

**TEACHER TRAINING AND WORK ATTITUDE IN NINE YEAR BASIC EDUCATION
SCHOOLS IN BURERA DISTRICT, RWANDA**

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In Partial Fulfillment of the Requirements for the Degree
Master of Education Management and Administration


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DECLARATION A

This thesis is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning .



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DECLARATION B

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

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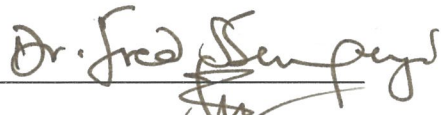
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APPROVAL SHEET

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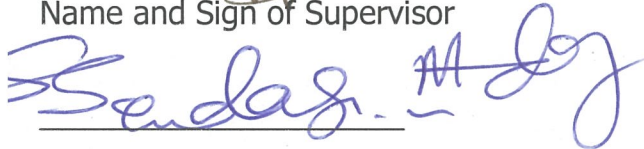

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DEDICATION

This thesis is dedicated to Dancille NTAMAVUKIRO and NDUTIYE Simeon, my parents, to all of my brothers and sisters and all friends of Kampala International University

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ABBREVIATIONS AND ACRONYMS

A₀	:	Bachelor's Degree Level
A₁	:	Diploma Level
A₂	:	Advanced Level
CVI	:	Content Validity Index
9YBE	:	Nine Year Basic Education
INSET	:	In-Service English Training
KIU	:	Kampala International University
MINEDUC	:	Ministry of Education, Science, Technology, and Scientific Research
HR	:	Human Resource
IWA	:	Inventory on Work Attitude
OECD	:	Organization for Economic Co-operation and Development
PCs	:	Personal Computers
RQ	:	Reliable Questions
SPSS	:	Statistical Package for Social Sciences
TALIS	:	Teaching and Learning Inspection Survey
TDM	:	Teacher Development and Management
TESL	:	Teaching English as a Second Language
TESOL	:	Teaching English to Speakers of Other Languages
TESOL	:	Teachers of English to Speakers of Other Languages

TQ	:	Total Questions
TSC	:	Teacher Service Commission
TT	:	Teacher Training
TTC	:	Teacher Training College
TTQ	:	Teacher Training Questionnaire
UBE	:	Universal Basic Education
UNESCO	:	United Nations Educational, Scientific and Cultural Organization
USAID	:	United States Agency for International Development
WA	:	Work Attitude

THE PROBLEM AND ITS SCOPE

Background of the study

Since the beginning of formal education in Africa (during the colonial period), the environments in which teachers work, and the demands placed upon them by society are increasingly complex. To keep up with the above demands, Goodlad (1990) said that teacher training is considered as solution, but when change is expected to happen. When it is not alike, the teachers' attitude to work stays stable, because there are no effective attitudes and actions employed by teachers.

Due to what Hampton (1987) says, *the teachers' work attitude is influenced by both needs and wants in the environment of work; when needs are conditioned by environment, the results are a set of employee wants*. In this regard, Hampton (1987) continued saying that needs are the courses of action, but wants are the clues to the type of action likely to take place. In trying to satisfy wants, a person does not always try to choose the best action but only satisfactory ones.

Keith (1981) says that the job wants of workers are nowadays influenced by conditions such age, education, and type of work. The young worker is likely to give less emphasis to security than the older worker. Therefore, effective teacher training design is no easy because, as said by Birren (1970), reaction to a job is filtered by perception, which is an individual's own view of the world. He says, "*People perceive their environment in an organizational framework that they have built out of their own experiences and values. Eventually, each individual says, I behave according to the fact I see things, not as you want me to see them*".

Viewing that experiences and values of teachers can curb the plan of training, Dr. Arthur (1998:77) says that before planning training, one thing you can be sure of is that things will change; nothing in this world stays the same for long... the way we approach our jobs, the way a job is performed, and even the type of work we do change with the time.

In connection with the above assertion, teacher training intends change for positive work attitude in an ever-changing world. As Fulton (1989) said, there are five attitudes and actions of a trained teacher such as genuine caring and kindness of the teacher, a willingness to share the responsibility involved in a classroom, a sincere sensitivity to the students' diversity, a motivation to provide meaningful learning experiences for all students, and an enthusiasm for stimulating the students' creativity.

Furthermore, these five attitudes above can show that the work attitude changes or is stable in nine year basic education schools teachers. According to the report of UNESCO (1998) on work attitude stability, the stability of teachers' attitudes has been observed before and is coherent with general findings from psychology that attitudes can be quite resistant to change. As it continues, stability of teachers' attitude may also be that school-level variables have different effects on individual teachers depending on other personal characteristics. The large within-school variance also suggests that teachers with varying attitudes about instruction may well work side by side in the same school for sharing experiences about change.

In the African scope, the teacher training process has many confronts that have roots from colonialism. The first confront and foremost is like the language of instruction where many African languages are suppressed. Referring to UNESCO (2010), in some countries, the media and education are currently conducted exclusively in foreign official languages. Sincerely speaking, teacher training refers to subject taught, psychological and pedagogical training. When it comes to pair the latter disciplines with the new language of instruction, teacher training results in shortcomings in some countries of Africa. In South Africa for example, language of instruction became a sensitive issue in education. Throughout the nineteenth century, Afrikaners resisted government policies aimed at the spread of the English language and British values. Later on, English has got the most important instructional position in Education (Ministry of Education, 2010).

Conversely, Burkina Faso, as said by Taryam (2009), has judged bilingualism beneficial in teaching learning processes. This country has principally opted this just after viewing that the use of African languages in compliance with foreign languages (English and French) can solve the problem of negative attitude towards either English or French to those who know one of them as the second language.

As per Rwanda, through the Ministry of Education (2008), the recent option was to organize in-service teacher training to offer teachers opportunities for continuous professional development in what is known as INSET (in-service English Training). The main INSET programs at present (since 2009) provide English language training for all primary and secondary school teachers, Maths and Science training for secondary school teachers of these subjects, and School Management Training for Head Teachers. TSC (TDM today) works closely with District education officers to facilitate decentralized ownership and delivery of INSET.

Comparing Rwandan teacher training and work Attitude to other countries, the teacher training in Rwandan is ambivalent. The efforts of Rwandan Ministry of Education,(2007) were mobilized on English language capacity building of all teachers at school level and teaching methodology by thinking of combination of benefits and inducement including inter alia enhancing the status and profile of teachers, financial and other non-financial benefits, continuing professional development and the development of effective and participatory management. Regardless of those efforts, many teachers judge the training non-profitable due to the different levels of education of trainees, lack of motivation and qualification of trainers. In Stephen Sawchuk (2012)'s view, "assigning all employees to a training program, regardless of their skill levels, is a waste of organizational resources and create an unpleasant situation for employees who do not need training."

In response to the challenge of non-profitability of teacher training in Rwanda in both English and teaching methodology, Thierry (1998:1-2) argues that the true uniqueness and potential of language does not lie in the additional ten minutes it may have warranted. One of the things that make language special is that while it can be a rather fascinating subject of study, it is also prerequisite for the study of all

other subjects. Language is the foundation to thinking about and learning math, or science, or social studies and in this respect it is unique.

Hence, Firestone et al, (1993) say that the Commitment to teaching has been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable workload, adequate resources and pay, and learning opportunities providing challenge and accomplishment.

Statement of the Problem

Teacher training and work attitude have recently undergone various challenges in Rwanda, just after nineteen ninety four (1994) reforms. Many nine year basic education schools have qualified teachers especially from p1 to p6, but due to the continuous educational reforms the teachers get confused of both language of instruction and teaching methodology. In this regard, relating teacher training to work attitude is not easy, especially in terms of application of instructional materials, methodology of teaching and content mastery because of the conditions in which teachers live. These conditions are in line with their job satisfaction, self motivation, and their turnover which make quality output tedious.

The core issue is the prompt shift from French as a medium of instruction to English that has been considered by Dr. Lynd (2010) as *"transition to English as the medium of instruction, where the standard chalk and talk methods, in which the teacher wrote on the chalkboard and students transferred information to their notebooks, has been replaced by the use of games, stories, and hands-on exercises to help the students learn"*.

Therefore, as the aim of teacher training should be for helping teachers and their managers in changing teachers' work attitude through training, the question is, sure still, what significant relationship is between teacher training and work attitude in nine year basic education schools of Rwanda.

Purpose of the study

This Study was conducted for the following reasons:

1. To test the hypotheses of no significant relationship between teacher training and work attitude in nine year basic education schools of Burera District
2. To generate new information from the findings of the study and with reference to the theory on which this study was based
3. To bridge knowledge gaps never before addressed on teacher training and work attitude.

