

**IMPACT OF STAFF DEVELOPMENT ON THE PUPILS' ACADEMIC
PERFORMANCE IN KIBALINGA
SUB-COUNTY, MUBENDE DISTRICT**

BY

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DECLARATION

I, **Ssekyambalo Joseph**, do declare that this study is my own work and that it has never been presented before, wholly or partially to any university or any other institutions of higher learning for any award of a degree of Master in Education Management and Planning.

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APPROVAL

This is to certify that this dissertation is Ssekyambalo Joseph's work and has been carried out under my supervision.

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Dr. Simon Peter Ongodia

SUPERVISOR

Date.....

DEDICATION

This educational study is dedicated to my family, my son Ssekyambalo Jude, and daughters Namirimu Faith, Nambuule Maria Teddy, Nakalika Suzan, Nalukindu Martha, Nambuuse Leaner and Nakyambalo Josephine and all those who love and cherish the teaching profession. In them all, I delight. I also dedicate this study to the family of Mr. Gwaliwango Paul more especially the late Mubiru John Bosco and Nsubuga Constant who made me what I am. May their souls rest in eternal peace. I can't forget the two mothers of my children Maama Faith and Maama Learner who have helped me socially, economically and morally.

May God reward you abundantly.

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ABSTRACT

The purpose of the study was to establish the impact of staff development on pupils' academic performance in primary schools in Kibalinga Sub-county Mubende District. Specifically, the study established the challenge to staff development, the impact of staff development on pupils' academic performance, and the ways of strengthening staff development in primary schools. A cross sectional survey design was used to collect data using both qualitative and quantitative approaches to data collection. The researcher intended to find out the performance in schools with developed staff and the performance in schools with no or few trained teachers. This was intended to establish the impact of staff development in the selected schools. Data collected was analyzed using appropriate statistical techniques with the help of SPSS version 20. This research notes that many teachers in many schools in Kibalinga Sub-county, as per staff list available at District Education Officers office Mubende, are trained and especially the staff at model schools. Many teachers are also undergoing staff development programme like in-service Grade III teachers courses, Grade V upgrading courses, degree courses and Continuous Professional Development courses (CPDs). The study established a strong relationship between budgeting and staff development in schools. The percentages and Chi-square (χ^2) results of the different respondents reveal that budgeting has a significant relationship with staff development. The majority of the primary schools do not budget for Staff development (i.e. 60%) but 40% of these schools which budget for staff development constitute a reasonable portion that cannot go unnoticed. The study concluded that all schools had teachers who had undergone staff development, irrespective of whether the school budgeted for it or not. Therefore, the researcher observed that staff development programs should be incorporated into the school budget and the district budgets so as to increase the effectiveness of the staff development in Primary School. It also recommends that: Head teachers of primary schools should address themselves properly to Staff development programs by: Incorporating Staff development program into the overall school development plans

CHAPTER ONE

INTRODUCTION

INTRODUCTION

This chapter presents the background of the study statement of the problem purpose of the study, objectives of the study, research questions, scope of the study, limitations and delimitations of the study. It outlines the concerns of the study.

Background to the Study

The education system of Uganda has become mainly examination oriented. This is because of the cumulative benefits that the graduates get after school (UNESCO, 2005). The government of Uganda has considered the significance of staff development not only as a requisite for pre-entry qualification to the teaching profession, but also as critical criteria for upward mobility for serving teachers. It is worth noting that training programs (the general approaches to professional advancement in skills and knowledge) in Ugandan schools have been tailored to suit student academic achievement by many government policy documents. Education researchers observed that teachers participate in them for anticipated social mobility associated with improved financial gains, among others. However Ugandan education system being mainly examination oriented, many teachers look at training as an avenue to enhance their effectiveness in instructional duties (Mahulo, 2012). Teachers' productivity has generally been seen as a correlation between teacher training and student academic achievement in examinations. Some researches on performance have also associated student academic achievement with teachers' effectiveness in teaching (Mahulo, 2012).

There exist many teacher instructional in any given institution or organization and the quality of output entirely depends on the quality of staff available and used in that organization it is evident that quality staff deliver quality products/output. This is because this staff will have inadequate knowledge and skills of running the organizational activities programs. Likewise, in educational institutions, there is a need to have quality teachers if the teaching/learning in those institutions is to be improved and consequently improve the institution /schools' academic performance.

If schools have competent staff the following benefits among others would be achieved. The schools would benefit from well prepared schemes of work and lesson plans, instructional materials would be designed and made, there would be adequate use of instructional materials for teaching and learning, schools would benefit from improved teacher- teacher, teacher-head teacher and teacher pupil relationship, the available school resources would be effectively utilized. Hence, there would be improved academic performance and many others. There is need to develop staff through appropriate staff development programs like Teacher Development and Management System (TDMS) upgrading in service course, organizing and conducting Continuous Professional Development courses (CPDs) to mention but a few if this is done, teachers will be equipped with the knowledge, skills and techniques of effectively delivering the content. This staff development program will in turn yield better academic standards in schools (Ministry of Education & Sports, 2010).

In the world training arena, a survey in the USA revealed that 60% of the teachers under study continue to upgrade their skills through training (National Commission on Teaching and America's Future, 1996). The government of Uganda has made tremendous strides in the provision of teacher training. This can be witnessed in the continual upgrading, expansion and at

the same time establishment of new teacher training colleges to provide teacher training services. The Government in conjunction with Japanese government provides teachers with in-service course for the strengthening of mathematics and sciences in secondary education (SESMAT). At school level, publishers like Macmillan, Oxford and Longhorn organize and offer in-service courses for teachers in all subject areas especially on the current difficulties faced by students in the specific subjects. DQASO liaise with the government and take teachers for courses that improve their skills and consequently students' performance in the subjects' they teach. Sponsors of respective schools have risen to the occasion and organized for workshops for teachers. In Kenya, teachers go for Kenya Education Staff Institute (KESI) courses which are offered during school holidays. Individual schools also invite experts to give training to teachers on new examination trends and rules in specific subjects. This is to make sure that teachers impart updated knowledge to the students so that they can perform well in terminal examinations (DQASO report, 2010).

Students Performance

In the national perspective the general students' academic performance is on the upward trend since 2006 with an exception of 2008 where the post-election violence nearly brought the education standards to its knees. It is worth noting that the general academic performance of students in Uganda fluctuates from time to time. This was attributed to availability or lack thereof of trained and qualified teachers, improved infrastructure as well as the efforts made by the students, among other reasons.

