

**Effectiveness of Professional Development on Teacher Performance in Primary Schools
in Bungokho Sub- County, Mbale District-Uganda**



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**Effectiveness of Professional Development on Teacher Performance in
Primary Schools in Bungokho Sub -County,
Mbale District-Uganda**

**A Post-Graduate Dissertation submitted to the Faculty of Education in
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DEDICATION

This work is dedicated to my husband Bishop. Dr. Wesamoyo Nelson and my late father Edward Nalutaya (RIP) and all my friends who have helped me to do this research. You mean a lot to me. Be blessed.

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I take this honour to thank the Almighty God for enabling me completed this research study, to Him be the glory Amen. I am grateful to my supervisor Mr. Wamutu Godfrey for his guidance, without whom I would have not reached this far. The following people who helped me in various ways during my research study deserve mention; Dr. Nambale Moses and, Dr. Josef Kisoga. Special thanks go to my husband Bishop. Dr. Nelson Wesamoyo and the family of Drs.Hugh and Tricia Straddling for the Spiritual, Physical, and financial support towards my study.

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May God Bless You.

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LIST OF ABBREVIATIONS

CCT:	Centre coordinating Tutors
CPTE:	Certificate in Primary Teacher Education
DES:	Directorate of Education Standards
MoES:	Ministry of Education and Sports
NCDC:	National Curriculum Development Center
NTC:	National Teachers' College
PA:	Performance Appraisal
PAP:	Pupils Academic Performance
PLE:	Primary Leaving Examination
PSRP:	Public Service Reform Program
PTC:	Primary Teachers' College
RTI:	Response to Intervention
SPSS:	Statistical Package for Social Scientists
TPD:	Teacher Professional Development
TQMT:	Total Quality Management Theory
UACE:	Uganda Advanced Certificate of Education
UCE:	Uganda Certificate of Education
UNEB:	Uganda National Examinations Board
UPE:	Universal Primary Education

ABSTRACT

The main objective of this study was to examine the effectiveness of professional development on teacher performance in Bungokho sub-county, Mbale District, Uganda. The specific objectives of the study were: to find out how teacher professional development programmes are provided in primary schools; to establish the key indicators of teacher performance and to establish the Relationship between teachers' professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district.

The study employed both qualitative and quantitative research designs. The population of the study consisted of; classroom teachers, deputy head teachers, directors of studies and head teachers which totals to 150 all drawn from 13 schools. The study sampled these through, purposive and simple random sampling techniques guided by Morgan (1970) which gave the study sample of respondents to 108 from the 13 schools.

The instruments used were Questionnaires, documentary review and interview guide for teachers and head teachers respectively. Results indicated that teacher professional development programmes contributed to 30.6% towards teachers' performance. The study also revealed that as much 90.3% of the teachers were efficient, the level of effectiveness was low (at 7.8%).

The study recommended that teachers' professional development gaps be identified through a needs assessment to ensure that real professional development needs are addressed and adhered to; that the directorate of education standards to reduce the number of schools under CCTs and work out a way of recruiting more CCTs to reduce a burden to a manageable level. Head teachers should play their role of professionally supporting the teachers in their schools; Peer support among teachers be encouraged in all schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background to the study, the statement of the problem, the general and specific objectives of the study. It also considered the research questions, scope and significance of the study as well as the justification, conceptual framework and definition of key terms in the study.

1.1 Background to the Study

World over, development of any nation largely depends on the quality of education provided to its citizenry. On the other hand, the education system of any country depends on the quality of its teachers (Education White Paper, 1992). Teachers' professional development is informed by the fact that if teachers are to stay motivated on their job, they must have opportunities for continuing professional development, advancement and improvement in their field.

According to research by Namuddu (2010), teacher professional development is taken to mean on-going process which includes training, practice and feedback, and provides adequate time and follow-up support. Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers' learning communities.

Teacher professional development goes beyond their initial training to serve a number of objectives including: updating teachers' knowledge of a subject in light of recent advances in the area; updating teachers' skills, attitudes and approaches in light of the

development of new teaching techniques and objectives, new circumstances and new educational research; enabling teachers to apply changes made to curricula or other aspects of teaching practice; enabling schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; exchanging information and expertise among teachers and others, e.g. academics, industrialists; and helping weaker teachers become more effective (OECD, 2005).

Teachers transform professional learning into action when they read, write, observe, use various thinking strategies, listen, speak, and practice new behaviors in ways that deepen understanding, affect beliefs, produce new habits of mind and behavior, and are combined in ways that alter practice (Sparks, 2004). Such professional learning produces complex, intelligent behavior in all teachers and leaders and continuously enhances their professional judgment. This is a measure of teacher performance.

Today, the work of an educator is more rigorous and demanding than it has ever been. In response to an increasingly complex society and a rapidly changing, technology-based economy, schools are being asked to educate children with disabilities and those without in our history to higher academic standards than ever before (Darling-Hammond, 2008, p. 91). For teachers to enact the high levels of practice needed for their students to learn, they must possess a strong and diverse base of pedagogical content knowledge (Shulman, 1987). Building this knowledge begins with high standards for initial teacher preparation (Cochran-Smith & Fries, 2001) and continues over a teacher's career through effective professional development (Desimone, 2011).

In two recent studies (Finnish Institute for Educational Research 2009, Snoeket al 2009) national standards and curricula for teacher education in the European member states have been analyzed. These studies show that there is a general consensus on the competences that teachers need. These competences are focused around subject knowledge, pedagogical skills, classroom management, linking theory to practice, co-operation and collaboration, continuous and lifelong learning and, less prominent, quality assurance, mobility and leadership. Overall, the education manager's main task is to help his or her staff develop their skills.

Empirical studies by Emerom (1992), Fullan (1993), NCES (1998) Olagboye (1999) as cited in the World journal of Education (2011) indicated that effective teacher professional development is critical to quality assurance in education and to a large extent determines students' academic performance.

In Pakistan it is estimated that 203 teacher training institutes are established and run systematically and effectively. In addition almost 300 teacher resource centers have been established by the government of Pakistan along with government institutes, there are also private teacher training centers. These center train teachers and equip them with some pedagogical skills and provide them with professional certificates. Research shows that around 40,000 teachers are trained yearly under these short term programs (Aly, (2007) as cited in the international journal of research (2106).

In Tanzania much attention has been on implementing primary Education development program (PEDP 2001-2006) that aimed at Universal Primary Education. Much achievement has been recorded in enrollment expansion, teacher recruitment and

deployment, construction of classrooms and sanitary facilities, provision of teaching and learning materials as well as provision of pre service and in service teacher Education. However, not much attention has been paid to teacher profession development OICE (Journal of international cooperation in Education 2008)

In Uganda, Teacher professional development is provided by the government through the Coordinating Center Tutors (CCT) system (MoES, 2009). This system was developed in the early 1990's as part of the Teacher Development Management System (TDMS) programme, in collaboration with the Ministry of Education and Sports and Kyambogo University (MoES, 2009). The purpose was to retrain in-service primary school qualified teachers, train the untrained serving teachers (licensed teachers), and equip principals with managerial skills. Schools are grouped into "blocks" of schools, and each block has a Coordinating Center in charge of addressing the professional development needs of primary school teachers in its catchment area. Catchment areas vary in size, but on average each center is in charge of about 25 schools.

Each Coordinating Center is managed by a Coordinating Center Tutor (CCT). CCTs are appointed by the Education Service Commission, and are normally former PTC tutors. CCTs conduct two types of training: general training on issues such as policy reforms at the national level, and tailored training based on schools' needs (MoES, 2005; 2009). In order to determine training needs, CCTs sample schools in their catchment area and visit them. They look at lesson plans, schemes of work, and samples of pupils' work in order to assess needs for professional development (MoES, 2005). In addition, CCTs are

supposed to support the instructional leadership role of head teachers by discussing with them the training needs of teachers, and agreeing on a school improvement plan.

Based on their assessment of schools' needs, CCTs identify potential training officers who can deliver the training at the Coordinating Center facility in the form of a seminar or workshop (MoES, 2009). While the analysis of schools' needs carried out by the CCTs allows for a better customization of professional development activities, the fact that this professional development is delivered through one time workshops or seminars outside of the school context may limit their efficacy as compared to other approaches that allow for the analysis in-situ of instructional practice (MoES, 2009). In addition, evidence suggests that this system of teacher professional development may not be reaching its intended goals.

Performance means different things to different people depending on the perspective from which one approaches it. It may imply efficiency, economy, results, or return (profits) on investment (Summer matter and Siegel, 2009). Some scholars (Armstrong, 2003; Feng, 2010), have viewed performance as the behavioral aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time (Armstrong, 2003). Performance is the degree to which an employee and organizational goals are met (Feng, 2010). According to the researcher (of this study), performance is the ability of one to achieve set targets and in this case, it's the ability of a teacher to achieve all set goals for their pupils at a given point of time.

Teacher performance refers to a teacher's demonstrated impact on students' learning as established through student achievement test scores, observed pedagogical practices, or employer or student surveys, (IGI Global, 2016). In a survey of schools in the 12 least performing districts (Mbale inclusive) in Uganda, 78% of teachers interviewed reported that their CCTs had never conducted Continuous Professional Development sessions in their district, and 65% stated that CCTs had never checked their schemes of work and lesson plans. CCTs pointed out that they faced a number of challenges while executing their work. Key challenges included: inadequate and late release of funds, inadequate transport, and heavy workload due to many activities and large catchment areas (MoES, 2009).

Teacher performance is the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives (OECD, 2005). Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the pupils (Feng, 2010). In this study teacher performance shall consider their ability to vary teaching skills, knowledge of better teaching strategies, understanding of content and ability to unpack that content in ways that children can understand (Katarasibwa, 2006). This manifests through lesson preparations which involve making schemes of work, lesson plans, record of work done, preparing and using learners registers, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, management of learners discipline, involvement in co-curricular activities, counseling and guidance.

Generally, teachers are voyeurs of episodic development experiences that are completed in isolation and seem to end as quickly as they begin, long before there is an opportunity to reflect or apply new understanding to make productive changes in practice (Darling-Hammond, & Adamson, 2010). Likewise, Katz and Dack (2013) in their research espouse that when professional development is ineffective, it does not impact teacher learning and the teachers who attend do not reform their practice. According to Guskey and Yoon (2009), no improvement effort has ever succeeded in the absence of thoughtfully planned and well-implemented professional development making professional learning an important contribution to erasing the inequities that exist across classrooms and increasing opportunities for all students to succeed (Hirsch, 2009).

No matter how good pre-service training for teachers is, it is not possible to prepare teachers for all the challenges they will face throughout their endeavors. Education systems therefore seek to provide teachers with opportunities for in-service professional development in order to maintain a high standard of teaching and to retain a high-quality teacher workforce (OECD, 2005).

1.2 Statement of the Problem

Professional development for teachers has been acknowledged as a key mechanism for improving classroom instruction and student achievement (Cohen and Hill, 2000). Other scholars have indicated that continuous and sustainable professional development activities have a significant impact on teaching and learning (Burns and Darling-Hammond, 2014). In Uganda and particularly in Mbale District, teacher professional development is provided by coordinating Center Tutors (CCTs) through seminars, workshops and individualized teacher support programmes. However, reports from the Directorate of Education Standards (DES, 2013, 2014 and 2016), revealed that teacher performance in the primary schools in Mbale district was wanting as the majority of them could not demonstrate variation of teaching skills; but only very few could demonstrate appropriate knowledge of teaching strategies, understanding of subject content and ability to unpack content in ways that enable children to understand the content for performance. Despite all interventions put in place by government and other stakeholders, little scholarly attention has been directed to address teacher performance. Therefore, the study was set out to establish the effect of teacher professional development on teacher performance in primary schools in Bungokho sub-county in Mbale District.

1.3 Objectives of the Study

The study was based on the following objectives;

1.3.1 General Objective of the study

To examine the effectiveness of professional development on teacher performance in primary schools in Bungokho sub-county, Mbale district.

1.3.2 Specific Objectives of the study

- i. To find out how teacher professional development programmes are provided in primary schools in Bungokho Sub County, Mbale district.
- ii. To establish the key indicators of teacher performance in primary schools in Bungokho Sub County, Mbale district.
- iii. To establish the Relationship between teachers' professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district.

1.4 Research Questions

- i. How are teacher professional development programmes provided to teachers in primary schools in Bungokho Sub County, Mbale district?
- ii. What are the key indicators of teacher performance in primary schools in Bungokho Sub County, Mbale district?
- iii. What is the relationship between professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district?

1.5 Significance of the Study

The findings of the study provide a basis for head teachers in primary schools to provide appropriate teacher professional development in their schools in order to improve on teacher performance.

This study was to help respondents in ensuring that teacher performance are to effect appropriate strategies of plan for the improvement in primary school performance through sustainable teacher professional development programmes highlighted.

This study can be used as a reference for identifying the relationship between teacher professional development and pupils' academic performance which can in turn be a basis for better planning and execution of set targets and achievement of high level performance. Therefore, this research adds on the knowledge bank and can be used as a basis for further research by the academia on issues of teacher professional development and academic performance.

1.6 Justification of the Study

- i. Effective performance of teachers is very important because the system of education is to produce quality pupils that will develop the country.
- ii. This study is necessary because it provides information for parents, educators and school administrators to reflect upon teacher professional development in supporting teachers to effectively discharge their mandate of teaching children to achieving their academic goals; in so doing, they can investigate the possibility of supporting the teacher professional development programmes.
- iii. The study seeks to provide a valuable reference for other schools to reflect upon the teacher professional development and how it affects teacher performance in primary schools in the country.

