

**THE EFFECTS OF TRAINING AND PERFORMANCE OF
PRIMARY SCHOOLS PUPILS IN APAC
DISTRICT. THE CASE OF
APAC TOWN COUNCIL.**

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A DESERTATION SUBMITTED TO THE FACULTY OF SOCIAL
SCIENCES AS A PATIAL FULFILMENT FOR THE A
WARD OF A BACHELOR DEGREE IN PUBLIC
ADMINISTRATION AND MANAGEMENT
OF KAMPALA INTERNATION
UNIVERSITY

OCTOBER 2011

DECLARATION

I Adong Harriet do declare that this piece of work is my true copy produced by me; it has not submitted to any institution for any a word of diploma or degree. I stand to correct any inconsistencies that may be associated with this.

Sign

Date

APPROVAL

This work produced by Adong Harriet was carried with my approval and supervision.

Sign

Mike Odongo

Supervisor

Date.....

AKNOWLEDGEMENTS

My gratitude first goes to God who has given me the strength and courage to undertake this research. I also owe a lot of appreciation to all those who assisted me in carrying out this research. I am so thankful to my mum who continuously supported me through out my studies. I am also grateful to my supervisor Mr. Odongo Mike who tirelessly went through my work and inspired me to dig deeper into the core of the matter. His kind criticism, patience and understanding, assisted me a great deal.

I am indebted to my husband Mr Ongu Geoffrey for his encouragement in time of difficulties. More appreciations go my friends, course mates especially Cinderella. Finally I recognize the financial support from State House Uganda for the Scholarship extended to me. Long live state house!

Thanks

Adongo Harriet

Sign

Date.....

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CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter presents the background of the study, the problem statement, general objective, and specific objectives, and research questions, scope of the study, significance of the study, justification and operational definitions.

1.1 Background to the study

1.1.1 Historical perspective

Training is important in building and improving skills and knowledge of people. In the US, 40% of adult are functionally illiterate, and experts have defined literate as individuals who have acquired a sixth grade education or level (Bihlander, et al: 2001). According to Sierra & Rico (1996), performance of primary school teachers in Spain who acquired specialty training in mathematics, music and foreign language improved. In the UK, newly qualified teachers serves probationary period of one year, upon being monitored and supported for development, are encouraged to join in-service training to pursue continuing professional development relevant to their own responsibility and development of the school (http://ww2.prospects.ac.uk/p/types_of_Job/primary_school_teachers_training.jsp)

According to Ministry of Education, Pakistan (1999), primary school teachers don't have sufficient opportunity for in service training on a continuous and regular basis. This account for the poor performance of teachers. Only a few primary school teachers from public sector do attend the limited number of in service training after 5 years on the job.

In Kenya since independence, Eshiwani (1993) observed that most of the districts by 1976 had 30% of their primary school teachers untrained. This prompted the government to reduce in-service training from two years to one year. This move gives us the impression that training is ubiquitous to quality and performance of teachers.

When Uganda attained her independence in 1962 training became very vital since most of the citizens were not trained especially in professional areas. The few government schools by then could not employ many teachers besides most of them were foreigners. This is so since not many teachers were trained let alone gone through refresher courses. This adversely affects performance of the schools. Lira was a little known district although the presence of the then president Milton Obote made the area known politically but nothing much was done to teachers' development.

After 1980 a number of civil servants had received training, this includes teachers. A number of schools were built but not many teachers went through further training. This is coupled with the advent of decentralization in Uganda where human resource development was fundamental, this concerns with identification of training needs, management of resultant training, human resource planning, career development and succession plans for the line and staff department (Nsibambi 2000).

It should be noted that performance at work is partly a function of employee capacity and belief that the organization is committed to her/his career development and personal growth. The training of teachers is thus paramount in enhancing their performance. To Aguti (1996), teachers' performance entails making schemes of work, lesson plans, marking and discussing with students aiding them to passing examinations.

Table 1 showing academic performance of selected schools in lira and the number of teachers trained.

| Year | 2005 | 2006 | 2007 | 2008 | 2009 |
|------------------------|------|------|------|------|------|
| No of teachers trained | 49 | 57 | 69 | 77 | 97 |
| Grade 1 scored | 47 | 66 | 77 | 95 | 108 |
| No of candidates | 478 | 497 | 501 | 458 | 509 |

MEOs Office Lira (UNEB Results 2005-2009)

Following the selected schools results above the enrolment of pupils are high but scores in first grades is very low compared to students' performance in schools in Kampala. However the number of teachers going for training is increasing but still the performance of students is low by national standard although there seems to be improvement each year.

1.2 Problem Statement.

Apac town council like other town councils in Uganda is concerned with measures to provide quality and improved education services to the nation. Not many teachers in apac district have had chances of under taking in-service training. The retention rate for teachers especially in private primary schools is low. They move from schools to school. Although the government of Uganda has attempted to improve the performance of teachers by improving on the salaries of teachers, it may not be true that poor performance in schools is necessarily a result of low pay (Byaruhanga 2010).

