

**PROFESSIONAL DEVELOPMENT AND TEACHERS' PERFORMANCE
IN PRIMARY SCHOOLS IN TORORO MUNICIPALITY, UGANDA**

BY

NABWIRE JUSTINE

BU/UP/2018/2349

**A DISSERTATION SUBMITTED TO THE FACULTY OF SCIENCE AND
EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF A BACHELOR'S DEGREE IN EDUCATION
PRIMARY OF BUSITEMA UNIVERSITY**

APRIL, 2022

DECLARATION

I, **Nabwire Justine** hereby declare that this Dissertation under the topic “*Professional Development and Teachers Performance in Primary Schools in Tororo Municipality*” is my original work and has never been presented to any institution of higher education for any academic award.

Signed _____

Date _____

Nabwire Justine

APPROVAL

I certify that this Dissertation titled “Professional development and Teachers Performance *in Primary Schools in Tororo Municipality*” by Nabwire Justine has been conducted under my supervision and was submitted for examination with my approval.

Signed _____

Date _____

Dr. Geoffrey Boaz Hiire

(Supervisor)

DEDICATION

This Dissertation is dedicated to my parents; Mr. Ojiambo Pius and Mrs. Budesta Achieno Pius for their parental love, care and financial support to my Education. It is also dedicated to my husband; Mr. Ogema Julius Ochieno and children; Amondi Derrick, Ochieno Shalom Oscar, Ochieno Collins, Ochieno Raymond and Nabwire Patience for their encouragements and sacrifice towards this study program.

ACKNOWLEDGEMENT

My appreciation goes to my supervisor; Dr. Geoffrey Boaz Hiire for his guidance, advice and timely feedback that enabled me to complete this program.

I thank the Lecturers of Busitema University in particular those in the Faculty of Education for their academic mentoring that enabled me to complete this program.

My appreciation goes to the respondents in Tororo Municipality for their timely response to the study instruments that helped me in compiling and completing this Dissertation.

Sincere gratitude goes to my class mates for the cohort 2018/2019 for their social, moral and spiritual support toward this study.

I thank my relatives and friends whatsoever contribution you have played that enabled me to complete this program successfully.

May the God the Almighty bless you all.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS.....	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background to the study	1
1.2.1 Historical Background	1
1.2.2 Theoretical Background.....	3
1.2.3 Conceptual Background.....	3
1.2.4 Contextual background	4
1.3 Problem statement.....	5
1.4 General objective of the study	6
1.5 Specific objectives of the study	6
1.6 Research questions.....	6
1.7 Research Hypotheses	6
1.8 Conceptual frame work.....	7
1.9 Significance of the study.....	8
1.10 Justification for the study.....	9
1.11 Scope of the study.....	9
1.11.1 Geographical scope.....	9
1.11.2 Content Scope	9
1.11.3 Time scope	9
1.12 Operational definitions.....	9
CHAPTER TWO	11
LITERATURE REVIEW	11
2.1 Introduction.....	11
2.2 Theoretical review	11

2.3 Conceptual review	12
2.3.1 Professional Development	12
2.3.2 Performance of teachers.....	13
2.4 Actual Review of Literature.....	13
2.4.1 On-the-job training and performance of teachers	13
2.4.2 Off job training and performance of teachers	14
2.4.3 Career progression and performance of teachers.....	15
2.4.4 Professional development and teacher performance.....	16
2.5 Summary of literature Review	17
CHAPTER THREE	18
METHODOLOGY	18
3.0 Introduction.....	18
3.1 Research Design.....	18
3.2 Study area and Population	18
3.3 Sample size	18
3.4 Sampling Techniques.....	19
3.4.1 Simple Random sampling technique	19
3.4.2 Purposive sampling technique	19
3.5 Data collection methods.....	20
3.5.1 Questionnaire survey method	20
3.5.2 Interview method	20
3.5.3 Documentary Review Analysis Method	20
3.6 Data collection instruments.....	21
3.6.1 Self-administered Questionnaire.....	21
3.6.2 Interview guide	21
3.6.3 Documentary review checklist.....	21
3.7 Procedure	22
3.8 Data quality control.....	22
3.8.1 Validity	22
3.8.2 Reliability.....	22
3.9 Data analysis	23
3.9.1 Quantitative Data analysis	23
3.9.2 Qualitative analysis.....	23
3.10 Measurement of variables	23

