



**Teachers' Professional Development Programmes and Quality of Teaching in Primary
Schools in Kitagwenda District**

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19/BSU/MEAP/007

**A Research Report Submitted to the Faculty of Education, Arts and Media Studies in
Partial Fulfillment of Requirements for the Award of Master of
Education Administration and Planning of
Bishop Stuart University**

October, 2023

Declaration

Aimbabazi Jovanice, declare that this research dissertation is original and to the best of my knowledge, it has never been presented to any University or Institution for any award.

Aimbabazi Jovanice.....

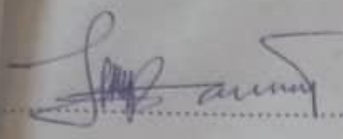
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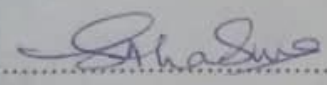
Approval

Research dissertation has been carried out under our supervision and is submitted with our


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Date: 10-10-2023

Frank Barigye
(supervisor)


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Date: 20/10/2023

Tutegeyaize
(supervisor)

Dedication

I dedicate this research dissertation to my husband Mr. Mwekambe Stephen Salongo who extraordinarily provided love and financial support in countless ways during my time as a Masters' student. I also dedicate this dissertation to my beloved Children; Keinembabazi Melyvn, Migishaye Loyce, Mwesigwa Rodden, Kihembo Petra, Nyangoma Precious and Mwekambe Kiiza Winstone for the love, emotional and physical support they rendered to me during the whole process of preparing this research dissertation. Thank you for all you have done for me during this process, and most importantly, for always believing in me.

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My first vote of thanks goes to the Almighty God for the gift of life and for keeping me healthy and focused during the process of conducting this study.

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Furthermore I thank my fellow student's whom I discussed with from the day I started the course up-to the end.

I also thank my respondents especially those who gave me their time and responded to my data collection tools that were used to collect data from the field.

I thank my typist Mr. Tomas Namanya who laboured so much to type all the work provided to him in short time to meet the deadline.

Lastly I thank my research assistant Eng. Rebbecca Amumpe who helped me to proof read my work and advised me accordingly.

May God bless them abundantly

List of Acronyms

BSU	Bishop Stuart University
CCTS	Coordinating Centre Tutor
DEO	District Education Officer
PTA	Parents Teachers' Association
REC	Research Ethics Committee
SMC	School Management Committee
SPSS	Statistical Package for Social Scientists
TPDP	Teachers Professional Development Programmes

List of Codes

Respondent I	Inspector of Schools
Respondent II	District Education Officer
Respondent III	Coordinating centre Tutor (CCT)
Respondent IV	Chairperson PTA
Respondent V	Chairperson SMC
Respondent VI	Head teacher

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ABSTRACT

The study investigated the effect of Teachers' Professional Development Programmes on the Quality of Teaching in Primary Schools in Kitagwenda District. The study was guided by the following objectives: (i) to establish Teachers' Professional Development programmes implemented in Primary Schools in Kitagwenda District, (ii) to assess the Quality of Teaching among teachers in Primary schools in Kitagwenda district and (iii) to establish the effect of Teachers' Professional Development programmes on the Quality of Teaching in Primary Schools in Kitagwenda district. The study adopted cross-sectional survey design and used mixed method strategy to collect data specifically concurrent triangulation strategy was used. The study population included 137 respondents and samples size was 117 respondents who included DEO, inspectors, CCTS, SMC, PTA, headteachers, teachers. Data was collected using questionnaires and interview guides. Quantitative data was analysed using descriptive statistics, Pearson correlation coefficient and linear regression analysis using SPSS. Qualitative data was analysed using thematic and content analysis. From the study, it was found that various teachers' professional development programmes are implemented in the primary schools and accordingly they included the following: Curriculum Development Workshops; lesson plan workshops, discipline related seminar. It was also found that various indicators of quality teaching for teachers in primary schools in Kitagwenda district exist such as time management. Finally, it was found that teachers' professional programmes have a significant effect on the quality of teaching and accordingly they include the following: PDPs help in creating much more opportunity on teacher collaboration; it creates opportunities for teachers to share best practices; PDPs help in improving in pupil learning and achievement; teachers' relationship with pupils become more positive than before; improved sense of Teachers' Professionalism.

Chapter one: Introduction

Introduction to the study

This chapter introduces the study on the Teachers' Development Professional Programmes (TPDP) which is the independent variable (I.V) and Quality of Teaching which is the Dependent Variable (D.V) in Primary Schools in Kitagwenda district. This study consists of the background to the study, problem statement, purpose of the study, objectives of study, research questions, research hypothesis, scope of the study, significance of the study, conceptual framework and definition of key terms.

Background of the Study

The background covers the historical, theoretical, conceptual and contextual perspectives.

Historical Background

According to Arthur, Bennett, Edens, and Bell (201)³, fostering the individual growth of teachers across Europe stands out as a widely adopted strategy to bolster the effectiveness of individuals and effectively convey organizational objectives to incoming staff. In their comprehensive analysis of training and assessment, the researchers observed that the effectiveness of this development process was closely tied to factors like competitive advantage in the job market, the knowledge and skills of employees, and positive outcomes. They argue that acquired skills must be put into practice to facilitate the transition from learning to practical application. Expanding on this theme, Routman (2012) places a similar emphasis on professional development within the field of education. When educators are well-versed in learning theory and grounded in relevant research, and when they engage in thoughtful self-reflection based on their own experiences, they can make well-informed decisions about their teaching practices. This enhanced professionalism among teachers translates to improved student achievement.

The U.S. legislation known as "No Child Left Behind" in 2012 mandates that states take measures to guarantee that their educators partake in top-notch professional development. In Texas, the specifics regarding the renewal of teacher certificates and ongoing professional education obligations are outlined in the Texas Administrative Code (TAC), Title 19, Part 7, Chapter 232, and Subchapter A. This subchapter consists of 13 regulations that pertain to general certification requirements. Rule 232.1 articulates that all educational professionals are encouraged to exemplify the concept of lifelong learning, and therefore, their participation in professional development activities is anticipated.

Activities should center on the imperative for every educator to consistently enhance their understanding of contemporary subject matter, optimal teaching methods, pertinent research, and technology that aligns with their specific role as an educator. The State Board for Educator Certification (SBEC) will make certain that the criteria for certificate renewal and ongoing professional development are adaptable, permitting each educator to pinpoint the activities they will undertake to fulfill SBEC's prerequisites (TAC, 2012).

In the late 1990s, Kenya acknowledged the necessity of establishing a nationwide in-service program aimed at enhancing pedagogical methods. It also acknowledged that professional development initiatives should prioritize the improvement of school and classroom processes, recognizing them as crucial levels of intervention to enhance the effectiveness of teaching and learning, as outlined by Hardman et al. in 2019. In a similar vein, Kenya recognized the importance of bridging teacher education with head teacher training and community empowerment. This involved the establishment of a school-based textbook management system and the implementation of quality assurance procedures, as discussed by Crossley et al. in 2015.

Support for teacher development at the school level was facilitated through two complementary projects, Strengthening Primary Education and Primary School Management, which received funding from DFID. The systems established during this period became pivotal when the National Rainbow Coalition announced Universal Free Primary Education in 2003. As efforts were intensified to manage the substantial increase in enrollment and achieve the objective of universal primary education by 2015, particular emphasis was placed on the expansion of textbook availability and the widespread provision of in-service training. Since 2003, Kenya has made significant strides in increasing the proportion of students who complete primary school, with over three-quarters of primary-school-age children now progressing beyond grade 4, and approximately 70% of children demonstrating the ability to read (Southern and East African Consortium for Monitoring Education Quality, 2010; UNESCO, 2015).

The Ministry of Education, operating through its in-service training unit, implemented a nationwide teacher education initiative for classroom educators referred to as the School-based Teacher Development (SbTD) program. SbTD was strategically designed to be cost-efficient and to blend the advantages of cascaded training delivered at national, regional, and district levels with teacher development at the school level. This program, which was active from 2001 to 2006, primarily aimed to enhance the quality and cost-effectiveness of teaching and learning in primary schools. This was to be achieved by equipping teachers with new skills that promote active learning and providing training on the use of new textbooks (Hardman et al., 2009).

Tanzania, much like Kenya, has made significant advancements in terms of the number of students successfully completing their primary education, outperforming many of its East African counterparts. Between 2000 and 2007, the percentage of students finishing primary school

increased from 50% to two-thirds. Concurrently, there was an improvement in learning outcomes, with nearly 70% of students achieving fundamental levels of proficiency in reading and 36% in mathematics, up from 49% and 19%, respectively (UNESCO, 2014). Drawing from the experiences of Kenya's SbTD program, Tanzania conducted an assessment of a school-based professional development program in 2012, using a 2009 baseline measure of teaching and learning as well as a comparison group of schools (Hardman et al., 2015). The 2009 baseline analysis, which encompassed 300 lessons from eight districts and included the teaching of primary English, mathematics, Kiswahili, and science at standards 3 and 6, revealed that teacher-directed activities (such as explanation, Q&A, chalkboard writing, reading to the class, and lesson summaries) consumed more than half (55%) of the lesson time. Individual seatwork, where students engaged in exercises from the chalkboard or textbooks while teachers assessed their work, accounted for 25% of the lesson duration. More student-centered learning approaches (such as paired or group work and pupil demonstrations) made up only 14% of the lesson time, with paired/group work constituting 6% of the lesson duration. Non-curricular activities (such as administrative tasks where no teaching occurred) accounted for an additional 6% of the lesson time.

