

TEACHERS' DEMOGRAPHIC CHARACTERISTICS AND THEIR
EFFECTIVENESS IN SECONDARY SCHOOLS
IN KOLE DISTRICT, UGANDA

BY

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DECLARATION

I, **ACIRO JOYCE (SR)** declares that 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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Name and Signature of Candidate


10/11/2014

Date

APPROVAL

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

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Date

DEDICATION

This work is dedicated to my Niece Paska Amule and her daughter Claudia-tina. My nephews Julius, Ronald and Gerald for their untiring support and love they gave to me during the course of my research.

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I wish to express my sincere thanks to all those people who contributed to the production of this piece of work special thanks go to my supervisor Dr. Ijeoma for her advise and the entire Kampala International University research team who worked hand in hand to make this work a success.

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May God Bless you all,

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LIST OF ABBREVIATIONS / ACRONYMS

BA/Ed	–	Bachelor of Arts with Education
Bed	–	Bachelor of Education
BSc/ED	–	Bachelor of Science with Education
DEP	-	Diploma in Primary Education
DES	–	Diploma in Secondary Education
Dip Ed	–	Diploma in Education
MA	–	Master of Arts
MED	-	Master of Education
MOES	–	Ministry of Education and Sports
MSc	–	Master of Science
O.T	–	Older teachers
PGDE	–	Post Graduate Diploma in Education
PhD	–	Doctor of Philosophy
UCE	–	Uganda Certificate of Education
UNEB	–	Uganda National Examination Board
USE	–	Universal Secondary Education

ABSTRACT

The study aimed at finding out the difference between teachers' demographic characteristics and their effectiveness in secondary schools in Kile District, Uganda. The constructs for demographic characteristics were gender, marital status, age, educational qualifications and the number of years of teaching experience; while the constructs for teachers' effectiveness were lesson delivery, teacher-student relationship and syllabus coverage. To measure the difference between teachers' gender and their effectiveness in secondary schools in Kile District, Uganda; To assess the difference between teachers' marital status and their effectiveness in secondary schools in Kile District, Uganda; To measure relationship between teachers' ages and their effectiveness in secondary schools in Kile District, Uganda. To find difference between teachers' educational qualifications and their effectiveness in secondary schools in Kile District, Uganda; To assess difference between teachers' number of years of teaching experience and their effectiveness in Kile District, Uganda and To examine difference between school in Kile and their teachers effectiveness. The 110 teachers and 200 students were sampled using non probability purposive techniques. Structured questionnaires for teachers and four scale questionnaires for students were used to collect the relevant data for the study. The findings by inferential statistics indicated that there is no difference between teachers' gender, and their effectiveness, no difference between teachers' marital status and their effectiveness. Negative difference between teachers' ages and their effectiveness and significant difference between teachers' number of year of teaching experience and their effectiveness. There is a difference between different schools in Kile and their teacher's effectiveness. It was generally concluded that there is weak difference between teachers' demographic characteristic and their effectiveness. Two major recommendations made are that efforts should be made to identify and address real determinants of teachers' effectiveness; and that promotions and rewards to teachers should be based more on their effectiveness than on their demographic characteristics. In other words there is no difference between gender and teacher's effectiveness

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter described the background of the study in terms of historical, theoretical, conceptual and contextual perspectives. It also describes the statement of the problem, purpose of the study, research objectives, research questions, scope of the study and its significance.

1.1 Background of the Study

1.1.1 Historical Perspective

The world over education is regarded as a tool for societal transformation on account of the wide range of benefits in terms of knowledge and skills which a person derives when exposed to it. Accordingly each nation or government strives to provide for its people quality education from which they can acquire desired knowledge and skills for transformation of that particular society. It is also supported by ministry of Education and Sports (1996), personnel and information system of education management in Uganda Kampala.

Since the establishment of formal education in Uganda at the close of the 19th century, the missionaries and successive governments have been working to that end. They have established a network of schools at all levels throughout the country and they have continually made reforms in the curricula at all levels. The idea is in line with the introduction of education by missionaries in Uganda. (East Africa) Lugumba, & Ssekamwa, (1991).

Central to the provision of education is the teacher, for as it generally believed, no education can be better than the quality of its teachers. In Uganda education service there

are teachers of various characteristics and some of the characteristics are demographic. Demography is the study of human population embracing many others: urban –rural settlements, sex distribution, age breakdown, marriage, religious affiliations and level of education.

At the secondary level of education there are male and female teachers, married or single teachers; youthful and old teachers, teachers with diplomas or degrees in education and others. All of them are expected to demonstrate or work towards effectiveness in teaching. This idea is supported by teacher's code of conduct in government white paper (1997) and Ministry of Educational and Sports. (MOES), (2007), fact file, Education Planning Department, Kampala author.

In recent years, stakeholders in education, particularly secondary education not only in Kileleshwa district but in Uganda as a whole, have been raising concern over the effectiveness of teachers in their diverse demographic characteristics. There is need to establish, the type of relationship that exists between teachers' demographic characteristics and their effectiveness in secondary schools in Kileleshwa District , Uganda and address the wanting effectiveness of teachers.

The role of the teacher in any society is unique, significant and very vital. Teachers are the most important factor in educating the future generation. A nation is made great by its teachers. The quality of teachers to a large extent depends upon the quality of teaching. At the root of teacher lies the learning, unless a teacher is not willing to learn. It is best expressed by Rabindra Nath Tagore in these words. "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp. Unless it continuous to burn its own flame. A school may have excellent material resources, equipments, building, library and other facilities along with a curricular appropriately adopted to suit the community need but if teacher are not effective and efficient and they are misfit, unsatisfied and indifferent to their responsibilities the whole programme is likely to be ineffective and wasted. Education commission (1964-66 had observed that

“of all the different factors which influence the quality of education and its contribution to national development and the effectiveness of teachers and their character are undoubtedly the most significant. The teachers have to suit themselves to the noble profession and mission cherished by the country. To do so, teachers have to be efficient and effective(Halsey,1997) explains the power and ideology in education in New York. So teacher effectiveness is an important and pertinent issue.

The typical size of teachers effectiveness in Uganda secondary schools, expressed in terms of variance components. In that study the teachers effectiveness could be estimated because in about half of the schools, teachers changed from grade 1 to grade 2 schools while in the other half students in grade 3 and 4 had the same teacher. The results reinforce outcomes of other studies in which some three quarters of the school effect could be explained by teacher effects (Luyten, 1994).

This “gross” effectiveness of teachers – in other words, students taught by one teacher rather than another is sizeable, as was also noted by Rivkin, Hanushek and Klain (2005). The next challenge is to explain this overall effect by means of observable teacher characteristics. Effects of teacher education-usually expressed in terms of formal qualifications such as a Bachelor Arts or Master of Arts degree or being certified to teach in a specific field-have traditionally been included in “education production functions”. In industrialized countries, formal qualifications do not appear to make much difference. In developing countries like Uganda, they more often appear to be significant. The explanation is probably that there is little variation in formal teacher training in developed countries, and teachers are more or less uniformly equipped to carry out their job. In developing countries teacher preparation is less uniformly distributed. One might say that in developed countries, cross sectional and comparative studies does not show a strong impact from teacher education because there is a lack of variability in the variable interest.

1.1.2 Theoretical Perspective

According to Blaug (1968), a classical formulation of the theory of Human Capital gave birth to economics of education which argues that education in addition to being a form of consumption is also an individually and socially productive investment.

Accordingly, labourers can also be considered capitalists for their investment in the acquisition of knowledge and skills through educational and training which has given them economically viable capacities. It is in line with the human theory, the needs hierarchy according to Herzberg and Abraham Maslow Hierarchy needs of motivation and hygiene theory which checks on the characteristics of workers/teachers inclusive.