3.11 Ethical considerations	24
CHAPTER FOUR.....	25
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	25
4.1 Introduction.....	25
4.2 Back ground information of respondents.....	25
4.3 Teachers performance.....	27
4.4 Professional development	31
4.4.1 On job Training.....	32
4.4.2 Off the job training (Professional development)	35
4.4.3 Career progression	39
4.4.4 Relationship between Professional development and Teachers performance	44
CHAPTER FIVE	47
DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS	47
5.1 Introduction.....	47
5.2 Discussions of study findings	47
5.2.1 Teachers performance.....	47
5.2.2 On - job training (professional development) and teachers' performance	48
5.2.3 Off - job training and teacher's performance.....	49
5.2.4 Career progression and teachers performance	50
5.3 Conclusions.....	52
5.4 Recommendations.....	52
5.5 Areas for further research	52
REFERENCES	54
APPENDICES	58
APPENDIX I: QUESTIONNAIRE	58
APPENDIX II: INTERVIEW GUIDE	61
APPENDIX III: VALIDITY CALCULATION	62
APPENDIX IV: COMPUTATION OF RELIABILITY	63

LIST OF TABLES

Table 3.2: Validity calculation based on expert ratings.....	22
Table 3.3: Reliability Test using Cronbachs Alpha provided by SPSS.....	23
Table 4.1: Marital status of respondents	25
Table 4.2: Responses on Gender of respondents	25
Table 4.3: Responses on highest Education qualification of respondents	26
Table 4.4: Responses on age of Respondents was collected from.....	26
Table 4.5: Responses on working experience of respondents	27
Table 4.6: Responses on Teachers Performance in Primary schools in Tororo Municipality.	27
Table 4.7: Average Responses on Teachers performance in Primary schools in Tororo Municipality.....	30
Table 4.8: Responses about on job training for teachers in the selected Primary schools	32
Table 4.9: Average responses about on-job Training of teachers in Primary schools in Tororo Municipality.....	33
Table 4.10: Relationship between on-job training and teachers Performance in Primary schools in Tororo Municipality.....	35
Table 4.11: Responses on off the job training for teachers in the selected Primary schools in Tororo Municipality.....	36
Table 4.12: Average responses on off -job training in Primary schools in Tororo Municipality	37
Table 4.13: Responses on Relationship between off the job training and teachers Performance using Pearson’s Correlation co-efficient.....	39
Table 4.14: Career progression	39
Table 4.15: Average responses on Career progression of teachers in the selected Primary schools.....	41
Table 4.16: Shows the Relationship between Career progression and teachers Performance in Primary schools in Tororo Municipality.....	43
Table 4.17: Average responses on professional development of Primary school teachers	44
Table 4.18: Relationship between Professional development and teachers’ performance using Pearson correlation coefficient	46

LIST OF FIGURES

Figure 1.1: Conceptual frame work of how professional development relates with teachers performance	7
Figure 4.1: Histogram showing respondents self-rating on teacher's performance	31
Figure 4.2: Histogram about on the Job training for teachers in the selected Primary schools in Tororo Municipality.....	34
Figure 4.3: Histogram showing average responses on off job training	38
Figure 4.4: Histogram on career progression of teachers	42
Figure 4.5: Teachers professional development in Tororo Municipality	45

ABSTRACT

This study Investigated the influence of professional development and teachers' performance in primary schools in Tororo Municipality and was guided by objectives : To find out the contribution of on - job professional development to teachers' performance in Primary schools in Tororo Municipality, the contribution of the off -job professional development to performance of teachers in Primary schools in Tororo Municipality, the contribution of career progression to teachers' performance in Primary schools in Tororo Municipality and to establish the relationship between professional development and teacher performance in Primary schools in Tororo municipality. The study used a descriptive cross sectional survey design to collect data from 165 respondents who included Head teachers and teachers who were randomly and purposively selected. The study found that on-job professional development, off –job professional development and career progression does not significantly enhance teacher's performance in the selected Primary schools in. It was thus concluded that: on- job training does not significantly contribute to teacher's performance, off-job training does not significantly influence teacher's performance and Career progression does not significantly contribute to teacher's performance in the selected Primary schools in Tororo municipality and that there was no positive significant relationship between professional development and teacher's performance in selected Primary schools in Tororo Municipality. The study recommended that : The government through the ministry of education and sports ,School founders and administrators should use diverse staff motivation strategies such as financial and none financial rewards ,improved staff welfare among others as emphasizing one strategy such as staff development could not strongly induce teachers performance. School administration and management should implement on-the job training programs though staff meetings, delegation of authority, design opportunities for off job staff training by encouraging their staff to attend external seminars, workshops and refresher courses to equip the staff with more skills. School management should put in place and implement clear staff career progression plan through promotions, up grading and provide equal opportunities for staff development and promotions.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

