**IN SERVICE TRAINING AND TEACHER PERFORMANCE IN SELECTED   
GOVERNMENT-AIDED SECONDARY SCHOOLS   
IN MUBENDE DISTRICT.**

**BY:**

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**16/MHEMA/00/KLA/WKD/0021**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF LEADERSHIP AND   
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS   
FOR THE AWARD OF A MASTERS DEGREE IN HIGHER   
EDUCATION MANAGEMENT AND ADMINISTRATION   
OF UGANDA MANAGEMENT INSTITUTE.**

**FEBRUARY, 2019**

# DECLARATION

I, Paul Ssendagire, declare that this dissertation is the result of my own work and has not been submitted for any other degree at Uganda Management Institute or any other institution.

**Signed …………………………………..** Date: **…………/………/…………..**

Paul Ssendagire

# APPROVAL

This dissertation has been submitted for examination with our approval as supervisors.

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Ms. Juliet Atwebembeire

# DEDICATION

I dedicate this piece of work to my precious mother Ms. Nalwoga Petranila.

# ACKNOWLEDGEMENT

Special thanks go to Enabel especially the SDHR team for all the facilitation and support towards my success at Masters’ level.

I am greatly indebted to my supervisors Dr. Paul Malunda and Ms. Juliet Atwebembeire for their selfless support during the entire period of this research project.

I would also like to acknowledge with gratitude the encouragement and inspiration from Dr. Maria Barifaijo, Dr. Florence Bakibinga SSajjabi (Mrs), the Principal of NTC Mubende Mr. Kateregga Francis and everyone who supported me in my academic journey.

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# LIST OF ABREVIATIONS/ACRONYMS

C-TEP Certificate of Proficiency in Teacher Education

C-TEP Certificate of Proficiency in Teaching

ICT Information and communication Technology

MoES Ministry of Education and Sports

SESEMAT Secondary Science and Mathematics Teachers’ programme

TDMS Teacher Development and Managing Systems

UCE Uganda Certificate of Education

UNEB Uganda National Examination Board

# ABSTRACT

The purpose of the study was to investigate the relationship between in-service training and teacher performance in selected Government-aided secondary schools in Mubende District. The study adopted a Descriptive survey design which facilitated collection of both qualitative and quantitative data. The sample size for data collection was 76 participants. These included 70 teachers from the selected Government-aided secondary schools in Mubende District, 4 Head teachers, 1 District Education Officer and 1 inspector of schools. Data was collected using questionnaires, interview and documentary review. Questionnaires were administered to 70 teachers in selected government-aided secondary schools in Mubende District following the simple random sampling technique though only 66 questionnaires were received back. Purposive sampling was used in the case of Head teachers, District Education officer and Inspector of schools. Collected data was analyzed in terms of descriptive statistics and presented in tables, simple summaries, frequencies and percentages. Statistical Package for Social Sciences (SPSS) was used to run Pearson correlation coefficient (r), Regression and ANOVA tests. Results from the study indicated a significant positive relationship between in-service training and teacher performance. The study recommended that to ensure that all serving teachers receive regular in-service training, the ministry of Education should design and implement an in-service training program for secondary teachers that target both science and arts subject teachers if quality teacher performance is to be realized and maintained.

Key words: In-service training; Teacher performance.

# CHAPTER ONE

# INTRODUCTION

## 1.1 Introduction

In any education system, teachers play a pivotal role of implementing the curriculum (Alsubaie, 2016). The quality of teacher performance, therefore, impacts directly on the quality of education in the country. Failure to address some of the issues surrounding the performance of teachers can yield poor teacher performance and waning quality of education. Whereas several factors may account for the quality of teacher performance, this study seeks to establish the relationship between in-service training and teacher performance in Government-aided secondary schools in Mubende District. “In-service training” is the “independent variable” yet “Teacher Performance” is the “dependent variable”.

This chapter covers the background which includes the historical, theoretical, conceptual and contextual perspectives upon which the study is anchored, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypotheses, scope of the study, the significance, justification and definitions of operational terms and concepts.

## 1.2 Background

The background to this study is divided into four perspectives. The Historical perspective illuminates the understanding of the variables in light of earliest stages and subsequent development, (Lawrence, 1984); theoretical highlights the theory that underpins the study; the conceptual perspective details out the meanings of employed concepts/terms and the contextual background which deals with real research concern.

### 1.2.1 Historical Background

Aguti (2003) noted that In-service training programs, which targeted practicing teachers in Uganda, prevailed since 1990 at Makerere university’s Department of Distance Education and later seen in other institutions like Kyambogo University.

In 1994, The Teacher Development and Managing system (TDMS), a distinct teacher in-service training package was launched, (ward, Penny and Read, 2006). However, this program focused on untrained, poorly trained and initially well trained but now “deteriorated” primary teachers, (Ward, et al, 2006). Secondary teachers were not beneficiaries to this program. More so, even Primary Teacher Development and Management Plan (PTMP) which succeeded TDMS concentrated on provision of in-service training to primary school teachers again leaving out secondary school teachers.

However, The Secondary Science and Mathematics teachers training programme (SESEMAT), introduced in 2005 as noted by Komakech and Osuu (2014) is a form of in-service training specifically directed to secondary school science teachers in the country including science teachers in Mubende district. Teachers in the region of humanities are left out in this arrangement. Other in-service trainings that are designed for teachers include Certificate of proficiency in teaching (C-TEP) and Certificate of proficiency in Teacher Education (C-PT). A study conducted by Malunda, (2017) revealed that there were no operational institutionalized systems for continuous professional development to cater for all secondary school teachers in Uganda.

Realizing institutional goals depends on the ability of workers to perform their duties, (Njoki, 2015). However, records show that performance of teachers in Mubende District has generally been poor for a number of years as reflected by indicators like students’ achievement in national examinations, among other factors. For instance, Kayiwa (2011) noted that in 2008, only 4% of the candidates in Mubende District got Division 1 in UCE examinations yet 2010 UCE results reflect that only 2.8% of the candidates in the whole district got Division 1.

More so, in his study, Ssempugga (2014) cited gaps in teacher’s execution of their duties in government-aided secondary schools in Mubende District. Such performance greatly suffocates academic progress of these schools. The scores of students in UCE examinations from 2014 to 2017 also continue to reflect performance of teachers Mubende district is still weak. No wonder, Honorable Simeo Nsubuga as quoted by Nabbaale (2018) maintained that civil servants in Mubende are lazy. The persistent weak teacher performance in Mubende district calls for a study towards establishing the causes of the performance gaps.

### 1.2.2 Theoretical perspective

This study will be underpinned by Taylor’s “theory of scientific management”.

Frederick Winslow Taylor published the scientific management theory in 1911.The scientific management theory examines and synthesizes work flows with a general motive of improving economic efficiency, especially labor productivity, (Shubhra et al, 2016). Artman (2014) notes that scientific management approaches call for optimizing the way tasks are performed, and for simplifying the jobs so that workers could be trained to perform their specific sequence of motions. According to Turan (2015), the key principles of Taylor’s theory of scientific management include; Developing a science for each component of man’s work: scientific selection and training of workers; Cooperation with workers to ensure that all work is done according to the principles of the developed science and Equal division of work between managers and workers so that managers do the planning and workers accomplish the planned work.

This study concentrates on two main variables; In-service training and teacher performance. These are also key issues in Taylor’s theory of scientific management. As noted prior, Taylor’s theory stresses Training of workers (in-service training) as a move geared towards optimizing workers’ performance. The scientific management theory further stresses the need to monitor workers’ actual performance and also comparing it with set standards. The terms of reference issued to teachers, teachers’ code of conduct, the national curriculum, among other documents comprise elements that stipulate teacher performance standards and at the district and school levels, there are monitoring units set to monitor teachers’ performance. Taylor’s theory of scientific management is, therefore, pivotal in shaping this study about in-service Training and Teacher performance in selected government-aided secondary schools in Mubende District.

### 1.2.3 Conceptual Background

The key concepts in this study include “In-service Training” and “Teacher performance”. In-service training is the independent variable in this study. Locke (1984) as quoted by Bayrakcı (2009) defines In-service training in the education sector as a practice used to carry on the teachers’ education once they have received qualifications in teaching and are hired in a professional position. Nassaazi (2013) states that the main drive of in-service training is to attain knowledge, skills and attitudes towards work related tasks. Training can either be on-the-job or off-the-job. While on-the –job training is conducted at the workstation itself, off-the-job training is delivered away from the work environment, (Surbhi, 2015). In this study, in service training will be examined in the dimensions of induction, mentoring and Training workshops. Stoner (1995) as cited by Kunene (2009), defines Induction as a program that offers new workers with the information required to function comfortably and efficiently in the institution. In this study, Induction will be considered as a training in which new teachers are given information to enable them function effectively in the new school environment. Its intention is to gain workers’ commitment, reduce anxiety, help new workers understand the institution’s expectations and know what to expect from the job and the institution, (Njoki, 2015). Yet Ofobruku and Abomeh, (2015), while citing Kram, (1985) viewed “mentoring” as a personal development relationship in which a more skillful or more knowledgeable person helps less experienced ones. All teachers, new and veteran, need mentoring to keep their knowledge and skills alive.

“Training workshops” are short hands on trainings provided to serving teachers with the intention of updating their skills, knowledge and attitudes for better performance. They are frequently used as a way of improving professional skills and learning about new developments in the field, (community toolbox, 2018).

Armstrong and Taylor (2014) define “performance” as a behavior that achieves results. Sonnentag, Volmer and Spychala (2008), stated that performance has the behavioral and outcome aspects. Whereas the behavioral aspect focuses on what people do while at work, (Campbell, 1990 as quoted by Sonnentag, et al, 2008), the outcome aspect is oriented towards the results of the behavior of an individual. Task performance involves meeting the requirements specified under the agreement between the boss and worker, (Sonnentag, et al, 2008). Teacher performance can therefore be looked at as the teacher’s level of success in achieving the expected standards of service. In this study, teacher performance in government-aided schools will be examined basing on regularity at work, punctuality, scheming, lesson planning, teaching methods used, responsiveness to the use of ICT in class, evaluation of students’ according to standards, use of teaching aids, attending staff meetings , syllabus coverage and learners’ academic achievements.

### 1.2.4 Contextual perspective

This study will be conducted in Mubende District found in the central region of Uganda. The performance of teachers especially in government-aided secondary schools like Kasambya parents school, Butoloogo seed secondary school, Kiyuni and Kitenga secondary schools in Mubende District is in a sorry state as revealed by students’ consistent poor performance in UCE exams, (Kayiwa, 2011); teacher word spelling challenges, (Ddamba, 2015); persistent use of teacher centered teaching methodologies, inadequate lesson preparations, teacher absenteeism and low capacity of teacher’s knowledge and skills, (Kimazi & Ssebuufu, n.d). In the UCE exams published by Namubiru (2017), government-aided secondary schools in Mubende District like Butoloogo seed secondary school, Kiyuni and Kasambya parents, secondary schools hardly registered a single candidate in Division 1 from 2014 to 2016 yet Kitenga secondary school had only one candidate in Division 1 in 2015 out of the 102 candidates. Since students’ performance is one of the key indicators of teacher performance, it becomes crystal clear that there are enormous gaps in teacher performance in government-aided secondary schools in Mubende district- raising concerns of a number of stakeholders including parents, District Education officials, District members of parliament and the researcher in particular. May be these teachers have no opportunities for in-service training to accentuate their performance. Yet, such mood of teacher performance acts as an inspiration for the researcher to conduct a research geared towards establishing the connection between in-service training and teacher performance in government-aided secondary schools in Mubende District.

## 1.3 Statement of the problem

There is a growing concern about the performance of teachers especially in Government-aided secondary schools in Uganda. In several reports and studies, including Kayiwa (2011); Ssekika (2012); Tumwebaze (2012); Ahimbisibwe (2015); Akwei (2017) and Lule (2017), teachers have been accused of inferior performance at their work place. In fact, teacher inferior performance is reflected in form of students’ under achievement in UNEB exams, inadequate lesson preparations, teacher absenteeism, inability to assess learners’ work according to standards, failure to complete the syllabus in time, use of teacher centered delivery methods, inability to integrate ICT in the teaching, among other indicators. Ssekika, (2012) affirms that there are extensive gaps in the performance of teachers especially in government-aided secondary schools in the country. Ahimbisibwe (2018) also reported that the bulk of failed students in the UCE 2017 exams were from USE schools further justifying that performance of teachers in a number of government- aided secondary schools in the country has issues.

In Mubende District, consistent poor performance of students in UNEB exams (Kayiwa, 2011), teacher absenteeism and low capacity of teachers’ knowledge and skills (Kimazi and Ssebuufu, n.d) are among the key indicators of the poor quality of teacher performance. Analysis of UNEB results reported by The observer (2018) and Namubiru (2017) clearly indicate consistent poor performance in UCE Exams by a number of government aided secondary schools in Mubende District from 2011 to 2017. Schools like Kasambya parents’ school; Butoloogo seed secondary school, Kiyuni Secondary school and Kitenga secondary school (which constitute the case of this study) are among the most affected. This further evidences inferior teacher performance in these schools despite efforts like introduction of class attendance records, arrival books, deadlines, salary increments (especially for science teachers)- all geared towards addressing teacher performance issues. If the enormous gaps in the performance of teachers in Government-aided secondary schools are not given due attention, the education standards in the country will continue to weaken and the quality of output from the school system will consistently remain poor.