It is argued that the better educated are generally more flexible and more motivated, adapt themselves more easily to changing circumstances, benefits more from work experiences and training, act with greater initiatives to problem solving, situations, assume supervisory responsibility more quickly and in short are more productive than the less educated even when their education has taught them no specific skills.

This can be explained by teacher effect, (Luyten, 1994). The theory of human capital is indeed relevant to the study in that teachers acquire relevant knowledge and skills from educated and specialized training and they engage in teaching which require the acquired knowledge and skills relevant to the levels at which they join the education service.

Blaug (1970), argues that the productivity of employees is not only linked to their education and earnings but also it is an outcome of an extremely complicated interactions and such differentiating factors as race, natural ability, family circumstances, community environment, length of schooling, quality of schooling, and there after the sector, size of firm and occupation of employment.

The view of Blaug (1970), is quite relevant and significant to the study because the demographic characteristics which supposed have a bearing on the teachers' effectiveness

are essentially part and parcel of the differentiating factors affecting the productivity of the employees.

1.1.3 Conceptual perspective

Gender is a term often explained in separable from the term sex. According to Baguma et al (2000) sex is determined by biological characteristics which defines a person as a male or female and sex organs naturally formed under the influence of hormones. On the other hand Baguma et al (2000) say gender is acquired through interactions in the social world and changes over time. In the process males learn to be masculine and females learn to be feminine. In most cultures, males are expectedly by strong, ambitious, successful, emotionally controlled while females are supposedly to be attractive, unaggressive, and emotional and concerned with people.

Age, according to Ministry of education and sports (2002) refers to the difference between a person's date of birth and the date in question. Although Uganda's education policy states that the entry age for primary one is 6-7 years, no restrictions is made on entry age for any of the subsequent cycles of education.

On the average a person who has not repeated any class enter education service as a secondary school teacher holding diploma in education secondary (DES) at the age of 22 years while the others who enter as a holder of bachelors degree with education does do at the age of about 23 years.

Marriage in simple terms is the union of two people to become a husband and a wife constituting a family. In most cultures the marriage is between a man and a woman but in others which are minority, some sex marriages are accepted. An adult who is not married is said to be single and a married person whose spouse dies is said to be widowed.

1.1.4 Contextual perspective

For the past decades, Uganda certificate of Education (UCE) has recorded poor results (Ssenkibirwa, 2013)

Recently government decried the very poor performance of students in UCE and tried to find reasons why rural areas are the worst hit. The quality of UCE results continued to dwindle and there has not been any concrete reasons given by any group or persons for the poor results.

In 2013, about 13,363 candidate failed with division seven and 9 which shows how poor the grades of these results are (Government white paper 2013)

It is suspected that most teachers in the secondary school are not qualified as they were employed following corrupt practices of certain individuals. Though Uganda has developed a comprehensive legal and institutional anti corruption framework, some teachers may not have the requisite qualification to teach in the secondary schools.

Even in the education sector, many tools have been proposed to be used against corruption such as sanctions, better salaries, meritorious recruitments and regulating and monitoring of teaching in secondary schools (Klitgaard 1988). If this framework is implemented the education sector might have better and effective teachers in the secondary level. The approach to these poor results or end of school achievement is to carry out certain research study relating to how such problems may be solved outside judicial or anti corruption approach. Therefore a research on teaching effectiveness and a survey of teacher's demographic characteristics becomes crucial in education.

In Uganda's education service, minimum qualification required for teaching at lower secondary level is a diploma in education and that required for upper secondary level is a bachelor's degree with education. In both cases the teacher may have a bias in arts, science or business vocation subjects. However, in certain subjects like music and physical education, teachers with Grade III teacher's certificate are often accepted. Similarly, teachers with masters' degree are featuring in teaching upper secondary classes particularly in well established urban schools.

Several researches have been carried out on the difference between teachers' qualification and teacher's performance and by extension effectiveness; and the findings have been divergent otherwise conflicting. According to Leeuwen (2001) education level of the teacher is of great influence and the significance of improving teacher education cannot be oversimplified.

1.2 Statement of the Problem

Uganda like other countries has teachers of diverse demographic characteristics in Secondary schools and other levels of education. In recent years teachers' effectiveness in Secondary schools in Kileleshwa District has not been to the expectation of government and other stakeholders in education (Ntare, 2000).

According to Ssenkibirwa (2013) majority of students who sat for the 2012 Uganda certificate of Education (UCE) examinations passed poorly with division four, the last grade at 45% also asserted that those who passed in division 7 and 9 totals 13,363 and this is a big failure

By this account, it is suspected that the male teachers, being the majority must have contributed to the poor performance (because of gender characteristics) more than the female teachers. This suspicion stems from the fact that majority of teachers are male with certain characteristics which might affect students academic performance

The researcher wonders if actually gender is related to teachers effectiveness at secondary school level as might have been reflected in those results an extension of bagume et al (2000) in his professional studies models considered gender as related to quality of teaching given the fact that male teachers must be less understanding or tolerable to student behavior.

The researcher therefore want to use empirical study to investigate the relationship between gender and other demographic characteristics of teachers to their effectiveness. The question therefore is: what is the relationship between gender and other demographic characteristics and teacher effectiveness in secondary schools in Kole, Uganda.

The focus of the study is on difference between teacher's demographic characteristics and their effectiveness in secondary schools in Kole District, Uganda.

According to Ssenkibirwa (2013) majority of students who sat the 2012, Uganda certificate of education (UCE) examinations passed in division four, the last pass grade at 45 percent, and those who appeared in division seven and nine totaling to 13,363 failed. By this any account, it is suspected that the male teachers, being the majority must have contributed to the poor performance more than the female teachers. This suspicion stems from the fact that majority of the teachers are male. The researcher wonders if actually gender has a difference with effectiveness as reflected in results or academic achievements of students. An extension of Baguma et al (2000), in his professional studies model, which have considered gender as related to quality given the fact that male teachers might be less understanding and approachable. The researcher therefore wants to use empirical study to investigate the difference between demographic characteristics (which includes gender and teachers effectiveness). The question therefore is: what is the difference between demographic characteristics and teacher's effectiveness?

1.3 Purpose of the Study

The purpose of the study is to find out the difference between teachers' demographic characteristics and their effectiveness in secondary schools in Kole District, Uganda.

1.4 Research Objectives

1.4.1 Specific objectives

- i. To measure the difference between teachers' gender and their effectiveness in secondary schools in Kole District, Uganda.

- ii. To assess the difference between teachers' marital status and their effectiveness in secondary schools in Kole District, Uganda.
- iii. To measure relationship between teachers' ages and their effectiveness in secondary schools in Kole District, Uganda.
- iv. To find difference between teachers' educational qualifications and their effectiveness in secondary schools in Kole District, Uganda.
- v. To assess difference between teachers' number of years of teaching experience and their effectiveness in Kole District, Uganda.
- vi. To examine difference between school in Kole and their teachers effectiveness

1.5 Hypothesis

The following null hypothesis were set for the study

- i. There is no difference between teachers' gender and their effectiveness in secondary schools in Kole District, Uganda.
- ii. There is no difference between teachers' marital status and their effectiveness in secondary schools in Kole District, Uganda.
- iii. There is no difference between teachers' age and their effectiveness in secondary schools in Kole District, Uganda.
- iv. There is no difference between teachers' educational qualification and their effectiveness in secondary schools in Kole District, Uganda.
- v. There is no difference between teachers' number of years of teaching experience and their effectiveness in secondary schools in Kole District, Uganda.
- vi. There is no difference between schools in Kole District, Uganda.

1.7 Scope

1.7.1 Geographical scope

The study was carried out in five secondary schools in Kile District, Uganda. These included; Akalo secondary school, Aculbanya S.S.S, Aboke high S.S.S , Ayer Seed S.S.S, and Alito S.S.S.

