

**PROFESSIONAL DEVELOPMENT AND TEACHER PERFORMANCE.
A CASE STUDY IN MERIKIT SUB COUNTY, TORORO DISTRICT**

BY

**OLOWO BISANSIO
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DECLARATION

I, **OLOWO BISANSIO** hereby declare that this Research project is entirely my original effort and that it has never been submitted to any institution of higher learning for any award.



Signed.....

OLOWO BISANSIO



Date.....

APPROVAL

I certify that this Research Report titled professional development and teacher performance. “Training and teacher performance. Case study of Merikit sub county Tororo district” was conducted by OLOWO BISANSIO under my supervision.



Signed.....

MR. IMAI JULIUS ONYAPIDI
SUPERVISOR

Date:

DEDICATION

This Research is lovingly dedicated to the most precious and beloved children; Osiru Bonface, Amunyelet Faith, Amoo Blessing Cissy, Alupo Shalom Amunyelet Federika for the patience, resilience among other attributes that inspired me. I pledge my commitment to make a positive impact in your live.

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ABSTRACT

This study investigated the influence of professional development and teachers' performance in primary schools in Merikit Sub-County Tororo District and was guided by objectives: To find out the contribution of on-job professional development to teachers' performance in Primary schools in Merikit Sub-County, the contribution of the off-job professional development to performance of teachers in primary schools in Merikit Sub-County, the contribution of career progression to teachers' performance in primary schools in Merikit Sub-County and to establish the relationship between professional development and teacher performance in primary schools in Merikit Sub-County. The study used a descriptive cross sectional survey design to collect data from 100 respondents who included Head teachers and teachers who were randomly and purposively selected. The study found that on-job professional development, off-job professional development and career progression does not significantly enhance teachers' performance in the selected primary schools. It was thus concluded that: on-job training does not significantly contribute to teachers' performance, off-job training does not significantly influence teacher's performance and Career progression does not significantly contribute to teachers' performance in selected primary schools in Merikit Sub-County and that there was no positive significant relationship between professional development and teachers' performance in selected primary schools in Merikit Sub-County. The study recommended that: The government through the ministry of education and sports, school founders and administrators should use diverse staff motivation strategies such as financial and none financial rewards, improved staff welfare among others as emphasizing one strategy such as staff development could not strongly induce teachers' performance. School administration and management should implement on the job training programs through staff meetings, delegation of authority, design opportunities for off-job staff training by encouraging their staff to attend external seminars, workshops and refresher courses to equip the staff with more skills. School management should put in place and implement clear staff career progression plan through promotions, up grading and provide equal opportunities for staff development and promotions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

World over, performance of teachers in educational institutions has proved to be a major challenge. In Uganda (schools in particular), teacher performance appeared to be too low Merikit Sub-County(education report, 2016). Now the less, there was no empirical study carried out on professional development practices and performance of teachers in primary schools a yet. Professional development has been broken down unto on the job, off the professional development and career progression. On the other hand, teacher's performance has been operationalized into teacher preparation, student evaluation, keeping record of works, punctuality, attendance, student grades, efficiency, effectiveness and reliability. This chapter includes; the background to the study, problem statement, objectives of the study, research questions, conceptual framework, scope of the study and significance of the study.

1.2 Background to the study

The background to the study was presented based on the historical, theoretical conceptual and contextual perspectives as suggested by (Amin, 2005).

1.2.1 Historical Background

The concept of employee performance in formal organizations dates back in the scientific management period. Mullins (2010) noted that initially managers were concerned with how best employees could execute their work. In line with the above, Armstrong (2009) observed that the idea of employees working as machines was criticized by many scholars leading to the behaviorist approach to work. Professional development of staff also owes much with the behaviorist management period. Jennifer and Gareth (2006) noted that during the behaviorist management period, concerns on improving productivity focused on offering employees an opportunity for training. Studies on performance of employees (teachers) relating it to various independent variables were scanty, available ones include; Kiplagata, Lole and Makelwa (2012) in a study about teacher development and mathematics performance of teachers in primary in Western Kenta Region, revealed that mathematics teachers provided with professional

development could acquire skills to prepare and teach mathematics effectively than untrained teachers. The reviewed study was in university environment not in primary and specifically in Merikit Sub-County which necessitated this study.

Harvie and Winful (2018) studied about enhancing teacher's performance through training and development in Ghana Education service and with use of descriptive results revealed that poor performance of teachers in mathematics teaching was due to failure to offer training and development opportunities to teachers. However, the study was not correlation as this study examined. Likewise in Kenya, Nzulwa, Oojebe and Chwuna (2016) in a study about utilization of continuous professional development and staff performance revealed that constant professional development of teachers significantly related with their job performance. The reviewed study applied descriptive methods of data analysis different from the correlational analysis this study applied and was in the context of Kenyan primary schools.

Regional wise the performance of teachers was fair in the colonial and the earlier day after colonialism. Ssekamwa (1990) for instance revealed that the respect that was accorded to a teacher during those days was high contributing to high teacher's job performance at all levels of education. This trend changed the mal administrative policies in the newly independent state. Teachers at different levels of education including primary were continuously revealed as not performing as expected.

In Uganda several studies have indicated that the performance of teachers has been facing ups and downs leading to the provision of professional development opportunities. For instance, the Government of Uganda 1992 observed that following the past history performance levels in Uganda's education sector had gone down. Owing to the same, Government of Uganda introduced Universal Primary Education. Consequently Nkata (2001) showed that the program was affected in 1996 by poor performance of teachers among others. Teacher capacities were low, there were challenges of high pupil teacher ratios, which created a need of Government establishing in service trainings. Consequently, the performance of teachers in these Primary schools went down. High cases of teacher absenteeism, rampant student's failures were registered among others teacher performance weaknesses. However, to date the problem of teacher's poor performance appeared still to be raising in the various universal primary schools.

According to UNESCO, ICBA Report (2011), Merikit Sub-County Education Report (2016) teacher's performance in terms of preparation was low in terms of teachers not preparing schemes of work and lesson plans. Further, teacher's selection of teaching methods was also identified in the same report as being poor (NAPE Report, 2015). However, these reports were not empirical studies on how professional development practices contribute on teacher's performance in primary as this study showed in Merikit Sub-County.

1.2.2 Theoretical Background

The study was guided by Cognitive Learning Theory. The theory was developed by Schuell (1986). It states that learning is an active, constructive process, representations that mediate between instruction and learning. Theory further assumes that the learner constructs meaning from instruction rather than being recipient of meaning residing alone within instruction. Basing on this theory, teachers were perceived as constructive beings constructing meaning from professional development trainings both off and on job to enhance their job performance rather than being only recipients of this knowledge. If this is followed as per the theory, their performance enhances. Due to some limitation of this theory such as not taking into account the attitudes of the learners, the study was also guided by Stancy Adama Equity Theory propounded by Adam Stancy in 1965. This theory states that employees at work must be fairly and equitably rewarded basing on the in put-out puts ratio of their efforts on the job. Mullins (2010) observed that equity theory focuses on people's feelings of how fairly they have been treated in comparison with the treatment of others. If employees believe that there is unfairness in terms of what they receive in comparison with other employees in similar organizations doing related tasks, then their performance narrows. In line with this theory, it was assumed that all teachers always need to be fairly and equitably offered with chance to develop on the job. Any suspicion of unfairness in administering professional development opportunities in terms of on the job, off the job development and career progression chances would result into low performance and the reverse is true. However, it's unrealistic to equitably give professional development to teachers.

1.2.3 Conceptual Background

The independent variable in this study was professional development of staff defined by Aslam (2013) as a continuous process from which we get skills, knowledge, abilities that must relate to our job responsibilities, environment and profession. Basing on this definition, professional

development of teachers in Merikit Sub-County primary schools refers to, on the job professional development involving counseling, mentoring, monitoring, and coaching. Off the job professional development involving study leaves, seminars, workshops, study conferences, and in-service training of teachers and career growth. Career progression was defined by Heery and Noon (200) as a metaphor used to describe how a career can be depicted as a series of steps up the organization hierarchy. In this study career progression of teachers involves teacher's promotions, delegation of responsibility and teacher transfers from one area to another.

