desirable directions. Evaluation thus may work as a connecting bridge between the objectives of teaching and the ways and means of attaining these objectives in the form of learning experiences, learning methods and learning environment.

Bloom 1971 said that, the more frequently evaluation takes place the more students generally achieve. Frequent brief question are better than infrequent, long tests because they require that students pay attention all the time rather than cram for the occasional exams because they give

students timely feedback and because they provide reinforcement for hard work close in time when the work was done.

Teachers have a lot to do with their students' motivational level. A student may arrive in class with a certain degree of motivation. But the teacher's behavior and teaching style, the structure of the content, the nature of the assignments and informal interactions with students all have a large effect on student motivation and performance. We may have heard the utterance, "my students are so unmotivated!" and the good news is that there's a lot that we can do to change that.

Educational psychology has identified two basic classifications of motivation - intrinsic and extrinsic. Intrinsic motivation arises from a desire to learn a topic due to its inherent interests, for self-fulfillment, enjoyment and to achieve a mastery of the subject. On the other hand, extrinsic motivation is motivation to perform and succeed for the sake of accomplishing a specific result or outcome. Students who are very grade-oriented are extrinsically motivated, whereas students who seem to truly embrace their work and take a genuine interest in it are intrinsically motivated. According to San Francisco, (1993), the great place to start for ideas and tips about increasing student motivation in your classes is use of examples and anecdotes that brings materials to life.

In addition to general strategies, this addresses successful instructional behaviors, how to structure a course to motivate students, de-emphasizing grades and responding with other types of feedback to students, and tips to encourage students to complete assigned readings. A reference list points the way to more specific information.

In order to foster intrinsic motivation, try to create learning activities that are based on topics that are relevant to your students' lives. Strategies include using local examples, teaching with events in the news, using pop culture technology (iPods, cell phones, YouTube videos) to teach, or connecting the subject with your students' culture, outside interests or social lives. (Brozo, 2005); McMahon & Kelly, 1996)

Students can have increased motivation when they feel some sense of autonomy in the learning process, and that motivation declines when students have no voice in the class structure. Giving your students options can be as simple as letting them pick their lab partners or select from alternate assignments, or as complex as "contract teaching" wherein students can determine their

own grading scale, due dates and assignments. Kurvink 1993 Reeve and Hyungshim, 2006 (Perkins 2002, GSA Abstract)

Students perform best when the level of difficulty is slightly above their current ability level. If the task is too easy, it promotes boredom and may communicate a message of low expectations or a sense that the teacher believes the student is not capable of better work. A task that is too difficult may be seen as unattainable, may undermine self-efficacy, and may create anxiety. Scaffolding is one instructional technique where the challenge level is gradually raised as students are capable of more complex tasks, (Margolis & McCabe, 2006) (Adams, 1998)

If students can identify with role models they may be more likely to see the relevance in the subject matter. For example, Wiens et al (2003) found that female students were more likely to cite a positive influence with a teacher as a factor for becoming interested in science [Wiens et al, 2003] . In some cases, you can be a role model but it's unlikely that you will connect on that level with everyone in the class due to differences in gender, age and social circles. However there can be many sources of role models, such as invited guest speakers, fellow students or other peers.

The effect of difficulties in learning upon a student may not be far out of proportion to the apparent seriousness of the problem, because emotional pressure builds up around the student's area of weakness (Blair, 1988). The student may fall behind expectation or standards set by the teachers, parents and school administrators and this lends support to the need to address the difficulty issue through the use of innovative teaching strategies.

According to Ukoha (2008) the concept of utilization presupposes that appropriate instructional materials have not been identified, provided and selected for instruction. This statement applies in like manner to utilization with respect to teaching strategies. It may be appropriate to consider a shift from top-down behaviorists approaches to more participatory learner-centered approaches (such as action research, constructivist and critical approaches) but such decision is only possible if the teacher has awareness of all existing strategies and developments in education theory.

An instructional objective is statement of skills or concepts students are expected to know at the end of some period of instruction. This must be adapted to the subject matter being taught.

Because instructional objectives are stated in terms of how they will be measured, it's clear that objectives are closely linked to assessment. An assessment is any measure of degree to which students have learned the objectives set out for them (Klein, 1987).