It is assumed that a well-trained teacher will deliver the subject content professionally and effectively. This should be a reality by all manners of fairness though studies show that apart

from the acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play a major part in determining the students' performance in examinations (Jackson & Davis, 2000). For better grades to be attained in schools there is need for proper linkages amongst these factors (Paauwe, 2004). A trained teacher usually analyses these factors and incorporates them in the teaching practices. That is the reason for emphasizing the emerging issues at the end of every topic in the secondary syllabus.

This research notes that many teachers in many schools in Kibalinga Sub-county, as per staff list available at District Education Officers office Mubende, are trained and especially the staff at model school. Many teachers are also undergoing staff development programme like in-service Grade III teachers courses, Grade V upgrading courses, degree courses and Continuous Professional Development courses (CPDs). However, on the ground in Kibalinga Sub-county it appears there has been little impacts of this staff development as far as the academic performance in Primary Leaving Examination is concerned, this is according to the Primary Leaving Examination results as attached in the appendix. The importance of the staff development has been highlighted in the background above. However, basing on the staff lists available at the District Education Officers' office not all schools have their staff trained and or upgrading although some are trained it appears that they are challenges being met in as far as staff development is concerned. This is therefore intended to establish the impact of staff development in primary schools.

In Uganda staff development has been done and still done through various programmes, for example, Kasikano (1995) and Indigenous Knowledge points out such programmes as the Mubende Integrated Teacher Education Project (MITEP) which trained untrained teachers in its

catchment area. Northern integrated teacher Education reform programme (PERP) which is under the Teacher Development and Management System (TDMS). The in-service upgrading programmes for Grade III, Grade V, and Bachelor's degree for teachers in the county were all aimed at staff development for improved service delivery in the education sector. Kanyike (1995) has explained that;

Statement of the Problem

As has been noted earlier, most schools in Kibalinga Sub-county are not performing well. Despite the fact that primary schools in Mubende District may have access to many training programs geared towards improving students' academic achievement, better results are still not forthcoming. In fact, a number of schools are unable to make even a single student qualify for admission to secondary education level, that is, through direct entry. This low level of performance compared to the county and national schools is a great concern to the respective schools stakeholders. Performance in schools is attributed to various aspects of training. These may be in terms of content delivery, time management and use of resources among many others. Teachers who are well prepared and trained are more effective in the content delivery in classroom and therefore have the greatest influence on the student learning (Mahulo, 2012). It is against this background that this study sought to establish the impact of staff development on students' academic performance in Kibalinga Sub-county, Mubende District.

Purpose of the Study

The purpose of the study was to establish the impact of staff development on pupils' academic performance in primary schools in Kibalinga Sub-county Mubende District. The researcher intended to find out the performance in schools with developed staff and the performance in

schools with no or few trained teachers. This was intended to establish the impact of staff development in the selected schools.

Objectives of the Study

The study was guided by the following objectives.

- i. To establish the impact of staff development on pupils' academic performance in primary schools in Kibalinga sub-county.
- ii. To find out the challenge to staff development in primary schools in Kibalinga sub-county
- iii. To identify the way of strengthening staff development in primary schools.

Research Questions

The study was guided by the following research questions.

- i. What is the impact of staff development on pupil's academic performance in primary schools in Kibalinga sub-county?
- ii. What are the challenges of staff development in primary schools in Kibalinga sub-county?
- iii. What ways can be undertaken to strengthen staff development in primary schools?

Scope of the Study

Geographically, the study was conducted in Kibalinga sub-county Mubende District. Five schools were involved in the study and these are; - Kibalinga Primary School, Kasaana Public School, Kasaana C/U Primary School, Precious Primary School, St. David Lusalila Primary School. The area was selected for study because the researcher was a resident of the area and, at the same time, a head teacher in that same area. Furthermore, little study, if any, had been carried out on staff development in Kabalinga sub-county, Mubende District before. The content

scope covered the impact of staff development on pupils' academic performance in Kibalinga sub-county, Mubende District. The time scope was from January 2015 up to January 2017.

Significance of the Study

Upon completion of this research work, the following categories of people will benefit from it as explained below.

Head Teachers

These will gain more awareness on the important /value of staff development. They will therefore strive hard to encourage their staff to upgrade and at the same time support them whenever possible.

Teachers

These were exposed to the impact of staff development on the pupils academic performance constraints to staff development and ways strengthening staff development in primary schools these teachers will therefore strive hard to upgrade.

Pupils

These will benefit because it is obvious that upgrading staff and/ or developed staff will equipped with better skills, techniques, methods needed for effective classroom instructions. There will hence be improved teaching/learning process consequently there will improve pupils academic performance hence a benefit to the pupils.

Parents

These will benefit in that if their pupils perform better due to improved class instruction parents will hence see value for their money parents also gain more awareness on the value/importance of staff development. They will hence support their sons and daughters in the teaching profession to upgrade.

District Officials

The district officials like the Chief Administrative Officer (CAO) District Education Officer (DEO) personnel officer, members of the district service commission to mention but a few were consulted to find out benefits that they realized from staff development. They will therefore encourage motive, support, set aside some staff development finds and the like. The District Service Commission will be to district employees who choose to upgrade.

The Researcher

This study is vital to the researcher himself since it meets some of the requirements for the award of Post Graduate Diploma in Education Management and Planning of Nkumba University.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Staff development is a continuous process worldwide. It is intended to provide the teachers with the skills and knowledge necessary for the provision of education to students. As had been stated earlier Uganda strives to provide trained teachers to her schools for better performance in the terminal examinations more importantly the primary school level. Below is a review of the related literature organized in order of the specific objectives and the corresponding research questions:

Staff development and pupils' academic performance.

Several studies have compared teacher training programs and students' academic achievement. According to Ngala (1997), other factors held constant, there exists a positive correlation between teacher training and student academic achievement in final examinations. In a separate study carried out by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces on staff development programs as it relate to teacher effectiveness, it was discovered that teachers in high performing schools took more interest in staff training programs compared to their colleagues in the average and low performing schools. Atsenga (2002) in his study of the English language revealed that effective teaching methods have high influence on learning. Teacher training programs, which promote knowledge on choice and use of effective teaching methods, influence the teachers' effectiveness thus high student academic achievement. Morgan (2010) revealed that training provide knowledge and skills to improve and encourages better performance and quality output.

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

In a separate study carried out by Rivers and Sanders (1996) on influence of trained teachers on future student academic achievement, it was discovered that a trained teacher receiving students from untrained teacher can facilitate excellent academic gain for his/her students during the school year. Ferguson (1991), suggested that teacher training may play an important role in student academic achievement. In the US, greater attention has been given to the role teacher training plays in student achievement (National Commission of Teaching and America's Future, 1996; National Education Goals Panel, 1998). In order to improve student achievement, more than twenty five states have enacted legislation to improve teacher development (Darling-Hammond, 1997). Sanders & Rivers (1996) observed that teacher effectiveness is highly influenced by teacher training. By reviewing the above, the research study ascertained the truth about the same in Gem district.