During the post-independence era in the 1960s, Uganda's education system was renowned as one of the most outstanding in East and Central Africa. However, the prolonged conflicts that plagued the country from the latter part of the 1960s to the mid-1980s inflicted severe damage on all facets of Uganda's social, economic, and political landscape, including its educational framework. Towards the conclusion of the 1980s, two education commissions were established with the purpose of evaluating the education system. Both commissions recommended the widespread

availability of education within the next decade, as this was seen as an essential prerequisite for achieving national cohesion and economic advancement (Higgins & Rwanyange, 2015).

However, the government displayed a sluggish approach in putting these recommendations into action and allocating sufficient resources to the education sector. As argued by Stasavage (2015), education wasn't a top priority on the reconstruction agenda during the post-1986 period. Even a decade later, President Museveni hesitated to commit to a primary education strategy that would necessitate a substantial increase in public spending. Instead, he continued to give precedence to investments in road construction and defense expenses. Nevertheless, the return to a multi-candidate political landscape in 1996 enabled President Museveni to promise the elimination of primary school fees. As public enthusiasm for this issue grew, the focus on Universal Primary Education (UPE) became increasingly prominent during the 1996 election campaign. Democratic Party politics also played a crucial role in the successful implementation of UPE. It was evident in the post-election period that education would be one of the key areas by which the government's performance would be assessed by the public. Consequently, in contrast to some other governments in African nations that came to power with similar pledges, President Museveni steadily increased public spending on education (Stasavage, 2014).

Subsequently, a series of education reforms were launched with the aim of raising enrollment rates, revamping teacher training, enhancing the availability of textbooks and teaching materials, and restructuring the curriculum. Education has gained increasing recognition as a pivotal sector for national development. It is now acknowledged as a fundamental element for fostering human capital quality, and it is considered a critical factor for sustainable economic growth and poverty alleviation. The education sector has been directly integrated into a multifaceted Poverty Eradication and Action Plan, highlighting its role in fortifying civil institutions, promoting a democratic society, empowering women, and preserving the environment (MFPED, 2014).

Numerous international donors in Uganda have also endorsed the goal of universal primary education and, on various platforms, have endeavored to persuade the Ugandan government to allocate increased resources to primary education. From the donors' standpoint, apart from being a fundamental human right, the provision of primary education represented an effective approach to eradicating poverty and fostering economic growth. Donor support has played a pivotal role in the successful execution of Universal Primary Education (UPE) and other educational reforms, as external agencies have contributed to over 50 percent of the education sector budget in the form of grants, loans, and technical assistance. For instance, during the period from 1998 to 2002, external assistance covered approximately 54 percent to 61 percent of the recurring costs associated with basic education (Joint Evaluation, 2013).

Teaching is going through a momentum of great transformations in many countries (Sternberg, 2014). The dynamic changes in the field of education are encouraging most of the teachers to work more collaboratively in order to respond effectively to those changes and achieve the highest standards of performance (Sternberg, 2014). The need for the highest performance follows the theory that what learners know and can do happens in the classroom. Further, (Kim, 2019) asserted that the pressures and demands of learning new skills of teamwork, thinking on a higher level, and successful use of new information technologies have been a kind of appeal to new teaching styles. As a result, a new way of teaching and professional development of teachers was required.

For that matter therefore, teachers who are tired with unsatisfactory payments were imposed to a situation where they need to learn and implement standards of teaching and detailed curriculum objectives. They were aware of the changes they needed to undertake, and also aware that they should be subject to changes in the professional development practice. All these trends and

pressures were an important factor that spurred teachers to reassess their professionalism and make the right decisions for the best professional development in order to advance their aimed goals with pupils (Kim, 2019).

Furthermore, systems that invest in professional capital admit that spending on education is an investment in human capital development from early childhood to adulthood. Yet, investments must be made even if they are intended to make a turn on education (Hargreaves & Fullan, 2012).

Over the past decade, Kosovo has intensified its endeavors to enhance Teachers' Professional Development, with a notable focus on the Ministry of Education, Science, and Technology. This ministry has demonstrated a dedicated commitment to advancing the quality of education through a systematic approach. This approach encompasses the formulation of fresh strategies, educational policy enhancements, curriculum revisions, the publication of new textbooks, and the comprehensive development of teachers. Within this framework, significant emphasis has been placed on the professional growth of educators, recognizing the pivotal role teachers play in introducing changes directly within the classroom, thereby involving students in these transformative processes (Doolittle, 2014).

As part of these efforts, the National Council for Teacher Licensing, established in January 2009, initiated the process of building a teacher licensing system, as the best way to ensure that teaching methodologies are constantly improved and that they serve to implement the new school curriculum. The National Council for Teacher Licensing drafted and adopted two administrative instructions, one for the accreditation of in-service training programmes and the other one for teacher licensing (Schonert-Reichl, 2017). In there, teacher licensing is conceived as a system

intricately linked to the salary system and salary increases, and to Teachers' Professional development efforts, work experience, teacher qualifications, and teacher performance evaluation.

Moreover, beginning in 2006, an in-service Teacher Qualification program has been in operation. This program is designed to elevate teachers to higher qualifications. It's essential for this program to distinguish itself from other in-service teacher training initiatives organized by non-governmental organizations. As a result, it should be institutionally administered and integrated into the formal education system (Bicaj & Berisha, 2013).

Kitagwenda District is a District found in the Toro Sub-Region of Western Uganda. The district has 6 sub counties, 32 Parishes and 248 villages. The District has over 172 schools currently with 57 Nursery Schools, 100 Primary Schools, 14 Secondary Schools, 1 Btvvet Schools.

Theoretical Background

This study was guided by the following theories:

Socio-cultural theory of learning (Lev Vygotsky, 1978): In applying socio-cultural theory and Vygotsky's thoughts and ideas, teachers' learning is situated. Quality of facts are not transferred to the learners, but the learners appropriate their own meaning relating to the content by means of cultural artefacts. Cultural artefacts may, in this context, be language used in conversation, or the learner may be in dialogue with a text. Teaching teachers with this perspective as the guide would often require a dialogue between the previous experiences teachers have, their tacit perception of pedagogy and the educational content they interact with in their training (Thompson, 2013).

Teacher trainers cannot promote the learning of teachers without awakening their previous knowledge and experiences during the learning process. Based on the previous knowledge of

teachers, they may be assisted in their zones of proximal development by more competent others. More competent others may, in this setting, be colleagues, external teachers or other resource persons (Wass & Golding, 2014).

Duijkers (2013) describes the reflection in the learning process a key activity. Postholm (2018) also described reflection as the key to teachers' learning and development of teaching practice. According to Lempert-Shepell (1995), both co-organization and self-organization of the content of activities are vital for promoting teachers' learning. In organizing and reflecting on teaching, everyday terms and scientific constructs (Esbensen, 2019) may be interwoven, thus bringing theory and practice closer together. Hence, reflection may contribute to developing both theory and practice (Esbensen, 2019).

Behind a theory, thought or idea we will always find an emotion or will, and that full understanding of another person's thoughts is only possible when this person's emotions or intent have been understood. To understand the language of another it is not sufficient to understand the other's words, we must also understand his or her thoughts. But this is still not enough; we must also understand the person's motivation (Swain *et al*, 2015).

This means that thoughts, emotions and a person's will are closely linked to actions, hence also to teachers' professional development and learning understood within a socio-cultural frame of reference.

Metacognitive theory of learning: Metacognition is part of what is called self-regulated learning. In our context, it means teachers learning to learn. Weimer (2012) believed that people who continually participate in development situations also learn to learn. Metacognition is a common

denominator for metacognitive strategies and metacognitive knowledge. When we use metacognitive strategies, the intention is not to satisfy specific goals, but rather to assess how the goals are to be or have been satisfied. Metacognitive strategies imply thoughts about thoughts, or knowledge or cognition about cognitive phenomena. Using metacognitive strategies means that learners can plan, lead, regulate and control their own learning. In addition to controlling one's own learning processes by using metacognitive strategies, metacognitive knowledge is extremely important for understanding which strategies can be used in different situations (Jumaat, 2014).

Tanmer (2012) categorizes metacognitive knowledge into three key components: self-knowledge, task knowledge, and strategy knowledge. Self-knowledge pertains to how an individual perceives themselves as a learner and thinker. Task knowledge involves an awareness of the different cognitive tasks and the distinct approaches they require. Strategy knowledge encompasses the learner's understanding of the various methods that can be employed to tackle a given task. In an educational setting, this also relates to how a teacher cultivates a metacognitive approach within their own teaching practices. Within this context, it entails the ability to observe and understand students and how instructional actions are adjusted to cater to the unique needs of each individual in the interaction between the teacher and the students (Maryellen, 2012).

Metacognition has its origin in the cognitive paradigm. When teachers develop a metacognitive attitude (Kimberly, 2012), they are aware of their own practice.

The teachers interact and construct knowledge and learn together with their pupils during activity in the classroom. In this way, metacognition and the development of a metacognitive attitude are important factors connected with learning, also within a constructivist frame of reference.

Conceptual Background

The study is linking two variables that is; Teachers' Professional Development Programmes and Quality of teaching

Teachers' Professional Development Programmes

TPDPs has widely been acknowledged that Teachers' Professional development is one of most important factors in enhancing educational quality (Cordingley, 2015), there are numerous different understandings of professional development. In line with this, it was argued that research on defining the concept of professional development has been neglected.

The term of TPDP is relatively new. Historically, it has been employed with other concepts such as in-service education, staff development or teacher training in literature on teacher education (Muijs & Harris, 2015). From this perspective, TPDP was understood as a narrow concept referring to activities such as attending teacher training courses.