The Ministry of Education and Sports and National Curriculum Development Centre have always organized the Syllabi for most subjects plus workshops in a bid to enhance a consistent development in education, but the lingering gap is that of training that this

study intends to analyze. Training is vital in the performance of teachers. Olaitan and Agusiob (1981) observes that a trained teacher is an effective one and that effective teaching contributes to the industrial understanding, helps improve her abilities, skills and helps develops more desirable attitudes.

To date the performance of schools in Apac district remains poor as compared to other schools in Kampala (UNEB 2005-9). By national standard pupils/students performance in class is very poor; very few first grades are realized at the end of the year. That is why the researcher intends to examine the effect of training on the performance of primary school teachers in Lira municipality. A number of teachers have resorted to upgrading their status through training. Aguti (1996) observes that; teaching in the primary schools in Uganda, a teacher needs a minimum of a Grade III Certificate, upgrading to Diploma does not add new teachers or professional status but only enables teachers to upgrade to a higher qualification.

1.3 Purpose of the study

The purpose of this study is to examine the effect of training on the performance of primary school teachers in Apac town council.

1.4 Specific Objectives:

The study will specifically focus on the following objectives:

- 1.4.1 To find out how case study method affects performance of primary school teachers in Lira municipality schools.
- 1.4.2 To establish how refresher courses (retraining) affect the performance of primary school teachers in Lira municipality.
- 1.4.3 To examine the influence of in-service program on the performance of primary school teachers of Lira municipality.

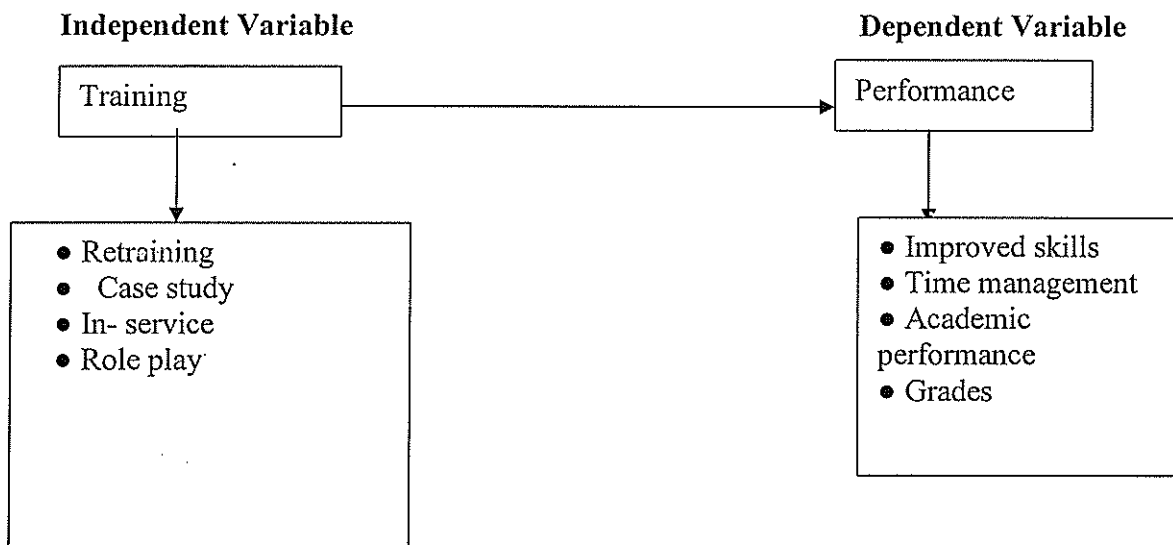
1.5 Research Questions.

The study is designed to answer the following research questions:

- 1.5.1 How does case study method affect the performance of primary school teachers in Lira municipality?
- 1.5.2 How does refresher courses' (retraining) influence the performance of teachers in lira municipality?
- 1.5.3 How do in-service program influence the performance of primary school teachers in Lira municipality?

1.6 Conceptual frame work.

Conceptual framework showing the relationship between training and performance of primary school teachers.



In this conceptual frame work, training and performance of teachers are variables in the study. Training is conceived as the independent variable while performance is the dependent variable. Training is viewed from the perspective of on the job and off the

job). Training is an investment in the company's people and future. The dimensions under on the job are promotion and transfer and retraining, while in-service and role play are the dimensions under off - the job training.

Off job training is important in providing teachers opportunities to explore other areas and being exposed to the environment outside their work places. Graham (1995), off the job training is a type of training that takes place away from the normal work situation, it covers a number of techniques; classroom lectures case studies et al. When teachers attend training outside their normal work environment, they get exposed to a number of new ideas that they can capitalize on to cause change in the places of work. This can thus lead to improved performance.

Performance is viewed in terms of task accomplishment, skills and knowledge.

Bernadine, et al (1995) contends that performance is the outcome of work. When teachers are trained they acquire additional skills and knowledge that they would be able to use in order to cause change in their duty stations. Performance is also looked at as being instrumental in improved academics. When teachers get refresher training, it helps them to adequately impart knowledge to the learners hence improving on performance of students. Saleemi (2007) "while refresher training helps the workers in learning new methods and skills, it also enables them to refresh their memory of things which they had learn along time ago.