Research objectives

a) **General objective:** our main objective was to investigate on the correlation between teacher training and work attitude in nine year basic education schools of Burera District.

b) Specific objectives

To determine the demographic characteristics of the respondents in terms of: Age, Sex, Qualifications and Number of years teaching experience

To determine the extent of teacher training in selected schools under study

To determine the levels of work attitude of teachers in selected schools under study

To establish a significant correlation between training and work attitude in nine year basic education schools under study.

Research questions

What are the demographic characteristics of the respondents in terms of: Age, Sex, Qualifications and Number of years teaching experience?

What is the extent of teacher training in selected schools under study?

What are the determinants of the level of work attitude of teachers in selected schools under study?

What is the significant correlation between training and work attitude in nine year basic education schools under study?

Null hypothesis

1. There is no significant relationship between teacher training and work attitude in nine year basic education schools in Burera District

Scope

Geographical Scope

This study concentrated on Teacher Training and Work Attitude in Nine Year Basic Education Schools in Nemba (3), Ruhunde (2), Butaro (3), Rusarabuye (2) and Rugengabare (1) administrative sectors in Burere District, Northern Province, Rwanda. The total number of schools under this study is 11.

The reason for choosing Burera as a geographical area for this study was that Burera has been one of the Districts where teachers have been blamed for many excuses at work based on fictitious sicknesses and this was considered by a researcher as doing other business rather than teaching.

Content Scope

The study intended to determine the levels of both teacher training and work attitude in schools under study. It also intended to explore the significant correlations between teacher training and teachers' work attitude.

Theoretical scope

The study used Expectancy theory by vroom (1964) because it emphasizes individual perceptions of the environment, and subsequent interactions arising as a consequence of personal expectations. The theory was proven in this study.

Significance of the Study

The following disciplines will benefit from the findings of the study:

The **teachers of the nine year basic schools** under study will be aware of the roles they have to play in teacher training and how their work attitude can change positively.

The **nine year basic education schools administrators** will be able to motivate teachers and forward their suggestions collected from their feedback about training.

The **Rwanda Education Board and Planners** will be aware of what teachers need from training, by taking in account the different levels of qualifications, specialization and experiences of teachers.

The **Ministry of Education** will use the findings as empirical information to provide teachers with training for change rather than ad hoc ones.

The **future researchers** will utilize the findings of this study to embark on a related study.

Operational Definitions of Key Terms

For the purpose of this study, the following terms were defined as they were used in the study:

Teacher Training refers to the process of teaching or learning the skills you need to be a teacher in a school.

Work Attitude refers to the 'feel' part of your work. It relates to how you feel about your work and your approach towards work. Hence, work attitude is intangible. You cannot see it. Your colleagues cannot see it. But people can feel it. People whom you work with can feel your work attitude behavior.

Nine Year Basic Education is a concept that has much to do with the level of education that is most necessary and from which other levels of education develop.

Teaching Experience concerns the things that you have done in your life; the knowledge and skill that you get from seeing or doing or something through the ideas and beliefs.

Application of Teachers' Instructional Materials refers to the effectiveness consisting organic relationship between the planning of course content and the planning of teaching methods. Broadly speaking classified the instructional material fall into the following groupings: Printed Materials, Audio-Visual Material (other Than Print), Practical activities and Face to Face Teaching and Other Interpersonal Activities.

Methodology of Teaching makes certain that students understand the teaching material. In the classroom situation, the teacher is answerable for all learners' needs. In this research, emphasis was laid on how the teachers feel when delivering lessons in their classrooms.

Content Mastery provides targeted academic assistance and support services to help identified students master the content taught in their regular classes. In this setting content mastery has to do with the teacher's nature of the task and the

collaborative mood, professional judgment of the educators, determine the instructional strategies, assessment methods, accommodations and modifications provided.

Job Satisfaction to the topic of work attitude emphasizes a more conceptual approach to the problem. Teacher's earning depicts their perception about their work. In this research, job satisfaction refers to what teachers expect to earn from the years of work to retirement.

Self-Motivation has to do with the state of mind. Always being Self-motivated means driven, focused, ready for objective discussion, also being sharp and smart enough not to be manipulated and be open to positive teaching/learning.

Quality Output depends upon many reasons. These are: learners and teachers as learners, quality learning environments, quality content and quality processes (methodology of teaching). In this research, quality output reflects the influence of teachers in nine year basic schools to learners.

Teacher Turnover has the same semantic field as teacher's earnings and it is a fertile of teacher's motivation. In most of developing countries including Rwanda, the teacher turnover has an impact on teacher's social status and in return, the way s/he handles with classroom situation weakens because of the low attitude. This study focused the work attitude of teachers in relation to their incomes.

Demographic Characteristics of the respondents are traits that are intended concerning gender, age, qualifications, number of years teaching experience, and number of qualified teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

Training is not completely a new term. What is interesting about it is that it is commonly assumed to be a good thing that goes on influencing individual's competence and performance at work for a culminating work attitude.

Concepts, Opinions, Ideas from Authors/ Experts

Teacher Training

Teacher training is referred to as a process of reaching or learning the skills you need to be a teacher in a school (Oxford Advanced Learner's Dictionary, 2010).

In their everyday work, the teachers can get confused by change that results in what Halloran (1978:322) called costly misunderstood orders. This is the time when supervisors must train and direct employees in areas in which they have no experience on materials that are expensive and on procedures that are complex.

Once deficiency is identified, the next step is to determine whether it can be remedied by training or whether it is due to other factors, which may include negative attitude because of feedback on job performance, insufficient information about the job's duties, non-supportive work environment, poor job design, and personal problems inside or outside of the work (Laird, 1983).

According to Dr. Arthur (1998:84) we can hear someone saying: it's too hard for me. I am too old to learn new thing. No matter what happens change must be introduced when it is the sole solution to what people are supposed to do for better performance.

Giving an example of Eric who was a bookkeeping machine operator for 20 years, the fastest and most accurate operator in his department, Dr. Arthur (1998:85) said that Erick was devastated when the company replaced its old Burroughs machines with PCs. Erick asked: what will I do? I am 50 years old. I am

too old to learn about computers. When the computer company's trainer began the training program, Erick froze. He didn't seem to absorb even the basic elements of his work. The trainer spent his extra-time with him and paid special attention to his efforts. His manager talked to him to build up his confidence, but nothing helped. Erick's transfer to another department was denied because computers are now used everywhere. When Erick was at his lowest ebb, Lillian, one of the other bookkeeping machine operators, took him aside. Erick you can learn. I am older than you, and I had no trouble learning to use the PCs.

Following this friendly piece of advice, Erick learnt and then became, as Dr. Arthur(1998) said, a productive PCs operator and proudly boasted about his new skills. In this same example, Lillian promised with her colleagues to help Erick. Basing on this, though Erick shouldn't go for training, he could be able to get some skills from his neighbors. This is training by mentoring. This increases the staff's capability, ability and their willingness to take responsibility (Maichibi, 2007)

Application of Teachers' Instructional Materials

According to Novak (1990) teaching/Learning requires the utilization of instructional materials and science apparatus by science teachers in this new dispensation; most importantly, according to Shulman (1987) students' participation must be prominent in the methodology. Instructional materials depend on practices and the latter depend on what teachers bring to the classroom. Professional competence is believed to be a crucial factor in classroom and school practices .

Okebukola (1984) says that a cooperative learning technique is yet another that has the potentiality to bring about meaningful learning. There should be good presentation of relevant information by the teacher and the encouragement of interaction among pupils and students. Also, curricular and experiential knowledge possessed by the teacher with adequate display of such knowledge through involving students will result in meaningful learning.

In other words, good instruction should be responsive to students' needs and various student, classroom and school background factors. What is important is to look at whether teaching practices adapt to students' social and language

background, grade level, achievement level, and class size. Thus, it could be argued that teachers at these levels should improvise instructional materials. There is a limit to the extent of improvisation realizing that some equipment cannot be improvised. Besides, teachers and students require exposure and practical experience with standard and modern apparatus and equipment (OECD, 2009).

Methodology of Teaching

Danmole (2011) stresses that the spiral curriculum requires child-centered and activity-oriented teaching/learning process and the use of different teaching methods and strategies to ensure students understanding of topics has become imperative; the guided discovery method of teaching which is encouraged in science teaching is time-consuming and requires planning and dedication on the part of the teacher. It is interesting to note that classroom activities which most teachers perceive as indicative of good teaching are still predominantly teacher-centered activities. Therefore, new teaching techniques and strategies highly learner-centered such as concept mapping and cooperative learning should be taught to science teachers during capacity building

Content Mastery

Talking about content mastery, Eggen et al (2001) highlighted it in three headings of teachers' knowledge of subject matter. These are namely: knowledge of content, pedagogical content knowledge and general pedagogical knowledge. As it was stressed by Adediwura et al (2007), *it is a statement of fact that nobody can teach what he does not understand. It has been established that there is high correlation between what teachers know and what they teach.*

Thus, as Eggen (2002) continued, the content mastery for teacher to teach effectively depends on the teachers' knowledge, and knowledge occurs in a variety of forms. Teacher effectiveness is impeded if the teacher is unfamiliar with the body of knowledge taught and that teachers' effectiveness is subject specific.