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

improve teacher quality (Hanushek, Kain & Rivkin, 1998). A national study of over 1,000 mathematics and science teachers found similar results. Therefore sustained and intensive training is more likely to have an influence on enhanced teacher knowledge and skills and consequently student achievement than short training activities (Porter, et al, 2001). Guskey & Clifford (2003) noted that the ultimate goal of teacher training is improving student outcomes. It is also worth noting that teachers who are well prepared and trained are more effective teachers in the classroom and therefore have the greatest influence on the student achievement (Killion & Shulman, 1999).

Challenge to staff development

Teachers Development and Management System (TDMS) is part of Primary Education Reform Program (PERP). The primary aim is incorporate in-service teacher training into the program of primary teacher's college. The researcher noted that staff development has been on and is still in progress. For example, TDMS programs trained its first intake student teachers in 1995. This is affirmed by Atugonza (2007:3) who points that since 1995 TDMS has trained head teachers, school management committee and other stake holders in proper management of schools. There had been many challenges to staff development however, among others, the following were worth mentioning Inadequate funds, Negative attitudes, Corruption and embezzlement of public funds.

Inadequate Funds: Staff development in most cases requires a lot of funds. Staff development is done through education training, upgrading and holding continuous professional development courses (CPDCS) and refresher courses (RCs) and all these require a lot of money. This is affirmed by Ezewu (1983:80) who asserts that school education involves expenditure like fees,

text books, uniforms and other equipment so the families which are able to provide such requirements are more likely to prepare their children for school work much as Ezewu was referring to children it even applies to any person intending to undergo any kind of formal education. Staff development was inclusive. For example, upgrading teachers will require college / university dues and other instructional requirement a teacher with poor family back ground and or how income levels will therefore not effort to upgrade.

In related development Elkin *et al* (1984:129) seem to concur with Ezewu above when they explain that the family into which a man is born exerts a profound influence on his career because his occupational life is conditioned by his education and his education depends to considerable extent on his family” (SIC). Staff from poor family back ground or low economic status therefore fail to upgrade furthermore Kanyike (1995) has explained that their profession (teachers) cannot maintain reasonable standards of living. It cannot help them educate their children. In such a profession, teachers are demotivated to upgrade and that paused a challenge to staff development. To worsen the situation, even teachers who had upgraded did not have their salaries increased as soon as they had completed their courses. This was another blow to staff development.

Negative Attitudes: Several scholars have defined attitudes as; Patterns of relative enduring feeling, beliefs and behaviors tendencies towards people, ideas or objects (Left 1985). The study examined the negative attitudes of most respondents. A learned predisposition to respond to an object or class of objects in a consistently favorable or unfavorable way (Susan 1998:41). The researcher in this study defines an attitude as a feeling staff develop or have as far as staff development is concerned some staff behave undergoing staff development is a waste of time since little or no benefit is immediately observed. This was explained in the concept of the delay

of the salary of upgrading staff and those that have not upgraded is the same teachers especially those who are Grade III seem to feel contented with the level they held since it was even the minimum requirement for one to teach in primary school.

However, some supervisors had a negative attitude towards the development of their staff. They feared that if their subordinates upgrade, they could easily take over their management posts such administrators. As such they did not motivate nor encourage their staff to upgrade. This is also pointed by Farrant (1980) who mention that; Many schools [supervisors] are very authoritarian and give little attention to staff development or training in leadership. Teachers from such schools, when promoted to headship, often find that their lack of adequate experience of responsibility gets them into serious difficulties when they try to manage their new schools. The researcher observed that such institutional administrators might be biased and unable to train and/or encourage their subordinates to develop. This could be due to various reasons and attitude could be one of them.

Corruption and Embezzlement of Public Funds: The Public Service Commission (1999.73) asserts; -Unfortunately, training and development of staff do not appear to be sufficiently high on the list of priorities in the public service. That can be seen in the meager provision of resources and the fact training votes are offered suspended and in the diversion of training funds to unrelated activities. The researcher found out from this literature that it was due to corruption, embezzlement, division and misappropriation of public funds that staff development could not be experienced in some schools.

It was rather embarrassing to note that key administrators who did not have the required or adequate qualifications for the post, were to lobby and acquire staff development funds to go for Master's and/or Doctorate degrees. The other teachers holding teaching certificates or totally

untrained were completely neglected. Finally, the needy staff did not benefit from staff development funds allocated in the budget.

Ways of strengthening staff development

As earlier pointed out or explained, staff development can be done through in-service up grading courses, delegation and apprentice-ship however this sometimes requires funds. The Public Service Commission (1999:73) points out that, given the current trend of returns in the public service, there is a need for every district to develop a more effective and better equipped work force for better and timely service delivery. Therefore, there is a need to equip the work force. Staff with required attitudes knowledge and skills through training in order to cope with the internal and external challenges the district faces. Kanyike (1995) points out another strategy of strengthening staff development and this can be through the teacher development and management system (TDMs) which explains that in the process untrained teacher will be given an in-service training. At the end of the three-year course, they appear for the examination conducted by Universities. The government had introduced the in-service teacher training to develop the teaching staff. There were upgrading avenues of a two-year preserves course and a three-year in-service teacher training courses both under selected Primary Teachers' College (PTCs). The three-year in-service teacher training courses were some of the strategies of strengthening staff development in primary schools. Kanyike (1995) seem to point out other strategies to staff development when he explains that this can be through ensuring sustainability of the teaching service by regularizing the functions and working procedures of the various teacher management authorities and by providing improved management structures. Kanyike further quotes Hon. Bakari Mande, the Acting Minister of Education and Culture, Tanzania who asserts that the key issue is not just money, job satisfaction, adequate materials, professional

support; but rather a clear picture of a career path within education - in a word a supportive professional environment is equally important.

However, staff development could also be done through delegation of responsibilities apparent ship and consultation through meetings. This is confirmed by Musaaazi (1982:166) who emphasizes the necessity of participation of subordinates in school administration demands that both staff and pupils have a large part to play in decisions that determine the school rules, regulations and programs. He continues to say that administration, through staff meetings, pupil's representatives, clubs, committees and organizations, should involve everybody in the running of the school.

In related development Farrant (1980:232) explains that delegation is the process by which a person such as a head teacher entrusts authority to some one of lesser status. In its strict form, the person act on behalf of one from whom he receives it. It was evident that a person who receives delegated authority develops some leadership skills and/or administrative and managerial skills hence leading staff development.