1.7 Scope of the Study

The study scope included: geographical scope; content scope, as well as time scope;

1.7.1 Geographical Scope

Bungokho Sub County is found in Mbale district and bordered by Bumbobi sub-county in the Southeast, Bungokho Mutoto to the east, Bukasakhya to the west and Busoba Sub-County to the South. Bungokho Sub County is one of the largest Sub Counties found in Mbale district with approximately 30,000 people in five Parishes and 37 villages. The parishes are; Lwambogo with 6 villages, Bumageni with 9 villages, Bushikori 9 villages, Bubirabi 9 and Khamoto 7 altogether making 37 villages. Its head office is located along Mbale-Tororo Road, approximately 5km from Mbale Town, 245 kilometers (152 miles), by road, east of Kampala, the capital city of Uganda and the largest city in Uganda.

The coordinates of Bungokho Sub County are: 00 57N, 34 20E. It has an area of 518.8 Square kilometers (200.3 square miles) Bungokho Sub- county has 10 primary schools, 8 of which are government aided primary schools and 2 privately owned schools with a total of 140 teachers including head teachers. It is upon this background that the research was limited to professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district, because it is an area of where there is poor performance of both teachers and pupils and analysis of findings were in line with the three objectives.

1.7.2 Content Scope

The scope of this research study was limited to professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district. Analysis was done in line with the three research objectives.

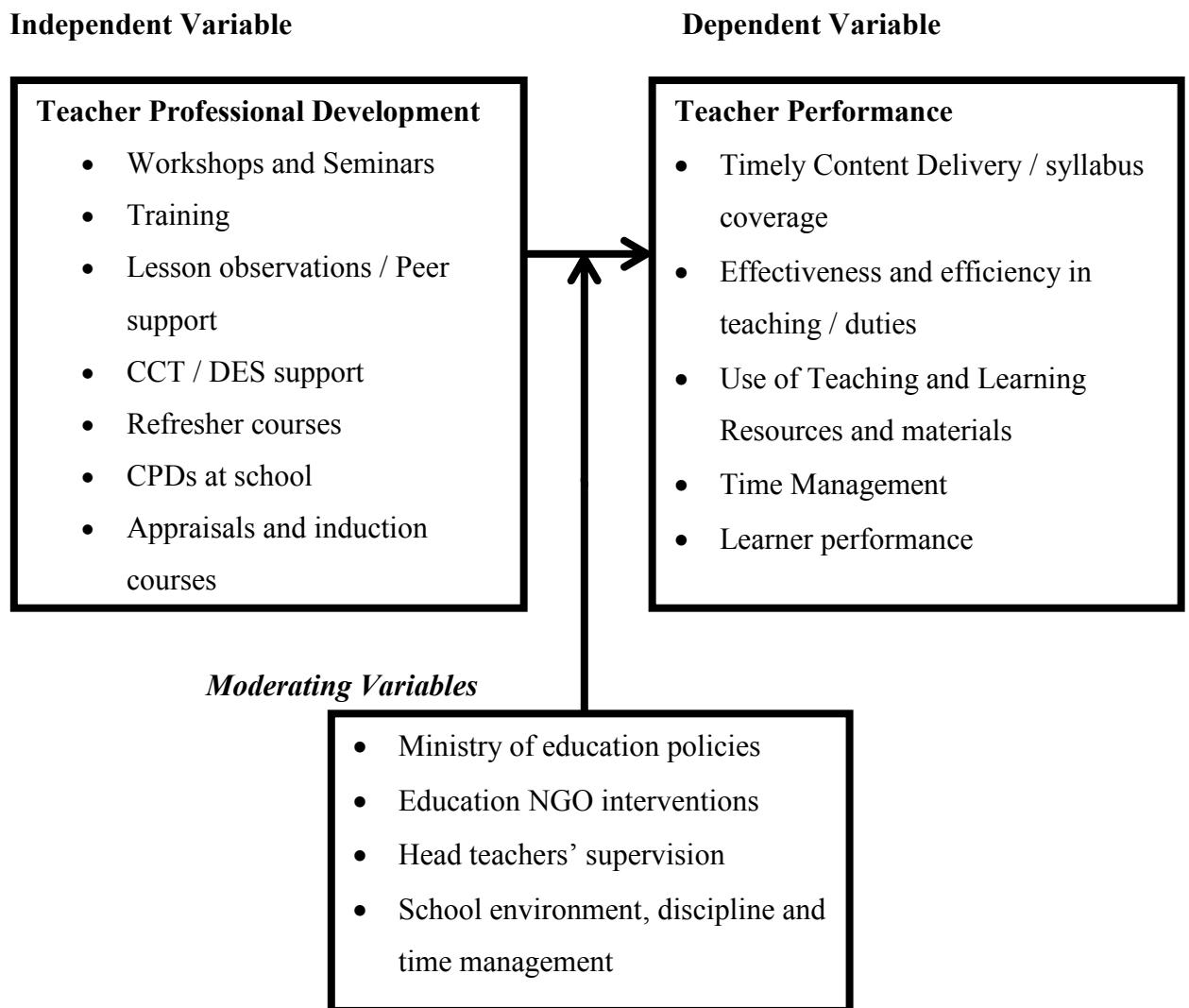
1.7.3 Time Scope.

The period between 2013 and 2017 was the focus of this study because it was during this period that the DES carried out school inspection and made reports about teacher performance in primary schools in Mbale district. Therefore, the selected time period would provide the necessary information needed by the research.

1.8 Conceptual Framework

The conceptual framework is a structural representation of the inter-relationship between the study variables. For purposes of the study, this was based on the conceptualization by OECD (2005), and Katarasibwa (2006). Professional development generally is the ongoing learning opportunities available to teachers and other education personnel through their schools and districts. Teacher performance is the ability of teachers to deliver on their set school targets in their professional work of teaching and learning.

Figure 1: Conceptual Framework



Source: Adopted and modernized from OECD (2005) and Katarasibwa, (2006)

The conceptual framework above indicates that teacher professional development is attained through initial training, refresher courses, CPDs at school, in-service training, induction courses, workshops and seminars and teacher appraisals. Teacher performance on the other hand is reflected in monitoring and evaluation, timely syllabus coverage, effectiveness and efficiency in their work, students' performance, time management, use of teaching and learning resources among others. The intervening variables in this study include administrative styles, school environment, and resource utilization, ministry of education policies, head teachers' supervision and teachers' lifestyle. Professional development aspects will lead to teacher performance with good ministry of education policies, head teachers' supervision, school environment, and discipline and time management.

1.9 Definition of key terms

Teacher: For purposes of this study, the word teacher was taken to mean a person who gives instruction and imparts knowledge, skills, values and behaviors to the learner.

Performance: The accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed. This study considers performance as a way of fulfilling and accomplishing a given task.

Teacher performance: Teacher performance is the way how an instructor fulfils his/her duties.

Professional: According to this study, a word professional is used to mean a person who has formally acquired a skill to perform a particular duty.

Development: This study considers development as a state of moving from unknown to known or from worse to good then better and best.

Teacher professional development: This study takes teacher professional development as a state of acquiring more knowledge, skills, values and attitudes in ones field of operation

School: School is an agent of change and a place where basic skills, knowledge, values, attitudes and behaviors are acquired in an informal or formal way.

Primary school: A place where basic education is passed onto children especially after elementary or nursery education.

School Environment: All that surrounds the school and in the school. It generally refers to those things which make up the school such as the classrooms, the compound, the fence, the neighbors among others.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature related to effectiveness of professional development on teacher performance. The review is in accordance to the three study objectives.

2.1 Theoretical framework

This study on Effectiveness of professional development on teacher performance was based on two theories namely: Concerns theory by Fuller (1969) and the Goal setting Theory by Locke (1990).

Concern's stage theory by Fuller (1969) which talks about the stages of concerns in the teachers' career which has served as a foundation for researchers after her. In Fuller's theory, teachers move through three stages of concerns; self which includes survival, self-adequacy and acceptance, task which includes student performance and teacher duties and lastly impact such as social and educational impact on the system.

Fuller theorized that a teacher could not move to the next stage without first solving the concerns of the previous stage. Stage one is a survival stage such as classroom management, instruction, content, knowledge and impressing supervisors. Dubble (1998) refers to this stage as "neonate" thus a teacher is like a new born in a new environment. Second stage is self-centered survival stage thus, concern about their students. Both Katz and Dubble (1998) refer to this stage as consolidation for it involves the integration of various skills and knowledge into consistent whole to be used in the classroom. It is in this stage that teachers are open to trying new methods and strategies

as they no longer harbour the concern of survival. Here is an incredible opportunity to provide a lot of new professional development to expand teachers understanding. The third stage of concern is impact stage where the teacher impacts others and attempts to help them improve. The implications of this theory for effectiveness of professional development on teacher performance which this study focuses on propose that teachers can improve their skills by performing the duties in and outside the classroom as they grow professionally. The concerns stage theory focuses on step by step improvement as one develops concern for his profession.

Goal setting theory by Locke (1990) theorized that there was a relationship between how difficult and specific the goal was and people's performance of the task. Locke found out that specific and difficult goals led to better task performance than vague or easy goals for example telling someone to "try hard" or "do your best" is less effective than "try to get more than 80% correct" or "concentrate on beating your best time". Likewise, having a goal that's too easy is not a motivating force. Hard goals are more motivating than easy goals, because it's much more of an accomplishment to achieve something that you have to work for.

This theory has five principles which in relation to this study are strengths and they are as follows:-

- i. Clarity: - To improve performance, set clear goals and use specific measurable standards. To do this you should use the SMART acronym to help you set goals.
- ii. Challenge:- Challenging goals are viewed at by employees as significant.

- iii. Commitment: Goals must be understood and agreed upon if they are to be effective. People must be committed to the goals before they can be achieved.
- iv. Feedback: an effective goal setting programme must also include feedback. Feedback provides opportunities to clarify expectations adjust goal difficult and gain recognition.
- v. Task complexity: Take special care to ensure that the work does not become too over whelming, provide enough time to meet the goal or improve performance.

By understanding goal setting theory you can effectively apply the principles to goals that you or your team members set Locke and Latham's research confirms the usefulness of SMART goal setting and their theory continues to influence the way we measure performance today. Use clear, challenging goals, and commit yourself to achieving them. Provide feedback on goal performance. Take into consideration the complexity of the task. The implications of this theory of effectiveness of teacher professional development on teacher performance which this study focuses on propose that teachers can use SMART acronym to accomplish clear goals, challenging goals, goals that they are committed to, and feedback and task complexity. Its implication is that once the teacher knows what he/she is working for as his goal they will work towards achieving that goal

2.2 Provision of Teacher Professional Development programmes

Models for professional development of teachers that advocate for the promotion of effective teaching and learning have not been successful in improving the quality of teaching in public schools. Some teacher professional development models are based on

assumptions and theories about teachers' needs but lacking applicability in the context of teachers' places or class room work. The aim of this research was to develop an empirically based teachers' professional development model for effective teaching and learning in schools. A model to enhance teachers' skills and quality of teaching, through effective teacher professional development was developed as a recommendation. (Ravhuhali, et al 2017).

Teacher Professional Development has been defined as the means of updating, developing and broadening the knowledge teachers acquired during initial teacher education and/or providing them with new skills and professional understanding (OECD 2005). One of the major challenges facing teachers at their schools is to improve the efficiency and effectiveness of the school system. Furthermore, they are also expected to attain high levels of pupil's performance.

In-service training includes all training activities which address the differentiated needs of teachers in schools (including teachers without pre-service training) to improve their knowledge, skills and attitudes for better instructions (Bhaskara, 2004). In Pakistan, teacher training programmes are also considered the center of attention on the development of teacher's content knowledge and professional skills. There has been a large emphasis on knowledge about curriculum development, teaching strategies, techniques of measurement, educational psychology and methods of evaluation, school administration, effective learning environment, maintenance of discipline, use of instructional technology and theoretical or practical knowledge and skills in the profession of teaching (Shah, 2002).

South Africa requires quality teachers who are appropriately trained and developed to meet the evolving challenges and needs of the developing country (South Africa, 2007:4). According to the President's Education Initiative Research Project, the "most critical challenge for teacher education in South Africa was the limited conceptual knowledge of many teachers" (South Africa, 2007:4). Teachers' limited access to PD has also been identified as a critical area for change by The Report of the Ministerial Committee on Rural Education (2005) (South Africa, 2007:5). The national policy framework for teacher education and development is an attempt to address the need for suitably qualified teachers in South Africa (South Africa, 2007:5). The policy framework focuses on two complementary subsystems, namely, initial professional education of teachers and continuing professional development of teachers (CPDT) (South Africa, 2007:2).

The government of Uganda has made tremendous strides in the provision of teacher professional development. This can be witnessed in the continual upgrading, expansion and at the same time establishment of new university colleges to provide teacher training services in their faculties of education (New Vision, Thursday, March 15, 2015). The Government in conjunction with Japanese government provides teachers with in-service courses for the strengthening of mathematics and science in primary schools (Kyambogo University, 2015).

At school level, publishers of different books in Uganda like, Macmillan, Oxford and Longhorn organize and offer in-service courses for teachers in all subject areas especially on the current difficulties faced by learners in the specific subjects. Centre

Coordinating Tutors liaise with the government (Education Office, DES, 2016) and invite teachers for courses that improve their skills and consequently students 'performance in the subjects they teach.