World over, performance of teachers in educational institutions has proved to be a major challenge. In Uganda (Tororo Municipality in particular), teacher performance appeared to be too low Tororo Municipality Education Report, 2016). None the less, there was no empirical study carried out on professional development practices and performance of teachers in Primary in Tororo Municipality as yet. Professional development has been broken down into on the job, off the job professional development and career progression. On the other hand, teacher's performance has been operationalized into teacher preparation, student evaluation, keeping record of works, punctuality, attendance, student grades, efficiency, effectiveness and reliability. This chapter includes; the background to the study, problem statement; objectives of the study, research questions, conceptual framework, scope of the study and significance of the study.

1.2 Background to the study

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

1.2.1 Historical Background

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

REFERENCES

- Abdulsalam, D., & Mowoli, M. A. (2012). Motivation and job performance of academic staff of state universities in Nigeria. The case of Ibrahim. Budamansi, Babangide University, Lapai Niger state. *International Journal of business management*, 7(14), 141-148
- Abejirinde. A. A. (2009). Motivation and workers' performance within Public and Private universities in Nigeria. Lapai. *International Journal of management and Social Sciences*. 2(2), 101-102
- Adeniji, M. A (2010). Training and its multiplier effect on productivity of higher education in Nigeria. *The challenges international education studies* (4) 86-94.
- Ali, A. S. et al. (2016). Teacher motivation and school performance, the mediating effect of job satisfaction. Survey from Primary in Mogadishu, *International Journal of Education and Social Science*. 3(1), 24-38.
- Alfki, I. M. (2014). Professional Development in English language teaching. A teacher's view. *British Journal of Education* 2(7), 32-49.
- Al-Zawahreh, A. & Al-Madi, F. (2015). The utility of Equity Theory in enhancing organizational effectiveness. *European Journal of Economics Finance and Administrative Sciences*. Jordan.
- Amadi. E. C. and Promise, A. (2013). Professional development and teachers' academic performance in Primary in ETC HE Local Government Area. *International Journal of Education and Development*, 1(2), 19-23.
- Amin, M. E (2005). *Social science research: conception, methodology and analysis*, Kampala, Makerere University Printary.
- Armstrong, M. (2009). *Armstrong handbook of personal management*. Replica press
- Aslam, H.D (2013) Analysis of professional development practices for teachers in Pakistan. A comparative case study of public and private in Pakistan. *International Journal of Human Studies*. 3(4), 311-324).
- Ayeni, A.J (2011). Teachers' professional development and quality assurance in Nigerian . *World Journal of Education* 1(2), 143-149.
- Basaza, M. (2017). *Factors affecting performance of employees at Ministry of Health Headquarters – Uganda*. A Proposal submitted to department of Business and Management in partial fulfillment of the requirement of award of masters degree in

- monitoring and evaluation of Uganda Technology and management University (UTAM).
- Bell, R. I. Martin, J S. (2012). The relevance of the scientific management and equity in every day managerial situations. *Journal of Management and Policy Practice*. 13(3)
- Bratton, J. W & Jeffrey, G. (2003). *Human resource management theory and practice* (3rd edition). London Bath press
- Cole. G. A. (2004). *Personal management theory and practice*. (4th ed.). London: Ashford color press
- Dangara, V.Y. (2015). The impact of instructional Primary revision on academic performance of Primary students in Nasaraw State, *Nigeria Journal of Education and Practice* 6(10-167).
- Gareth, R. J. & Jennifer, M. G. (2006). *Contemporary management*. (4th&d). London. McGraw Hill
- Hague, K.E et al. (2011), Impact of teachers, Professional development on school improvement. An analysis at Bangladesh stand point. *Asia Pacific Education Review*, 12:337-348.
- Harvie, D. M. & Winful. E. C.(2018). Enhancing teachers performance through training and development in Ghana education service. A case study of Ebenezer Senior High . *Journal of Human Resource Management*, 6(1),1-8
- Henry E. & Noon, M. (2001). *A dictionary of human resource management*. London: Oxford University Press
- Ibrahim K, (2020). Monitoring and Evaluation of teacher Effectiveness. A case study of teacher performance appraisal and development tool in Primary schools in Nyandura south sub county. Kenya. *Educational research journal* .vol7
- Jain, N. G & Saakshi, M (2008). *Management theory and practice*. India: AITBS Publishers
- James.H. Stronge, (2018). *Qualities of effective teachers*. 3RD Edition
A.S.C.D North Beauregard St. Alexandria.
- Kennedy, M. K. (2006). How professional development improves teaching. Review of Educational Research, 86 (4), 945-980.<http://rer.aera.net>
- Kennedy, M. K. (2006). How professional development improves teaching. Review of Educational Research, 86 (4), 945-980.<http://rer.aera.net>
- Kaplagat, P. et al., (2012). Teacher development and mathematics performance in Primary . *International Journal of Development and Sustainable* 1(2) 286-304).
- Kakinda-Mbaaga, F. (2000). *Introduction to social research*. Albarta, Canada.