CHAPTER THREE

METHODOLOGY

INTRODUCTION

This chapter discusses the research design, subjects for the study, area of study, research instruments, procedure of data collection and Data analysis.

RESEARCH DESIGN

The researcher used a descriptive survey research design with a combination of quantitative and qualitative approaches to data collection. The researcher involved a descriptive survey to give participants chance to express their findings about budgeting and Staff development. Some questions were designed in a manner that allowed participants to describe what was on the ground.

Area of Study

The study was conducted in Kibalinga sub-county, Mubende District. Five schools were involved in the study and these are; - Kibalinga Primary School, Kasaana Public School, Kasaana C/U Primary School, Precious Primary School and St. David Lusalila Primary School. The area selected for study because the researcher is a resident of the area and the same time a Head teacher in that same area. Furthermore, no study on staff development had ever been conducted in that area before. The content scope covered the Impact of Staff Development on Pupils' Academic Performance in Kibalinga sub-county Mubende District. The time scope covered a period from January 2015 up to January 2017.

Population & Samples

The population consisted of 107 primary school teachers who have taught in schools for at least 5 years drawn from the schools in the Sub-county. This number of teachers was arrived at by taking at most two teachers per subject per school. The total population sample involved in the study was made up of fifty people. There were ten (10) Head teachers of the ten schools, and forty (40) teachers of the same schools; giving a total of fifty (50) Subjects. Purposive sampling technique was used when selecting the ten schools while simple random sampling technique was used to select the teachers.

Research Instruments

Data was collected mainly from written sources. The following instruments were used: -Library tool and Document analysis: Related literature was got from library sources, which contained researched and written information about the study: While documents such as budget estimates were examined to determine whether Staff development was included as a vote. Study Visits. During the visits to the sampled schools, the researcher administered and collected the questionnaires. The researcher also examined budget documents to establish whether Staff development was included. Questionnaires Two types of Questionnaires were administered in the study, one Questionnaire was for Head teachers and the other was for teachers. These are attached at Appendices I and II respectively.

Procedure of Data Collection

The following procedure was adopted when collecting data Permission to conduct the research was obtained from the School of Education Humanities and Science of Nkumba University (see appendix. Questionnaires were administered to groups of teachers of Kasenyi Primary School to test their reliability. Adjustment of the questionnaires was done with the approval of the supervisor. The researcher presented an introductory letter from School of Education Humanities and Science of Nkumba University to the respective Head teachers and sought their permission to use their schools as

samples and also explained to them the objectives of the study. The researcher requested the Head teachers of the sample schools to allow him to view the budget estimates for the previous three years. The researcher personally delivered and distributed the questionnaires to the respective subjects. The subjects were requested to complete the questionnaires during their free time, and the researcher later collected questionnaires on agreed dates.

Data Analysis

Questionnaires were collected and their results summarised and tabulated. Data was entered into suitable tables. The researcher analysed the data using percentages and Spearman's Rank Order Correlation Coefficient and the Chi-square test to determine the extent to which the results agreed or disagreed with hypotheses H1 and H2. The study considered the performance indices of these teachers in various schools in their respective subjects. The teachers have been stratified as trained and untrained with consideration put as same teachers teaching the classes from 2009 to 2011 while others were included to promote continuity in teaching where some had been transferred or left.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

INTRODUCTION

This study was designed to investigate the effect of budgeting on Staff development in primary schools. In this chapter, data is tabulated and analysed hypothesis by hypothesis. Two hypotheses were tested during the study namely:

Hypothesis 1: Schools do not budget for Staff development.

Hypothesis 2: There is no relationship between budgeting and Staff development in primary schools

PRESENTATION OF RESULTS

All the questionnaires administered to the respondents had 100% return rate (See appendix III table a). The sex composition of the respondents was 58% female and 42% male, which corresponds to 29 and 21 respondents respectively. (See appendix). A summary of the respondents' qualifications and status showed 98% as qualified teachers 02% un-trained teachers and none were student teachers. (See appendix III table c).

Table 1: Frequency observed and frequency expected on whether there are teachers who have undertaken further studies. (See appendix 111 table e)

	Yes	No	Total
f_o	50	0	50
f_e	25	25	50

All (i.e. 100%) of the respondents agreed that teachers had undertaken further studies. After calculating the χ^2 test of the results in table 1, the results were presented in table 2 below.

Table 2: Chi-square results for whether teachers have undertaken further studies
(See appendix III)

df	α	X_c^2	X_t^2	$X_c^2 > X_t^2$ or $X_c^2 \geq X_t^2$	Difference
1	0.05	50	3.84	$X_c^2 > X_t^2$	Significant

Using the Chi-square test at degree of freedom (df) = 1 and level of significance

0.05 reveals that the Chi-square calculated ($X_c^2 = 50$) is greater than the Chi-square table ($X_t^2 = 3.84$) by $\alpha = 46.16$, implying that the computed difference is significant. From item 4 of both the head teacher's and teachers' questionnaire the table below was constructed.

Table 3: Number of teachers who have undertaken further studies in the period 1996-2000

School	Frequency (f)	Percentage (%)
A	20	25.6%
B	19	24.4%
C	18	23.1%
D	08	10.2%
E	13	16.6%
TOTAL	78	100%

Table 3, indicates the number of teachers who have undertaken further studies in the period 1996 - 2000.

Of the total number of teachers who have undertaken further studies,

- (i) Schools A had 25.6%

- (ii) School B has had 24.4%
- (iii) School C has had 23.1%
- (iv) School D has had 10.2%
- (v) School E had 16.6%.

4.1.1 Hypothesis 1: This hypothesis stated that, "Schools do not budget for staff development"

This hypothesis was tested using results of items 6 (i), 7 and 8 of Questionnaire for teachers and 6(i), 6 (ii) and 7(i) of the Questionnaire for head teachers. (See appendices II and I respectively)

Table 4: Summary of Courses facilitated by the school

Frequency (f)		Percentage (%)
(a) Induction courses	06	12%
(b) In-service Training (full-time courses)	14	28%
(c) Video and computer guided instructions		00%
(d) Lectures	04	08%
(e) Seminars	05	10%
(f) Apprenticeship	-	00%
(g) Workshops	-	00%
(h) Assignments	-	00%
(i) None of these	21	42%
Total		100%

Source: Teachers' Questionnaire

A summary of courses facilitated by the school is presented in table 4 above. Results indicate that schools facilitated courses in the following order: In-service training: 28%; induction courses: 12%; Seminars: 10%; Lectures 08% While the video and computer guided instructions, apprenticeship, workshops and assignments were not facilitated at all. On the other hand, 42% of the respondents indicated that the school facilitated none of the above courses.