Adediwura et al (2007) supported the above assertion saying that the implication of this for teachers is that they must thoroughly understand the content of what they teach. The teacher whose understanding of topic is thorough use clearer language, their discourse is more connected, and they provide better explanation than those whose background is weaker.

Concerning Pedagogical content knowledge, Fazio RH et al (1994) said that it depends on an understanding of a particular topic and how to explain it in a way that it will make sense to the students. Pedagogical content knowledge implies, an understanding of ways of representing the subject that make it comprehensive to others and an understanding of what makes the learning of specific topics easy or difficult. Eggen et al (2001) declared that where pedagogical content knowledge is lacking teachers *commonly paraphrase information in learners' textbooks or provide abstract explanations that are not meaningful to their students.*

Ehinderer (1990) has confirmed that teachers' knowledge of subject matter is highly essential for effective teaching, while teachers' teaching is influenced by the level of his pedagogical knowledge, as different from his subject matter knowledge. It is to be noted that pedagogical knowledge are not exactly the same thing as knowledge of subject matter, they nevertheless are, intimately linked with it, because teachers' mastery and use of them in the classroom will indicate the depth of their knowledge of subject matter.

As far as general pedagogical knowledge is concerned, Farrell (1993) said that the content to be taught must be reflected by teacher's cognitive nature (knowledge or skills) of the contents to be taught, in their epistemological status (scholarly knowledge or social practices of reference), in the methodology of their construction (transposition in their elaboration of knowledge), in their organization in curricula, in their instruction history. According to Fazio (1994) the teacher, like the learner, has also his/her own interests which inevitably have an impact on teacher's enthusiasm in teaching. In addition to the teacher's interest, his/her aptitude to use a particular teaching method is another significant element. Some teachers do not have skills to use effectively some methods. Although others have the aptitudes to

use the methods in an efficient way, they do not find any satisfaction in using them. In either of these cases, the teacher may perform poorly. Goodlad (1990) concluded that if the teacher does not know how to apply the methods this could limit his/her performance.

Work Attitude

According to Lise (2004), happy employees are productive employees. He says, *we hear this statement made by HR professionals and managers in organizations. Even at a time when employees are increasingly important for organizational success and competitiveness, the most focal employee attitude is job satisfaction.* In this research, the above happiness depend upon, job-satisfaction, self-motivation, quality output and teacher turnover that have been focused in work attitude.

Job Satisfaction

According Brault (1984) Job satisfaction is the favorableness or unfavorableness with which employees view their work. It expresses the amount of agreement between one's expectation of the job and the rewards that the job provides.

Mager (1984) said that Job satisfaction is part of life satisfaction. The nature of one's environment off the job does not affect one's feelings on the job. Similarly, since a job is an important part of life, job satisfaction influences one's general life satisfaction. The result is that satisfaction arises from a complex set of circumstances in the same way that motivation does.

Cooperman (1983) also added job satisfaction is dynamic. Managers cannot establish high job satisfaction once and then forget about it for several years. It can go as quickly as it came- usually more quickly- so it has to be maintained week after week, year after year.

Self-Motivation

This concept has been discussed by Adediwura et al (2007) who said that self-motivation may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the teacher's perception.

Schwarzer (1992) says that low self-motivation can lead people not to react when tasks are harder than they actually are. This often results in poor task planning. Observational evidence shows that people become intentionally erratic and unpredictable when engaging in a task when they have low self-motivation. On the other hand, people with high self-motivation often take a wider overview of a task in order to take the best route of action. People with high self-motivation are shown to be encouraged by obstacles to make a greater effort. Self-motivation also affects how people respond to failure.

Quality Output

Moorhead (1989) emphasizes that the production and provision of textual and other instructional materials should be a priority for quality output delivery of the curriculum; Januch et al (1978) added that simple science apparatus and equipment should be part of the package in the provision of Government in the Basic Science and Technology component of UBE Programme. Considerable consensus on what makes quality output exists around the basic dimensions of quality education today.

In this same regard of views, Adams (1993) explained what makes quality output in education: Learners who are healthy, well-nourished and ready to participate and learn, and supported in learning by their families and communities; Environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; Content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life, and knowledge in such areas as gender, health, nutrition; processes through which trained teachers use child-centered teaching

approaches in well-managed classrooms and schools and skilful assessment to facilitate learning and reduce disparities; Outcomes that encompass knowledge, skills and attitudes, and are linked to national goals for education and positive participation in society.

Thus, UNICEF (2000) reported that bringing together many dimensions that contribute to educational quality outputs is a difficult task. For that reason, it requires knowledge, resources, commitment and willingness to change.

Teacher Turnover

Stephen (2012) argues that the impact of teacher turnover is one of the teacher-quality topics that's been hard for researchers to get their arms around. The phenomenon of high rates of teacher turnover has certainly been proven to occur in high-poverty schools more than low-poverty ones. The eminently logical assumption has been that such turnover harms teachers' work attitude. As teacher turnover is associated with job satisfaction, Davis (1983) argues that teachers who have lower satisfaction are more likely to leave their employers and seek other works elsewhere, while their more satisfied associates remain.

Theoretical Perspective

The study drew upon vroom's theory of motivation which is called the Expectancy Theory of Motivation, one of the process theories. According to vroom (1964), it provides an explanation of why individuals choose one behavioral option over others. The basic idea behind the theory is that people will be motivated because they believe that their decision will lead to their desired outcome (Redmond, 2009).

Expectancy theory proposes that work motivation is dependent upon the perceived association between performance and outcomes and individuals modify their behavior based on their calculation of anticipated outcomes (Chen et al, 1994)

Vroom's Expectancy Theory is based on these three components:

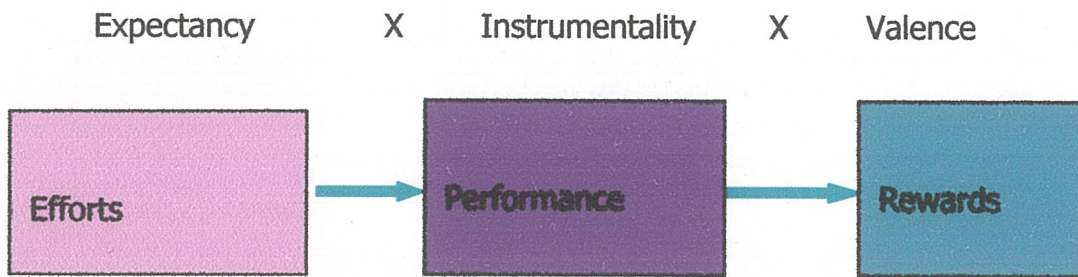


Figure 1: Expectancy theory by Vroom (1964)

Before working, the worker asks him/herself if the efforts will lead to performance. On the other side, the question is whether performance leads to outcome. Lastly, the worker asks him/herself if outcomes are desirable (Fang, 2008)

Briefly, *Expectancy* can be described as the belief that higher or increased effort will yield better performance. This can be explained by the thinking of if I work harder, I will make something better. Some things that help expectancy are having the correct resources available, having the right skill set for the job at hand, and having the right support to get the job done correctly. On the other hand, *Instrumentality* can be described as the thought that if an individual performs well, then a valued outcome will come to that individual. Some things that help instrumentality are having a clear understanding of the relationship between performance and the outcomes, having trust and respect for people who make the decisions on who gets what reward, and seeing transparency in the process of who gets what reward (Fang, 2008).

As per *Valence*, vroom means value and refers to beliefs about outcome desirability (Redmond, 2010). Valence can be thought of as the pressure or importance that a person puts on an expected outcome. Hence, Vroom concludes that the force of motivation in an employee can be calculated using the formula: *(Motivation = Valence*Expectancy*Instrumentality)*

This theory has a practical and positive benefit of improving work attitude because it can, and has, helped leaders create motivational programs in the workplace. This theory is built upon the idea that motivation comes from a person

believing they will get what they want in the form of performance or rewards. Expectancy theory is classified as a process theory of motivation because it emphasizes individual perceptions of the environment, and subsequent interactions arising as a consequence of personal expectations.

The theory states that individuals have different sets of goals and can be motivated if they believe that: There is a positive correlation between efforts and performance; favorable performance will result in a desirable reward. The reward will satisfy an important need; hence, the desire to satisfy the need is strong enough to make the effort worthwhile (Vroom, 2009).