Whereas there could be other causes for poor teacher performance, lack of exposure to in-service training may be the main factor propelling persistence of poor performance by teachers in government-aided secondary schools in Mubende district.

Therefore, the above impression informs the need to investigate the relationship between in-service training and teacher performance in selected Government-aided secondary schools in Mubende District.

## 1.4 Purpose of the study

The purpose of this study was to investigate the relationship between in-service training and teacher performance in selected Government-aided secondary schools in Mubende District.

## 1.5 Objectives of the study

The objectives of the study were:

1. To establish the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District.
2. To find out the relationship between mentoring and teacher performance in selected government aided secondary schools in Mubende District.
3. To determine the relationship between training workshops and teacher performance in selected government secondary schools in Mubende District.

## 1.6 Research questions

(i) What is the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District?

(ii) What is the relationship between mentoring and teacher performance in selected government aided secondary schools in Mubende District?

(iii) What is the relationship between training workshops and teacher performance in selected government aided secondary schools in Mubende District?

## 1.7 Research hypotheses

The hypotheses of the study were:

1. There is a significant positive relationship between induction and teacher performance.
2. There is a significant positive relationship between mentoring and teacher performance.
3. There is a significant positive relationship between training workshops and teacher performance.

## 1.8 Conceptual Framework.

**INDEPENDENT VARIABLE DEPENDENT VARIABLE**

**IN-SERVICE TRAINING TEACHER PERFORMANCE**

|  |  |  |
| --- | --- | --- |
| **INDUCTION**   * Administrator support * New teacher seminars * Common planning times.   **MENTORING**   * Institutionalization of the Mentoring program * One to one mentoring * Group mentoring   **TRAINING WORKSHOPS**   * School based workshops. * Off campus workshops * Frequency of workshops. |  | * Regularity at work * Punctuality at work * Scheming * Lesson planning * Teaching methods used. * Responsiveness to the use of ICT in class. * Evaluation of students’ learning according to standards. * Use of teaching aids. * Attending staff meetings * Syllabus coverage * Learners’ academic achievements. * Keeping Records of learners’ performance. |

**Source:** *Literature Review*

**Figure 1. 1: Conceptual Framework showing how the variables have been operationalized and their relationship in this study**.

In the conceptual framework above, In-service training is the independent variable. In-service training is broken down into Induction, Mentoring and Training workshops. Induction is seen in terms of administrative support, new teacher seminars and common planning times. Mentoring has been broken down into institutionalization of the mentoring program, one to one and group mentoring. While Training workshops have been broken down into school based workshops, off campus workshops and Frequency of workshops. It is conceived that provision of in-service training in form of induction, mentoring and Training workshops positively impacts on the performance of teachers yet the lack of it can yield negative consequences.

## 1.9 Justification

It is noted in Saber country report (2012) that high performing education systems like Japan devote as much as 30% of school time to professional development and instructional improvement activities. Such a move exposes the value these systems attach to in-service training as a vehicle that engineers great performance. Such revelations, coupled with the level of teacher performance in government secondary schools in Mubende District made the researcher feel the insistence to investigate the extent to which in-service training explains the variations in the performance of teachers in government-aided secondary schools in Mubende district.

More so, where as a number of studies including Wong (2004), Shakoor (2013), Asiyai (2016), Nghaamwa (2017), among others, have been conducted to investigate the relationship between in-service training and performance of teachers, there was no empirical proof that research has been done on in-service training and teacher performance in government-aided secondary schools in Mubende district. The consistent poor teacher performance noted in a number of government-aided secondary schools in Mubende District prompted the researcher to undertake this study with a motive of establishing appropriate remedies.

## 1.10 Significance of the study

The findings, conclusions and recommendations of this study may enable policy makers and school administrators realize the extent to which in-service training explains variations in the performance of teachers. This may help them gain the appetite of developing policies and staff development programs geared towards empowering teachers in order to overcome performance gaps.

More so, policy makers at national and school levels may use the findings of this study to consider allocation of more funds to staff development programs in schools with a motive of enhancing the performance of the entire education system in the country.

Added to the above, this piece of work can benefit even organizations in fields other than education. The findings, conclusions and recommendations of this study can inspire such organizations to consider amplifying their staff development programs.

Yet, it is obvious that this study will add to the global knowledge about in-service training and teacher performance and future researchers may use it as a literature source.

## 1.11 Scope

### 1.11.1 Content scope

In terms of content scope, this study sought to establish the relationship between in-service training and teacher performance in government-aided secondary schools. The study target group included head teachers, secondary school teachers, District Inspector of schools and a District Education Officer. These were seen as key persons in this study with the ability of articulating issues pertinent to the topic in question.

### 1.11.2 Geographical scope

Geographically, the research was conducted in Mubende District. Mubende District is found in the central region of Uganda bordering Gomba, Kassanda, Kiboga, Kyegegwa, Sembabule, Kakumiro and Kibale Districts. Proximity to the researcher and consistent poor performance of the majority of regional students in UNEB examinations have been major standpoints in shaping the researcher’s focus. More so, due to resource constraints, this study was limited to four (4) government-aided secondary schools in Mubende district. The schools included; Kasambya parents school in Kasambya sub-county; Butoloogo seed secondary school in Butoloogo sub-county; Kiyuni secondary school in Kiyuni Sub County and Kitenga secondary school in Kitenga sub-county in Mubende District.

### 1.11.3 Time scope

The study was limited to a period ranging from 2015 to 2017.The researcher envisioned that participants would have a good memory of events about the research variables that transpired during this period.

## 1.12 Definition of Terms

**Induction:** Induction is a process in which new teachers are given support to enable them function effectively in the new school environment.

**In-service training:** In-service training is a process used to continue the teachers’ education once they have received their certification in teaching and are employed in a professional position.

**Mentoring:** A personal development relationship in which a more experienced or more knowledgeable teacher helps less skilled ones.

**Performance:** A behavior that achieves results.

**Secondary school teacher:** A trained person who helps secondary school students to acquire skills, competences and values.

**Training workshops:** These are short hands on trainings provided to serving teachers with the intention of updating their skills, knowledge and attitudes for better performance

**Training:** The action of teaching a person a particular skill or behavior.

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1 Introduction

This chapter contains a review of literature related to In-service training and Teacher performance. The sources of literature used include Books, Journals, Newspapers, corporate reports, Theses/Dissertations, online sources/ internet, among others. The aim of the literature review is to help the researcher gain useful insights into the prior studies related to the study variables in order to identify gaps to be addressed.

The sections covered in this chapter include; Theoretical Review, Induction and teacher performance; mentoring and teacher performance; Training workshops and teacher performance; summary of Literature.

## 2.2 Theoretical review

This study about in-service training and teacher performance in government-aided secondary schools in Mubende District, as stated hitherto, will be guided by Frederick Taylor’s scientific management theory published in 1911.

Taylor published the scientific management theory in 1911.The scientific management theory examines and synthesizes work flows with a general motive of improving economic efficiency, especially labor productivity, (Shubhra et al, 2016). The prime object of administration should be to achieve optimum success for the employer plus maximum success for the worker, (Taylor, 1911). According to Turan (2015), the key principles of Taylor’s theory of scientific management include; Developing a science for each component of man’s work: scientific selection and training of workers; Cooperation with workers to ensure that all work is done according to the principles of the developed science and Equal division of work between managers and workers so that managers do the planning and workers accomplish the planned work.

In support of Taylor’s theory of scientific management, Samksha (2013) notes that the productivity of all workers in an institution should be given due attention right from selection. Schools should inspect actual performance of teachers and also relate teacher performance with set standards to ensure conformity (Rue and Byars, 1992 as cited byMalunda, 2017). In case of performance gaps, provision of in-service training to the teachers can be explored, since, as established by Fejoh and Faniral (2016), worker in-service training significantly contributes to work performance and the general success of the school. Hence, for teachers to execute their duties effectively, it is a matter of necessity to update their skills through training, (osamwonyi, 2016).

However, it is urgent to note that Taylor’s scientific management theory targeted trade and industry not schools, (Jahanian, Iran &Ebrahimi, 2013). School education specialists simply hired the theory. Therefore, it may be practically impossible to assume that all aspects of teacher performance can be practically explained by Taylorism. More so, Taylor’s theory looks at a worker as an expert/ specialist in a very small component of work (Turan, 2015) and this fails to secure a perfect match with the school situation where a teacher is expected to perform a multiplicity of duties ranging from scheming to keeping records of learners’ performance.

But despite the highlighted shortfalls, Taylor’s scientific management theory gives a high platform to the key variables of this study; In-service training and Performance. It emphasizes training of employees in order to yield better performance. This makes it the most appropriate theory onto which this study can be anchored. In-service training betters human abilities thus influencing worker performance.

## 2.3 Related Literature

The interpretations of the conceptual framework reveals that Induction, mentoring and Training workshops are expected to have a direct effect on Teacher performance. Induction, mentoring and Training workshops will be correlated with Teacher performance under which aspects like regularity at work, punctuality, scheming, lesson planning, teaching methods used, responsiveness to the use of ICT in class, Evaluation of students’ according to standards, Use of teaching aids, Attending staff meetings, syllabus coverage and Learners’ academic achievements will be examined.

### 2.3.1 Induction and Teacher performance

Literature has provided a number of components of an effective induction program. Whereas Smith and Ingersoll (2004) as cited by Banville (2009) outline five key components of an effective induction program, this study will be hinged on three (Administrator support, New teacher seminars and common planning times).

School administrators play a pivotal role in creating an arrangement supportive of the new teacher induction process, (Holt, 2011; McBride, 2012; Mingo, 2012; Kutsyuruba, Godden & Tregunna, 2013). They create for the new teachers formal chances to collaborate with veteran teachers and for professional growth-aspects which enhance their performance (Bobbie & Inez, 2002; Mingo, 2012). Mingo (2012) further adds that the administrators must also be well versed with the challenges facing new teachers and take appropriate action towards minimizing the challenges.

Banville (2009) noted that new teacher seminars are a crucial ingredient in induction programs. A new teacher seminar is a seminar in which new teachers are given general information about the new work station and directives to help them navigate the new environment especially in their first years of employment, (Holyfield & Berry, 2008). Seminars enable new teachers to be oriented to their positions, (Banville, 2009) and avail them an opportunity to share amongst themselves and also with veteran teachers about professional matters. Issues like punctuality, regularity at work, use of technology and other curriculum issues which are critical to teacher performance can be discussed in new teacher seminars.

The term Common Planning time denotes a span of time set aside for a group of teachers to meet with one another to plan curriculum and assessments in a collaborative manner, share instructional strategies, among other issues pertinent to their profession, (George & Alexander, 2003 as cited by Cook & Faulkner, 2010). Owens and Deitz (2016) averred that common planning can be based on interdisciplinary or subject specific teams with a focus on enhancing performance. Therefore, Common planning time, as a key component of induction enables new teachers to share knowledge, ideas, personal work related challenges and successes ,with experienced teachers and make critical decisions about instruction, (Cook & Faulkner, 2010; Owens and Deitz, 2016; Merrit,2017).

Evidence is growing that seems to show that there is a positive impact of induction on teacher performance, (wygal, 2016). In fact, studies by Thompson et al (2005); Kaufmann (2007); Arachchinge (2014); Kebenei (2014); Nandi (2015); Akech (2016); Kearney (2016); Kyule (2017); Nghaamwa (2017) clearly affirm that there is a positive relationship between induction and teacher performance. In a study conducted by Nandi (2015) about effective induction for employee performance and satisfaction, the findings clearly revealed a positive relationship between the effectiveness of an induction program and employee performance. A rise in the effectiveness of induction programs led to improvement in employee performance. Nandi’s results hardly differ from the findings from a study by Thompson et al (2005) about the impact of new teacher induction on teacher practices and student learning. Thompson et al (2005) established that teachers who experienced intensive induction were superior at instructional planning and analysis of their practices and were more likely to give substantive specific feedback to students unlike colleagues who experienced weak or no induction. In fact Arachchinge (2014), in his study about absence of induction and its impact on the organization established that there is a substantial adverse effect of absence of proper induction on work effectiveness in an institution. Arachchinge’s study further displays the fact that a lack of induction negatively affects not only the organization but also the employees and in this case the teachers. Therefore, the negative effects of a lack of induction on the teacher morale and efficiency justifies the importance of effective induction, (Kearney, 2016).

To further support the positive correlation between Induction and teacher performance, in their critical review of fifteen empirical studies conducted since mid-1980s on the effects of induction, Ingersoll & Strong (2011) reported that, under classroom instructional practices, most of the studies reviewed indicated that the performance of new teachers who went through induction was better than that of colleagues who hardly experienced induction.