Secondly, the broad definition of TPDP has added various different dimensions of learning. In other words, researchers have argued that existing narrow definitions of TPDP restricted its focus to one of cognitive aspects described as 'being the acquisition of subject or content knowledge and Quality of Teaching skills' the technical work of Quality of Teaching (Hargreaves, 2016).

On the other hand, Quality of Teaching refers to teachers' actual teaching practices in and out of the classroom such as planning lessons, specific teaching strategies, and interactions with pupils or assessment methods.

The concept of teacher quality is one of the decisive factors influencing pupils' learning outcomes (Wiswall, 2013). According to Rowe (2013), teacher quality has much more significant impacts than that of pupils' background on pupils' learning outcomes. Enhancing teacher quality, therefore, has become an important issue for teacher education (Podgursky & Ehlert, 2015).

Contextual background

Uganda has made enormous efforts and invested substantially through UPE to increase access to primary education. These efforts have resulted in dramatic increases in primary school enrolment rates. Immediately in 1997 enrolment rates doubled and continued to increase afterwards. Enrolment at primary level rose from 2.6 million in 1996 to 7.5 million in 2008. Gross enrolment ratio for all grades was 113.1 percent in 2008 and net enrolment ratio was 93.3 percent in the same year (MoES, 2018). Other major gains included construction of new schools and classrooms, deployment and training of additional numbers of teachers, and increases in the production and distribution of textbooks. In 2008, there were 104,899 classrooms and 127, 694 teachers on government payroll. Pupil teacher ratio in government schools was 53 (MoES, 2018).

The precise learning focus of this study is teachers' professional learning about 'character' as defined by the South Korean Government. It is important to note that although the Government has identified some inter-personal values such as caring, sharing and communication as indicative of character, they have not provided a specific definition of the concept as it is to be translated into the new national PE curriculum.

Uganda has made extraordinary achievement in expanding Primary Education and improving its quality throughout the country. This has been made through the introduction of Universal Primary

Education (UPE) in 1997, teacher-recruitment in all primary schools as well as equipping the schools with the necessary facilities. According to this Education for all, all children need access to education but they also need to receive an education of good quality.

Statement of the Problem

The government of Uganda, through the Ministry of education has put in efforts to improve the Quality of primary education by training, deploying, developing and paying teachers, providing instructional materials and school infrastructure. Teachers Professional Development Programmes have also been encouraged by the government stakeholders to be practiced among teachers (Wass & Golding, 2014).

Although this has been done, there has been low teachers' quality in Kitagwenda District. This is evidenced from PLE 2020 results which showed a small percentage of division one of 7.7% compared to the score in other grades such as 32.2% for Division two, 40.6% for Division three, 12.4% for Division four and 7.1% failure representing a total of 527 candidates who failed and this according to the DEOs Report (2021) was attributed to poor Quality of Teaching from the teachers.

Several studies have been conducted in line with this study, for example MoES Report (2013) looked at motivation of teachers in hard to reach and hard to stay areas and found out that motivation leads to teacher satisfaction and improves their Quality of Teaching practice, Joseph Mukasa (2018) reported findings on Makerere Visitation workshop Committee about administration and teaching. However, there is little literature on how Teachers' Professional development programmes have affected teachers' Quality of Teaching especially on issues like the

pedagogical skills and practices. If this problem is not handled, there is a likelihood that the Quality of Teaching in primary schools will worsen and its subsequent poor performance in the final examinations. It was against this background that this study was designed to investigate the effect of Professional Development Programmes on Quality of Teaching in primary schools in Kitagwenda District.

General Objective

The general objective of this study was to assess the effect of Teachers' Professional Development Programmes on the Quality of Teaching in Primary Schools in Kitagwenda District.

Objectives of the Study

The objectives of the study were:

1. To identify the Teachers' Professional Development programmes implemented in Primary Schools in Kitagwenda District.
2. To establish the Quality of Teaching among teachers in Primary schools in Kitagwenda district.
3. To assess the effect of Teachers' Professional Development programmes on the Quality of Teaching in Primary Schools in Kitagwenda district.

Research Questions

This study chose to answer the following research questions:

1. What are Teachers' Professional Development Programmes implemented in Primary Schools in Kitagwenda district?
2. What is the Quality Teaching among teachers in Primary schools in Kitagwenda district?

Hypothesis

H₁ There was a statistically significant effect of Teachers' Professional Development programmes on Quality of Teaching in Primary Schools in Kitagwenda district.

Scope of the Study

The scope of the study was categorized into three areas that is; content, geographical and time.

Content Scope

The study examined the effect of Teachers Professional Development Programmes on the Quality of Teaching in Primary Schools in Kitagwenda district. Specifically, the study was based on establishing Teachers' Professional Development programmes implemented in Primary Schools, the Quality of Teaching among teachers in Primary schools in Kitagwenda district and the effect of Teachers' Professional Development programmes on the Quality of Teaching in Primary Schools in Kitagwenda district.

Geographical Scope

The study was carried out in Primary Schools in Kitagwenda District in South Western Uganda.

The area has been selected because the Quality of Teaching was still poor and therefore the researcher expects to get helpful data from the study. The district borders with Kamwenge in the North, Ibanda in the south, Kasese in the west, Rubirizi in the south west. The main economic activities in this study area include crop farming and fishing around Lake George, among others. The last concluded national population census in 2014 indicated a total population of 228,077 people in Kitagwenda District who were involved in the above economic activities as mentioned above (UBOS report, 2016). The climate of the area is described as wet because the area receives rainfall as a result of the water bodies that surround the area. Furthermore, the district consists of the savannah grassland that supports small scale cattle rearing.

Time Scope

The researcher considered literature for the last 10 years; that is from 2012 to 2022. In this period, the introduction and implementation of teachers' professional development programmes took a centre stage in the educational policies and thus helped the researcher in making an evaluation of the teachers' Quality of Teaching, hence a justification for this study.

Significance of the study

The study would be significant in the following categories;

The study would enable stakeholders to identify factors that effect teachers' profession development implementation.

The research would help stakeholders to address issues related to teachers' professional development implementation.

The study would give information on how head teachers and other educational stakeholders support classroom teachers while executing their duties.

The study would be used by decision makers to design relevant policies.

It would also help the government to draw an insight of what is happening in the Education sector/system.

The findings of this study would be used as a base line data for other researchers who want to do research with similar problems at a wider scale and in-depth.

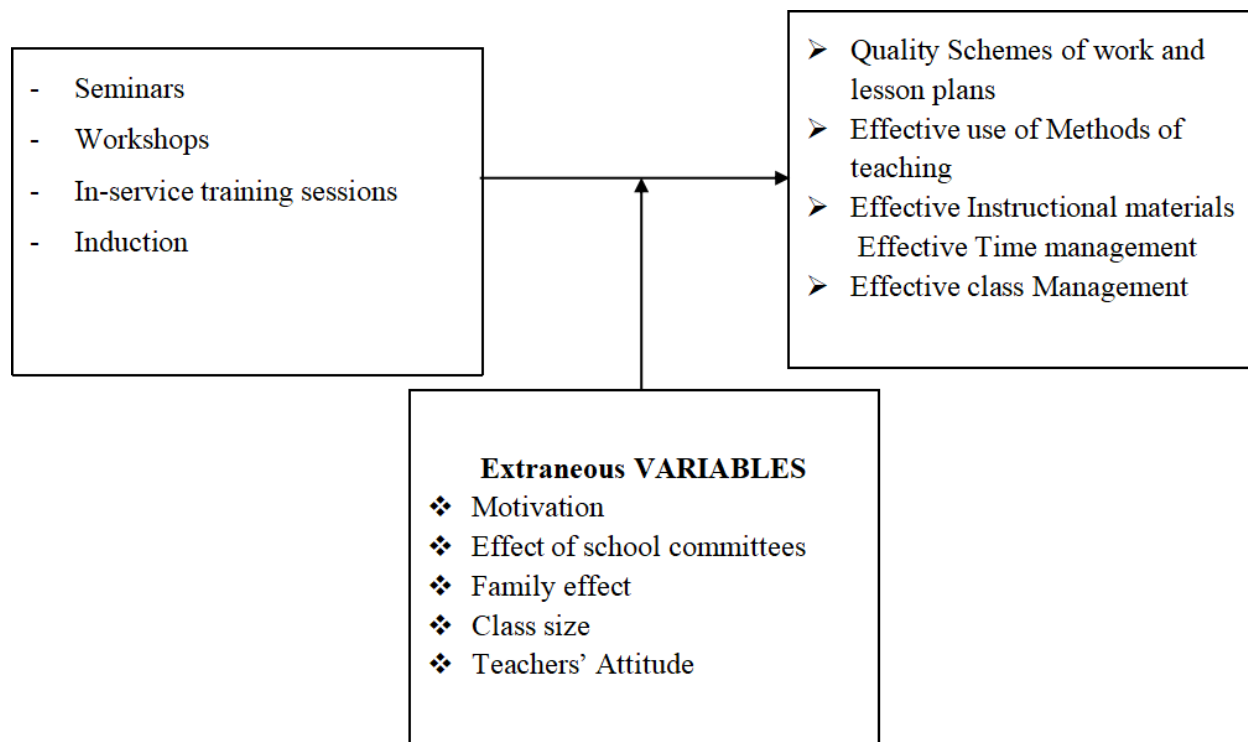
Conceptual Framework

I.V

Teachers' Professional Development Programmes

D.V

Quality of Teaching



The conceptual framework shows an Eclectic model explaining Teachers' professional Development Programmes and Quality of Teaching in Primary schools in Kitagwenda District. In this study, Quality of Teaching was the dependent variable and was measured by looking at Quality Schemes of work and lesson plans, effective use of Methods of teaching, effective Instructional materials, effective Time management and effective class management. Independent variable was Teachers' professional Development Programmes (TPDP) and was studied by looking at Seminars, Workshops, in-service training sessions and induction. Extraneous variables in this study included Motivation, effect of school committees, Family effect, class size and teachers' Attitude.