Table 5: Summary of Whether the School Budgets for Staff Development

Response	Frequency (f)	Percentage (%)
Yes	4	40%
No	6	60%
Total	10	100%

Source: Head teachers' Questionnaire

Table 5 indicates a summary of whether the schools budgeted for Staff development. 60° of the respondents indicated that schools do not budget for Staff development while 40% accepted that their schools budget for Staff development.

Table 6: Summary of whether the school budgets for Staff development

Response	Frequency (f)	Percentage (%)
Yes	10	25%
No	30	75%
Total	40	100%

Source: Teachers' Questionnaire

Table 6 indicates a summary of whether the schools budget for Staff development as per teacher's responses. 75% of the respondents indicated that schools do not budget for Staff development while 25% accepted that their schools budget for Staff development.

Table 7: Whether the school sponsors teachers who are undertaking further studies

Response	Frequency (f)	Percentage (%)
Yes	6	15%
Partly	8	20%
No	26	65%
Total	40	100%

Source: Teachers' Questionnaire

Table 7 indicates results of whether the school sponsors teachers who are undertaking further studies. 15% of the teachers indicated that they were sponsored for further studies, 20% indicated they were partly sponsored and 65% indicated they were not sponsored for further studies.

Table: 8 Does the school sponsor teachers who are undertaking further studies?

Response	Frequency (f)	Percentage (%)
Yes	3	30%
Partly	1	10%
No	6	60%
Total	10	100%

Source Teachers' Questionnaire

Table 8 indicates results of whether the school sponsors teachers who are undertaking further studies. 30% of the Head teachers indicated they were sponsoring further studies, 10% indicated that they were partly sponsoring and 60% indicated they were not sponsoring it at all.

Table 9: What form of assistance is given to teachers undertaking further studies?

Response	Frequency (f)	Percentage (%)
(a) Tuition fees only	2	50%
(b) Tuition, feeding and welfare accommodation	1	25%
(c) Stationery only	1	25%
(d) Pocket money	0	00%
Total	4	100%

Source: Head Teachers' Questionnaire

Table 9 indicates results of the form of assistance given to teachers undertaking further studies, as per those schools which budget for Staff development. 50% offer tuition fees only; 25% offer tuition, feeding and accommodation; and 25% offer stationery only; while none offers pocket-money to teachers undertaking further studies.

Hypothesis 2

This hypothesis stated that:

"There is no relationship between budgeting and staff development in primary schools."

Items 9 of the Head teachers Questionnaire and 10 of the Teachers Questionnaire were included to test this Hypothesis.

Table 10: A summary of the effect of budgeting on Staff development when it is budgeted for

Response	Frequency (f)	Percentage (%)
Good effect (Positive)	33	66%
Bad effect (Negative)	17	34%
Total	50	100%

Source: Both Head Teachers' Questionnaire and Teachers Questionnaire

Table 10 shows results of the effect of budgeting on Staff development when it is budgeted for as indicated by the Head teachers and teachers 66% indicated that it had a good effect (positive) while 34% indicated that it had a bad effect (negative).

Table 11: Correlation of results for table (i) (See appendix III) concerning the relationship between budgeting and Staff development

School	R_x	R_y	D	d^2
A	12	10	2	2
B	24	97	8	64
C	44	77	11	73
D	41	80	-3	17
E	24	97	-1	64
				$\sum d^2 = 310$

Where:

$R_x \Rightarrow$ Rank x

$R_y \rightarrow$ Rank y

$d \Rightarrow (R_x - R_y)$

$d^2 \Rightarrow (R_x - R_y)^2$

X => Good effect (positive)

Y => Bad effect (negative) Using the Spearman Rank order Correlation Coefficient (rs) formulae.

$$R=1-\frac{6\sum d^2}{n(n^2-1)}=$$

$$1-\frac{6 \times 310}{10(10^2-1)}$$

$$r=1-\frac{1860}{(1000-10)}=$$

$$1-\frac{1860}{(1000-10)}=1-\frac{1860}{990}$$

$$r=1-1.88$$

$$r=0.88$$

The calculated correlation of "0.88 implies a reverse of the relationship between budgeting and staff development. The negative correlation of (-0.88) reveals an inverse relationship. Therefore, the hypothesis that "There is no relationship between budgeting and Staff development" is hereby rejected. Therefore, it does not hold. There is a relationship between budgeting and Staff development.

Table 12: A summary of the effect of budgeting on staff development, when it is not budgeted for by the school (See appendix III tables j and k)

Response	Frequency (f)	Percentage (%)
Good effect (Positive)	03	06%
Bad effect (Negative)	47	94%
No response	00	00%
Total	50	100%

Table 12 indicates a summary of the effect of budgeting on Staff development, when it is not budgeted for by the school. 94% indicated that it had a bad effect (negative effect) when not budgeted for while 06% indicated good effect (positive) and there was no non-response.

Table 13: Correlation of results for table (1) See appendix III concerning the relationship between budgeting and Staff development

School	R_x	R_y	d	d^2
A	9	13	-4	58
B	14	8	6	18
C	9	13	-4	58
D	9	13	-4	58
E	14	8	6	18
				$\sum d^2 = 210$

Where

$R_x \Rightarrow$ Rank x

$R_y \Rightarrow$ Rank y

$d \Rightarrow R_x - R_y$

X \Rightarrow Good effect (positive)

Y => Bad effect (negative)

Using the Spearman Rank order Correlation Coefficient (rs) formulae:

$$r = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

$$r = 1 - \frac{6 \times 210}{10(10^2 - 1)}$$

$$r = 1 - \frac{6 \times 210}{(1000 - 10)}$$

$$r = 1 - \frac{1260}{990}$$

$$r = 1 - 1.2727$$

$$r = 1 - 1.27$$

$$r = -0.27$$

The calculated correlation of "0.27 implies that there is negligible relationship between budgeting and staff development.

CHAPTER FIVE

DISCUSSION OF RESULTS

Introduction

This chapter discusses the findings of the study basing on the two null hypotheses made namely:

Hypothesis 1

Schools do not budget for staff development

Hypothesis 2 There is no relationship between budgeting and staff development in primary schools.

This chapter mainly attempts to identify the relevance of the stated hypotheses and the extent to which they can be accepted or rejected in view of the findings.