Sponsors and education NGOs such as Child Fund, World Vision, and Compassion International working in respective government aided and private schools have risen to the occasion and organized workshops for teachers all geared towards improving their skills, efficiency and effectiveness in delivering to learners. In addition, some teachers go for National Curriculum Development Centre (NCDC) courses which are offered during school holidays. Individual schools also invite UNEB officers who give training /skills to teachers on new examination trends and rules in specific subjects. This is to improve teacher's skills and make sure that they impart updated knowledge to the students so that they can perform well in terminal examinations (CCT report, 2014).

According to the 20th education and sports sector review workshop held in Kampalain October2013, it was stated that there are several education stakeholders who take the responsibility to implement teacher support initiatives. These include line ministries, local governments, parents and communities, Primary teachers colleges, head teachers and non-government organizations. It is important that each of these stakeholders carries out the needs assessment with respect of teacher support so that teachers are able to appreciate there levancy of the support given to them. In majority of cases, teachers are not consulted when listing their needs and hence support given to them appears irrelevant (John Arinaitwe, (2013). According to Arinaitwe (2013), noted that teachers at all levels deserve guidance and counseling, monitoring and supervision at work, coaching and

mentoring, encouragement and follow-ups. All these must be done in a friendly and collaborative manner with the CCTs, inspectors of schools and other Educational stakeholders.

DES, (2010) notes that sponsors of respective schools such as World Vision, Plan International, and Compassion International have on many occasions organized workshops for teachers. In addition, some teachers go to Kyambogo University for short courses which are offered during school holidays. Individual schools also invite Uganda National Examinations Board (UNEB) officers who give training to teachers on new examination trends and rules in specific subjects. This is to make sure that teachers impart updated knowledge to the students so that they can perform well in terminal examinations.

Ferguson (1991), suggested that teacher training plays an important role in student academic achievement. In the US, greater attention is given to the role teacher professional development plays in student achievement (National Commission of Teaching and America's Future, 1996; National Education Goals Panel, 1998). In order to improve student achievement, more than twenty five states have enacted legislation to improve teacher development (Darling-Hammond, 1997). Sanders & Rivers (1996) observed that teacher effectiveness is highly influenced by teacher training.

Atsenga (2002) in his study of the English language revealed that effective teaching methods have high influence on learning. Teacher training programs, which promote knowledge on choice and use of effective teaching methods, influence the teachers' effectiveness thus high student academic achievement. Morgan (2010) revealed that

training provided knowledge and skills to improve and encourage better performance and quality output.

In their study, Jackson & Davis (2000) found out that a well-trained teacher will deliver the subject content more professionally and effectively. This should be a reality by all manners of fairness though studies show that apart from the acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play a major part in determining the students' performance in examinations (Jackson & Davis, 2000). For better grades to be attained in schools there is need for proper linkages amongst these factors (Paauwe, 2004). A trained teacher usually analyses these factors and in cooperates them in the teaching practices.

Jackson & Davis (2000) found out that peer support and lesson observation by the head teacher enables teachers to identify their own CPD focus as well as the identification of teaching strengths that could benefit the whole school; the best resources for professional development is the expertise of in-house staff; emphasis on peer support and learning communities. Collaborative professional development - harnessing the collective capacity of a school to support, engage and change teaching practice. Evidence from school inspections show that schools who prided themselves on being learning communities by sharing best practice within and between schools improved more than those that did not.

CCTs are outreach tutors responsible for providing continuous professional development (CPD) for head teachers and teaching staff in about 50 primary schools linked with the coordinating centres which act as their base (DES, 2014) as cited by Link Community Development (LCD), 2016. Each core PTC has a number of coordinating centers, each

with its own CCT and located within a school compound. CCTs may have a house on site, together with an office and a hall to use for training teachers (ibid)

A better professional support deal to teachers would be the single most important factor in further raising standards and gaining the confidence of parents. The CCT plans and provides professional support to qualified primary school teachers and head teachers through mentoring (MoES, DES Report 2013). Administers tests and keeps records of continuous assessment/achievement tests for In-service students in a given catchment area. The CCT facilitates the primary teachers to make teaching / learning aids. Tenders advice on utilization of UPE funds for improved education quality. Facilitates the enhancement of UPE programs; they also oversee the implementation of interventions in education by offering professional support to those implementing them. He/she helps teachers and head teachers to reflect on their day-to-day teaching/Management work (MoES, DES, 2010).

The CCT also conducts mentoring needs assessment among teachers and head teachers for purpose of planning mentoring sessions. Organizes and conducts CPDs for primary teachers and head teachers within the catchment area. Offers support in assessing the needs of the primary schools in his catchment area. Offers support in the implementation of government policy such as UPE programmes, HIV/AIDS Education, Girls child Education and environmental protection (MoES, DES, 2010). He/she facilitates at head teachers' and PTE In-service residential trainings. The CCT is also involved in actual teaching during peer group meetings at the coordinating centre for teachers and head teachers with the aim of empowering them.

2.3 The indicators of teacher performance

Teacher performance is the ability of teachers to deliver on their school set targets in their professional work of teaching and learning (Armstrong, 2009; Feng, 2010). As a teacher advances his levels of performance, he is able to produce deeper levels of learning, improved levels of skill development, and more connection with the discipline for larger classes while spending less time doing this (Armstrong, 2009).

Nkuna (2004) stresses that the competent teacher must be able to exercise effective discipline, must be able to establish positive relationship with the staff, pupils and parents; must have administrative skills, must have the ability towards innovation, be punctual at work and be trustworthy. To achieve these, the teachers are expected to have both managerial and professional skills for growth and development. These can be achieved if they do not stop attending in-service training programmes after initial teacher education and training. Schools are also required to develop appropriate intervention strategy for teacher professional development (Nkuna, 2004).

From the Journal of Africa Education Review, 2010, a teacher's performance will be judged in terms of certain indicators/criterion. The descriptors are not all inclusive; there are many other aspects that can be used to measure a teacher's performance (Musset, 2016).

Effectiveness and efficiency in teaching is one of the indicators of teacher performance. A teacher can exhibit efficiency in the manner she gets things done, how she manages her class and her time in getting things done (Peter Drucker, 2006). Meanwhile, a teacher is effective when she gives her best in teaching and able to make her students learn or

master the skills and make them meaningful, relevant and applicable in their real life situations. She is a teacher who reaches out to her pupils and can make a difference in their lives (Musset, 2016).

Generally, efficiency and effectiveness in teaching are two different things. Efficiency means doing things right while effectiveness is doing the right things (Peter Drucker, 2006). These two concepts complement each other because it's hard for one to be an effective teacher if they are not efficient. Likewise, if one is an effective teacher, most likely they are efficient. But it doesn't necessarily mean that if one is efficient, he/she is also. Always remember that your students don't care what you know (efficiency) until they know that you care (effectiveness) (Musset, 2016). The author further asserts that a good performing teacher should always follow the prescribed curriculum, use available materials and resources in delivering the lesson; he/she will choose activities relevant to the prescribed curriculum and use activities appropriate to student abilities.

A professional teacher will always choose activities, materials, and resources appropriate for students with special needs and should always consider time available in planning (Musset, 2016). The teacher plans student grouping according to instructional needs, develop long-range plans and daily lessons. The teacher should be able to focus student attention, inform students of objectives of the lesson, and relate the lesson to previous and future lessons. The teacher will present new material clearly and logically, models, demonstrates and provides examples, monitors student learning continuously and provides opportunities for students to practice under direct supervision of the teacher

while provides opportunities for students to practice independently and conducts smooth transition from one activity to the next (Musset, 2016).

Several studies have concluded that pupils' academic achievement is one of the indicators of teacher performance (Ngala, 1997), other factors held constant; there exists a positive correlation between teacher training and student academic achievement in final examinations. In a separate study carried out by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces on staff development programs as it relate to teacher effectiveness, it was discovered that teachers in high performing schools took more interest in staff professional development programs compared to their colleagues in the average and low performing schools.

Time management is critical in the teaching and learning process. Well managed time will lead to proper understanding by the students (NCTAF,1996).Darling-Hammond (1997)established that more productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. A separate study done by Ngala and Odebero 2010) in primary schools majorly in the Rift Valley province of Kenya indicated that some teachers have tight work schedule thus lack time to prepare for their teaching duties. A teacher is expected to schedule learning time according to policy for the subject area (Ngala *et. al*, 2010).

2.4 Relationship between teacher professional development and teacher performance

Teachers are the most important ingredients of quality education; although this is deeply ingrained in the policy debate, policy makers need to identify what goes into high-quality teaching in order to take action to improve policies, trainings and professional

development programmes for teachers with the aim of improving the achievement of all learners (Hattie, 2009). Refresher courses to address the difficulties and challenges faced by teachers need to be well designed and implemented by involving the affected teachers. It should be noted that what one calls a problem or a difficulty for a teacher may not be so until the teacher has accepted it (Uganda Education & Sports Sector Workshop, 2013).

It is generally recognized that teaching strategies are multidimensional – how well they work depends on the context in which they are applied. There is no single strategy that can guarantee better student outcomes. However, research has highlighted a number of practices that enable learning among students (Hattie, 2009; Marzano et al., 2001; Wayne and Young, 2003). The authors further say that these include techniques such as classroom management, clear instructions, applying formative assessment and providing constructive, supportive feedback and examine roles.

There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically (OECD, 2005). Professional development for teachers is a key mechanism for improving classroom instruction and student achievement (Ball & Cohen, 1999; Cohen & Hill, 2000). Although calls for high quality professional development are perennial, there remains a shortage of such programmes; characterized by coherence, active learning, sufficient duration, collective participation, a focus on content knowledge, and a reform rather than traditional approach (OECD, 2005).

Studies have shown that continuous and sustained professional development activities have a significant positive impact on teaching and learning (Burns and Darling-Hammond, 2014). Perhaps, this was the reason as to why the ILO/UNESCO (1966), recommendation advocated the establishment of an in-service education system that should be available for free to all teachers (Article 32) and acknowledged that teachers should be given the opportunities and incentives (Article 34), as well as the time necessary to participate in in-service programmes (Article 91) (UNESCO and ILO, 2008).

In a study by Symeonidis (2015), on the status of teachers through teachers' Unions in Uganda, Kenya, Rwanda and Tanzania, a lot was found out about the proportion of union responses on a number of issues related to teachers' professional development. First, a significant number of unions (63%) indicated that initial education, generally considered essential for professional teaching, is not provided free of charge in many countries, while in other countries it is to some extent but not sufficiently provided. Almost half of respondent unions (49%) indicated that continuous professional development (CPD) is to some extent but not sufficiently provided in their countries and a higher proportion of unions (59%) reported the same for free access to CPD (Symeonidis, 2015).

In Bosnia and Herzegovina, Costa Rica, France, Greece, Haiti, Honduras, Togo, and Honduras, unions reported that CPD programmes are not free of charge. Only 18% of unions stated that teachers can decide the form of CPD they want to receive and approximately a third of respondents (33%) mentioned that teachers' participation in CPD is not included in their working hours. The data also showed that taking part in CPD

programmes does not guarantee career progression or recognition of advanced skills, while the quality of CPD and its relevance for teaching is questioned by the vast majority of respondents, nearly 73% (Symeonidis, 2015).

The study by Fullan, Hill & Crevola (2006) suggests that while many factors contribute to achieving these goals what teachers know and are able to do is one of the most important factors influencing student learning. Teachers are the ones responsible to work creatively with their students, to translate and shape curricular goals and theoretical notions into effective classroom and school-wide practices, and to provide an environment for effective learning. (Darling-Hammond & Sykes, 1999; Wilson, Floden & Ferrini-Mundy, 2001)

Current literature also stresses that the act of teaching is becoming increasingly complex and that highly competent teachers continue to learn, are adaptive, build up a sophisticated pedagogical reports, and are able to apply a range of practices for varying purposes that incorporate and integrate different kinds of knowledge, used in various combinations flexibly and fluently (Bransford, Darling-Hammond & LePage 2005; Cole & Knowles, 2000; Darling-Hammond, 1998; Turner-Bisset, 2001).

Surprisingly, there has been increasing attention to, and debate about, the essential role of deliberate, ongoing, high quality professional learning and development in supporting teachers to be responsive to changing, complex and challenging demands (Berliner, 2001; Darling-Hammond, 2000; Hawley & Valli, 1999; Joyce & Showers, 2002). Fullan, Hill & Crevola, (2006), claim, for example, that professional learning that focuses on contextually-based, personalized, data-driven instruction is one of the three central

components of break-through thinking that will be critical to successful educational reform and that will noticeably improve and sustain learning for students and teachers alike. In their view, teachers must be learning in their classrooms every day.

Teachers' knowledge in subject content is of great importance as it constitutes what children have to learn. Professional development is understood and described in different ways. For instance, Joyce et al. (2006) defined professional development as "formal and informal provisions for the improvement of educators as people, educated persons, and professionals, as well as in terms of the competence to carry out their assigned roles. In a nutshell, professional development consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school, which constitute, through these, to the quality of education in the classroom (Tomlinson, 2005). It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues throughout each phase of their teaching lives.