The researcher used a consistent environment and randomization so that the researcher can minimize the effect that extraneous variables can have on the research.

Further, the effects of the extraneous variables was overcome by counterbalancing, in which case the researcher alternates the order in which study participants perform in different conditions of the study.

Definition of Key terms

Professional Development Programs

This refers to continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. Teacher training and in-service professional development are key to effective teaching (MOE, 2016).

Teachers' Professional Development Programmes

This refers to as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Professional development is generally defined locally in the teacher questionnaire (Coe and Singleton, 2020). Great Teaching Toolkit: Evidence Review. UK: Evidence Based Education and Cambridge Assessment International Education (Rauch *et al*, 2020).

Quality Teaching

This is the teaching that transforms learners' perceptions and the way they go about applying their knowledge to real world problems. Teachers might be reluctant to consider quality as value for money (Aasen & Stensaker, 2007).

Chapter Two: Literature Review

Introduction

This chapter presents the literature related to teachers' professional development programmes and quality of teaching. The chapter discerns the gaps left by the previous scholars on the same subject. Literature was reviewed under three major themes; Teachers' Professional Development programmes implemented in Primary Schools, the indicators of Quality of Teaching among teachers in Primary schools, effect of Teachers' Professional Development programmes on the Quality of Teaching in Primary Schools.

Teachers' Professional Development programmes in Primary Schools

Seminars

In today's fast-paced and ever-evolving landscape, one of the fundamental prerequisites for ensuring a high-quality teaching environment is the presence of well-trained educators. In this context, the teaching profession goes beyond the simple transmission of knowledge; it involves teachers guiding students through the learning process, adapting their support to the students' developmental stage, fostering self-responsibility, and nurturing independence. Given the multifaceted role that teachers play in contemporary educational institutions, it becomes essential to provide them with training that equips them to address emerging challenges and fulfill their various responsibilities within the classroom setting (Zuljan & Vogrinc, 2011).

In Kitagwenda district, seminars have always been conducted and organized at a district level by the district inspector of schools and DEOs to check on performance levels of schools.

Workshops

Training and Research does not believe in the one size fits all policy and thus conducts custom designed workshops for various International, IGCSE, CBSE, ICSE schools on myriad topics in line with the need assessment of the school teachers. Keeping in mind the cross-effect w.r.t a child's cognitive, social and emotional learning in a heterogeneous classroom, the training programs are made to be interactive, activity and case driven (Cordingley, 2015).

As per the findings of Dai and Sternberg (2014), the Professional Development workshop series have been strategically crafted to ignite creativity in teaching and learning methods. These workshops are intended to guide educators in the process of unlearning and relearning the relevant pedagogical skills necessary for the highly dynamic classrooms of the 21st century. Participation levels among teachers were notably high in Austria (92%), Estonia (93%), Lithuania (96%), and Mexico (94%), while they were comparatively lower in Italy (66%), Turkey (62%), and notably so in the Slovak Republic (50%).

Significant percentages of teachers also indicated a substantial need for teaching skills related to Information and Communication Technology (ICT) (25%) and managing student discipline and behavior (21%). A 2001 OECD survey focusing on upper secondary schools, as opposed to the lower secondary scope of TALIS, highlighted the underutilization of ICT in classroom instruction but recognized the considerable professional development efforts made in this field (OECD, 2004). The fact that school teachers still identify a high need for ICT use in instruction nearly a decade later could be an indication of the rapid pace of technological change that educators must continuously adapt to. This suggests an ongoing challenge for schools and teachers to keep abreast of developments in this swiftly evolving field and to harness technology's full potential for the betterment of teaching and learning. Additionally, it underscores studies that reveal a deficiency

in capacity building concerning the most effective ways to integrate ICT into the classroom. For instance, the IEA SITES study (IEA, 2008) demonstrated a significant and positive correlation between attending ICT-related professional development and the actual use of ICT in teaching.

Workshops in Kitagwenda are organized at a school level where they are organized by head teachers and CCTs to refresh teachers on the curriculum implementation and schemes of works.

In-service training programmes

Professional development aims to train teachers after completing pre-service studies by continuously developing knowledge and skills of teachers. Almost all European countries provide opportunities for teachers to have access to various forms of Professional development while working. In some countries, professional training is compulsory, whereas in others it is not (Klashnja, 2016).

Kosovo developed an in-service professional training in accordance with the legal framework and other supporting policies for teacher training (Salihu, 2016). The in Service Teacher Qualification programme was a good opportunity for advancing existing qualifications of teachers in Kosovo, parallel with gaining new knowledge, improving existing practice and increasing performance in the classroom.

According to the Report from the Ministry of Education and Technology (MEST), an agreement was signed in 2016, for the functioning of the programme in the four centers of the Faculty of Education and Prizren. Furthermore, the Advance of Qualification programme was operating under the decisions of the governing council and the internal regulation agreed by the Statute of the University of Prishtina and MEST guidelines, and was one of the first programmes functioning

the lifelong learning of teachers in Kosovo (Bicaj & Berisha, 2013). The pupils of the programme would receive the title Bachelor of Education, and at the end of the programme, they would have to collect 240 credits.

On June 2nd 2010, an article about teachers' qualification, signed a cooperation agreement for the continuation of the programme. The aim was the qualification equivalence and promotion of qualified Kosova teachers, and in the meantime complementing the Bologna Process objectives.

Today, the programme continues with 10 programmes of study and with a large number of pupils. The following programmes are offered (Bicaj & Kotori, 2013): Preschool education programme, Primary education programme, Mathematics informatics programme, Technology Informatics programmes, and English Language programmes.

On the other hand, in terms of professional development of teachers, the Ministry of Education, Science and Technology (MoES), has accredited 22 Teachers' Professional development providers with a total of 43 teacher training programmes (Cakaj, 2011). According to the National Council for Teacher Licensing document of the MEST, after 2011, there are 37 other programmes accredited.

The organization of teacher training programs varies in different countries, with responsibilities distributed among central, regional, local, or school levels. For instance, in Finland, the Ministry is in charge of organizing these programs, while employees play a role in designing the training curricula. In Romania, teacher training is primarily provided by non-governmental organizations, but also by training centers affiliated with universities, educational colleges, and vocational training institutions. Slovenia and Lithuania experienced a decentralization of professional

development in 1998, with school directors assuming responsibility for ongoing professional training aligned with national objectives. In the Netherlands, training programs were tailored not to the individual needs of teachers but to the requirements of the institutions (Klashnja, 2016).

Most teachers in Kitagwenda district are on in-service programme pursuing different courses. Grade III teachers are upgrading to Grade V and others from Grade V to graduate level as per government directive which requires all teachers to have a degree.

Induction

First, the model calls for a comprehensive new-teacher induction programme that extends through the school year, resisting the quick teacher orientation approach found in many schools (Fulton, Yoon, & Lee, 2015). Additionally, the model requires more than the assignment of a mentor, which is not enough to support the demands placed upon teachers, who often feel lost at sea (Kauffman, Johnson, Kardos, Liu, and Peske, 2012). A mentoring alone approach to induction is more of a survival tactic rather than a professional growth and learning approach (Wong, 2005). To be successful, today's new teacher entering the field requires an extensive induction programme (Ingersoll & Kralik, 2014). The design facilitates the importance of being a part of a professional learning community. Fulton, Yoon, and Lee (2005) advocate for induction programs that support entry into a learning community and utilize external networks supported by online technologies. The design moves away from traditional standalone, one-to-one mentoring programs and encourages collaboration, creating an integrated professional culture with frequent exchange of information and ideas across experience levels (p. 608). Therefore, the framework creates the opportunity for an ongoing, comprehensive induction program.

The New-Teacher Induction 2.0 Framework calls on a variety of personnel to take part and support the new teachers as active participants of the online learning community. The conceptual framework's design calls for support from a variety of sources, both inside and outside the school district. Contributors in the conceptual framework consist of veteran teachers, district administrators, building principals, and university professors from schools of education. Freiberg (2002) reinforces the necessity of creating opportunities for new teachers to have access to experienced educators, stating, without access to the pedagogical skills of veteran teachers, many new teachers are unprepared to face the challenges of the classroom (p. 56).

As per Pang and Cheng (2020), administrators can utilize this approach to establish channels for dialogue and interaction between new teachers and experienced educators. The active involvement of administrators in fostering these collegial relationships plays a pivotal role in aligning the system with the best practices identified in research and literature. The conceptual framework also emphasizes the inclusion of seasoned educators who may be situated outside the boundaries of the school district, as suggested in existing literature. School-University partnerships are a vital connection for reinforcing teacher education reform, as advocated by Burton and Greher (2007). High-quality School-University partnerships have yielded reciprocal benefits, resulting in improvements in teacher preparation and development at both the school and university levels, as observed in studies by Epanchin and Colucci (2002).

In a study of school–university partnerships, Kelley (2004) describes the results of six school districts that partnered with the University of Colorado: Through creative resource sharing and collaboration with the university, participating districts have developed a cadre of committed,

effective teachers to meet current demand and continue to support and invest in the induction programme for new hires.