Discussion

The information presented in this chapter is based on findings in chapter four and the to open-ended questions in the questionnaires administered,

- (a) A summary of Questionnaires administered showed that.
 - (i) 100% of all the Questionnaires administered were filled and returned by the respondents.
 - (ii) 58% of the respondents were female while only 42% were male. The above figures indicate that the Questionnaires were fully responded to by the respondents, making it

easier to determine the results with a reasonable degree of accuracy.

- (iii) A summary of table (c) (see appendix III) showed that 98% of the respondents were qualified teachers, un-trained teachers were 02% while student teachers were 00%

Thus, the statistical evidence implies that respondents were qualified and responsible enough to be used as subjects in the study.

(b) The tables 1.2 and 1.3 reveal results about whether there are teachers who have undertaken further studies. The main purpose was to establish whether teachers undertake Staff development irrespective of the source of funding for the course or activity. The statistical analysis showed that;

- (i) All schools had teachers who had undergone Staff development, irrespective of whether the school budgeted for it or not; 100% said yes - that their teachers had undertaken further studies.
- (ii) The results of the Chi-square (χ^2) test from table 6 reveal that Chi-square calculated (X-) which is 50 is greater than Chi-square tabled (X : = 3,84 by 46.16)
- (iii) The results of table 3 reveal that schools which budgeted for Staff development had the greatest number of teachers who had undergone Staff development. These include school B:21.8%; school D:13% and school J 12.8% Most of the schools which do not budget for Staff development had low percentages (i.e. G:5.1%; I 3.8% and A: 5.1%)

The findings indicate that Staff development does exist in schools irrespective of whether the schools fund it or not. It has been noted that it is not only the schools that should fund Staff development but other organisations can also do it. This in line with the Ministry of Education and Sports (1992:139) when it stated in the White Paper that government will encourage private sponsorship of students to the PTCs (Primary Teacher Colleges in order to minimize government expenditure.

Hypothesis 1

This hypothesis stated that, "Schools do not budget for Staff development"

(a) The results from Table 4 reveal that:

(i) Very few Staff development activities are facilitated by the schools.

The major ones include: In-service training with 28%, induction courses with 12%, seminars with 10% and lectures with 08%.

(ii) The best facilitated activity was the In-service training (full-time courses) with 28% responses)

(iii) 42% of the respondents indicated that none of the activities mentioned had been facilitated by the schools.

The results above show that Staff development has not been well catered for in schools. Most schools did not indicate this activity (Staff development) in their budgets.

One of the ways of achieving quality education is to promote Staff development in schools. This belief concurs with Glick Man (1990:309) who stressed that if one is to work at a place to improve the quality of education in a school, a sensible place to look is the continuous education of educators and that is Staff development.

These results therefore, proved hypothesis 1: that schools do not budget for Staff development. This is due to the idea that if schools facilitated Staff development activities, then some funds must have been set aside for that purpose within the budget. Tables 7 and 8 reveal results of whether the schools sponsor teachers who undertake further studies. They reveal that; 65% and 60% of the teachers and head teachers sampled respectively said that the schools do not sponsor teachers who undertake

further studies. 20% and 10% of the teachers and head teachers sampled respectively said that their schools partly sponsor the teachers undertaking further studies, while 15% and 30% respectively said that their schools sponsor teachers.

The results show that the majority of schools i.e. (60% head teachers) do not sponsor teachers undertaking further studies while a small percentage of schools (i.e. 40% head teachers) do sponsor them. Table 9 revealed results of what form of assistance is given to teachers undertaking further studies. Sponsorship in form of school fees only was highest with 50%; followed by tuition, feeding and accommodation and stationery only at 25% each; while none offered pocket money. Therefore, the above results provided further evidence to hypothesis 1, that schools do not budget for Staff development. This implies that most schools do not budget for Staff development or sponsor teachers who undertake further studies.

The results from Table 5 revealed responses on whether the school budgets for Staff development or not which revealed that: 60% of the head teachers sampled indicated that their schools do not budget for Staff development, while 40% indicated 'Yes'¹. 75% of the teachers sampled indicated that their schools do not budget for Staff development while only 25% accepted that their schools budget for Staff development.

Very few schools budget for Staff development as showed by the results of 40% and 25% respondents for head teachers' and teachers' Questionnaires who agreed that their schools budget for Staff development. The results above partly nullified the hypothesis that schools do not budget for Staff development. Staff development requires to be well planned in order to achieve the best out of it. Nkata (1992:05) supports the planning of Staff development when he observes that with planning, the required resources would be available when required, whether from government

or else-where, and should be properly and effectively utilised in pursuit of the established goals of the education system at institutional (schools) level.

Hypothesis 2

This hypothesis stated that "There is no relationship between budgeting and Staff development in schools." Table (10) and (11) reveal the kind of effect after budgeting for Staff development. The results revealed that; 66% of the respondents agreed that there was good (positive) effect when Staff development is budgeted for. Only 34% indicated that it had a bad (negative) effect to budget for Staff development. A negative correlation of "0.88 was calculated using the results of table 11. The results imply that budgeting for Staff development brings a good (positive) effect to the school and the concerned staff. Pandey (1992:289) stressed a similar idea when discussing the need for budgets as a means of providing an orderly way to proceed to attain 'goals and also provide time-schedules for future actions to produce measurable results. A negative correlation of 0.88 revealed that there is a very high relationship between budgeting and Staff development. Hypothesis 2 was therefore rejected. It was amended to read: "There is a relationship between budgeting and Staff development in primary schools."

The results from tables 12 and 13 reveal the effect of budgeting on Staff development when it is not budgeted for. It revealed that. The majority of 94% have the opinion that non-budgeting for Staff development in schools would have a negative effect while none believed it to have a positive effect. Table 13 was used to calculate the correlation Coefficient because a negative negligible correlation of "0.16 was obtained. A negative correlation of "0.16 confirms that there exists a negligible relationship between Staff development and budgeting. The results therefore, partially nullified hypothesis 2 that there is no relationship between budgeting and Staff development in schools. The hypothesis was amended to read, "There is a relationship between budgeting and Staff development in

primary schools. While assuming a related view, Gareth (1995:130) stresses that, there are three fundamental issues that have to be understood and organised when dealing with Staff development and they are: (a) Where are the funds coming from? (b) Where is it going (c) Are we getting value for money?

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The study concerned the effect of budgeting on Staff development in some selected primary schools in Kibalinga sub-county Mubende District. It was carried out in five primary schools using a total of 50 subjects who were administered with questionnaires. The broad aim of the study was to examine the effect of budgeting on Staff development in primary schools. The problem studied was to establish whether a relationship existed between budgeting and Staff development in primary schools.

The study considered two hypotheses namely:

Hypothesis 1 Schools do not budget for Staff development.