Abdulsalam and Mawoli (2012) defined performance of a behavioral exhibited or something done by the employee. In this study teacher's performance means, preparations, selection of teaching methods, student evaluations, record keepings, punctuality, attendances, student grades in teachers discharge of their responsibilities.

1.2.4 Contextual background

The study context was primary schools in Merikit Sub-County. This area was chosen for the study because the performance of teachers in this area was declining. According to UNESCO, ICBA report (2011), Merikit Sub-County Education Report (2016) teacher's performance in terms of preparation was low in terms of teachers not preparing schemes of work and lesson plans; Further, teachers selection of teaching methods was also identified in the same report as being poor (NAPE Report, 2015). Teachers in the aforementioned report were identified as using teacher centered methods particularly chalk and talk that were not challenging on the side of students. In addition teachers' evaluation of students and keeping of records of work was also noted to be ineffective. Students marks were reported not to be accurately kept which makes teachers not effectively follow students' progress (NAPE Report, 2015)

Teachers were also associated with absenteeism and late coming. This problem of low performance of teachers was summed up in low students' grades from UCE exams. Average teacher's job performance from Western and Eastern Division Merikit Sub-County with that of teachers from other municipalities in the country was recorded to be at 57%. Further the NAPE Report (2015) revealed that out of 10 students in Western and Eastern Division Merikit Sub-County only three could read and write effectively a further sign of poor teacher performance. This hence assumes that professional development of teachers might have had a strong impact on this poor teacher's job performance. Hence the proposed study was meant to establish whether

professional development had a relationship with this poor teacher performance in Merikit Sub-County.

1.3 Problem statement

The teaching profession has got moral principles and rules of conduct which teachers have got to follow while at the same time practice etiquette (Ssekamwa, 2001)> a good teacher is expected to perform well in terms of selecting methods of content delivery, preparing schemes of work and lesson plans, being punctual at school, regular attendance as well as positively influencing students discipline and teaching students effectively to attain desirable grades in exams.

To ensure the desired performance of teachers, the government of Uganda has put in place the Ministry of Education Inspectorate at national and district levels. The ministry also prepared a hand on guidelines on policy, planning, roles and responsibilities of stake holders in education to ensure teacher professionalism. Government has also provided teachers with an opportunity to go for in-service training in a bid to perform better (Abdul Salam and Mawoli, 2012).

However, despite all these efforts, there is still a challenge of declining teacher performance. The NAPE report (2015) showed that some teachers abscond from duty, report late and leave early, take long to give students assignments and others do not prepare for their lessons at all. Ezzenze 2013 shows a case of a head teacher mishandling school funds in Jinja, a teacher raping a student in Nakasongola, which imply poor teacher performance in Uganda. According to the (UNESCO ICBA report), Merikit Sub-County education report (2016), teachers were performing poorly. This performance was reflected in teachers not making adequate preparations, failure to evaluate learners effectively and poor student grades in U.C.E exams. Once this scenario continues, teacher's poor performance could negatively affect primary education and its quality. Several factors may be responsible for this fate such as motivation of teachers, leadership styles, teacher attitudes, school status, and professional development. Many researchers have dwelt on motivation and leadership styles but little attention was put on professional development. This research sought to establish the relationship between professional development and teachers' performance in Merikit Sub-County.

1.4 General objective of the study

The general objective of the study was to examine the contribution of professional development to the teacher performance in primary schools in Merikit Sub-County Tororo District.

1.5 Specific objectives of the study

- i. To find out the contribution of the on job professional development to teachers' performance in Primary schools in Merikit Sub-County.
- ii. To establish the contribution of the off job professional development to performance of teachers in Primary schools in Merikit Sub-County.
- iii. To determine the contribution of career progression to teachers' performance in Primary schools in Merikit Sub-County.
- iv. To establish the relationship between professional development and teacher performance in Primary schools in Merikit Sub-County.

1.6 Research questions

- i. What is the contribution of on the job professional development to performance of teachers in primary in Merikit Sub-County?
- ii. What is the contribution of off the job professional development to performance of teachers in primary in Merikit Sub-County?
- iii. What is the contribution of career progression to performance of teachers in primary schools in Merikit Sub-County?
- iv. What is the relationship between professional development and teacher performance?

1.7 Conceptual frame work

Professional development

(Independent Variable)

Performance of teachers

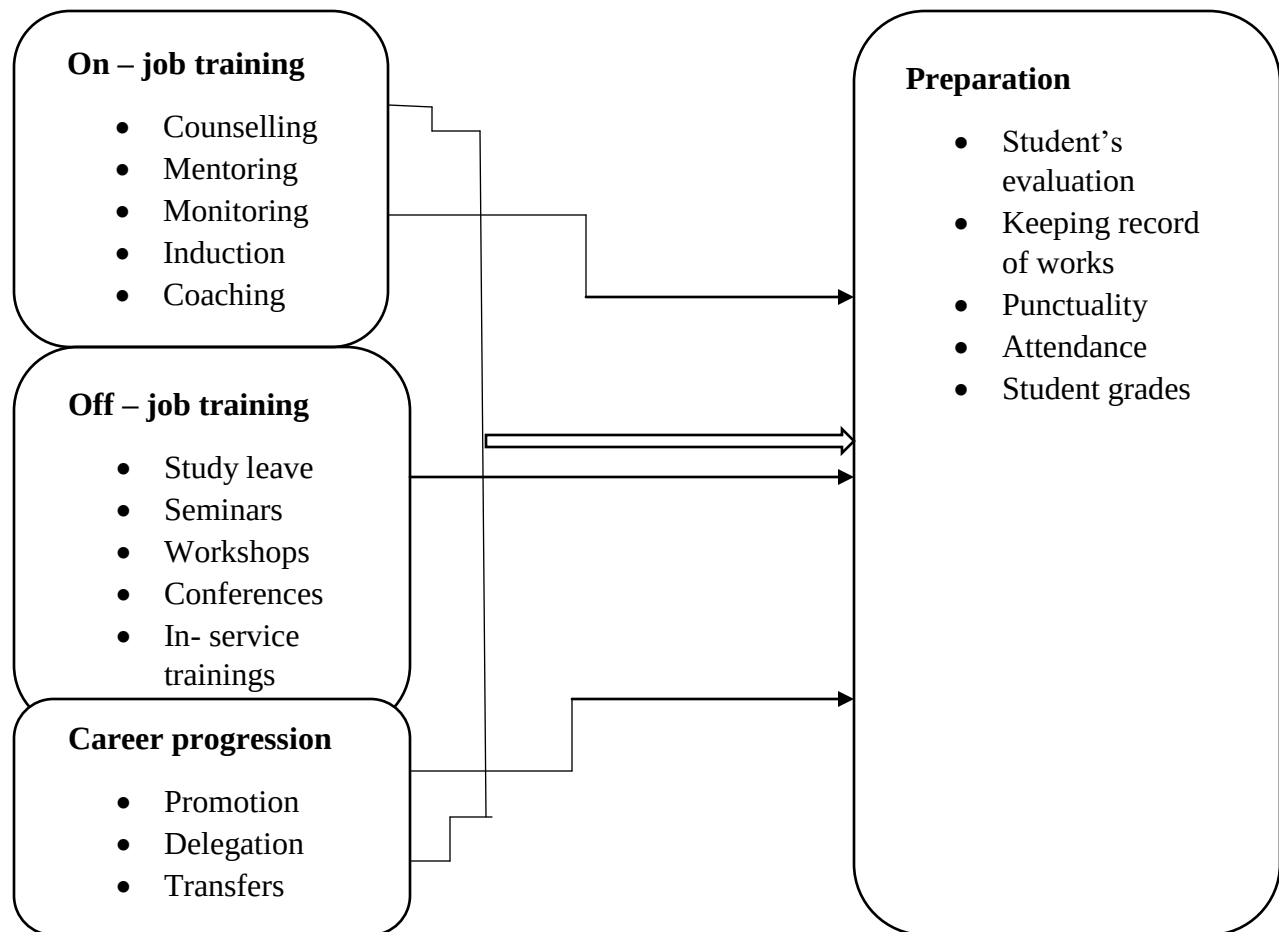


Figure 1.1: Conceptual frame work of how professional development relates with teachers performance

Source: Adapted from Abdulsalam and Mawoli (2012).