One critical principle of assessments and objectives must be clearly linked. Students learn some proportion of what they are taught. The greater the overlap between what was taught and what is tested the better students will score on the test and the more accurately they need for additional instruction be determined. Teaching should be closely linked to instructional objectives and both should clearly relate to assessment (Cooley & Leinhardt, 1980).

According to Education Development Center, through a U.S. Department of Education (DOE) Teacher Quality Research grant, we developed and tested a comprehensive professional development program for Head Start teachers. Participating teachers made dramatic strides in their teaching practice, displaying new understanding of and ability to use pedagogical science knowledge. We are now testing the efficacy of this intervention with a second DOE grant. They considered the following:

Hands-On, Inquiry-Based Approach to Teachers' Own Learning, Key to the success of Foundations of Science Literacy (FSL) is the attention paid to the science. In each of the four sessions, hands-on, inquiry-based investigations play a central role, allowing teachers to experience the physical characteristics and behavior of water firsthand. These explorations, along with preliminary and follow-up discussions, help teachers make connections between their own experiences and the underlying science concepts, generating ideas that are based on evidence. Opportunities to hypothesize, plan, observe, document, and analyze data build an appreciation for the power of inquiry as a means of approaching their own learning as well as children's.

Opportunities to Apply New Learning through Analysis, In FSL, video vignettes are carefully selected and presented in a structured context that guides teachers to better understand and apply each aspect of PSK. Videos of real classrooms provide an essential link between course content and application by providing opportunities for teachers to practice assessing children's science experiences and understanding. The videos also model effective teaching strategies and give teachers the chance to discuss alternate approaches to facilitation.

Teachers are given multiple opportunities to practice what they are learning about facilitating inquiry through analysis of these vignettes. For example, after a discussion about ways to interpret children's thinking about water flow from their exploratory behavior, teachers watch a video of a child manipulating the movement of water through clear tubing. This prompts a discussion about the child's current ideas about water movement and the science that the child is experiencing. During a second viewing, teachers' attention shifts to the teacher and her interactions with the child, and a group analysis identifies useful interventions as well as some that may hinder the child's exploration. Video is also used to build understanding of the teachers' role as a facilitator of the Engage-Explore-Reflect cycle, including examples of teachers leading engage-and-reflect conversations, supporting children as they represent their observations through drawing, and interacting with children at the water Table. Active viewing of the videos gives teachers the power to identify useful teacher strategies for supporting discussion and representation, as well as to suggest ones that the teacher in the video could have implemented.

Performance-based Assignments, Modeled after the portfolio tasks we developed for the Early Childhood Generalist Assessment for the National Board for Teaching Standards, FSL's four performance-based assignments, one after each session, ask the teachers to plan, implement, document, and analyze investigations related to the science they have just learned in the previous session. For example, after two sessions on flow, teachers are asked to guide children through a focused investigation of water flow. The assignment requires teachers to explain how their particular focus reflects children's interests and questions, to describe their plan for each phase of the E-E-R cycle, and to identify their plan for assessing children's learning. Teachers then implement the investigation, using video to document children's inquiry and the teacher's facilitation. Finally, they use a set of questions to guide their reflection on the teaching and children's learning. Teachers use the video as evidence of children's learning along with collected samples of children's work. The assignments not only provide a vehicle for teachers to try out some of their new learning, they also build their reflective capacity. One teacher explained how observing herself and the children on video provided insight into her own teaching and children's inquiry:

I initially felt that I had been ignoring Faye for Tyler who required much more one-to-one facilitation. However, after watching the video several times, I do not think that intervening with

Faye at that moment would have been the more successful course of action. She is obviously very comfortable exploring both on her own and in conjunction with other children in a small group. (Morrell, assignment package 2, EDC Foundations of Science Literacy course, 2006)

Teachers can make good use of collaborative or joint planning in preparing unit and lesson plans. The objective of strategic planning is to help teachers in planning together and sharing their teaching experiences (Nebgen, 1991)

It's important that teachers design unit and lesson plans or any other instructional activity to help student learn content and process information. The idea is to blend content with principles of thinking. The teacher continuously asks himself what the students capabilities are, and when to incorporate, what instructional techniques. The goal of strategic planning stage is to enable teachers to check and clarify various components of the planning stage. The teacher regularly revises the unit and lesson plan according to student's outcomes (Solkvo - Brecher, 1992)

