

**IN-SERVICE TEACHER TRAINING AND PERFORMANCE OF SECONDARY
SCHOOLS IN UGANDA:A CASE STUDY OF SCHOOLS UNDER UGANDA RURAL
DEVELOPMENT AND TRAINING PROGRAMME (URDT) IN KAGADI DISTRICT**

BY

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DECLARATION

I hereby declare that this dissertation is a product of my own research and it has not been produced in part or whole for any award in any Institution of Higher Learning.

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APPROVAL

This dissertation has been submitted for examination in partial fulfillment of the requirements for the award of a Master of Business Administration of Nkumba university with my approval as supervisor.

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DEDICATION

This dissertation is dedicated to my parents who have been there for me in all situations. Thank you for all your support and may God the Almighty bless you abundantly.

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LIST OF ACRONYMS

ARU	African Rural University
DEO	District Education Officer
DIS	District Inspector of Schools
MoES	Ministry of Education and Sports
PTA	Parents Teachers Association
SMCs	School Management Committees
SPSS	Special Package for Social Scientists
UACE	Uganda Advanced Certificate of Education
URDT	Uganda Rural Development and Training Programme

ABSTRACT

The study was set to establish the influence of in-service teacher training on performance of secondary schools managed by URDT in Kagadidistrict. The study was guided by three specific objectives namely; to establish whether in-service teacher training improves the curriculum in URDT schools in Kagadi district; to find out whether in-service teacher training improves performance of students during examinations in schools under URDT in Kagadi district and; to establish whether in-service teacher training improves the degrading quality of teaching in schools under URDT in Kagadi district. The study used both the quantitative and qualitative approach. It employed questionnaires and interviews to gather primary data but also used document review to collect secondary data. Findings of the study revealed that in-service teacher training has a positive influence on curriculum in secondary schools ($p>0.005$). It also positively influences the performance of students during examinations ($P<0.005$). Importantly also, in-service teacher training according to the findings improves the degrading quality of teaching in secondary school ($P<0.005$).The study recommends that secondary schools should encourage in-service teacher training for improved performance. Importantly, teacher training and professional development programs should focus on core content knowledge, teaching skills, teaching strategies, and assessment strategies, among others. There should be an alignment of educational programs content with what teachers teach, need and experience in their classrooms.

CHAPTER ONE

INTRODUCTION

1.1 Back ground to the study

The study is about in-service teacher training and performance of schools in Uganda. It focuses on secondary schools under the Uganda Rural Development Programme (URDT) in Kagadi district, Uganda. Emphasis is put on schools run by URDT (students, teachers, parents) but we also included other key stakeholders in the education sector in the district (e.g. school administrators, the management bodies-school management committees and Parent teachers associations; District education officer, inspector of schools, among others).

In-service teacher training can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning (Osamwonyi, 2016). In-service teacher training allows for such activities that may include seminars, workshops, conferences, classes, exhibitions among others that are designed to develop and improve employees in an organization from the initial employment stage to retirement.

It should be noted that training of teachers on the job (in-service training) is very important in the life of a learner and general performance of the school. Student achievement is linked to numerous factors, but quality teachers are one of the most important components of student success. If school teachers do not have the tools they need to teach students effectively, their students will suffer. To teach effectively, teachers need access to ongoing teacher professional development. This professional development enables teachers to improve their own education through seminars, workshops, and classes among others.

In-service training for teachers has developed mainly in the latest decades; however there is a long history of actions undertaken for teacher professional development within the Italian school system.

The long, although rather neglected, tradition of in-service teacher training goes back to the *Conferenze pedagogiche*: they were late 19th century initiatives for improving the knowledge and competence of teachers, mainly in primary schools. At the time the effort to spread literacy was high but the quality of teaching was not considered appropriate, therefore the need to develop teachers' skills was highly perceived, under the pressures of national reports complaining about the poor performance of teachers and the unacceptable teaching conditions, particularly in the rural areas of the country.

Due to the delay in innovating traditional initial teacher training continuous teacher education has acquired a growing importance during the past 50 years.

In the '50s the concern for quality in primary schools teaching was diffused and many actions were undertaken. However, it was only during the early '70s that in-service training started to be seen as a crucial policy measure within newly adopted education policies: the principle of in-service training as a right and a duty was openly stated in the legislation, under the auspices of long-life learning for everybody. Innovative teacher groups working in schools were strongly demanding new opportunities for professional growth.

In the '80s in-service training developed in some areas and the first national plans were devised and implemented. Language teaching and pupils with special needs were priority areas followed by new technologies. Teacher training became an essential means in supporting school reforms: a five-year plan for all primary school teachers, in connection with the 1990 reform, was designed and implemented. Organizational and institutional bases have developed over the years: from the *Centri didattici nazionali* – national resource centres - set

up during the '50s, to the Istituti Regionali di Ricerca, Sperimentazione e Aggiornamenti Educativi – IRRSAE - in the '70s and, more recently, the Piani nazionali e piani provinciali di aggiornamento in the '90s.

Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way.

Alabi and Ige (2014) highlighted the rationale for in-service education of teachers as follows:

1. Preponderance of unqualified teachers in the educational system
2. Improvement of the curriculum
3. Unsatisfied admission demands
4. Issue of unemployment
5. Poor performance of students in examinations
6. Degrading quality of teaching

Our study focused on some of these rationales thus: improvement of the curriculum, poor performance of students in examinations and the degrading quality of teaching.

1.2 Statement of the problem

URDT has three schools in Kagadi district (both primary and secondary) with approximately 560 students where 70% are girls (www.rdt.net). In addition, the organization has technical schools and a university. Schools under URDT have of late been performing poorly. In the last year (2017) UACE results, few students obtained a first grade. Although many factors could be responsible for this state of affairs, the poor quality of teachers cannot be under

looked. Teachers therefore need continuous in-service training programmes. The available results from URDT schools show poor performance as follows.

Table 1.1: UACE results for two secondary schools in the year 2017

School	DIV 1	DIV 2	DIV 3	DIV 4
Tijjar Community school Nkondo	0	6	23	4
URDT Girls' school (secondary)	1	8	12	3

Source: Education department, Kagadi district Local Government, 2017

From the above records, it is clear that the performance in the two schools has been poor. This is not new because even before Kagadi district was split from Kibale district in 2016, results in the district were never good. Reports indicated that Kibaale district schools always ranked in the lowest range of performance, compared to other districts. Many have pointed to the quality of teachers as the major factor for the poor performance in examinations.

1.3 Purpose

The general purpose of the study was to examine the role of in-service teacher training in the performance of schools in Uganda using two secondary schools managed by URDT in Kagadi district

1.4 Objectives

- i) To establish whether in-service teacher training improves curriculum in URDT schools in Kagadi district.
- ii) To find out whether in-service teacher training improves performance of students during examinations in schools under URDT in Kagadi district.
- iii) To establish whether in-service teacher training improves the degrading quality of teaching in schools under URDT in Kagadi district.

1.5 Research questions

- i. How does in- service teacher training improve school curriculum in URDT schools in Kagadi district?
- ii. How does in-service teacher training improve performance of students during examinations in URDT schools in Kagadi district?
- iii. How does in-service teacher training improve the degrading quality of teaching in URDT schools in Kagadi district?

1.6 Hypotheses

The following hypotheses guided this study;

H₀ In-service teacher training doesn't improve performance of students during examinations in URDT schools in Kagadi district.

H₁ In- service teacher training improves school curriculum in URDT schools in Kagadi district.

H₂In-service teacher training improves the degrading quality of teaching in URDT schools in Kagadi district.

1.7 Scope of the study

The scope of the study is divided into geographical, content and time scope.

Geographical scope

The study was based at URDT in the two secondary schools of; URDT Girls school, and URDT community school (Tijhaar)-Nkondo. It was limited to school teachers, students,

administrators, district officials, URDT management, parents and other key stakeholders in the district.

Content scope

The study was limited to the role of in-service teacher training in the performance of schools managed by URDT in Kagadi district. In other words the study sought to establish the link between in-service teacher training and school performance using URDT schools as a case study. Specifically, the study aimed at establishing whether in-service teacher training improves curriculum in URDT schools in Kagadi district; to find out whether in-service teacher training improves performance of students during examinations in schools under URDT in Kagadi district and to establish whether in-service teacher training improves the degrading quality of teaching in schools under URDT in Kagadi district.

Time scope

The study considered the period 2013 to 2018. A period of five years is sufficient enough to assess the influence of in-service teacher training on performance of schools in Kagadi district.

1.8 Significance of the Study

The study findings may be of great significance to different stakeholders and groups of individuals in the education sector as follows;

Teachers and head teachers

The findings of the study may assist head teachers and teachers in general to evaluate and revise guidelines on teaching pedagogies in their schools. More emphasis should be put on training to enhance better school performance. This helps in setting strategies to counter the

challenges faced during involvement in educational development and enhance student academic performance in schools. Teachers need to always attend in-service training programmes such as workshops, seminars, exhibitions and classes. Importantly, such programmes help in improving the teaching methods, teacher-pupil relationships and ultimately school performance. If a teacher fails to keep himself in touch with these developments he is proving himself as inefficient and ineffective. In order to achieve this end it is necessary that a great many opportunities of in-service education should be provided for teachers.

Students

Students should appreciate the findings of the study and understand that a trained teacher is better than untrained one. Temporal absence of teachers in schools while attending in-service training programmes should be appreciated by students because they are the ultimate beneficiaries.

School administration

The school administration generally may benefit from the findings of the study as they will understand that in-service teacher education is one of the most important factors that enhances school performance. As such, they should lay much emphasis on this school function. Schools that don't undertake in-service teacher training are bound to lag behind others for quite a long time in terms of performance and academic excellence.

District leadership

For Kagadi district to improve performance of schools, the quality of teachers they hire and retain must be given priority. Findings of this study have shown the district leaders why they

need to have in-service teacher training programmes and why results have not been impressive as shown in the previous years' UACE results.

URDT management

The insights and conclusions have furnished enlightenment and an alternative approach to URDT management as they grapple with issues of in-service teacher training and human resource development in order to enhance performance in schools.

Future researchers

The findings maybe appropriate in future research by providing baseline information relating to in-service teacher training. Importantly, the study has generated some pertinent literature for future researchers.

1.9 SETTING OF THE STUDY

The study focuses on the Uganda Rural Development and Training Programme (URDT). URDT empowers marginalized people in rural areas of Uganda by focusing on the “missing link” in development programs. URDT uses a people-centered approach by combining rural development projects with consciousness raising, training, education and information sharing to facilitate integrated, self-directed, and sustainable development in surrounding communities.

URDT addresses various domains including education for more than 300 students each year. Children and young adults between the ages of 10 and 25 years old receive financial support and materials and participate in extracurricular activities such as the school farm. URDT operates the following institutions: URDT Girls' School (URDTGS), a girls primary and

secondary school, Institute for Vocational Studies and Youth Leadership Development, and African Rural University, an all-female university.

The five URDT schools aim to reduce barriers to education and trains impoverished girls (70%) and boys to become experts in sustainable development through co-curricular programs. These programs use inquiry based methods, visioning techniques, sports, educative drama, training in life skills, entrepreneurship, commercial agricultural, and radio broadcasting to equip students with change agent competencies. Students practice their skills at home to improve overall family income, health, and literacy through gained shared knowledge. One specific aim of this program is to keep girls in school for a longer period of time as parents can see the return on investment.