In some countries, because of the risk of quality of programmes offered, and because of the lack of control for many training providers, accreditation systems for professional development programmes are established. This has happened in the UK, Portugal, Romania, Hungary, Moldova, Serbia and Kosovo. According to the law, each module of the professional development programme has a number of credits for that module (Klashnja, 2016). Teachers are required to accumulate a given number of credits. Any programme that does not fall under this scheme and is not accredited, will not count for teacher licensing. The reports of some East European countries emphasized that the various non-governmental organizations are implementing professional development programmes. In this case, these programmes cannot be accredited, because they are not valid for the career development of teachers (Klashnja, 2016).

According to the Education Officer's Report (2016), Teachers, as key persons of education reform, should be always ready for changes. Therefore, a general system of Teachers' Professional development, as a continuous process, is necessary to be established, including a wider area, among other and basic studies, along with practice and internship, monitoring and evaluation system of pupil's work, as well as the professional training while working and professional development system for teachers. But, this paper is focused only on the last two issues. According to the authors in the book, professional training on-the-job, is aimed to improve existing practice and not achieving higher qualifications; on the other hand, professional training leading to the advancement and promotion of qualifications, is developed in an institutional form, for example as part of postgraduate studies.

Almost uniquely in the region and wider, in Kosovo, the In-Service Teacher Qualification programme, specially thought and designed by the University of Prishtina and the Ministry of Education experts, serves to lead to upgraded teacher qualifications from the previous two years' teacher training qualification of the former Higher Pedagogical School, to a four year bachelor degree as a class or a subject teacher.

When teachers are newly employed in the teaching service, they are put on induction by school administrators to give them direction on how to work effectively and efficiently.

Quality of Teaching

Quality Schemes of work

A scheme of work defines the structure and content of an academic course. It splits an often-multi-year curriculum into deliverable units of work, each of a far shorter weeks' duration (e.g. two or three weeks). Each unit of work is then analysed out into teachable individual topics of even shorter duration (for example two hours or less) (GOV, 2019).

A scheme of work can either be specific to a single subject, or it can involve a few different subjects. Because there's a lot of overlap at key stages one and two, many primary school teachers favour a cross-curricular approach to learning. This approach can work for some subjects, but not so well for others. For example, while arts subjects like English can be combined pretty well, subjects like science are better suited to having their own scheme of learning (Petty, 2019).

Better schemes of work map out clearly how resources (books, equipment, time) and class activities (teacher-talk, group work, practicals, discussions) and assessment strategies (such as tests, quizzes, homework) will be used to teach each topic and assess students' progress in learning

the material associated with each topic, unit and the scheme of work as a whole. As students' progress through the scheme of work, there is an expectation that their perception of the interconnections between topics and units will be enhanced (Forsyth, 2013).

Schemes of work may include times and dates (deadlines) for delivering the different elements of the curriculum. Philosophically, this is linked to a belief that all students should be exposed to all elements of the curriculum such that those who are able to keep up do not miss out on any content and can achieve the highest grades.

In Kitagwenda district, teachers especially primary teachers prepare schemes of work to help them with support and information with regards to planning, creating and delivering their lessons throughout the year. Therefore teachers refer schemes of work and lesson plans when planning and delivering both the textbook-based lessons and their own non-text book based lessons.

Effective use of Teaching Methods

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has taken into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about (Westwood, 2018). The approaches for teaching can be broadly classified into teacher-centered and student-centered. In a teacher-centered (authoritarian) approach to learning, teachers are the main authority figure in this model.

Teaching methods are used to impart knowledge to students they are the means by which the teacher attempts to impart the desired learning or experience (Ndirangu, 2017). The choice of a

particular method of teaching by the teacher determined by number of factors which includes the content to be taught, the objectives which the teacher plans to achieve availability of teaching and learning resources and the ability and willingness of the teacher to improvise if convectional teaching aids are not available, evaluation and follow-up activities and Individual learner differences (Ndirangu, 2017).

In line with Sheehy (2018), pedagogical instruction involves the assessment of students' educational proficiency in specific skills. It encompasses an understanding of the pedagogical needs of students in a classroom, which entails employing differentiated instruction and oversight to cater to the diverse needs of all learners. The concept of pedagogy can be approached from two perspectives. First, teaching methods themselves can be diversified, implying a pedagogical range of teaching styles. Second, the students' pedagogical preferences become relevant when a teacher evaluates the educational diversity among their students and adjusts their approach accordingly. For instance, an experienced teacher and parent elaborated on the role of a teacher in the learning process as follows: "The majority of learning occurs through self-study and problem-solving, with ample feedback in that cycle. The teacher's role is to motivate the disengaged, inspire those who are uninterested, humble the overconfident, support the hesitant, identify and rectify individual shortcomings, and broaden the perspectives of all. This function closely resembles that of a coach who uses a full range of psychological techniques to transition each new group of novices from the sidelines to active participation" (Sheehy, 2018).

A strong correlation exists between a teacher's training, their instructional approaches, and the academic performance of students. A well-trained teacher is adept at applying a variety of teaching methods and techniques more effectively. In a study conducted by Nzarirwehi et al. (2019), the

academic achievements of students taught by trained and untrained teachers were compared. The study's results revealed that students who were instructed by trained teachers achieved higher academic outcomes compared to their peers taught by untrained teachers.

Behroz-Sarcheshmeh et al. (2017) conducted a study examining how trained teachers exhibit enhanced communication, teaching, and critical thinking skills. They further determined that students' academic performance and their level of interest in the subject matter tend to improve when trained teachers apply teaching methods tailored to the classroom environment and specific situations. In a separate investigation, Özüdogru (2020) sought to assess how students' queries were addressed by both trained and untrained teachers. The study's findings indicated that teachers who had received training were more adept at providing effective responses to students' inquiries when compared to their untrained counterparts.

Despite these arrays of teaching methods being advocated to, there is no one universally accepted method in Kitagwenda district. The question still remains is which of these teaching methods contribute to quality teaching especially in primary schools where the causes of low teaching quality is not well understood.

Effective Time Management

Time Management refers to managing time effectively so that the right time is allocated to the right activity. Effective time management allows individuals to assign specific time slots to activities as per their importance (Brown, 2014).

Time Management plays a very important role not only in schools but also in teachers' lives: Effective Planning, Setting goals and objectives, Setting deadlines, delegation of responsibilities,

prioritizing activities as per their importance and spending the right time on the right activity (Walsh, 2018).

An early arrival allows the instructor to move psychologically and emotionally from the self-focused nature of the teaching plan (this is what I am going to do) and concerns about teaching performance (how well am I going to do?), to become immersed in, and connected to, the collective energy of the class.

The additional time also strengthens the relationship with students. It sends a powerful signal that the instructor truly cares for the students as individuals, not anonymous members of the class. Talking informally with participants, instructors get to know them better and have the opportunity to sense where they are in their hearts and minds on that particular day.

A teacher needs to have really good time management skills in order to finish that daily to-do list. So, time management is a very important skill to have. Teacher can use this in the classroom to optimize learning opportunities for students. Time management is important because it helps teachers to prioritize their work. After you have your list of daily tasks down, you need to figure out what you should do first. Those that are important should be the first ones you should tackle.

With time management, it helps teachers get more things done in less time. According to Jean (2014), once a teacher maps out tasks and time, he/she can figure out how much time they can put into the task. Also, it can help you map out other fun activities in class.

Time management is the thread running through almost all aspects of teaching organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording

student progress, or keeping time-consuming behaviour problems to a minimum. Students only have so much time in your classroom (Forsyth, 2013).

In primary schools in Kitagwenda district, time is managed by a few of the teachers especially the private teachers because they have enough supervision from the directors, which enables them to improve academically.

Effective Instructional Materials

Instructional materials are all of the tools a teacher uses in teaching a lesson. These materials can include materials that students bring from school as part of a project, textbooks, homework assignments, and other types of resources. Selection, modification, and effective utilization of the right materials can increase student engagement and learning.

These instructional materials bring life to learning by stimulating students to learn. The use of instructional materials in the classroom has the potential to help the teacher explain new concepts clearly, resulting in better student understanding of the concepts being taught. However, they are not ends in themselves but they are means to an end (Kadzera, 2016).

Instructional materials are essential since they help the teacher and learners avoid overemphasis on recitation and rote learning that can easily dominate a lesson. Resource materials allow learners to have practical experiences which help them to develop skills and concepts and to work in a variety of ways. The work of Sampath (2017) graphically explain that people learn more through the senses of sight and hearing compared to other senses.

Effective Class Management

Effective Feedback is a method of students getting back to their teachers about what is helping them learn and what is not, in a course. This principle involves using a variety of assessment techniques and allowing students to demonstrate their mastery of the material in different ways. It avoids those assessment methods that encourage students to memorize and regurgitate. It recognizes the power of feedback to motivate more effort to learn (Weinstein, 2016).

According to Weinstein (2018), it is widely recognized that feedback is an important part of the learning cycle, but both students and teachers frequently express disappointment and frustration in relation to the conduct of the feedback process. Students may complain that feedback on assessment is unhelpful or unclear, and sometimes even demoralizing.

Ayodele and Ige (2012) highlighted that continuous assessment is a method in which a student's final evaluation, considering cognitive, affective, and psychomotor aspects of behavior, systematically encompasses all of their performances over a specific period of schooling. This type of assessment, as they described it, entails employing various evaluation methods to guide and enhance a student's learning and performance. In the case of formative evaluation, the student undergoes diagnostic assessments at various stages of their educational journey, and based on the test results (feedback) received, they are provided with guidance (remediation) on how to proceed next (Owens et al., 2018). Regular and effective evaluation of students' learning during the teaching-learning process, along with timely feedback and support, is likely to result in improved student performance.