According to Skinners (1953) in his theory of learning, an individual learns by producing changes in an environment. Skinner places more importance to reinforcement as stimulus which increases the probability of a response occurring. Skinner also differentiates between the positive reinforcement which makes an individual comfortable while negative reinforcement makes an individual uncomfortable. Learning is creation of condition connection between the learners and operant behaviors and its rein forcers. In this process of creating conditioned connections, techniques of reinforcement schedule are emphasized by Skinner (Lecturers notes on human learning, 2010).

CHAPTER THREE

METHODOLOGY

1.0 Chapter Overview

This chapter presents the research design, study population, sample design, research instruments, data processing and analysis, research procedure, sources of data and analysis, limitations of the study and ethical considerations.

3.1 Research Design

This study employed descriptive survey design. The study was conducted in Toroma County, Katakwi district. The design was preferred because it enabled the researcher to collect original data from the population within shortest time.

3.2 Target Population

The target population was comprised of Toroma schools both private and public schools where the teachers and students were picked from each school. Total number was 73 correspondents.

3.3 Sampling Size and Sampling Procedure

The researcher used purposely and simple random sampling techniques to get respondents were; 10 students and 3 teachers were picked from each school totaling to 62 respondents. Respondents were identified depending on their willingness and availability to take part in the exercise or study. The sample was arrived at using Slovenes' (1978)

$$n = \frac{N}{1 + Ne^2}$$

Where n is sample, N is target population

e is level of significance

3.4 Research Instrument

Data was collected from both primary and secondary sources. Secondary data was got by extracting information regarding causes of poor performance of teachers, by reading news papers, journals, text books plus the already existing literature on internet and magazines. Primary data was got from the field by the use of the following methods;

3.4.1 Interviews

This involved face to face interaction between the researcher and the participant through discussion. The interviews were in two ways, namely; structured interviews, where the responses by the participants were brief and specific. Un-structured interviews, where the responses were long, elaborated and not specific, the interviews were conducted in group, individual in order to get hand information from the key informants.

3.4.2 Questionnaire

This was discussion in written form where by the responses of the participants were put on paper provided by the researcher; the questionnaire was in two forms, namely; The open ended questionnaire in which the responses by the participants were free according to their understanding. The close ended questionnaire, where by responses were provided by the researcher and the participants chose one of them accordingly, for example strongly agree or strongly disagree.

3.4.3 Observation

The researcher critically used observation as a way of being clarified on the already given information. He was able to monitor the teaching in most classes and the general culture of the school. The researcher was able to get the direct data.

3.5 Research Procedure

The researcher obtained an introduction letter from Kampala International University, faculty of education permitting the researcher to conduct research in the schools. The researcher got authority from the school administrators permitting him to take a study in the school. The researcher then got the respondents, gathered data and took it for analysis. He then prepared the fair report to the supervisor who internalized it critically for further considerations.

3.6 Data Analysis

After collection of data, only correctly filled questionnaires were analyzed. Analyses were carried out by use of frequencies; percentages and true findings are represented using Tables, pie charts, bar graphs.

3.7 Limitations of the Study

The study was limited to only five selected schools in Toroma County and the students of those schools. Participation by the parents was not allowed. The research was further limited by

finance, time, language especially English was a problem to many students and fear among the respondents was big problem since most of them wanted to secure their jobs.

3.8 Ethical Considerations

The researcher followed the protocol by introducing himself and observed maximum discipline in a way of gathering the information.

The researcher did not consider any kind of persuasions by anyone in the name of research or release of any information gathered from the field unless authorized by the school. The researcher observed high degree of confidentiality as regard to the ethics of research.

CHAPTER FOUR

RESULTS PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA

4.0 Chapter Overview

This chapter presents findings and describes how data collected was presented, analyze and interpreted.

This chapter is divided into two broad sections; Teaching strategies and relationship between teaching strategies and performance of teachers. This is presented inform of Tables for easy understanding, both variant and invariant methods of presentation.

4.1 Teaching strategies

Table 1: Shows Students responses on teaching methods used by teachers selected schools in Toroma County.