1.10 Operational definition of concepts

In-service teacher training: This is a professional training or staff development effort, where professionals are trained and discuss their work with others in their peer group. This therefore means a first degree is not enough but teachers should be subjected or encouraged to undergo continuous training. This could be through seminars, workshops, conferences among others.

Performance of schools: Although performance has been measured in many respects basing on the number of students passing in a school, in the present study, we look at performance beyond passing examinations. URDT has a different approach of measuring performance, but largely looks at the ability of the students to transform the communities they live in but also to be examples from which their parents can learn something back home.

Secondary school: In Uganda and for purposes of this study, secondary education is a 4-2 structure where students study four years in the ordinary level (UCE) and two years in high school (UACE).

1.11 STRUCTURE OF THE DISSERTATION

The dissertation is organized in nine chapters as follows: Chapter one presents the introduction and background to the study. Chapter two presents the study literature. It highlights literature survey, literature review and the conceptual framework. Chapter three presents the methodology. It highlights the research approach, the research design, the research strategy, research duration, the research classification, population and sample size, validity and reliability, data collection methods, data collection instruments and ethical considerations. Chapter four presents the demographic characteristics, chapter five presents the findings on the influence of in-service teacher training on curriculum development (chapter one), chapter six presents findings on the influence of in-service teacher training on performance of students in examinations, (objective two), while chapter seven presents findings on the influence of in-service teacher training on the degrading quality of teaching (objective three). Chapter eight harmonizes the findings (links the findings to literature review) and suggests the way forward. Chapter nine presents the summary, conclusions and recommendations.

CHAPTER TWO

STUDY LITERATURE

2.1 Introduction

This chapter presents the literature survey, literature review and the conceptual framework.

2.2 LITERATURE SURVEY

A number of studies have tackled issues of in-service teacher training and school performance. However, no study has focused on schools managed by URDT in Kagadi district.

Bowra et al. (2011) in their study established that successful organizations tend to progressively know that there are volumes of factors which contribute to performance of organizations but human resource is definitely the most essential one. According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance.

Thang and Drik (2008) argued that the success of an organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization's investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitors relationship between training and organization performance. Olaniyanand Lucas (2008) believe that training enhances the employees' capacity to contribute the optimal performance of the organization.

Hosseini (2009), in his study entitled the effectiveness of short-term training of the staff on their performance in Municipality of Tabriz, concluded that the mentioned training leads to the effectiveness of the performance of the staff. Monfared (2010), in his study entitled the evaluation of the effects and benefits of staff training in agriculture organizations, concluded

that in-service training in organizations shall have an effective impact. Tavakoli (2010), in his master's thesis entitled the evaluation of the effectiveness of staff training course for librarians of Astan Quds Razavi, concluded that Training courses had impact on the effectiveness of staff training course for librarians of Astan Quds Razavi. Mousavi (2007), in his study entitled the evaluation of the effectiveness of staff training course on improving the productivity of the employee of Ministry of Transportation, concluded that the results of training had significant effect on the promotion of organizational behavior, efficiency, effectiveness and identification of strengths and weaknesses, threats and opportunities. Also, review of published research provides appropriate framework to understand the application and importance of in-service training courses in educational and non-educational institution. Adomand Nwalo(2003), in the research on in-service training library and information science in Delta State of Nigeria, concluded that it is necessary for officials to play a greater role in education and to make employees to attend this course.

Uche (1981) stressed that to facilitate and maximize the use of discovered new skills of teaching, teachers should undergo in-service training. According to him, this will enable teachers to acquire mastery of new skills and to be abreast with new knowledge.

Sacco and Marvin (1979) investigated into the effect of in-service training on teaching effectiveness in Maryland, Lagos. The sample consisted of 20 teachers drawn from different elementary schools. Ten (10) teachers received in-service training and the other ten (10) did not receive in-service training. At the end of the in-service training, which consisted of 16 two-hour sessions, they were given an effectiveness questionnaire to fill. At a 0.05 level of significance, the Kruskal Wallis non-parametric one-way analysis of variance (ANOVA) showed a significantly different response from the teachers in the two groups. The groups that

passed through in-service training performed better than those that did not receive in-service training.

2.3 LITERATURE REVIEW

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Therefore, it encompasses all forms of education and training given to a teacher who is already on the job of teaching and learning (Osamwonyi, 2016).

In-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out, the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education is also referred to as continuing education that is designed for the retraining, re-skilling and updating the knowledge of manpower.

According to Billing (1976) in-service education is staff development which is a deliberate and continuous process involving the identification and discussion of present and anticipated needs of individual staff for furthering their job satisfaction and career prospects and of the institution for supporting its academic work and plans, and implementation of programmes of staff activities designed for the harmonious satisfaction of these needs.

In-service training is a set of organized efforts for performance improvement of the teachers or for building of their capacity to implement any new program in already set environment. In-service training is an important strategy in influencing the professional development of teachers and it can play a positive role in enhancement of their knowledge and teaching quality improvement (Saiti&Saiti, 2006 cited in Bayrakci 2009).

In-service training includes all those activities which are designed for professional development and skill building of school teachers. It is essential for professional improvement of teachers and keep the teachers abreast of latest information (Akhter et al, 2011).

According to Pyne (2004), the fundamental steps in training are; assessing needs, developing objectives, developing curriculum including determining which methodologies and techniques to use, delivering the training including a discussion of learning styles and finally evaluating training.

Different techniques of in-service training as indicated in a report by Government of New Zealand (2000) included:

1. *Refresher courses*: As is evident from the name refresher to give strength or vigor to the efficiency and output of the already employed teacher. These courses are of high value regarding the achievement of the following purposes. a). Familiarizing teachers with the tests and techniques of test and measurement. b). Familiarizing them with the educational plans and programs.
2. *Workshops*: Workshop is a period of discussion and practical work on a particular topic/subject, when groups of people share their knowledge and experiences. The members of the workshop discuss and exchange views on a certain issue. The duration of the workshop may be from three to ten days depending upon the gravity of the problem.

3. *Seminars*: In seminars small groups of people meet to discuss a topic and each participant has the opportunity to gain knowledge and experience.
4. *Conference*: Conference is a meeting for discussion or exchange of views. Usually the conference of teachers, principals, supervisors, and administrators can broaden their professional horizons and cultivate in the participant members a professional team spirit.
5. *Lectures*: Lecture is an oral activity, the simplest of ways practiced for in-service education and teachers' re-orientation programs. Lecture is suitable particularly for transmission of knowledge.
6. *Study Circle*: It is one of the desirable techniques of the in-service education. In this method the teachers of a particular subject have a meeting and in this meeting they discuss the ways and means of teaching that particular subject.
7. *Correspondence courses*: This is very effective method for the in-service education. With these courses teachers can improve their profession knowledge.
8. *Science club*: This is a technique of in-service education for the science teachers. The science teachers are given instructions in these science clubs to promote their understanding and the capacity of educating the young.
9. *Publications*: Teachers may write on certain topic of general interest and with this method they communicate their personal experiences. The school may publish the material or the abstract of certain useful research for the benefit of the teachers.
10. *Vacation institutes*: These institutions are of high value for the teachers for many reasons: firstly because they enrich teachers treasury of knowledge and the teachers return to the school with renewed spirit; secondly they make full use of the vacation in a better way and thirdly because the teachers have the opportunity of enjoying the life of studentship.
11. *Demonstrations*: This is an activity pre-arranged for the observation of the group. The demonstrator is usually a skillful expert of the field being demonstrated. Efforts should be

made to make the demonstration genuine and natural so that artificiality could be avoided. Demonstration may be used for workshop or any other course of study where knowledge and skill is being improved. After the demonstration a follow up should be made.

12. *Project group*: Project group is used in those occasions where the accomplishment of a specific project is to be carried out. The project group usually makes survey of the project assignment and develops a course of study.

2.3.1 MODELS/THEORIES OF IN-SERVICE TEACHER TRAINING

Different theories have been put forward to explain the influence of in-service-teacher training and school performance.

Adams (1965) in **equity theory** proposed that a fair balance should be struck between an employee's inputs and the employee's outputs, establishing this fair balance serves to ensure a strong and productive relationship with the employee. The end result will be contentment, motivation among the employees who otherwise will feel demotivated both in relation to their job and employer if they had a feeling that their inputs are greater than the outputs. The employees react to this imbalance differently; may be through reduced effort, absenteeism, becoming disgruntled or even exiting the organization. Therefore managers should seek to find a fair balance between the two ends. After a teacher has completed training and he or she has acquired additional knowledge and skills, how he or she views the balance may affect his or her performance.

Table 1: Examples of inputs and outputs

Inputs	Outputs
Effort	Financial rewards
Hard work	Recognition
Commitment	Job security
Skill	Sense of growth
Ability	Responsibility
Flexibility	Praise

Source: Adam's theory, 1965.

Predicted outcome value theory posits that people seek information in initial interactions and relationships to determine the benefits of interpersonal relationships by predicting the value of future outcomes whether positive or negative. If an employee predicts a positive outcome in the relationship, he or she gets attracted to the relationship but if he or she predicts a negative outcome, he or she pursues limited interactions or possibly terminates the relationship altogether (Sannafrank, 1986). If a teacher realizes that the training he or she undertook or is undertaking has a positive outcome, and then such a teacher will invest a lot in the training otherwise the teacher may want to have nothing to do with the training if a negative relationship is predicted.

Kirkpatrick's (1959) learning and training evaluation theory looks at learning and training evaluation aspects in four critical areas which are; reaction, learning, behavior and results. Reaction explains the response of the persons participating in the training experience. It explains the relevance the participants attach to a training session. On learning, the Kirkpatrick's (1959) theory looks at the increase in knowledge or intellectual capability before and after training. It looks at the new aspects that have been learned and at the

relationship between what the learners have learned and what was intended to be the outcome, the end relationship between criterion behavior and terminal behavior. The behavior aspect explains the extent to which trainees applied the learning got to change their behavior, this could be immediate or several months after the training. Then it also analyses whether the change in behavior was sustainable. On the results, this explains the effect on business environment or performance resulting from the training. Measures would be organizational key performance indicators such as output volumes, timescales, staff turnover, attrition, wastages, growth retention, achievement of standards and accreditations (Kirkpatrick's, 1959). According to the theory, it is expected that a teacher will have improved reaction in his or her place of work as a result of training an act that will make his or her performance to improve.

2.3.2 In-Service Teacher Training and Students' Improvement during Examinations

Etim (1989) stated that in the educational system the academic performance of students is seen as purely dependent in a large part on the quality of the teacher, his teaching and facilities available which in turn depends on both the education and motivation of the teacher. A teacher whose needs are met is efficient and competent whereas a dissatisfied teacher is psychologically unstable and therefore not productive.

Omosewo (1998) studied the effects of the teachers' academic qualification on senior secondary student's performance in physics in Nigeria, the main objective of this study was to find out the difference in the performance between students taught by qualified physics teachers and those taught by unqualified physics teachers. The study employed a descriptive survey research methodology. The findings were that there was a significant difference between performance of physics students taught by qualified physics teachers and those taught by unqualified physics teachers. The conclusion was that the performance was affected

by the qualification. However, the study was conducted in west Africa and the findings cannot easily be generalized to the Ugandan context thus need for a separate study of this nature in Uganda.