1.7.2 Content scope

The study aimed to find out difference between teacher's demographic characteristics and their effectiveness, specifically the study focused on the difference between each of the four demographic characteristics: gender, marital status, age and qualification and the teachers' effectiveness in the instruction related criteria, lesson delivery teacher –student relationship and syllabus coverage.

1.7.3 Theoretical Scope

The study was based on Human capital theory by Blaug (1968) which gave birth to economics of education which argues that education in addition to being a form of consumption is also an individually and socially productive investment.

Accordingly, labours can also be considered capitalists for their investment in the acquisition of knowledge and skills through educational and training which has given them economically viable capacities. It is in line with the human theory, the needs hierarchy according to Herzberg and Abraham Maslow Hierarchy needs of motivation and hygiene theory which checks on the characteristics of workers/teachers inclusive.

It is argued that the better educated are generally more flexible and more motivated, adapt themselves more easily to changing circumstances, benefits more from work experiences and training, act with greater initiatives to problem

solving, situations, assume supervisory responsibility more quickly and in short are more productive than the less educated even when their education has taught them no specific skills. This can be explained by teacher effect, (Luyten, 1994).

The theory of human capital is indeed relevant to the study in that teachers acquire relevant knowledge and skills from educated and specialized training and they engage in teaching which require the acquired knowledge and skills relevant to the levels at which they join the education service.

Blaug (1970), argues that the productivity of employees is not only linked to their education and earnings but also it is an outcome of an extremely complicated interactions and such differentiating factors as race, natural ability, family circumstances, community environment , length of schooling, quality of schooling, and there after the sector, size of firm and occupation of employment.

The view of Blaug (1970), is quite relevant and significant to the study because the demographic characteristics which supposed have a bearing on the teachers' effectiveness are essentially part and parcel of the differentiating factors affecting the productivity of the employees.

1.7.4 Time Scope

The study was conducted for a period of four months where the researcher collected data from May to October 2014.

1.8 Significance of the Study

Hopefully, a wide range of stakeholders in education will benefit from the findings of the study. The stakeholders include teachers, school administrators, local education authorities, education policy makers, academics and researchers. They will be

enlightened on the difference between teachers' gender, marital status, ages and qualifications and their effectiveness and hence make needed address of any gaps.

Education policy makers will be enabled to formulate appropriate policies related to teacher's employment conditions like recruitment, development, remuneration and disciplining.

Researchers and members of the academia will be provided with relevant information for replication of the study in other settings, levels of education and develop related theories.

1.9 Operational Definition of Key Terms

Demographic characteristics of respondents refer to personal characteristics such as age, gender, educational qualifications of marital status and level of experience.

Effectiveness: refers to how best one can deliver a service or being competent or satisfactory of what has been carried out.

Teacher quality is a multi-dimensional concept, and teacher effectiveness is just one important dimension, when individuals are talking about teacher quality or debating about how best. The teacher quality is broadly used as a catch all term that encompasses the many aspect of what makes teaching "good" as what they do. It includes concepts such as teacher effectiveness but also teacher qualification enterprises, capacity, character and performance.

Demographic characteristics are facts about the make up of population. He US census collects demographic information such as income, number of people in a household, birth dates, death dates, occupation, religious beliefs and so on.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The study aims to find out the difference between teachers' demographic characteristics of teachers, and their effectiveness of teaching theoretical perspective, conceptual framework, and demography of teachers in secondary schools in Kile District, Uganda. The chapter provides the review of the theory related to the study conceptual framework of the study as well as the review of related literature along the themes containing the independent and dependent variables indication in the study objectives. The difference between teachers' gender and their effectiveness, the difference between teachers' marital status and their effectiveness, the difference between teachers' ages and their effectiveness, the difference between teachers' qualification and their effectiveness, the difference between teachers' number of years of teaching experience and their effectiveness.

2.1 Theoretical perspective

The theory related to the study is the theory of human capital. According to Blaug (1968) a classical formulation of the theory gave birth to economics of education which argues that education in addition to being a form of consumption is also an individually and socially productive investment.

Accordingly, labours can also be considered capitalists for their investment in the acquisition of knowledge and skills through educational and training which has

given them economically viable capacities. It is in line with the human theory, the needs hierarchy according to Herzberg and Abraham Maslow Hierarchy needs of motivation and hygiene theory which checks on the characteristics of workers/teachers inclusive.

It is argued that the better educated are generally more flexible and more motivated, adapt themselves more easily to changing circumstances, benefits more from work experiences and training, act with greater initiatives to problem solving, situations, assume supervisory responsibility more quickly and in short are more productive than the less educated even when their education has taught them no specific skills. This can be explained by teacher effect, (Luyten, 1994).

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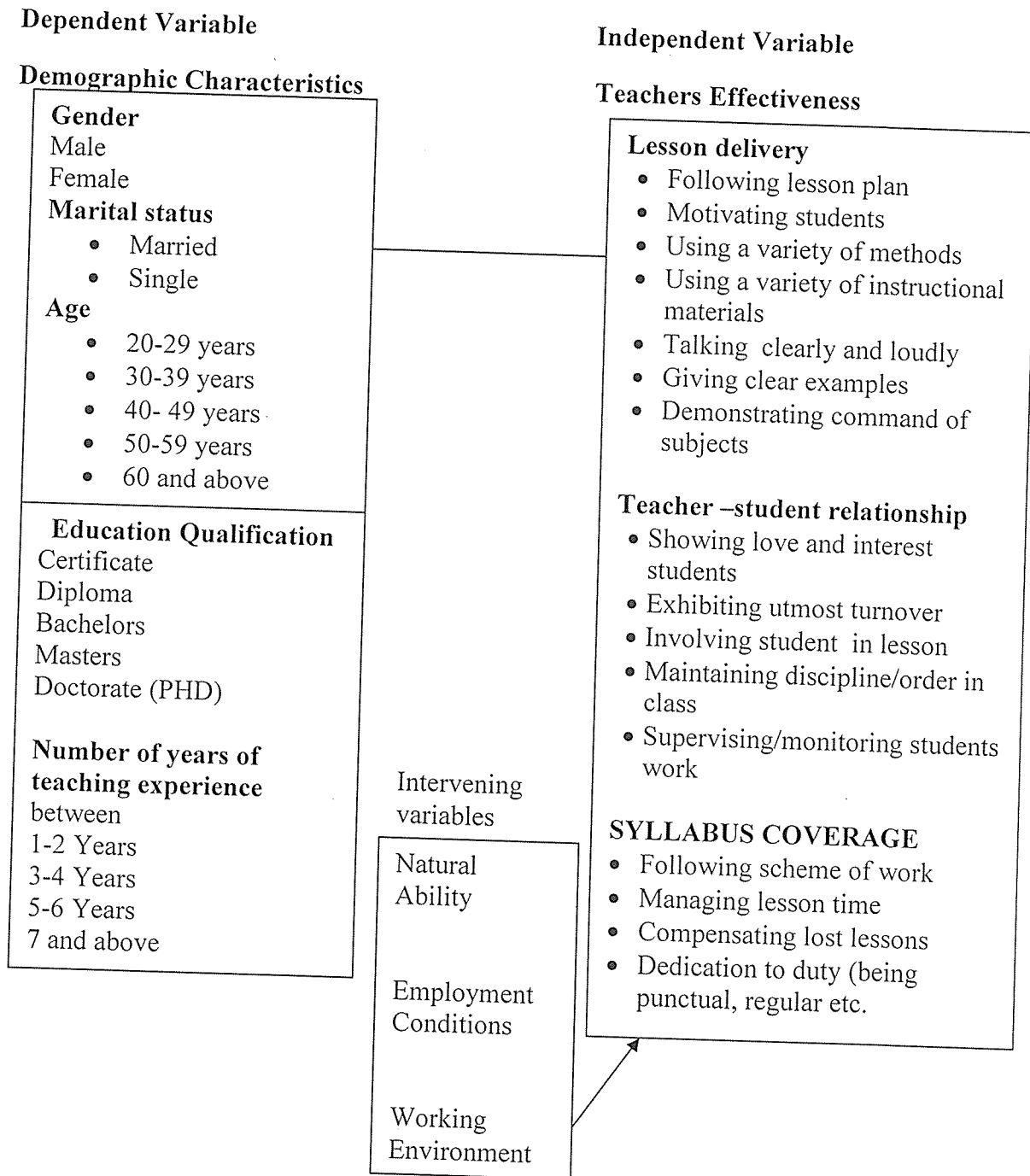
The view of Blaug (1970), is quite relevant and significant to the study because the demographic characteristics which supposed have a bearing on the teachers'

effectiveness are essentially part and parcel of the differentiating factors affecting the productivity of the employees.