	Teaching methods				Total
Age limits	Talk and chalk	Explanation	Discussion	Question and answer	
13-15	18	01	03	03	25
16-18	11	08	00	01	20
19- above	03	01	00	01	05
Total	32	10	03	05	50

Source; Field

From the study population of 50 (100%) students, the researcher found out that 32 of the students said teachers use talk and chalk method of teaching, 10 students said that teachers use explanation, 5 students said that teachers use question and answer and 3 students said that teachers use discussion method.

The findings also show that out of the five selected schools in Toroma County, 3 are private schools and two are government schools. The results show that the majority of the teachers in

private schools commonly use talk and chalk method since there is no monitoring and the drive is only money not academic excellence.

These results are elaborately illustrated in a bar graph as shown below

Table 2: Shows students responses on teachers way of evaluation in selected schools

Age limits	Monthly	weekly	Once in term	Not at all	Total
13-15	05	07	09	14	35
16-18	00	01	01	08	10
19- above	00	00	02	03	05
Total	05	08	12	25	50

Source; field

In Table 2, it shows that evaluation of students is rarely done. It shows that 5 students said that evaluation is done monthly, 8 weekly, 12 once in term, and 25 not at all.

Table 3: Shows students' evaluation of teachers on motivation

Statements	Description	Frequency	Percentage (%)
Links present to previous	Strongly agree	06	12.0
	Agree	08	16.0
	Disagree	20	40.0
	Strongly disagree	16	32.0
Motivates and sustains	Strongly agree	10	20.0

students questions			
	Agree	20	40.0
	Disagree	12	24.0
	Strongly disagree	08	16.0
Allows students participation	Strongly agree	10	20.0
	Agree	08	16.0
	Disagree	16	32.0
	Strongly disagree	16	32.0
Proper use of instructional materials	Strongly agree	05	10.0
	Agree	15	30.0
	Disagree	11	22.0
	Strongly disagree	19	38.0

Source; field

From Table 3, it is seen in average that 29.5% strongly disagree to have been applying the above techniques, 24.5% disagree, 12.75% agree, 7.75% strongly agree. This reveals the problem as to why the performance of students is low in the County.

Table 4: Shows Teachers Responses on Teaching Strategies

Statements	Description	Frequency	Percentage (%)
Recognizes and encourages the potential students	Strongly agree	01	6.7
	Agree	03	20.0
	Disagree	06	40.0
	Strongly disagree	05	30.3
Demonstrates the ability to discuss on appropriate level the pedagogy related to his content	Strongly agree	03	20.0
	Agree	01	6.7
	Disagree	06	40.0
	Strongly disagree	05	30.3
Uses current ideas, concepts and to adopt, supplement and enrich the curriculum	Strongly agree	02	13.3
	Agree	03	20.0
	Disagree	09	60.0
	Strongly disagree	01	6.7
Identifies errors made by students and deals with them appropriately and constructively	Strongly agree	02	13.3
	Agree	02	13.3
	Disagree	04	26.7
	Strongly disagree	06	40.0

Responds sensitively to the various stage of emotional physical and intellectual development of the students	Strongly agree	02	13.3
	Agree	04	26.7
	Disagree	06	40.0
	Strongly disagree	03	20.0
Develops readiness for learning	Strongly agree	03	20.0
	Agree	04	26.7
	Disagree	05	33.3
	Strongly disagree	03	20.0
Responds positively to constructive critics	Strongly agree	02	13.3
	Agree	01	6.7
	Disagree	07	46.7
	Strongly disagree	05	33.3
Involves students for learning experiences that elicit optimum performance	Strongly agree	01	6.7
	Agree	03	20.0
	Disagree	04	26.7
	Strongly disagree	07	46.6
Demonstrates the meaning full use of supplementary materials and aids	Strongly agree	01	6.7
	Agree	02	13.3

	Disagree	06	40.0
	Strongly disagree	06	40.0
Uses learning activities that meet students needs and build upon their interest and experiences	Strongly agree	01	6.6
	Agree	04	26.7
	Disagree	06	40.0
	Strongly disagree	04	26.7
Adequate support to learning	Strongly agree	03	20.0
	Agree	02	13.3
	Disagree	07	46.7
	Strongly disagree	03	20.0
Adequate monitoring and supervision of teaching	Strongly agree	02	13.3
	Agree	03	20.0
	Disagree	07	46.7
	Strongly disagree	03	20.0
Ability to provide a conducive environment	Strongly agree	02	13.3
	Agree	04	26.7
	Disagree	07	46.7