The conceptual framework in Figure 1 shows that the independent variables professional development was operationalized into on the job professional development involving Counseling, mentoring, monitoring, coaching and induction. Off the job professional development of teachers involved; study leave, seminars, workshops, conferences and in service trainings. Finally it involved career progression with Delegation, transfers and promotions. These

were deemed to have a positive relationship with teachers performance in the way that when teachers are professionally provided with chance to grow through on the job, off the job professional development and through career growth, their level of performance enhances making adequate preparation, choosing appropriate methodologies of teaching, making students evaluation, keeping record of works, being punctual on the job, making good grades and the reverse could be true. However, there were other factors impacting on teachers performance including institutional policy, leadership styles and employees relations.

1.8 Significance of the study

The study findings would be significant to the following categories of people;

To educational policy makers at National level would get to know how professional development relates with teacher's performance and suggest possible ways of improving on the performance.

To school administration they would benefit in the way of getting adequate information of how professional development relates with performance of teachers to suggest ways of improving on teachers.

Professional development as a concept will be studied in breadth showing how it can be improved to elicit high performance of teachers.

To the students they could benefit in the way that they may receive quality education thus scoring good grades since improving on teacher's professional development would boost teacher's morale and performance.

To the future researchers, they could use the findings as sources of reference in their studies; hence the study findings would help to suggest research gaps in their studies.

1.9 Justification for the study

Performance of teachers remains a critical aspect of education service delivery. In this study it was hoped that once teachers professional development is improved on basing on the study findings performance of teachers would be improved on to give a lee way for quality primary education provision. Therefore this study would establish the influence of professional development and performance of teachers using the cognitive and Equity theoretical realm. It could be the foundation upon which various schools both private owned and government primary schools would have to consider professional development of teachers as a way of enhancing performance of teachers after acquiring skills from the programs.

1.10 Scope of the study

The scope of the study was divided into the geographical, content and time scope as in the subsequent sections.

1.10.1 Geographical scope

The study was conducted in Merikit Sub-County, Tororo District. Merikit Sub-County is just 15 kilometer from Tororo Town along Mbale Road, branch off from mile 8, 5 kilometer. The researcher conducted the study in this area because teachers' performance had shown to be declining for a number of years.

1.10.2 Content Scope

The study content scope was professional development of teachers operationalized into on the job, off the job professional development and career progression of teachers; it is these that could hopefully be related with performance of teachers. The teachers and administrators were from selected primary schools in Merikit Sub-County, Tororo District.

1.10.3 Time scope

The study time scope was between 1st – 30th March in this period teacher's job performance has been worsening in terms of change in the abridged curriculum where emphasis is put on Formative assessment and no examinations.

1.11 Operational definitions

On the job professional development: It means techniques' devised to allow teachers grow on the job like monitoring, mentoring, coaching and counseling.

Off the job professional development: This means those techniques' that are devised to allow teachers grow while they are off the job like study leaves, seminars, workshops, conferences and study leaves.

Career progression: This means the upward movement of an employee in positions of responsibility.

Performance: Performance in this study means the extent to which teachers achieve teaching and learning objectives. In this study performance of teachers covers teacher preparations, students' evaluations, keeping record of works, punctuality, attendance, students' grades, efficiency, effectiveness and reliability.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section review of literature was presented, this review dealt with the theoretical review and literature related with the three study objectives such as the contribution of on-the-job, off-the-job and career progression to teachers' performance. This literature was acquired majorly from journal articles, reports, magazines and text books from which were raised. This chapter contains the theoretical background, literature on professional development, teacher's performance and actual review of literature on the study objectives. Literature review was done to avoid duplication of the study findings and to have an informed mind about the study objectives.

3.2 Theoretical review

The study was guided by cognitive learning theory. The theory was developed by Schuell (1986). It states that learning is an active, constructive process, representations that mediate between instruction and learning. The theory further assumes that the learner constructs meaning from instruction rather than being recipient of meaning residing alone within instruction. Basing on this theory, teachers in primary were perceived a constructive beings constructing meaning from professional development trainings both off and on job to enhance their job performance rather than being only receivers of this knowledge. If this is followed as per the theory, their performance could be enhanced.

The study was also guided by Stancy Adam Equity theory propounded by Adam, Stancy in 1965. This theory states that employees at work must be fairly and equitable rewarded basing on the input – output comes of their efforts on the Job. Mullins (2010) observed that equity theory focuses on people's findings of how fairly they have been treated in comparison with the treatment of others. Al-Zawahreh and Al-Madi (20150) in a study about the utility of Equity Theory in enhancing organizational effectiveness showed that the greater the Equity Theory in enhancing organizational effectiveness showed that the greater the Equity Theory is considered in administering rewards to employees the higher the performance outcomes of employees. Meanwhile, Bell and Martin (2012) that John Stacey Adams Equity Theory has been part of the

classical management literature since 1963. Adams stressed that when people feel distressed from inequity they react by restricting their inputs to the level they believe is consistent with outcomes they believe.

If employees believe that there is unfairness in terms of what they receive in terms of on job training like counseling, mentoring, monitoring, off job training like seminars, workshops, conferences in service trainings and promotions in comparison with how these were administered to other employees in similar organizations doing related tasks, then their performance decreases. In line with this theory teachers always need to be fairly and equitably offered with professional development. Any suspicion of unfairness in professional development administration to teachers would lead to poor performance.

2.3 Conceptual review

In this section conceptual review of literature entails literature on professional development and performance of teachers.

2.3.1 Professional Development

Rehman, Jumni, Akhter, Christhi, and Ajmal (2011) identified that professional development can be thought of as a process designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn improve learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, strategies and experiences. However, this was an observation not an empirical finding from field. Likewise Ayeni (2011) observed that teachers' professional development is particularly important because of the need for teachers to do better. In order to meet the challenging demands of their jobs occasioned by technological knowledge, skills and practices. The extent to which teachers in primary schools in Merikit Sub-County have undergone through professional development was not empirically established thus this study could empirically do so.

On the other hand Aslam (2013) in a study about analysis of professional development practices for school teachers in Pakistan established that professional development programs are not effective in primary in Pakistan characterized with inflexible curriculum which ignored teachers' needs. However, it is not yet established whether there was a curriculum for professional

development of teachers in Merikit Sub-County Alfaki (2014) added that teachers always have something new to learn, something else to share with others, grand other strategy or resource to share teachers have to be given time to learn frequently in a supportive manner. If this observation was considered and applied on teachers in Merikit Sub-County their performance would be enhanced and the reverse is true.

2.3.2 Performance of teachers

Dangara (2015) empirically revealed that teacher's performance bears issues related with checking student notes taking, notebooks, classroom visitation and students' performance at the end of the year. Alternatively, the extent to which teachers in Primary schools in Merikit Sub-County fulfill these as performance indicators was not yet empirically established which the proposed study sought to investigate. Hague, Alan, Ghani and Abdullah (2011) observed that performance of teachers was central to school improvement. As teachers dedicate, commit and serve as expected on the job, there are high chances for school improvement.

However, it was not related with professional development. Knight (2014) noted that performance of teachers at all levels of education is a critically essential in the realization of educational goals. Thus teachers at all levels of education have to work towards better job performance.

2.4 Actual Review of Literature

In this section actual review of literature entailed literature related three study objectives such as contribution of on the job training, off the job training, career progression and teacher's job performance as presented.