A study by Hill, Rowan and Ball (2005) explored the effects of teachers' mathematical knowledge for training on student achievement. The study explored whether and how teachers' mathematical knowledge for teaching contributes to gains in students' mathematics achievement. A linear mixed model methodology was used, from which it was discovered that teachers' mathematical knowledge was significantly related to student achievement gains in both first and third grades controlling for key students and teachers level covariates. While this result was consistent with findings from the educational production function literature the results were obtained using a measure of the specialized mathematical knowledge and skills used in teaching mathematics.

Teachers have a dramatic impact on students' positive development and the overall success of their classrooms (Castillo, Fernández-Berrocal, & Brackett, 2013). Field experts indicated that the success would be low if teachers were not placed at the center in educational policies (Dori and Herscovitz, 2005). Teachers' continuance of their professional development through in-service teacher training is one of the main characteristics of executing successful education at schools. Attracting attention to this issue, Birman et al. (2000) draw attention to in-service teacher training programs that are prepared for teachers in order to fill the gap between developments in education and preparing teachers for instruction. The ultimate aim of in-service teacher training programs are to ensure the effectiveness of teachers in the classroom and to increase student achievement consequently (Hewson, 2007).

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 of Kenya 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. However, studies done in developed countries may not apply in the contexts of developing countries. We therefore need studies specific to our contexts.

Nyngarora (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. However, the study didn't look at the influence of other factors on student achievement such as the role of parents, management bodies and the general learning environment. In addition, the study was conducted in 1996 and could be outdated thus we need a current study of this nature to assess the influence of in-service teacher training on school performance.

Ferguson (1991), suggested that teacher training may play an important role in student academic achievement. 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) and ultimately enhance student performance. 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).

A study by Gamoran (2006) in the University of Wisconsin, indicated that teacher training enhanced student learning through its effects on teaching practices like content delivery. In addition, a study by Jackson and Davis (2000), on educating adolescents in New York,

reported that teacher training improved teaching skills and knowledge thus enhancing their content delivery. This study was done in high performing middle grade schools.

Welsh (2010) and Gurskey (2003) maintain that teachers who are well trained are able to have a strong knowledge and understanding of the subject content they are teaching their students. Such teachers incorporate various teaching methods thus improving their content delivery in the classroom.

Another study by National Staff Development Council (2003) indicated that teacher training improves instructional techniques and ideologies which enhance content delivery. In addition, Morgan (2010), in his study on benefits of professional development, found out that teachers acquire more knowledge which can help them deliver more while in the class. Haycock (1998) indicated that teachers with little training have too little knowledge of the subjects they teach thus denying their students the most basic learning resources. It is also known that the best way to increase teachers' effectiveness in the classroom is through regular and high quality teacher training. Teachers themselves report that, the more time they spend in training activities, the more likely they were to indicate that it had improved their instructional skills (National Centre for Education Statistics, 2001).

Researchers also agree that the success of content delivery and reform initiatives lies heavily on the qualification and effectiveness of teachers (Garet, Porter, Desmone, Birman and Yoon, 2001).

Effective teachers have good strategies for helping students (Bockerts, Pitrich&Zeidner, 2000). Training works as a catalyst which provokes a significant change in a teacher,

redefines role, broadens vision and enhances the attributes of a teacher. The in-service teacher training enables the teachers to be more systematic and logical in their teaching style (Kazmi, Pervez , Mumtaz, 2011).

2.3.3 In-service training and Improvement In the Quality of Teaching

Khan (2008) conducted a study to examine the impact of training through second science education project (SEP II). The study was aimed to evaluate the effectiveness of in-service teacher training programme of second science education project for science teachers and found that this training resulted in an improvement in the content knowledge, delivery skills, lab management skills and professional attitude of in-service science teachers.

Hussain (2004) conducted a similar research to study the performance of trained primary school teachers with and without in-service training in Hazara Division. The main focus of the study was to evaluate the effectiveness of in-service training programmes. For this purpose researcher collected data through observation of the performance of both, trained and untrained teachers and found that primary teachers, trained through different in-service teacher training programmes, were better in performance, than the untrained teachers.

Khan (2003) conducted a study to evaluate the effectiveness of PEP-ILE training programme in Tehsil Sawabi. The main focus of the study was to evaluate the implementation of programme with special reference to training content, methodology, supervision and assessment. Data was collected through questionnaire from teachers of diverse qualification and it was concluded that the methods introduced by the PEP-ILE training programme in tehsil Sawabi have proved valuable as a monitoring tool.

Another study conducted in this regard was by Mehmood, (1998) who evaluated the effectiveness of in-service teacher training programmes arranged by teacher training project in Punjab. Researcher found that although there was no significant difference in the attitude of trained and untrained teachers, yet the achievement level of the students was high who were taught by trained teachers.

Larsen (1998) in a study on 90 new teachers reviewed the effects and role of in-service training on their function. The results gained by this scholar revealed the positive effects of such trainings on the teachers.

Tilles (1970) claims that the programs in which teachers teach their own colleagues are more effective, more quickly and with fewer expenses. In another study, Katz, Asper and Wolf (1974) gained the following results from their study on teachers of 7 schools who had received some education about learning, teaching, and methods and techniques of teaching for a year: a). Most of teachers have found these educations as successful. b). teachers considered their in-service training as a great project which had helped their schools.

On the contrary to the mentioned studies which show the positive effects of in-service training in the achievement of required skills, Bunker (1977), reviewing some studies, says "studies performed on teachers' in-service training show some evidence of their weaknesses. Generally these programs have been planned by people who are not teachers, and it can be said that these people do not take into account teachers' emotions and their requirements; therefore, they are taught by methods that do not create motivation in them to apply them."

Time management is critical in the teaching and learning process. Well managed time will lead to proper understanding by the students (NCTAF, 1996). Darling- Hammond (1997) established that more productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. A separate study done by Ngala and Odebero (2010) in primary schools majorly in Rift Valley province indicated that some teachers have tight work schedule thus lack time to prepare for their teaching duties. This also interferes with their participation in the training programs. They further recommended that school management should allocate more time to their teachers to enable them participate in training programs in order to improve on time management.

Darling-Hammond (1997) held a survey which showed that Kentucky teachers were much better prepared in terms of their time management, content and teaching coursework background than in 1988 and had experienced more extensive training than teachers in any other state in the US. A recent survey of Kentucky teachers also found that more than 80% of in-serviced teachers who graduated from Kentucky Colleges of Education felt well-prepared for virtually all aspects of their jobs including time management in contrast to report about teacher education from previous studies (Kentucky Institute for Educational Research, 1997).

In another study by Suleman (2011), teaching effectiveness of teachers who had attended in-service courses was evaluated from the perspective of students. The results showed that teachers did not have required knowledge related to modern teaching methods and professional skills. Also, they did not use information and communication technologies in education. Given that this is information age and with improvements in technology, a teacher who lacks skills in ICT might find it hard to teach properly.

2.3.4 In Service Training and Curriculum Improvement

There is no doubt that in-service education will continue to fill the missing links created by the changing society between pre-service education and teacher's effectiveness in the world of work.

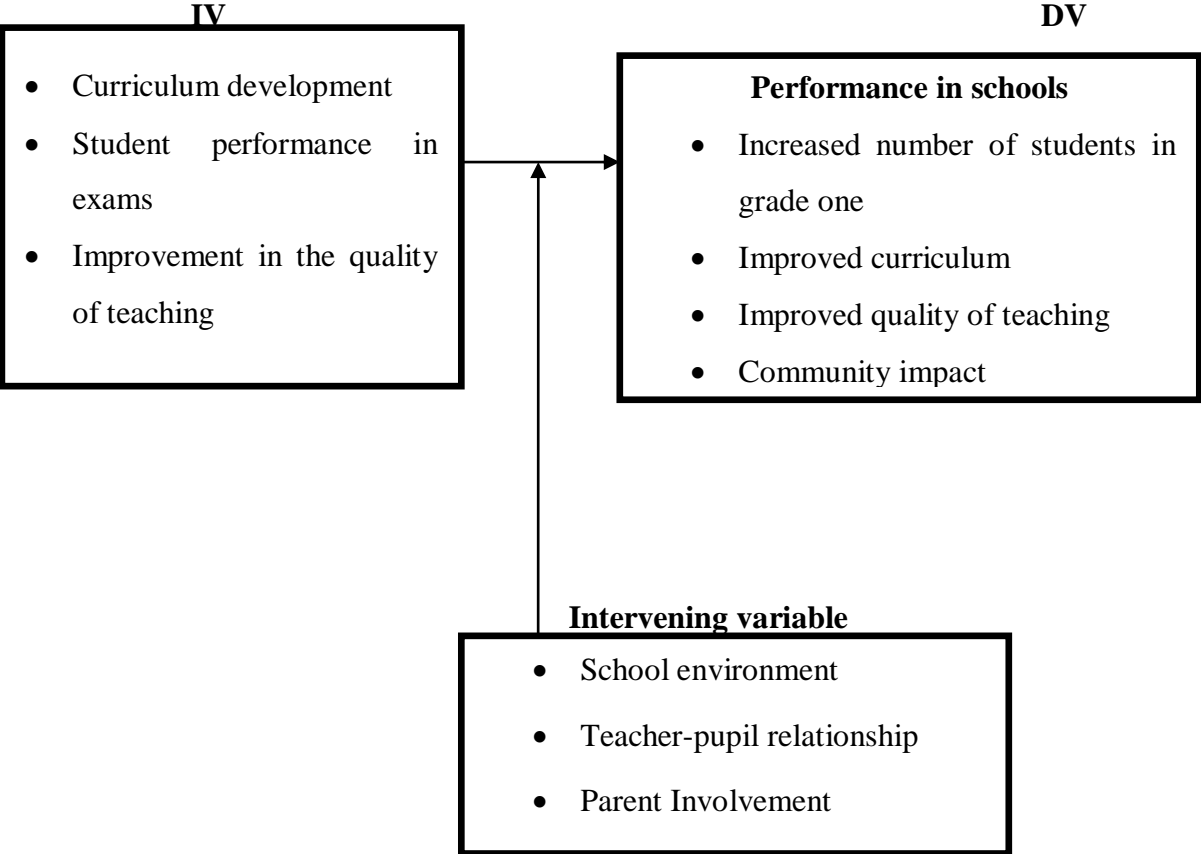
Osamwonyi (2016) states that teacher education will continue to take cognizance of changes in methodology, and in the curriculum. Teachers will be regularly exposed to innovations in their profession. In-service training will be developed as an integral part of continuing teacher education. No matter the efficiency of the pre-service training we give to teachers, there will necessarily be areas of inadequacies. In-service education of teachers will continue to fill these gaps e.g. for library services education, evaluation techniques. Guidance and counselling etc, and will systematically planned so that successful attendance at a number of such courses will attract incremental credits and/or count towards future advancement (ibid).

Proper use of resources in the teaching and learning process strongly enhances students understanding. Substantial evidence from research showed that changes in the textbooks and other resources make little difference if teachers do not know how to use them well (Darling-Hammond, 1997). The study continued to add that it is through continued teacher training that proper use of resources can be enhanced. In addition, Rowan (2002) found great significance of teacher training on the use of resources in teaching mathematics and reading in elementary school. Greenwald, Hedges and Laine (1996) in their literature study on school resources, found significant effects of teacher training on the use of school resources.

