

**TEACHER SKILLS DEVELOPMENT AND PUPILS' ACADEMIC PERFORMANCE
IN PRIMARY SCHOOLS IN UGANDA
A CASE OF SELECTED IN PRIMARY SCHOOLS IN BULONGO SUB COUNTY,
LUUKA DISTRICT**

**BY
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DECLARATION

I, NKYUNGWA EZEKIEL hereby declare that this research report is my original work and has not previously been submitted for a degree in any other institution of higher learning or for any other award.

Signature: 

Date: 16/03/2023

APPROVAL

This research report has been done under my supervision and is ready for submission for examination with my approval as the student's supervisor.

Signature  Date 16/03/2023

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(Supervisor)

DEDICATION

To the Almighty God, to my dear father mr sulo Patrick who nurtured and provided me with a foundation on which I continue to build. It is also dedicated to my wife and all my friends and relatives, my lecturers and classmates due to their support;

Furthermore this is also dedicated to my research supervisor Dr. Boaz Geoffrey Hiire who enabled me to do my research under his supervision

I can't forget the DEO Luuka district and the head teachers of the selected schools for permitting me to carry out this research. This research report is dedicated.

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LIST OF ABBREVIATIONS AND ACCRONYMS

21YBE	:	Twelve Years Basic Education
9YBE	:	Nine Years Basic Education
CoT	:	College of Technology
EAC	:	East African Community
EDPRS	:	Economic Development and Poverty Reduction Strategies in Uganda
ESSP	:	Education Sector Strategic plan
G.S	:	Group Scolaire
GER	:	Gross enrollment rate
GPS	:	General Primary Schooling
IPRC	:	Integrated Polytechnic Regional Center
NCLB	:	No Child Left Behind
NER	:	Net Enrollment rate
REB	:	Uganda Education Board
SOS	:	Save Our Soul
TFA	:	Teach For America
TPS	:	Technical Primary Schooling
TTC	:	Teacher training college
TVET	:	Technical and Vocational Education Training
UR-CE	:	University of Uganda-College of Education
VTC	:	Vocational Training centres
WDA	:	Workforce Development Authority

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ABSTRACT

This study is entitled "Teacher skills development and pupils' academic performance in selected primary schools in Uganda, a case study of selected primary schools in Bulongo Sub County, Luuka District". The purpose of this research project was to find out the relationship between teacher skills development and pupils' academic performance in selected primary schools in Uganda. The specific objectives were to find out the status of teacher skills development in selected primary schools in Bulongo Sub county, to identify the challenges affecting the pupils' academic performance, and to investigate the relationship between teachers skills development and pupils academic performance. This study was carried out in selected primary schools in Bulongo Sub County, Luuka District which is one of the three districts of Uganda, located in the center of Uganda. This study used descriptive research design. The study was based on qualitative and quantitative approach and data was collected using questionnaires and interviews. The study was targeting 119 teachers, 4 heads of the school and 1 education officer from selected primary schools in Bulongo Sub County, Luuka District. By stratified and purposive sampling technique, the schools were selected according to their location; those schools were primary schools with no boarding in selected primary schools in Bulongo Sub County, Luuka District. Yamene formula was applied to determine the sample size of the respondents and the selection of teachers was done using convenience sampling. To collect data, questionnaires were distributed to 92 teachers; interviews were conducted to the 4 heads of school, and the education officer of selected primary schools in Bulongo Sub County, Luuka District. The information was collected and analyzed using statistical package for social sciences (SPSS) in frequency tables and percentages to enable easy interpretation. The findings of this study were therefore analyzed and interpreted in order to reach the conclusions and make recommendations for improvement and further research to be done. The teacher respondents were mainly married where 67.4% were married. In terms of formal education the findings showed that 89.1% of teachers from these six schools hold bachelor's degree while 10.9% hold master's degree there is a positive relationship between teachers' skills development in terms of continuous professional development and pupils' academic performance, it was also revealed that teachers' teaching experience had a positive relationship to pupils' academic performance. From the findings, the researcher concluded that teacher's skills in terms of continuous professional development and teaching experience influenced the performance of pupils in Ordinary level where all respondents agreed with that statement 100%. On the basis of conclusions drawn, the recommendations were addressed to the Ministry of education and to the school administration where everyone should play his role to make sure teachers attend regular skills development opportunities.

CHAPTER ONE

1.0. Introduction

This chapter presents the background of the study, statement of the problem, the purpose of the study and objectives, research questions and significance of the study. It also contains scope of the study, limitations and organization of the study.

1.1. Background of the study

As stated by Bayo and Rose (2013), in this century of globalization and high revolution in technological, education system should be considered as one of the first steps towards every human activity. Education plays a fundamental role in the development of human capital and is connected to the wellbeing of every human being and saves as an opportunity for better living. Through education we get knowledge and skills that help us to increase the productivity and improve the quality of life.

The growth in productivity also moves towards new opportunity of earning which boosts the economic growth of a country. The researcher said also that education is made to make a difference in local areas, regional areas, in nations and worldwide. Educational researchers, teachers, and educational trainers have been interested in finding out the variables contributing effectively and/or ineffectively towards the quality of performance for learners (Battle & Lewis, 2002).

The research done by Kasia (2010), said that in this World, Performance in education is seen with challenges, some countries performance are high while others countries' performance are poor. The researcher took a survey in 70 of top developed countries and 500,000 of the millions of the 15 year old pupils. This survey was about reading, mathematics and science. The top

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