Expectancy theory might be called the thinking person's motivation theory. It focuses on the network of ideas people have about their jobs and how these jobs and how these combine with the strength of their desire to motivate people (Humpton, 1987)

Work attitude, as compared to the expectancy theory, focuses workforce that have more education and greater variety of skills. Giving an example in this respect, Hamphon (1978) said that the worker's strong desire is to work hard tied to his/ her goals of becoming professionally and financially successful. Lately however, the teacher starts to develop doubts about whether his/her efforts and achievements would pay off as s/he hoped. S/he wants very much to be recognized for the work well-done in a tangible way.

Expectancy theory was relevant to this study, because it is among process theories of teachers' motivation, job satisfaction, turnover and quality output, the bases for effective teacher training design. All of these shape the way teachers perceive and do their work. As a result, teachers' attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being. Furthermore they can be expected to mediate the effects of job-related policies such as changes in curricula for teachers' initial education or professional development (OECD, 2009).

Related Studies

Teacher Training

Teacher training naturally has to do with teachers' attitude to work. It has to do with teachers' self-confidence to participate in the pedagogical processes within the school environment where learners interact with the teacher (Moorhead 1989). A number of research studies in relation teacher training and work attitude has been the subject of many.

Bass (1966) asserted that all employees retain the right to their own private beliefs. Occasionally, when internal corrective action cannot be achieved, employees choose at their own risk to expose what they believe to be unconscionable practices of their own organization. This is called blowing the whistle on the organization. Therefore, it is better to arrange for training though sometimes it is impossible or impractical to have a well-controlled training design (Scarpello, 1987)

Jacob et al (2004) whose research is based on the impact of Teacher Training on student achievement for the reform efforts in Chicago said that the effective classroom management can be difficult if the teacher is not well trained. As he continued, training has to do with teachers' innovation in teaching/learning process and control particularly in the classroom. Therefore, it could underlie Teachers' involvement in academic activities, which operate in schools. They added that the teacher is the one who translates educational philosophy and objectives into knowledge and skills and transfers them to students in the classroom.

To achieve these said above, the teacher needs to continuously refresh his/her knowledge. According to G. Mialaret et al (1978:75) teacher training is a group of processes that leads to the professional action of teachers as an instructor and his/her teaching process as well.

According to Januch et al (1978) trained teachers may be probably confident, if they are conscious that their teaching skills are good; when they get into class, their whole aim is to teach since they have built a reputation of having good teaching skills. This is rather in contrast from teachers, whose teaching skills are not

that good, because they tend to have cold feet when going to classes, developing all kinds of excuses or else engaging learners cleverly in conversations that have no bearing on the true learning content.

UNESCO's World education report of Teachers and teaching in a changing world (1978:76) differentiates the teachers training into two types that are quite different. The first type is initial training and the other one is continuous training. Initial training is given to persons, generally children at the schooling age, who are not experienced in the corresponding job. Meanwhile, it is rare for the initial training to give aptitudes and skills necessary; thus, the apprenticeship period is necessary before the trainees are totally considered as capable workers. Conversely, the continuous training is pursued by someone who has recently quitted the schooling with some basic level, who exercised a profession and who has insured his/responsibilities in the society.

The Journal on Education in South Africa explains why teacher training is important: Teacher training is important for two main reasons. Firstly, considering the vast resources which are being spent on education, and particularly training itself, it is essential to ensure that these financial resources are well utilized. Secondly, the quality and quantity of the output in the form of well educated students with good attitudes will determine the type of leadership, management and workforce in future (Ministry of Education and Culture, 1993).

Work Attitude

Work Attitude, in Moorhead (1989)'s view, could be defined as a consistent tendency to react in a particular way often positively or negatively toward any matter. In the context of Indian economy, the results from the empirical testing have shown that more teachers in all settings express negative or mixed feelings on job than positive feelings. Therefore their position of feeling is known as their attitude to work (Ashok, 1997).

Misconceptualizations of job satisfaction have arisen from misunderstanding job as an organization bound concept and job satisfaction as either-or psychological occurrence and all time truth (Ashok, 1997).

Asking himself about what has been the trend of job satisfaction in the United States of America in 1970s, Keith (1981) said that there were widespread allegations that job satisfaction was failing substantially. According to him, it was said management did not show enough human concern, and so worker alienation was so rising. At this time, many social changes were occurring. Worker expectations were rising substantially. More young people and women were moving into the labor force... the expectations of labour were rising, but management practices also were improved.

Reflecting on work attitude in terms of job satisfaction, Davis (1983), relates job satisfaction to worker's turnover and says, "*as must be expected, higher job satisfaction is associated with lower employee turnover. More satisfied employees are likely to stay with their employer longer.* Without question, the organization has responsibilities to the individual, but also- and again without question- the individual has responsibilities to the organization. Employment is a mutual social transaction. Each employee makes certain membership investments in the organization and expects profitable rewards in return. The organization also invests in the individual, and it, too, expects profitable rewards. A relationship is profitable for either party when benefits (outputs) are larger than costs (inputs) measured in a total value system (Scarpello, 1987).

From the perspective of research and practice, Lise (2004) said that the most focal employee attitude is job satisfaction. In addition to pedagogical attitudes, the teachers address work related attitudes, namely job satisfaction (single item) and teacher self-efficacy. On one hand, Job satisfaction is a central concept in organizational and work psychology. Locke et al (1998) assumed that job satisfaction is both affected by the work situation and influences work-related behaviour, including performance, absenteeism and turnover. It has been demonstrated that teachers generally have a rather positive attitude towards their

job despite the challenges of teaching and job satisfaction usually increases with tenure, though this is partly due to the fact that dissatisfied teachers tend to drop out.

According to Keith, (1981), one study of nearly 4000 managers showed a steadily rising job- satisfaction index with advancing age. The age group and indexes are as follows: under 30 years (3.41), 30 to 40 years (3.42), 30 to 40 years (3.42); 41 to 55 years (3.3.57), over 55 years (3.63). It was assumed that as worker grow older; they tend to be satisfied with their job for a number of reasons: lowered expectations and better adjustment to their work situation because of experience with it. Younger workers on the other hand, tend to be less satisfied because of higher expectations, less adjustment, and other causes. There are exceptions but general trend is for higher job satisfaction with advancing age. .

Regarding self-motivation, some psychologists, influenced by early research of the Survey Research Centre at the University of Michigan, believed that motivated workers produce more output, or output with less cost in hours of labour. This is due to attitude, because it possesses both cognitive and emotional components (Ministry of Basic Education, Sport and Culture, 2001). Emphasizing this, Fazio et al (1994), said that attitudes are important to educational psychology because they strongly influence social thought, the way an individual thinks about and process social information.

Research findings on teachers' attitudes by Brunning et al. (1999), established the following facts: Teachers characteristics such as personal teaching efficacy, modeling and enthusiasm, caring and high expectation promote learners' motivation. These same characteristics are also associated with increase in students' achievement. High levels of learning may occur as well as learners feeling good about themselves and the material they are learning when teachers use instructional time efficiently. Learning takes place with ease and faster under teachers that are well organized

According to Eggen et al (2001), positive teachers' attitudes are fundamental to effective teaching. A teacher must be interesting. That is, the teacher must work his students into such a state of interest in what the teacher is going to teach himself that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject are.

To sum up, it is even more relevant to look at the impact on teachers' beliefs, practices and attitudes of professional background factors such as type of training, certification and professional development, subject taught, employment status(part-time versus full-time) and length of tenure (Clausen,2002). That is why the researcher dealt with the review opinions and ideas of experts about teacher training and work attitude in nine year basic education schools of Burera District in this chapter. The next chapter is all about the methodology that was used in this study.

CHAPTER THREE

METHODOLOGY

Research Design

The research findings have been obtained by a descriptive survey design specifically by the use of the descriptive correlational strategies. In terms of description, it has described the characteristics of respondents in terms demographic characteristics, teacher training and work attitude of respondents; concerning survey, the research was conducted in the sense that it was concentrated on a wide range of geographical area. As far as Correlation is concerned, it worked at relationship between teacher training and work attitude in nine year basic education schools.

Research Population

All the teachers in the nine years basic education schools located in Rwanda formed the population of the study. The population of this research concerned the nine year basic education school teachers including their administrators. The target population was the nine year basic education schools in 5 administrative sectors of Burera District. Those sectors are Nemba, Ruhunde, Butaro, Rusarabuye and Rugengabare. The total population was 351 including 318 teachers and 33 administrators. In each school, we have focused on core courses teachers from primary to lower secondary level to respond to the questionnaire.