2.2 Conceptual framework

In theoretical review, teachers' effectiveness is the outcome of the interaction of some demographic characteristics. Notable ones considered in the study are gender, marital; status, age and qualification. The conceptual framework provided indicates those demographic characteristics constituting independent variables, the three criteria of teacher effectiveness constituting the dependent variables as well as extraneous variables, natural ability, employment conditions and working environment. Natural ability like intelligence quotient (IQ), employment conditions like salary, leave, promotion as well as working environment like class size, instructional materials constitute intervening variables which may affect effectiveness but not considered by the study.

Figure 1: Conceptual framework



Source: Primary Data 2014

2.3 Teachers' gender and their effectiveness

Gender is a term often explained in separable from the term sex. According to Baguma et al (2000) sex is determined by biological characteristics which defines a person as a male or female and sex organs naturally formed under the influence of hormones. On the other hand Baguma et al (2000) say gender is acquired through interactions in the social world and changes over time. In the process males learn to be masculine and females learn to be feminine. In most cultures, males are expectedly by strong, ambitious, successful, emotionally controlled while females are supposedly to be attractive, unaggressive, and emotional and concerned with people.

The view of Baguma et al (2001), is quite relevant and significant to the study particularly in teacher student relationship which is one of the criteria considered in teacher's effectiveness.

2.4 Teachers' marital status and their effectiveness

Marriage in simple terms is the union of two people to become a husband and a wife constituting a family. In most cultures the marriage is between a man and a woman but in others which are minority, some sex marriages are accepted. An adult who is not married is said to be single and a married person whose spouse dies is said to be widowed.

For purposes of the study, marital status is dichotomously described as single or married, widowed teachers are treated as married teachers.

A married teacher expectedly gets a child or children to constitute in his / her nucleated family and the family; may be extended in subsequent generations of

offspring. With the fertility rates of about seven and extended family system in Uganda the average family size of a secondary school teacher in the country is large. Yet the teacher has to cater for the family members in many ways while carrying out his/her duties, (Highet, 1951 & Larson (2002).

According to Ntare et al (2000), families provide basic needs for their members. These include food, clothing, shelter, health care as well as education which is a right to all children. These needs in financial terms mean a lot to a secondary school teacher in Uganda whose salary per month is hardly shilling 500,000.

This means teachers have to make extra efforts outside his/her classroom in a bid to meet the needs at least the have minimum. No wonder many are engaged in part time teaching in other schools, motor cycle transport commonly referred as “bodaboda”, other businesses and sometimes strikes over the relatively poor salaries.

All these are not compatible with the expected teachers’ effectiveness as teachers’ minds are perturbed and their times and effort are spread over a number of schools in addition to those where they are officially posted to teach.

In addition to those irregularities in teachers’ performance some, according to Ministry of Education and Sports (2002) have decided to transfer to non teaching posts, others have resigned or been dismissed while others have departed for unknown reasons.

Most married teachers tend to have crowded and noisy homes which adversely affect their lesson preparations and marking students' work. Ultimately their effectiveness is curtailed, Blang (1970).

2.5 Teachers' age and their effectiveness

Age, according to Ministry of education and sports (2002) refers to the difference between a person's date of birth and the date in question. Although Uganda's education policy states that the entry age for primary one is 6-7 years, no restrictions is made on entry age for any of the subsequent cycles of education.

On the average a person who has not repeated any class enter education service as a secondary school teacher holding diploma in education secondary (DES) at the age of 22 years while the others who enter as a holder of bachelors degree with education does do at the age of about 23 years.

Those who enter education service at a lower level and upgrade to teach in secondary schools or those who attain a general degree and proceed to post graduate diploma in education (PGDE) before joining secondary school teaching are above 23 years.

According to Cohen and Manion (1977), age of the teacher tends to influence the effectiveness of his/her teaching; young teachers or those who have just entered teaching or taught for several year tend to have the spill over of mechanical and keen teaching practice from training institutions.

They prepare well for teaching, enrich their teaching with relevant instructional materials and sufficiently mark and correct students work. Their teaching is indeed competitive and effective, Kiwanuka and MCeneaney et al (1992)

Older teachers in the other hand, tend to relax and use teacher centered method with the aim of completing the syllabus. This seems to be in consonance with the adage that a new broom sweep better but an old one knows all the corners. However, older teachers tend to be warmer than firm in managing their classes compared to the youthful teachers who tend to be authoritative especially when dealing with older students who threaten their authorities. It is also noted that older teachers, particularly those with high qualifications tend to have greater chances of getting promoted to administrative positions, Blang (1970).

For purposes of the study, teachers' age have been dichotomously described as youthful or old. Youthful age range is 40 years or less and old age range is 41 years to 60 years the mandatory retirement age.

According to Blaug (1970), after the age of 40 years the skills of a person irrespective of qualification levels often declines.

2.6 Teachers' qualification and their effectiveness

Teacher qualification according to Tritton et al (1999), refers to the state where a person undergoes a full course of education and training for a particular level of education and attains a certificate, diploma, degree, license, warrant, eligibility or acceptability to teach at that level of education.

In Uganda's education service, minimum qualification required for teaching at lower secondary level is a diploma in education and that required for upper secondary level is a bachelor's degree with education. In both cases the teacher may have a bias in arts, science or business vocation subjects. However, in certain subjects like music and physical education, teachers with Grade III teacher's certificate are often accepted. Similarly, teachers with masters' degree are featuring in teaching upper secondary classes particularly in well established urban schools.

There are two types of diploma in education held by teachers in secondary school, original Diploma in Education (Dip. Ed) and the other called diploma in Education secondary, (DES) which was just a re-designation of Dip.Ed to distinguish it from Diploma in Education Primary (DEP) for primary school teachers.

Similarly, there are several types of degrees : Bachelors of Arts With Education (BA/ED) Bachelor of Science with Education (Bcs/ED) , Bachelor of Education (BED), a general degrees with PGDE as well as Master of Arts (MA), Master of Science (MSc) each oriented to education or teaching and master of Education (MED). For purposes of the study teachers' qualification are dichotomously described only as diploma or degree.

According to Ministry of Education and Sports (2002) in 2002, there were 7513 holders of diplomas and 10400 holders of degree in Uganda's secondary schools.

Since then the number of teachers in the two categories must have proportionately increased.

Several researches have been carried out on the difference between teachers' qualification and teacher's performance and by extension effectiveness; and the findings have been divergent otherwise conflicting. According to Leeuwen (2001) education level of the teacher is of great influence and the significance of improving teacher education cannot be oversimplified.

Supporting the view of Leeuwen (2001), Prawat (1989) says recent researchers in mathematics and science demonstrate that there is clear difference between what teachers know about content which he terms content knowledge and the depth of understanding they are able to promote in their students which he terms pedagogical knowledge.

The view is quite relevant to the study in that content knowledge which essentially is the subject matter knowledge is continually being added through research and the higher the teacher goes with education the more of the knowledge he acquires.

Relatively, Ocitti (1993), says members of an academic profession undergo a long period of vigorous education and training thus making them specialists in a way. The members have the competence and ability to make serious efforts to reach out for excellence in their performance.