Studies by Berliner (2005) and Elmore (2004) reveal a growing interest in professional development initiatives designed to address the professional development needs of mid-career teachers. A variety of studies including Feiman-Nemser 2001 have been undertaken that explore the complexities of effective professional development for midcareer teachers. These studies illuminate a range of factors that need to be carefully

considered when determining appropriate delivery modes, standards and/or approaches for assessing professional learning; Fullan, 2005; Guskey, 2005; Lieberman & Wilkins, 2006).

Studies done in the US by Little & Harrison (1994), Darling-Hammond (1998), Smylie, Allensworth, Greenberg, Harris & Luppescu (2001) and National Staff development Council (2001) both agreed that training had visible influence in student academic achievement. Wested, Ashton & Crocker (2000) noted that training had a positive influence on the accountability and student results. Porteretal (2000) also agreed that teacher training was a key factor in performing schools. In addition, Wenglinsky (2000) worked with special populations of students and discovered that there was a positive relationship between higher students test scores in Mathematics and Science and teacher training. Nyangarora (1996) concurred that mastery of content are a facilitated effective teaching and therefore enhances student academic achievement.

In a separate study carried out by Rivers and Sanders (1996) on influence of trained teachers on future student academic achievement, it was discovered that a trained teacher receiving students from untrained teacher can facilitate excellent academic gain for his/her students during the school year.

Teachers get involved in training which lets them try out new instructional approaches and get immediate feedback. In the District of Columbia teachers are granted five in-service days during the school year which takes place in August. When teachers participate in training, it can improve teacher quality (Hanushek, Kain & Rivkin, 1998).

Sustained and intensive training is more likely to have an influence on enhanced teacher knowledge and skills and consequently student achievement than short training activities (Porter, et al, 2001). Guskey & Clifford (2003) noted that the ultimate goal of teacher training is improving student outcomes. It is also worth noting that teachers who are well prepared and trained are more effective teachers in the classroom and therefore have the greatest influence on the student achievement (Killion & Shulman, 1999).

It is believed that a well-trained teacher will deliver the subject content professionally and effectively. This should be a reality by all manners of fairness though studies show that apart from the acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play major part in determining the teachers' performance in (Jackson&Davis,2000). For better grades to be attained in schools there is need for proper linkages amongst these factors (Paauwe, 2004).A trained teacher usually analyses these factors and in cooperates them in the teaching practices.

Teacher training is organized world over for teachers. Several studies have shown that teacher training affects the content delivery of the teacher in a class room. A study by Gamoran (2006) in the University of Wisconsin, indicated that teacher training enhanced student learning through its effects on teaching practices like content delivery. In addition, a study by Jackson and Davis (2000), on educating adolescents in NewYork, reported that teacher training improved teaching skills and knowledge thus enhancing their content delivery. This study was done in high performing middle grade schools.

Welsh (2010) and Gurskey (2003) maintain that teachers who are well trained are able to have a strong knowledge and understanding of the subject content they are teaching their

learners. Such teachers incorporate various teaching methods thus improving their content delivery in the class room. Recent studies in Dallas, Texas, have also found that differential teacher effectiveness is a strong determinant of differences in the student academic achievement (Sanders and Rivers, 1996; Wright, Horn and Sanders, 1997; Jordan, Mendero and Weerasinghe, 1997). Students who are assigned to several untrained and ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly trained and effective teachers in sequence.

Another study by National Curriculum Development Centre (2013) indicated that teacher professional development improves instructional techniques and ideologies which enhance content delivery. In addition, Morgan (2010), in his study on benefits of professional development, found out that teachers acquire more knowledge which can help them deliver more while in the class. This is supported by a study done by Ferguson and Ladd, (1996).

Haycock (1998) indicated that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources. This study was done in Washington DC where the majority of the students are enlightened. The proposed study will be done in a remote and local set up where the respondents may not be well a breast with the outside training environment. It is also known that the best way to increase teachers' effectiveness in the classroom is through regular and high quality teacher training. Teachers themselves report that, then more time they spend in training activities, the more likely they were to indicate that it had

improved their instructional skills (National Centre for Education Statistics,2001). Researchers also agree that the success of content delivery and reform initiatives lies heavily on the qualification and effectiveness of teachers (Garet, Porter, Desmone, Birman and Yoon, 2001).

In a separate study by Wanzare and Ward (2000) on staff training and development in Kenya, it was noted that to improve teacher effectiveness and student learning, there was need to improve the in-service programs for all teachers. Ngala and Odebero (2010) carried out a study on teachers' perception of staff training as it relates to teachers effectiveness in rural primary schools in Kenya. It was discovered that among many other reasons, many teachers always participated in training programs to improve on teaching effectiveness.

Studies done by Brewer and Goldhaber (2000),Monk and King(1994) and Rowan, Chiang and Miller (1997) concur that the effects of teacher professional development on academic achievement become clearer when the focus becomes subject matter knowledge as opposed to certification. It's hither to suggest that subject matter knowledge in this area can only be enhanced by teacher training.

Proper use of resources in the teaching and learning process is strongly attributed to teacher professional development. Substantial evidence from research showed that changes in the textbooks and other resources make little difference if teachers do not know how to use them well (Darling-Hammond, 1997). The study continued to add that it is through continued teacher professional development that proper use of resources can be enhanced. In addition, Rowan (2002) found great significance of teacher training

on the use of resources in teaching mathematics and reading in elementary school. Greenwald, Hedges and Laine (1996) in their literature study on school resources, found significant effects of teacher training on the use of school resources.

Studies by Pate & Thomson (2003), Richardson (2003), Shulman (1987) and Sparks & Hirsh (1997) discovered that teacher professional development programmes provide teachers with opportunities for hands-on work and is integrated into the daily life of the school and has a positive influence on student achievement. In a separate study in the Virginia state, USA, Wenglinsky (1998) assessed the effects of teacher professional development on the use of new technologies in teaching. He found out a greater influence of teacher training on the use of technological equipment like computers and projectors. Another study by Wekesa (1993) on the influence of teacher leadership on student academic achievement in Columbia, recommended that there was need for more staff training programs to enhance effective use of resources.

Time management is critical in the teaching and learning process. Well managed time will lead to proper understanding by the students and will enable timely coverage of the syllabus (NCTAF, 1996). Darling-Hammond (1997) established that more productive teacher and professional development programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. A separate study done by Ngala and Odebero (2010) in primary schools majorly in Rift Valley province of Kenya indicated that some teachers have tight work schedule thus lack time to prepare for their teaching duties. This also interferes with their participation in the TPD programs. They further recommended that school management should allocate

more time to their teachers to enable them participate in TPD programs in order to improve on time management.

Darling-Hammond (1997) held a survey which showed that Kentucky teachers were much better prepared in terms of their time management, content and teaching coursework background than in 1988 and had experienced more extensive training than teachers in any other state in the US. A recent survey of Kentucky teachers also found that more than 80% of in-serviced teachers who graduated from Kentucky Colleges of Education felt well-prepared for virtually all aspects of their jobs including time management in contrast to report about teacher education from previous studies (Kentucky Institute for Educational Research,1997).

2.4 Conclusion of Literature

Several studies have compared teacher professional development programs and pupils' academic achievement as one of the indicators of teacher performance. According to Ngala (1997), other factors held constant, there exists a positive correlation between teacher training and student academic achievement in final examinations. In a separate study carried out by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces on staff development programs as it relate to teacher effectiveness, it was discovered that teachers in high performing schools took more interest in staff professional development programs compared to their colleagues in the average and low performing schools

2.5 Conclusion of Literature

In summary therefore, for this study on effectiveness of professional development on teacher performance we can conclude from literature that professional development of

teachers plays a significant role in determining teacher performance. The literature however also reveals that besides professional development of teachers there're other factors that affect the performance of teachers and these factors can be further investigated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology of the study. It describes and explains the research design used in the study, population, selection of the sample, sample size, sampling techniques, data collection instruments, methods of testing, the validity and reliability of the instruments, the research procedure that was followed; and the data management and analysis techniques that was used in conducting the study.

3.1 Research Design:

A research design is the arrangement of conditions for collection and analysis of data in the manner that aims in combining relevance to the research purpose with economy in procedure (Kothari 2006). According to Sekaran (2003), a research design is a set up to decide on among other issues how to collect further data, analyze and interpret them, and finally to provide an answer to the problem.

The study adopted both quantitative and qualitative research designs; the quantitative approach was used because the study sought to establish the relationship between professional development and teacher performance. It was also used to quantify data that was gathered from a large group of respondents in a short time. The qualitative approach was equally applied because it helped the researcher to obtain in-depth textual information using structured and semi-structured questionnaires and documentary review (Amin, 2005).

3.2 Area of the Study

The study was carried out in Bungokho Sub County in Mbale district and is bordered by Bumbobi sub-county in the Southeast, Bungokho Mutoto to the east, Bukasakhya to the west and Busoba Sub- County to the South. Bugonkho Sub County is one of the largest Sub Counties found in Mbale district with approximately 30,000 people in five Parishes and 37 villages. The parishes are; Lwambogo with 6 villages, Bumageni with 9 villages, Bushikori 9 villages, Bubirabi 9 and Khamoto 7 altogether making 37 villages. Its head office is located along Mbale-Tororo Road, approximately 5km from Mbale Town, 245 kilometers (152 miles), by road, east of Kampala, the capital city of Uganda and the largest city in Uganda.

3.3 Population of the Study

Population is a complete set of elements that possess some common characteristic defined by the sampling criteria established by the researcher (Kothari 2006). This was a target population in which a sample size was selected and it comprised the CCT, head teachers, directors of studies and classroom teachers.

The study considered all Primary Schools in Bungokho Sub County because they all have teachers who need professional development.

Table 3.0: Population of the study

NO.	SCHOOL	ENROLMENT	HEAD TRS	DEPUTY HEAD TRS	DOS	TEACHERS
1.	Lwambogo P/S	430	1	1	1	8
2.	Bumageni P/S	1130	1	1	1	28
3.	Namatsale P/S	530	1	1	1	11
4.	Khamolo P/S	209	1	1	1	7
5.	Bubirabi P/S	910	1	1	1	9
6.	Bushikori P/S	410	1	1	1	7
7.	Lwalera P/S	330	1	1	1	7
8.	Bukhumwa P/S	410	1	1	1	6
9.	Noor Islamic P/S	198	1	1	1	5
10.	Green Pasture P/S	410	1	1	1	6
11.	Jeff P/S	109	1		1	5
12.	Green Hill P/S	240	1	1		7
13.	Bukii P/S	201	1	1	1	6
	TOTAL	5517	13	12	12	113

Source: *Head teachers' Reports, 2017*

3.4 Sampling procedures

It was not practical to study the whole target population in such a short time; a

sample size was chosen and provided more accurate and reliable information. Therefore, the selection of the sample size was done using purposive and simple random sampling techniques.

3.4.1 Sample Size

A sample is a selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). This sample size was targeted and applied to the study groups of head teachers, deputy head teachers, DOS and teachers in order to get a distribution pattern in the respondents out of a population of 150. The study considered 108 respondents from the primary schools. The sample was taken from the population as it is further clarified by Morgan *et. al* (1970). Table 3.1 below presents a summary of population and respondents sampled. Sampling followed the study by Morgan *et. al* (1970):

Table 3.1: Population and Sample

No	Category	Study population	Sample size	Sampling technique
1	CCT	1	1	Purposive
2	Head teachers	13	9	Purposive
3	Deputy head teachers	12	9	Purposive
4	D.O.S	12	9	Purposive
5	Teachers	113	81	Simple random sampling
	TOTAL	150	108	

Source: DEO, 2017

There are 13 primary schools in Bungokho Sub-county 8 of which are government aided and 5 are privately owned and these were all part of the population; a total of 108

teachers including head teachers, deputies and directors of studies were sampled according to the study by Krejice and Morgan (1970). Important to note is that one of the private schools in this study did not have a deputy head teacher and D.O.S as well.

3.4.2 Sampling Techniques

Sampling is the process of selecting elements from a population in such a way that the sample elements selected represent the population Amin (2005). Sampling techniques are methods of selection of respondents chosen in such a way that they represent the total population as good as possible (Amin, 2005). According to (Amin, 2005) these can be probabilistic (dependent on equal chance) nor non probabilistic (not dependent on equal chance).

The study samples were selected using mainly two methods which are purposive and simple random sampling techniques. Purposive sampling “in this sample method the researcher purposely targets the group of people believed to be reliable for the study Kombo (2006). Purposive sampling techniques were used to select head teachers, deputy head teachers and directors of studies because they are in better position to describe the relationship between professional development and teacher performance since they are responsible for the performance of different departments in the school(s). Simple random sampling technique was applied to select the 108 teachers to fill in the questionnaires; thus, each individual in the population of interest had an equal likelihood of being selected. Another sampling technique used included census for the schools.

3.5 Data Collection Methods and Instruments

Data collection is the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes (Kothari, 2006). In order to collect qualitative and quantitative data, the following data collection methods were used and this included: questionnaire, face to face interviews and documentary review.

3.5.1 Questionnaire

A questionnaire is a written form consisting of interrelated questions prepared by the researcher about the problem under study based on objectives of the study to which answers are recorded by the respondent (Amin, 2005: 269). A questionnaire is a carefully designed instrument for collecting data in accordance with the specifications of the research questions and hypothesis. Structured questionnaires were used for teachers, head teachers, deputy head teachers and directors of studies. The researcher used questionnaires as the major instrument for data collection; they were administered to teachers, Deputies and DOS. Questionnaires were used because they are easy to interpret and the researcher can save time because they easily generate quick responses from a large number of participants and can tap attitudes, feelings, interests and opinions of respondents (Amin, 2005).