Hypothesis 2 There is no relationship between budgeting and Staff development in schools.

Summary

The researcher carried out a study concerning the effect of budgeting of Staff development in some selected Kibalinga sub-county Mubende District. The purpose of the study was to find out the effect of budgeting on Staff development in schools with specific emphasis to Primary School. This study was carried out among the ten Primary Schools which were purposively selected from a total of 17 Primary Schools found in Kibalinga sub-county Mubende District. A sample of fifty people was selected; from each of the five Primary Schools comprising of one head teacher and his deputy and eight teachers giving a total of fifty subjects. The researcher used two types of questionnaires, that of the head teachers and teachers to collect the data. Spearman's Rank correlation and chi-square test were used to analyse the data.

The researcher experienced various limitations which included; time limit, misinterpretation of data, insufficient funds for use and a problem of accessing literature for the study. In order to minimise the limitations, the researcher limited the study to ten primary schools, delegated some of his duties, borrowed materials from local sources and a conducive and enabling environment for the study was provided by the supervisor. The major findings of the study were: Schools carry out only a few Staff development programmes/activities. Most schools do not budget for Staff development. Very few schools sponsor teachers undertaking further studies. There exists a very high relationship between budgeting and Staff development in schools. Therefore, the researcher observed that Staff development programs should be incorporated into the school budget and the district budgets so as to increase the effectiveness of the Staff development in Primary Schools.

Conclusions

The following conclusions were reached basing on the research findings: All schools had teachers, who had undergone Staff development, irrespective of whether the school budgeted for it or not. The percentages and Chi-square (X^2) results of the different respondents reveal that budgeting has a significant relationship with Staff development. Schools which budget for Staff development had the greatest number of teachers who had undergone Staff development.

The schools facilitate very few staff development activities; and these are In-service training, induction courses and seminars. The majority of the primary schools do not budget for Staff development (i.e 60%) but 40% of these schools which budget for Staff development constitute a reasonable portion that cannot go unnoticed. Most of the schools do not budget for Staff development. Thus only a few schools budget for Staff development. Hypothesis I: That school does not budget for Staff development holds for this study.

Budgeting has direct effect on staff development. When Staff development is budgeted for school

programs are most likely not to be interrupted; while it is vice-versa when it is not budgeted for. Hypothesis II: That there is no relationship between budgeting and Staff development in schools has been rejected by the results. This has been amended to read that there is a relationship between budgeting and staff development in Primary Schools. A successful Staff development programs must be budgeted for.

Recommendations

(a) Head teachers of primary schools should address themselves properly to Staff development programme by: Incorporating Staff development program into the overall school development plans. Provide a vote in the school budget to support Staff development, *Identifying* different ways of carrying out Staff development in schools. *Being* in position to constantly identify talented teachers for Staff development. Improving the communication channels on Staff development, by ensuring that teachers are kept abreast with current information on Staff development. Studies have shown that people can group intellectually and professionally through interaction in solving educational problems if they are not too deeply troubled with personal problems. Hence, the schools need to avail a supportive climate for Staff development, such as providing assistance to staff towards their personal problems. The Ministry of Education and Sports, through the District Education Officers and Inspectors of schools, should sensitise the heads of schools on the importance of Staff development. Local governments at district level should have Staff development in the district budgets and entrepreneurs should be encouraged to sponsor Staff development so as to reduce the burden met by the schools. The results of the study concerning Staff development activities or courses showed that teachers seemed to have little knowledge concerning them. Hence, teachers need sensitisation by availing to them Staff development information. Incentives in form of promotion and / or increased pay should be given to teachers who have undergone Staff development. The Head teachers should encourage Staff development in the Primary Schools. Funds should be availed in the budget to buy materials and pay

facilitators of these activities. Such Staff development will be cheaper to run than the commercial college/ University training. When staff members attend courses or receive further training, they should relay what they study to other members of staff. These teachers should be able to sort out salient ideas and pass them on to colleagues. This kind of cascade model of training will ensure that all staff benefit from the few that train. A new leaf of Staff development has been opened by higher education institutions. That of running training programmes during the school holidays. Head teachers should encourage the teachers to participate in these programmes such as the Nkumba University Distance Education Programme and National Teachers' Colleges programme.

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Appendix I

Questionnaire for Head Teachers

Dear Head teacher,

I am a student of Nkumba University doing degree of Master of Education. At the moment I am carrying out a study to investigate the impact of staff development on pupils' academic performance in primary schools in Kibalinga sub-county Mubende District. You have been selected to participate in this study.

The information you give will strictly be used for purposes of this study and will be kept confidential.

Please indicate your response by putting a tick to the appropriate answer. You may not write your name on the questionnaire.

TICK THE APPROPRIATE ANSWER.

1. Sex: (a) Male (b) Female

2. Status in the school:

 (a) Qualified teacher

 (b) Un-trained teacher

 (c) Student teacher

3. Marital status:

 (a) Single (b) Married

4. (i) Are there teachers who have taken farther studies in your school in the period 1996-2000?

 (a) Yes (b) No

(ii) If the answer in question 4(i) is yes how many are they?

.....

(iii) If the answer in question 4(i) is 'No'¹ state two reasons why it is

(a)

(b)

5. What courses do they undertake^{0?}

(a) Certificate courses

(b) Diploma courses

(c) Degree courses

(d) Others (Specify)

(e) a and b

(f) a, b, and c

6. (i) Does the school sponsor teachers who are undertaking further studies,

(a) Yes

(b) Partly

(c) No

(ii) If it does sponsor them, what is the form of assistance?

(a) Tuitions fees only

(b) Tuition, feeding and accommodation.

(c) Stationery

(d) Pocket money

(iii) If the school does not sponsor them, then give two reasons for not doing so.

a)

b)

7. (i) Does your school budget for staff development?

(a) Yes

(b) No

(ii) If the answer for question 7(i) is "Yes", then state at least four reasons for Staff development in selected Primary School in Mubende Town Council.

a)

b)

c)

d)

(i) If the answer for question 7(i) is "No", then state two reasons for not doing so.

a)

b)

8. (i) Suggest four ways through which staff development may be sponsored.

a)

b)

c)

d)

(ii) Point out at least four problems related to staff development in selected Primary "Schools.

(a)

(b)

(c)

(d).....

(iii) Suggest four ways through which Staff development may be improved;

(a)

(b)

(c)

(d)

9. In your own opinion what would be the effect of budgeting on staff development when:

	Positive (Good effect)	Negative (Bad effect)
(a) Staff development is budgeted for		
(b) When it is not budgeted for		

Thank you very much.