2.4.1 On-the-job training and performance of teachers

According to Tanang and Abu (2014) on job professional development of teachers' makes teachers get committed to students and their learning, makes teachers acquire in-depth mastering of subject and how to teach, the responsibility to monitor student learning outcomes. In a nutshell, it increases on performance of teachers. Ibrahim. K. (2020) reveals that monitoring of teachers on their reporting on duty and leaving from duty improved teachers' performance since

they stayed in school hence more contact time between teachers and learners in school. The monitoring of teacher class attendance improved syllabus coverage in time.

In addition, sorghum (2013) stressed that professional development including monitoring creates room for an organization to equip employees, with job skills leading to high performance. Besides, Ofojebe and Chukwuma (2015) showed that on job trainings offered to employees significantly improve teacher and administrator performance. Through monitoring and counseling one develops right attitude and aptitudes on the job which enhances one's job performance. However, this review was not on the case of teachers in primary which was a center of focus in this study.

Aslam (2013) explains that on the job professional development is helpful since carried out while one is doing the job such professional development increases skills, knowledge abilities of the individual which also leads into high job performance. However, these studies were not empirical on the extent to which on the job trainings related with job performance of teachers in Merikit Sub-County, most of the reviewed works were from western world while others were theoretical observations. Knight (2014) in a study about professional development and performance of academic staff in higher education institutions showed that professional development of teachers through monitoring and coaching has a generic importance of improving teaching learning process. Meanwhile this study was on professional development and performance of teachers at Makerere University environment while the proposed study targeted up to teachers in Merikit Sub-County.

Kennedy (2016) in a study about how professional development improves teaching in a rigorous research desktop review of literature revealed that teachers who participated in on job professional development practices improved greatly on their delivery, classroom artifacts, assessment, classroom motivation to learning content as well as exposing student thinking during routine activities such as whole class discussions. Alternatively, this study was not carried out in a primary school environment as this study examined. Secondly this study was not an empirical study which justified the move for this research to be carried out in a primary school setting.

2.4.2 off job training and performance of teachers

Reliman, Jumani, Akhter, Chisthi and Asmal (2011) identified that off the job professional development is an ongoing process that goes on continuously throughout the educational life of a teacher. Reading educational journals, participating in workshops, conferences while one carries on with discharging routine duties on the school leads to improved performance in the school the previous review did not capture aspects related with career progression which were considered in this study. Ravuhali. F, Kutame, and Mutshaheni (2017) recommends that adequate financial

rewards be put in place to encourage and motivate teachers when furthering their studies as part of continuing professional development. Meanwhile, further Ofojebe Chukwuma (2015) in a study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant in service trainings programmes determine the level of effectiveness and efficiency of staff. However, this study was on higher education sector while this study targeted primary education in Merikit Sub-County context.

M Villages-Reimers (2010) argued that professional development through attending workshops, professional meetings, enhances the performance of teachers. However, this was not an empirical field finding as this study examined. Amadi (2016) observed that in-service training brings about curriculum change, innovation in teaching methodologies and provision of quality was not empirical whereas this particular study was empirical in nature, hence it was not only needed but also timely.

Besides, Dewo, Enose and Tonny (2012) identified that in-service training courses were vital to salth the changing environment which renders absolute some of their original professional skills and knowledge. They help to build competences such as work planning, curriculum practices, curriculum management and personal view point's which help to improve on performance in teaching processes. However this study was not carried out in a primary performance in teaching processes. However this study was not carried out in a primary school environment that this study targeted. Ozurumba and Amasuomo (2016) in a study about academic staff development and outcomes in state universities in South Nigera revealed that a significant relationship exists between staff development and the productivity of academic staff in higher education institutions. This scenario was differing from that of teacher's job performance in primary in the context of Merikit Sub-County.

2.4.3 Career progression and performance of teachers

Seniwoliba (2003) in a study about teacher's motivation and job satisfaction in senior high in the Tamale metropolis of Ghana revealed that achievements and teachers growth on career were highly responsible for high teacher satisfaction on the job. Teachers who were allowed to go for career training had more prospects of being promoted and would perform highly on the job.

However, this study was far-fetched in the context of Ghana in western Africa not in Uganda which this study targeted.

Similarly, Nzulwa (2014) noted that motivated employees through professional growth and training always exhibit good work performance, however, this study did not concentrate on performance of teachers. Professional development and performance of teachers was a center of focus in this study. On theoretical side, Jain and Saakshi (2008) observed that promotion of employees on the job, allows them to take up challenging jobs which gives them courage to perform highly on the job. However, this was a theoretical observation not an empirical finding on the relationship between promotion and performance of teachers.

Ajirinde (2009) investigated the relationship between motivation and performance within private and public universities in Nigeria and found out that promotion had an insignificant relationship with employees performance in the educational setting and moreover with specific consideration to promotion. This study ascertained whether a similar situation prevailed between career progression and academic performance of teachers in Merikit Sub-County. Basaza (2017) in a study about factors affecting performance of employees at the ministry of health headquarters in Kampala revealed that promotional developments offered to employees enhanced the performance of employees significantly. However this study was carried out, in a health environment differing from that of primary teachers this study targeted in Merikit Sub-County.

Another aspect connected to teachers contribution to high organizational performance that of teachers morale. Such strategies involve promotion of academic staff. However, failure to promote academic staff fairly leads to poor performance and loss of morale. This study established whether a similar situation exists with teachers in Merikit Sub-County. Odinga (2010) studied staff development programs and lecturers' job performance at Moi University with use of Pearson's linear correlation method and established that promotion was very significantly related to job-performance of lecturers in Makerere University. However, other aspects of academic staff like financial and non-financial motivations were not catered for raising a gape to be closed.

2.4.4 Professional development and teacher performance

Stronge (2018) suggest that teacher educators should focus on continuous development of teachers especially on what teachers can control such as their preparation, personality, and

practices like student monitoring because such professional development aspects are important factors in the teacher's quality of teaching.

There is a significant inspiration and enrichment to be gained by investigating the policies and practices of teacher education related to relevant practices and pedagogies for teacher professional education and development (Yehudith, 2018).

However, much as professional development is significant in promoting teacher performance, the type of professional development that most influences performance has not been identified hence providing a gap this research covered.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter was basically on the research design, population, and sample size, sampling strategies, data collection methods, data collection instruments, data collection procedure, data quality central, data analysis methods and ethical considerations.

3.1 Research Design

A research design refers to the structuring of the work (Amin, 2005). The design of the study was a descriptive cross sectional survey design. A descriptive design is that design which involves use of explanations. The descriptive survey was used to help describe the study variables using frequencies, percentages and means which save time since these could easily be interpreted. A cross sectional survey design is that design which involves collecting data at one point in time. In so doing, time and financial constraints were saved. This design was considered more preferable to this study as it could lead to the award of the degree in the two years designed for the study. Hence it is friendly to academic studies. Further, the study involved both quantitative and qualitative approach. However, it was based more on the quantitative approach, to allow numerical expression of data (Amin, 2005). On the other hand, the qualitative approach was used to get deeper views and perceptions of respondents about the study variables (Cresswell, 2004).

3.2 Study area and Population

The study involved a number of 100 respondents, who included 50 primary school teachers, 5 primary school administrators in the selected primary schools from Merikit Sub-County. Teachers were involved because they were the ones whose performance was declining.

Primary school administrators were involved because they were the ones responsible for determining professional development opportunities of teachers.

3.3 Sample size

From a population of 200 teachers and 5 administrators Krejcie and Morgan 1970 table of Sample Assize Determination suggests a number of 95 teachers and 5 administrators.

Table 3.1: Sample Size

No. of Schools	Sch 1		Sch 2		Sch 3		Sch 4		Sch 5		Total Popn
	N	S	N	S	N	S	N	S	N	S	
No. of teachers	28	18	22	16	23	18	32	28	20	15	
Administrators	1		1		1		1		1		5
Total sample (s)											100

Table 3.1 indicates that the sample size for teachers was 95 and the 5 primary school administrators, arrived at using Krejcie and Morgan 1970 table of Sample Size Determination.

3.4 Sampling Techniques

This study employed simple random sampling techniques and purposive sampling techniques.