Although the view of Ocitti, (1993), is based on university education, it is relevant to the study focusing on secondary because secondary education is essentially a transition to university and university lecturers to some extent have common demographic characteristics with their secondary counterparts.

Blaug and Scot (1963), say in an organization a crucial principle of management requires that the holder of any position should have the right qualification and certification. This implies that expected employee effectiveness is linked to his/her qualification.

Although the reviewed literature generally portrays the difference between teachers' qualification and their effectiveness, other literature appears to portray otherwise. According to Mills (1985) quality of teaching reflects the abilities and skills of teachers and this cannot be determined by their paper qualifications. It must in some sense or the other be different to the teachers' ability to choose the right objectives and to ensure that what is decided upon is as far as possible achieved.

The observation of Mill (1985) is supported by Husen and Postlethwaite (1994) who say there is a distinction between academic knowledge that is useful in performing well pencil and paper tests and functional knowledge for performing well in the classroom.

The views are quite relevant to the study involving teachers who pass through a series of tests and examinations in the various cycles of education and during training.

In 1970s and in some secondary schools today, there incidents of teachers holding diplomas out performing teachers holding degree according to available records. This indeed attests the observations of Mills (1998) and Hussein and Postletyhwate (1994).

In a probable explanation of the scenario, Ocitti(1993) says performance and quality of many universities in Uganda and elsewhere are declining. University graduates today according to him are theoretical and under performing which tend to raise questions on relevance of what they were taught and how they were taught. In addition Karbael and Halsey (1977) blame deterioration in productivity despite attainment of higher education on poor tax laws and state of idleness.

From the reviewed literature one is indeed left puzzled about relationship between teachers' qualification and their effectiveness. For as Blaug (1970) says, university degrees or a secondary diploma may function more as a certificate of diligence and perseverance than as evidence of the possession of particular or verbal or mathematical skills.

In Uganda education system primary and secondary school teachers are directly evaluated by Uganda National Examinations Board (UNEB) who examine their pupils or students to do well those examinations, must not only make effective lesson delivery and relate well with the students but also they must cover their respective syllabus prescribed by UNEB or minster of education and sports. This is supposed by Muhwezi M (2000), Assessment of Academic Staff Evaluation at Makerere University. Un published Makerere University, Kampala.

2.7 Teachers' number of years of teaching experience

During their training, student teacher to teach at any level of education under goes school practice for professional development. According to Kiwanuka et al (1992) many of the students view school as a necessary evil. The main emotion is that of fear-fear of confronting students. This fear greatly affects their effectiveness even when they complete the training and they are initially posted to teach.

Mceneany and Sheridan (1996, say it takes about five years for the adequacy of the beginning teachers' preparation to stabilize.

The views of Kiwanuka et al (1992) and MCEneany and Sheridan are quiet relevant to the study in that, they imply teacher effectiveness is generally at a low level. At first, placement but gradually it improves. Thus, complying with the saying that practice makes perfect. In other words, the longer the experience, the more is the teacher's effectiveness.

While to Meneany and Sheridan it takes about five years for the adequacy of the beginning teachers' preparation to become effective, to Blaug (1970), the older people become, their effectiveness begins to wane which contradiction this study hoped to clarify.

2.7 Student's -teachers relationship and their effectiveness

According to Kiwanuka, E.S (1992), supports pack for school practice. The teacher must throw his /her heart in teaching otherwise the students; the teacher himself/herself or teaching itself gets bad or poor.

Supporting that view, Larson (2002) says good teaching is not a matter of specific techniques or styles. Rather, it is primarily a matter of love. He adds that teaching

is a call people are called to teaching because they love children and youth, being with them and watching them grow and become more able, more competent and more powerful in the world.

The views of Highet (1951) and Larson (2002), tend to give female teachers the upper hand in effectiveness with respect to the attributes which Baguma et al (2000), attach to them.

Education international (2001), supports the view of Highet (1951) and Larson (2002), in its confirmation that women have traditionally been the majority of teachers in the early stages of education. This is evidenced by data which portray worldwide trends that show the increasing feminization of the largest segment of the teaching profession across the regions and income levels.

In Uganda, however, male teachers have over the years dominated the education service at all levels. According to Ministry of Education and Sports (2002) published in the education statistics abstract of 2002, there were 87,883 male teachers and 51,601 female teachers at the primary level and 29567 male teachers and 7,660 female teachers at the secondary level. The number of teachers must have over the years proportionately increased by gender at the different levels.

However, Education International (2001) express concern that technical and vocational subjects tend to be compartmentalized with women teachers concentrating in so called “feminine “discipline. Available data also indicates that over the years, mathematics and science subjects were largely a preserve for male

teachers. This compartmentalization of the curriculum tends to make assessment of teachers' effectiveness rather difficult.

Cohen and Manion (1977), reveal that there is sufficient research evidence that teachers and students influence each other during instruction and test administration. In most cases there tends to be more effectiveness in a situation of opposite sex. The view is relevant to the study. However, most secondary schools in Uganda are co-educational with variations in the proportions of males and females teachers just as there is variation in the proportional of male and female students in schools.

Summary of gaps identified in the literature

The literature reviewed only portrays what it means to be a male or of female sex. It does not bring out clearly on the difference between teachers' gender and their effectiveness in teaching which this study hoped to articulate.

Similarly, while Baguma and the friends tried to put across some items of teacher student relation in terms of teacher and students influencing each other during instruction and test administration it did not clearly tell us about the type of influence. Whether the influence promoted teachers effectiveness or deters it was not clear which this study hoped to clarify.

Gaps in the literature reveals that relations between teachers and students in both secondary school and vocational schools be strengthen to encourage students to take all subjects very important to prepare them for future carrier.

Impact of bachelor of education in service programming on its graduate teaching in secondary schools be encouraged. Teaching should be encouraged to

administer more tests mark and return to students in time. So as to improve their skills tackling examinations early enough before reaching senior four or senior six. This is supported by adage which says people learn more by doing, lesson delivery may be excellent and the syllabus may be completed in time but when students are not directed to practice more reading, the teachers efforts may not be realized.

The reviewed literature provided contradicting results in that while Ntare and the friends talked of families providing basic needs for their members which had nothing to do with teachers' marital status and their effectiveness, Triton and friends provided a more relevant view that most married teachers tended to have crowded and noisy homes which curtailed their effectiveness which gap this study clarified.

While from the reviewed studies Cohen and the friend brings out the influence of age on teachers effectiveness, it is just a postulation with no empirical backing moreover from the developed economies which gap this study hoped to fulfill.

The studies reviewed have got contradicting results for instance while early studies by Mills (1985) connotes teachers' effectiveness as being reflected by such teachers' abilities and skills and cannot be determined by their paper qualifications, recent results by Leeuwen (2001), report education level of the teacher is of great influence and the significance of improving teacher education cannot be oversimplified which gap the current study hoped to clarify.

Lastly while to Meneany and Sheridan it takes about five years for a teacher to be adequately prepared and become effective, to Blaug (1970), the older people become, their effectiveness begins to wane which contradiction this study hoped to clarify.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

The study aimed to find out the difference between teachers' demographic characteristics and their effectiveness in secondary schools in Kole district, Uganda. The chapter provides the strategies and techniques used in the entire research process. They include research design, population, sample size, sampling strategies, data collection instruments, data analysis and processing for the data collection.

3.1 Research Design

This research adopted Quantitative approach to find a the difference between each of the teachers' demographic characteristics, namely, gender, marital status, age, educational qualification and number of years of teaching experience and their effectiveness in secondary school in Kole District Uganda. Teachers' effectiveness comprise of three instruction- different criteria, lesson delivery, teacher-pupil relationship and syllabus coverage in secondary schools in Kole District, Uganda.

Since data was collected within a short time from a cross section of teachers and students across the schools, descriptive cross sectional survey was appropriate for the study.