1.8 Significance of the Study

The findings from this study will be instrumental to a number of stakeholders:

Government

The study will provide guided information to government on how teachers' performance can be improved. It may also reveal the training gap which is instrumental in the promotion and enhancement of academic excellence in schools.

Future researchers

The study will reveal research gap that can be explored by future researchers. Others will find this study palatable for benchmarking.

Policy makers

The result of this study is expected to compliment on the existing information in guiding policy implementers in local government. The implementers are placed at district, municipality, sub-county and even level.

School administrators

The out come of this study is expected to provide guide line to the head teachers in providing quality services to the learners. The need for quality services is the ultimate goal of all administrators. When teachers get the best from their superiors, the outcome is quality product!

Local communities

The local communities will find it fitting to use the outcome of this study to solve problems relating to performance in their area..

1.9. Scope of the Study

1.9.1 Geographical Scope

This study will be conducted in Apac town council. Both government aided and private primary schools; shall be reached. This is designed in order to provide comparative study among the two sectors.. Apac town council composed of composed of four parishes. At least two parishes shall be reached.

1.9.2 Content Scope

This study will limit it self to training and performance of teachers. Under training the following dimensions are examined; delegation, retraining, in-service, and role model. While task accomplishment, improved skills, improved knowledge, academic performance, retention and grades are identified.

1.9.3 Time Scope

This study will cover the aspect of training as a factor that can promote performance of teachers in Lira municipality. It covers the periods from 2006 to 2010. This is chosen because it is a period that northern Uganda and Apac in particular experienced steady peace as a result of the stoppage of LRA war yet teachers' performance continues to dwindle. Although this does not imply that the rest of the periods past have been doing well in terms of academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is vital in the evaluation of reports of existing information. To Amin (2005), literature review is the location, reading and evaluating reports of research as well as reports of observation, discussions and opinions. This chapter thus presents the theoretical review and review of related literature objective by objective, summary of literature and gaps identified.

2.1 Theoretical Review.

. This study has a bearing on Maslow motivation theory, where motivation is looked at as the drive that impels a person towards task accomplishment (performance) (Saleemi 2007). Since the basis of this study is to find out how training can lead to performance, training is looked at as a factor that can motivate teachers into performance. Motivation is about getting people to move in the direction you want to go in order to achieve a result (Armstrong. 2006). Motivation factor relates to the nature of work it self, are intrinsic to the job. These have positive influence on morale, satisfaction, efficiency and higher productivity. This includes the job itself, recognition, achievement (Chandan. 2008).

2.2 Actual Review of literature

2.2.1 Training and performance of primary school teachers

Training implies the act of increasing the knowledge and skills required for efficient performance of a particular job (Saleemi 2007), use of systematic and planned instruction activities to promote learning (Armstrong 2007), It is a short term process utilizing a

systematic and organized procedure by which non-managerial personnel learn technical knowledge, and skills for a definite purpose (Flippo& Edward 1976). Training improves the job knowledge, skills and future performance (Chandan 2008), Cole (2007) observed that most jobs require the job holders to possess knowledge and skills.

Apart from acquiring academic training to grade III level for primary teachers or diploma in primary or secondary education for O' level and degree and for A' level , most teachers in lira municipality have remained 'put' . This could be attributed to a number of factors; training and training opportunities is one of them, inadequate salary and management problems among others. No wonder some teachers have engaged themselves in businesses. Monitor: (2009) observed that 'teachers turned farmers'; that many teachers are acquiring loans with difficulties of paying back. Teachers were told not to get loans. Although government have recently come out with risks allowances for teachers in "hard to reach areas), this seems not to adequately provide any remedy for low wages for teachers let alone it being a segregation system , that is those in "easy to reached areas" are denied the allowance . A good policy must not be bias, it should cover the entire spectrum otherwise the idea is good (Mayanja. 2010: New Vision)

2.3 Case Study and performance of Primary school teachers

As a form of training case study is fundamental in providing learners opportunity to discuss and make suggestions in response to problems involved in it (Saleemi 2007). This tends to widen the knowledge of the participants about a particular phenomenon. To Armstrong (2006) case studies should aim to promote enquiry, exchange of ideas, and the analysis of experience in order that the trainees can discover underlying principles that the case study is designed to illustrate.

Cole (2007) contends that case study method is quite useful for providing participants an opportunity to express problem solving in relevant context. A well chosen case problem can broaden the knowledge horizon of people, provided the case discussion does not degenerate into a rambling session (Saleemi: 2007). When teachers are exposed to this

kind of training, their reasoning and knowledge may not remain the same again, that is why the researcher intends to investigate the influence of training on the performance of primary school teachers in lira municipality.

2.4 Retraining and performance of primary school teachers

It is pertinent to note that a lot of changes are taking place worldwide. This is perhaps attributed to globalization. New machines are being discovered and discarded; the use of new machines would of necessity require improved skills through training. Retraining therefore would widen the scope and knowledge of the workers to manage the new technologies. Employees who ignore this will find them selves without jobs; this implies that employees should be kept abreast with the change in technology and scientific invention, a factor that can be adequately solved through training and retraining. Computers technology is growing very fast, a number of elites have at least a computer at home, and teachers can not be exonerated from this. State minister for information, communication and technology Hon Alintuma Nsamu had this to say “have computers at home; if you don’t you will soon look fools because some of the children you teach have computers at home” (Wafula: Daily Monitor 2009). Although this seems to be a brilliant advice from the minister, with the meager pay attached to teachers can they be able to purchase?. Michael Zirintuza, a teacher observed that, teachers have the will but are constrained by lack of financial resources and ignorance about them (Wafula; Daily Monitor 2009).