	Strongly disagree	02	13.3
Adequate staff	Strongly agree	01	6.7
	Agree	03	20.0
	Disagree	07	46.7
	Strongly disagree	04	26.6
Adequate motivation from management	Strongly agree	01	6.7
	Agree	03	20.0
	Disagree	08	53.3
	Strongly disagree	03	20.0

Source: Field

According to the findings in Table 4, the researcher found out that 45.16% of the teachers in the selected schools do not recognize and encourage the potential students. Generally a 60% of the teachers do not perform any of the strategies in Table 4.

Evaluation is not commonly done as indicated in Table 4 since most teachers do not know how they motivate their students. From the review of literature evaluation contributes a lot in the motivation of students.

Motivation goes with lesson planning and use of proper instructional materials. From Table 4, it's done by the few.

From Table 4, it is seen that management in the schools do not support teachers in the teaching by providing instructional materials, motivating students to learn and helping teachers to structure the environment that would provide conducive atmosphere for learning. Poor administrative techniques have made teachers' reluctant to teach since supervision is inadequate.

During the collection of data the researcher observed that 70% of the teachers in the selected schools do not use instructional materials. This makes learning convincingly very poor hence low performance of teachers / students.

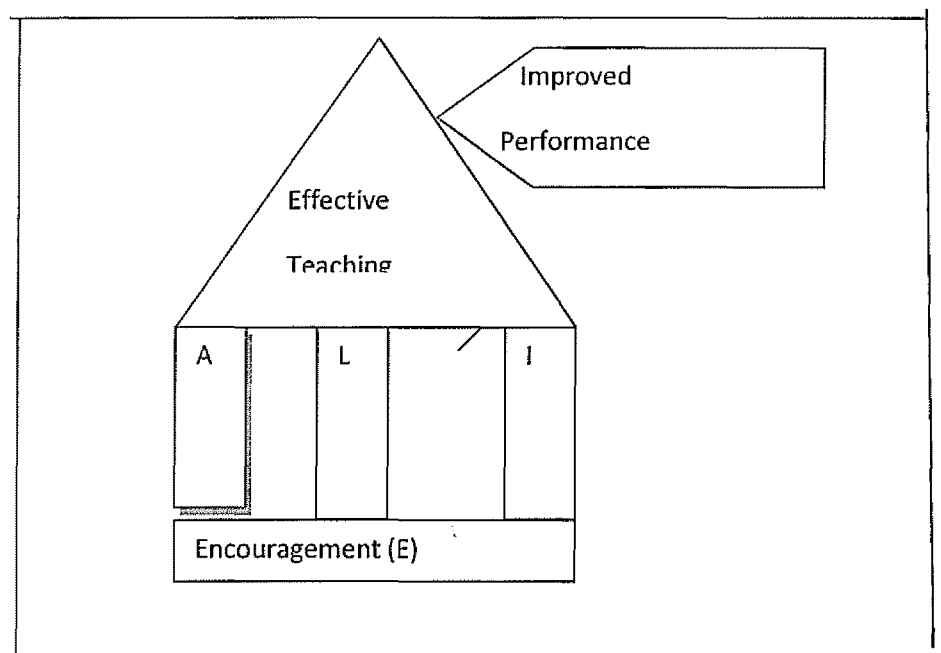
The researcher observed that teachers do not complete lesson time and they arrive to school late. Poor attendance of teachers was also observed by the researcher. According to some students a researcher talked to they said that “ this is just a common habit” because some days, weeks, month, terms you do not see a teacher for some subjects especially science subjects and few of arts subjects.

With critical analysis done by the researcher, he observed that most of the teachers are not qualified, some being senior six leavers. With this kind of teachers their performance is not doubted.

4.2 Relationship between teaching strategies and performance of teachers.

The teaching and learning process should be based on strong foundation of encouragement through positive attitude of teachers. The Activities /experiment, Learner centered approach Encouragement and Improvisation is the key pillars in which effective teaching stands which results into improved performance.