Effect of Teacher-Professional Development Programmes on the Quality of Teaching Seminars and Quality of teaching

It is the goal of the schools that every teacher will become not only efficient but also effective. It is in this mission that today, a lot of training's and seminars are being conducted to improve and develop the craft of each mentor in school. The Department fully understand that everything rises and falls on the teachers' capability to bring learning at the heart of every pupil (Mugansa, 2012).

Seminars on new methods and techniques in teachings, orientations on the K-12 Curriculum, Values Formation Seminars and the likes are being held in different parts of the country so as to prepare all the teachers in globalization. Their attendance to these seminars will help create an effective learning environment, improve teaching-learning situations, keep updated on modern instructional devices and inspire them to become better teachers in the modern world. Since the department is offering free training's and seminars, teachers must grab this opportunity for self-improvement.

Teacher-training programs are well-known in the forms of English Language Teaching seminars or workshops. On the other hand, there are teacher-training programs that may be less-known by schools or teachers such as collaborative teacher-training program, teacher-exchange programme and teacher-collaborative project. Some schools may also plan and offer continuing-education/study to their teachers in the forms of further study or short courses.

Teacher-network is a professional community of teachers working together to improve pupils' achievement (Richards, *et al*, 2012). Teacher network could also be in the forms of English Teacher Association Meetings which may be held monthly or bi-monthly.

Teacher- portfolio is selective collection of samples of work that a teacher has done both in the classroom and elsewhere in order to display the teacher's talents, knowledge and skills in teaching.

Teachers utilized professional development programmes to improve teacher portfolio as an education tool for their professional development, which is primarily used in two ways (Doolittle, 2014). In order to gain more objective data of teacher portfolio, teachers use TPDP as a means of triangulation by using several instruments, for example, teacher self-evaluation, pupil feedback, peer observation, teacher diary and teacher reflection. Teacher self-evaluation is used as a tool for evaluating a teacher's performance after Quality of Teaching sessions in the classroom.

Workshops and Quality of teaching

A workshop serves as a process for acquiring the essential skills related to a specific subject. Training is a valuable practice for teachers to enhance their teaching abilities. A well-trained teacher possesses a broader repertoire of skills and techniques that can be effectively applied to enhance students' academic achievements (Ulla, 2018). Furthermore, teachers equipped with adept workshop skills are better positioned to pique students' interest in particular subjects (Giovazolias et al., 2019). Many researchers, including Oliveira et al. (2019), Supriatna (2015), and Ulla (2017), emphasize the significance of teacher training, as it provides solutions to educational challenges (Schütze et al., 2017). In the modern era, teacher training is an indispensable requirement and a crucial component in all educational activities, including creating a conducive learning environment, curriculum development and implementation, and assessment (Zulfiqar, 2016). A trained and proficient teacher exhibits a higher capacity to instruct students and successfully employ various teaching methods (Saira et al., 2021). When teachers employ a variety of teaching methods and techniques based on their acquired skills, students achieve better academic outcomes, and their interest in the subject matter is also heightened (Wuryaningsih et al., 2019). Education is an essential element of human society and pivotal for a nation's progress (Hafeez et al., 2020). To

educate a substantial portion of the population in a country, it is imperative to provide free education up to the secondary level.

In Pakistan, education is largely accessible at no cost up to the secondary level (Ahmad, 2014). Secondary education is typically provided to students between the ages of 13 to 16 years (Ahmed, 2016). The principal objectives of secondary education revolve around equipping students with the essential skills for fostering critical, scientific, and reflective thinking abilities (van & Janssen, 2019). Teaching is the educational process through which knowledge and information are conveyed to students to help them comprehend the scientific processes (Sivarajah et al., 2019).

A teacher serves as the guide in the teaching-learning process, offering essential support (Obidike, 2017). Teaching methods encompass a variety of strategies employed by instructors to deliver lectures to students based on predefined educational objectives (Buseri & Dorgu, 2011). According to Omar et al. (2020), the primary goals of teaching include assisting learners in acquiring, retaining, and applying information, instilling habits, fostering the development of attitudes, and enhancing their knowledge and understanding of fundamental subject matter principles. To address the cognitive aspects of students' learning, psychologists have developed diverse teaching methods and strategies tailored to the learners' cognitive domains and specific learning scenarios (Mahasneh, 2020). Both teaching and learning methods play pivotal roles in the advancement of various educational domains (Al-Otaibi, 2015).

In-service Training Programme and Quality of Teaching

With respect to the variable of in-service training, the finding of this study has shown no significant effect of a teacher attending an in-service, on the quality of teaching in schools. This is probably

so because what is paramount for the teacher to be able to function effectively is to be trained and acquire a professional certificate. In-service courses, act on their capacity as extra-incentives to the teachers' know-how and further acquisition of working experience.

The results of this study regarding in-service training contradict the perspective presented by Uche (2013), who discovered that in-service training, seminars, and workshops serve as catalysts or enhancers for developing self-mastery in job performance. These findings also run counter to the claims made by the Cross River State Government (2019), which asserted that in-service training, of any nature, is intended to familiarize officers in various roles with their job responsibilities, modern and approved techniques, as well as knowledge and skills to improve the efficiency, effectiveness, and performance of public officers.

The findings of Nkpa (2019) are supportive of the finding of this study. In his study, Nkpa found out that once a teacher of science had been trained effectively, he can continue to function in the business of knowledge transfer. He however concluded that teachers should be exposed to in-service trainings where they will further gain new methods of imparting knowledge to students.

Therefore, the insignificance of the finding of this study regarding in-service training, should be regarded as purely coincidental and a chance occurrence. The insignificance of this finding may stem from the fact that in Cross River State today it is very difficult for teachers and other categories of civil servants to be sent on in-service training due to reasons of poor funding of educational programmes, as noted by Esu, Eukoha and Umoren (2015). But on the whole, teachers must be caused to attend in-service programmes so as to facilitate the imbibing of the discriminating philosophy objectives and methods of curriculum innovation.

However, the finding of this report is consistent with the findings of Esu (2015) in which an insignificant effect of classroom management technique was recorded between in-service attendants and non-attendant based on lack of experience by one (non-attendant) group. But this insignificance notwithstanding the general findings and agreement among researchers (like Sacco and Marvin, 1976, Edunoh 2002; Okon and Anderson 1982; and Esu, Enuokoha and Umoren, 1998, among various others) is that in-service training, are all significantly related to improved teacher quality. In-service training improved teachers' instructional techniques, and overall academic performance of students' in the secondary schools.

Induction and quality of teaching

For decades, education researchers and reformers have called attention to the challenges encountered by newcomers to school teaching. However traditionally teaching has not had the kind of support, guidance and orientation programs for new employees collectively known as induction common to many skilled blue- and white-collar occupations and characteristic of the traditional professions (2014). Although elementary and secondary teaching involves intensive interaction with youngsters, the work of teachers is done largely in isolation from colleagues. School reformers and researchers have long pointed out that this isolation can be especially difficult for new teachers, who, upon accepting a position in a school, are often left on their own to succeed or fail within the confines of their own classrooms often likened to a lost at sea or sink or swim experience (Johnson & Birkeland 2013). Others go further – arguing that newcomers often end up placed in the most challenging and difficult classroom and school assignments akin to a trial by fire experience (Lortie, 2015). Indeed, some have assailed teaching as an occupation that cannibalizes its young (Ingall, 2016).

The overall objective of teacher mentoring programs is to give newcomers a local guide, but the character and content of these programs also vary widely. Duration and intensity, for example, may be very different from programme to program. Mentoring programs can vary from a single meeting between mentor and mentee at the beginning of a school year, to a highly structured programme involving frequent meetings over a couple of years between mentors and mentees who are both provided with release time from their normal teaching loads. Programs also vary according to the number of new teachers they serve; some include anyone new to a particular school, even those with previous teaching experience, while others focus solely upon novices.

Chapter Three: Methodology

Overview

This chapter presents the research methods which were employed in this study. The section constitutes the following; research approach and research design, target population, sample size, sampling procedure, research instruments, instrument reliability and validity, ethical considerations, data analysis procedure, limitations of the study.

Research Design

Kothari (2013) defines research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. For the purpose of this study, the researcher used a cross - sectional survey research design supported by Omari (2011) because data was collected from many categories of respondents at one point in time. The design was used because the population is big, it allows generalization of findings, data was collected in a short period hence cost effective. Therefore the design helped the researcher to collect data on Teachers' Professional Development Programmes (TPDP) and Quality of Teaching from different categories of respondents in a short period of time.

Research Approach

The researcher utilized a mixed strategy approach, basically concurrent triangulation was used. This design was selected on the basis of Creswell and Clark, (2011) in collecting the data and analysing it because it uses both qualitative and quantitative data to accurately define relationships among variables of interest and to overcome the limitations of a single design. Mixed strategy approach involves collecting, analysing and interpreting quantitative data through questionnaires.

This is in line with Kothari (2013) who asserts that a mixed strategy approach handles both quantitative and qualitative data concurrently.

Target Population

According to Omari (2011) a population is the totality of any group of units which have one or more characteristics in common that are of interest. Target population involved DEO, CCTs, Inspectors, Chairpersons SMC, PTA, head teachers, and teachers from 10 primary schools and this study targeted a population of 137.