2.5 In-service and performance of primary school teachers

The influence of the in-service teaching in the professional development, and especially in education (Black & Moisan 1987), is acceptable by all. The in-service training is understood as a tool to professionalize teaching, improve quality and efficiency of the new educational system and promote scientific and technological advances and innovations. (Perron 1991).

In-service training is not seen as a remedy for deficiencies in initial training, but as a long- term process and apart of continuing education that makes possible the acquired knowledge in the initial training and that can be defined as a variety of activities and practices in which teachers become involved in order to broaden their knowledge, improve their skills and assess and develop their professional approach (www.comcomune.torino.it/novasre/_private/trainingteacher.PDF)

Vishnoo Bhagwan (2007) contends that in-service training is a sort of training which is imparted to the candidates after their selection to the public service. This type of training stimulates the employees to make best efforts and to improve their performance. It boosts the morale and makes them attuned to the new tasks of onerous nature. Much as the teachers may foot their own bills, in-service provides adequate opportunities for upgrading though other institutions may sponsor their staffs. That is why this study will examine the role of in service in the performance of teachers in lira municipality.

CHAPTER THREE

METHODOLOGY

3.0 Introduction:

This chapter presents the research design, study population, sampling techniques, data collection methods, data collection instruments, data analysis, validity and reliability

3.1 Research Design

A research design is generally a plan or strategy of investigation used to obtain answers to research question (Kerlinger.2004). To Amin (2005), a research design is vital in facilitating the smooth sailing of the various operations making research as efficient as possible. This study will adopt a case study design. This is because the researcher intends to gather in-depth information which this particular design provides. Case study design provides real-life context (Amin 2005). The study will employ both qualitative and quantitative approaches.

3.2 Study Population

3.2.1 Area Population

This study shall generate information from both private and government aided primary schools within the municipality. Apac town council has a total population of 99,340 people [Population Office 2007]. It has 486 primary school teachers, 228 of which are males. It composed of four divisions namely: Ojwina, Adyel, Railways and Central Divisions. The study shall cover four selected primary schools from Central and Ojwina division. The 4 primary schools have a population of 124 primary school teachers. There are 4829 pupils in the two divisions. (MEO's Record Lira: May 2009).

3.2.2 Sample Size

A target population of 208 respondents shall be selected in the proportions detailed in table 1 below.

Table 1

Table 1 below shows the selection of respondents and sample size

| Sample | Population | Sample |
|-------------------|-------------------|---------------|
| Key informants | 32 | 28 |
| Teachers | 81 | 66 |
| Students | 144 | 103 |
| Local communities | 72 | 59 |
| Head teachers | 18 | 14 |
| Total | 357 | 270 |

Source: Adopted from R. V Krejice & D.W. Morgan as cite by Amin (2005).

3.3 Sampling Techniques

Simple random Sampling

Simple random sampling shall be employed in the selection of students. This type of sampling gives equal opportunity to every respondent to be chosen as a sample. This takes care of biasness. This is a sample obtained from a population in such a way that samples from the same population have equal chances of being selected (Amin, 2005).

Systematic Sampling

This type of sampling shall be used to select teachers. The random number will be used to get the first sample and the elements in the sampling frame will be numbered then the nth name will be selected from the total sample size.

Purposive Sampling

Purposive sampling shall be employed to select the key informants like the district officials and politicians. This method is employed since it gives the researcher the privilege to choose the respondents who have the information the researcher intends to get.

3.4 Data Collection Methods

The study will use a triangulation of both qualitative and quantitative methods of data collection methods and instruments. The main methods will include: questionnaires, interview, and documentation.

3.4.1 Questionnaires:

Structured questionnaires shall be used to reach the local community and students. This is chosen because of its simplicity and cheapness. Unstructured questionnaire shall be administered to collect information from teachers. This is adopted because it tends to supply in-depth information. (Amin 2005)

3.4.2 Interviews:

Face to face interview shall be used to gather information from the twelve 12 key informants that shall be chosen purposively. This method will be applied due to the in-depth information it provides. It allows room for probing.

3.5 Data Collection Instruments

Questionnaire

A questionnaire is a carefully designed instrument for collecting data on accordance to the specifications of the research questions and hypotheses (Amin, 2005). It includes interrelated questions prepared by the researcher about the research problem under investigation.

Interview Guide

A list of guiding questions shall be administered to the respondents on areas under investigation. Both interview guides and questionnaires are vital instruments that are instrumental in collecting large quantities of data from large numbers of people (Miller & Brewer 2003). This shall help the researcher in probing and giving guide lines to area that need attention.

Data Analysis.

This section of the study is vital since it is a means for data categorization, ordering, manipulation and summary in order to obtain answers to research question (Kerlinger, 2004). Data will be gathered and presented in form of statistical tables, charts and analyzed.