Yet, Yiga (n.d) points out that whereas induction is a must in professions like law and engineering, this is not the practice for the teaching profession in Uganda. New entrants in the teaching profession are normally left on their own to succeed or fail. This is consistent with findings from a study by Malunda (2017) in which interviewed head teachers exposed the absence of new teacher induction programs in public secondary schools in Uganda.

### 2.3.2 Mentoring and Teacher performance

For so many years, mentoring has been seen as a relationship between a pre-service teacher or a new teacher and a veteran supervisor, (Flesch, 2005 as cited by Yariv, 2011; Willis, 2014). Henceforth, several researchers including Ingerson& strong, 2011; Ng+, (2012); Stapleton, 2013; Willis (2014); Borden, (2014); Javed&Iqbal, (2015); Vikaraman, Mansor&Hamza, 2017) centered their studies on the hitherto stated relationship. However, whereas the benefits of mentoring may accrue to both the junior mentee and veteran Mentor in the prior arrangement as noted by smith (2015), it is important to note that mentoring is so vital to both new and veteran teachers, (Gatens, 2014). This highlights the need for an established effective mentoring system that caters for all teachers, (Yariv, 2011). Management mentors (2009) endorses that veteran teachers should have mentors because mentorship improves their knowledge of new technology and or new curriculum; enhances their professional skills; improves veteran teachers’ teaching performance and student achievement, among other benefits.

In one of their studies, Saleh and Tan (2013) identified two major forms of mentoring; one to one and group mentoring. Schools which implement a one to one form of mentoring have a structured system where each teacher is assigned a mentor. Group mentoring on the other side may involve a number of mentors and mentees in a group setting. During group mentoring, educators are supposed to upgrade their professional knowledge through group reflections on the teaching and learning process, (Lauvas&Handal, 2001 as cited by Langelotz, 2013). Mentoring relationships, whether one to one or group mentoring, should take care of the aspects of teaching including lesson observation and critique, discussion of teaching resources, teaching methods, among aspects, (Salleh& Tan, 2013).

Yet findings from a number of studies clearly confirm that there is a positive relationship between mentoring and teacher performance. Results from a studies by Stapleton (2013); Agunloye (2013); Javed & Iqbal (2015); Van der Valt, 2016; Beverly, Lynch, Boswell & Hewitt (2017); confirm a positive correlation between mentoring and teacher performance. In their study, Javed & Iqbal discovered that mentoring enhanced the effectiveness of teachers. Out of a sample of 384 teachers, the majority of the respondents subscribed to the view that mentoring helped to refine the attitudes of teachers towards professional obligations and also planted self-confidence, self-esteem and renewed enthusiasm in the less qualified and new teachers. This truly affirms that there is a positive relationship between mentoring and teacher performance.

However, a closer analysis of the sample Javed & Iqbal used in their study illuminates the fact that the generated views emanated from only a masculine voice since all the sampled respondents were male teachers. This therefore, creates the need for more studies in which gender is considered.

Stapleton (2013) in a Qualitative study titled “Mentoring newly qualified teachers: A qualitative study of school-based mentoring in Irish primary schools” established a positive relationship between mentoring and teacher performance. However, like many other studies, Stapleton’s was based on newly qualified staff and is dumb about mentoring veteran teachers and the author clearly noted that the study examined only a small sample of 15 stakeholders. Therefore, making conclusive generalizations basing on Stapleton’s study can by far be a misleading venture.

In a qualitative study by Kagoda and Ezati (2014), about “secondary school teacher’s perception of Teacher professional Development: A case study of teachers from five districts of Uganda”, only 24 respondents out of 100 subscribed to the view that mentoring was useful in promoting professional growth of teachers. Yet, Bob (2014) unveiled findings from IOWA State University that indicated that mentoring programs, instead of helping, can make it difficult for teachers to be effective in the classroom. Therefore, with such multi-directional findings and conclusions, it becomes eminent that further studies about the relationship between mentoring and teacher performance need to be conducted with the intention of ascertaining the truth.

### 2.3.3 Training workshops and Teacher performance

For one to become a truly great educator, he or she must work beyond text books and attend training workshops to rightly master the practice, (Hill, 2012).

Training workshops are short hands-on trainings provided to serving teachers with the intention of updating their skills, knowledge and attitudes for better performance. They involve, discussions and practical work sessions based on a specific subject matter, (Rahman, Jumani, Akhter, Christhi & Ajman, 2011). The training workshops normally cover a period of three to ten days depending on the significance of the issue in question, (Rahman et al, 2011; Malunda, 2017). Some workshops can be school-based, (Monyatsi, 2006) and their focus can be on methods or subject matter or other topics related to education, (OECD, 2009) yet other workshops can be off campus. In a study by Oryema and Picho (2015), it was revealed that some teachers were given opportunity to attend workshops outside the school to accentuate their performance. In the event of the ever changing technology, teachers can attend workshops on how to integrate technology into the classroom, (Hill, 2012). During workshops, Resource persons present their ideas on the subject at hand, followed by group activities, (Malunda, 2017).

Barroffio et al (2009) argue that effective teacher development workshops are crucial in sustaining the quality of teaching.

Some of the studies which concur to the view that effective teacher training workshops and teacher performance have a positive relationship include the study of Musa (2016). In his descriptive study about “the impact of staff development programmes on the performance of teachers in secondary schools in Yola Metropolis, Adamawa state in Nigeria”, it was revealed that regular workshops had a positive impact on teacher’s performance. The findings from a study by Baral, Nepal, Paudel and Lamsal (2015) also subscribe to the view that training workshops enhance teachers’ performance. In fact, in their study, 90.3% of teachers who participated in the workshop they organized felt enhanced in their roles as teachers. This is therefore a clear testimony that there is a clear positive relationship between training workshops and Teacher performance. Baral et al (2015) also recommend that workshops, due to their importance, should be conducted on a regular basis to enable educators to understand, implement and prioritize their roles as teachers.

Findings from a study by Monyatsi (2016) about “the effectiveness of school-based workshops approach to staff development in secondary schools in Botswana” established that these workshops, due to their contextual nature, enable teachers to learn a lot and develop individually by changing their attitudes towards their work. More so, Teachers who participated in a study by Fronseca, Carvalho, Conboy, Valente, Gama, Salema and Fiuza (2015) acknowledged that the workshop they attended enhanced their teaching knowledge, competencies and attention to the unique characteristics of each individual learner.

On the contrary, however, Essien, Akpan and Obot (2016) established no significant influence of teacher participation in workshops on the academic performance of learners. The semantics of their result imply that, the relationship between workshops and teacher performance is far from being meaningful. But Essien et al (2016) also noted that their findings are insignificant and should be treated as purely coincidental.

Despite the fact that findings by many scholars unveil a positive relationship between training workshops and performance of teachers, results from studies Oryema and Picho (2015); Malunda (2017) indicate that public secondary schools and the Ministry of education rarely organize training workshops geared towards enhancing the performance of the teaching staff. However, the two studies acknowledge that the science teachers have an opportunity to attend the science and Mathematics teachers’ workshops which are said to have improved teacher preparation, teaching and assessment of students’ work.

## 2.4 Summary of Literature

The chapter has explained in detail Taylor’s scientific management theory which underpins this research and how the theory highlights the relationship between the study variables. Literature has also been reviewed objective by objective in an attempt to establish what other researchers have established about in-service training (Induction, Mentoring and Training Workshops) and teacher performance.

Generally from the reviewed literature, despite the flimsy opposing accounts, it is clearly conclusive that there is a positive relationship between in-service training as explored in the dimensions of induction, mentoring and training workshops and teacher performance.

However, most of the reviewed studies were conducted using fairly insignificant sample sizes yet some failed to address the element of gender. For example, Fronseca et al (2015) used only 12 teachers to arrive at conclusions yet Javed and Iqbal (2015) used a sample with only male teachers. Basing generalizations on such studies can be as misleading as the smile of a hungry lion. Therefore, the urgency of conducting more studies relating to the relationship between in-service training and teacher performance was eminent.

More so, most of the studies reviewed considered mentoring as a process meant for only pre-service and novice teachers, yet it is something meant for all in-service teachers, (Gatens, 2014). Hence, there was a need to pursue a study in which mentoring is seen as an ‘opus bonum’ for all teachers.

Yet, a heap of the reviewed literature did not specifically address the situation in Uganda in general and Mubende specifically. This therefore laid a stable ground for conducting research targeting establishing the relationship between in-service training and teacher performance in selected government-aided secondary schools in Mubende district.

# CHAPTER THREE

# METHODOLOGY

## 3.1 Introduction

This chapter summaries the methodology that was employed in order to realize the objectives of this study. It covers the research design, population of the study, sampling procedure, data collection procedure, and data analysis and research instruments.

## 3.2 Research Design

The researcher adopted a descriptive survey design. A descriptive study focuses on establishing the regularity with which something occurs or the connection between variables (Bryman& Bell, 2003). The Descriptive survey design helped to describe the state of affairs as they existed without manipulation of variables (Kothari, 2004).The design facilitated collection of both quantitative and qualitative data through a questionnaire and interviews in a natural setting.

## 3.3 Research Population

A population is a complete set of individuals, case or objects with some common observable features (Mugenda & Mugenda 2003). In this study, the population of interest included the District Education Office (DEO), the District Inspector of Schools, Head teacher and teachers from the selected government-aided secondary schools in Mubende district.

## 3.4 Determination of Sample Size

Sekaran, (2003) noted that it is not practically possible to get data from an entire population. It is thus better to use a sample which has been defined by Ahuja and Lambert, (2001) as a portion of people selected from a larger population.

### 3.4.1 Sampling of Respondents

Krejcie & Morgan’s (1970) table was used to arrive at the samples shown in Table 3.1 below;

**Table 3.1: Sample size and selection**

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Target Population** | **Sample size** | **Technique** |
| District Education Officer | 1 | 1 | Purposive sampling |
| District Inspector of Schools | 1 | 1 | Purposive sampling |
| Head teachers | 04 | 04 | Purposive sampling |
| Teachers | 85 | 70 | Simple Random sampling |
| Total | 91 | 76 |  |

**Source**: *MoES Uganda annual school census 2013*

As seen in the table above, the Target population was 91 as cited from Ministry of Education and Sports Uganda annual school census (2013).The researcher intended to conduct the study on a sample of 76 respondents (70) quantitative responses, and 06 key informant interviews). The sampling strategy was guided by Krejcie& Morgan’s (1970).

## 3.5 Sampling Techniques

To select the four schools, the researcher used systematic random sampling technique. To select the respondents, two sampling techniques were employed: Random sampling and purposive sampling. In Random (probability) sampling, all elements in the population have equal chances of being part of the sample (Kothari, 2004). The researcher adopted the strategy of sampling where once a unit was selected; it was not allowed to be sampled another time. Under random sampling, Simple random sampling availed each teacher in the selected school with an equal and independent chance of being part of the sample yet stratified random sampling was used to cater for the aspect of gender. Simple random sampling was used to select the (70) teachers who filled the questionnaires.

Purposive sampling on the other hand was used to select participants who were well-informed or experienced with the phenomenon of concern (Creswell and Plano, 2011). This sampling was used to select the District Education Officer, District Inspector of Schools and Head teachers, because this stratum was deemed to provide detailed data that related to the research study focus.

## 3.6 Data Collection Methods

The study employed both primary and secondary data collection methods as explained below:

### 3.6.1 Survey method

Survey method is described as a non – experimental, descriptive research method. According to Busha and Harter (1980), when a researcher desires to gather data on a phenomenon that he or she cannot directly observe, surveys can be useful and teacher performance falls is the best example. Surveys are used extensively in research to assess opinions of individuals and this explains why survey method was adopted in the study. The survey method was used on 70 teachers. A questionnaire was preferred to avoid subjectivity that results from close contact between the researcher and the respondent. It was also preferred because it enables collection of data over a shorter period of time and is less expensive.

The method employed a self - administered questionnaire, constructed in a closed ended form. The method of using a close ended questionnaire was considered appropriate because it offers the respondents to rank their opinions from the options provided.

### 3.6.2 Interview Method

An interview is when a face to face interaction is used by the researcher to exchange opinions (Amin, 2005) therefore, an interview involves the researcher and a participant in an oral conversation intended to yield relevant information for the purpose of research. Interviews are specifically useful in capturing the story behind a participant’s experience (McNamara, 1999). The researcher used the unstructured interview to extract data from head teachers, the District Education Officer and The inspector of schools.

### 3.6.3 Documentary Review Method

For secondary data, the researcher employed documentary review method. The documentary review supplemented the primary methods and it provided the researcher with an opportunity to gain more contextual in-depth appreciation of the phenomena under study. Sekaran (2003) stated that secondary data are crucial and that gathering data through several methods and from numerous sources makes the study thorough. Consequently, documents that the researcher accessed were reviewed and these included schemes of work prepared and lesson plans.