Appendix II

QUESTIONNAIRE FOR TEACHERS

Dear Teacher,

I am a student of Nkumba University doing degree of Master of Education. At the moment I am carrying out a study to investigate the impact of staff development on pupils' academic performance in primary schools in Kibalinga sub-county Mubende District. You have been selected to participate in this study. The information you give will strictly be used for purposes of this study and will be kept confidential.

Please indicate your response by putting a tick to the appropriate answer. You may not write your name on the questionnaire.

TICK THE APPROPRIATE ANSWER.

1. Sex: (a) Male (b) Female

2. Status in the school:

(a) Qualified teacher (b) Un-trained teacher (c) Student teacher

3. Marital status

(a) Single (b) Married

4. (i) Are there teachers who have taken further studies in your school i; period 1996 – 2000?

(a) Yes (b) No

(ii) If the answer in question 4(i) is yes how many are they?

.....

(iii) If the answer in question 4(i) is 'No' state two reasons why it is so

a.

b.

5. What courses do they undertake?

(a) Certificate courses

(b) Diploma courses

(c) Degree courses

(d) Others

(e) a and b

(f) a, b, and c

6. (i) Does your school sponsor teachers on up-grading courses?

(a) Yes

(b) Partly

(c) No

(ii) If the answer is "No" for question 6 (i), then state three reasons for not doing so.

a)

b)

c)

7. (i) Which of the following forms of training does your school facilitate?

- a) Induction courses.
- b) In-Service training.
- c) Video and computer guided instructions.
- d) Lectures.
- e) Seminars
- f) Apprenticeship.
- g) Workshops,
- h) Assignments.

(ii) If the school does not sponsor them, then give two reasons for not doing so

- a)*
- b)*

8. (i) Does your school budget for staff development?

- a) Yes
- (b) No

(ii) List down four benefits of staff development for your school:

- a.*
- b.*
- c.*
- d.*

9. (i) Suggest four ways through which staff development may be sponsored.

- a)
- b)
- c)
- d)

(ii) State four problems related to staff development

- (a)
- (b)
- (c)
- (d)

10. What effect will budgeting have on staff development when:

	Positive	Negative
(a) Staff development is budgeted for		
(b) When it is not budgeted for		

Thank you very much.

Appendix III

RAW DATA TABLES AND CALCULATIONS

Table (a): Questionnaire rate

Questionnaires administered	Questionnaires returned	Percentage (%)
50	50	100

Table (b): Summary of gender composition

Response	Frequency (f)	Percentage (%)
Male	21	42%
Female	29	58%
Total	50	100%

Table (c): Summary of Respondents' Qualification status

Status	Frequency	Percentage
Qualified	49	98%
Un-trained teacher	01	02%
Student teacher	-	00%
Total	50	100%

Table (d): Summary of Respondents' marital status

Response	Frequency (f)	Percentage (%)
Married	30	60%
Single	20	40%
Total	50	100%

Table (e) Finding out whether there are teachers who have undertaken further studies

Response	Frequency (f)	Percentage rV
Yes	50	100%
No	-	00%
total	50	100%

Using the Chi-square test

Where frequency expected (f_e) =

$$\frac{\text{Sum of observed frequencies}}{2}$$

$$f_e \frac{50 + 0}{2} = \frac{50}{2} = 25$$

Table (f): Computed Raw data (see table v)

	Yes	No
f_o	50	0
f_e	25	25

But $X_c^2 = \frac{(f_o - f_e)}{f_e} + \frac{(f_o - f_e)}{f_e}$

$$\Rightarrow X_c^2 = \frac{(50 - 25)^2}{25} + \frac{(0 - 25)^2}{25}$$

$$\Rightarrow X_c^2 = \frac{(25)^2}{25} + \frac{(-25)^2}{25} = \frac{1250}{25} = 50$$

$\Rightarrow X_c^2 \Rightarrow$ means X calculated squared

$\Rightarrow X_1^2$ (t - table) is obtained by examining the level of significance and degree of freedom from the tables.

$\Rightarrow X_1^2$ at $\alpha 0.05$ and d_f ?

But $d_f = (C-1)(R-1)$

= Column minus one multiply by row minus one

$$d_f = (C-1)(R-1) = 1 \times 1$$

$$d_f = (2-1)(2-1) = 1$$

•• X_1^2 at $\alpha 0.05$ and $d_f = 1$

$$X_1^2 = 3.84$$

But $X^2 = X_c^2$ cf X_1^2

And if $X_c^2 > X_1^2$ the difference is significant

But if $X_c^2 < X_1^2$ the difference is insignificant

From the above figures the value of $X_c^2 = 50$, $X_1^2 = 3.84\%$ Hence

Thus the difference is significant.

Table (g): Effect of Budgeting on staff development when it is budgeted for (Head teachers' questionnaire)

Response	Frequency	Percentage (%)
Good effect (Positive)	10	100%
Bad effect (Negative)	0	00%
Total	10	100%

Table (h): Effect of Budgeting on staff development when it is budgeted for (Teachers' questionnaire)

Response	Frequency	Percentage
Good effect (Positive)	38	95%
Bad effect (Negative)	02	05%
Total	40	100%

Table (i): Effect of budgeting on staff development when it is budgeted for

School	X Good effect (Positive)	Y Bad effect (Negative)	Rx	RY
A	3	2	6	5
B	5	0	15	95
C	2	3	9	2
D	4	1	35	75
F	5	0	15	95
F	3	2	6	5
G	2	3	9	2
H	4	1	35	75
I	3	2	6	5
J	2	3	9	2

Where

X => Good effect (Positive)

Y => Bad effect (Negative)

R_x => Rank X

R_Y => Rank Y

Table (j) Effect of budgeting on staff development when it is not budgeted for by the school.

(Head teachers' Questionnaire)

Response	Frequency (f)	Percentage (%)
Good effect (Positive)	0	00%
Bad effect (Negative)	10	100%
Total	10	100%

Table (k) Effect of budgeting on staff development when it is not budgeted for by the school.

(Teachers' Questionnaire)

Response	Frequency (f)	Percentage (%)
Good effect (Positive)	03	7.5%
Bad effect (Negative)	37	92.5%
No response at all	00	00%
Total	40	100%

Table (1) Detailed results of the effect of budgeting on staff development when it is not budgeted for by the school.

School	X Good effect (Positive)	Y Bad effect (Negative)	Rx	RY
A	1	4	2	9
B	0	5	7	4
C	0	5	7	4
D	1	4	2	9
E	0	5	7	4
F	0	5	7	4
G	0	5	7	4
H	1	4	2	9
I	0	5	7	4
J	0	5	7	4
	03	47		