3.4.1 Simple Random sampling technique

Simple random sampling is a sampling strategy where the researchers choose respondents of the study at one's convenience. Teachers in this study were sampled using simple random sampling strategy depending on the extent to which they were available at the time of data collection. This technique was adopted since it is not easy to capture all teachers seated in office at one (Kakinda-Mbaaga, 2000). Hence with simple random sampling it was easy to capture all respondents at the convenience of the respondent within timelines they were found at school.

3.4.2 Purposive sampling technique

Purposive sampling technique is the sampling strategy where the researcher chooses those respondents with confidential information that cannot be accessed from the rest of the respondents. School administrators in the study were sampled using purposive sampling technique since they were the ones who were directly responsible for distributing development opportunities and assess the performance of teachers. Administrative staff in the study was useful since were also the ones with records on teacher's performance, thus they were most suitable to give all information required.

3.5 Data collection methods

The study involved the use of a survey and interviews.

3.5.1 Questionnaire survey method

Kothari (2004) defines the questionnaire survey method as one that involves the use of a set of questions printed in a defined order. This method was used since it was reliable and dependable for medium and large samples. It also gives respondents adequate time and autonomy from the interviewer bias and is also cheap (Mugenda & Mugenda, 2003). A survey was the main data collection method. These methods involve use of items that are likely scaled. Survey method was used to allow generalization of data. Surveys are preferable to big populations like the one of teachers this study targeted. Each item on the questionnaire was developed to address a specific objective, research question or hypothesis of the study depending on the conceptualization of the dependent and independent variables as in the conceptual framework. The questionnaire was delivered by the researcher to the different respondents. The questionnaire was collected after an appropriate period of time.

3.5.2 Interview method

Interviews were the second data collection method. These interviews were mainly for school administrators. Interviews were preferred because they would help triangulate data collected from survey method. They are also appropriate for exploring sensitive topics, where participants could not want to talk about such issues in a group environment. Descombe (1983) holds the view that interviews aid in getting in-depth information, while Punch (2005) also argues that

interviews are the most powerful tools for data collection. According to Amin (2005) the interview gives more clarity and yields the biggest response. Interviews helped to collect information that cannot be directly observed or difficult to put in writing and will be used to solicit responses from top management, heads of departments and other key informants in the study.

3.5.3 Documentary Review Analysis Method

According to Amin (2005), documentary review method involves carefully studying written documents such as text books, newspapers, journals, articles and so on. Documentary review was used to collect primary data during the study. These assists the researcher to get an internal view of the contribution of professional development to performance of teachers in Merikit Sub-County a documentary checklist was developed and used to guide the researcher on the data in order to generate the required information for the study. Documentary review was used because it provided details of numerical information required for the research.

3.6 Data collection instruments

The study involved the use of a self-administered questionnaire and interview guide.

3.6.1 Self-administered Questionnaire

A self-administered questionnaire for teachers was the main data collection instrument. The self-administered questionnaire was used in the study because the study respondents were literate hence were in position to fill the instrument without external interference. Further, it allows distribution of questionnaires to a big number of respondents within a limited time (Amin, 2005). The questionnaire was structured using a five (5) point Likert-scale, with items designed to examine how professional development contributes to performance of teachers in Merikit Sub-County. The questionnaire was designed according to the objectives and study variables and responses to the questions were predetermined on a five (5) point Likert-scale of 1 Strongly Agree, 2 Agree, 3 Not Sure, 4 Disagree and 5 Strongly Disagree.

3.6.2 Interview guide

Mugenda and Mugenda (1999) state that interviews are face to face encounters and lead to obtaining accurate information because the researcher can seek clarity and as such improves the

relationship with the respondents although they are time consuming and require a lot of patience and good communication skills. An interview guide for school administrators particularly head teachers was the second data collection method. It was open ended questions. The interview guide was used because it allowed deeper views and perceptions of respondents about the study variables (Cresswell, 2004).

3.6.3 Documentary review checklist

According to Scott (1990), a documentary review checklist provides guidelines and rules during data collection to consider the relevant literature. A checklist was prepared to guide the review of relevant documents which include; policy manuals, Quality Assurance reports, journals and any other documents relevant to the subject. The document checklists were used in the study since it allows collection of already available data with limited interference of the study respondents.

3.7 Procedure

After pilot testing instruments, an introductory letter was sought from Busitema University. In addition items had an introductory letter requesting respondents to give data. In addition the researcher wrote an introductory letter to the study respondents requesting for their consent to participate in the study. This letter was attached on the self-administered questionnaire showing the intentions of the study and requesting respondents to give data. This was followed with interviews of primary school administrators. After data collection it was analyzed, followed by writing a report that was submitted to the under graduate school in Busitema University.

3.8 Data quality control

This is on reliability and validity of research instruments.

3.8.1 Validity

Validity of instruments was ensured through the use of experts from Busitema University. These experts were senior lecturers. After designing the instrument it was given to the expert to ascertain the extent to which the questions portrayed the variables studied. These were requested to rate items as either relevant or irrelevant. A content validity index was calculated as below as in Table 3.2

Table 3.2: Validity calculation based on expert ratings

Items	Expert 1	Expert 2
Relevant	24	23
Irrelevant	02	03
Total	26	26

The content validity obtained was 0.734 which was close to 1.00 which proved the items to be valid refer to appendix C.

3.8.2 Reliability

Reliability of the instrument was established through the use of SPSS. Five instruments were pilot tested with teachers in Merikit Sub-County Data collected was edited, coded and entered into computer using SPSS. After, the reliability values were computed using Cronbach's Alpha Co-efficient Method as in Table 3.3

Table 3.3: Reliability Test using Cronbachs Alpha provided by SPSS

Item	Cronbachs Alpha	Number of items
On-Job Training	0.943	05
Off-Job Training	0.941	05
Career Progression	0.937	05
Teacher Performance	0.922	09

Table 3.3 shows that the Cronbach's Alpha obtained were above 0.922 for all the study variables which were close to 1.00 which proved the variables to be reliable for data collection refer to appendix D.

3.9 Data analysis

3.9.1 Quantitative Data analysis

Quantitative data from the field were analyzed at descriptive levels using frequencies, percentages, means and standard deviations. At bi-variate level the study hypotheses were tested

using Pearson's Correlation Co-efficient index. This is because professional development aspects like on the job, off the job and career progression were considered to be continuous or numerical variable. Once these related with a numerical or continuous dependent variable like teacher performance Pearson's Correlation Co-efficient index was preferred and adopted.

3.9.2 Qualitative analysis

In analysis of qualitative data, patterns and connections within and between categories of data collected were established, mainly using the content analysis method. Data was presented in form of notes, word-for-word transcripts, single brief phrases and full paragraphs (Powell & Renner, 2003). Qualitative data was transcribed, coded using themes or the indicators for each of the variables in conceptual framework. This content analysis method was applied.

3.10 Measurement of variables

Variables were measured by both nominal and ordinal scales and respondents' gender, marital status and age bracket were classified using the nominal scale, where the observations were classified into categories and no ranking were used. Variables were measured using Likert scale ranging from 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree and 5 = Strongly Agree. Findings were interpreted basing on the means as per this scale. After wards Pearson's Correlation Co-efficient index was used to test the study hypotheses.

3.11 Ethical considerations

The study was carried out following ethical procedures. For instance an introductory letter was sought from Busitema University introducing the researcher to the schools where to get respondents and requesting them to give necessary information. Hence consent was sought from the study respondents after explaining to them the intention of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analyses and interprets the background information of respondents, study results in line with objectives and research questions.

4.2 Background information of respondents

The background information of respondents was presented according to marital status, gender, educational qualification, age and working experience of respondents as in the tables below.

Table 4.1: Marital status of respondents

Responses	Frequency	Percentages
Married	89	54
Single	70	42
Others	06	04
Total	165	100

Table 4.1 shows that most of the respondents were married indicated by 54% of the responses. The 42% of the responses were single while 4% of the respondents were in the category of others which included widows among others. The involvement of respondents of different marital status enabled the researcher to gather diverse data from different groups of respondents. The

participation of respondents of different marital status in this study also increased a sense of responsibility in completing the study instruments.