## 3.7 Data Collection Instruments

A data collection instrument is a tool used to gather data for a study. To achieve the objectives of the study, the researcher applied a self-administered questionnaire, an interview schedule, and a documentary review checklist as follows.

### 3.7.1 Questionnaires

Bhattacherjie, (2012) defined a questionnaire as ‘an instrument that is completed in writing by the respondents’(p.74).The questionnaire used a combination of questions selectively developed by the researcher that helped him establish participants’ opinion on how induction, mentoring and training workshops in selected government schools relate with teacher performance. The researcher distributed questionnaires among the 70 teachers in selected government-aided secondary schools in Mubende district. The questionnaire had five sections (A, B, C, D and E). Section A focused on the Background information of the respondents; Section B on Induction; Section C on mentoring; Section D on Training workshops and Section E focused on Teacher performance. Only one question in the questionnaire was open ended and the rest were close ended following a five point likert scale. The open ended question in the questionnaire was only intended to help the researcher in the area of recommendations.

### 3.7.2 Interview Guide (Key Informant Interview)

An interview guide (a list of preset questions to follow during an interview) was used to ease collection of data from key informants and beef up the questionnaires by collecting some more information that is not easily written down by respondents to questionnaires and provided a more in-depth appreciation of some important aspects of the phenomena understudy. Also an interview guide provided in-depth data which is not possible to be obtained while using self-administered questionnaires (Mugenda, 2003). This was appropriate because the method collected data from an informed group of respondents composed of District Education Officer, District Inspection of Schools and Head teachers. Interview items were open ended and were administered by the researcher after setting appointments with the key informants. The method yielded immediate feedback from respondents and further helped to show the reactions of respondents to various topics about teacher performance.

### 3.7.3 Document Review Checklist

Document review checklist was used where a set of documents to be reviewed were identified. This included the researcher having to establish the performance of teachers and the in-service trainings conducted/ attended and whether there was evidence in reports to show any relationship between in-service training and teacher performance.

## 3.8 Validity and Reliability (Quality Control)

### 3.8.1 Validity

The researcher ensured the validity of the instruments. This was done by using expert judgments of supervisors. These were reached at to assess the relevancy of the questionnaires before they were used in the real study. After, validity of the tools was measured by using Content Validity Index formula as showed below;

CVI = No. of items rated relevant

Total no. of items

As recommended by Amin (2005), the C.V.I of all items on the instruments were above 0.7 as indicated in Table 2 below.

**Table 3.2: Content Validity Indices**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Description | No. of Questions | Content validity index |
| Independent | Induction | 9 | .774 |
| Mentoring | 6 | .848 |
| Training workshops | 9 | .790 |
| Dependent | Teacher performance | 13 | .752 |

**Source:** *Primary data (2018)*

### 3.8.2 Reliability

On the side of reliability, two pilot studies were undertaken in an interval of two weeks. This was conducted on teachers from government aided schools in Luweero district. This was selected because it offers the same environmental conditions like Mubende district and is easily accessed by the researcher. The first test was done with 7 teachers and after two weeks, the second test was also conducted. To establish the Cronbach’s Alpha Reliability Coefficient (CARC), SPSS was used to compare the two tests and the researcher only proceeded when CARC was above 0.7 as indicated below.

**Table 3.3: Reliability indices**

|  |  |  |  |
| --- | --- | --- | --- |
| Variable | Description | No. of questions | Cronbach alpha |
| Independent | Induction | 9 | .786 |
| Mentoring | 6 | .827 |
| Training workshops | 9 | .772 |
| Dependent | Teacher performance | 13 | .788 |

**Source:** *Primary data (2018)*

## 3.9 Procedure of Data Collection

After final proposal defense, making corrections and writing a compliance report, the researcher acquired an introductory letter from UMI to introduce him to the schools and district officials to enable him access and interact with the respondents. A pilot study was done and the researcher proceeded to conduct a meeting with staff of the selected secondary schools and other key informants explaining the objectives of the study, sought their consent to participate as respondents and made appointments for interviews. The researcher fixed appointments with teachers for filling questionnaires.

## 3.10 Data Analysis

### 3.10.1 Quantitative data

Quantitative data was prepared and entered into computer and analysed. Quantitative data analysis involved editing, coding and summarizing the data into descriptive statistics which assisted in the presentation in tables as well as simple summaries, frequencies and percentages to describe features of data. SPSS was also be used to run correlations and regressions that was used to measure relationships and test hypotheses. In this research, the significance level of 0.01% was adopted while calculating the correlations. Regression analyses were used to ascertain the magnitude of effect the dependent variable (Teacher performance) has on independent variable (In-service Training).

### 3.10.2 Qualitative data

Qualitative data analysis included summarizing and organizing the data, coding and categorizing it in a way that enabled provision of answers to the research questions. This process was concluded with writing up summaries of reviews and findings. Deductive approach towards analysis of this qualitative data used content analysis as well as predetermined themes as per the key informant interview guide. The information from interviews was noted under pre-coded themes that followed the arrangement of the conceptual framework, research objectives and questions. This was followed by identification of patterns and making of summaries in relation to themes of the study.

## 3.11 Measurement of Variables

The study variables were measured at two levels: Univariate, Bivariate. At the univariate level the researcher was concerned with analysis of single variables especially with nominal data like gender, using frequencies and in preparation and presentation of descriptive findings. Univariate analysis was employed to get descriptive data in form of means, frequencies and percentages of the respondents. The researcher conducted Bi-variate analyses with correlations and regression to find out the relationship among the variables in question (Amin 2005). Bi-variate analysis in form of Pearson correlation and regression analyses were used to establish the magnitude of effect the dependent variable has on independent variable.

## 3.12 Ethical Considerations

The researcher made efforts to ensure compliance with ethical research conduct that included: compliance with the UMI research guidelines; anti-plagiarism policy and constantly seeking the guidance of the supervisor; explaining the purpose and objectives of the study to the respondents; stating the estimated time that the interactions is likely to take and seeking respondents’ individual voluntary consent; observing and respecting the privacy of respondents , clearly pointing it out to all respondents that there will be no monetary compensation for participating in the study but highlighting that their ideas and thoughts will contribute to more knowledge and understanding of the relationship between in-service training and teacher performance.

Additionally, in line with research objectivity, and concern for the truth, the researcher ensured sticking to and presenting the true findings of the study the way they came out.

## 3.13 Conclusion

In conclusion therefore, the methodology chapter has highlighted the framework that was followed in data collection and analysis and served as a valid guide to the following chapters. (Chapters 4 and 5).

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

## 4.1 Introduction

This chapter presents findings of the study which was conducted to investigate the relationship between in-service training and teacher performance in selected Government-aided secondary schools in Mubende District. The findings are presented according to the objectives of the study. In the first section, the social background of the respondents is given. In the second section, the empirical analysis of the study findings is presented and the last section of each objective handles the testing of hypotheses that were set for this study to prove. The response rate in the whole study is explained in table 4.1 below.

## 4.2 Response rate

The response rate was computed using a formula of the number of actual response divide by the actual response and findings are presented in table below.

**Table 4.1: Response rate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Data Collection Method | **Category** | **Target response** | **Actual response** | **Response**  **rate** |
| Interview | District Education Officer | 1 | 1 | 100.0 |
| District Inspector of Schools | 1 | 1 | 100.0 |
| Head teachers | 4 | 4 | 100.0 |
| **TOTAL** | **6** | **6** | **100.0** |
| Questionnaire | Teachers | 70 | 66 | 94.3 |
| **TOTAL** | **70** | **66** | **94.3** |

Table 4.1 above indicates that the response rate for questionnaire was 94.3% while for interview was 100%. This was good enough since according to Amin (2005), a response rate of more than 70% of the respondents is enough for the study.

## 4.3 Background of the Respondents

This section presents, analyzes and interprets findings on the background information of the respondents that were used in the study. Therefore, before capturing information on the objectives that were set for the study, the researcher sought information on their background characteristics (gender, age, level of education and length of service) and their responses are recorded in the following table below:

**Table 4.2: Background information of the respondents**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |
| **Background Variable** | **Category** | | | **Freq** | **%** |
| Age (years) | 25 and below | | | 05 | 7.6 |
|  | 26 - 35 years | | | 24 | 36.3 |
|  | 36 - 45 years | | | 18 | 27.3 |
|  | Above 45 years | | | 19 | 28.8 |
|  | **Total** |  | | **66** | **100.0** |
| Gender | Male | | | 54 | 81.8 |
|  | Female | | | 12 | 18.2 |
|  | **Total** | |  | **66** | **100.0** |
| Teacher Category | Science | | | 24 | 36.4 |
|  | Humanities | | | 42 | 63.6 |
|  | **Total** | | | **66** | **100.0** |
| Level of education | Ordinary diploma | | | 29 | 43.9 |
|  | Bachelor’s degree | | | 29 | 43.9 |
|  | Post graduate | | | 8 | 12.1 |
|  | **Total** | | | **66** | **100.0** |
| No. of years in service | 5 years and below | | | 15 | 22.7 |
|  | 6 – 10 years | | | 15 | 22.7 |
|  | 11 – 15 years | | | 11 | 16.7 |
|  | Above 15 years | | | 25 | 37.9 |
|  | **Total** | | | **66** | **100.0** |

**Source:** *Primary Data*

### 4.3.1 Age of the respondents

From table 4.2 above, it was found out that most of the respondents had ages falling in 26-35 years bracket at 36.3%. They were followed by those who were in the age bracket of above 45 years and they constituted 28.8%. The age bracket of 26 – 35 followed with a representation of 27.3%. The bracket of below 25 years had the least representation at 7.6% of the respondents that participated in this study. These figures show that participation in the study was composed of respondents mature enough to have attained knowledge about the study variables.

### 4.3.2 Gender of the respondents

The same table above indicates that the study targeted both male and female respondents. However, the male respondents were the majority and they constituted 81.8% while females constituted 18.2% of the respondents. This difference came about because in the schools sampled, there were more male teachers than female teachers. The implication from the finding is that despite the observed desparity in favour of males, the study was gender representative since both males and females were part of the study.

### 4.3.3 Teacher category

As recorded in the table above regarding the category of the respondents, majority 63.6% were teachers of humanity subjects. The other 36.4% were science teachers. This background was necessary since these two categories face different orientation processes. There is the Secondary Science and Mathematics Teachers' programme (SESEMAT) designed by the Ministry of Education and Sports (MoES) which targets only mathematics and other science subjects. This implies that, despite the observed difference, the study catered for both categories.

### 4.3.4 Level of education

As recorded in the table above regarding educational background of the respondents, 43.9% had ordinary diplomas, 43.9% had bachelors’ degrees while 12.1% possessed post graduate qualifications. Considering these academic qualifications, it can be concluded that all participants in this study possessed sufficient knowledge about the study variables.

### 4.3.5 Number of years in Service

Regarding the respondents length of service in the teaching profession, table 4.2 above shows that the majority, 37.9% respondents had spent over 15 years in service, 16.7% had spent between 11-15 years, and 22.7% had spent a period between 6-10 years while the rest 22.7% had spent less than 6 years in service. Since the majority of the respondents had spent more than 5 years in service, it can be rightly put it that the respondents had sufficient knowledge about the study variables.

## 4.4 Findings on study objectives

In this section, the descriptive statistics were tabulated and presented on the study objectives, that is; relationship between induction and teacher performance, relationship between mentoring and teacher performance, and relationship between training workshops and teacher performance in selected government-aided secondary schools in Mubende District.

### 4.4.1 Quantitative findings

#### 4.4.1.1 Induction and teacher performance in selected government secondary schools in Mubende District

The first objective was to establish the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District. The responses to the preconceived statements were computed by making an aggregate relating to the 3 point likert scale disagree, not sure and agree. These responses are finally presented in form of frequencies and percentages as follows.

**Table 4.3: Descriptive statistics on induction and teacher performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Disagree** | **Not Sure** | **Agree** |
| Induction improves teacher performance | 2(3.0%) | 2(3.0%) | 62(94.0%) |
| When I joined this school, I was taken through an induction process. | 31(46.9%) | 1(1.5%) | 34(51.5%) |
| There is a formal induction program for new teachers in my school | 32(48.5%) | 5(7.6%) | 29(43.9%) |
| There is continued monitoring and support from administrators to new teachers. | 15(22.7%) | 8(12.1%) | 43(65.2%) |
| In my school, school administrators observe new teachers’ lessons and provide relevant feedback to the new teacher. | 17(25.7%) | 6(9.1%) | 43(65.2%) |
| School administrators adequately attend to the questions and concerns raised by new teachers about the new school environment. | 14(21.2%) | 7(10.6%) | 45(68.1%) |
| My school regularly organizes orientation seminars for new teachers. | 48(72.8%) | 7(10.6%) | 11(16.7%) |
| In my school, there is a period of time reserved for New teachers to plan with senior teachers. | 32(48.5%) | 7(10.6%) | 27(40.9%) |
| In my school, New teachers make lesson plans and schemes of work with senior teachers. | 18(27.3%) | 4(6.1%) | 44(66.7%) |

**Source:** *Primary Data, 2018*

From the table above, respondents noted that induction improves teacher performance. This was revealed by the majority 94.0% (62) respondents who agreed compared to the 3.0% (2) who disagreed. The remaining 3.0% (2) were not sure.