Figure 1: Conceptual frame work of ALEI principles



The four elements of interest

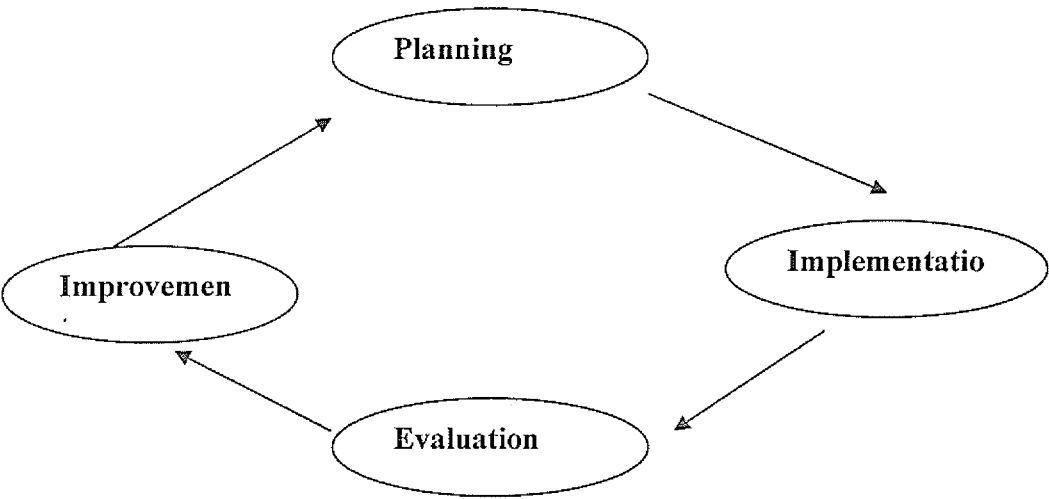
A= activity / experiments, L= learner centered E= encouragement
I=improvisation. Source SESEMAT Guide (2009)

4.2.2 Planning, implementation, evaluation, and improvement of lessons (PIEI)

Good planned lessons followed by effective implementation leads to efficiency in delivery which can be ascertained through assessment and evaluation. The results of assessment and evaluation can be used by the teacher to improve the subsequent presentation leading to improved performance. This is illustrated below.

The four stages of planning, implementation, evaluation and improvement are all interdependent as shown below.

Figure 2: conceptual frame work of PIEI cycle

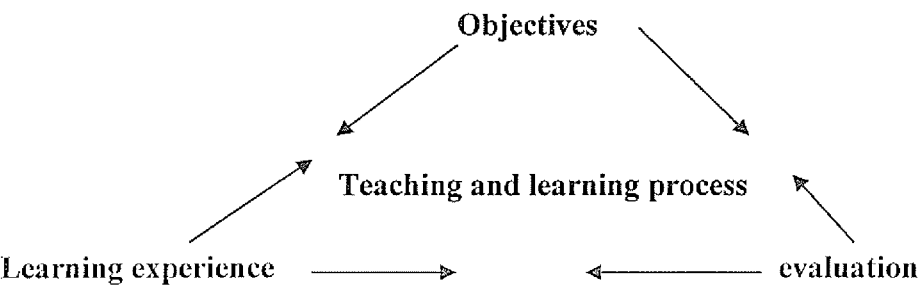


There is a close relationship between PIEI and ALEI whereby PIEI is an essential cycle to effect ALEI principles.

Source: SESEMAT Guide (2009)

There is close relationship between objectives learning experiences and evaluation.

Figure 3: Relationship between objectives learning experience and evaluation



Source: Natriello and Dornbusch (1984)

These learning experiences are likely to bring about behavioral changes in the learners as specified through different objectives. Evaluation of students' performance is generally done in terms of marks or grades competitively.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Chapter Overview

This chapter presents the discussion of major findings, conclusions and recommendations.

5.1 Discussions

From Table 1, it is seen that because of the methods of teaching, students are not performing well and therefore a teacher to. Rao (2002) said that a teaching method goes with the content, nature of students and a teacher should be knowledgeable about the method.