3.2 Research Population

Population for the study comprised of 110 teachers from five secondary schools in Kole District, Uganda that is Akalo secondary school, Aculbanya S.S.S, Aboke

high S.S.S , Ayer Seed S.S.S, and Alito S.S.S.and 200 Students of senior four in those schools also participated particularly in rating their teachers' effectiveness.

3.3 Sample Size

The Sloven's formula was used to determine the sample size for each demographic characteristics where 420 teachers in each school will be selected making a total of 110 teachers. Since the number of students is high in the five schools so 40 students will be selected per school making a total of 200 students.

The Sloven's formula was used to determine the minimum sample size and purposive universal sampling used to select teachers and students.

The formula and the rest of the calculations is be presented as an appendix.

Table 3.1: Respondents of the Study

Category	Schools	population	Sample size
Teachers	A	20	20
	B	20	20
	C	30	30
	D	20	20
	E	20	20
Sub Total			110
Students	A	84	40
	B	90	43
	C	100	48
	D	64	30
	E	82	39
		420	200

Source : Primary data,2014

Because of the heterogeneous nature of teachers' demographic characteristic and the difficulty in getting all the teachers of each school together, non probability purposive techniques was used to sample the teachers, the same techniques was used select students for the study.

3.4 Sampling Procedure

The researcher introduced the questionnaire to all head teachers. The universal procedure involved using the head teachers who gave out questionnaire to all qualified teachers. The students, the head teacher also distributed the questionnaire to all students in the schools. The researcher then retrieved the filled questionnaire from the head teachers

3.5 Research Instruments

Structured questionnaires with four point rating scale: strongly agree, agree, disagree, and strongly disagree was used to collect data on the rating of teachers' effectiveness. One set of the instruments was for teachers indicating their own demographic characteristics including gender, age marital status, education qualification and number of teaching experience.

Questionnaires were deemed appropriate for the study due to the fact that the respondents were literate and they could be given time to fill them in case they had busy schedules.

3.6.1 Validity

The validity index was calculated after giving out the questionnaire to 3 experts in the field including my supervisor. The calculation was done thus

$$CVI = \begin{pmatrix} 13 \\ 15 \end{pmatrix} + \begin{pmatrix} 14 \\ 15 \end{pmatrix} + \begin{pmatrix} 12 \\ 15 \end{pmatrix} = \begin{pmatrix} 39 \\ 45 \end{pmatrix}$$

Content validity index was 0.867 since the index was above 0.5 the instrument was said to be valid.

3.6.2 Reliability

The researcher sent the questionnaire to other schools and retrieved it after some days. The test -re-test method was used whereby the scores of first distribution were tested with the mean scores of the second distribution. The coefficient of correlation was 0.75 showing that the instrument is reliable.

3.7 Data Gathering Procedure

3.7.1 Before the Administration of the Questionnaires

An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective heads of secondary schools.

Upon approval, the researcher secured a list of the qualified respondents from the school authorities in charge and selected through non probability purposive technique.

The respondents were briefed on the study and requested to sign the Informed Consent Form (Appendix).

3.7.2 During the Administration of the Questionnaires

The researcher distributed the questionnaires to the respondents and briefed them on the questions.

The respondents were requested to answer the questionnaires completely.

The researcher emphasized retrieval of the questionnaires within two days from the date of distribution.

3.7.3 After the Administration of the Questionnaires

On retrieval, all returned questionnaires were checked for quality of response.

The data gathered were collected, edited, coded and summarized into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

3.8 Data Analysis

Different statistical techniques were used to analyze the collected data. The number of scores for the various demographic characteristics of each school were computed and the corresponding overall effectiveness mean scores also computed. The pairs of mean scores were then correlated using t- test ascertain the difference between teachers' demographic characteristics and their effectiveness in the selected secondary schools in Kile District, Uganda.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This study broadly aimed to establish the difference between teachers' demographic characteristics and their effectiveness in secondary schools in Kileleshwa district, Kenya. This chapter basically provides three findings in five selected schools in terms of gender, marital status, age, educational qualifications and the number of years of teaching experience.

Secondly, the chapter provides the effectiveness of the teachers in terms of lesson delivery, teacher-students relationship and syllabus coverage. Thirdly, it provides an assessment of whether there is a difference between teachers' demographic characteristics and their effectiveness in the five selected secondary schools in Kileleshwa district, Kenya.

4.2 The difference between teachers' gender and their effectiveness in secondary schools in Kileleshwa District, Kenya

Teacher's Effectiveness	Gender	Mean	t-value	Sig.	Interpretation	Decision on Ho
Lesson delivery	Male	3.3533	2.397	.018	Significant difference	Rejected
	Female	3.1611				
Teacher student relationship	Male	3.2533	1.130	.261	No significant difference	Accepted
	Female	3.1533				
Syllabus coverage	Male	3.0633	.848	.398	No significant difference	Accepted
	Female	2.9750				
Overall Teacher's effectiveness	Male	3.2233	1.819	.072	No significant difference	Accepted
	Female	3.0965				

Source: Primary data, 2014

Study findings from the table 4.1 above show a significance of 0.018 for the difference between lesson delivery as an aspect of teacher effectiveness and the

sex of the teacher. Since this significance is less than 0.05 level of significance we reject the null and take the alternative hypothesis. This implies that there is a significant difference between lesson delivery and the sex of the teachers.

However with regard to teacher students' relationship and syllabus coverage, study findings show a significance of 0.261 and 0.398 for the difference between teacher-students' relationship and syllabus coverage respectively against gender which are all greater than 0.05 level of significance. This implies that neither teacher student difference relationship nor syllabus coverage is affected by the gender of the teacher.

Overall, a significance of 0.072 which is greater than 0.05 level of significance means that overall teacher effectiveness is same amongst the different sexes of the teachers. In other words there is no difference in teacher effectiveness between the male and female teachers.

4.3 Difference between teacher's marital status and their effectiveness in secondary schools in Kole District, Uganda

Teacher's Effectiveness	Marital status	Mean	F-value	Sig.	Interpretation	Decision on Ho
Lesson delivery	Married	3.3648	1.317	.273	No significant difference	Accepted
	Single	3.2117				
	Divorced	3.2500				
	Widow	3.3889				
Teacher student relationship	Married	3.2981	1.557	.204	No significant difference	Accepted
	Single	3.1892				
	Divorced	3.0500				
	Widow	3.0667				
Syllabus coverage	Married	3.1226	1.652	.182	No significant difference	Accepted
	Single	2.9054				
	Divorced	3.1042				
	Widow	2.9167				
Overall Teacher effectiveness	Married	3.2618	1.955	.125	No significant difference	Accepted
	Single	3.1021				
	Divorced	3.1347				
	Widow	3.1241				

Source: Primary data, 2014

Study findings with regard how teacher's marital status affects teacher effectiveness shows that with significance value of 0.273 which is greater than 0.05 level of significance, the null hypothesis is accepted. This means that lesson delivery as an aspect of teacher effectiveness is not in any way affected by the marital status of the teacher.

Similarly study findings show a significance of 0.204 for the relationship between teacher student relationship and teacher marital status and 0.182 for the difference between syllabus coverage and teacher marital status. Since these significance

values are all greater than 0.05 level of significance, we fail to reject the null hypothesis and conclude that teacher effectiveness in terms of syllabus coverage and teacher student relationship is not in any way affected by the marital status of the teachers.

Generally with a significance value of 0.125 for the difference between overall teacher effectiveness and teacher marital status which is greater than 0.05 level of significance implies that overall teacher effectiveness is the same irrespective of whether the teacher is married, divorced or not married.