3.6.2 Data Analysis

Qualitative data analysis shall be basically applied on respondent's views about training and performance, government interventions and way forward. Quantitative analysis shall be expressed through statistical representation such as pie charts, tables and graphs.

3.7 Validity and Reliability of Research Instruments

3.7.1 Reliability:

Pre-testing shall be conducted in two parishes covering a total of 18 respondents, 9 from each parish. Data shall be compared from these two parishes against the documents obtained from the district education offices relating to the subject under investigation. This way the researcher shall be able to establish the influence of training on performance of teachers hence reliability.

3.8 Procedures for Data Collection:

Upon submission of research proposal to the supervisor and its approval, a letter of introduction shall be obtained from the faculty of social sciences KIU on top of student's identity card of KIU that will be presented to the office of the CAO Apac who in return shall write to introduce the researcher to the relevant authorities.

3.9. Ethical issues

Ethics may be related to morality; stating the rights and wrongs conforming to the standards of conduct of a given profession or group (Babbie 2008). The confidentiality and other ethical conduct was properly taken care off.

CHAPTER FOUR
PRESENTATION, DISCUSSION AND ANALYSIS

4.0 Introduction

This chapter presents the presentation of the data, discussion and analysis, presentations in form of tables, charts and graphs.

Demographic presentation

Table 4.1 Showing Response by sex

| Sex | Percentage |
|--------------|-------------------|
| Male | 46% |
| Female | 54% |
| Total | 100% |

The table above reveals that more female were reacted (54%) as compared to men

Table 4:2 Response by qualification

| | |
|--------------|-----|
| Diploma | 89% |
| Degree | 11 |
| Postgraduate | 0 |
| Master | 0 |

A large dependence of 89% of the respondents interviewed were diploma holders while 11% were degree holders. No respondents of post graduate and masters were got

Table 4.3 Response by marital status

| | |
|----------|-----|
| Married | 89% |
| Single | 11 |
| Widows | 0 |
| Divorced | 0 |

515 of the people received were married, 39% were single 9% were widows while 1 % were divorced. This implies that a large population of the leaders were married.

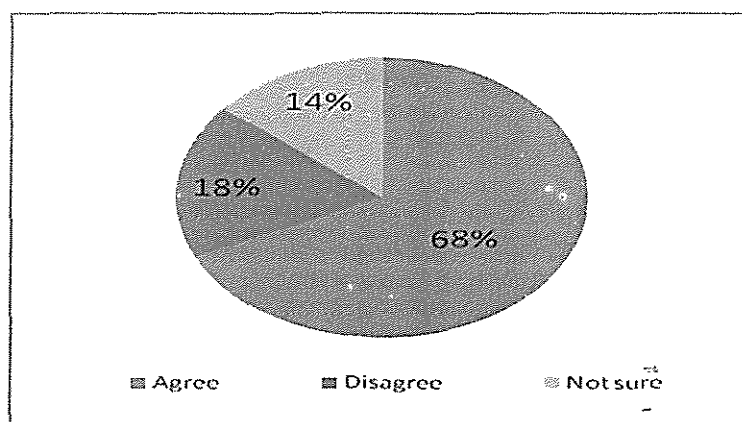
Analysis by objectives

Training and performance

When asked whether training would motivate teachers to performance, the respondents confirmed that training for sure is a motivation. This is representing 68%. While 18% disagree with the statement and 14% could neither accept nor deny.

This is graphically presented below:

Fig. 1 showing respondents responses on Training and performance



Case study and Performance

As to whether case study type of training improves performance

Table 4.4 Response were as below:-

| | Disagree | Agree | Not sure |
|--|----------|-------|----------|
| Head teacher carried out needs assessment for training | 29 | 38 | 33 |
| Case study improves academic parlance of pupils | 38 | 23 | 42 |
| All problems can be solved through training | 19 | 19 | 63 |

According to Table 4:4 above 33% of the respondents did not admit that head teachers carried out needs assessment for treating a large percentage of 38% did not show side while 29% agreed to the statement.

As to whether case study method improves academic performance of pupils; 35% of the respondents admitted that the statement is true, 23% did not show sides while 42% of respondents not accept the statement as true.

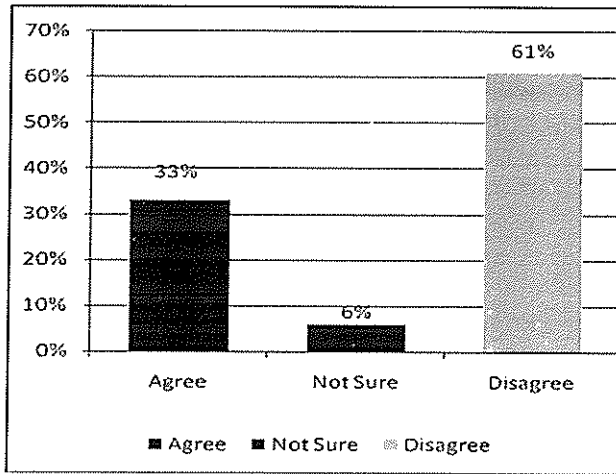
The views of respondents show as to whether all problems can be solved through training; 63% of them did not accept the statement as true, 19% admitted the statement while 18% were neutral