The reason behind this selection is that teaching focuses the core courses better than the co-curricular ones. While the latter have only two (2) weekly periods per shift, the former have between 4 and six periods in primary. At the ordinary level, co-curricular courses cover 1 period per week, while core courses occupy between 2 and 6 periods (MINEDUC, 2009); on the whole, most of the co-curricular courses are given to the core courses teachers.

Sample Size

Sample size for respondents has been determined by purposive sampling method. Ghiglione (1985:29) viewed that it is rare that one can study exhaustively a population that is, to ask all the members...To interrogate a small number of individuals can give so much information, provided that they are chosen correctly. The problem is to choose a group of individuals, a sample, in such a way that the observation that will be made on it was generalized to the whole population; the sample must then have the same characteristics as the population; it has to be representative. As far as the assertion above is concerned, it is hard to deal with the whole population as it requires money and enough time to reach all of the corners where the respondents reside. However, the representation of all respondents should be done regarding all their characteristics. Otherwise, the sample can be considered bias. In the view of Javeau (1985, pp .45-46), the reliability of information obtained through sampling depends on the size of the population that the sample represents. To achieve this, the researcher has taken a sample which is representative of the population of the study. That is, a sample which is both representative and manageable in terms of the methods to use, the time allocated to the work and the financial costs involved. For that reason this research has focused the teachers and administrators of eleven schools in five sectors of Burera District have been subject to this research. In compliance with this research, out of the total 11 nine year basic schools, researcher has used both District and national documents for the purpose of checking the total number, qualification, age and sex of Burera District teacher under study.

The sample for this study was drawn from the target population (351) and the sample size was 187 including 169 teachers and 18 administrators. The sample size was achieved by the Sloven's formula as follows:

n = the sample size

N = the population size

α = the level of confidence (0.05).

The formula is written and was used as follows:

$$n = \frac{N}{1+(N a^2)} = n = \frac{351}{1+(351 \times 0.0025)}$$

$$n = \frac{351}{1+1.8775} = 187$$

Table 1

Respondents of the Study

Sector	Number of Schools	Total target population		Sample Size	
		Teachers	Admin	Teacher s	Admin
NEMBA	3	88	9	47	5
RUHUNDE	2	60	6	32	3
RUGENGABARE	1	27	3	14	2
BUTARO	3	92	9	49	5
RUSARABUYE	2	51	6	27	3
TOTAL	11	318	33	169	18
GRAND TOTAL	11	318	33	169	18

Sampling Procedures

The researcher used purposive, stratified and simple random sampling. Purposive sampling was used to select respondents basing on the following inclusion criteria: either male or female, in Nine Year Basic Education schools. The schools with secondary schools with lower secondary level and primary schools without lower secondary level are not regarded because nine year basic education schools encompass advanced', diploma and bachelors' levels of teachers in both secondary and primary schools. Stratified random sampling was used to select different schools from which respondents were selected. Simple random sampling was used to select respondents from the nine year basic education schools. In this regard, ten (11) GS

Schools teachers were selected to participate in the study. Among them 44% were female, and 56% were male, respectively.

Research Instruments

The instrument, designated Teacher Training Questionnaire (TTQ) used to collect data for the study had two parts: The first part was demographic data which sought information of variables such as gender, age, qualification and experience of teachers and directional response of Agreed and Disagreed, Strongly Agree and Strongly Disagree. This was used to find out which level or sex or generation from teachers that are highly supported by teacher training.

The researcher gave time to respondents to freely provide the information they had about Teacher Training and Work Attitude in Nine Years Basic Education Schools in Burera District, Rwanda.

In the second part, an Inventory Work Attitude (IWA) was created by the researcher, and participants (head teachers) was requested to rate the training factors most likely to induce teachers towards work attitude and classroom effectiveness with interview.

Validity and Reliability of the Instruments

Validity of research instrument refers to the extent to which the instrument measures what it is supposed to measure (Amin, 2005). To ensure validity of the research instrument, the researcher used expert raters and research supervisors in the School of Education. The validity index of the instrument was calculated using the formula below

$$C.V.I = \frac{RQ}{TQ}$$

Where C.V.I = content validity index, RQ = Relevant Questions in the questionnaire and TQ= Total Questions or items to judge.

Amin (2005: 288) argues that if the calculated index is found on average to be 0.7, the instrument is declared valid for administration to collect data. From 37

questions, the computed CVI of the instrument was 0.8. This was considered valid because the minimum CVI recommended in the survey studies is 0.7(See Appendix V).

Reliability

Reliability of the instrument

Reliability of the instrument refers to the degree to which the said instrument consistently measures whatever it is measuring (Amin, 2005). To come up with reliability, the researcher employed the test-retest method of reliability testing. Eleven (11) respondents were administered with the instrument. A space of two weeks was allowed and the same instrument was given to the same respondents. The pilot tested scores were then correlated using Pearson Product Moment Correlation Coefficient and the computed results are indicated in the Appendix V. The computed Pearson correlation coefficient " r " = 0.78 was an indication of high correlation. This indicates that the research instrument used was reliable because the minimum reliability index recommended in survey studies is 0.7 (Amin, 2005)

Data Gathering Procedures

Before the administration of the questionnaire

1. An introduction letter was obtained from the college of High Degrees and Research of for the researcher to solicit approval to conduct the study from concerned head teachers and teachers of nine years basic education schools.
2. When approved, the researcher made safe a list of the qualified respondents from the school authorities in charge and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form.

4. The researcher reproduced more than enough questionnaires for distribution.
5. The researcher Selected research assistants who would assist in the data collection; brief and orient them in order to be consistent in administering the questionnaires.

During the administration of the questionnaires

1. The respondents were requested to totally answer and not to let any part of the questionnaires unanswered.
2. The researcher and assistants emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all are answered.

After the administration of the questionnaires

The data gathered were collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

By Statistical Package for Social Sciences, data were presented in a tabular form in order to make clear all categories of answers and then make a generalization. For the sake of clarity and effective description, figures were presented in tables as they were calculated (with two decimal digits), but while discussing them, decimals were rounded as follows: decimals below 0.5 were discarded; decimals equal to 0.5 were referred to as a half and decimals above 0.5 was rounded up.

Data Analysis

The frequency and percentage distribution were used to determine the demographic characteristics of the respondents.

The mean was applied to determine the extent of teacher training and the level of work attitude in nine year basic education schools.

The following mean range was used to arrive at the mean of the individual indicators and interpretation:

A. For the level of teachers' training

Mean Range	Response Mode	Interpretation
3.26-4.00	Very many	Very high
2.51-3.25	Enough	High
1.76-2.50	Few	Low

B. For the levels of teachers' work attitude

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly Agree	Very high
2.51-3.25	Agree	High
1.76-2.50	Strongly Disagree	Low

The person linear correlation coefficients were used to determine the relationship between teacher training and work attitude in nine year basic education schools.

Ethical Considerations

In order to make sure confidentiality of the information provided by the respondents and to make certain the practice of ethics in this study, the following activities were implemented by the researcher:

1. Seek permission to adopt the standardized questionnaire on work attitude through a written communication to the author
2. The respondents' names were not reflected in this study.
3. Permission was solicited from the concerned officials of the 9YBE schools included in the study.
4. The researcher acknowledged the authors quoted in this study through citations and referencing.

5. The findings were presented in a generalized manner.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance; Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

1. **Extraneous variables** which were beyond the researcher's control such as respondents' honesty, personal biases and uncontrolled setting of the study.
2. **Instrumentation:** The research instruments on work attitude were not standardized. Therefore a validity and reliability test were done to produce a credible measurement of the research variables
3. **Testing:** the use of research assistants can bring about inconsistency in the questionnaires in terms of time of administration, understanding of the items in the checklist and explanations given to the respondents. To minimize this thread, the research assistants were oriented and briefed on the procedures to be done in data collection.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter dealt with the presentation, analysis and interpretation of the data based on the objectives and research questions that guided this study. This chapter presents therefore the profile of the respondents, the level of teacher training, the level of work attitude and the testing of the relationship between these two variables in Nine Year Basic Education School of Burera District. The hypothesis of research was also tested in this chapter.

Profile of the Respondents

Respondents in this study were nine year basic education school teachers and their administrators. The teachers were given the questionnaires while their administrators were interviewed. The first objective of this study was to determine the profile of the respondents. In this regard, the respondents of this study were described in terms of age, sex, qualification and number of years teaching experience.