Regarding whether teachers were taken through induction when they joined their respective schools, 51.5% (34) agreed, 1.5% (1) was not sure, 46.92% (31) disagreed. These statistics reveal that the majority respondents agreed meaning that teachers were taken through induction when they joined their respective schools.

Regarding whether there was formal induction program for new teachers in government-aided secondary schools in Mubende District, the majority 48.5% (32) disagreed, 43.9% (29) 7.6% (5) were not sure. Since the majority disagreed to this claim, the study therefore established that there was no formal induction program for new teachers in government-aided secondary schools in Mubende District.

On whether there was continued monitoring and support from administrators to new teachers in government-aided secondary schools in Mubende District, field findings established that 65.2% (43) agreed, 12.1% (8) were not sure, 22.7% (15) disagreed. Since the majority of respondents agreed, it means that there was continued monitoring and support from administrators to new teachers in government-aided secondary schools in Mubende District.

The respondents were asked whether in their government-aided secondary schools in Mubende District, school administrators observed new teachers’ lessons and provided relevant feedback to them and 65.2% (43) agreed, 9.1% (6) were not sure, 25.7% (17) disagreed. These statistics meant that the majority agreed implying that school administrators in government-aided secondary schools in Mubende District observed new teachers’ lessons and provided the respective new teachers with relevant feedback.

About the school administrators in government-aided secondary schools in Mubende district adequately attending to the questions and concerns raised by new teachers about the new school environment, 68.1% (45) agreed, 10.6% (7) who were not sure, 13.6% (9) and 7.6% (5) who disagreed and strongly disagreed respectively. Therefore, this implied that the school administrators in government-aided secondary schools in Mubende district adequately attended to the questions and concerns raised by new teachers about the new school environment.

The field study further revealed that government-aided secondary schools in Mubende District do not regularly organize orientation seminars for new teachers. This was cited by the majority 72.8% (48) respondents who disagreed compared to the only 16.7% (11) who agreed and 10.6% (7) who were not sure. This finding implied that new teachers in government-aided secondary schools in Mubende district never participated in orientation seminars since these seminars were not organized.

The field study also established that schools in government-aided secondary schools in Mubende district did not reserve a period of time for new teachers to plan with senior teachers. This was reported by the majority 48.5% (32) who disagreed, 10.6% (7) were not sure while 40.96% (27) agreed.

The respondents were further asked whether new teachers in government-aided secondary schools in Mubende district made lesson plans and schemes of work with senior teachers and 66.7% (44) agreed, 6.1% (4) were not sure, 27.3% (18) disagreed. Since the majority agreed, it implied that new teachers in government-aided secondary schools in Mubende district make lesson plans and schemes of work with senior teachers.

**Hypothesis One: There is a significant positive relationship between induction and teacher performance.**

To determine the whether there is a significant positive relationship between induction and teacher performance, Pearson correlation coefficient (r) and regression were used to test the hypothesis. Results are presented in the tables below.

**Table 4.4: Correlation results for the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District.**

|  |  | Induction | Performance |
| --- | --- | --- | --- |
| Induction | Pearson Correlation | 1 | .452\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 66 | 66 |
| Performance | Pearson Correlation | .452\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 66 | 66 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Source:** *primary data*

Findings show that there was positive correlation (r= .452) between induction and teacher performance. When the findings were subjected to a test of significance (p), the significance of the correlation of (p = .000) is less than the recommended critical significance at 0.01 at 2-tailed. Thus, the relationship was significant. This therefore revealed that *“****There is a significant positive relationship between induction and teacher performance****”.* This means that improved teacher performance corresponds to increased teacher induction.

A further analysis was conducted using a regression to establish the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District. Findings are presented in Table, accompanied by analysis and interpretation.

**Table 4.5: Regression results showing the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MODEL SUMMARY** | |  |  |  |  |
| Multiple R | .452 |  |  |  |  |
| R Square | .204 |  |  |  |  |
| Adjusted R Square | .192 |  |  |  |  |
| Standard Error | .35857 |  |  |  |  |
| **ANOVA** |  |  |  |  |  |
|  | *df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 1 | 2.115 | 2.115 | 16.451 | .000 |
| Residual | 65 | 8.229 | .129 |  |  |
| **COEFFICIENTS** | *Coefficients* | *Beta.* | *Standard Error* | *t Stat* | *P-value* |
| Predictor | .2.363 |  | .223 | 10.595 | .000 |
| Induction | .267 | .452 | .066 | 4.056 | .000 |

**Source:** *Primary data*

Findings in Table above show a high linear relationship (Multiple R = .452) between induction and teacher performance in selected government aided secondary schools in Mubende District. The adjusted R Square shows that teacher induction accounts for 19.2% change in teacher performance in selected government aided secondary schools in Mubende District. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = 000) of the Fishers ratio (F = 16.451) was greater than the critical significance at .05. This means that an increase in the induction will lead to corresponding improvement in teacher performance. This therefore implies that teacher performance improves with a correspondent increase in induction of new teachers.

#### 4.4.1.2 Mentoring and teacher performance in selected government-aided secondary schools in Mubende District.

The second objective was to find out the relationship between mentoring and teacher performance in selected government aided secondary schools in Mubende District. To measure this objective, respondents were introduced to different pre conceived statements. Their responses were guided by 3 point likert scale disagree, not sure and agree. These responses are finally presented in form of frequencies, percentages as follows. Their responses were aggregated and represented in form of frequencies and percentages as follows:

**Table 4.6: Descriptive statistics on mentoring and teacher performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Disagree** | **Not Sure** | **Agree** |
| Mentoring improves teacher performance | 2(3.0%) | 0(0.00%) | 64(96.9%) |
| There is a formally established mentoring system in my school. | 21(31.8%) | 2(3.0%) | 43(65.2%) |
| In my school, each teacher is assigned a mentor. | 44(66.6%) | 6(9.1%) | 16(24.2%) |
| I have a mentor teacher assigned to me under a formal school arrangement. | 44(66.7%) | 6(9.1%) | 16(24.2%) |
| My mentor teacher regularly observes my lessons and gives me helpful feedback. | 46(69.7%) | 0(0.00%) | 20(30.3%) |
| Mentees and mentors regularly conduct group reflections on the teaching and learning process. | 42(63.7%) | 6(9.1%) | 18(27.2%) |

**Source:** *Primary Data, 2018*

For the second objective, the study revealed that mentoring improved teacher performance in government-aided secondary schools in Mubende district. This was confirmed by the majority 96.9% (64) agreed compared to only 3.0% (2) who disagreed. This implied that there was mentoring in government-aided secondary schools in Mubende district and that it improved teacher performance.

On whether there was a formally established mentoring system in schools in government-aided secondary schools in Mubende district, field findings established that 65.2% (43) agreed, 3.0% (2) were not sure, 31.8% (21) disagreed. Since the majority agreed, it implied that there was a formally established mentoring system in government aided schools in Mubende district.

The respondents were asked whether in their schools, each teacher was assigned a mentor and 66.6% (44) disagreed, 9.1% (6) were not sure, 24.2% (16) agreed. These statistics show that the majority disagreed which implied that not all teachers in government aided secondary schools in Mubende District were assigned mentors.

The respondents reported that teachers did not have mentor teachers assigned to them under a formal school arrangement. This was confirmed by 66.6% (44) who disagreed compared to 9.1% (6) who were not sure and the 24.2% (16) who agreed. Since the majority respondents disagreed, it implied that teachers in government aided secondary schools in Mubende district did not have mentor teachers assigned to them under a formal school arrangement.

On whether mentor teachers in government aided secondary schools in Mubende district regularly observing mentee lessons and giving them helpful feedback, 69.7% (46) disagreed respectively compared to the 30.3% (20) who agreed. Since the majority disagreed as revealed by the above statistics, it implies that mentor teachers in government aided secondary schools in Mubende district did not regularly observe mentee lessons and did not give them helpful feedback.

Considering mentees and mentors in government aided secondary schools in Mubende district regularly conducting group reflections on the teaching and learning process, 63.7% (42) disagreed. 9.1% (6) were not sure while 27.2% (18) agreed. The majority respondents disagreeing implied that mentees and mentors in government aided schools in Mubende did not regularly conduct group reflections on the teaching and learning process.

**Hypothesis Two: There is a significant positive relationship between mentoring and teacher performance.**

To find out whether there is a significant positive relationship between mentoring and teacher performance in selected government aided secondary schools in Mubende District, Pearson correlation coefficient (r) and regression were used to test the hypothesis. Results are presented in the table below.

**Table 4.7: Correlation results for mentoring and teacher performance in selected government aided secondary schools in Mubende District.**

|  |  | Mentoring | Performance |
| --- | --- | --- | --- |
| Mentoring | Pearson Correlation | 1 | .447\*\* |
| Sig. (2-tailed) |  | .000 |
| N | 66 | 66 |
| Performance | Pearson Correlation | .447\*\* | 1 |
| Sig. (2-tailed) | .000 |  |
| N | 66 | 66 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

***Source****: Primary Data*

Findings show that there was a positive correlation (r= .447) between mentoring and teacher performance. These findings were subjected to a test of significance (p) and the significance of the correlation was established at p = .000. This was less than the recommended critical significance at 0.01 at 2-tailed test. Thus, the relationship was significant. Because of this, the hypothesis *“****There is a significant positive relationship between mentoring and teacher performance.****” Stands.* The significant correlation implied that mentoring enhanced teacher performance. The positive nature of the correlation implied that, increase in mentoring of teacher enhanced their performance and vice versa.

In order to determine the effect mentoring on the teacher performance in selected government aided secondary schools in Mubende District, regression analysis was conducted. The results are summarized in Table below.

**Table 4.8: Regression results for mentoring on the teacher performance in selected government aided secondary schools in Mubende District**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MODEL SUMMARY** | |  |  |  |  |
| Multiple R | .447 |  |  |  |  |
| R Square | .200 |  |  |  |  |
| Adjusted R Square | .188 |  |  |  |  |
| Standard Error | .35957 |  |  |  |  |
|  |  |  |  |  |  |
| **ANOVA** |  |  |  |  |  |
|  | *df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 1 | 2.069 | 2.069 | 16.003 | .000 |
| Residual | 64 | 8.275 | .129 |  |  |
| Total |  |  |  |  |  |
|  |  |  |  |  |  |
| **COEFFICIENTS** | *Coefficients* | *Beta.* | *Standard Error* | *t Stat* | *P-value* |
| Predictor | 2.654 |  | .155 | 17.099 | .000 |
| **Mentoring** | .200 | .447 | .050 | 4.000 | .000 |

***Source:*** *Primary data*

Findings in the table above shows a strong linear relationship (Multiple R = .447) between mentoring on the teacher performance in selected government aided secondary schools in Mubende District. Going by the adjusted R Square, it is shown that mentoring accounts for 18.8% in teacher performance. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 16.003) was greater than the critical significance at .05. Hence, there is a significant positive relationship between mentoring and teacher performance.

#### 4.4.1.3 Training workshops and teacher performance in selected government-aided secondary schools in Mubende District.

The third objective of this study was aimed at assessing the relationship between training workshops and teacher performance in selected government-aided secondary schools in Mubende District. To achieve this objective, the study respondents were asked to respond to a number of statements regarding training workshops. Their responses were computed by making an aggregate of responses given by respondents to the 3 point likert scale of disagree, not sure and agree. The findings are presented in form of frequencies and percentages as shown in the table below:

**Table 4.9: Descriptive statistics on training workshops and teacher performance**

|  |  |  |  |
| --- | --- | --- | --- |
| **Item** | **Disagree** | **Not Sure** | **Agree** |
| Training workshops promote teacher professional development | 0(0.00%) | 0(0.00%) | 66(100.0%) |
| I regularly attend training workshops on teaching practices. | 13(19.7%) | 2(3.0%) | 51(77.3%) |
| The school administrators organize school-based teacher training workshops on teaching practices. | 39(59.1%) | 1(1.5%) | 26(39.4%) |
| The school organizes teacher training workshops on teaching practices in other places outside school premises. | 44(66.7%) | 8(12.1%) | 14(21.2%) |
| There are some teacher training workshops organized at my school by the ministry of education or other stakeholders. | 36(54.5%) | 4(6.1%) | 26(39.4%) |
| I have ever attended a training workshop organized outside the school by the ministry of Education or other stake holders. | 12(18.2%) | 0(0.00%) | 54(81.9%) |
| The training workshops organized are regular to provide continuous knowledge and skills to teachers. | 19(28.8%) | 2(3.0%) | 45(68.1%) |
| The training workshops organized continuously provide new and better ways of classroom delivery like the use of ICT in class. | 6(9.1%) | 0(0.00%) | 60(90.9%) |
| The school administration encourages all teachers to attend teacher training workshops organized at school or outside school. | 9(13.6%) | 0(0.00%) | 57(86.3%) |

**Source:** *Primary Data, 2018*

For objective three, respondents noted that training workshops in government secondary schools in Mubende district promote professional teacher development. This was revealed by all the 100.0% (66) respondents who agreed to the claim that training workshops promoted teacher professional development. Therefore, this implied that there were training workshops in government-aided secondary schools in Mubende district and these promoted professional teacher development.