In Table 2, the numbers of students who say that there not given tests at all are very many implying that there is no evaluation taking place in the class room. This kind of teaching does not favor students at all since no one minds about them in terms of discipline, academics or general conduct of a student.

In Table 3, teacher's responses are very much positive according to the situation at hand. It is seen that teachers do not do what has been in the questionnaire. The performance therefore is not doubted. The teacher, who does not motivate his students, prepares his students for the lesson and prepares activity for his students, cannot perform well in class. Answering students' questions should be organized and stimulating. Teachers should always do their best to motivate, plan for students in order to perform well. Poor management results to low motivation of teachers to teach well since they are not provided with instructional materials, unfavorable environment and low salaries earned by teachers make them lazy to perform work efficiently. This results a teacher working in more than two schools, performance therefore reduces and passing of students also go down as has been seen in Toroma County schools.

Performance of teachers is determined by how students perform. In Toroma County, it has been revealed that, consistencies in poor performance of students are attributed to teachers' procedures, styles, models and strategies of teaching.

Considering ALEI principles of learning it says that, an effective way of learning is by inquiry, investigation, problem solving, experimentation and interaction / discussion. These methods do not only introduce learners to nature of the original concept but also promotes understanding.

It considers that a lesson should be having appropriate activities using the available resources to assist the learners in achieving the objectives. These activities should be interesting to the learners and within their ability to assist them concretize concepts and arouse curiosity in learning.

As per the analysis in chapter four there is not a case. Teachers lack pedagogical techniques of teaching making them the authors of knowledge which is presented to learners as finished materials. Teachers do not practice democratic way of teaching where students are allowed to participate in the learning process. The highest contribution of poor performance by teachers is as a result of not utilizing the appropriate activities which arouse students' interests to learn.

ALEI still considers encouragement in the learning situations. As it has been seen from the previous chapter, motivational level of students is very low indicating that teachers don't encourage their students to learn and the techniques used are extremely poor hence low performance by teachers and students. In Toroma County, according to researchers observation students are not motivated by the school administration, parents or teachers. ALEI principle says that students' achievement is enhanced by academic environment of encouragement provided by all the stake holders. Encouraging the learner in all aspects motivates them to learn how to "learn." This calls for teachers to provide cognitive, affective, psychomotor, psychological, emotional and social support to the learner at all times. The main reason of encouraging learners is to make them take control of their learning process.

Justin and Ellen (1990) said that, motivation is a broad concept dealing with attitudes aspirations interest and effort. Motivation affects behavior and learning in schools and outside school, in academics and non academics domains and in almost all phases of human growth and development. The need to good at something is the driving force for most people. Intelligence accounts for about 45% of the variance related to school grades, motivation accounts for about 35% of the variance, and the remaining variance is related to previous learning. Because of motivation factor students of low ability can achieve academic success (good grades) and students of high ability can achieve minimal success (low grades).

PIEI cycle can be considered in the learning process. From the analysis of the results in chapter four, it has been seen that poor planning cannot make any one reach to the expectations.

Constantly poor performance is as a result of poor planning by teachers. Improper planning leads to poor results or attainment of objectives. A well planned lesson enables learners to understand clearly the objectives of the lesson to be achieved.

Evaluation is a continuous process. From the research analysis, teachers rarely assess their students. A teacher is expected to see how the learners get involved as the teaching process occurs. Teacher evaluates how learners are growing in knowledge skills and makes instructional adjustments where possible. Evaluation of the lesson can be accomplished by seeking opinions of the learners and other colleagues.

Low performance of teachers is being attributed to lack of evaluation and lower determination in achieving the instructional objectives. They only consider evaluation at the end of the term not knowing that it is a continuous process that should occur both in classroom and outside classroom.

Phyllis (1989) articulated that, the failure of teachers in schools is as a result of not calcating moral education into students and involving stimuli that can arouse the interest of the students. The teacher therefore is to make sure that the environment is properly organized in order for students to learn. However there some general principles that apply to teachers and students and can be integrated into the classroom setting. First teachers who loudly proclaim the need for moral education in the schools often want students to adopt their particular morals and ethical beliefs. Teachers should allow students to express moral issues in the curriculum. They must encourage students to reflect not to accept dogma, to think and question, not merely to accept "facts" from someone else's interpretation of the world, and to develop rational and appropriate standards of behavior, not to follow standards because they are convenient or socially approved.