Table 2.1

Profile of the Respondents

Category	Frequency	Percentage
Age		
Less than 22 years	2	1
22-29 years	64	38
Over 29 years	103	61
Totals	169	100
Gender		
Female	74	44
Male	95	56
Totals	19	100
Education attainment		
A2 with Education	155	92
A1 with Education	3	1
A0 with Education	7	4
A2 in Languages	1	1
A2 in Math-Physics	3	2
Totals	169	100
Work experience		
Below one year	3	1
1-2 years	10	6
3-4 years	46	27
5-6 years	65	39
7-8 years	22	13
9-10 years	6	4
Above 10 years	17	10
Totals	169	100

Source: Primary data, 2012

The numbers also show that as we go up the ladder the number of years of teaching experience increases from below one (1) year (1%) to 5-6 years (65%) and decreases starting with the range of 7-8 (22%) year teaching experience. At this later range, the head teachers affirmed that this is the time in which the teachers are stable for further studies (for bachelor's degree) during the weekends and holidays and most of those teachers choose to go for other domains than teaching career development because they do not expect to get from teaching as much money as they wish.

The above data agree with Bass (1966) who asserted that all employees retain the right to their own private beliefs. Occasionally, when internal corrective action cannot be achieved, employees choose at their own risk to expose what they believe to be unconscionable practices of their own organization. This is called blowing the whistle on the organization.

Measuring the level of teacher training

The second objective of this study was to determine the level of teacher training in the nine year basic education schools under study. The responses were presented in the table 2.2 below.

Table 2.2
Level of Teacher Training in Selected Schools under Study
(Items analysis)
n= 169

Indicators	Mean	Interpretation	Rank
Application of teachers' instructional materials			
1. The classroom is safe for effective teaching and learning	3.71	Very high	1
2. Availability of teaching and learning materials simplifies teaching/learning process on the side of the teacher and the learners	3.31	Very high	2
3. Materials used are relevant to the lesson	3.17	High	3
4. Teaching materials home a positive bearing on students' performance	3.06	High	4
5. I have all required instructional materials	3.05	High	5
Average mean	3.26	High	
Methodology of teaching			
6. I am given guidance without teaching methodology	3.78	Very high	1
7. I am facilitated by the school to come up with valid teaching methodology	3.17	High	2
8. Teaching outcome is a principal based on teaching methodology	3.16	High	3
9. I apply valid teaching approaches	3.14	High	4
10. Teaching methods sometimes have impact on how teachers behave at home	3.08	High	5
11. Methods applied compound with learning outcomes	3.07	High	6
12. I receive training and relevant workshops on how to teach	3.02	High	7
Average Mean	3.20	High	
Content mastery			
13. The national program is covered on my scheme of work before the end of the academic year	3.99	Very high	1
14. Content mastery is a key to teaching learning process	3.17	High	2
15. I have the best and valid content regarding my area of specialization	3.16	High	3
16. I am familiar with the course I teach	3.13	High	4
17. I always keep pace with the periods registered on my scheme of work	3.05	High	5
Average Mean	3.30	Very high	
Grand Mean	3.25	High	

Source: Primary data, 2012

Table 2.2 shows the means, interpretation and rank of the Likert scores from the questionnaire on the level of teacher training. They were ranked from top to bottom from 1st to 17th based on the mean score for each indicator. Based on the Likert analysis, the application of teachers' instructional materials items (1-2) are very high, Methodology of teaching item (6th) is very high and 13th item of Content mastery is very high. All of the other indicators are ranked as high. Their means range between 3.05 and 3.99 on the Likert scale and result in grand mean of 3.25 rate.

To get a summary picture on how teachers rated the level of teacher training, an average index was computed for all the 17 items in table 2.2, which turned to have a grand mean index of 3.25 confirming that the level of teacher training in nine year basic education schools of Burera District is high.

The results above on teacher training give out a good picture on teachers of Burera District because they agree with the importance of training in terms of career development. The above results accord with Jacob et al (2004) whose research is based on the impact of Teacher Training on student achievement for the reform efforts in Chicago. He says, *"The effective classroom management can be difficult if the teacher is not well trained. Training has to do with teachers' innovation in teaching/learning process and control particularly in the classroom. Therefore, it could underlie Teachers' involvement in academic activities, which operate in schools"*. They added that the teacher is the one who translates educational philosophy and objectives into knowledge and skills and transfers them to students in the classroom. Therefore, as we are living in an ever-changing world, Burera District teachers need training to cope with change, as they have quitted schooling before the introduction of English as a medium of instruction and the teaching method has given the top value to the learner's creativity (learner-centered method).

Measuring the Level of work attitude

The third objective of this study was to determine work attitude in the area of the study. The responses were presented in the table 2.3 below.

Table2.3**Levels of Work Attitude of Teachers in Selected Schools under Study****(Items Analysis)****N=169**

Indicators	Mean	Interpretation	Rank
Job satisfaction			
1. Management has created an open and comfortable work environment	3.98	Very high	1
2. I am encouraged to develop new and more efficient ways to do my work	3.94	Very high	2
3. I have received training I need to do my job efficiently and effectively	3.89	Very high	3
4. I am treated with respect by management and the people I work with	3.13	Very high	4
Average Mean	3.74	Very high	
Self-motivation			
5. I have ready access to the information I need to get my job done	3.94	Very high	1
6. I know my job requirements and what is expected of me	3.49	Very high	2
7. I try as much as possible to finish my task at the time due	3.35	Very high	3
8. At my work I am result-oriented	3.28	Very high	4
9. I agree with the mission statement put forth by the school	3.26	Very high	5
10. I work towards achieving school goals	3.26	Very high	6
Average Mean	3.43	Very high	
Quality output			
11. I am appreciated when a good work is done by my immediate boss	3.83	Very high	1
12. School success is bound on individual quality	3.60	Very high	2
13. I am geared towards achieving excellent results	3.18	High	3
14. Quality work is a duty not a choice while at school	3.12	High	4
15. Final output of the teacher depicts the type and character of the teachers	3.10	High	5
Average Mean	3.37	Very high	
Teacher turnover			
16. Teachers do not feel comfortable with their job	3.09	High	1
17. Teachers do not wish to spend their working life in teaching	2.87	High	2
18. Teachers feel free with teaching	2.84	High	3
19. Teacher trainings are done to develop teachers earnings	2.79	High	4
20. Teacher treatment has positive impact on their job retention	2.77	High	5
Average Mean	2.87	High	
Grand Mean	3.35	Very high	

Source: Primary data, 2012

The table 2.3 presents the means of the Likert scores from the questionnaire on the level of work attitude. They were ranked from top to bottom from 1st to 20th based on the mean score for each teacher's work attitude determinant. Based on the Likert analysis, the twenty (from 1 to 20) ranked determinants are in descending order and they are grouped according to four indicators. The first indicator is ranked from 3.98 to 3.13, average mean is 3.74; the second indicator is ranked from 3.94 to 3.26, average mean is 3.43; the third indicator is ranked from 3.83 to 3.10 and the

average mean is 3.37. The fourth indicator is ranked from 3.09 to 2.77, average mean is 2.87.

To get a synopsis picture on how questionnaire presented to nine year basic education schools teachers of Burera District rated the level of work attitude, an average mean was computed for all the above twenty items in table 2.3, which turned to have a grand mean of 3.35, confirming that work attitude in nine year basic education schools of Burera District was rated as very high. The mean index ranges between 2.87 and 3.73, and they are the result of grand mean 3.35 which falls under very high on Likert scale.

Broadly speaking, the above determinants demonstrate that the majority (92%) of Burera District teachers is qualified. Despite their qualification, attitude to work is still an issue. The problem overlaps with what Fazio et al (1994) who stated as follows: *"attitudes are important to educational psychology because they strongly influence social thought; the way an individual thinks about and processes social information"*.

On the other hand, the teachers of Burera District attend training but keep working as before training. What they show is that they have not learned new skills after training. Because most of them are initially well trained, they do the work the way they want and report well in documents but their attitude to work is low due to their salaries, social status, and level of education. Assuredly, 68% among interviewed administrators said that some of teachers teach in nine year basic education schools, especially in ordinary level, because they only want to get tuition fees for higher learning in domains other than education. The above administrators confirmation reconciles the profile of teachers, where the number of bachelor's degree and diploma holders is scarce. As the teachers do different subjects from education, they tend, at the end of the courses, to leave their jobs in order to look for the other ones that they hope will pay them good salaries. This remarks that they are not self-satisfied and motivated by their turnover and therefore, quality output is not achieved effectively.

The work attitude here agrees Davis (1983) who relates job satisfaction to worker's turnover and says that more satisfied employees are likely to stay with their employer longer. *"Without question, as he continued, the organization has responsibilities to the individual, but also- and again without question- the individual has responsibilities to the organization"*. Scarpello (1987) added that employment is a mutual social transaction...Each employee makes certain membership investments in the organization and expects profitable rewards in return. The organization also invests in the individual, and it, too, expects profitable rewards. A relationship is profitable for either party when benefits (outputs) are larger than costs (inputs) measured in a total value system.

Relationship between Level of Teacher Training and Level of Work Attitude

The objective of this study was to determine whether the level of teacher training is a correlate of the level of work attitude in nine year basic education schools of Burera District.