Studies by Pate & Thomson (2003), Richardson (2003), Shulman (1987) and Sparks & Hirsh (1997) discovered that teacher training provides teachers with opportunities for hands-on

work and is integrated into the daily life of the school and has a positive influence on student achievement. In a separate study in the Virginia state, USA, Wenglinsky (1998) assessed the effects of teacher professional development on the use of new technologies in teaching. He found out a greater influence of teacher training on the use of technological equipment like computers and projectors. Another study by Wekesa (1993) on the influence of teacher leadership on student academic achievement in Columbia, recommended that there was need for more staff training programs to enhance effective use of resources.

Figure 1: THE CONCEPTUAL FRAMEWORK



Source: Adopted from Kirkpatrick’s (1959) learning and training evaluation theory and Modified by researcher

The above conceptual framework suggests that in-service teacher training (independent variable) can be measured in three ways; how it influences curriculum development, how it

influences performance in exams and how it improves the degrading quality of teaching. These are responsible for the improved performance of schools exhibited through improved student results (number of students passing in grade one), improved curriculum and improved quality of teaching. However, apart from in-service teacher training, other factors are responsible for performance of schools such as the general school environment, the teacher-pupil relationship and the involvement of parents. Because URDT measures performance of schools differently, we also look at how secondary school students impact their communities as change agents.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was used in the study. The research design includes a description of the research approach, research strategy, research classification, and research duration. The study population and sample are also presented. The instruments used to collect data including methods to be implemented to maintain validity and reliability of the instruments are described. The chapter also describes the data collection procedure, data processing and analysis and ethical considerations.

3.2 Research approach

A phenomenological research approach was followed which focused on understanding why something is happening rather than describing why it is happening. Quantitative and qualitative approach using a case study was followed. Both quantitative and qualitative approaches were used because they complemented each other. Qualitative approach is descriptive, uses conceptualization and is helpful in explaining variables. It was helpful in obtaining information from the key informants who gave information through a key informant interview guide and quantitative approach which uses statistics was used to explain numerical values, (Mugenda & Mugenda, 1999). Quantitative approach was helpful in obtaining information from the teachers through the use of a questionnaire.

3.3 Research strategy

The study employed the survey strategy through a case study because it allows the collection of large amount of data from a sizeable population in an economical way. In case study, a single person, programme, event process, institution, organization social group or

phenomenon is investigated within a specified time frame using a combination of appropriate data collection devices (Cresswell, 1994).

3.4 Research design

The study took on a cross-sectional survey design in which various people were interviewed meaning that data were collected at one point in time. The cross-sectional study has advantages in that data can be collected from several different categories of people in a relatively short period of time. Both quantitative and qualitative approaches were used because they complemented each other.

3.5 Research duration

The study considered the period 2013 to 2018. The period of five is deemed sufficient to assess how in-service teacher training has influenced performance of schools under URDT in Kagadi district. Data collection and processing took a period of 4 months.

3.6 Research classification

The study was explanatory in nature focusing on explaining the effect of in-service teacher training on performance of schools in Kagadi district.

3.7 Study population

The population for a research study is defined by Jegede, (1990; 114) as “the totality of all the observations that an investigator is concerned with”. The study population was 500 people comprising of; Head teachers (2), deputy head teachers (4), Directors of studies (2), heads of departments (14), teaching staff (34), District leaders (12), Political Leaders (30), School management committee members (36) PTA (50) opinion leaders (10) and students (348).

The study population included majorly students and teachers in secondary schools but also parents, management bodies (school management committees and PTA) and district

administrators including district inspector of schools, DEO and political leadership of the district.

3.7.1 Sample size

According to (Mugenda and Mugenda, 1999), sample size is a smaller group or sub-group obtained from the accessible population. The sample size for the current study was 92 this was chosen according to Kreijce and Morgan, 1970 table. The table helps to determine the sample size (n) from a given a population (N). The sample size of 384 respondents is indeed significant because basing on the population of 500; it implies that a representation of 77% was achieved and the sample size was obtained from the various categories indicated in table 3.1.

Table 3.1: Sample size selection:

Category	Population	Sample size	Sampling method
Head teachers	2	2	Census
Deputy head teachers	4	4	Census
Directors of studies	2	2	Census
Heads of departments	14	8	Convenient sampling
Teaching staff	34	20	Random sampling
School management committee	36	24	Purposive
PTA	50	32	Simple random
Opinion leaders	10	06	Convenient sampling
District leaders	12	8	Convenient sampling
Political leaders	30	20	Convenient sampling
Students	306	258	Simple random sampling
Total	500	384	

Source: Primary Data

According to Kaberuka (2003) sample size refers to the total number of sample units or the items selected in a sample. Since we don't know the exact number of teachers, students, parents, administrators and other key stakeholders in the selected study area, we shall use the following formula suggested by Cochran 1963 in his book entitled "*Sampling techniques*"

$$n=Z^2 (P) (1-P)/C^2$$

where Z=standard normal deviation set at 95% confidence level

P=Percentage of picking a choice or response (50%=+/-5)

C=Confidence interval at 95% (1.96)

Thus $(1.96)^2 \times 0.5 (0.5)/0.05^2$

$(3.84 \times 0.25)/0.0025$

$0.9604/0.0025$

384 respondents

We then employed both simple random and purposive sampling to select the study participants.

3.8 Data collection methods

The study employed both primary and secondary data collection methods. It basically employed the questionnaire survey method, interviewing (primary methods) and documentary review (secondary method).

The questionnaire survey method

We conducted a survey amongst teachers using a questionnaire. Using a survey method saves time, more respondents are covered in a short while and sensitive questions can as well be answered at ease since names are not required (anonymity is observed) and in most cases the researcher is absent (Mugenda & Mugenda, 1999). This method gave a wide coverage and was

non-biased on the side of the researcher and the respondents. A survey allowed the respondents to think and analyze the questions at hand in a manner he/she thought appropriate. The method targeted students and teachers only.

Interviews

Formal interviews were conducted and these basically involved the key informants (district officials e.g. inspector of schools and DEO; parents among others) to obtain accurate and more reliable information. The advantage with interviews is that they allow probing which leads to generation of crucial results on the pertinent issues under investigation that may not be obtained under questionnaire survey. Secondly, Interviews allow very sensitive and personal information to be extracted from the respondent by honest and personal interaction between the respondent and the interviewer and they have a wider application; allow questions explanation and supplementation of in-depth information hence justifiable for this study.

Document reviews

Available documents relevant to the study were used to obtain information. This included analysis of reports, journals, published books and unpublished dissertations as part of the literature review. In the field, the research utilized the district reports, and other relevant documents from Kagadi district local governments particularly from the department of education.

3.9 Data Collection Instruments

Questionnaire: According to Burns and Grove (2005), a questionnaire is a printed self-report form designed to elicit information that can be obtained through the written responses of the subjects. This was both close and open-ended. It was the best and quick method for those respondents who were literate (students and teachers). Students and teachers selected for the

study in the two secondary schools were requested to fill the questionnaire and it was administered by the researcher. The questionnaire was constructed by the researcher. It had two sections; Section A considered the social-economic characteristics of the respondents while section B had statements organized along the research questions and based on a five Likert scale (Strongly agree, Agree, Neutral, Disagree, Strongly disagree).

The interview guide: This was designed and used to collect data from the key informants. The first part of the guide had questions probing the social economic background of the respondents and the second part had open questions. The interview guide was brief but probing was allowed to get more responses from the key informants.

3.10 Validity and Reliability

To improve the validity of the questionnaire, guidance was sought from the available research experts who moderated the tools to fit the study objectives. By doing this, it was ensured that there was improvement on clarity of language, relevancy, and comprehensiveness of the content and standard length of the questionnaire. Also, the questionnaire was pre-tested. The researcher tested the instruments before the real research commenced with some teachers and students outside the main study area. Specifically we pre-tested our instruments in schools outside URDT. Questions that proved vague or ambiguous were modified. It is important to stress that findings obtained in the pre-testing study were not used in the final report but were particularly for purposes of testing the research instruments.

3.11 Reliability

To ensure reliability of the research instrument, a Cronbach alpha test was computed as a measure of scale reliability. As a general rule, a coefficient greater than or equal to 0.7 is considered acceptable and a good indication of construct reliability (Kothari, 2006).The

Cronbach Alpha coefficient for 38 items in the questionnaire was 0.72 which is well above the recommended 0.70, implying that the instrument was able to measure the objectives of the study.

3.12 Data processing and analysis

Data from the questionnaires were entered in the Statistical Package for Social Scientists (SPSS) Version 20 program for summary and analysis. Basic statistical analyses involved the use of tables and descriptive statistical measures such as frequencies, means, and standard deviation among others. Relationships between the variables were established through Pearson's correlation analysis and regression analysis. On the other hand, qualitative data in form of field notes were organized and Key informant interviews were transcribed to form texts for objective specific analysis.

3.13 Ethical considerations

It was pertinent to consider the proper conduct of this research. This research accommodated the responsibilities to protect the interests of the survey respondents and scientific honesty on the part of the researcher. Importantly, on the part of survey respondents, no one was coerced to respond to this survey. The respondents were asked to participate on their own freewill, that is, they were told of their rights not to participate or to end their participation if they so wished. Besides, they were briefed about the purpose of the study and how or why they were chosen to participate. As such they were free from deception or stress. The respondents were also guaranteed of protection through anonymity and all information that could reveal their identity was held in strict confidence.

The researcher generated knowledge through honest conduct, reporting and publication of research results. The researcher was aware that scientific misconduct had to be identified and reported in order to maintain the quality of the research results and report. All the sources of

literature reviewed in the study, were acknowledged in the form of bibliography at the end of the dissertation.

3.14 Limitations to the study

The following limitations were encountered in this study

- i) It was assumed in the current study that the respondents would be objective and truthful in the information they would give in response to the questionnaire items. This wasn't the case for the mere fact that the respondents knew that they were under study, they tried to give responses to questions in a manner which they perceived as being more polite and not really as they felt about or perceived them. They tried to give the answers they thought the researcher expected. However, the researcher tried as much as possible to tell the respondents to express their views as they felt about the situation and not merely pleasing her.
- ii) Unwillingness of respondents to fill questionnaires. The researcher ensured that there is consistency in contacting the respondents and made sure reminders were sent to them to fill the questionnaires.
- iii) Respondents having a view of not obtaining any direct benefit from the research results. However, the researcher assured the respondents to spare some little time to answer the questions because when the information is presented to the policy makers, this would cause policy change hence benefiting them in the long run.

CHAPTER FOUR

DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

4.1 Introduction

The study set out to establish in-service teacher training and performance of secondary schools in Uganda basing on schools under Uganda Rural Development and Training Programme (URDT) in Kagadi district. It aimed at understanding whether an in-service trained teacher causes improvements in performance of schools and especially of the learner.

The study was basically guided by three objectives namely; To establish whether in-service teacher training improves the curriculum in URDT schools in Kagadi district; to find out whether in-service teacher training improves performance of students during examinations in schools under URDT in Kagadi district and to establish whether in-service teacher training improves the degrading quality of teaching in schools under URDT in Kagadi district.

Both qualitative and quantitative methods were used in the presentation, analysis, interpretation and discussion of the findings. It should be noted that **384** respondents took part in the study.