Regarding teachers in government secondary schools in Mubende district regularly attending training workshops on teaching practices, 77.3% (51) agreed, 3.0% (2) were not sure, while 19.7% (13) disagreed. These statistics reveal that the majority respondents agreed implying that teachers in government secondary schools in Mubende district regularly attended training workshops on teaching practices.

The study respondents reported that the school administrators in government secondary schools in Mubende district did not organize school-based teacher training workshops on teaching practices. This was revealed by the majority 59.1% (39) who disagreed compared to 39.4% (26) who agreed. The other 1.5% (1) was not sure. This finding implied that in the government secondary schools in Mubende district, the school administrators did not organize school-based teacher training workshops on teaching practices.

About government-aided secondary schools in Mubende district organizing teacher training workshops on teaching practices in other places outside school premises, the study established that the majority 66.7% (44) disagreed. 12.1% (8) were not sure while the remaining 21.2% (14) agreed. Since the majority disagreed, it implied that government secondary schools in Mubende district did not organize teacher training workshops on teaching practices in other places outside school premises.

On whether there were some teacher training workshops organized in government aided secondary schools in Mubende district by the ministry of education or other stakeholders, field findings established that 54.5% (36) disagreed, 6.1% (4) were not sure, 39.4% (26) agreed. Since the majority disagreed, it means that there were no teacher training workshops organized at government aided secondary schools in Mubende district by the ministry of education or other stakeholders.

The respondents were asked whether they had ever attended a training workshop organized outside the school by the ministry of Education or other stake holders and 81.9% (54) agreed, 6.1% (4) disagreed while 18.2% (12). These statistics show that the majority agreed implying that teachers in government aided secondary schools in Mubende district had ever attended a training workshop organized outside the school by the ministry of Education or other stake holders.

Considering the claim that training workshops organized in government aided secondary schools in Mubende district were regular to provide continuous knowledge and skills to teachers, field findings revealed that 68.1% (45) agreed compared to 3.0% (2) who were not sure and the 28.8% (19) who disagreed. The fact the majority agreed implied that the training workshops organized in government aided secondary schools in Mubende district were regular to provide continuous knowledge and skills to teachers.

The respondents further revealed that the training workshops organized continuously provided new and better ways of classroom delivery like the use of ICT in class. This was raised by 90.9% (60) respondents who agreed compared to the 9.1% (6) who disagreed. Since the majority agreed to this claim, it implied that government aided secondary schools in Mubende district organized training workshops that provided new and better ways of classroom delivery. This included training in the use of ICT.

Regarding the school administrations of the government aided secondary schools in Mubende district encouraging all teachers to attend teacher training workshops organized at school or outside school, 86.3% (57) agreed while the rest 13.6% (9) disagreed. Since the majority respondents agreed, it implied that the administrations of the government aided secondary schools in Mubende district encouraged all teachers to attend teacher training workshops organized at school or outside school.

**Hypothesis Three: There is a significant positive relationship between training workshops and teacher performance.**

To determine whether there is a significant positive relationship between training workshops and teacher performance in selected government aided secondary schools in Mubende District, Pearson correlation coefficient (r) and regression were used to test the hypothesis. Results are presented in the table below.

**Table 4.10: Correlation results for the training workshops and teacher performance in selected government aided secondary schools in Mubende District.**

|  |  | Training workshops | Performance |
| --- | --- | --- | --- |
| Training workshops | Pearson Correlation | 1 | .373\*\* |
| Sig. (2-tailed) |  | .002 |
| N | 66 | 66 |
| Performance | Pearson Correlation | .373\*\* | 1 |
| Sig. (2-tailed) | .002 |  |
| N | 66 | 66 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | |

**Source:** *Primary data*

Findings show that there was a positive correlation (r= .373) between training workshops and teacher performance in selected government aided secondary schools in Mubende District. This finding was subjected to a test of significance (p) which established the significance of the correlation (p) at .000 and this was less than the recommended critical significance at 0.01 at 2-tailed test. Thus, the relationship was significant. Therefore, the hypothesis *“****There is a significant positive relationship between training workshops and teacher performance****”can be upheld*. A positive significant influence implies that a positive change in training workshops enhances teacher performance in selected government aided secondary schools in Mubende District.

A further analysis was conducted using a regression to determine the relationship between training workshops and teacher performance in selected government-aided secondary schools in Mubende District, the results are presented in the table below.

**Table 4.11: Regression results for the training workshops and teacher performance in selected government aided secondary schools in Mubende District**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **MODEL SUMMARY** | |  |  |  |  |
| Multiple R | .373 |  |  |  |  |
| R Square | .139 |  |  |  |  |
| Adjusted R Square | .126 |  |  |  |  |
| Standard Error | .37302 |  |  |  |  |
| **ANOVA** |  |  |  |  |  |
|  | *df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 1 | 1.439 | 1.439 | 10.340 | .002 |
| Residual | 64 | 8.905 | .139 |  |  |
| Total |  |  |  |  |  |
| **COEFFICIENTS** | *Coefficients* | *Beta.* | *Standard Error* | *t Stat* | *P-value* |
| Predictor | 2.198 |  | .330 | 6.654 | .000 |
| **Training workshops** | .291 | .373 | .090 | 3.216 | .002 |

**Source:** *Primary data*

Findings in table above show a linear relationship (Multiple, R) of .373 between training workshops and teacher performance in selected government secondary schools in Mubende District. The adjusted R Square justified that training workshops accounted for 12.6% change in teacher performance. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 10.340) was greater than the critical significance at .05. Hence, there is a significant positive relationship between training workshops and teacher performance in selected government secondary schools in Mubende District.

In summary, the findings from the field relating to the research variables (In-service training and performance of teachers in selected government aided secondary schools in Mubende District) have been presented in this chapter. These form the basis for the discussion, conclusions and recommendations made in the subsequent chapter.

### 4.4.2 Qualitative findings

This study employed deductive approach to analyze qualitative data which led the researcher to create content themes in line with the interview guide. This analysis led to summarizing and organizing the data in a way that enabled provision of answers to the research questions.

Through the face to face interviews, a more in-depth appreciation of induction and teacher performance in government secondary schools in Mubende district was attained. The views of the respondents on induction and teacher performance are presented under the following themes:

##### Existence of induction of new teachers

Regarding induction of new teacher most interviewees acknowledged existence of teacher induction programs in government-aided secondary schools in Mubende District. In fact one head teacher in an interview noted that:

*New teachers have to be inducted to fit in the organizational culture. Performance of any organization is closely linked to its organizational culture. Although we are all government aided schools, we have differences in culture that is responsible for the performances that we post. Therefore new teachers here are always inducted in our way.*

On this issue of new teachers and induction, another head teacher stressed:

*Although there is no formal induction policy framework to help us in undertaking induction of new teachers, we still have to do it. New teachers have to be told and shown how we do things. At least for all schools I have served, there is some sort of induction that every new member has to undergo.*

These quotations implied that there was some form of induction of new teacher and it improved teacher performance in the government aided secondary schools in Mubende District.

**Government support of induction programme in schools**

Regarding the government support of the induction of teachers in government schools in Mubende district, the majority of the key informants noted that there was no formal support designed by the Ministry of Education and Sports or the Mubende district local government. For instance, one key informant noted:

*It is unfortunate that induction as important as it, the central government has not formally designed a programme for its delivery in schools. As a district too, we have thought about it. But you know how we financially depend on central government. We usually advise government-aided schools to locally design their induction programmes using the locally mobilised resources. This could be through volunteer staff or some form of Parents-teachers understanding because we know that this induction is important especially for new teachers’ joining the profession.*

This verbatim implied that there was no formal induction program for new teachers in the government-aided secondary schools in Mubende District.

***Monitoring of new teachers***

From the interviews, many key informants highlighted the importance of school management in supporting inducting of teachers in government schools in Mubende district. In support of this, one respondent stressed,

*Monitoring is an important aspect in teaching. And more so, is very important when a teacher is new. Here at my school, we the administrators and the senior teachers take it upon ourselves to monitor the first year of a teacher in service. We have to supervise the lesson plans and the teaching schemes to ensure that they match the appropriate standard.*

Furthermore, in the support of monitoring, another head teacher noted:

*As a head master, through my team of class teachers and other senior staff, we have a role to ensure that all teachers deliver in classes in accordance with the acceptable set procedures. Because of that we have instituted our standards and every teacher (especially new) has to measure up to.*

Another head teacher regarding monitoring of the new teachers stressed:

*Those (lesson plans and schemes of work) are the requirements by MoES and line departments. And as a headmaster, it is my role that teachers comply with the set standards. Of course making them (lesson plans and schemes of work) is one thing and following them is another. But as a headmaster, I always ensure that they are prepared and I presume that they use them to deliver in classes.*

This vividly implied that new teachers in Mubende district government secondary schools made lesson plans and schemes of work and were monitored. However, documentary review revealed a number of gaps in the lesson plans and schemes that were made. For example, many schemes of work had spelling mistakes and the lesson objectives were poorly stated. However, despite the gaps in schemes and lesson plans, the above statements indicate that many administrators endeavor to follow up on the new teachers.

##### Orientation seminars

Most key informants noted that no seminars were organized to orient new teachers. For instance, one district official opined, “As the district, we would love to see our schools organize these seminars (orientation) but I think many lack resources for this activity.” This implied that schools in Mubende district did not organize orientation seminars for new teachers.

The key informant interviews also produced a more in-depth appreciation of mentoring and teacher performance in government secondary schools in Mubende district. The views of the respondents were summarized and presented under the following themes:

##### Existence of mentoring

For many key informants, mentoring was seen as an important aspect that gave new teachers a head start in the teaching profession most of them acknowledged that it was being practiced in their schools. For instance, one head teacher opined:

*For fresh teachers who join us here we attach them to senior teachers for guidance especially for first few terms in service. They (new teachers) are also free to ask any senior teacher for guidance if they feel it’s needed. However usually depends on the schedule of the senior teacher and the cooperation that they develop. But on the general, at this school we try to mentor new teachers into the profession.*

On the same issue of existence of mentoring, another head teacher acknowledged:

*In this school, we believe that it is the responsibility of the senior teachers to see to it that the new teachers and assisted in doing their work. Sometimes we attach new teacher to old teachers but as a headmaster, I also check these new teachers and always guide where I see they are falling short of the basics. I usually follow them up on their activities until I become certain they have understood and can easily perform their teaching activities according to the required standards.*

These quotations confirmed that there existed mentoring in the government-aided secondary schools in Mubende district. However, in all schools visited, no school had a document to evidence the presence of formal mentoring activities. More so, from the head teacher’s verbatim, it is clear that the alleged mentoring in the schools is limited only to the new teachers.

##### Formality of mentorship

Most key informants argued that although schools were practicing mentoring, it was initiative of individual schools and this presented problems in operationalizing it. It was noted that the programme of mentorship is constrained by the fact that there is no policy framework to effect it. One head teacher argued that, “As school administrators, we are finding it hard to implement mentoring even when we agreed upon it in teachers’ meetings. We lack powers to exert punitive measures where the parties refuse to adopt it”. This implied that government aided secondary schools in Mubende did not have a uniform formal teacher mentoring arrangement.

##### Mentorship and performance

Although most key informants pointed out that teachers who were mentored delivered well in their classes, some of them stressed that mentees and mentors in schools did not regularly conduct group reflections on the teaching and learning process. For instance, one head teacher noted:

*We attach new teachers to senior teachers for mentorship and I believe that senior teachers help to teach these new entrants practical skills that help them to deliver in classes. However, there has been a problem in reviewing the success that the mentor and mentee achieve. Although we had agreed that there would be appraisals, we have failed to conduct them. There is no way we have been able to document lessons learned so we are still unsure how much mentorship contributes to a teacher’s performance in class.*

This implied that mentees and mentors in government aided schools in Mubende did not regularly conduct group reflections on the teaching and learning process.

About training workshops and teacher performance in government-aided secondary schools in Mubende District, the key informant interviews produced in-depth information and views generated were computed in themes and summarized as below:

##### Existence of training workshops

From the interviews, it was established from most respondents that training workshops for teacher existed and teachers attended. On this issue, one district official stressed, “The government has a training programme but it is focused on science and mathematics teachers. So, those ones usually attend the workshops.” One Head teacher also added that:

*There are also other training workshops occasionally organized for other disciplines too. For instance, last holiday, the teachers of Luganda attended a training workshop at Makerere University and we understand the importance of these trainings for teachers so when a chance presents itself, as a school we always respond positively to support our teachers.*

Another key informant further noted that:

*Schools try to organize trainings and they do it differently. Some schools induct their teachers yet others organize training workshops and seminars for their teachers. Teachers are also free to seek for permission to go for further studies. However, it is mandatory for all science teachers in secondary schools to attend SESEMAT trainings****.***

However, some other informant disputed the above and argued:

*Individual schools do not have the capacity to organise training workshops. These trainings need professional trainers who are costly. Therefore, we depend on the government and other development partners to organize and facilitate our teachers. For us we are always ready to attend and learn once these training workshops are organized which sometimes happens.*

These quotations from key informants implied there were different forms of training workshops for teachers in government secondary schools in Mubende district and attendance was dependent of field of teachers.