To test this hypothesis, person linear correlation coefficient was utilised. The summary of the computer r value is in table 2.4 below.

According to O'Brien PC (1981), Correlation provides a numerical measure of the linear or straight-line relationship between two continuous variables X and Y. The resulting correlation coefficient or r value is more formally known as the Pearson product moment correlation coefficient after the mathematician who first described it. X is known as the independent or explanatory variable while Y is known as the dependent or response variable.

In this respect, the independent variable (X) of the study is Teacher Training while the dependent variable (Y) is work attitude. Therefore, the researcher's outcomes present the r-value ($r = 0.23$, $\text{sig} = 0.000$) in table 2.4 demonstrating that there is a significant correlation between the level of Teacher Training and Work Attitude in Nine Year Basic Education Schools of Burera District. The significant value indicates that the two variables (level of teacher training and level of work attitude)

are significantly correlated (significance is less than 0.05, which is the maximum significance value to declare a significant relationship). The relationship between teacher training and work attitude rejects the null hypothesis that there is no significant relationship between Teacher Training and Work Attitude in Nine Year Basic Education Schools in Burera District.

Table 2.4

Relationship between Level of Teacher Training and Level Of Work Attitude

Variables Correlated	r-value	Sig.	Interpretation	Decision on Ho
Level of Teacher Training vs Level Work Attitude	0.23	0.000	Significant correlation	Rejected

Source: Primary data, 2012

The findings above are in agreement with OECD report (2009) which found out that work attitude is strongly influenced by national school systems, culture and pedagogical traditions. In this regard, the education culture and pedagogical traditions have an impact on how teachers think of their work, because the new teaching methodology and language of instruction have changed in an elapse of time. It was also agreed by Farrell (1993) that support materials available influence teaching practices adopted by the teacher such as teacher's understanding of how children learn and creativity in teachers. Undoubtedly, teacher training correlates with work attitude in nine year basic education schools teachers of Rwanda.

Regression analysis between the dependent and independent variables

According to O'Brien PC (1981), regression analysis mathematically describes the dependence of the Y variable on the X variable and constructs an equation which can be used to predict any value of Y for any value of X and assumes that each of the variables is normally distributed with equal variance. Table 2.5 indicates that there was a significant regression between Teacher Training and Work Attitude (Adjusted R² Square= 0.21, sig=0.000). Unquestionably, the table explains that Teacher Training influenced work attitude.

Table 2.5

Regression Analysis between the Dependent and Independent Variables: (Teacher Training and Work Attitude)

Variables Regressed	Adjusted R2	F-value	Sig.	Interpretation	Decision on Ho
TT vs WA	0.21	80.45	0.000	Significant effect	Rejected

Source: Primary data, 2012

The regression above agrees with Clausen (2002) who declared that it is even more relevant to look at the impact on teachers' beliefs, practices and attitudes of professional background factors such as type of training, certification and professional development, subject taught, employment status(part-time versus full-time) and length of tenure. Eggen et al (2001) added that positive teachers' attitudes are fundamental to effective teaching/learning. A teacher must be interesting. That is, the teacher must work his students into such a state of interest in what the teacher is going to teach himself that every other object of attention is banished from his mind. The teacher should also fill the students with devouring curiosity to know what the next steps in connection with the subject.

CHAPTER FIVE

FINDINGS, CONCLUSIONS, RECOMMENDATIONS

The fifth chapter of this research represents the description of findings of the study that were presented in chapter four above. The discussion is in connection with the findings as they are related to the objectives, research questions and hypothesis that served as the map road of this study as they were presented in chapter three. After findings, conclusions were also drawn and recommendations were supplied.

FINDINGS

This study sought to establish the profile of the respondents in terms of age, gender, level of education and teaching experience, the level of teacher training in the area of the study, the level of work attitude in the study area and the relationship between the level of teacher training and the level of work attitude in selected nine year basic education schools in Burera District, Rwanda.

As far as respondents' profile is concerned, the majority of teachers are in the age range of 29 and above years (61%), while the number of female teachers (44%) is less than the number of male teachers (56%). The findings showed that the majority are with the advanced level certificate (A₂ with education), and it was the population that presented 92%. The majority of all of them have served as teachers between 5 and 6 years (39%).

The findings also showed a high level of teacher training (Independent Variable) in the area of the study. The computed overall mean index was 3.25, which fell under high on Likert scale.

As per work attitude (Depend Variable), the Grand Mean of all indicators is 3.35 with Very high interpretation. The questionnaire that was presented to nine year basic education schools teachers of Burera District has done the work of rating the level of work attitude, an average means, for all the above twenty items in table 2.3 which resulted in the grand mean of 3.35 confirming that work attitude in nine

year basic education schools of Burera District was rated as very high. This mean index ranges between 2.87 and 3.73, which falls under very high on Likert scale.

Data analysis by using the Person's Linear Correlation coefficients showed that there was a significant correlation between the level of teacher training and the level of work attitude in nine year basic education schools of Burera District where the r value is 0.23 and significance is 0.000.

CONCLUSION

The first purpose of this study was to test the hypotheses of no significant relationship between teacher training and work attitude in nine year basic education schools of Burera District. The findings above showed that there was a significant relationship between teacher training and work attitude. This is testified by r -value of 0.23 at significance of 0.000 which is enough to reject the null hypothesis that there is no significant relationship between the level of teacher training and work attitude in nine year basic schools of Burera District.

As the second purpose of the study was to generate new information from the findings of the study, it was also found that the teacher training influence the work attitude in nine year basic education schools. In the light of expectancy theory stated by vroom (2009), the individual perceptions of the environment and subsequent interactions arise as a consequence of personal expectations. Hence the findings showed that the attitude of Burera District teachers towards their work declines as time goes on. This is not because they fear teaching, but like other teachers in Rwanda, they feel negative attitude towards their job of teaching. That is witnessed by the level of education, where 92% are qualified at the level of A₂ with education, while 5% of both A₁(1%) and A₀(4%) represent the rate of teachers who teach in nine year basic education schools of Burera District.

Lastly, the researcher found that the Burera's teacher work attitude is less than how it should be expected in Burera District. Hence, to handle with this problem, job satisfaction, self-motivation teacher turnover and quality output are the most points to focus on for effective work attitude.

RECOMMENDATIONS

The following recommendations rose from the findings of this study:

1. As there are both new teaching methodology and new language of instruction in Rwanda education system, Burera District in contact with the Government of Rwanda and other educational stakeholders should continuously provide teachers with guidance and teaching methodology through teacher training to improve their attitude to work.
2. The teacher's work attitude is a very important clue of good teaching /learning and quality output on daily basis. Therefore, the Government of Rwanda through Rwanda Education Board and administration of Burera District should increase the teacher turnover in order to make them feel comfortable and stay in teaching in their whole lives.
3. The teacher training planners should consider both levels and fields of education when preparing teacher training, because newly recruited qualified teachers with higher education level tend to get bored by training as they have learnt both English and new teaching methodology in the recent years.
4. The head teachers should motivate teachers and forward to their superordinates the teachers' suggestions about how quality output can be achieved

AREAS FOR FURTHER RESEARCH

Teacher training in Rwanda has a long, fascinating history related to the study and understanding of teacher's work attitude. That is why, one likely future direction of work attitude research would be better understanding the interplay between the teachers, classroom environment and the various internal and external factors that influence their work attitude. Further more, the further research should be better if it is done in comparison between trained teacher performance and school outputs.

All in all, the research was only limited to Burera District, it is better for further research to embark on teacher training and work attitude in nine year basic schools of other Districts of Rwanda.

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APPENCICES

APPENDIX 1A

TRANSMITTAL LETTER



**KAMPALA
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Ogaba Road - Kansanga
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Tel: +256-414-266813 / +256-772 322563
Fax: +256-414-501974
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

**OFFICE OF THE HEAD OF DEPARTMENT, EDUCATION
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)**

Date: 12 April, 2012

**RE: REQUEST FOR NIYITEGEKA EMMANUEL MED/43760/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION**

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Education in Educational Management and Administration.

He is currently conducting a research entitled **"Teacher Teaching and Work Attitude in Nine Year Basic Education Schools in Burera District, Rwanda."**

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. Fred Ssemugenyi
Head of Department,
Education, CHDR**

NOTED BY:
Dr. Sofia Sol T. Galte
Principal-CHDR



"Exploring the Heights"

APPENCICES

APPENDIX 1A

TRANSMITTAL LETTER



**KAMPALA
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UNIVERSITY**

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E- mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

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Any assistance rendered to him will be highly appreciated.