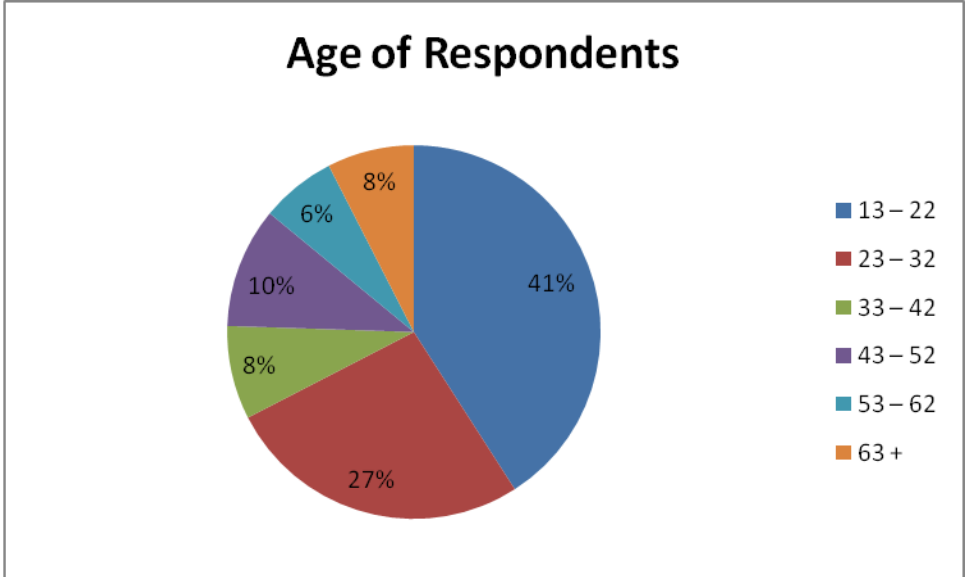
4.2 DEMOGRAPHIC CHARACTERISTICS

The demographic characteristics of the respondents focused on in the study include; age of the respondents, occupation, education level attained and marital status among others as presented hereunder.

4.2.1 Age of the respondents

The study focused on the age of the respondents so that people from different age groups could be included in the study. It is a fact that people from different age groups have different views concerning the problem under investigation and therefore capturing views from different age groups was paramount for this study to give balanced arguments and a reflection of views from a wide range of respondents.

Figure 4.1. Pie chart showing Age of the respondents



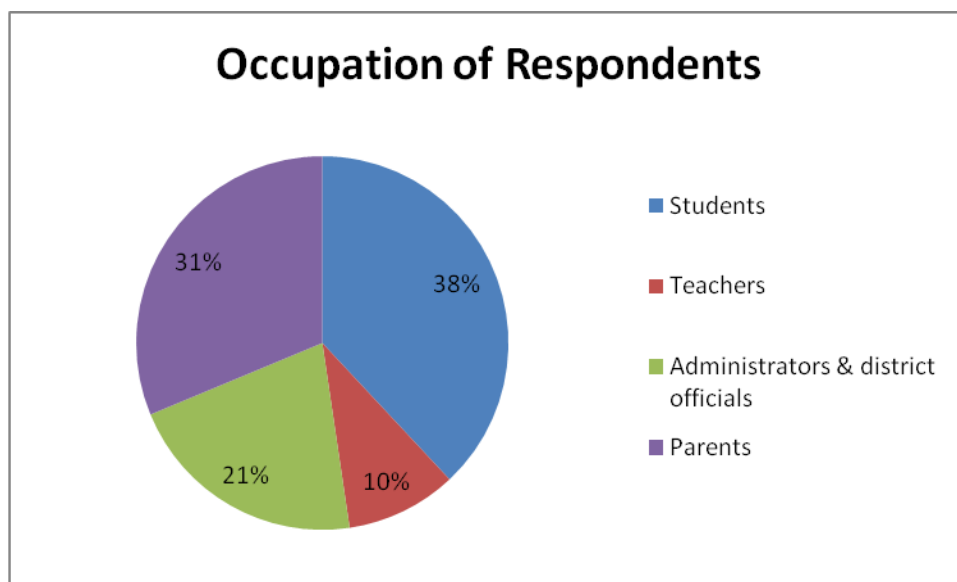
Source: Field data

From the pie chart above, majority of the respondents (41%) were between 13-22 years and these were basically students. Respondents in the age category 23-32 were 27%, those in 33-42 age bracket were 8%, 43-52% were 10%, those in 53-62% were 6% while respondents who were above 63 years constituted only 8%. This clearly shows that the study incorporated people from different age groups.

4.2.2 Occupation of the Respondents

The study looked at the occupation of respondents with a view to taking on respondents from different occupations.

Figure 4.2: Pie chart showing occupation of the Respondents



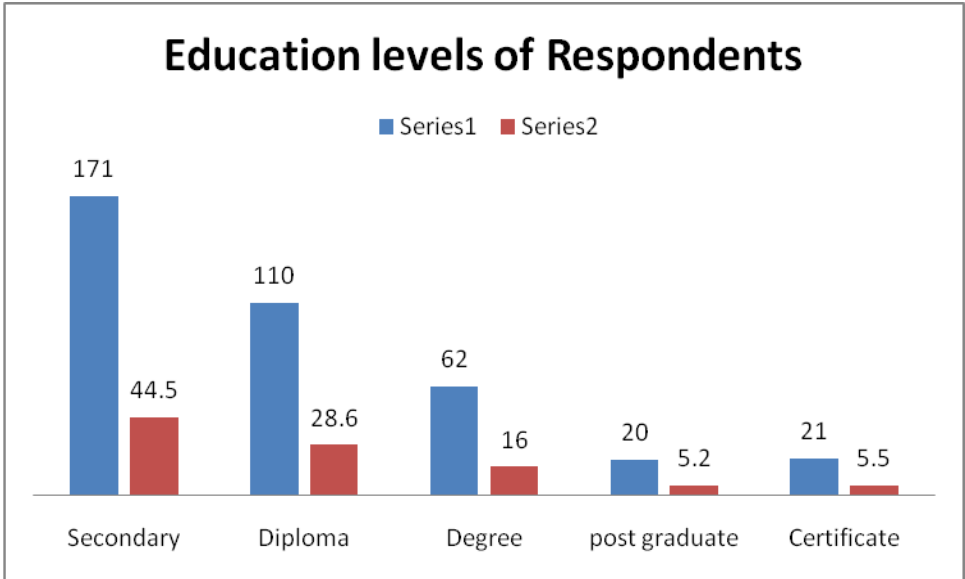
Source: Field data

From the above pie chart, majority of the respondents were students forming 38% of the total respondents, teachers formed 10%, administrators and other district officials formed 21% while 31% were parents. Since students form majority of the population in the school, they too formed majority of our respondents.

4.2.3 Level of education of the Respondents

The study also considered the education level of respondents since people with different education levels carry different views on some topical issues.

Figure 4.3: Bar graph showing Education level of Respondents



Source: Field data

From the above graph, majority of the respondents (44.5%) had secondary level of education and these largely consisted of students, 28.6% were diploma holders, 16% had degrees, 5.2% were post graduate while 5.5% were at level of certificate. Students were the majority since they too formed the largest number in the schools.

4.2.4 Marital status of the Respondents

The study also considered the marital status of the respondents with the sole aim of including all the categories in the study. The table below presents the findings.

Table 4.1: Marital status of respondents

	Frequency	Percent
Valid Single	162	42.2
Married	156	40.6
Widowed	35	9.1
Separated	17	4.4
Others	14	3.6
Total	384	100.0

Source: Field data

From the table, majority of the respondents were single (42.2%), 40.6% were married, 9.1% were widowed, 4.4% had separated while 3.6% fell in the 'other' category. Students formed the majority and are single in most of the cases.

CHAPTER FIVE

IN-SERVICE TEACHER TRAINING AND IMPROVEMENT OF CURRICULUM IN SECONDARY SCHOOLS

5.1 Introduction

This objective set out to establish whether in-service teacher training improves curriculum in secondary schools supervised by URDT in Kagadi district. The findings are presented in the tables below;

Table 2: 5.1: In-service teacher training and improvement of learning standards/learning objectives

	Frequency	Percent
Valid Stronglyagree	91	23.7
Agree	214	55.7
Neutral	33	8.6
Disagree	24	6.3
Stronglydisagree	22	5.7
Total	384	100.0

Source: Field data

From the above table, 23.7% of the respondents strongly agreed that in-service teacher training improves learning standards/learning objectives that students are expected to meet, 55.7% agreed, 8.6% were neutral, 6.3% disagreed while 5.7% strongly disagreed. Since the majority are in agreement, it's true that in-service teacher training positively impacts on the learning objectives/standards.

Table 3:5.2: In-service teacher training improves on the units and lessons that teachers teach

		Frequency	Percent
Valid	Stronglyagree	102	26.6
	Agree	171	44.5
	Neutral	30	7.8
	Disagree	47	12.2
	Stronglydisagree	34	8.9
	Total	384	100.0

Source: Field data

From the table, 26.6% of the respondents strongly agreed that in service teacher training improves on the units and lessons that teachers teach, 44.5% agreed, 7.8% were neutral, 12.2% disagreed, while 8.9% strongly disagreed. As such, we can assert that in-service teacher training improves on the units and lessons that are taught.

Table 4: 5.3: In service teacher training improves on the assignments and projects

		Frequency	Percent
Valid	Stronglyagree	88	22.9
	Agree	173	45.1
	Neutral	38	9.8
	Disagree	53	13.8
	Stronglydisagree	32	8.3
	Total	384	100.0

Source: Field data

From the table, 22.9% of the respondents strongly agreed that in-service teacher training improves on the assignments and projects given to students, 45.1% agreed, 9.8% were neural, 13.8% disagreed while 8.3% strongly disagreed. This implies that in-service teacher training

improves on assignments and projects given to students in secondary schools managed by URDT in Kagadi district.

According to a key interviewee, “when a teacher is trained, we expect the quality of assignments he gives to students to also be of high quality” he said.

Table 5:5.4: In service teacher training improves on resources used in the course

		Frequency	Percent
Valid	Stronglyagree	152	39.5
	Agree	104	27.1
	Neutral	26	6.8
	Disagree	63	16.4
	Stronglydisagree	39	10.2
	Total	384	100.0

Source: Field data

From the above table, 39.5% of the respondents strongly agreed that in-service teacher training improves on resources used in the course such as books, materials, videos, presentations, and readings; 27.1% agreed, 6.8% were neutral, 16.4% disagreed, while 10.2% strongly disagreed. The implication is that trained teachers have the potential to improve on the resources used in the course such as textbooks, charts, projectors among others.

Some key informants argued that when a teacher is re-trained, it improves his/her ability to use modern resources such as videos in the classroom and making good presentations for his students. This has an overall influence on the curriculum. Although such can be achieved after the initial training, we hasten to add that improvements can be realized after further training.

Table 5.5: In-service teacher training improves on technology used in class

		Frequency	Percent
Valid	Stronglyagree	158	41.1
	Agree	144	37.5
	Neutral	12	3.1
	Disagree	60	15.6
	Stronglydisagree	10	2.6
	Total	384	100.0

Source: Field data

From the above table, 41.1% of the respondents agreed that teacher training improves on the technology used in class for better student results; 37.5% agreed, 3.1% were neutral on the issue, 15.6% disagreed while 2.6% strongly disagreed. This means therefore that trained teachers have the capacity to use new technology in teaching such as using internet/web based sources when conducting their lessons.

A key informant had this to say “with modernity, untrained teachers can find it hard to use modern teaching and illustration methods such as computers, ipads, projectors among others”.