The questionnaire had the introductory section which gave a brief account on what the study is all about and the consent declaration statement. The other sections of the questionnaire were arranged in sections A – D where A was for Background information of the respondent, B was on objective one (1) of the study, section C was on objective

two (2) of the study and section D of the questionnaire was on objective 3 which sought to establish the relationship between professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district.

3.5.2 Interview guide

Interviewing is a method of collecting qualitative data through question and answer approach with the interviewee through face to face interactions (Kothari, 2006). Face to face interviews were used to collect data from the head teachers and deputy head teachers of the sampled primary schools in Bungokho sub-county, Mbale district on teacher professional development and teacher performance in their respective schools because this provided in-depth data from the respondents. The head teachers and their deputies were the respondents here because they all perform administrative roles. An interview guide was used to ensure that there was a flow and generally guide the interview to ensure that useful information was gathered in relation to the research. The interview guide had eight (8) items which guided the researcher during face to face interview with head teachers and deputy head teachers.

3.5.3 Documentary Review Checklist

The researcher consulted textbooks, CCT reports, journals, schools' staff minutes relating to teacher professional development and teacher performance. Teachers' schemes of work, work books, lesson plans, record of pupils' marks and notebooks were all reviewed and provided triangulation to data collected through questionnaires and interviews. A checklist was done to ensure that relevant documents are reviewed. In all the documents,

the researcher was interested in establishing if the issues relating to professional development of teachers are addressed and to find out any progress in that relation.

3.6 Quality Control methods

The instruments of data collection assessed the quality in terms of validity and reliability to ensure that the results of the study are dependable; the supervisor of this study reviewed all data collection tools.

3.6.1 Validity

Validity is the ability to produce findings that are in agreement with theoretical or conceptual values; to produce accurate results and measure what is supposed to be measured (Amin, 2005). The validity of a test is a measure of how well a test measures what it was supposed to measure (Kombo 2006). Validity identifies correct operational measures for the concepts under study (Yin, 2009). In other words, validity implies that measurement tools selected for the study reflect the aspects of phenomena of the research. One of the strategies to establish validity is triangulation, which is a method of data collection which includes interview and observation (Gallet. al., 2007). This study also applied triangulation with the intention of ensuring validity by interviewing the CCT, observing how teachers were delivering lessons.

The method of computing the content validity index (CVI) is as follows:-

$$CVI = \frac{VR+R}{K}$$

Where VR is for Very relevant, R is relevant; K is the total number of Items in the instrument.

3.6.2 Reliability

Reliability is dependability or trustworthiness; it is the degree to which the instrument consistently measures whatever it is measuring. An instrument is reliable if it produces the same results whenever it is repeatedly used to measure trait or concept from the same respondents even by other researchers (Amin, 2005 page 293). According to Kombo (2006), reliability is the measure of how consistent the results from the test are. In this study, the researcher ensured reliability by applying the same instrument(s) to the same respondents two times to see if they gave the same responses and this was proved. In the FGDs, the same questions were asked to the same respondents after some time and the responses were the same which made the tools pass the reliability test.

3.7 Data Management and Processing

Data management refers to the organization, storage, preservation, and sharing of data collected and used in a research projects. Research data management deals with the organisation of data from its entry to the research cycle through to the dissemination and archiving of valuable results. Research data management aims to ensure reliable verification of results, and enables new and innovative research built on existing information (Whyte *et. al*, 2011).

The researcher collected all questionnaires that had been responded to including feedback data got from face to face interviews; the collected data (hard copy) was stored in a box file to ensure that it was safe. The data stored in the box file was then verified by the researcher to ensure completeness. The questionnaires were then entered into a computer package called Statistical Package for Social Scientists for

analysis; qualitative data was analysed through a process called theming. These were then saved on a folder that had been opened specifically for this research on the researcher's computer.

3.8 Data Processing and Analysis

Data processing is the collection and manipulation of data to produce meaningful information (Kothari, 2006). Data collected was sorted, checked for completeness and entered into SPSS (SPSS 16.0) for easy analysis. Qualitative data was analyzed using content analysis to develop themes that emerged from the findings while quantitative data was analyzed through SPSS that generated frequency tables and performed regression analysis to generate the relationship between professional development and teacher performance. Data that was collected through all methods was critically analyzed. Qualitative data which was collected through face to face interviews and Focus Group Discussions and documentary review was themed through 'Content Analysis. Quantitative data that was collected through SAQs was checked and entered in the computer system called SPSS from where frequency tables were generated and a regression analysis to find out the relationship between the dependent and independent variables.

3.9 Ethical Considerations

An introduction letter from Uganda Martyrs University was obtained for purposes of introduction to respondents in the field. The researcher respected anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided was purely for academic

purposes and that their identity would not be disclosed. This was highlighted in the introductory part of the questionnaire and during interview sessions. The respondents were also informed that they were free to participate or withdraw from the study. Lastly but not least, objectivity was considered during report writing to avoid bias.

3.10 Limitations and delimitations

The head teachers were hesitant as it was earlier on anticipated, they did not want any outsider to ask them and their teachers questions because such ‘outsiders’ later on go to report their school(s) at the district which results into unfair transfers. However, with the letter of introduction and an honest discussion with the head teachers and teachers, the situation was resolved and the necessary data was eventually obtained.

Many respondents said they were too busy to take part in the study which would potentially affect the collection of data and information. However, measures such as talking to them in a friendly way were used to make sure that the information was collected timely.

Logistics such as finances to facilitate the printing of data collection tools, movement in the field during data collection posed a big challenge. This was overcome through realistic expenditures and looking for the cheapest service providers for printing; instead of a car the researcher used a motor bike and at times walked to minimize costs.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.0 Introduction

This chapter provides a detailed data presentation, analysis and discussion of findings on the Professional development and Teacher Performance basing on the person demographics and objectives of the study which included provision of teacher professional development programmes to teachers, establishment of the key indicators of teacher performance, the relationship between teachers' professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district.

4.1 Demographic data of respondents

The background information of respondents was sought to be paramount because the ability of the respondents to give satisfactory information on the research variables relied on their background. The background information solicited data on the samples and this has been presented below categorized into; gender, education level, position held, age and length of service as a teacher in the district. Background of a person affects the way they behave or even the way they do things, the researcher felt this was important because it would potentially affect the outcome of the study.

4.1.1 Gender Characteristics of Respondents

The study examined and described the gender details of respondents in the study as presented in the table below: The researcher felt this was critical because it was necessary to establish the ratio of male to female teachers participating in Professional Development Programmes.

Table 4.0: Gender of Respondents (Teachers, H/Teachers, D/Head teachers, DOS)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	46	42.6	42.6	42.6
Female	62	57.4	57.4	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.0 above, there was a negligible gap between the two sexes and therefore this implied that all the sexes were well represented and henceforth this put the research in a better position to get the feedback of the male and female respondents regarding professional development and teacher performance. From the table 4.0 above, it was revealed that 46 respondents representing 42.6% were male and 62 respondents representing 57.4% were female. This depicts that more females are employed by MoES than male. The findings in this study therefore represent the views of the two sex groups about professional development and teacher performance in Bungokho Sub County, Mbale district. This was required for the research to elicit a balanced picture of the views of the respondents.

4.1.2 Education characteristics of respondents

Details about the education levels of respondents were obtained because the researcher felt that education level determines the interest of teachers to participate in professional development programmes; the results are revealed in table 4.1 below;

Table 1.1: Showing Level of education attained by respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Grade 3 Certificate	52	48.1	48.1	48.1
Diploma	51	47.2	47.2	95.4
Degree	4	3.7	3.7	99.1
Master's degree	1	.9	.9	100.0
Total	108	100.0	100.0	

Source: Primary Data

Table 4.1 above reveals the education level of the respondents, this was crucial in order to help the researcher analyze the level at which respondents would comprehend issues pertaining to professional development and teacher performance. The following results were obtained from the field survey. It was revealed that 52 respondents representing 48.1% held grade three (3) Certificates, 51 were diploma holders representing 47.2% and 4 had bachelor's degrees with a percentage of 3.7% while only 1 (0.9%) had a master's degree respectively.

There was a big discrepancy between the respondents who were at Master, Bachelors and Diploma as well as Certificate level. The data depicted a sample that was in a good position of analyzing the professional development and teacher performance in primary schools and hence gave the researcher appropriate information regarding the questions under investigation.

4.1.3 The positions held by respondents

The study sought and obtained details about the positions held by the respondents in the respective schools for purposes of understanding their role in the variables of study.

Details of the respondents and their positions are shown in table 4.2 below;

Table 4.2: Position held

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Classroom teacher	81	75.0	75.0	75.0
Director of studies	9	8.3	8.3	83.3
Deputy Head teacher	9	8.3	8.3	91.7
Head teacher	9	8.3	8.3	100.0
Total	108	100.0	100.0	

Source: Primary Data

It is evident in the table 4.2 above that majority of respondents in this study are classroom teachers (81) forming 75.0% of the total number of the study sample, followed by directors of studies (D.O.S), deputy head teachers and head teachers who each formed 8.3% respectively. From the above description, it is revealed that the majority of the respondents in this study were those supposed to directly benefit from professional development programmes for better improvement of their performance. Therefore, their responses are deemed to reflect what actually takes place in the area of study.

4.1.4 Age groups of the respondents

It was important for the researcher to know the age bracket of the respondents in order to assess the level of representation of the professional development and teacher performance. The study obtained details about the age groups of the respondents for

purposes of understanding their age which may possibly reflect the experience they possess in their respective positions which would affect or determine the responses in a way. Details of the findings are shown in table 4.3 below;

Table 4.3: Showing Age of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid between 18-34	32	29.6	29.6	29.6
between 35-44	44	40.7	40.7	70.4
between 45-54	29	26.9	26.9	97.2
Over 55	3	2.8	2.8	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the description in table 4.3 above, it is clearly evident that the majority of the respondents are in the age bracket of 35 - 44, followed by 18 - 34 then 45 - 54, and 55+ with percentages of 40.7%, 29.6% then 26.9% and 2.8% respectively. It can therefore be concluded that the majority of the respondents are in the productive age brackets of their life and expected to meet the targets of MoE by exhibiting high professional performance. Those above 55 years ought to mentor the young teachers in order to improve their professional skills in what is termed as peer to peer support.

4.1.5 Length of service

The study investigated the length in years served by the respondents in the profession and the findings are presented in the table below. Work experience of respondents is important; in this case it adds credibility to the findings because the researcher feels the longer the service the more reliable the response(s).

Table 4.4: Years of experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid between 0-3 years	13	12.0	12.0	12.0
between 4-6years	32	29.6	29.6	41.7
between 7-9 years	51	47.2	47.2	88.9
between 10-19 years	4	3.7	3.7	92.6
Over 20 years	8	7.4	7.4	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.4 above, it is shown that majority of respondents have worked with MoES for 7 – 9 years. The analysis reveals that 51 teachers (47.2%) have worked for 7 – 9 years, 32 teachers (29.6%) have worked for 4 – 6 years, 13 teachers (12.0%) have worked for 0-3 years, majority of these had qualified and been posted in less than 4 years ago, 8 teachers (7.4%) had worked for over 20 years and 4 teachers (3.7%) had worked for 10 – 19 years. This implies that majority of the respondents would have the right information regarding the variables under investigation because of the vast experience they possessed.

4.2 Teacher Professional development programmes in primary schools in Bungokho Sub County, Mbale district

The study set out to establish how the teachers viewed professional development among others under the core objective; “to find out how teacher professional development programmes are provided to teachers in Bungokho Sub County in Mbale district.”

4.2.1 Professional development is important to me as a teacher

The study sought to find out how teachers felt professional development was important to them, the researcher felt that the importance teachers attach to professional development will determine how much they participate. The findings are given in the table 4.5 following.

Table 4.5: Importance of professional development to a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	81	75.0	75.0	75.0
Agree	23	21.3	21.3	96.3
Disagree	4	3.7	3.7	100.0
Total	108	100.0	100.0	

Source: Primary Data

Professional development is one of the ways to measure the level of teacher performance and it was against such a background that the researcher examined the fact as to whether would professional development is important to the teacher performance and the results were as follows: 81respondents representing 75.0% strongly agreed, followed by 23 representing 21.3% respondents agreed, 4 respondents representing 3.7% respondents disagreed. There was a high inclination on the respondents who agreed and strongly agreed to this fact and this therefore meant that professional development is key to teachers' performance. There was a representation from the respondents who disagreed to this fact and these were perhaps not aware of how professional development could improve teacher performance in primary schools.

From content analysis of one on one interview with head teachers and their deputies, 100% of them agreed that professional development was important to teachers if their performance was to be enhanced. One of the head teachers intimated during face to face interview that professional development was more important to grade three (3) certificate teachers to enable them support students more effectively.

The above is in agreement with Armstrong, 2009; Feng, 2010 who said that teacher performance is the ability of teachers to deliver their set school targets in their professional work of teaching and learning. Nkuna (2004:5) also stresses that the competent teacher must be able to exercise effective discipline, must be able to establish positive relationship with the staff, pupils and parents; must have the ability towards innovation, be punctual at work and be trustworthy among others. To achieve these, the teachers are expected to have both managerial and professional skills for growth and development and these can be achieved if they do not stop attending in-service training programmes after initial teacher education and training.