Creativity was not observed at all amongst the teachers implying that no alternative was used to enhance learning in case the objectives were not achieved. This can kind of teaching has very big effect that it does not consider the students at all that is it's not child centered. Jerome (1959) said that teachers' performance can be determined on how they are created and how they foster creativity in students. Teachers perform poorly as a result of inadequate or not all creative skills. He pointed that teachers should encourage students to make educative guesses, to follow hunches and to make leaps in thinking, not having a clear account of how they obtain an answer is

sometimes a secondary, understanding the nuances and larger concepts is more important. In inquiry – discovery techniques of teaching, students are not presented with subject matter in its final form, questions, answers, solutions, and interpretations are derived by the students. The techniques can be adapted to students of all ages.

5.2 Conclusion

The study has shown a positive and significant relationship between teaching strategies and performance of teachers in Toroma County, Katakwi district. The students responses on the strategies teachers use as given in chapter four is 72% and the teachers responses on the teaching strategies according to what is in chapter four is 68%. This elaborates exactly why students perform poorly in schools as it has been seen that teachers' performance is poor. This shows that teachers competency and adequacy is a panacea for attainment of educational goals and objectives. It's therefore not out of place for the National Policy on Education to have equivocally stated that no educational system can rise above the quality of its teachers.

5.3 Recommendations

- For qualitative planning in education in the district level quality assurance mechanisms needs to be implemented for continuous monitoring of schools inputs, outputs effectiveness and practices.
- In addition there is need to have school review practices in order to guarantee qualified teachers. This review practices will be based on the domain of teaching and learning as observed by each of the review team members.
- In addition teachers need motivation for such improvement and should be provided with all the necessary incentives, such as adequate salaries, good working conditions and other fringe benefits that compare favorably with what their counterparts in other professions receive. Such practices will assist greatly in improvement of teaching and learning in secondary schools and will and will impact students' academic performance.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR STUDENTS

I am student at Kampala International University pursuing bachelors' degree in science education. I kindly request your assistance to fill this form honestly and precisely. This is way of improving performance of sciences in our schools. Tick where necessary.

TOPIC; Identification of teaching strategies and their relationship with teachers

Performance.

A. Personal information

Age, 13-15 ☐ 16-18 ☐ 19-above ☐

Class

Gender.....

B Teaching strategies

1. Which of the teaching methods is employed in your class?

Talk and chalk ☐

Explanation ☐

Discussion ☐

Question and answer ☐

2. How often do you do Tests

Weekly ☐ monthly ☐ once in term ☐ not at all ☐

C. Motivational level.

1) Do you always enjoy your learning in class?

Not at all ☐ yes ☐ moderate ☐

2) Tick the most appropriate

(a) Links present to previous ☐

(b) Motivates and sustains pupils interest ☐

(c) Encourage and responds to pupils questions ☐

(d) Allows pupils participation ☐

(e) Proper uses of instructional material ☐

APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Identification of teaching strategies and their relationship with teachers' performance

Dear Sir, I request kindly your contribution towards my research.

In this case you are expected to apply tick where you think appropriate with honesty.

Instructions;

4- Strongly Disagree

3-Disagree

2- Agree

1 Strongly agree

A	Teaching strategies	1	2	3	4
A0	Teaching methods				
A1	Recognizes and encourages the potential students				
A2	Demonstrates the ability to discuss on appropriate level the pedagogy related to his content				
A3	Uses current ideas, concepts and to adopt, supplement and enrich the curriculum				
A4	Identifies errors made by students and deals with them appropriately and constructively				
A5	Responds sensitively to the various stage of emotional physical and intellectual development of the students				
B0	Motivation				
B1	Develops readiness for learning				
B2	Responds positively to constructive critics				
B3	Involves students for learning experiences that elicit optimum performance				
B4	Demonstrates the meaning full use of supplementary materials and aids				
B5	Uses learning activities that meet students needs and build upon their interest and experiences				

C0	Management				
C1	Adequate support to learning				
C2	Adequate monitoring and supervision of teaching				
C3	Ability to provide a conducive environment				
C4	Adequate staff				
C5	Adequate motivation from management				