Table 5.6: In service teacher training improves on the quality of subjects taught

		Frequency	Percent
Valid	Stronglyagree	168	43.8
	Agree	121	31.5
	Neutral	18	4.7
	Disagree	67	17.4
	Stronglydisagree	10	2.6
	Total	384	100.0

Source: Field data

From the above table, 43.8% of the respondents strongly agreed with the statement that in-service teacher training improves on the quality of the subjects taught, 31.5% agreed, 4.7% were neutral on the issue, 17.4% disagreed, while 2.6% strongly disagreed. This implies that trained teachers are responsible for improvements in the quality of subjects taught.

Table 5.7: In-service teacher training helps teachers to gain right platform for content delivery

		Frequency	Percent
Valid	Stronglyagree	106	27.6
	Agree	182	47.4
	Neutral	23	5.9
	Disagree	51	13.3
	Stronglydisagree	22	5.7
	Total	384	100.0

Source: Field data

From the above table, 27.6% of the respondents strongly agreed with the statement that in-service teacher training helps teachers to gain right platform for content delivery, 47.4% agreed, 5.9% were neutral, 13.3% disagreed, while 5.7% strongly disagreed. The implication is that trained teachers easily gain the right platform for content delivery.

Table 5.8: In- service teacher training helps in preparation and following of syllabus

		Frequency	Percent
Valid	Stronglyagree	155	40.4
	Agree	152	39.6
	Neutral	24	6.3
	Disagree	22	5.7
	Stronglydisagree	31	8.1
	Total	384	100.0

Source: Field data

From the above table, 40.4% of the respondents strongly agreed with the statement that in-service teacher training helps in preparation and following of syllabus, 39.6% agreed, 6.3% were neutral, 5.7% disagreed, while 8.1% strongly disagreed. This therefore implies that an in-service trained teacher has the potential to prepare and follow the syllabus better than the untrained ones.

A key informant said “trained teachers find it easy to prepare their syllabus and this should be encouraged”.

Table 5.9: In service teacher training facilitates high level of creativity and Innovation

	Frequency	Percent
Valid Stronglyagree	170	44.3
Agree	125	32.6
Neutral	36	9.4
Disagree	28	7.3
Stronglydisagree	25	6.5
Total	384	100.0

Source: Field data

From the above table, 44.3% of the respondents strongly agreed with the statement that in-service teacher training facilitates high level of creativity and innovation, 32.6% agreed, 9.4% were neutral on the issue, 7.3% disagreed while 6.5% strongly disagreed. This implies that trained teachers are always creative and innovative which ultimately improves on the curriculum.

5.2 TESTING HYPOTHESIS

H₀ In- service teacher training improves school curriculum in URDT schools in Kagadi district.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.919	.211		13.834	.000
	inservice teacher training improves on the assignments and projects	-.119	.057	-.109	-2.098	.037
	inservice teacher training improves on teaching skills for better results	-.242	.075	-.183	-3.231	.001
	improves on sharing with colleagues	-.163	.053	-.160	-3.047	.002

a. Dependent Variable: curriculum has generally improved as a result of in-service teacher training

The ANOVA results show that there is a significant linear relationship between in-service teacher training and improvement in curriculum. For the selected and tested variables, the significance level was less than 0.005 ($P < 0.005$). This implies that in-service trained teachers are responsible for improvements in curriculum.

CHAPTER SIX

IN-SERVICE TEACHER TRAINING AND PERFORMANCE OF STUDENTS DURING EXAMINATIONS

6.1 Introduction

This objective endeavored to establish whether in-service teacher training influences performance of students during examinations. The findings are presented in the tables below;

Table 6.1: In service teacher training improves on pass grades

	Frequency	Percent
Valid Stronglyagree	103	26.8
Agree	189	49.2
Neutral	42	10.9
Disagree	23	6.0
Stronglydisagree	27	7
Total	384	100.0

Source: Field data

From the above table, 26.8% of the respondents strongly agreed that in-service teacher training improves on pass grades, 49.2% agreed, 10.9% were neutral on the issue, 6.0% disagreed, while 7% strongly disagreed. The implication is that in-service teacher training generally improves on the students' pass grades.

Key informants too stressed that when teachers are trained, they will too impact their learners through improved pass grades.

Table 6.2: Well trained teachers deliver the subject content professionally

		Frequency	Percent
Valid	Stronglyagree	147	38.3
	Agree	169	44.0
	Neutral	25	6.5
	Disagree	24	6.3
	Stronglydisagree	19	4.9
	Total	384	100.0

Source: Field data

From the table, 38.3% of the respondents strongly agreed that well trained teachers deliver the subject content professionally, 44% agreed, 6.5% were neutral on the issue, 6.3% disagreed while 4.9% strongly disagreed. This implies that trained teachers deliver the subject content professionally.

Table 6.3: In service teacher training improves on teacher-student relationship

		Frequency	Percent
Valid	Stronglyagree	186	48.4
	Agree	149	38.8
	Neutral	8	2.1
	Disagree	34	8.9
	Stronglydisagree	7	1.8
	Total	384	100.0

Source: Field data

From the above table, 48.4% of the respondents strongly agreed with the statement that in-service teacher training improves on teacher-student relationship, 38.8% agreed, 2.1% were neutral on the issue, 8.9% disagreed while 1.8% strongly disagreed. This implies that in service teacher training improves on the relationship between teachers and students as it widens the teachers understanding.

Table 6.4: In-service teacher training improves on teaching skills for better results

	Frequency	Percent
Valid Stronglyagree	104	27.1
Agree	198	51.6
Neutral	26	6.8
Disagree	32	8.3
Stronglydisagree	24	6.3
Total	384	100.0

Source: Field data

From the above table, 27.1% of the respondents strongly agreed with the statement that in-service teacher training improves on teaching skills for better results, 51.6% agreed, 6.8% were neutral on the issue, 8.3% disagreed while 6.3% strongly disagreed. This implies that in-service teacher training improves teaching skills which is responsible for better results.

Table 6.5: In service teacher training improves on the general learning environment for better results

	Frequency	Percent
Valid Stronglyagree	183	47.7
Agree	114	29.7
Neutral	24	6.3
Disagree	32	8.3
Stronglydisagree	31	8.1
Total	384	100.0

Source: Field data

From the table, 47.7% of the respondents strongly agreed with the statement that in service teacher training improves on the general learning environment for better results, 29.7% agreed, 6.3% were neutral on the subject, 8.3% disagreed while 8.1% strongly disagreed. The

implication is that trained teachers understand the learning environment and can easily improve on it for better student results.

Table 6.6: In service teacher training improves on the teacher’s knowledge that he imparts on students

		Frequency	Percent
Valid	Stronglyagree	105	27.3
	Agree	151	39.3
	Neutral	16	4.2
	Disagree	73	19
	Stronglydisagree	39	10.2
	Total	384	100
Total		384	100.0

Source: Field data

From the above table, 27.3% of the respondents strongly agreed with the statement that in service teacher training improves on the teacher’s knowledge, 39.3% agreed, 4.2% were neutral on the issue, 19% disagreed while 10.2% strongly disagreed. Generally, a trained teacher’s knowledge improves as a result of in-service training and this helps students.

Table 6.7: High performing schools take more interest in staff training programmes

		Frequency	Percent
Valid	Stronglyagree	166	43.2
	Agree	158	41.1
	Neutral	9	2.3
	Disagree	31	8.1
	Stronglydisagree	20	5.2
	Total	384	100.0

Source: Field data

From the above table, 43.2% of the respondents strongly agreed that high performing schools take more interest in staff training programme, 41.1% agreed, 2.3% were neutral on the issue,

8.1% disagreed while 5.2% strongly disagreed. The implication here is that most of the performing schools prioritize in-service teacher training.

Table 6.8: Motivated and Competent teachers are more effective and productive than a pathetic and incompetent ones

		Frequency	Percent
Valid	Stronglyagree	188	48.9
	Agree	103	26.8
	Neutral	31	8.1
	Disagree	52	13.5
	Stronglydisagree	10	2.6
	Total	384	100.0

Source: Field data

The above table shows that 48.9% of the respondents strongly agreed that motivated and Competent teachers are more effective and productive than a pathetic and incompetent ones, 26.8% agreed, 8.1% were neutral 13.5% disagreed while 2.6% strongly disagreed. This implies that trained teachers are more effective and productive. The ultimate beneficiary is a student.

Table 6.9: Motivated and competent teachers are more effective and productive than apathetic and incompetent ones

		Frequency	Percent
Valid	Stronglyagree	174	45.3
	Agree	135	35.2
	Neutral	11	2.9
	Disagree	47	12.2
	Stronglydisagree	17	
	Total	384	100.0

Source: Field data

From the above table, 45.3% of the respondents strongly agreed that motivated and competent teachers are more effective and productive than apathetic and incompetent ones, 35.2% agreed, 2.9% were neutral on the issue, 12.2% disagreed while 4.4% strongly disagreed. The

implication is that trained teachers are more competent and this positively influences performance of secondary schools managed by URDT in Kagadi district.

Table 6.10: In-service teacher training makes students improve in asking and answering questions during class delivery

		Frequency	Percent
Valid	Stronglyagree	146	38
	Agree	116	30.2
	Neutral	18	4.7
	Disagree	81	21.1
	Stronglydisagree	23	6.0
	Total	384	100.0

Source: Field data

The table above shows that 38% of the respondents strongly agreed that in-service teacher training makes students improve in asking and answering questions during class delivery, 30.2% agreed, 4.7% were neutral, 21.1% disagreed while 6% strongly disagreed. This therefore means that students' ability to ask and answer questions during class improve when under trained teachers.

Table 6.11: In-service teacher training helps learners to tap their talents

		Frequency	Percent
Valid	Strongly agree	82	21.4
	Agree	121	31.5
	Neutral	13	3.4
	Disagree	87	22.7
	Stronglydisagree	81	21.1
	Total	384	100.0

Source: Field data

From the above table, 21.4% of the respondents strongly agreed that in service teacher training helps learners to tap their talents, 31.5% agreed, 3.4% were neutral, 22.7% disagreed

while 21.1% strongly disagreed. Since majority are in agreement, we can ably assert that trained teachers help learners to tap their talents.

Some key informants argued that learners have many hidden talents and these can only be discovered during teachers in-service training programmes where teachers share and learn.

6.2 TESTING HYPOTHESIS

H1 In-service teacher training doesn't improve performance of students during examinations in URDT schools in Kagadi district.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.110	.151		13.960	.000
	in-service teacher training helps in preparation and following of syllabus	.165	.046	.210	3.621	.000
	in-service teacher training helps learners to tap their talents	-.082	.036	-.133	-2.294	.022
	in-service teacher training motivates teachers	-.089	.047	-.102	-1.892	.059

a. **Dependent Variable: number of students passing in first grade has increased as a result of in-service teacher training**

The ANOVA results show that there is a significant linear relationship between in-service teacher training and performance of students during examinations. For the selected and tested variables, the significance level was less than 0.005 ($P < 0.005$). This implies that in-service trained teachers contribute much to the success of students during their examinations.

CHAPTER SEVEN

IN-SERVICE TEACHER TRAINING AND IMPROVEMENT OF DEGRADING

QUALITY OF TEACHING

7.1 Introduction

This objective endeavored to establish whether in-service teacher training improves the degrading quality of teaching. The findings are presented in the tables below;

Table 7.1: In-service teacher training improves on the quality of teaching

	Frequency	Percent
Valid Stronglyagree	191	49.7
Agree	163	42.4
Neutral	18	4.7
Disagree	8	2.1
Stronglydisagree	4	1.0
Total	384	100.0

Source: Field data

From the above table, 49.7% of the respondents strongly agreed with the statement that in service teacher training improves on the quality of teaching, 41.4% agreed, 2.1% were neutral, 2.1% disagreed while 4.7% strongly disagreed. The implication is that trained teachers are responsible for improvements in the quality of teaching.