Yours truly,

**Dr. Fred Ssemugenyi
Head of Department,
Education, CHDR**

NOTED BY:

Dr. Sofia Sol T. Galte
Principal-CHDR



"Exploring the Heights"

APPENDIX 1B
APPROVAL TO CARRYING INTERNSHIP

REPUBLIC OF RWANDA



NORTHERN PROVINCE

BURERA DISTRICT

The 13th July 2012

Ref: 493/19-0404/12

Mr NIYITEGEKA Emmanuel C/o NEMBA AND/ OR

KAMPALA INTERNATIONAL UNIVERSITY

RE: Approval to carrying internship

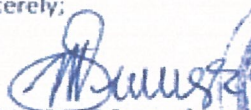
Mr;

Reference made to the letter dated 13th July 2012 requesting for permission to carry out an academic research; I hereby inform you that you are allowed to carry out this in matters pertaining to 9 YBE as per your intension.

You shall work hand in hand with the District Education Officer as your supervisor.

I wish you successful work.

Sincerely;



SEMBAGARE Samuel

MAYOR OF BURERA DISTRICT



CC

- BURERA District Council president
- Vice Mayors
- Executive Secretary of the District
- District Education Officer

APPENDIX I C

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a Master in Educational Management candidate of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, **Teacher Training and Work Attitude in Nine Years Basic Education Schools, Burera District, Rwanda**. Within this context, may I request your participatory help in answering to the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within one week (7days)?

Thank you very much in advance.

Yours faithfully,

Mr. Niyitegeka Emmanuel

APPENDIX II
INFORMED CONSENT

In signing this document, I am giving my consent to be part of the research study of Mr. Niyitegeka Emmanuel that will focus on teacher training and work attitude in Burera District, Rwanda.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date_____

APPENDIX III

QUESTIONNAIRE FOR TEACHERS' TRAINING AND WORK ATTITUDE

This questionnaire intends to help teachers understand more about Teacher Training and Work Attitude. As teachers, help in this regard is needed which consists in answering questions herewith attached. Surelity is guaranteed that the information provided will be used exclusively for the above stated purpose and will be treated confidentially. Hoping that this will result in a valuable contribution to the improvement of the academic achievements of Education management, the researcher anticipates thanks for your devotion and support to this research

Direction: please, indicate how much you know about the questions below by selecting a number corresponding to what you choose below:

Response Mode	Rating	Description
Strongly Agree	(5)	Let your agreement be incontrovertible
Agree	(4)	your agreement is not necessarily 100%
Disagree	(3)	your disagreement is not necessarily 100%
Strongly disagree	(2)	Let your disagreement be incontrovertible

Questionnaire Teacher training

General Information:

- 1.1. Age Group: less than 22 ☐
22 – 29 ☐
Over ☐
- 1.2. Gender: Female ☐ Male ☐
- 1.3. Qualification: A2 with Education ☐
A1 with Education ☐
A0 with Education ☐
Others (please, specify):.....
- 1.4. How long have you worked for this school?
- Less than 1 Year ☐ 1-2 Years ☐
3-4 Years ☐ 5-6 Years ☐
7-8 Years ☐ 9-10 Years ☐
More than 10 Years ☐

Teacher Training

A. Application Of Teachers' Instructional Materials	SA	A	D	SD
1. I have all required instructional materials	4	3	2	1
2. Materials used are relevant to the lesson	4	3	2	1
3. Teaching materials have a positive bearing on students' performance	4	3	2	1
4. Availability of teaching and learning materials simplifies teaching/learning process on the side of the teachers and learners	4	3	2	1
5. The classroom is safe for effective teaching/learning	4	3	2	1
B. Methodology of teaching	SA	A	D	SD
6. I apply valid teaching approaches	4	3	2	1
7. Methodology applied compounds with learning outcome	4	3	2	1
8. I am facilitated by the school to come up with valid teaching methodology	4	3	2	1
9. I am given guidance without teaching methodology	4	3	2	1
10. I receive training and relevant workshops on how to teach	4	3	2	1
11. Teaching outcome is a principal based on the teaching methodology	4	3	2	1
12. Teaching methods sometimes have an impact on how teachers behave at home	4	3	2	1
C. Content mastery	SA	A	D	SD
13. Content mastery is a key to teaching, learning process	4	3	2	1
14. I have the best and valid content regarding my area	4	3	2	1

of specification				
15. I am familiar with the course that I teach	4	3	2	1
16. I always keep pace with the periods registered on my scheme of work	4	3	2	1
17. The National program is all covered on my scheme of work before the end of academic year	4	3	2	1

Work Attitude

A. Job satisfaction	SA	A	D	SD
1. Management has created an open and comfortable work environment	4	3	2	1
2. I have received the training I need to do my job efficiently and effectively	4	3	2	1
3. I am treated with respect by management and the people I work With	4	3	2	1
4. I am encouraged to develop new and more efficient ways to my work	4	3	2	1
B. Self-motivation	SA	A	D	SD
5. I have ready access to the information I need to get my job done	4	3	2	1
6. I agree with mission statement put forth by the school	4	3	2	1
7. I try as much as possible to finish my tasks as at when due	4	3	2	1
8. At work I am result-oriented	4	3	2	1
9. I know my job requirements and what is expected of me	4	3	2	1
10. I work towards achieving school goals	4	3	2	1
C. Quality output	SA	A	D	SD
11. I am geared towards achieving excellent results	4	3	2	1
12. Final outputs of the teacher depicts the type and character teachers	4	3	2	1
13. Quality work is a duty not a choice while at school	4	3	2	1
14. I am appreciated when a good work is done by my immediate boss	4	3	2	1
15. School success is bound on individual quality output	4	3	2	1
D. Teacher turnover	SA	A	D	SD
16. Teachers do not feel comfortable with their job	4	3	2	1
17. Teacher training are done to develop teachers earnings	4	3	2	1
18. Teachers treatment has a positive impact on their job retention	4	3	2	1
19. Teachers do not feel free with teaching	4	3	2	1
20. Teachers wish to spend their working life in teaching	4	3	2	1

Thank you very much for your support!

II. INTERVIEW GUIDE

Personal interview with the administrators

1. What do you understand by the term teacher training?
2. How do teacher manage to apply instructional materials?
3. Do you think your teachers' methodology of teaching efficient?
4. To what extent are workshops or other learning activities about pedagogical use of English provided to teachers?
5. Has the school had a major training program in methodology of teaching in English for teachers? Yes/No
6. What challenges do teachers face and what special needs do they have?
7. What challenges do these teachers face in their daily teaching?
8. What kind of support would be helpful? What is needed to meet these challenges?
9. What kind of offers should be in a teacher training course regarding the skills and the attitudes of the teachers
18. The training course should also deal with the comprehensive objectives: Teaching methodology and English. Regarding these topics, what could be useful for a teacher and his/her daily teaching?

APPENDIX IV

SAMPLING FORMULA

$$n = \frac{N}{1+(N a^2)} \text{ Where}$$

n= the sample size,

N= the population size

a= the level of confidence.

APPENDIX V

CALCULATION OF VALIDITY AND RELIABILITY

VALIDITY

$$CVI = \frac{RQ}{TQ} =$$

$$CVI = \frac{34+30+32/3}{37}$$

$$CVI = \frac{32}{37}$$

$$CVI = 0.864$$

$$CVI = 0.8$$

RELIABILITY

NUMBER OF ITEMS	Pearson Correlation Coefficient
17	0.74

NUMBER OF ITEMS	Pearson Correlation Coefficient
20	0.82
Average mean	0.78

RESEARCHER'S CURRICULUM VITAE

I. PERSONAL PROFILE

Name: NIYITEGEKA

Surname: Emmanuel

Date of birth: June 12th, 1979.

Marital Status: Single

Nationality: Rwandese

II. EDUCATION

- 2010 –2011: A student of Master of Educational Management and Administration at Kampala International University
- Year 2006-2008: Higher Education at Kigali Institute of Education (KIE)
- Year 2000-2003: Secondary Education (A2 Level) at Ecole Des Lettres de GATOVU (in the Option of Arts - Lettres)
- Year1995-1998: Ordinary level at BUHUGA College
- Year 1986-1994: Primary Education at Kigeyo Primary School (currently, Groupe Scolaire)

III. WORK EXPERIENCE

2011- up to now: Deputy Head teacher at Gs Kigeyo, Nemba Sector, Burera District, Northern Province, Rwanda 2009-2010: English teacher at G S Kigeyo

IV. SPOKEN LANGUAGES

Kinyarwanda (Mother tongue)

English (Good)

French (Very Good)

Kiswahili (Very Good)

V. SPECIAL TRAINING: A Mentorship Certificate received from MINEDUC on the 18th December 2009

VI. COMPUTER SKILLS:

- MS Word, Excel, Access

Power Point & Internet Explorer

I certify that the information given here above is true and verifiable.

Emmanuel Niyitegeka