Sample Size

Omari (2011) defined a sample as a small proportion of a population selected for observations and analysis. The researcher used Morgan and Krejcie (1970) Table to determine the sample size from the known target population. Therefore, since the target population was 137, the sample size as determined (extracted) from the table was 117 as distributed in Table 3.1:

Table 3.1: Target Population and Sample Size Representation

Category	Target Population	Sample size	Sampling technique
DEO	01	01	Purposive Sampling
Inspectors	03	03	Purposive Sampling
CCTs	03	03	Purposive Sampling
SMC	10	10	Purposive Sampling
Chairperson			
PTA	10	10	Purposive Sampling
Chairperson			
Head teachers	10	10	Purposive Sampling
Teachers	100	80	Stratified then Random Sampling

From Table 3.1, the sample size is seen to be viable because the representation of DEO, CCTS, SMC, P3TA, Inspectors and Head teachers were selected purposively and every individual in those categories were represented in the 10 schools as they are known and cannot be subjected to random sampling.

Sampling Techniques

Kothari (2013) defined sampling technique as the process by which a representative portion of the population is selected for data collection. The study employed different techniques to select participants.

Selection of Sub counties and schools was done by stratified sampling method basing on the geographical location and general school performance. Sub counties and schools were grouped into small groups and 3three highly performing sub-counties were chosen. Further still, five highly performing schools and five low performing schools were selected. After stratified sampling of sub counties and schools, teachers were selected by using simple random sampling. Saunders, Lewis and Thorn hill (2012) defined simple random sampling as the type of sampling which provides equal chance to every member in the population to be included in the study. Under this, the researcher first used stratified sampling by dividing teachers according to gender. After this, fish bowl method was used to get equal number of respondents from different gender strata (Botev & Ridder, 2017).

Selection of DEO, Inspectors of Schools, CCTs, Chairpersons SMC, PTA and head teachers. These respondents were selected using purposive sampling technique. Omari (2011) defined purposive sampling as process which involves picking units most relevant or knowledgeable in the subject matter, and study them. These respondents were selected using purposive sampling

because they have key information concerning (Teachers' Professional Development Programmes) TPDP and the Quality of Teaching in their respective schools.

Data Collection Methods

In this study, primary data was collected using the questionnaire survey and interview methods as explained hereunder;

Questionnaire Survey: In this study, close ended and open ended questions were administered to collect quantitative and qualitative data for the study. The TPDP of close ended questions entailed the respondents to choose from the provided responses. The closed ended questions are preferred because they are normally easy to fill in, take little time and effort, keep the subjects to the point, giving them a wide range of choice (Combo & Trompo 2016). A questionnaire was used to collect information from teachers because it is quick, easy to administer and ensures confidentiality (Combo & Trompo, 2016).

Interviews: Interviews were very usefully in the study because they permit greater depth in understanding the issues at hand, permits probing to obtain more complete data and makes it possible to establish and maintain rapport with respondents, or at least determine when rapport has not been established (Kothari, 2013). The researcher employed structured interview questions to collect information from Chairpersons SMC and PTA, DEO, Inspectors, CCTs and head teachers.

Document Review: The document review method was used to obtain secondary data. Primary data was collected from the field by Questionnaires and interviews. Secondary data was collected from the documentary review through prep books, lesson notes books, assessment books, teachers'

daily attendance books, Newspapers, reports, minutes, text books and TPDP policy guidelines. These presented fresh and current information on the subject under study (Amin, 2015).

Instruments of Data Collection

The study employed the questionnaire, interview guide and document checklist as tools of data collection. These instruments have been selected because of the nature of data to be collected, the time that was available and the objectives of the study. Besides, these instruments are effective and popularly used tools for collecting data in research surveys (Kothari, 2013).

Questionnaire Guide: Self-administered questionnaires with closed-ended questions were used to collect data from selected teachers. The instruments were preferred because they are time saving and less costly, respondents can freely tick their opinions from predetermined ideas and in the absence of the researcher hence ensures confidentiality. This is in line with (Combo & Trompo, 2016).

Interview Guide: An interview guide was employed to collect information from informants (DEO, CCTs, Inspectors, head teachers, and Chairpersons SMC and PTA). This is to ensure uniformity and consistency of the information that was provided. It is preferred because it allows the researcher to probe in addition to predetermined topics so as to elicit detailed and precise data. This is in line with (Sekaran, 2013).

Document Analysis Checklist: The study also employed a document analysis check list to read thoroughly through various documents such as; reports, newspapers, TPDPs Policy guidelines and textbooks, minutes containing vital information about the study variables in order to get acquainted with the situation relating to the study. This was used to collect secondary data as follows:

Scheme books and lesson notes which showed the chronological order of topics and sub-topics, methods used, instructional materials and many others. This clearly explain to the researcher the quality of work being produced at a certain level.

Teachers' daily attendance books which showed the arrival and departure time of teachers revised ion the basis of time management.

Pupils' assessment books which showed the pupils' performance. From this therefore the researcher was able to determine the quality of teaching.

Teachers' supervision books which included teachers' performance or teaching input. This helped the research to identify the strength and weaknesses among teachers and therefore recommend accordingly.

Quality Control

The quality of the instruments was determined by testing validity and reliability as explained.

Validity of the Instruments

Validity refers to the extent to which an instrument measures what it is intended to measure. That is, the variable of interest. Validity was tested through pilot study. Questionnaire and interview guides were tested on language clarity, relevance of items and comprehensiveness. Knowledgeable research experts in the area of content were approached to help check the tools and these will be picked from retired DEO, retired CCT, two retired head teachers. The tools were tested using content related evidence of validity. After computing the levels of agreement on the items, the researcher calculated content validity index using the formula below;

$$CVI = \frac{\text{No. of items regarded relevant}}{\text{Total No. of items}}$$

The Content Validity Index was calculated as; $CVI = \frac{n}{N}$

The total items given to each respondent was 15; and for four respondents, the total number of items was 60.

Relevant items for respondent 1 were 14

Relevant items for respondent 2 were 12

Relevant items for respondent 3 were 10

Relevant items for respondent 4 were 11

Total relevant items were $14+12+10+11 = 47$

$$CVI = \frac{47}{60}$$

$$CVI = 0.78$$

According to Sekaran (2013), if the value obtained is found to be more than 0.7, the tools were considered to yield valid findings. Therefore the findings were relevant.

Reliability of Instruments

Reliability refers to the consistence of the instrument whenever it is used in measuring the variable of interest. A pilot study was carried out to test the reliability of instruments. Instrument reliability was tested using pre-testing and Cronbach's Alpha coefficient values on four knowledgeable

research experts in the area of content. Then responses were entered into the computer using Statistical Package for Social Scientists (SPSS).

Respondent	Scores	Alpha value
First respondent scores;	74%, 72%, 75% 71%	0.78
Second respondent scores;	79%, 76%, 78% 79%	0.79
Third respondent scores;	80%, 85%, 85% 82%	0.85
Fourth respondent scores;	88%, 87%, 89% 86%	0.88

Average alpha value

$$a = \frac{(0.78 + 0.79 + 0.85 + 0.88)}{4}$$

$$a = \frac{3.3}{4}$$

$$a = 0.825 = 0.8$$

Upon using entering the responses from 02 retired head teachers and 02 retired Chairpersons of SMC into SPSS, the alpha value was 0.8. According to Amin (2015), when the scores are found at 0.7 or more, it indicates good credits hence better for use in the study. Thus the instruments were relevant for the study.

Data Collection Procedure

Upon completion of a research proposal, the researcher obtained an approval letter from Bishop Stuart University Research Ethics Committee (BSU-REC-2022-24) which was endorsed by the Chairperson BSU-REC.

The researcher then applied and got an approval letter from the District Education Officer (DEO) Kitagwenda district to get permission to collect data from respondents.

Once granted permission, the researcher met with the respondents, inform them of the purpose of the study as purely for academic purpose and requested them to provide data required; after their consent to participate in the study. The researcher distributed the questionnaires to the respondents. After questionnaires were filled, the researcher picked them from the respondents and thanked the respondents for their vital contribution. The researcher conducted interviews on another programme as per appointments that were made with the respondents. The researcher then began analyzing the data to finalize the report and present it for examination and award of marks.

Data Processing and Analysis

Data analysis is the process of making sense out of one's data. It involves scrutinizing the acquired information and making inferences (Kombo & Tromp, 2016). The methods which were used in data analysis are effected by whether the research is qualitative or quantitative. In this study therefore, data was analyzed qualitatively and quantitatively.

Quantitative data analysis

Quantitative data from questionnaires and document checklist was sorted, coded, edited and classified into categories as per study objectives. Descriptive statistical methods were employed

to describe the findings. The data was collected, organized and presented by tables to describe behaviour of data. Pearson correlation coefficient (Schneider, 2010) was used to measure relationship between two variables. The data was summarized and entered into the SPSS data analysis programme (Mugenda, 2014).

Qualitative data analysis

Qualitative data was analyzed using thematic, content and narrative analysis methods. With thematic analysis, themes were developed basing on objectives of the study and the data was collected; content analysis-where the researcher arranged the data from interview guides into emerging topics and sub-topics for systematic flow of the report; narrative analysis where the researcher used verbatim quotes to express respondents views (Hsieh, 2015).

Ethical Considerations

During the study a number of ethical principles were respected.

Upon completion of a research proposal, the researcher obtained an approval letter from Bishop Stuart University Research Ethics Committee (BSU-REC-2022-24) which was endorsed by the Chairperson BSU-REC. The researcher then applied and got an approval letter from the District Education Officer (DEO) Kitagwenda district to get permission to collect data from respondents.