Table 7.2: In service teacher training improves on the knowledge and skills of teachers

		Frequency	Percent
Valid	Stronglyagree	175	45.6
	Agree	183	47.7
	Neutral	16	4.2
	Disagree	3	.8
	Stronglydisagr ee	7	1.8
	Total	384	100.0

Source: Field data

The table above shows that 45.6% of the respondents strongly agreed with the statement that in-service teacher training improves on the knowledge and skills of teachers, 47.7% agreed, 4.2% were neutral on the issue, 0.8% disagreed while 1.8% strongly disagreed. As such, we can assert that in-service teacher training improves on the knowledge and skills of teachers.

Table 7.3: In service teacher training improves on teaching methods

		Frequency	Percent
Valid	Strongly agree	131	34.1
	Agree	220	57.3
	Neutral	22	5.7
	Disagree	11	2.9
	Total	384	100.0

Source: Field data

The above table shows that 34.1% of the respondents strongly agreed that in-service teacher training makes pupils improve in asking and answering questions during class delivery, 57.3% agreed, 5.7% were neutral while 2.9% disagreed. It’s therefore true that in-service teacher training improves on the teaching methods.

Table 7.4: In-service teacher training motivates teachers

	Frequency	Percent
Valid Strongly agree	114	29.7
Agree	177	46.1
Neutral	20	5.2
Disagree	57	14.8
Strongly disagree	16	4.2
Total	384	100.0

Source: Field data

From the above table, 29.7% of the respondents strongly agreed that in service teacher training motivates teachers, 46.1% agreed, 5.2% were neutral on the issue, 14.8% disagreed, while 4.2% strongly disagreed. This therefore implies that in-service teacher training motivates teachers.

Table 7.5: In service teacher training provides opportunities for increasing the number of trained and qualified teachers

	Frequency	Percent
Valid Strongly agree	160	41.7
Agree	160	41.7
Neutral	38	9.9
Disagree	18	4.7
Strongly disagree	6	1.6
Total	384	100.0

Source: Field data

From the above table, 41.7% of the respondents strongly agreed with the statement that in-service teacher training provides opportunities for increasing the number of trained and qualified teachers, 41.7% agreed, 9.9% were neutral on the issue, 4.7% disagreed while 1.6%

strongly disagreed. As such, the number of trained and qualified teachers can only be improved when more teachers undergo in-service training.

Table 7.6: In-service teacher training exposes teachers to innovations in their professions

		Frequency	Percent
Valid	Stronglyagree	184	47.9
	Agree	152	39.6
	Neutral	37	9.6
	Disagree	8	2.1
	Stronglydisagree	3	.8
	Total	384	100.0

Source: Field data

From the above table 47.9% of the respondents strongly agreed that in-service teacher training exposes teachers to innovations in their professions, 39.6% agreed, 9.6% were neutral, 2.1% disagreed while 0.8% strongly disagreed. This therefore implies that teacher training exposes teachers to innovations in their professions.

Table 7.7: In-service teacher training enhances professional growth

		Frequency	Percent
Valid	Stronglyagree	109	28.4
	Agree	188	49.0
	Neutral	29	18.0
	Disagree	30	2.6
	Stronglydisagree	28	2.1
	Total	384	100.0

Source: Field data

The above table shows that 28.4% of the respondents strongly agreed that in-service teacher training enhances professional growth, 49% agreed, 18% were neutral on the matter, 2.6%

disagreed while 2.1% strongly agreed. This therefore means that in-service teacher training enhances professional growth.

Table 7.8: In-service teacher training helps in time management

		Frequency	Percent
Valid	Stronglyagree	144	37.5
	Agree	185	48.2
	Neutral	20	5.2
	Disagree	28	7.3
	Stronglydisagree	7	1.8
	Total	384	100.0

Source: Field data

From the above table, 37.5% of the respondents strongly agreed with the statement that in-service teacher training helps in time management, 48.2% agreed, 5.2% were neutral on the issue, 7.3% disagreed while 1.8% strongly disagreed. The implication is that in-service teacher training helps in time management.

Table 7.9: Teacher training improves instructional techniques and ideologies which enhance content delivery

		Frequency	Percent
Valid	Stronglyagree	115	29.9
	Agree	167	43.5
	Neutral	17	4.4
	Disagree	50	13
	Stronglydisagree	45	11.7
	Total	384	100.0

Source: Field data

The above table shows that 29.9% of the respondents strongly agreed with the statement that teacher training improves instructional techniques and ideologies which enhance content delivery, 43.5% agreed, 4.4% were neutral on the issue, 13% disagreed while 11.7% strongly disagreed.

Table 7.10: Trained teachers acquire more knowledge which can help them to deliver more while in class

		Frequency	Percent
Valid	Stronglyagree	123	32.0
	Agree	168	43.8
	Neutral	35	9.1
	Disagree	22	5.7
	Stronglydisagree	36	9.2
	Total	384	100.0

Source: Field data

From the table, 32% of the respondents strongly agreed with the statement that trained teachers acquire more knowledge which can help them to deliver more while in class, 43.8% agreed, 9.1% were neutral on the issue, 5.7% disagreed while 9.2% strongly disagreed. The implication is that in-service teacher training helps teachers acquire more knowledge.

Table 7.11: In-service teacher training helps to plan, consult and focus on delivery

		Frequency	Percent
Valid	Stronglyagree	41	10.7
	Agree	251	65.4
	Neutral	13	3.4
	Disagree	79	20.6
	Total	384	100.0

Source: Field data

From the table, 10.7% of the respondents strongly agreed with the statement that in-service teacher training helps to plan, consult and focus on delivery, 65.4% agreed, 3.4% were neutral on the issue while 20.6% disagreed. The implication is that in-service teacher training helps to plan, consult and focus on delivery.

Table 7.12: In-service teacher training makes teachers more disciplined and committed at their work places

		Frequency	Percent
Valid	Stronglyagree	162	42.2
	Agree	150	39.1
	Neutral	28	7.3
	Disagree	32	8.3
	Stronglydisagree	12	3.1
	Total	384	100.0

Source: Field data

From the table, 42.2% of the respondents strongly agreed with the statement that in-service teacher training makes teachers more disciplined and committed at their work places, 39.1% agreed, 7.3% were neutral, 8.3% disagreed while 3.1% strongly disagreed. The implication is that in-service trained teachers are more disciplined and committed at their work places.

Table 7.13: In service teacher training enables the handling of learners according to their level in a professional way

		Frequency	Percent
Valid	Stronglyagree	120	31.3
	Agree	179	46.6
	Neutral	26	6.7
	Disagree	29	7.6
	Stronglydisagree	25	6.5
	Total	384	100.0

Source: Field data

The above table shows that 31.3% of the respondents strongly agreed with the statement that in service teacher training enables the handling of learners according to their level in a professional way, 46.6% agreed, 6.7% were neutral, 7.6% disagreed while 6.5% strongly disagreed. This therefore implies that in-service teacher training enables the handling of learners according to their level in a professional way.

Table 7.14: In-service teacher training improves teacher’s decision making, problem solving and interpersonal skills

		Frequency	Percent
Valid	Stronglyagree	102	26.6
	Agree	136	35.4
	Neutral	7	1.8
	Disagree	86	22.4
	Stronglydisagree	53	13.8
	Total	384	100.0

Source: Field data

From the above table, 26.6% of the respondents strongly agreed that in service teacher training improves teacher’s decision making, problem solving and interpersonal skills, 35.4% agreed, 1.8% were neutral on the issue, 22.4% disagreed while 13.8% strongly disagreed. The implication is that in-service teacher training improves on teacher’s decision making, problem solving and inter-personal skills.

Table 7.15: In service teacher training enables teachers to select the most appropriate teaching methods

		Frequency	Percent
Valid	Stronglyagree	94	24.5
	Agree	173	45.1
	Neutral	13	3.4
	Disagree	19	4.9
	Stronglydisagree	85	22.1
	Total	384	100.0

Source: Field data

From the above table, 24.5% of the respondents strongly agreed with the statement that in service teacher training enables teachers to select the most appropriate teaching methods, 45.1% agreed, 3.4% were neutral on the subject, 4.9% disagreed while 22.1% strongly disagreed.

Table 7.16: In service teacher training improves on sharing with colleagues

	Frequency	Percent
Valid Stronglyagree	186	48.4
Agree	140	36.5
Neutral	6	1.6
Disagree	37	9.6
Stronglydisagree	15	3.9
Total	384	100.0

Source: Field data

From the above table, 48.4% of the respondents strongly agreed with the statement that in service teacher training improves on sharing with colleagues, 36.5% agreed, 1.6% were neutral on the issue, 9.6% disagreed while 3.9% strongly disagreed. As such, trained teachers share with colleagues.

Table 7.17: In service teacher training teaches proper methods of preparing schemes of work

	Frequency	Percent
Valid Stronglyagree	97	25.3
Agree	165	43.0
Neutral	19	4.9
Disagree	28	7.3
Stronglydisagree	75	19.5
Total	384	100.0

Source: Field data

From the table, 25.3% of the respondents strongly agreed with the statement that in service teacher training teaches proper methods of preparing schemes of work, 43% agreed, 4.9% were neutral on the issue, 7.3% disagreed while 19.5% strongly disagreed. The implication is that in-service teacher training teaches proper methods of preparing schemes of work.

Table 7.18: In-service teacher training enhances high level of creativity and innovation

	Frequency	Percent
Valid Stronglyagree	148	38.5
Agree	151	39.3
Neutral	29	7.6
Disagree	44	11.5
Stronglydisagree	12	3.1
Total	384	100.0

Source: Field data

From the table, 38.5% of the respondents strongly agreed with the statement that in-service teacher training enhances high level of creativity and innovation, 39.3% agreed, 7.6% were neutral, 11.5% disagreed while 3.1% strongly disagreed. This means that high levels of creativity and innovation are enhanced as a result of in-service teacher training.

7.2 HYPOTHESIS TESTING

H2 In-service teacher training improves the degrading quality of teaching in URDT schools in Kagadi district.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
in service teacher training improves on the quality of teaching	BetweenGroups	6.713	4	1.678	2.538	.040
	WithinGroups	250.621	379	.661		
	Total	257.333	383			
inservice teacher training improves on the knowledge and skills of teachers	BetweenGroups	18.222	4	4.555	4.908	.001
	WithinGroups	351.778	379	.928		
	Total	370.000	383			
Helps teachers to plan, consult and focus on delivery	BetweenGroups	13.921	4	3.480	4.173	.003
	WithinGroups	316.038	379	.834		
	Total	329.958	383			
improves on sharing with colleagues	BetweenGroups	21.327	4	5.332	5.010	.001
	WithinGroups	403.358	379	1.064		
	Total	424.685	383			

The ANOVA results show that there is a significant linear relationship between in-service teacher training and improvement in the quality of teaching. For the selected and tested variables, the significance level was less than 0.005 ($P < 0.005$). This implies that in-service teacher training improves on the quality of teaching in school managed by URDT in Kagadi district.