Table 4.2: Responses on Gender of respondents

Responses	Frequency	Percentages
Male	78	47
Female	88	53
Total	165	100

Table 4.2 shows that majority of the respondents in this study were female indicated by 53% of the responses while the 47% of the responses were male. The involvement of both male and female respondents meant that the respondents in this study were selected without biasness.

Table 4.3: Responses on highest Education qualification of respondents

Responses	Frequency	Percentage
Master's degree	00	00
Bachelor's degree	10	6
Diploma	50	30
Certificates	105	64
Total	165	100

Table 64.3 shows that majority of the respondents in this study were Grade III holders indicated by 64% of the responses. The 30% of the responses were diploma holders while the 6% of the responses were Bachelor's degree holders. None (00%) were master's degree holders. This meant that data in this study literate respondents who appropriately responded to the instruments.

Table 4.4: Responses on age of respondents was collected from

Responses	Frequency	Percentage
23-29 years	57	35
30-39 years	67	41

40-49 years	17	10
50 years and above	24	14
Total	165	100

Table 4.4 shows that 41% of the respondents were in the age category of 30-39 years. The 35% of the respondents were in the age category of 23-29 years, the 14% were in the age category of 50 years and above while the 10% of the respondents were in the age category of 40-49 years. This meant that data was collected from mature respondents who used their sound mind to consent to participate in this study.

Table 4.5: Responses on working experience of respondents

Responses	Frequency	Percentage
Below 4 years	50	30
5 – 9 years	68	41
10 years and above	47	29
Total	165	100

According to table 4.5 the 41% of the respondents had worked in the primary schools in Tororo for 5-9 years. The 30% of the respondents had served for 4 years and below while the 29% of the respondents had served in the primary schools in Merikit Sub-County for 10 years and above. This implied that all the respondents who participated in this study had enough experience and knowledge about the study variables which appropriately enabled them to respond to the study instruments.

4.3 Teachers performance

The dependent variable in this study was teacher's performance and it was measured using nine quantitative questions and interview questions. The quantitative items were measured as 1 = Strongly Disagree (SD), 2 = Disagree (DA), 3 = Neutral (N), 4 = Agree (A) and 5 = Strongly Agree (SA)

Table 4.6: Responses on Teachers performance in primary schools in Merikit Sub-County

Indicators	SD	D	N	A	SA	M	SD
I prepare schemes of work in the holidays	12%	10%	17%	42%	19%	3.44	1.25

I prepare lesson plans before teaching any lesson	13%	8%	14%	39%	26%	3.52	1.28
I always select appropriate teaching methods	10%	10%	18%	39%	23%	3.55	1.22
I always update my lesson notes	12%	14%	14%	38%	22%	3.45	1.26
I always give end of lesson exercises	11%	14%	12%	37%	26%	3.52	1.28
I give timely feedback after evaluating my learners	13%	9%	15%	36%	27%	3.72	2.64
I am always punctual for my lessons	10%	11%	15%	43%	21%	3.57	1.23
I always teach all my lessons	11%	11%	12%	37%	27%	3.99	1.28

Source: Primary data, 2024

Table 4.6 shows that majority of the respondents agreed on the indicator that teachers in the selected primary schools in Merikit Sub-County prepared their schemes of work in the holidays indicated by 61% of the responses. The 22% of the responses disagreed while the 17% of the response were neutral. The mean of 3.44 out of 5.00 implies that respondents fairly agreed that teachers in the selected primary school in Merikit Sub-County fairly prepared schemes of work in the holidays. This implies that teacher's preparation of schemes of work in the study area was good while the standard deviation of 1.25 meant that the views of the respondents did not differ.

The majority of the respondents indicated by 65% reported that teachers in the selected primary schools in Merikit Sub-County prepared lesson plans before teaching any lesson. The 21% disagree while the 14% of the responses were neutral. The mean of 3.52 meant that teacher's preparation of lesson plans before teaching any lesson in the selected primary schools in Merikit Sub-County was good while the standard deviation of 1.28 meant that the views of the respondents were similar.

The respondents agreed on the item that teachers in the selected primary schools in Merikit Sub-County always selected appropriate teaching methods indicated by 62% of the responses. The 20% of the responses disagreed while the 18% of the responses were neutral. The mean of 3.52 meant that teachers in the selected primary schools in Merikit Sub-County fairly selected appropriate methods before teaching while the standard deviation of 1.28 meant that the views of the respondents did not differ.-

The respondents fairly agreed that teachers in the selected primary schools in Merikit Sub-County always updated their lesson note indicated by 60% of the responses. The 26% of the respondents disagreed while the 14% of the responses were neutral. The mean of 3.52 meant that the respondents fairly agreed that teachers in the selected primary schools in Merikit Sub-County updated their lesson notes. The standard deviation of 1.28 implied that the views of the respondents did not differ.

The majority of the respondents indicated by 63% of the responses agreed on the indicator that teachers in the selected primary schools in Merikit Sub-County always gave end of lesson exercises to their learners. The 25% of the responses disagreed on this indicator while the 12% of the responses were neutral. The mean of 3.52 implies that teacher's provision of end of lesson exercises to their learners was good while the standard deviation of 1.28 meant that the views of the respondents did not differ.

The respondents agreed on the item that teachers in primary schools in Merikit Sub-County gave timely feedback after evaluating their learners indicated by 63% of the responses. The 22% of the respondents disagreed while the 15% of the responses were neutral. The mean of 3.72 meant that the respondents agreed that provision of feedback by teachers after evaluating their learners was good while the standard deviation of 2.64 meant that the views of the respondents were related.

The majority of the respondents agreed on the indicator that teachers in the selected primary schools in Merikit Sub-County were always punctual for their lessons indicated by 64% of the responses. The 21% of the responses disagreed while 15% of the responses were neutral. The mean of 3.57 implied that respondents agreed that teachers in the selected primary schools in Merikit Sub-County were fairly punctual for their lessons. While the standard deviation of 1.23 meant that the views of the respondents were similar.

The respondents on the question that teachers in the selected primary schools in Merikit Sub-County always taught all their lessons indicated by 64% of the responses. The 24% of the responses disagreed while the 15% of the responses were neutral. The mean of 3.99 meant that teachers in the selected primary schools in Merikit Sub-County fairly taught all their lessons. The mean of 1.28 meant that the views of the respondents were related. The study generated average

responses using responses on teacher's performance in selected primary schools in Merikit Sub-County and the views obtained were recorded in Table 4.7

Table 4.7: Average Responses on Teachers performance in primary schools in Merikit Sub-County.

Statistic		Value
Mean		28.70
95% Confidence interval	Lower	27.25
	Upper	30.16
Median		32.44
Standard deviation		9.47
Range		42.22
Skewness		-0.221

Table 4.7 shows that the mean of 28.70 at the 95% confidence interval between 27.25 – 30.16 bounds. This shows that teacher's performance in the selected primary schools in Merikit Sub-County was fair. The standard deviation of 9.47 implies that the views of the respondents did not differ while the negative skewness of -0.221 meant that teachers performance in the selected primary schools in Merikit Sub-County was fair. The study generated a histogram on teacher's performance in primary schools in Merikit Sub-County using the respondent's average responses.

Table 4.1: Histogram showing respondents self-rating on teacher's performance

The histogram shows a slightly negative distribution of the respondents self-rating on teacher's performance. This implies that teachers' performance in the selected primary schools in Merikit Sub-County was fair. The researcher in an interview investigated on the performance of teachers in the study area and found that it was good. When asked to comment on the performance of teachers in the primary schools in Merikit Sub-County a respondent said: *Performance of teachers in primary schools was good*. Another respondent said: *performance in this school was fair*. The above views meant that the performance of teachers in the selected primary schools in Merikit Sub-County was good.

4.4 Professional development

The independent variable in the study was professional development and was conceptualized as on the job training, off the job training and career progression and measured using the Likert scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA), Mean (M) and Standard Deviation (SD).