##### Training workshops and performance

Regarding training workshops and performance of teacher, most key informants stressed that training workshops significantly improved teachers’ ability to deliver in classes. One key informant noted:

*Teachers whose skills are regularly updated through in-service trainings are better performers compared to those who receive no training after joining the teaching profession. So it is worth recognizing the role in-service training plays in stepping up the performance of our teachers.*

Similarly, another key informant noted:

*Schools like Light College, Mubende which expose their teachers to new skills normally get good results. Our district’s performance in national exams in not all that good because of some noticeable gaps like the lack of a comprehensive in-service training for our teachers. If this gap is addressed, the performance of our teachers and students will be better.*

Furthermore, another key informant noted:

*I think the district’s performance in science is slowly improving since the initiation of the SESEMAT program. However, I feel that the performance of our candidates can soar to greater heights if all our teachers from other disciplines get a regular dose of in-service training.*

These quotations implied that training workshops improved teachers’ ability to deliver in classrooms.

##### Timing of training workshops

Most key respondents noted that almost all the training workshops are well planned and organized in manner that doesn’t interfere with the school activities and are timed appropriately that targeted teacher benefit. On this matter, one key informant stressed, “most of the training workshops are scheduled in holidays, especially the residential ones to enable teachers attend without affecting the class activities”.

Another key informant also noted, “Teacher training workshops are always well timed. They usually happen when the government and its development partners have something new to pass on to the teachers. For instance, there are occasions when there are changes in the syllabi and the teachers have to be trained about the new changes”. These quotations implied that the training workshops organized continuously were timely and provided new and better ways of classroom delivery like the use of ICT in class.

##### Administration support for teachers and training workshops

Regarding support for the training workshops, one key informant noted, “Schools do encourage and support teachers to go for training workshops when they are organized. Most of schools go an extra mile of facilitating teachers with transport and lunch allowances for them to attend off school training workshops”.

Also, another key informant opined. “Some schools contribute some money towards delivery organization of these training workshops and I think this illustrates how these schools support and want their teachers to participate in these training workshops”. These quotation implied that the school administrations of the government secondary schools in Mubende district encouraged all teachers to attend teacher training workshops organized within or outside theirs school.

# CHAPTER FIVE

# SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

This chapter presents the findings of the study in summaries, discussions of objectives set for the study, conclusions resulting from the findings, and the recommendations that will help in improving the provision of in-service training in government-aided secondary schools in Mubende District. The limitations and contributions of the study plus areas for further study were also stated.

## 5.2 Summary of the Study Findings

### 5.2.1 Induction and teacher performance in selected government secondary schools in Mubende District

The study established that induction improves teacher performance hence; educators in government aided secondary schools in Mubende district were taken through induction when they joined their respective schools. This was confirmed by the outcomes from correlations which specified that the Pearson’s correlation coefficient value was 0.452, in respect to the hypothesis and statistically significant at 0.00 which was less than 0.01 (level of significance) at 2-tail test. This significant positive correlation implied that an increase in the induction led to corresponding improvement in teacher performance in government aided secondary schools in Mubende district.

**5.2.2 Mentoring and teacher performance in selected government secondary schools in Mubende District**

The study established that mentoring improves teacher performance and as a result, there was a formally established mentoring system for educators in government aided secondary schools in Mubende district. This was proved by the correlation results which established that the Pearson’s correlation coefficient value was 0.447, in respect to the hypothesis and statistically significant at 0.00 which was less than 0.01 (level of significance) at 2-tail test. This significant correlation implied that mentoring enhanced teacher performance. The positive nature of the correlation implied that, increase in mentoring of teachers enhanced their performance.

### 5.2.3 Training workshops and teacher performance in selected government-aided secondary schools in Mubende District

The study established that training workshops promote professional teacher development and as a result, teachers in government-aided secondary schools in Mubende district regularly attended training workshops on teaching practices whenever they were organized. This was revealed by the qualitative and quantitative findings. In quantitative findings, the correlation results established the Pearson’s correlation coefficient value at 0.373 and a significance of 0.002 which was less than 0.01 (level of significance) at 2-tail test in respect to the hypothesis. This statistically significant correlation implied that training workshops enhanced teacher performance. A positive significant influence implied that a positive change in training workshops enhanced teacher performance in government aided secondary schools in Mubende District.

## 5.3 Discussion of Findings

### 5.3.1 Induction and teacher performance in selected government secondary schools in Mubende District

This study established that there was a significant positive relationship between induction and teacher performance. It was revealed that induction improved teacher performance. This concurred with the study findings of Wygal (2016) when he opined that evidence was growing that seems to show that there is a positive impact of induction on teacher performance. In the same way, various other studies are also in line with this finding. Studied by Thompson et al (2005); Kaufmann (2007); Arachchinge (2014); Kebenei (2014); Nandi (2015); Akech (2016); Kearney (2016); Kyule (2017); Nghaamwa (2017) clearly affirm that the relationship between induction and teacher performance is positive. Nandi (2015) argued that a rise in the effectiveness of induction programs led to improvement in employee performance. This finding also corroborates with Thompson et al (2005). Thompson et al (2005) established that teachers who experienced intensive induction were superior at instructional planning and analysis of their practices and were more expected to provide essential precise feedback to the learners unlike colleagues who experienced weak or no induction.

The study found out that there was no formal induction program for new teachers in their respective schools. This finding is consistent with findings of Yariv (2011) who pointed out that whereas induction is a must in professions like law and engineering, this is not the practice for the teaching profession in Uganda. New entrants in the teaching profession are normally left on their own to succeed or fail. Additionally, Malunda (2017) in his study in Uganda public schools established that there was critical absence of new teacher induction programs in public secondary schools in Uganda. He attributed poor public schools’ academic performance to lack of meaningful new teacher induction programmes. More so, some studies conducted in other parts highlighted about dangers of lack of induction. Arachchinge (2014), in his study, established that there is a substantial adverse effect of absence of appropriate orientation on work success in an institution. Arachchinge’s study further displays the fact that a lack of induction negatively affects not only the organization but also the employees and in this case the teachers.

The study established that there is continued monitoring and support from administrators to new teachers and that these administrators observed new teachers’ lessons and provided the respective new teachers with relevant feedback about concerns raised by new teachers about the new school environment. This finding was supported by various studies, for instance, Holt, (2011); McBride, (2012); Mingo (2012) argued that school administrators play a pivotal role in creating an arrangement supportive of the new teacher induction process. Other works by Kutsyuruba, Godden & Tregunna, (2013), Bobbie & Inez (2002) pointed out that school administrators create for the new teachers formal chances to collaborate with veteran teachers and for professional growth-aspects which enhance their performance. Mingo (2012) additionally explains administrators must also be well versed with the challenges facing new teachers and take appropriate action towards minimizing the challenges.

The study observed that government aided secondary schools in Mubende district did not regularly organize orientation seminars for new teachers. It was also established that schools in Mubende district did not reserve a period of time for new teachers to plan with senior teachers. This was against the much literature that emphasize the importance of seminars for new teachers. Regarding seminars, Banville (2009) noted that new teacher seminars are a crucial ingredient in induction programs. For Holyfield & Berry (2008), a new teacher seminar is a seminar in which new teachers are given general information about the new work station and directives to help them navigate the new environment especially in their first years of employment. In the same manner, Banville (2009) argued that seminars enable new teachers to be oriented to their positions and avail them an opportunity to share amongst themselves and also with veteran teachers about professional matters. Issues like punctuality, regularity at work, use of technology and other curriculum issues which are critical to teacher performance can be discussed in new teacher seminars.

### 5.3.2 Mentoring and teacher performance in selected government-aided secondary schools in Mubende District

The study established that there was a significant positive relationship between mentoring and teacher performance in government aided secondary schools in Mubende district. This study revealed that mentoring improves teacher performance. This finding is consistent with many findings in literature. Several researchers including Ingerson & strong, 2011; Ng+, (2012); Stapleton, 2013; Willis (2014); Borden, (2014); Javed & Iqbal, (2015); Vikaraman, Mansor & Hamza, 2017) centered their studies on the hitherto stated relationship and concluded that mentoring does significantly improve new teacher performance. For other scholars like Smith (2015), they go ahead to state that mentoring benefits both mentors and mentees. Because of this mutual benefit, Yariv (2011), highlighted the need for an established effective mentoring system that caters for all teachers. Management mentors (2009) endorses that veteran teachers should have mentors because mentorship improves their knowledge of new technology and or new curriculum; enhances their professional skills; improves veteran teachers’ teaching performance and student achievement, among other benefits.

The study established that not all teachers in government aided schools in Mubende were assigned mentors and that there were no mentor teachers assigned to them under a formal school arrangement. As a result, the study established that mentor teachers in government aided schools in Mubende did not regularly observe mentee lessons and did not give them helpful feedback. This limited effort in Uganda can perhaps be explained by the qualitative study by Kagoda and Ezati (2014), about “Secondary school teacher’s perception of Teacher professional Development: A case study of teachers from five districts of Uganda”, where only 24 respondents out of 100 subscribed to the view that mentoring was useful in promoting professional growth of teachers.

### 5.3.3 Training workshops and teacher performance in selected government aided secondary schools in Mubende District

This study established that there was a significant positive relationship between training workshops and teacher performance. It was established that training workshops in government aided secondary schools in Mubende District promoted professional teacher development. Some of the previous studies concur to this finding that effective teacher training workshops and teacher performance have a positive relationship. Study conducted by Musa (2016) unveiled a positive relationship between training workshops and performance of teachers. Results from studies conducted by Oryema & Picho (2015); Malunda (2017) acknowledge that the science teachers in Uganda have an opportunity to attend the science and Mathematics teachers’ workshops which are said to have improved teacher preparation, teaching and assessment of students’ work. Additionally, findings from a study by Monyatsi (2016) about “the effectiveness of school-based workshops approach to staff development in secondary schools in Botswana” established that these workshops, due to their contextual nature, enabled teachers to learn a lot and develop individually by changing their attitudes towards their work.

On the competencies, this study is found to be in line with the study conducted by Fronseca, Carvalho, Conboy, Valente, Gama, Salema & Fiuza (2015) who acknowledged that the workshop they attended enhanced their teaching knowledge, competencies and attention to the unique characteristics of each individual learner. In the same sense, Barroffio et al (2009) argued that effective teacher development workshops are crucial in sustaining the quality of teaching.

The study established that teachers in government aided secondary schools in Mubende district had ever attended a training workshop organized outside the school by the ministry of Education or other stake holders and that training workshops organized provided new and better ways of classroom delivery like the use of ICT in class. This result is in line with findings by Oryema and Picho (2015) which revealed that some teachers given opportunity to attend workshops outside the school accentuate their performance. In the event of the ever changing technology, teachers can attend workshops on how to integrate technology into the classroom, (Hill, 2012).

The study however established that school administrators in government secondary schools in Mubende district did not organize teacher training workshops either in school or other places outside school premises on teaching practices. This finding is in line with Oryema & Picho (2015); Malunda (2017) who stressed that despite the fact that findings by many scholars unveil a positive relationship between training workshops and performance of teachers, results from studies carried out in Uganda indicate that public secondary schools and the Ministry of education rarely organized training workshops geared towards enhancing the performance of the teaching staff.

## 5.4 Conclusions

This section explains the findings as concluded according to study objectives adopted for the study.

### 5.4.1 Induction and teacher performance in selected government aided secondary schools in Mubende District

The study was set to establish the relationship between induction and teacher performance in selected government aided secondary schools in Mubende District. Basing of the findings, it was evident that induction was significantly and positively influencing teacher performance. Therefore, it can be concluded that in the virtue to improve teacher performance in government aided schools, teachers need to be inducted when they are recruited into service.

### 5.4.2 Mentoring and teacher performance in selected government aided secondary schools in Mubende District

For the second objective, the study was set to find out the relationship between mentoring and teacher performance in selected government aided secondary schools in Mubende District. Basing on the study findings, it was visible that mentoring was significantly and positively influencing teacher performance. It was therefore summed up that teacher performance in government aided schools will improve when teacher mentorship is increased.

### 5.4.3 Training workshops and teacher performance in selected government secondary schools in Mubende District

The third objective was set to determine the relationship between training workshops and teacher performance in selected government-aided secondary schools in Mubende District. The empirical field results established that there was a significant and positive relationship between training workshops and teacher performance. Therefore, this led the study to conclude that in order to improve teacher performance, training workshops for teachers need to be increased.