CHAPTER EIGHT

TOWARDS HARMONIZATION OF IN-SERVICE TEACHER TRAINING AND PERFORMANCE OF SECONDARY SCHOOL

8.1 Introduction

This chapter discusses the findings of the study using the available literature. The purpose is to understand how the study findings conform to or diverge from literature.

8.2 In-Service Teacher Training and Improvement in Curriculum

Our findings revealed that in-service teacher training leads to improvements in curriculum. Merfat (2016) says without doubt, the most important person in the curriculum implementation process is the teacher. With their knowledge, experiences and competencies, teachers are central to any curriculum development effort. However, as Ramparsad, (2000) has shown, in countries such as South Africa, most teachers are not qualified and lack the necessary skills to participate in curriculum development. Their approach of participation in the process is not well defined and very difficult on teachers, so they face many challenges regarding their involvement in curriculum development. Professional development of teachers is thus an important factor contributing to the success of curriculum development and implementation (Handler, 2010).

Specifically, the study established that in-service teacher training improves on the resources: books, materials, videos, presentations and readings used in the course. Substantial evidence from research has showed that changes in the textbooks and other resources make little difference if teachers do not know how to use them well. In addition, Rowan (2002) found great significance of teacher training on the use of resources in teaching mathematics and

reading in elementary school. Greenwald, Hedges and Laine (1996) in their literature study on school resources, found significant effects of teacher training on the use of school resources.

The study also established that in-service teacher training improves on the technology used in class for better student results. In countries such as Turkey, studies have revealed that a majority of teachers use Internet-based instructional materials in their courses and that they consider the equipment-related and Internet-related deficiencies as the main reason for failing to benefit from Internet-based and computer-based instructional materials (Duygu et al, 2012). The most important reasons why teachers fail to make good use of Internet-based and computer-based instructional materials in their courses could be said to include lack of instructional tools and materials and teachers' lack of skills in designing or using such materials (Duygu et al, 2012).

8.3 In-Service Teacher Training and Improvement in Performance of Students during Examinations

Our findings showed that in-service teacher training leads to improvements in performance of students during examinations. ERN (2003) asserts that teacher quality has a lasting effect on student learning. For instance data from Dallas reveals that a student who has an outstanding teacher for just one year will remain ahead of her peers for at least the next few years. Unfortunately, the opposite is true as well: if a student has an ineffective teacher, the negative effect on her achievement may not be fully remediated for up to three years. Zafaret al (2011) adds that it is a generally accepted phenomenon that, whether it is a matter of making educational process more meaningful or a question of improving its quality, one factor that usually stands out is the role of the teachers – the quality of their preparation and their professional development.

We have too noted that high performing schools take more interest in staff training programmes. This corroborates the findings of the study carried out by Ngala and Odebero (2010) in Rift Valley and Nyanza provinces of Kenya 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. According to Vermunt (2014), high quality teacher learning influences student-learning outcome as a result.

Further, the study established that in-service teacher training improves on teaching skills for better results. Conco (2005) argues in the same line, when he stresses that in-service training helps teachers to expand their current knowledge of a subject/phase/matter, develop new knowledge and engage with colleagues at their current school and others schools. 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 (Pauwe, 2004). A trained teacher usually analyses these factors and incorporates them in the teaching practices.

8.4 In Service Teacher Training and Improvement in the Degrading Quality of Teaching in Schools

From the study findings in the previous chapters, we established that in-service teacher training leads to improvements in the degrading quality of teaching in schools. Teachers provided with proper training on up-to-date information and new research on classroom management, on emerging technology tools for the classroom, new curriculum resources, and

more, could become a successful factor to their schools. The best professional development is ongoing, collaborative, and connected to and derived from working with students and understanding their culture (Darling-Hammond et al. 2017; Borko 2004)

Importantly, in-service teacher training enhances content delivery. The findings corroborate the works of Khan (2008) which concluded that in service teacher training resulted in an improvement in the content knowledge, delivery skills, lab management skills and professional attitude of in-service science teachers. Larsen (1998) in a study on 90 new teachers reviewed the effects and role of in-service training on their function. The results gained by this scholar revealed the positive effects of such trainings on the teachers.

Further, in-service teacher training leads to improvements in time management by the teachers. Darling- Hammond (1997) established that more productive teacher and professional training programs make a difference to the teachers' abilities to utilize their available time in the teaching and learning process. However, a separate study done by Ngala and Odebero (2010) in primary schools majorly in Rift Valley province indicated that some teachers have tight work schedule thus lack time to prepare for their teaching duties. This also interferes with their participation in the training programs.

Since the teacher is the first decision maker in his/her classroom, absence of training, or poor training, will make him/her face the challenge of having poor subject-knowledge and poor professional and pedagogical skills to teach a given subject, deliver the lesson, assess learning, and provide the learner with the appropriate knowledge and learning experience.

8.5 RECOMMENDATIONS

Training should not just stop at university or college levels. The short training courses like workshops, seminars and in -service training are very necessary and should be encouraged. As such, we highly recommend that there should be serious initiatives to embark on the route of the training and professionalization of teachers and teacher education along competence lines.

Importantly, teacher training and professional development programs should focus on core content knowledge, teaching skills, teaching strategies, and assessment strategies, among others. There should be an alignment of educational programs content with what teachers teach, need and experience in their classrooms.

Teachers should frequently be afforded study leaves or time off to do training. During this period, the school can hire part-time teachers so that normal learning is not disrupted. It's important to appreciate that continual professional development gives teachers time to learn and implement new strategies.

CHAPTER NINE

SUMMARY AND CONCLUSION

9.1 Introduction

This chapter gives the conclusion and recommendations of the study as they emerge from the previous chapters.

9.2 Summary

Study findings have shown that there is a positive significant relationship between in-service teacher training and improvement in curriculum. We established that when a teacher is trained, he improves on the assignments and projects he gives to students, he too improves on the technology he uses in classroom during lessons, but importantly also, it helps a teacher in the preparation and following of the syllabus.

Further, findings demonstrated that there is a significant positive relationship between in-service teacher training and performance of students during exams. We established that in-service trained teachers lead to improvements in the pass grades, but also that trained teachers are more effective and positive than apathetic and un-trained ones.

Lastly, the findings of the study show that there exists a positive significant relationship between in-service teacher training and improvements in the degrading quality of teaching. Importantly, there is always improvements in the general knowledge of the teacher after in-service training but also the training exposes teachers to innovations in their professions.

9.3 Conclusion

We conclude that in-service teacher training leads to improvements in the curriculum ($P < 0.005$). As a result of in-service teacher training, learning standards/objectives that students are expected to meet improve. Also, assignments and projects given to students improve. It generally improves on the quality of the subjects taught and leads to high level of creativity and innovations.

We also conclude that in-service teacher training helps students to improve performance during examinations ($P < 0.005$). Importantly, it leads to improvements in pass grades, improves on student-teacher relationship, and improves on teaching skills for better results among others.

Lastly, we conclude that in-service teacher training leads to improvements in the quality of teaching ($P < 0.005$). Specifically, it improves on teaching methods, but also provides opportunities for increasing the number of trained and qualified teachers at all levels of education. It too helps teachers to plan, consult and focus on content delivery.

9.4 Areas for further research

Other factors which may influence performance of schools should be studied. These would include: socio-economic, cultural and environmental factors as well as motivation for both the students and teachers.

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APPENDIX 1

THE QUESTIONNAIRE

Dear Respondent,

My name is Arinaitwe Olivia a student of Nkumba University. This questionnaire seeks your views on the topic: *In-service teacher training and performance of secondary schools under Uganda Rural Development and Training Programme (URDT) in Kagadi district*". Please spare a few minutes of your precious time to tick or fill in where applicable. Answers to the questions will be treated with the utmost confidentiality they deserve.

SECTION A

Social characteristics of the Respondents

1. Age

13-22

23-32

33-42

43-52

53-62

63+

2. Occupation

Student

Teacher

Parent

Administrator or district official

3. Marital status

Single

Married

Widowed

Separated

Others

4. Level of education

Secondary

Diploma

Degree

Post graduate

Certificate

SECTION B

Use the scale in the table below for each statement to tick (✓) your most appropriate choice

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

A) In-service teacher training and improvement of curriculum in Primary schools

		1	2	3	4	5
A	In-service teacher training improves learning standards/learning objectives students are expected to meet					
B	In-service teacher training improves on the units and lessons that teachers teach					
C	In-service teacher training improves on the assignments and projects given to students					
D	In-service teacher training improves on the resources: books, materials, videos, presentations and readings used in the course					
E	In-service teacher training improves on the technology used in class for better student results					
F	In- service teacher training improves on quality of subjects taught					
G	In-service teacher training helps teachers to gain the right platform for content delivery and masterly					
H	In service teacher training helps in preparation and following of syllabus					
I	High level of creativity and innovation is facilitated by in-service teacher training					

B) In-service teacher training and performance of students during examinations

		1	2	3	4	5
A	In-service teacher training improves on pass grades					
B	Well trained teachers deliver the subject content professionally and effectively					
C	In- service teacher training improves teacher-student relationship					
D	In- service teacher training improves on teaching skills for better results					
E	In-service teacher training improves on the general learning environment for better results					
F	In-service teacher training improves on teachers' knowledge that he imparts on to students					
G	High performing schools take more interest in staff training programme					
H	Motivated and competent teachers are more effective and productive than apathetic and incompetent ones					
I	In service teacher training helps learners to tap their talents					

C) In service teacher training and improvement of degrading quality of teaching

		1	2	3	4	5
A	In-service teacher training improves on the quality of teaching					
B	In-service teacher training improves on the knowledge and skills of teachers					
C	In- service teacher training improves on teaching					

	methods					
D	In-service teacher training motivates teachers					
E	In-service teacher training provides opportunities for increasing the number of trained and qualified teachers at all levels of education					
F	In-service teacher training helps in time management					
G	Teacher training improves instructional techniques and ideologies which enhance content delivery					
H	Trained teachers acquire more knowledge which can help them to deliver more while in class.					
I	In service training helps teachers to plan, consult and focus on delivery					
J	In service training makes teachers more disciplined and committed to their work					
K	In service teacher training enables the handling of learners according to their level in a professional way					
L	In service training improves teacher's decision making, problem solving and interpersonal skills					
M	In service teacher training enables teachers to select the most appropriate teaching method(s)					
N	In service teacher training improves on sharing with colleagues					
O	In service teacher training teaches proper methods of preparing schemes of work					
p	In service teacher training enhances high levels of creativity and innovation					

D) Way forward

In your view, what should be done to ensure that secondary schools benefit more from in-service teacher training ?

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THANK YOU FOR THE CO-OPERATION

APPENDIX II: INTERVIEW GUIDE FOR KEY INFORMANTS

- 1) What is your occupation?.....
- 2) What is your level of education?.....
- 3) What is your marital status?.....

1) In-service teacher training and improvement of curriculum

- a) In your view, does in service teacher training improve on curriculum?
- b) Explain the ways through which in-service teacher training improves on the curriculum.
- c) What aspects of curriculum are mostly improved as a result of in-service-teacher training ?

2) In service teacher training and improvement in student performance during examinations

- a) In your view does in- service teacher training improve on the performance of students during examinations?
- b) Explain the ways through which in-service teacher training improves on the performance of students during examinations.
- c) Are there instances where in-service teacher training leads to failure in examinations?
Explain

3. In service teacher training and improvement in degrading quality of teaching

- a) How can in-service teacher training improve the degrading quality of teaching in secondary schools under URDT in Kagadi?

Thank you