4.2.2 Ever since I qualified and were posted as a teacher, I have attended at least 2 workshops / seminars by an NGO to improve on my skills

Teachers are given opportunity to attend workshops and seminars organized by education NGOs with intention of improving their skills. NGOs have been accepted as important development partners (CCT, 2016). This study sought to establish if any teachers have received professional development through such partnerships.

Table 4.6: Attendance to at least 2 workshops or seminars by an NGO

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	35	32.4	32.4	32.4
Agree	25	23.1	23.1	55.6
Not sure	9	8.3	8.3	63.9
Disagree	24	22.2	22.2	86.1
Strongly disagree	15	13.9	13.9	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.6 above, analysis shows that 35 respondents (32.4%) and 25 respondents (23.1%) strongly agreed and agreed respectively that they had attended at least 2 workshops / seminars organized by respective NGOs. Nonetheless, 24 respondents (22.2%) disagreed and 15 respondents (13.9%) strongly disagreed having attended any workshop / seminar by any NGO in the past 2 years of their service. 36.1% who have not attended is significant, it's therefore necessary that education NGOs try to involve all teachers in their training programmes instead of taking up only a section of them. From literature of this study, it's noted that sponsors of respective schools such as World Vision, Compassion International, and Child Fund among others have risen to the occasion and organized workshops for teachers.

Schools also invite Uganda National Examinations Board (UNEB) officers who give training to teachers on new examination trends and rules in specific subjects. This is to make sure that teachers impart updated knowledge to the students so that they can perform well in end of term examinations (DES, 2010).

4.2.3 Ever since I qualified and was posted, I have attended at least 2 workshops / seminars by MoE/DES to improve on my skills.

The ministry of education and sports is responsible for all teachers and mandated to ensure that all teachers perform to the highest standard (MoE, 2015). The study sought to establish if the MoES has involved the teachers in any professional development seminar/workshop in the previous 2 years because CPD is important to any teacher.

Table 4.7: Workshop attendance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	37	34.3	34.3	34.3
Agree	43	39.8	39.8	74.1
Not sure	5	4.6	4.6	78.7
Disagree	17	15.7	15.7	94.4
Strongly disagree	6	5.6	5.6	100.0
Total	108	100.0	100.0	

Source: Primary Data

The Directorate of Education Standards (DES) and Ministry of Education and Sports (MoES) in general realize the importance of teacher professional development which is evidenced in the seminars and workshops organized for teachers. From the table 4.7 above, it's clear that 34.3% and 39.8% strongly agreed and agreed respectively to the fact that MoES / DES have organized seminars and workshops for teachers as a way of continuous teacher professional development. Nonetheless, 15.7% of respondents disagreed and 5.6% strongly disagreed having attended these seminars / workshops in the past two years which poses a challenge. Again, 4.6% of the respondents were not sure if they have ever attended or not. From literature review of this study, Morgan (2010)

revealed that training provides knowledge and skills to improve and encourages better performance and output. If teachers are to have their performance enhanced, there is need for the MoES / DES to ensure that all teachers are included in their workshops and seminars for balanced growth.

4.2.4 I receive sufficient professional support from my head teacher and peers which has helped improve upon my skills as a teacher

The study sought to establish if the head teachers were actually doing their role of mentoring and supporting teachers to improve their professional performance (Richard, 1996). The study further wanted to find out if there is peer support in schools by teachers for enhanced professional performance.

Table 4.8: Head teacher’s support for teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	3.7	4.0	4.0
Agree	14	13.0	13.9	17.8
Not sure	3	2.8	3.0	20.8
Disagree	51	47.2	50.5	71.3
Strongly disagree	29	26.9	28.7	100.0
Total	101	93.5	100.0	
Missing System	7	6.5		
Total	108	100.0		

Source: Primary Data

From the table 4.8 above, only 4 respondents representing 4.0% strongly agreed that they received support from their head teacher as a way of helping them professionally and 14 respondents (13.9%) agreed to the same fact . Meanwhile, 3 respondents representing

3.0% were not sure if they had received any peer support or not. In contrast, 51 respondents representing 50.5% disagreed while 28.7% strongly disagreed and 7 respondents did not give feedback to this statement.

According to the New Vision of Jun 2, 2016 - Educationist John Chrysestom Muyingo said “the quality of teachers (at school) is greatly influenced by the head teacher because he is the planner. Richard (1996) in his research report confirms that the head teacher is supposed to design and plan staff development activities and programs, counsel teachers who are experiencing problems with classroom management/discipline, Identify training needs of staff, guide and train teachers and staff, regularly observe teachers' performance, including pre- and post-observation conferences and advise staff on training opportunities available.

From the table 4.8 above, analysis shows that 28.7% of respondents strongly disagreed to the statement that they receive support from the head teacher and 50.5% disagreed to this as well. This level of disagreement by respondents is quite significant and worth noting. From the problem statement of this research, it's elucidated that student performance has continuously been poor in the study area and this lack of head teacher support partly explains this phenomenon. From the face to face interviews with head teachers, 90% claimed that they are too busy and unable to give the necessary support to teachers.

4.2.5 I receive mentorship support from the CCT and or DES at least once every year

In a face to face interview with the CCT, it was found out that one of the CCT's roles is to offer professional support to head teachers and teachers to improve on their performance. This is in agreement with DES (2015) that emphasizes that CCTs should try

their best to offer support to all assigned schools. This study sought to establish if the teachers and head teachers have received the professional support from the CCT.

Table 4.9: Mentorship support from CCT or DES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	32.4	32.7	32.7
	Agree	42	38.9	39.3	72.0
	Not sure	3	2.8	2.8	74.8
	Disagree	17	15.7	15.9	90.7
	Strongly Disagree	10	9.3	9.3	100.0
	Total	107	99.1	100.0	
Missing	System	1	.9		
Total		108	100.0		

Source: Primary Data

In reference to the table 4.9 above, analysis indicates that 77 respondents representing 72.0% received support from the CCT in the area of study (32.7% strongly agreed and 39.3% agreed). The CCT works under the directorate of education standards in the ministry of education and sports. The teachers felt their professional skills were being enhanced through the CCT's programmes. Interview with 10 head teachers in the study area revealed that 80% of them have had an improvement in their skills because of the CCT's support. However, 2 head teachers from two private schools said they had never seen the CCT and had not received any support from him/her. The researcher understood that the CCT is only allocated government aided schools.

CCTs are outreach tutors responsible for providing continuous professional development (CPD) for head teachers and teaching staff in the primary schools linked with the

coordinating centers which act as their base (DES, 2014) as cited by Link Community Development (LCD), 2016. The head teachers, however, also said the support from the CCT was not enough because the teachers are many and the CCT has little time because they have to cover many schools and many teachers; there was need, according to head teachers for the MoES to either reduce the number of schools for each CCT or increase the number of CCTs per centre.

Referring back to the research problem, this phenomenon confirms the poor performance in many of the schools, there is still a 'professional skills gap'. Worth noting still, 17 respondents (15.9%) disagreed, they said that they had not received any mentorship or support from the CCT and 10 respondents (9.3%) strongly disagreed while 1 respondent did not give a response to this question. The researcher feels there is need for the CCT to comprehensively plan for all teachers in their area of coverage/centre. In triangulation with the qualitative data collected through face to face interviews with head teachers in the two private schools; the head teachers said they have never received CCT support and they did not even know them; their teachers had also not received any training or whichever support as far as they could recall.

4.2.6 I have had opportunity to attend training (including upgrading) to better my skills

Training and upgrading are some of the ways teachers acquire professional skills Ferguson (1991). This study sought to find out if teachers have had the opportunity to attend training and or upgrading to better their professional skills; responses were recorded as analyzed in table 4.10 below;

Table 4.10: Opportunity to attend training

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	36	33.3	33.6	33.6
Agree	42	38.9	39.3	72.9
Not sure	5	4.6	4.7	77.6
Disagree	19	17.6	17.8	95.3
Strongly disagree	5	4.6	4.7	100.0
Total	107	99.1	100.0	
Missing System	1	.9		
Total	108	100.0		

Source: Primary Data

From the table 4.10 above 72.9% of the respondents confirmed to have had some form of training (33.6% strongly agreed and 39.3% agreed to this); this concurs with the analysis in the ‘level of education’ table where the majority of respondents had acquired diplomas and some had degrees. The above is also in harmony with Ferguson (1991), who suggested that teacher training may play an important role in student academic achievement.

The above analysis is also in agreement with what is happening in America as stated by Darling-Hammond, (1997) who mentioned that in order to improve student achievement; more than twenty five states have enacted legislation to improve teacher development. This confirms that if student performance in the study area is to be improved then teacher professional development needs to be emphasized by all duty bearers.

Out of the 9 head teachers, 8 confirmed through one on one interview that at least 70% of their teachers had been given opportunity to attend training because of the inherent importance. Not overlooking the 19 respondents who disagreed and 5 who strongly disagreed representing 17.8% and 4.7% respectively of respondents who intimated that they have not had any opportunity of attending training, this was however confirmed from head teachers who said the few teachers who had not attended training were those who had recently been recruited or transferred to their stations and these were young teachers who would be given opportunity at some instant. 4.7% of the respondents were not sure if they had attended training or not, and 1 respondent (0.9%) did not respond to this question.

4.2.7 I am consulted on area of professional need by those sponsoring the training/workshop/seminar

It is true that teachers have professional development needs in their area of performance and many teachers desire to attend professional development activities; it was mentioned by Arinaitwe (2013) that teachers ought to be consulted whenever a professional development activity is being organized. There should be a needs assessment before the training and the teachers need to be consulted.

Table 4.11: Consultations made

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	6.5	6.5	6.5
Agree	11	10.2	10.2	16.7
Not sure	9	8.3	8.3	25.0
Disagree	43	39.8	39.8	64.8
Strongly disagree	38	35.2	35.2	100.0
Total	108	100.0	100.0	

Source: Primary Data

The results in the table 4.11 show that most of the respondents disagreed to the fact that they were consulted on areas of professional need. 43 respondents representing 39.8% disagreed and 38 respondents representing 35.2% strongly disagreed to the statement of being consulted. Nonetheless, 11 respondents representing 10.2% agreed, 9 respondents were not sure which represented 8.3% while 7 respondents representing 6.5% strongly agreed to the fact.

The results showed an overwhelming representation of the respondents who disagreed which implied that the consultation of teachers on the areas of professional need was minimal; this subsequently have a bearing on teacher performance.

The above is in consonance with what was said in the 20th Education and Sports Sector Review Workshop held in Kampala in October 2013 where by the chairman noted that there are several stakeholders of education who take the responsibility to implement teacher support. The identified stakeholders included line ministries, local governments,

parents and communities, Primary teachers colleges, head teachers and non-government organizations.

It is important that each of these stakeholders carries out the needs assessment with respect of teacher support so that teachers are able to appreciate their levancy of the support given to them. In majority of cases, teachers are not consulted when listing their needs and hence support given to them appears irrelevant (John Arinaitwe, 2013 – Principle, Bishop Stuart Core PTC and Chairman Principles Association of Uganda). The irrelevance of the training as mentioned above may partly explain why despite some workshops and training attended by teachers, their performance and student performance still remains low in the area of study. The recommendation given by the Chairman Principles Association of Uganda of carrying out a needs assessment on teachers is worth adopting if the trainings are to bring about any professional development of the teachers.

4.2.8 The support I receive to improve my professional skills is sufficient

The study sought to find out if the support they receive as teachers is sufficient to better their professional skills. The researcher felt that if teachers are confident that they have all the requisite professional skills, then their performance was likely to be higher.

Table 4.12: Sufficiency of skills received

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	1.9	1.9	1.9
Agree	20	18.5	18.5	20.4
Not sure	4	3.7	3.7	24.1
Disagree	45	41.7	41.7	65.7
Strongly disagree	37	34.3	34.3	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.12 above, analysis indicates that the majority of the teachers feel the support they receive to improve on their professional skills is not sufficient. This would definitely impact on teacher output as earlier noted in the literature. It's indicated that 41.7% of respondents disagreed and 34.3% strongly disagreed to the statement that the the support they receive to improve on their skills was sufficient, meaning that 76.0% of the respondents said the support they received was not sufficient; they felt the head teacher and MoES needed to do much more to support their skills development.

The above is in harmony with what 80% of the head teachers said during interview with them as a way of triangulation for reliability. As mentioned in the literature review about the importance of teacher professional development, the phenomenon above may partly explain why student performance in the area of study has continuously been low (DEO report, 2017). Nonetheless, 2 respondents (1.9%) strongly agreed that the professional support they receive is sufficient and 20 respondents (18.5%) agreed that the support is sufficient.

4.3 Indicators of teacher performance in primary schools

From the Journal of Africa Education Review (2010), a teacher's performance will be judged in terms of certain indicators / criterion. The descriptors are not all inclusive; there are many other aspects that can be used to measure a teacher's performance (Musset, 2016). This study looked at the key indicators and the findings are as below:

4.3.1 I am always motivated to give my best in teaching and I always try to make my pupils learn new skills applicable in real life (effectiveness)

The research also investigated the effectiveness of teachers and the findings are given the table 4.13 below;

Table 4.13: Showing Effectiveness of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	1.9	1.9	1.9
Agree	6	5.6	5.6	7.4
Not sure	2	1.9	1.9	9.3
Disagree	52	48.1	48.1	57.4
Strongly disagree	46	42.6	42.6	100.0
Total	108	100.0	100.0	

Source: Primary Data

From literature, according to Drucker (2006), a teacher is said to be effective when she gives her best in teaching and able to make her students learn or master the skills and turned them meaningful, relevant and applicable in real life situations. She is a teacher who reaches out to her pupils and can make a difference in their lives (ibid).