Case study & performance;

When asked whether teachers always organize group discussion for pupils

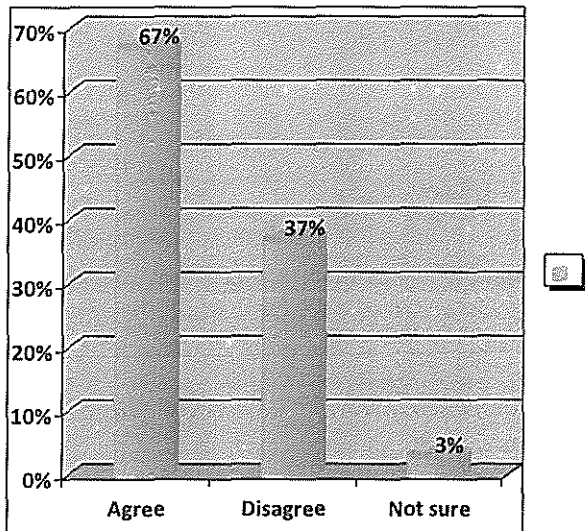
A large proportion of the pupils did not accept the statement, 61%, 6% were neutral while 33% says that teachers do organize group discussions. This is graphically presented in

Fig 2. *Graph repenting responses on graph discussing*



As to whether group discussion develops the skills of teachers a large number of respondents representing 67% agreed to the testament as true, 30% of the respondents did not agree to the testament. While 3% of the respondents were silent, not sure to the statement. This is survived on the graph below (Fig 3)

Fig 3. Showing Responses on group discussions



By implication group discussion, is significant in improving teacher’s skills as should be encouraged. This can also lead to academic improvement of pupil’s performance. The 30% of the respondents who disagreed does not significantly affect the study.

The response on whether teachers have the time to discuss with pupils

Table 4.5

| Agree | Not sure | Disagree |
|-------|----------|----------|
| 41% | 20% | 39% |

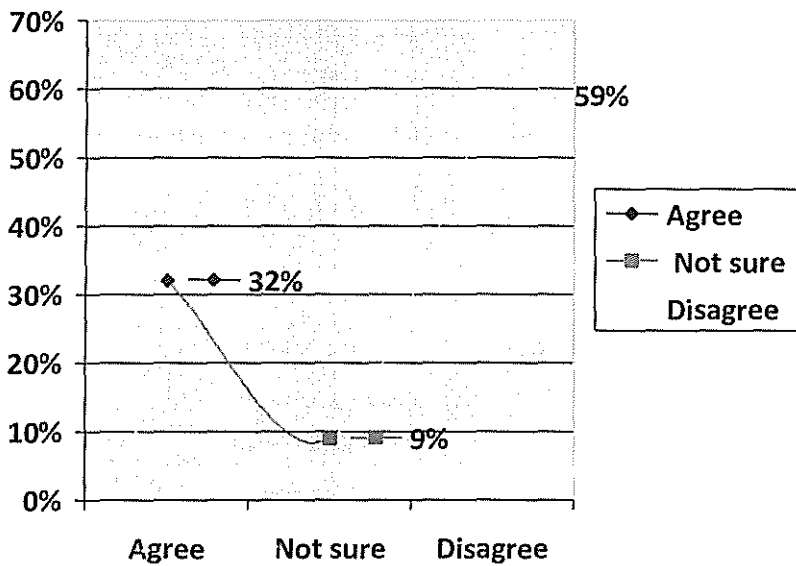
In the above table (4.5) a large preponderance of respondents (41%) agreed to the statements, 39% did not agree were 20% remained undecided.

When asked as to whether head teachers did delegate duties.

The study revealed that most head teachers in Apac don't delegate duties to their subordinates

(59%) , 34% did agree that delegation is done while 9% of them were neither convinced nor willing to accept the statement

Fig 4. Line Graph depicting response on delegation



The graph above reveals that head teacher's fears delegating their duties to the subordinates. This could be attributed to a number of factors including fear of losing their position to subordinates. But this tends to events after service delivery in schools

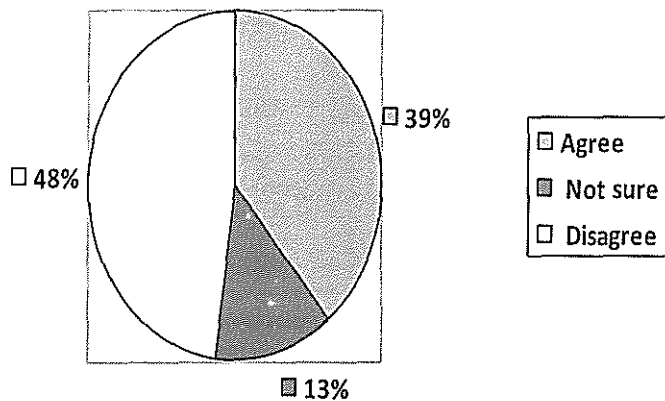
Retraining and Performance

Table 4.6

| | | | |
|---|----|----|----|
| Head teachers encourages teachers to go for re-training | 39 | 13 | 48 |
| Re-training is required only when there is new curriculum | 31 | 24 | 45 |
| Teacher who undergo re-training better performers | 48 | 12 | 40 |
| School has good training programmes for teachers | 32 | 20 | 48 |

Following the above table, 39% of the respondents agreed to the statement that head teachers always encourages teachers to go for refresher courses while 48% did not admit the statement as true, 13% of the respondents could not accept nor deny the statement. This is summed up in

Fig 5. Showing responses on retraining teachers (Pie-chart)



In summary the study revealed that head teachers are reluctant in sending teachers for further training. To others this is due to fear of challenging their positions or even due to conflict of interest.