## 5.5 Recommendations

Basing on the above conclusions, below is a list of suggested recommendations per study objective:

### 5.5.1 Induction and teacher performance in selected government aided secondary schools in Mubende District

Given the fact that induction improves teacher performance in government aided schools, it is recommended that the government through the MoES and the Local governments should design and implement a teacher induction programme. This programme should target both science and arts subjects and should be made mandatory to new recruit teachers.

### 5.5.2 Mentoring and teacher performance in selected government aided secondary schools in Mubende District

Secondly, the study established that mentoring improved teacher performance. The study also established that there was no designed programme or policy framework under which mentorship was being conducted. As a result, this study recommends that since senior teachers who can work as mentors exist is these government aided schools, the government through its respective bodies like Ministry of Education and sports should design a programme and a policy framework that will facilitate mentorship in government aided schools.

### 5.5.3 Training workshops and teacher performance in selected government-aided secondary schools in Mubende District

On the third objective, it was established that teacher training workshops improved teacher performance. It was also established that SESEMAT programme currently employed by the MoES that targets only science and mathematics teachers is yielding results. This study therefore recommends that the government and MoES should roll out this programme to cover all subjects. The government and respective bodies should also design a policy framework that will streamline and encourage the teacher training workshops in schools on a periodic basis.

## 5.6 Limitations of the study

The study registered a number of limitations and these majorly included;

1. Accessing relevant documents for effective document review was one of the major limitations. Poor record keeping or the unrefined document keeping systems in some of the institutions visited made it impossible for the researcher to access a number of documents that were thought to be relevant in this study. The researcher managed to access only a few lesson plans and schemes of work. This limited the contribution of the documentary review method to this study.
2. Since UNEB exams were in progress, a few respondents were available at their work stations. Many were invigilating UNEB examinations. Therefore obtaining the sample required for the study was a challenge. The researcher kept on rescheduling engagements and this was problematic considering the fact that the study had a specified time. This has led this study to prolong.
3. Secondly, some respondents wrongly filled the questionnaires. This came as a result of time constraints as some of them rushed to answer the questions. The desire to protect themselves and their schools was also noted. Some participants simply filled in the ideal not what was on the ground. However, the researcher kept on re-engaging the respondents to make sure that they filled all the questions correctly.

## 5.7 Areas recommended for further study

Throughout the process of undertaking this study, the researcher observed certain areas that require further research;

1. The impact of the Secondary Science and Mathematics Teachers Training programme (SESEMAT) on the performance of the respective teachers. This is suggested because ever since the programme was rolled out, limited studies have been conducted to establish its success.
2. In-service training and performance of teachers in secondary schools (Private and Government aided) since both categories of schools contribute to the quality of the nation’s education system.
3. A study should be conducted to establish the factors that influence informal teacher in service training in government aided schools. This is suggested because the study established that some government aided secondary schools practiced some forms of in-service teacher trainings including induction and mentorship informally.

## 5.8 Contribution of the study

Theoretically, the study contributes to the body of knowledge regarding the significance of the relationship between in-service training and teacher performance in Government-aided secondary schools. The study found that performance is improved when teachers are offered in-service training opportunities. The study has therefore filled a gap which previously existed within the secondary education sector in Uganda.

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# APPENDICES

## Appendix I: Questionnaire for Survey

Dear respondent,

I am a Masters student at Uganda Management Institute (UMI) under taking a study about **IN**-**SERVICE TRAINING AND TEACHER PERFORMANCE IN SELECTED GOVERNMENT-AIDED SECONDARY SCHOOLS IN MUBENDE DISTRICT**. The study is in partial fulfillment of the requirements for the award of a master’s degree in Higher Education Management and Administration.

I kindly requestyoutoanswerthequestionssincerelyandaccurately.Theinformationwill only be used for academic purposes and it will be treated with maximum confidentiality. Thank you for your kind cooperation.

Yours faithfully,

Ssendagire Paul

**Section A:**

**Background Information of the Respondents**

Tick or circle appropriately

**A1. Age**

(a) Below 25 years

(b) 26-35 years

(c) 36-45years

(d) Above 45 years

**A2. Sex**

(a) Male (b) Female

**A3. Teacher Category**

1. Science
2. Humanities

**A4. Highest level of education**

1. Certificate
2. Ordinary Diploma
3. Bachelor’s Degree
4. Postgraduate
5. Others (please specify)…………………………………………………………………………….

**A5. How long have you been in the teaching profession?**

1. Below five years
2. 6-10years
3. 11-15years
4. Above15years

**Section B: Induction**

Thefollowingstatementscanbeansweredona5pointscalewith5=stronglyagree,4=agree,

3=Not sure, 2=Disagree1= Strongly disagree.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** (**SA)** | **Agree(A)** | **Not Sure(NS)** | **Disagree(D)** | **Strongly Disagree (SD)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **NO**. | **Statement** | **SA** | **A** | **NS** | **D** | **SD** |
| B1 | Induction improves teacher performance | 5 | 4 | 3 | 2 | 1 |
| B2 | When I joined this school, I was taken through an induction process. | 5 | 4 | 3 | 2 | 1 |
| B3 | There is a formal induction program for new teachers in my school | 5 | 4 | 3 | 2 | 1 |
| B4 | There is continued monitoring and support from administrators to new teachers. | 5 | 4 | 3 | 2 | 1 |
| B5 | In my school, school administrators observe new teachers’ lessons and provide relevant feedback to the new teacher. | 5 | 4 | 3 | 2 | 1 |
| B6 | School administrators adequately attend to the questions and concerns raised by new teachers about the new school environment. | 5 | 4 | 3 | 2 | 1 |
| B7 | My school regularly organizes orientation seminars for new teachers. | 5 | 4 | 3 | 2 | 1 |
| B8 | In my school, there is a period of time reserved for New teachers to plan with senior teachers. | 5 | 4 | 3 | 2 | 1 |
| B9 | In my school, New teachers make lesson plans and schemes of work with senior teachers. | 5 | 4 | 3 | 2 | 1 |

**Section C: Mentoring**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** (**SA)** | **Agree(A)** | **Not Sure(NS)** | **Disagree(D)** | **Strongly Disagree (SD)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **SA** | **A** | **NS** | **D** | **SD** |
| C1 | Mentoring improves teacher performance | 5 | 4 | 3 | 2 | 1 |
| C2 | There is a formally established mentoring system in my school. | 5 | 4 | 3 | 2 | 1 |
| C3 | In my school, each teacher is assigned a mentor. | 5 | 4 | 3 | 2 | 1 |
| C4 | I have a mentor teacher assigned to me under a formal school arrangement. | 5 | 4 | 3 | 2 | 1 |
| C5 | My mentor teacher regularly observes my lessons and gives me helpful feedback. | 5 | 4 | 3 | 2 | 1 |
| C6 | Mentees and mentors regularly conduct group reflections on the teaching and learning process. | 5 | 4 | 3 | 2 | 1 |

**Section D:Training Workshops**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** (**SA)** | **Agree(A)** | **Not Sure(NS)** | **Disagree(D)** | **Strongly Disagree (SD)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Statement** | **SA** | **A** | **NS** | **D** | **SD** |
| D1 | Training workshops promote teacher professional development. | 5 | 4 | 3 | 2 | 1 |
| D2 | I regularly attend training workshops on teaching practices. | 5 | 4 | 3 | 2 | 1 |
| D3 | The school administrators organize school-based teacher training workshops on teaching practices. | 5 | 4 | 3 | 2 | 1 |
| D4 | The school organizes teacher training workshops on teaching practices in other places outside school premises. | 5 | 4 | 3 | 2 | 1 |
| D5 | There are some teacher training workshops organized at my school by the ministry of education or other stakeholders. | 5 | 4 | 3 | 2 | 1 |
| D6 | I have ever attended a training workshop organized outside the school by the ministry of Education or other stake holders. | 5 | 4 | 3 | 2 | 1 |
| D7 | The training workshops organized are regular to provide continuous knowledge and skills to teachers | 5 | 4 | 3 | 2 | 1 |
| D8 | The training workshops organized continuously provide new and better ways of classroom delivery like the use of ICT in class. | 5 | 4 | 3 | 2 | 1 |
| D9 | The school administration encourages all teachers to attend teacher training workshops organized at school or outside school. | 5 | 4 | 3 | 2 | 1 |

**Section E: Teacher Performance**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strongly Agree** (**SA)** | **Agree(A)** | **Not Sure(NS)** | **Disagree(D)** | **Strongly Disagree (SD)** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NO. | Statement | SA | A | NS | D | SD |
| E1 | I part time in other schools | 5 | 4 | 3 | 2 | 1 |
| E2 | I keep time and respect school deadlines | 5 | 4 | 3 | 2 | 1 |
| E3 | I regularly make schemes of work. | 5 | 4 | 3 | 2 | 1 |
| E4 | While teaching, I follow lesson plans. | 5 | 4 | 3 | 2 | 1 |
| E5 | I use learner centered methods of teaching. | 5 | 4 | 3 | 2 | 1 |
| E6 | I have ever delivered a lesson using power point. | 5 | 4 | 3 | 2 | 1 |
| E7 | I regularly incorporate ICT in my lessons. | 5 | 4 | 3 | 2 | 1 |
| E8 | I mark all exercises I give to students. | 5 | 4 | 3 | 2 | 1 |
| E9 | I follow a marking guide while assessing learners’ work. | 5 | 4 | 3 | 2 | 1 |
| E10 | I always use well prepared and relevant teaching aids in my lessons. | 5 | 4 | 3 | 2 | 1 |
| E11 | I endeavor to attend all staff meetings. | 5 | 4 | 3 | 2 | 1 |
| E12 | In many instances, I fail to cover the syllabus | 5 | 4 | 3 | 2 | 1 |
| E13 | I have all the records of marks for my students | 5 | 4 | 3 | 2 | 1 |

What recommendations would you give about the provision of in-service training in schools?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

**Thank You**

## Appendix II: Interview Guide

Dear respondent,

I am a Masters student at UMI undertaking study on the **SERVICE TRAINING AND TEACHER PERFORMANCE IN SELECTED GOVERNMENT-AIDED SECONDARY SCHOOLS IN MUBENDE DISTRICT**. The study is in partial fulfillment of the requirements for the award of a master’s degree in higher education management and administration.

I kindly request you to answer the questions sincerely and accurately. The information will only be used for academic purposes and it will be treated with maximum confidentiality. Thank you for your kind cooperation.

Yours faithfully,

Ssendagire Paul

1. Is there any form of In-Service training (induction, mentoring and training workshops) for teachers in this school/district?
2. How has In-Service training been practiced in this school/District?
3. Is In-Service training supported by the government?
4. How does in-Service training relate to teacher performance?
5. Comment about In-Service training and overall school / district performance

# Appendix III: Krejcie & Morgan Table

**Table for Determining Sample Size from a Given Population**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **N** | **S** | **N** | **S** | **N** | **S** |
| 10 | 10 | 220 | 140 | 1200 | 291 |
| 15 | 14 | 230 | 144 | 1300 | 297 |
| 20 | 19 | 240 | 148 | 1400 | 302 |
| 25 | 24 | 250 | 152 | 1500 | 306 |
| 30 | 28 | 260 | 155 | 1600 | 310 |
| 35 | 32 | 270 | 159 | 1700 | 313 |
| 40 | 36 | 280 | 162 | 1800 | 317 |
| 45 | 40 | 290 | 165 | 1900 | 320 |
| 50 | 44 | 300 | 169 | 2000 | 322 |
| 55 | 48 | 320 | 175 | 2200 | 327 |
| 60 | 52 | 340 | 181 | 2400 | 331 |
| 65 | 56 | 360 | 186 | 2600 | 335 |
| 70 | 59 | 380 | 191 | 2800 | 338 |
| 75 | 63 | 400 | 196 | 3000 | 341 |
| 80 | 66 | 420 | 201 | 3500 | 346 |
| 85 | 70 | 440 | 205 | 4000 | 351 |
| 90 | 73 | 460 | 210 | 4500 | 354 |
| 95 | 76 | 480 | 214 | 5000 | 357 |
| 100 | 80 | 500 | 217 | 6000 | 361 |
| 110 | 86 | 550 | 226 | 7000 | 364 |
| 120 | 92 | 600 | 234 | 8000 | 367 |
| 130 | 97 | 650 | 242 | 9000 | 368 |
| 140 | 103 | 700 | 248 | 10000 | 370 |
| 150 | 108 | 750 | 254 | 15000 | 375 |
| 160 | 113 | 800 | 260 | 20000 | 377 |
| 170 | 118 | 850 | 265 | 30000 | 379 |
| 180 | 123 | 900 | 269 | 40000 | 380 |
| 190 | 127 | 950 | 274 | 50000 | 381 |
| 200 | 132 | 1000 | 278 | 75000 | 382 |
| 210 | 136 | 1100 | 285 | 1000000 | 384 |

*Note – N is population size*

*S is sample size*

## Appendix IV: Introduction Letter

## Appendix V: Anti-Plagiarism Report