4.4 Difference between teachers' ages and their effectiveness in secondary schools in Kole District, Uganda

Teacher's Effectiveness	Teacher's Age	Mean	F-value	Sig	Interpretation	Decision on Ho
Lesson delivery	20-26 years	3.2273	.635	.639	No significant difference	Accepted
	30-39 years	3.3694				
	40-49 years	3.2917				
	50-59 years	3.2222				
	60 and above	3.3333				
Teacher student relationship	20-26 years	3.1545	2.671	.036	Significant difference	Rejected
	30-39 years	3.2378				
	40-49 years	3.3688				
	50-59 years	2.9833				
	60 and above	2.9000				
Syllabus coverage	20-26 years	2.9886	.168	.954	No significant difference	Accepted
	30-39 years	3.0270				
	40-49 years	3.0547				
	50-59 years	3.1250				
	60 and above	3.0000				
Overall Teacher effectiveness	20-26 years	3.1235	.672	.613	No significant difference	Accepted
	30-39 years	3.2114				
	40-49 years	3.2384				
	50-59 years	3.1102				
	60 and above	3.0778				

Source: Primary data, 2014

Findings as presented in the table above show a significance of 0.036 for the difference between teacher student relationship as an aspect of teacher effectiveness and the age of the teacher. Since this significance is less than 0.05 level of significance we reject the null and take the alternative hypothesis. This means that that there is a significant difference between teacher-student and age of the teachers.

However study findings with regard to the difference between lesson delivery, syllabus coverage and teacher's age, show a significance of 0.639 and 0.954 respectively which are all greater than 0.05 level of significance. This means that the age of the teacher does not in any way affect their lesson delivery or syllabus coverage.

General findings show that a significance of 0.613 which is greater than 0.05 level of significance means that overall teacher effectiveness is same for teachers within the different age groups. In other words there is no difference in teacher effectiveness between teachers of different ages.

4.5 The difference between teachers' educational qualifications and their effectiveness in secondary schools in Kole District, Uganda

Teacher's Effectiveness	teachers' educational qualifications	Mean	F-value	Sig.	Interpretation	Decision on Ho
Lesson delivery	certificate	3.1667	.839	.476	No significant difference	Accepted
	diploma	3.2674				
	bachelor	3.3333				
	masters	2.8333				
Teacher student relationship	certificate	2.9000	.692	.559	No significant difference	Accepted
	diploma	3.2279				
	bachelor	3.2271				
	masters	3.6000				
Syllabus coverage	certificate	2.8750	.764	.517	No significant difference	Accepted
	diploma	2.9767				
	bachelor	3.0805				
	masters	3.5000				
Overall Teacher effectiveness	certificate	2.9806	.557	.645	No significant difference	Accepted
	diploma	3.1574				
	bachelor	3.2137				
	masters	3.3111				

Source: Primary data, 2014

As presented in the table above, findings show a significance of 0.476 for the difference between lesson delivery as an aspect of teacher effectiveness and the education level of the teacher. Since this significance is greater than 0.05 level of significance we fail to reject the null and conclude that there is no significant difference between lesson delivery and the education level of the teachers.

Similarly study findings with regard to the difference between teacher student relationship, syllabus coverage and the education level of the teachers, show a

significance of 0.559 and 0.517 respectively which are all greater than 0.05 level of significance. This implies that the education level of the teachers has got no significant effect on teacher student relationship or syllabus coverage as aspects of teacher effectiveness.

General findings show that a significance of 0.645 which is greater than 0.05 level of significance means that overall teacher effectiveness is same for teachers at different levels of education. In other words there is no difference in teacher effectiveness between teachers at different education levels.

4.6 Difference between teachers' number of years of teaching experience and their effectiveness in Kole District, Uganda

Teacher's Effectiveness	Teaching experience	Mean	F-value	Sig.	Interpretation	Decision on Ho
Lesson delivery	1-2 years	3.1042	1.721	.167	No significant difference	Accepted
	3-4 years	3.3452				
	5-6 years	3.3095				
	7 years and above	3.3375				
Teacher student relationship	1-2 years	3.0250	1.516	.215	No significant difference	Accepted
	3-4 years	3.2643				
	5-6 years	3.2571				
	7 years and above	3.2600				
Syllabus coverage	1-2 years	2.8906	.674	.570	No significant difference	Accepted
	3-4 years	3.0446				
	5-6 years	3.0357				
	7 years and above	3.0938				
Overall Teacher effectiveness	1-2 years	3.0066	2.020	.116	No significant difference	Accepted
	3-4 years	3.2181				
	5-6 years	3.2008				
	7 years and above	3.2304				

Source : Primary data,2014

Study findings with regard how teacher's teaching experience affects teacher effectiveness shows that with significance value of 0.167 which is greater than 0.05 level of significance, the null hypothesis is accepted. This means that there is no significant difference in lesson delivery by teachers at difference levels of experience. In other words, teacher effectiveness in terms of lesson delivery is the same for all teachers whether less experienced or not

Similarly study findings show a significance value of 0.215 for the difference between teacher student relationship and teacher experience and 0.182 for the difference between syllabus coverage and teacher experience. Given that these significance values are all greater than 0.05 level of significance, we fail to reject the null hypothesis and conclude that teacher effectiveness in terms of syllabus coverage and teacher student relationship is the same between teachers at different levels of experience.

Generally the study based on what is presented in the table above found a significance value of 0.116 for the difference between overall teacher effectiveness and teacher experience in years which is greater than 0.05 level of significance. This implies that overall teacher effectiveness is the same for teachers at different levels of experience. This as well means that there is no significant difference between teacher experience and the overall teacher effectiveness.

4.7 The difference between schools and their effectiveness in Kole District, Uganda

Teacher's Effectiveness	Schools	Mean	F-value	Sig	Interpretation	Decision on Ho
Lesson delivery	Akalo SS	3.4583	2.191	.071	No significant difference	Accepted
	Acubanya SS	3.2333				
	Aboke High SS	3.3417				
	Ayer Seeds SS	3.3208				
	Alito SS	3.2667				
Teacher student relationship	Akalo SS	3.3800	3.043	.018	Significant difference	Rejected
	Acubanya SS	3.1500				
	Aboke High SS	3.1850				
	Ayer Seeds SS	3.2350				
	Alito SS	3.0667				
Syllabus coverage	Akalo SS	3.1938	1.877	.116	No significant difference	Accepted
	Acubanya SS	2.9750				
	Aboke High SS	2.9750				
	Ayer Seeds SS	2.9875				
	Alito SS	3.1188				
Overall Teacher effectiveness	Akalo SS	3.3440	3.366	.011	Significant difference	Rejected
	Acubanya SS	3.1194				
	Aboke High SS	3.1672				
	Ayer Seeds SS	3.1811				
	Alito SS	3.1390				

Source: Primary data, 2014

Findings as presented in the table above show a significance of 0.018 for the difference between teacher student relationship as an aspect of teacher effectiveness and the school in which the teacher teaches. Given that this significance value is less than 0.05 level of significance we reject the null and

take the alternative hypothesis. This means that that teacher effectiveness in terms of teacher-student relationship varies for teachers from school to school.

Quite different was that study findings with regard to the difference between lesson delivery, syllabus coverage and school, showed a significance of 0.071 and 0.116 respectively which are all greater than 0.05 level of significance. This means that teacher effectiveness in terms of lesson delivery and syllabus coverage is the same from school to school.

Lastly though not the least, general findings showed a significance of 0.011 which is less than 0.05 level of significance. This meant that that overall teacher effectiveness is same from school to school. In other words there is no difference in teacher effectiveness between teachers of one school and teachers of another school.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter discusses the findings with regard to the difference between teachers' demographic characteristics and their teaching effectiveness in secondary schools in Kile District, Uganda. In particular, it discusses the study findings with regard to the difference between teachers' gender, marital status, alongside their age and their effectiveness in secondary schools.

5.2 Discussion of the findings

Teacher's gender and their effectiveness

The current study found out that with a significance of 0.072 overall, which was greater than 0.05 level of significance, the overall teacher effectiveness was same amongst the different sexes of the teachers in Kile secondary Schools. These findings are quite different from those by Highet (1951) and Larson (2002) that gave female teachers the upper hand in effectiveness.