4.4.1 On job Training

On the job training (professional development) was measured using five quantitative items using Likert scale where 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA), Mean (M) and Standard Deviation (SD) and responses were recorded in Table 4.8

Table 4.8: Responses about on job training for teachers in the selected primary schools

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussions, conclusions, recommendations of the study based on the study objectives.

5.2 Discussions of study findings

The study findings were presented and discussed under sub titles; on the job training and teacher's performance, off the job training and teacher's performance and career progression and teacher's performance.

5.2.1 Teacher's performance

The study found the mean of above 3.00 for all the indicators on teacher's performance. This implied that teacher's performance in the selected primary schools was good while the standard deviation was below 2.0 for all the nine indicators. This implied that the views of the respondents did not differ. In relation Dangara (2015) empirically revealed that teacher's performance bears

issues related with checking student notes taking, notebooks, classroom visitation and students' performance at the end of the year but did not investigate the performance of teachers in this study area the gap the study covered.

The study found the mean of 28.70 at the 95% confidence interval between 27.25-30.6 bounds for the average responses on teacher's performance. This shows that teacher's performance in the selected primary schools in Merikit Sub-County was fair. In the same line Hague, Alan, Ghani and Abdullah (2011) observed that performance of teachers at all levels of education is a critically essential in the realization of educational goals.

The histogram generated shows a slightly negative distribution of the respondents self-rating teacher's performance. This implies that teacher's performance in the selected primary schools in Merikit Sub-County was fair. The researcher in an interview investigated on the performance of teachers in the study area and found that it was good. Knight (2014) noted that performance of teachers at all levels of education is a critically essential in the realization of educational goals but this was not related to teachers' performance in Merikit Sub-County the gap this study filled.

5.2.2 On-job training (professional development) and teachers' performance

The study found Pearson's correlation where r was -0.051 . Its significance of p – value was $.0517$ which was greater than 0.05 at the 0.05 levels. This implies that on the job training does not enhance teacher's performance in the selected primary schools in Merikit Sub-County. It also shows no significant relationship between on job training and teachers performance in the primary schools in Merikit Sub-County. This disagrees with Harvie and Winful (2018) who studied about enhancing teachers' performance through training and development in Ghana Education service and with use of descriptive results found that poor performance of teachers in mathematics teaching was due to failure to offer training and development opportunities to teachers but this was not conducted in Uganda more so in Merikit Sub-County the gap this study covered. The mean of the five indicators about on-job training was above 2.30 . This implies that on job training was not very effective in the study area. According to Tanang and Abu (2014) on job professional development of teachers' makes teachers get committed to students and their learning, makes teachers acquire in-depth mastering of subject and how to teach, the responsibility to monitor student learning outcomes. In addition, sorghum (2013) stressed that professional development including monitoring creates room for an organization to equip

employees, with job skills leading to performance. Besides, Ofojebe and Chukwuma (2015) showed that on job trainings offered to employees significantly improve teacher and administrator performance. The mean of the average responses about on-job training was 10.38 at the 95% confidence interval between 9.62 11.15 bounds. This implies that on-job training for teachers in primary schools in Merikit Sub-County was not good. The standard deviation of 4.96 meant that the views of the respondents did not differ while the positive skewness of +0.49 meant that the views of the respondents did not differ. Yet Kennedy (2016) in a study about how professional development improves teaching in a rigorous research desktop review of literature found that teachers who participated in on-job professional development practices improved greatly on their delivery, classroom artifacts, assessment, classroom motivation to learn content as well as exposing student thinking during routine activities such as whole class discussions but this was not related to the study area the gap this study covered.

Figure 4.2 shows the positive skewness of the respondent self-rating about on the job training which meant that the provision of on-job training programs for teachers in primary schools in Merikit Sub-County was low. Yet Aslam (2013) explains that on the job professional development is helpful since carried out while one is doing the job such professional development increases skills, knowledge abilities of the individual which also leads into high on performance.

The study through an interview about the on the job training programs for teachers in primary schools in Merikit Sub-County it was found that on-job training for teachers in the selected primary schools was not effectively done because primary schools hired already qualified teachers. However through in depth investigation the study found that on-job training was conducted through staff meetings, delegation, encouraging team work spirit and assignment of members to positions of authority. Similarly Knight (2014) in a study about professional development and performance of academic staff in higher education institutions showed that professional development of teachers through monitoring and coaching has a generic importance of improving teaching learning process. Meanwhile this study was on professional development and performance of teachers at Makerere University environment this study targeted teachers in Merikit Sub-County.

5.2.3 Off-job training and teacher's performance

Table 4.13 shows Pearson's correlation where r was -0.006 and the significance or p – value was 0.937 which was greater than 0.05 at the 0.05 levels while the number of respondents was 165 . This implied that there was no significant relationship between off the job training and teacher's performance in the selected primary schools in Merikit Sub-County. In the line Reliman, Jumani, Akhter, Chisthi and Asmal (2011) identified that off the job professional development is an ongoing process that goes on continuously throughout the educational life of a teacher but did not explore the relationship between off-job training and teacher's performance which this study established.

The mean for all the indicators on off the job training was above 2.50 . This meant that off the job training was fairly conducted in the study area. Yet Ravuhali .F, Kutame and Mutshaheni 2017 recommends that adequate financial rewards be put in place to encourage and motivate teachers when furthering their studies as part of continuing professional development. In the same line Ofojebe Chukwuma (2015) in a study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant n service trainings programmes determine the level of effectiveness and efficiency of staff. However, this study was on higher education sector while this study targeted primary education in Merikit Sub-County context.

Table 4.12 shows the mean of on the average responses on off-job training on teachers in primary schools of 10.94 at the 95% confidence interval between 10.16 - 11.71 bounds. This indicated that off the job training in the selected primary schools in Merikit Sub-County was fairly done. The standard deviation of 5.05 implies that the views of the respondents did not differ while the negative skewness of -0.887 meant that off the job training for teachers in the selected primary schools in Merikit Sub-County was good.

Similarly Amasuomo (2016) in a study about academic staff development and outcomes in state universities in South Nigeria revealed that a significant relationship exists between staff development and the productivity of academic staff in higher education institutions. This scenario differed from that of teachers' job performance in primary in the context of Merikit Sub-County as the study explored.

According to figure 4.4 the histogram showing slightly negative skewness on off the job training implied that off the job training of teachers in the selected primary schools in Merikit Sub-

County was fairly done. When the researcher investigated through in depth interviews the effectiveness of off the job training for teachers in the selected primary schools in Merikit Sub-County respondents reported that it gave teachers opportunity to acquire more skills for handling and assessing their learners. In agreement Chukwuma (2015) in a study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant in service trainings programmes determine the level of effectiveness and efficiency of staff.

However, this study was on higher education sector while this study targeted primary education in Merikit Sub-County context. In the same line Villages-Reimers (2010) argued that professional development through attending workshops, professional meetings, enhances the performance of teachers.

5.2.4 Career progression and teachers performance

The study found Pearson's correlation coefficient where $r=0.036$, the significance or p-value was 0.650 which was greater than 0.05 at the 0.05 levels and the number of respondents was 55. This implied that career progression does not significantly influence teacher's performance in the selected primary schools in Merikit Sub-County. In contrast, Nzulwa (2014), noted that motivated employees through professional growth and training always exhibit good work performance, however, this study did not concentrate on performance of teachers in Merikit Sub-County the gap this study covered.

The mean of above 2.50 for all the indicators on career progression shows that career progression was not effective in the study area. In contrast Ajirinde (2009) investigated the relationship between motivation and performance within private and public universities in Nigeria and found out that promotion had an insignificant relationship with employees performance in the educational setting and moreover with specific consideration to promotion but this was not in any way connected to teachers performance in primary schools in Merikit Sub-County as this study examined.