- Knights, J. (2014). *Professional development for faculty and performance in Ras-Al Khamah's higher education institutions, Ontario* institute for studies in education, University of Toronto Canada.
- Mary, A. (2010). *Motivation and performance of Primary school teachers in Uganda. A case of Kimanya Kyabakuza Division Masaka district*. Unpublished Proposal, Makerere University, Kampala, Uganda.
- Matowidlo, S. J. (2003). Job performance. *Industrial and Organizational Psychology* (39-53) NJ. Wiley
- Mullins, L. J. (2010). *Management and organizational behavior*. London: Mcgraw Hill.
- Musaazi, J.C.S. (2005). *Introduction to reward management* in Maicibi, N. A. and Nkata L. J. pgs 97-104. Kampala: Masah Publishers.
- Nadarajahs, S. et al. (2012). *The relationship of HR practices and job performance of academics private higher institutions*. International conference on a sea pacific business innovation and Technology management, 57 (102-118)
- Nafei, W. (2015). The effect of job embeddness on organization cynism and employee performance. A study of Sadat City International University. *International Journal of Business Administration*. 6(1), 8-25
- Nkata, J. L. (2001). *Pertinent Issues in employees management*. Kampala: Masah Publishers.
- Nzubwe, J. (2014). Motivational factors effecting school teachers professional conduct and work performance. A case of public high in Nairobi city. *International Journal of Humanities and Social Sciences*. 4 (3), 60-66.
- Odinga. M. J. (2010). *Staff Development Programs and Job Performance of Lectures in Moi University*. Proposal submitted to graduate school in partial fulfillment for the requirement for the award of Master of Art degree in higher education studies, Makerere, University Kampala.
- Ofojebe, A.C. (2014). Human resource management in education, issues and challenges *British Journal of education*, 2(7), 26-31
- Ofojebe, W. N. & Chukuma, E. T. C. (2015). *Utilization of continuous professional development for academic staff effectiveness*. Kampala International University
- Ohuremi, O. I. (2013) improving teacher performance competence through effective human resource practice in state Primary . *Singapore Journal of business economics and management I (II)*, 125-132
- Ojojebe, W. N Chukwona, E.T.C (2005). Utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria.

- Journal of engineering trends in educational research and policy studies*, 64(4), 306-314.
- Ozurumba, C. & Amasuomo, J. O. (2015). Academic staff development and output in state Universities in south-south Nigeria. *Makerere Journal of Higher education* 17(2).
- Raliman, F. et al, (2011). Relationship between training of teachers and effectiveness teaching, *International journal of Business and Social Science*, 2(4), 150-160.
- Ravhuhali.F, Kutame.A.P, and H.N.Mutshaheri, (2017).Teachers' perception on the Impact of Continuing Professional Development on promoting quality teaching and learning. *Published online. 2017.*
- Seniwoliba, A. J. (2013). *Teacher motivation and sub satisfaction in senior high school in Tamale metropolis Ghana.*
- Shah, M. J. et al. (2012) Job satisfaction and motivation of teachers in public educational institutions. *International Journal of Business and Social Science*, 3(8), 271-281.
- Shahzadi, I. et al. (2014). Impact of employee motivation on employee performance. *European journal of business management*. 6(23), 159-166.
- Shahzadi, L. et al. (2014). Impact of employee motivation on employee performance. *European Journal of Business Management*. 6(23), 159-166
- Taliseen, S & Ulthadi, N (2015). Factors influencing performance of teachers and retention, *Mediterranean Journal of Social Science*, 6(1) 233-244.
- Tubamwenda, J. (2010). *Modern management theories and practices*. Kampala: Macmillan Ltd.
- Villegas-Reimers, E.V (2010). *Teacher professional development: An international review of literature institute of educational planning (UNESCO. Lineale production.*
- Yehudith Weignberger & Zipora Libman (2018) *Contemporary Pedagogies in Teacher Education and Development*. B.O.D