The findings according to the table 4.13 above reveal that 93 of the respondents representing 90.7% are not motivated to give their best (48.1% disagreed and 42.6% strongly disagreed to the statement); according to Drucker (2006), these teachers are not effective in their service delivery and according to the researcher this phenomenon directly impacts negatively on the teachers' output which again has a significant correlation to student performance.

From the table 4.13 above, 2 respondents (1.9%) strongly felt that they were motivated to give their best and 6 respondents representing (5.6%) agreed that they are motivated to give their best. 1.9% of the respondents were not sure of their effectiveness.

4.3.2 Regardless of my output in class, I always have all my preparations done and documented (efficiency)

A teacher may be effective but not efficient. It's critical for a teacher to be effective and efficient in their service delivery (Drucker, 2006). The research delved into finding out if teachers were efficient in what they do. From the relevant literature discussed in this study, the researcher concludes that a teacher with good professional skills should be both effective and efficient. About efficiency, the researcher found out what is portrayed in table 4.14 below:

Table 4.14: Showing Efficiency of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	35	32.4	32.4	32.4
Agree	62	57.4	57.4	89.8
Not sure	1	.9	.9	90.7
Disagree	9	8.3	8.3	99.1
Strongly disagree	1	.9	.9	100.0
Total	108	100.0	100.0	

Source: Primary Data

From table 4.14 above, 35 respondents representing 32.4% strongly agreed and a corresponding 57.4% agreed that regardless of their output in class they always have their preparation done and documented which according to Drucker (2006) is efficiency.

From the analysis therefore, it can be said that 89.8% of the respondents are efficient in their work. In consonance, furthermore, a teacher can exhibit efficiency in the manner she gets things done, how she manages her class and her time in getting things done (Drucker, 2006). A good example wherein a teacher can be called efficient is when she always comes to her class (and leave) on time, with well-prepared lesson plan, instructional materials, engaged time on task, and everything is organized regardless of output or result produced in the teaching-learning process (Drucker, 2006).

Only 9.2% (8.3% disagreed and 0.9% strongly disagreed) were not in agreement while 0.9% was not sure. Generally, efficiency and effectiveness in teaching are two different things. Efficiency means doing things right while effectiveness is doing the right things (Drucker, 2006).

4.3.3 I always plan my lesson(s) according to the prescribed curriculum and deliver the lesson accordingly

Lesson planning is important for a teacher as explained in Musset (2016); a teacher should plan the lesson in accordance with the curriculum and use the prescribed teaching and learning resources. This study sought to find out if teachers always do their lesson plans according to the prescribed curriculum;

Table 4.15: Lesson planning according to curriculum

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	38	35.2	35.2	35.2
Agree	61	56.5	56.5	91.7
Not sure	2	1.9	1.9	93.5
Disagree	4	3.7	3.7	97.2
Strongly disagree	3	2.8	2.8	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.15 above, 91.7% of respondents confirmed that they always plan their lessons according to the prescribed curriculum and also deliver the lesson accordingly (35.2% strongly agreed and 56.5% agreed to this fact). This concurs with Musset (2016) who asserts that a teacher should always follow the prescribed curriculum, use available materials and resources in delivering the lesson; he/she will choose activities relevant to the prescribed curriculum and use activities appropriate to student abilities. A professional teacher will always choose activities, materials, and resources appropriate for students with special needs and should always consider time available in planning (Musset, 2006). Nonetheless, 7 respondents (4 disagreed and 3 strongly disagreed)

representing 3.7% and 2.8% respectively were not in favor of the statement. Meanwhile, 2 respondents were not sure and this represents 1.9%. This calls for vigilance of the head teacher as a ‘monitor’ to ensure that all teachers are doing lesson plans in accordance to the curriculum.

4.3.4 My pupils always perform well (above average)

One of the indicators of teacher professional performance is the student/learner academic performance or achievement (Ngala, 1997), this study therefore sought to find out from teachers how their students’ performance is and this would partly aide the researcher to make conclusions and recommendations. The findings are given in the table 4.16 below;

Table 4.16: Showing pupil performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	11	10.2	10.2	10.2
Agree	35	32.4	32.4	42.6
Not sure	7	6.5	6.5	49.1
Disagree	41	38.0	38.0	87.0
Strongly disagree	14	13.0	13.0	100.0
Total	108	100.0	100.0	

Source: Primary Data

During face to face interview with the school head teachers (in the area of study), 90% of them confessed that the academic performance of pupils especially in PLE has not always been good over the years. This is in agreement with the findings in the table above where 55 respondents representing 51.0% said their pupils have not been performing well (38.0% disagreed and 13.0% strongly disagreed); 6.5% of the respondents were not sure of their pupils’ performance while 10.2% and 32.4% strongly agreed and agreed

respectively to the fact that their pupils have been performing well. From literature review of this study, it is assumed that a well-trained teacher will deliver the subject content professionally and effectively. This should be a reality by all manners of fairness though studies show that apart from the acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play a major part in determining the students' performance in examinations (Jackson & Davis, 2000).

For better grades to be attained in schools there is need for proper linkages amongst these factors (Paauwe, 2004). A trained teacher usually analyses these factors and incorporates them in the teaching practices. Several studies have concluded that pupils' academic achievement is one of the indicators of teacher performance (Ngala, 1997), other factors held constant; there exists a positive correlation between teacher training and student academic achievement in final examinations (Ngala, 1997).

4.3.5 All my planned lessons and activities are delivered/performed on time; I am always on time

This study sought to establish if teachers in the study area are good time managers as regards delivery of lessons to the learners. It draws from Darling-Hammond (1997) who said professional training programmes help the teacher manage their time well. The table 4.17 below illustrates the findings;

Table 4.17: Time management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	6	5.6	5.6	5.6
Agree	31	28.7	28.7	34.3
Not sure	7	6.5	6.5	40.7
Disagree	45	41.7	41.7	82.4
Strongly disagree	19	17.6	17.6	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.17 above 5.6% of the respondents strongly agreed that all their planned lessons/activities are delivered on time, 28.7% agreed to the same. Time management is critical in the teaching and learning process, this aligns with Darling-Hammond (1997) who established that more productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. Well managed time will lead to proper understanding by the students (NCTAF,1996).

A separate study done by Ngala and Odebero (2010) in primary schools majorly in Rift Valley province of Kenya indicated that some teachers have tight work schedule thus lack time to prepare for their teaching duties. From the analysis table above, 6.5% were not sure if they are good time managers while 45 respondents representing 41.7% disagreed and 19 respondents (17.6%) strongly disagreed, they felt there were some exceptions to this rule. In a separate face to face interview with head teachers and deputies, it was realized that sometimes teachers are unable to deliver their planned

lessons on time because of unavoidable circumstances such as education office interference, bad weather and sickness among others.

4.4 Relationship between teacher professional development and teacher performance

Teachers are the most important ingredients of quality education; although this is deeply ingrained in the policy debate, policy makers need to identify what goes into high-quality teaching in order to take action to improve policies, trainings and professional development programmes for teachers with the aim of improving the achievement of all learners (Hattie, 2009). The study sought to find out the relationship that exists between teacher professional development and teacher performance, below is the reflection of the respondents.

4.4.1 I have all necessary skills to enhance my professional performance

The researcher wanted to find out from respondents if the skills they have were sufficient for their professional performance; the findings are stipulated in the table 4.18 below:

Table 4.18: Necessary skills to enhance professional performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	2	1.9	1.9	1.9
Agree	12	11.1	11.1	13.0
Not sure	4	3.7	3.7	16.7
Disagree	62	57.4	57.4	74.1
Strongly disagree	28	25.9	25.9	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.18 above, Only 2 respondents strongly agreed (1.9%) and 12 respondents representing 11.1% agreed, they felt that they were well skilled. The head teachers confirmed this in a face to face interview that some teachers had all the requisite skills because of the many workshops and training attended. 90 respondents representing 83.3% felt they did not have all the necessary skills to enhance their professional performance and needed more support from the respective offices (57.4% disagreed and 25.9% strongly disagreed). Interview with the CCT on whether the teachers were well skilled revealed that there was still a gap especially with the recently graduated teachers and those who have been in the system for over 20 years. The head teachers also confirmed that there was still a skills gap, all this align with the above responses from those who filled the questionnaires. Nonetheless, 4 respondents representing 3.7% were not sure!

4.4.2 The skills I have acquired through professional development workshops, training, CCT mentoring, etc enable me to deliver content/curriculum effectively

The research sought to establish the impact of professional development workshops, training, CCT mentoring on delivery of content/curriculum. Professional development programmes such as training enhance teachers' skills in content delivery Gamoran (2006). The findings are elucidated below;

Table 4.19: Skills acquired through professional development workshops, training, CCT mentoring, and efficiency in content/curriculum delivery

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	11	10.2	10.2	10.2
Agree	35	32.4	32.4	42.6
Not sure	4	3.7	3.7	46.3
Disagree	30	27.8	27.8	74.1
Strongly disagree	28	25.9	25.9	100.0
Total	108	100.0	100.0	

Source: Primary Data

From table 4.19 above, 42.6% of the respondents' said that the skills they have acquired through professional development workshops, training, CCT mentoring have enabled them to deliver content/curriculum effectively. 4 respondents (3.7%) were not sure, 30 and 28 respondents representing 27.8% and 25.9% disagreed and strongly disagreed respectively to this statement; this means that they didn't feel they have enough skills to deliver content/curriculum effectively. A study by Gamoran (2006) in the University of Wisconsin in, indicated that teacher training enhanced student learning through its effects on teaching practices like content delivery. In addition, a study by Jackson and Davis (2000), on educating adolescents in New York, reported that teacher training improved teaching skills and knowledge thus enhancing their content delivery. Welsh (2010) and Gurskey (2003) maintain that teachers who are well trained are able to have a strong knowledge and understanding of the subject content they are teaching their learners. Such

teachers incorporate various teaching methods thus improving their content delivery in the classroom.

Proper use of resources in the teaching and learning process is strongly attributed to teacher professional development. Substantial evidence from research showed that changes in the textbooks and other resources make little difference if teachers do not know how to use them well (Darling-Hammond, 1997). The study continued to add that it is through continued teacher professional development that proper use of resources can be enhanced. In addition, Rowan (2002) found great significance of teacher training on the use of resources in teaching mathematics and reading in elementary school. Studies by Richardson (2003), Shulman (1987) and Sparks & Hirsch (1997) discovered that teacher professional development programmes provide teachers with opportunities for hands-on work and are integrated into the daily life of the school and have a positive influence on student achievement.

Despite the analysis in the table above, therefore, literature gives us a strong backing to plan and implement teacher professional development programmes.

4.4.3 I am able to make and use appropriate Teaching and Learning Resources because of the skills acquired through professional development workshops and training

The researcher investigated if the respondents are able to make and use appropriate teaching/learning resources using the professional skills gained through professional development initiatives they have undergone;

Table 4.20: Ability to make and use appropriate Teaching and Learning Resources

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	26	24.1	24.1	24.1
Not sure	2	1.9	1.9	25.9
Disagree	57	52.8	52.8	78.7
Strongly disagree	23	21.3	21.3	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.20 above, 26 respondents (24.1%) agreed that they are able to make and use appropriate teaching and learning resources because of the skills acquired through professional development workshops and training. 80 respondents (74.1%) were not in agreement; 52.8% disagreed while 21.3% strongly disagreed to the statement; only 1.9% of the respondents were not sure.

Literature review of this study reveals that proper use of resources in the teaching and learning process is strongly attributed to teacher professional development. Substantial evidence from research showed that changes in the text books and other resources make little difference if teachers do not know how to use them well (Darling-Hammond,1997). In addition, Rowan (2002) found great significance of teacher training on the use of resources in teaching mathematics and reading in elementary school .Greenwald, Hedges and Laine (1996) in their literature study on school resources, found significant effects of teacher training on the use of school resources.

4.4.4 I am a good time manager in all aspects because of the skills acquired through professional development initiatives.

The study also sought to find out the relationship between time management and professional development skills acquired by respondents. The findings are given in table 4.21 below;

Table 4.21: Professional development and time management

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	3	2.8	2.8	2.8
Agree	22	20.4	20.4	23.1
Not sure	4	3.7	3.7	26.9
Disagree	54	50.0	50.0	76.9
Strongly disagree	25	23.1	23.1	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.21above, 3 respondents representing 2.8% strongly felt that they are good time keepers because of the skills acquired through professional development initiatives and 22 respondents representing 20.4% agreed to this as well. Meanwhile, 54 respondents (50.0%) disagreed and 25 of them (23.1%) strongly disagreed to the statement about good time management due to skills acquired through professional development initiatives. 4 respondents (3.7%) were not sure.

Time management is critical in the teaching and learning process. Well managed time will lead to proper understanding by the students and will enable timely coverage of the syllabus (NCTAF,1996).Darling-Hammond (1997)established that more productive

teacher and professional development programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process.

4.4.5 I am well skilled as a teacher and this has enabled my learners to perform well

One of the aspects of this study was to find out learner performance in relation to professional skills of the teacher. Analysis of the responses is given in the table 4.22 below;

Table 4.22: Showing skills as a teacher

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	14	13.0	13.0	13.0
Not sure	8	7.4	7.4	20.4
Disagree	59	54.6	54.6	75.0
Strongly disagree	27	25.0	25.0	100.0
Total	108	100.0	100.0	

Source: Primary Data

From the table 4.22 above, 14 respondents (13.0%) agreed to the statement, 8 respondents were not sure (7.4%). 59 respondents (54.6%) did not agree to the statement that "I am well skilled as a teacher and this has enabled my learners to perform well" and 27 respondents (25.0%) strongly disagreed to the same.