On whether retraining is vital only when there is new curriculum 31% of the respondents admitted that the statement is true, 24% of them remained neutral while a big percent of 45% disagree with the statement.

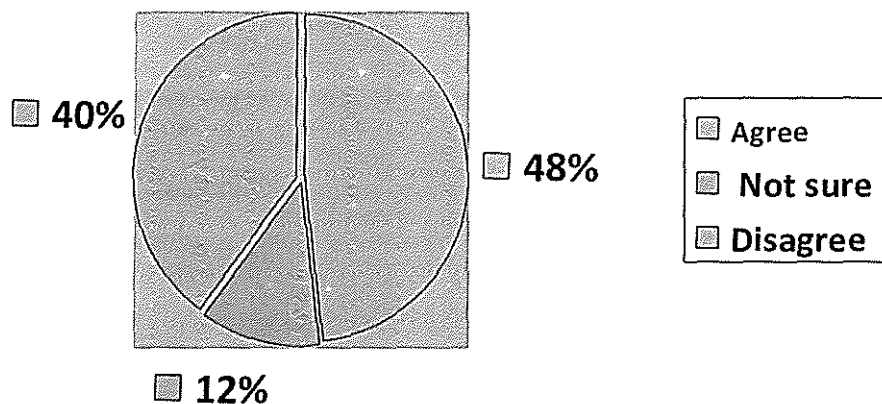
This implies that, retraining is not only needed whenever there is need for drawing or updating curriculum. It seems to be an ingredient of upgrading teachers

In response to the question asked to know whether or not teachers who undergo re-fresher course are better performers.

Statistics revealed that such teachers upon acquiring new skills and knowledge can perform well in class. This is represented by a big percent of 48%, on the same note a close percent of 40% disagree with the statement arguing that once a teacher, always a teacher.

This section of responds did not support the idea. However 12% remain none committed to the argument without showing sides.

Fig. 6 Showing response on trained teachers being better performers



About the school performance whether it caters for training of teachers

A large percentage of 38% adults, that the school does not have any training program for teachers 27% admitted that training programs does exist in schools

while 15% remains neutral. This implies that most schools in Apac don't have any hindrance of training in their schools, teachers perhaps find their ways but for upgrading.

In-service training and performance

When asked about when in-service training is conducted, 68% of the respondents appreciated agree that, this is only possible during the time when pupils are off for holydays, 27% disagree with the contention where 5% did not show any side.

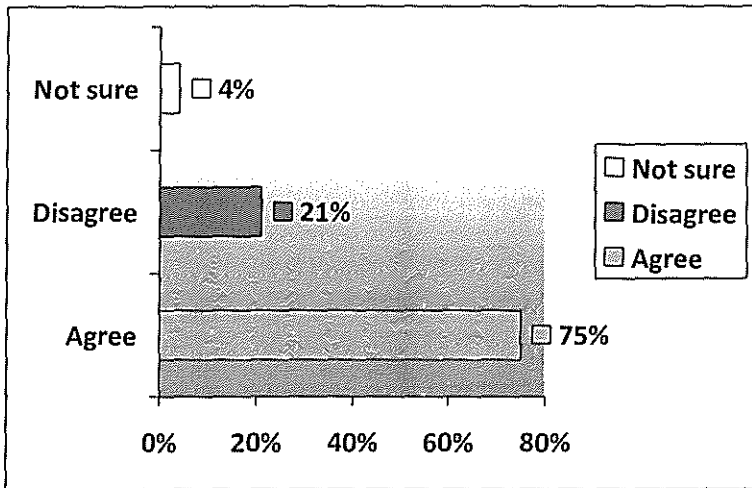
In-service program provides room for teachers for up grading. As indicated by respondents. Most teachers who cannot go for full time courses resort to in-service training. This is because the period is a bit convenient for them when children are on holidays.

| Agree | Not sure | Disagree |
|-------|----------|----------|
| 68% | 05% | 27% |

Table 4.6. above depicts the responses of teachers on time for in-service training

On the issue of lack of finance an inhibiting factor on teaching access to training. 75% of the respondents interviewed agreed that teachers don't attend training program due to lack of money, 21% dismissed the argument as untrue, as 4% of the respondents could neither accept nor deny the statement. Graphically this is presented below.