The study found mean for the average responses of 11.12 at the 95% confidence interval between 10.34-11.90 classes bounds. This implies that teacher's career progression in the study area was fair. The standard deviation of 5.05 meant that the views of the respondents did not differ. The negative skewness of -0.906 meant that the teachers' career progression in the selected primary schools in Merikit Sub-County was good. In the same liner Basaza (2017) in a study about factors affecting performance of employees at the ministry of health headquarters in Kampala, revealed that promotional developments offered to employees enhanced the performance of employees significantly. However this study was carried out, in health environment differing from that of primary teachers this study targeted in Merikit Sub-County.

The result in Figure 4.4 show a slightly negative skewness of the respondents self-rating on career progression. This meant that career progression for teachers in the selected primary schools in Merikit Sub-County was not effective. Odinga (2010) studied staff development programs and lecturers' job performance at Moi University with use of Pearson's linear correlation method and established that promotion was very significantly related to job performance of lecturers in Makerere University. However, other aspects of academic staff like career progression, financial and non-financial motivations were not created for raising a gape covered by this study.

5.3 Conclusions

The study concluded that

On-job training does not significantly enhance teacher's performance in primary schools in Merikit Sub-County.

Off-job training does not significantly enhance teacher's performance in primary schools in Merikit Sub-County.

Career progression does not significantly influence teacher's performance in the selected primary schools in Merikit Sub-County.

The study concluded that there was no significant relationship between professional development and teacher's performance in selected primary schools in Merikit Sub-County.

5.4 Recommendations

The following recommendations were made;

1. The government through the ministry of education and sports, school founders and administrators should implement use of diverse staff motivation strategies such use of both financial and none financial rewards, improved staff welfare among others as emphasizing one strategy such as staff development could not strongly induce teachers performance.
2. School administration and management should implement on the job training programs through staff meetings, delegation of authority, design opportunities for off-job staff training by encouraging their staff to attend external seminars, workshops and refresher courses to equip the staff with more skills.
3. School management should put in place and implement clear staff career progression plan through promotions, up grading and provide equal opportunities for staff development and promotions.

5.5 Areas for further research

This study investigated professional development (on-job training, off-job training, career progression and teachers' performance in primary schools in Merikit Sub-County but contextually did not cover professional development and teachers performance in higher and other educational institutions. There is thus need for further studies to be conducted in the following area.

1. On-job training and performance of head teachers in Universal primary education schools.
2. Off-job training and performance of academic staff in higher education institutions in Uganda.
3. Career progression and performance of academic staff in universal primary education schools in Uganda.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE

Self-administered questionnaire for teachers on professional development and performance teachers in Primary schools in Merikit Sub-County.

Section A: Bio Data

A1	Marital status	☐ Single	☐ Married	Others specify: _____
A2	Gender	☐ Male	☐ Female	
A3	Qualification	☐ Diploma	☐ Degree	☐ Masters
A4	Age in years	☐ 1-29	☐ 30-39	☐ 40-49
A5	Experience	☐ 0-4	☐ 5-9	☐ 10+ years

Section B: Independent variable

This section is divided into three main parts off the job, on job and career progression. In each of these sections you are requested to rate yourself on items that follow using the key where;

1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree.

B1	On job professional development				
B1.1	I always receive counseling services from my school	☐	☐	☐	☐
B1.2	I am offered with a senior staff member for mentoring my services	☐	☐	☐	☐
B1.3	I was inducted to this job by a senior colleague	☐	☐	☐	☐
B1.4	My services are monitored by school authorities	☐	☐	☐	☐
B1.5	I am coached on what to do on the job	☐	☐	☐	☐

B2	Off job professional development				
B2.1	I am provided with opportunity to go for a study leave	☐	☐	☐	☐
B2.2	Study leaves provided to me in this school are paid for by the school	☐	☐	☐	☐
B2.3	I always attend seminars organized in my subject area of specialization	☐	☐	☐	☐
B2.4	I am provided a chance to represent this school in conferences organized in my area of specialization	☐	☐	☐	☐
B2.5	I always receive in-service training opportunities	☐	☐	☐	☐

B3	Career progression				
B3.1	I am always promoted after trainings	☐	☐	☐	☐
B3.2	Promotions on this job are fairly distributed among teachers	☐	☐	☐	☐
B3.3	Promotions made in this school are made in consultation of teachers	☐	☐	☐	☐
B3.4	Delegations offered to teachers are not interfered with	☐	☐	☐	☐
B3.5	Transfers made in this school are worthy undertaking	☐	☐	☐	☐

Section C: Dependent variable: Performance of teachers

This section you are requested to rate yourself on items that follow using the key where; 1 = Strongly Agree (SA), 2 = Agree (A), 3 = Neutral (N), 4 = Disagree (D), 5 = Strongly Disagree.

C1	I do make schemes of work during holidays	☐	☐	☐	☐
C2	I make lesson plans before each lesson held	☐	☐	☐	☐
C3	I always choose appropriate teaching methods	☐	☐	☐	☐
C4	I improve my teaching methods regularly	☐	☐	☐	☐
C5	I usually give exercises after each lesson held	☐	☐	☐	☐
C6	I always give every after a topic	☐	☐	☐	☐
C7	I always give students feedback from evaluations	☐	☐	☐	☐
C8	I am always punctual for my lessons	☐	☐	☐	☐
C9	I always attend school regularly	☐	☐	☐	☐
C10	I upgrade my teaching notes frequently	☐	☐	☐	☐

Thanks for your positive response

May God bless You!

APEENDIX II: INTERVIEW GUIDE

INTERVIEW GUIDE FOR PRIMARY SCHOOL ADMINISTRATORS IN MERIKIT SUB-COUNTY.

Please allow me a 30 minute interview on the following objectives

Objective One

On the job professional development and performance of teachers in primary

1. What on job training opportunities are provided to teachers in this school?
2. How are these on job trainings administered on teachers?
3. How does this on job training impact on performance of teachers in primary in Merikit Sub-County Primary schools.

Objective two

1. Off job training and performance of teachers in primary
2. What off job training opportunities are provided to teachers in primary?
3. How does these off job training strategies effects performance of teachers in primary schools in Merikit Sub-County.

Objective Three

Career progression and performance of teachers in primary

1. How have teachers been helped to progress on their career?
2. How has this career progress helped teachers to perform as expected on the job?

Thank you for your co-operation

APPENDIX IV: COMPUTATION OF RELIABILITY

A computing reliability after piloting the instruments

- Data was entered into the computer using SPSS
- After entering the Data the researcher clicked analyze
- He then selected scale
- Selected reliability
- Got reliability dialogue box
- Entered all the items on teachers perception and inclusion of learners with disabilities in the dialogue box
- Press OK
- The reliability value got was above 0.922 for all the indicators which were close to 1.0 which proved the study instruments to be reliable.



**BUSITEMA
UNIVERSITY**
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P.O.Box 236, Tororo
Gen: +256-454448842
Dir: +256-454448864
Mob: +256-782999874
Fax: +256-454436517
Email: ar@acadreg.busitema.ac.ug
Website: www.busitema.ac.ug

**FACULTY OF SCIENCE AND EDUCATION
DEPARTMENT OF EDUCATION**

06th May, 2024

TO WHOM IT MAY CONCERN

BACHELOR OF EDUCATION, PRIMARY

MR/Ms. DLOWO BISANSIO is a student

of Bachelor of Education, Primary of Busitema University, Faculty of Science and Education,

Nagongera Campus. His/her Registration Number is... BU/UP/2022/10302

The purpose of this letter is to formally request you to allow him/her to access any information in your organization which is relevant to his/her research.

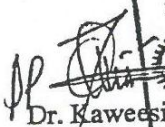
His/her research topic is... PROFESSIONAL DEVELOPMENT

AND TEACHER PERFORMANCE. A CASE

STUDY IN MERIKIT SUBCOUNTY TORORO DISTRICT

Yours Sincerely, **BUSITEMA UNIVERSITY**
DEPARTMENT OF EDUCATION
FACULTY OF SCIENCE AND EDUCATION

06 MAY 2024 ★


Dr. Kaweesi Muhommed
Ag Head of Department, Education
NAGONGERA CAMPUS
P.O BOX 236, TORORO (U)