Teacher marital status and their effectiveness

The current study following a careful analysis found a significance value of 0.125 for the difference between overall teacher effectiveness and teacher marital status. This significance value which was greater than 0.05 level of significance which meant that there was no significant difference between the overall teacher effectiveness of the teachers and their marital status. These findings are similar to those by Blaug (1970), who postulated that the demographic characteristics have a bearing on the teachers' effectiveness.

Teachers' age and the teachers' effectiveness

The general findings in the current study established that with a significance of 0.613 which was greater than 0.05 level of significance. This meant that the finding overall teacher effectiveness was not in any way influenced by age of the teacher in question. Such findings are different from those by Cohen and Manion (1977) that the age of the teacher tends to influence the effectiveness of his/her teaching.

Teachers' educational qualifications and their effectiveness

The current study, found out that with a significance of 0.645 which is greater than 0.05 level, overall teacher effectiveness was the same for teachers at different levels of education. These findings are from those early found by Leeuwen (2001) education level of the teacher is of great influence and the significance of improving teacher education cannot be oversimplified.

Teacher's experience and teaching effectiveness

The current study as well established that with a significance value of 0.116 for the difference between overall teacher effectiveness and teacher experience in years which was greater than 0.05 level of significance, the overall teacher effectiveness was the same for teachers with different levels of experience. This meant that there was no significant difference between teacher experience and the overall teacher effectiveness.

Teacher's effectiveness and the school taught

The study also found out that with a significance of 0.011 which was less than 0.05 level of significance, teacher effectiveness was influenced by the school in which the teacher teaches.

5.3 Conclusions

In any school gender of a given teacher does not in any way influence his or her effectiveness in terms of syllabus coverage and teacher -student relationship among others. The overall effectiveness of any teacher is not influenced by his or her marital status. Simply put, whether a teacher is married or not, his or her teaching effectiveness is not influenced by his or her marital status.

The age of a given teacher is not related to the effectiveness of such a teacher. In other words teachers' effectiveness is not influenced the age of a given teacher.

There exists no significant difference between the education level attained by the teacher in question and his or her effectiveness.

The overall effectiveness of the teacher in terms of teacher delivery, syllabus coverage and teacher student difference is not affected by the number of years such a teacher has spent in service. The overall teacher effectiveness is the same for teachers at different levels of education. This means that even if the teacher was more educated, his/her teaching effectiveness remains the same.

5.4 Recommendations

Findings according to objectives

Teacher's gender and their effectiveness was found out that the over significance level of the teacher was same amongst the different sexes of the teacher in the secondary school in kole district Uganda.

Teachers marital status and their effectiveness, it was found out and supported by Blaug(1970) who postulated that the demographic characteristics have a bearing on the teachers effectiveness.

Teacher's age and the teachers effectiveness, it was found out that teachers effectiveness was not in any way influenced by age of the teachers in question such findings are different from those by Cohen and manion(1977) that the age of the teacher tends to influence the effectiveness of his/her teaching.

Teacher's educational qualifications and their effectiveness were found to be the same for teachers at different levels of education. This findings are from those early found by Leeuwen(2001) education level of the teacher is of great influence and the significance of improving teacher education cannot be oversimplified.

Teacher's experience and teaching effectiveness, it was found out that the overall teacher's effectiveness was the same for the teachers with different levels of experience. This means there was not significance difference and the overall teacher effectiveness

Teacher's effectiveness and school taught was less than 0.05 level of significance, teacher effectiveness was influenced by the school in which the teacher teaches

The education service commission should dwell on other factors other than demographics such as age, education level, experience and gender during the

recruitment process but instead advocate for improvements in the teaching environment amongst the different schools.

Given the teacher effectiveness is influenced by the school taught, the administration and management of different schools should try to improve the internal operating environment of the schools as a way of improving teacher effectiveness.

5.5 Areas of further research

The current study may not hold much policy implication due to the fact that it has been based on a small sample size of only 310 respondents, moreover in only one district and up country. These findings would vary if a larger area and sample were to be used. It's therefore recommended that further studies be carried out considering this limitation and increase the sample size for a more optimal corrective Intervention. It's also recommended that a more inclusive study be carried out that can put the case of magnitude in this context. The current study did not take into account the type of school which could have had a bearing in the results. It is therefore recommended that another study be commissioned by another body but putting the type of school in consideration.

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APPENDIX 1 A
TRANSMITTAL LETTER



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Fax: +256- 41- 501974
E- mail: admin@kiu.ac.ug,
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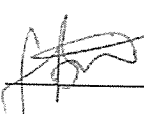
September 16, 2013

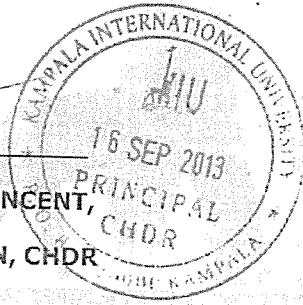
TO WHOM IT MAY CONCERN

This is to certify that **ACIRO JOYCE** is a student in Masters in **EDUCATIONAL MANANAGEMENT and Administration** in the College of Higher Degrees and Research (CHDR), Kampala International University (KIU), Kampala, Uganda. and is doing a field in Research on **TEACHERS DEMOGRAPHIC CHARACTERISTICS AND EFFECTIVENESS IN** secondary school in **KOLE DISTRICT, UGANDA,**

Please any assistance offered to her in doing her fieldwork and any relevant academic information in research will be highly confidential and appreciated.

Thank you.


DR. KAYINDU VINCENT,
HOD. EDUCATION, CHDR



APPENDIX 11
CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name: **Aciro Joyce (Sr)**

Reg: **MED/35867/113/DU**

Course: **Masters in Educational Management and Administration**

Title of Study: *"Teachers' Demographic Characteristics and Their Effectiveness in Secondary Schools in Kole District, Uganda"*

Ethical Review Checklist

The study reviewed considered the following:

- ☐ Physical Safety of Human Subjects
- ☐ Psychological Safety
- ☐ Emotional Security
- ☐ Privacy
- ☐ Written Request for Author of Standardized Instrument
- ☐ Coding of Questionnaires/Anonymity/Confidentiality
- ☐ Permission to Conduct the Study
- ☐ Informed Consent
- ☐ Citations/Authors Recognized

Results of Ethical Review

- ☐ Approved
- ☐ Conditional (to provide the Ethics Committee with corrections)
- ☐ Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of MED/35867/113/DU that will focus on *Teachers' Demographic Characteristics and Their Effectiveness in Secondary Schools in Kole District, Uganda*

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 anytime.

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 IV A

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE TEACHERS RESPONDENTS

(Please Tick the correct answer):

Gender

☐ (1) Male

☐ (2) Female

Marital status

☐ Married

☐ Single

☐ Divorce

☐ Widow

Age

☐ 20-29

☐ 30-39

☐ 40-49

☐ 50-59

☐ 60 and above

Educational Qualifications (Please Specify):

(1) Certificate

(2) Diploma

(3) Bachelor

(4) Masters

(5) Ph.D.

Other qualifications other than education discipline _____

Number of Years Teaching Experience (Please Tick):

☐ (1) Less than/Below one year

☐ (2) 1- 2yrs

☐ (3) 3-4yrs

☐ (4) 5-6yrs

☐ (5) 7 years and above

APPENDIX VII

SLOVEN'S FORMULA

$$n = \frac{N}{1 + N(e^2)}$$

Where n=sample size

e^2 = is the level of significance which is always given as 0.05

N=known population size

$$n = \frac{300}{1 + 300(0.05)^2}$$

$$n = \frac{300}{1 + 300(0.0025)^2}$$

$$n = \frac{300}{1 + 0.75}$$

$$n = \frac{300}{1.75}$$

$$N=171.42857$$

$$N=171(\text{sample size})$$

N=171 teachers in secondary schools in Kole District.