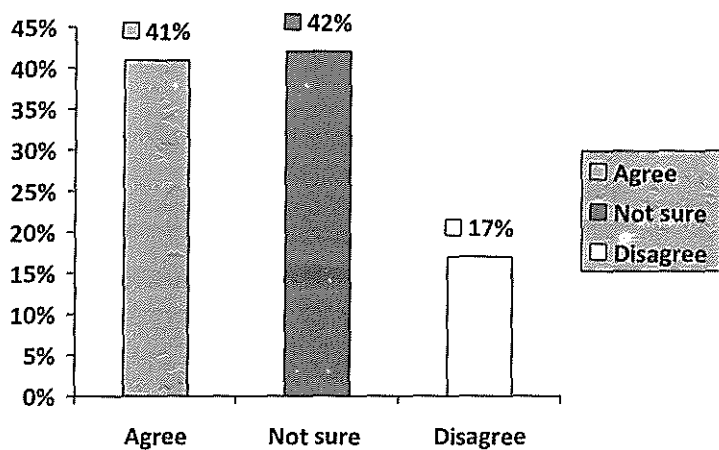
Fig.7. Showing responses on finance problem



In-service training improves on teachers skills on knowledge.

The responses of the above testament were amazing. 41% of the people reached agreed with the statement as being true, 42% of the respondents disagree with the statement, while 17% remained undecided. Although the respondents consequently disagree with the statement, these are all ubiquities and improve skills and knowledge.

Fig. 8 Graph showing response by skills and knowledge

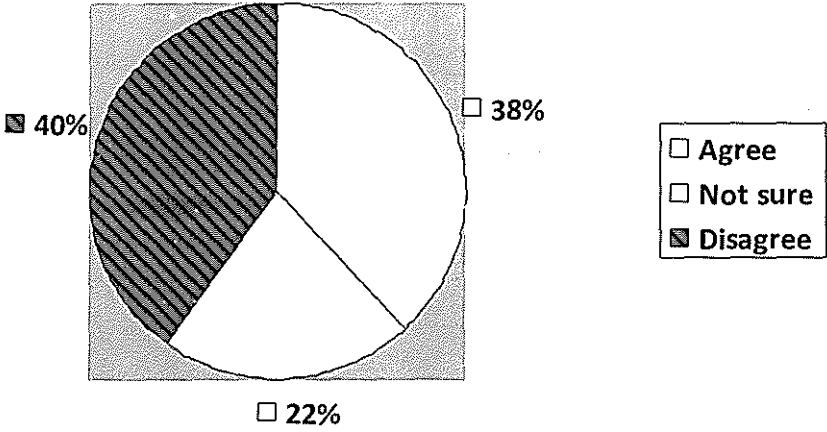


A question was raised as whether teachers in private schools are better paid as therefore better performance.

This is another interesting debate. 38% of respondents admitted that teachers in private school are more committed than those in government schools. 40% of the respondent denied that statement while 22% did not decide otherwise

However, the local community was with the views that, being private schools competing for students and resources, teachers are put to task to produce results. They are equally paid relatively well. This makes them better performers. The Government of Uganda has recognized the contributions of private schools (MOE; 2007).

Fig. 9. Pie chart representing the views on private schools.



CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction.

This chapter examined the summary, conclusion and recommendation of the study.

5.1 Summary:

5.1.1 Training and performance

The undisputed fact is that teachers training improves on the performance of teachers and consequently the pupils. However, it is not true that all problems in the school can be solved through training.

5.1.2 Case study training

The study revealed that training is important and case study type of training though important does not significantly affect performance of pupils.

Generally training serves as a motivator to many teachers as revealed by one of them.

Not many many teachers has got the opportunity to upgrade.

5.2 Conclusion

The essence of training is ubiquitous for development. Whatever the nature of training, it must be purposeful. It must be noted that not all problems can be solved through training.

Training of teachers provides avenues for growth and development and above all leads to improvement of academic performance of pupils.

RECOMMENDATION:

The study revealed a lot of discrepancies that the following recommendations would serve to sought them out:

1. The government need to tighten their supervision rate to schools so as to solve the problem f inadequate teaching in schools.
2. The school inspectors must regularly visit schools and encourage teachers to be creative for the betterment of the pupils.
3. The head teachers should encourage the teachers to join in service training or better still be encouraged for upgrading courses.
4. Schools should design training programmes for the teaching staffs.
5. Teachers should involve pupils in group discussion in order to expose them to question and answer techniques.
6. The government should improve on teachers salaries so as to pre- empts teachers from engaging in extra commercial activities that tends to take a lot of their time from class.

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APPENDIX D

INTERVIEW GUIDE FOR KEY INFORMANTS.

1. What is your position in this organisation?
2. How long have you been in this office?
3. How many teachers do you have in this Lira municipality?
4. How have schools in Lira Municipality performed academically in the last 4 years?
5. How do you handle the promotion of teachers in Lira municipality?
6. How has been the reaction of the teachers towards this?
7. What is your view towards transfer and promotion of teachers?
8. Comment about UPE policy schools in Lira Municipality
9. How does delegation help in the performance of duties?
10. How can teachers benefit from the delegation exercise?
11. Is refresher courses/retraining a better strategy for performance?
12. How necessary is it for teachers to undergo retraining?
13. Do you have an in-service program in this area?
14. Do you/ government support teachers through an in-service programme?
15. How does in-service teaching help the teachers in their performance?
16. What are the major causes of poor academic performance in schools in Lira Municipality