According to the researcher, this speaks much about effectiveness of the teacher according to Drucker (2006) which directly has an impact on teacher professional performance and putting in mind that it has been mentioned in literature that student performance is a direct indicator of teacher performance. Respondents felt they was a professional skills gap that needed to be filled to enable them Several studies have

compared teacher professional development programs and pupils' academic achievement as one of the indicators of teacher performance .According to Ngala (1997),other factors held constant, there exists a positive correlation between teacher training and student academic achievement in final examinations .

In a separate study carried out by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces on staff development programs as it relate to teacher effectiveness, it was discovered that teachers in high performing schools took more interest in staff professional development programs compared to their colleagues in the average and low performing schools.

4.4.6 Being exposed to more professional development initiatives will enhance my professional performance as a teacher

The study also sought to find out the feelings' of the teacher about professional development and their professional development in general; if professional development would enhance their professional development. The findings are recorded in the table 4.23;

Table 4.23: Exposure to more professional development initiatives

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	36	33.3	33.3	33.3
Agree	55	50.9	50.9	84.3
Not sure	3	2.8	2.8	87.0
Disagree	5	4.6	4.6	91.7
Strongly disagree	9	8.3	8.3	100.0
Total	108	100.0	100.0	

Source: Primary Data

From table 4.23 above, 36 respondents representing 33.3% strongly agreed and 55 respondents representing 50.9% agreed. Therefore a total of 91 respondents representing 84.3% were in agreement that being exposed to more professional development initiatives will enhance their professional performance as teachers. This concurs with what the CCT and the head teachers said; those teachers especially the recently qualified need a lot of professional development programmes. 5 respondents representing 4.6% however were in disagreement, 9 respondents representing 8.3% strongly disagreed to the statement and 3 respondents representing 2.8% were not sure. This is partly in agreement with Jackson & Davis, (2000) who revealed that there're other factors to put into consideration that critically affect teacher performance such as environmental factors, economic factors among others.

Table 4.24: Showing Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.554 ^a	.306	.246	1.12797

a. Predictors: (Constant), Professional Development

The table 4.24 above reveals a model summary for regression between professional development and teacher performance and the following results were obtained: The value of R which measures the quality of prediction was 0.554; this meant that there was a moderate and positive effect between professional development and teacher performance.

R² obtained was 0.306, this meant that professional development and teacher performance in primary schools have a positive relationship; professional development for teachers improves a teacher's performance by 30.6%. As advanced by Jim Frost (2013), the closer R Square is to 1 the closer the relationship between the variables and a positive R square means a positive relationship. From the Model Summary table above, R Square is 0.306 (30.6%) which reveals a positive correlation between the variables. It can also be concluded that apart from professional development of teachers to enhance their performance, there're other factors that contribute 69.4% to or determine a teachers performance in school. This is in agreement with other studies which show that apart from the acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play a major part in determining the teachers' professional performance and consequently the students' performance in examinations (Jackson et al., 2000). For better grades to be attained in schools there is need for proper linkages amongst these factors (Paauwe, 2004).

Table 4.25: Showing ANOVA (Analysis of Variance)

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	51.700	8	6.463	5.079	.000 ^a
	Residual	117.052	92	1.272		
	Total	168.752	100			

a. Predictors: (Constant): Professional Development

b. Dependent Variable: Teacher Performance

From the ANOVA table 4.25 above, the Sig. value is 0.000. This value is less than 0.05 and therefore, we can conclude that there is a statistically significant relationship between professional development and teacher performance. Professional development significantly impacts on teacher performance.

CHAPTER FIVE

SUMMARY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the findings, conclusion and recommendation on the impact of professional development on teacher performance in primary schools in Bungokho Sub County, Mbale district. It summarizes the findings of the effect of professional development and teacher performance in primary schools in Bungokho Sub County, Mbale district.

5.1 Summary findings

This part presents the summarized results and interpretation (findings) based on the study objectives as established at the beginning of the study:

Teachers recognize the importance of professional development programmes in enhancing their professional performance and over 80% want these TPD programmes planned to involve all teachers. The study found out that teacher professional development programmes do exist in the study area and some teachers have so far attended at least two but some teachers had not attended any professional development / initiative by either MoES or NGO or any other partner.

It was also discovered that those who provide the teacher professional development programmes never consult or never carry out a needs assessment involving the concerned teachers themselves which has rendered some initiatives irrelevant. The study further found out that head teachers are not fully performing their role of staff professional development as emphasized by Richard (1996), most head teachers confessed being busy

with other administration work. Many schools did not emphasize peer support. There was a statistically significant effect of professional development on teacher performance in primary schools in Bungokho Sub County, Mbale district.

The study elucidated much on teacher performance and looked at indicators thereof. The study discovered that the key indicators of teacher performance include; efficiency and effectiveness, academic achievement of the children, timely content/syllabus delivery, time management and effective use of teaching and learning materials. It was discovered that many teachers were efficient but those who were effective were few and yet the former was very critical and reflects how the teacher is performing because it's where the students' performance is viewed. The study found out that the low level of effectiveness of teachers in the study area has greatly contributed to the poor performance of learners in terminal exams especially PLE. The study further discovered that there are other factors that determine teacher professional performance other than teacher professional development, such factors include: environmental, economic and socio-cultural factors among others.

The study found out that there is a positive correlation between teacher professional development and teacher performance. Analysis revealed that the independent variable explains the dependent by 23.2% (R^2) meaning that teacher professional development improves a teacher's professional performance by 23.2% which is quite significant. It also meant that there are other factors that determine teacher professional performance other than TPD initiatives. The study earlier on found out that teachers who have attended teacher professional development programmes were more effective and

efficient, they were better time managers, and they deliver the lesson in time and in accordance to the prescribed curriculum. These teachers also achieve high performance for their learners in terminal exams including PLE.

5.2 Conclusions

From the discussion therefore, the study concluded that teacher professional development in general influences teacher performance as mean square of the residual stood at 0.554 and the R^2 stood at 0.306. The study concluded that teachers' professional development played a significant influence on teachers' professional performance. And as well, the study concluded that besides teacher professional development programmes, there are other factors that determine a teacher's professional development such as environmental factors and other motivation factors.

5.3 Recommendations

The study found that professional development for teachers influences their performance; as a result of this there search study recommends that teacher training should not just stop at university or college levels. The short training courses like workshops, seminars and in service training are very necessary and should be encouraged.

The study recommends that the Ministry of Education and Sports (MoES) through the Directorate of Education Standards (DES) organizes more regular teacher professional development programmes and ensure that all teachers benefit; that teachers be given equal opportunity. The opportunity of upgrading is encouraged for all teachers to ensure that their skills are upgraded and improved. The DES also needs to review the number of

schools per CCT, interview with CCT revealed that his office was overwhelmed by the number of schools and teachers who needed the support; the office has become inefficient because of this challenge. The DES can consider reducing the number of schools per CCT or recruit more CCTs to support the teachers.

It's hereby recommended that a thorough needs assessment always be carried out involving all intended beneficiaries such that the training can address the 'real' professional development gaps. Short of this, the training / TPD programme may be rendered irrelevant and hence of no impact. It's also hereby recommended that the CCT creates more time for each teacher in each of the schools in the study area. It was realized that some teachers never benefit from the CCT mentorship programmes for some reasons.

The head teachers need to 'wake up' to the fact that they are teacher mentors and they have a role of professionally supporting the teachers in their skills to enhance their performance. Head teachers are charged with the responsibility of staff development. Peer support at each school should be initiated where it is non-existent and be encouraged to ensure that there is teacher to teacher support in each school.

The study further recommends that studies on other factors which may influence teacher professional performance other than TPD should be studied. These should include; socio-economic, cultural and environmental factors as well as motivation for both the students and teachers.

5.4 Suggestions for further research

This research suggests the following areas for further research:-

- 5.4.1 An Assessment of the factors affecting teacher performance in primary schools
- 5.4.2 Effectiveness of motivation on teacher performance in primary schools
- 5.4.3 Effectiveness of teacher performance on the academic achievement of pupils

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APPENDICES

APPENDIX I: Self-Administered Questionnaire (SAQ)

MED RESEARCH PROJECT

Dear Respondent,

RE: REQUEST TO COMPLETE THE QUESTIONNAIRE

I am currently carrying out a study for the purpose of writing a dissertation as a requirement for the award of a Master of Education degree of Uganda Martyrs University. The topic of study is “Professional Development and Teacher Performance in Primary Schools; a case study of Bungokho sub county, Mbale district.

I have specifically selected you to participate in this study because of the significant role you play in the school given your position. The information you provide will only be used for academic purposes and will be treated with utmost confidentiality.

Thank you.

Agnes Kakai

Researcher

SECTION A: BACKGROUND INFORMATION

Please tick (✓) where appropriate

1). Gender

1) Male

2) Female

2). Level of education

1) Grade 3 Certificate

2) Diploma

3) Degree

4) Master Degree

5)
Others

3). Position held

- 1) Classroom teacher 2) DOS 3) Deputy H/T 4) Head Teacher

4). Age Range

- 1) 18 – 34 2) 35 – 44 3) 45 – 54 4) 55 +

5. Years of experience / Number of years Worked as a professional teacher

- 1) 0-3 2) 4- 6 3) 7-9 4) 10 – 19 5) 20+

SECTIONS B TO D

For each of the section B to D, you are provided with a five (5) point Likert scale ranging from strongly agree (1) to strongly disagree (5) and in between there is agree (2), not sure (3) and disagree (4) to be used for ranking the following statements.

SECTION B: To find out how teacher professional development programmes are provided to teachers in Bungokho Sub County in Mbale district.

No.	Question	1	2	3	4	5
1	Professional development is important to me as a teacher					
2	Ever since I qualified and were posted as a teacher, I have attended at least 2 workshops / seminars by an NGO to improve on my skills					
3	Ever since I qualified and were posted as a teacher, I have attended at least 2 workshops / seminars by MoE/DES to improve on my skills					
4	I receive sufficient professional support from my head teacher and peers which has helped improve on my skills as a teacher					
6	I receive mentorship support from the CCT and or DES at least once every year					
7	I have had opportunity to attend training (including upgrading) to better my skills					

8	I am consulted on area of professional need by those sponsoring the training/workshop/seminar					
9	The support I receive to improve on my professional skills is sufficient					

SECTION C: To establish the key indicators of teacher performance in primary schools in Bungokho Sub County – Mbale district

No.	Question	1	2	3	4	5
1.	I am always motivated to give my best in teaching and I always try to make my pupils learn new skills applicable in real life (effectiveness)					
2	Regardless of my output in class, I always have all my preparations done and documented (efficiency)					
3.	I always plan my lesson(s) according to the prescribed curriculum and deliver the lesson accordingly					
4.	My pupils always perform well (above average)					
5.	All my planned lessons and activities are delivered/performed on time; I am always on time					

SECTION D: To establish the Relationship between teachers' professional development and teacher performance in primary schools in Bungokho Sub County – Mbale district

No.	Question	1	2	3	4	5
2	I have all necessary skills to enhance my professional performance					
3	The skills I have acquired through professional development workshops, training, CCT mentoring, etc enable me to deliver content/curriculum effectively					
4	I am able to make appropriate Teaching and Learning Resources because of the skills acquired through professional development workshops and training					
5	I am a good time manager in all aspects because of the skills acquired through professional development initiatives.					
6	I am well skilled as a teacher and this has enabled my learners to perform excellently					
7	Being exposed to more professional development initiatives will enhance my professional performance as a teacher					

Thank you so much

Appendix II: Interview Guide for Head teachers

THE FOLLOWING ITEMS WERE USED IN THE FACE TO FACE INTERVIEWS WITH HEADTEACHERS OF THE SELECTED PRIMARY SCHOOLS IN BUNGOKHO SUB-COUNTY.

1. Teacher professional development is very important. How frequent have your teachers attended teacher professional development programmes?
2. In your opinion, do you think that their attending the teacher professional development programmes has been beneficial to the teachers? Please explain.
3. Are teachers consulted on their knowledge/skills gaps by those conducting/planning the TPD programmes?
4. Is there any feedback mechanism embedded in the teacher professional development programmes? Please explain.
5. What would you say about the effect of the teacher professional programmes on teacher performance? Please explain.
6. What is the effect of teacher professional development on teachers' knowledge of subject content taught in the primary schools? Please explain.
7. What is the effect of teacher professional development on teachers' ability to unpack subject content in ways children can understand? Please explain.
8. Would you confidently recommend that all teachers in the field should constantly undergo teacher professional development? Please explain why.

Thank you for participating in this study

END

Appendix III: Interview Guide for CCT

THE FOLLOWING ITEMS WILL BE USED IN THE FACE TO FACE INTERVIEW WITH THE CENTRE COORDINATING TUTOR (CCT)

1. What is your general comment on teacher professional performance in Bungokho Sub County, Mbale district?
2. Briefly, what is your role as a CCT?
3. Do you feel you are doing enough to support the head teachers and teachers? are there any encumbrances?
4. What do you think should be done such that teachers are supported more to enhance their professional skills.

Thank you for participating in this study

END