Head teachers introduced the researcher to the teachers, chairpersons PTA and SMC; and a verbal consent from the participants was sought by the participants about the purpose and significance of the study; that it is for academic purposes and did not harm the respondents at any one time. The names of the participants and information about their families remained confidential. Each participant was given adequate time to read the information concerning the study and its requirements. Participants were also given an opportunity to explain their right to ask questions

and to withdraw from the study at any time they felt like (Schumacher, 2016). For the interviews, respondents were given much time to express themselves and the researcher probed more questions to help respondents understand more and provide important data.

Limitations

During the course of doing research, the researcher encountered the following limitations:

The researcher faced a challenge of limited funding especially to travel long distances from home to the field area for data collections, and from home to the University for Submissions which increased on researcher's expenditure.

The researcher was challenged because she did not have enough computer skills to analyse the collected data like using the SPSS software

Some respondents especially teachers did not return the questionnaires in providing data to the researcher to the extent of refusing to meet the set days all these affected the sample size projected by the researcher.

Due to delays in the process of retrieving data collection tools from field, the researcher took more time than the estimated time to analyze and accomplish report writing.

Some respondents hoped for facilitation inform of breakfast and allowances in order to give the researcher information about the study and this made some respondents not to participate in the study as the researcher was interested in well-wishers. This affected the response rate which was supposed to be 100% but ended up becoming 90%.

Chapter Four: Presentation, Analysis and Interpretation

Overview

The study was set out to examine the effect of Teachers Professional Development Programmes on Quality of teaching in Primary schools in Kitagwenda District.

This chapter presented research finding, analysis and interpretation based on the specific objectives stated earlier as thus; to establish the teachers, professional development programmes implemented in primary schools in Kitagwenda District, to determine the Quality of Teaching among teachers in primary schools in Kitagwenda District and to examine the effect of teachers' professional development programmes in primary schools on quality of teaching in Kitagwenda District.

Response Rate

The response rate is the ratio of the actual number of respondents visa vie the target population. Out of 117 respondents, 105 responded positively to the study. The response rate was thus computed as; $105/117*100 = 90\%$. The researcher based on Amin's (2004) recommendations that in a survey, a response rate of over 70% should yield valid findings. Accordingly, the researcher's response rate was 90% which was above what Amin recommended and hence yielded valid responses. The response rate from interviews was 100% as all the targeted informants were met and they provided the data as per questions asked.

Presentation of Demographic Information

The questionnaires were administered to the sample size of 68 teachers. While interviews were conducted on 37 key informants who were DEO, CCTs, SMC chairpersons, PTA chairpersons, Inspectors and head teachers. The researcher among the demographic information, sought to

investigate on gender, age distribution of respondents, highest level of education and years in service deemed important and pertinent to the study.

Table 4.1: Demographic Information

Aspects	Frequency	Percentage
Gender		
Males	67	64
Females	38	36
Total	105	100
Age (Years)		
20-30	20	19
30-40	23	22
40-50	46	44
50 and above	16	15
Total	105	100
Highest education level		
Primary level	04	05
Secondary level	16	15
Grade III	42	40
Grade V	19	18
Graduate	20	19
Masters' Degree	04	05
Total	105	100
Marital status		
Single	20	19
Married	85	81
Widowed	00	00
Total	105	100

Source: Primary Data, 2022

According to Table 4.1, majority of the respondents 67 (64%) were males while the remaining 38 (36%) were females. This implied that more males participated in the study than females in each of the different categories of the respondents. This pointed to the fact that most male teachers participated since teachers constituted a bigger number than any other category of respondents. Further, males are high they attain higher positions for example DEO, inspectors, CCTs, most head teachers. This implied that the implementation of Professional programmes helped male teachers to effective quality teaching.

According to the findings from Table 4.1, majority 46 (44%) of the respondents were aged 40-50 years. This is because it is in this age bracket with some teachers, some chairpersons SMC and PTA all head teachers, DEO and all inspectors.

The other category of respondents 20(19%) were aged 20-30 years. These were only young teachers who have just joined the Teaching Profession.

23 (22%) respondents belonged to the age bracket of 30-40 years while the remaining 16 (15%) of the total number of respondents were aged 50 year and above.

This implied that those in the age bracket of 20-30 years and 30-40 years were mainly teachers who are still energetic to handle classes with many learners as is the case with Schools. DEO, inspectors, CCTs, Chairpersons SMC, PTA and head teachers mainly came in the age bracket of 40-50 years and above 50 years respectively because these positions require adequate experience which can only be possessed by mature people who have been in service for some time. This implied that when Professional programmes implementation came forth (such as in-service programmes and workshops), many teachers and other professionals enrolled for them.

According to the findings from Table 4.1, the respondents had gone as far as their highest education levels as follows: 04 (05%) were for Primary level and these mainly the PTA and SMC Chairpersons, 16 (15%) were for secondary level and these were some PTA and SMC chairpersons, 42 (40%) were for Grade III and these were teachers, 19 (18%) were for Grade V and these were also teachers, 20 (19%) were Graduates (especially some teachers, some head teachers and inspectors; while the remaining 04 (05%) were for masters and these were all CCTs and DEO.

Teachers' Professional Development Programmes in Primary Schools

In the first objective, respondents were subjected to Likert scale questionnaire to capture responses on the teachers' professional development programmes in Primary schools and the results that emerged were presented in Table 4.2;

Table 4.2: Descriptive statistics on Teachers' Professional Development Programmes in Primary schools

Programmes	SA	A	D	SD
Seminar	40(38%)	33(31%)	14(13%)	17(16%)
Workshops	67(64%)	24(23%)	08(08%)	06(06%)
In-service training programmes	102(97%)	03(03%)	00(0%)	00(0%)
Induction	81(77%)	09(09%)	11(10%)	04(04%)

Source: Primary Data, 2022

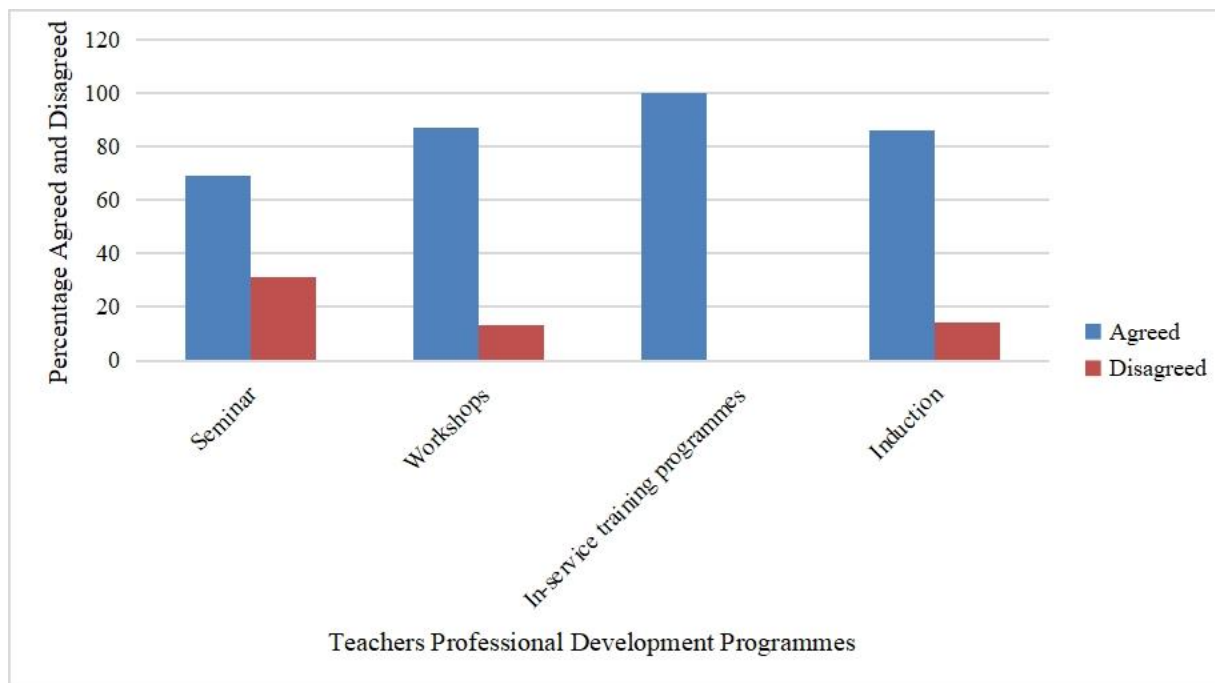


Figure 4.1: Teachers' Professional Development Programmes in Primary schools

Table 4.2 and Figure 4.1 show the responses on teachers' professional development programmes implemented and the respective percentage responses. For more meaningful analysis, Agree (A) was combined with strongly agree (SA) to come up with an agreement side and strongly disagree (SD) with disagree (D) to constitute the disagreement side and this was the case for all variables.

About whether seminars are implemented, 69% of the respondents were in agreement with the statement while 29% were in disagreement. This implied that it is true such programmes are highly implemented especially at the district level by the senior education officers at the district and it majorly helps the people in leadership positions such as DEO, head teachers, chairpersons SMCs, CCTs.

In the first statement, respondents were asked whether workshops are implemented and in response, 64% were in strong agreement while 23% were in disagreement. This showed that most of the teachers have been motivated by workshops.

Furthermore, an overwhelming 97% of the respondents agreed to the statement that in-service training programmes are implemented while only 03% disagreed with the statement. This implied that with in-service training programmes are majorly implemented and especially nowadays that the government is phasing out grade III level, most teachers enrolled for in-service programmes as a way of up-grading to higher courses.

The respondents were also asked whether induction is implemented in their schools. In response, 86% were in agreement while the remaining 14% were in disagreement.

In an interview with the respondent I about the programmes implemented for teachers, he expressed that truly there are programmes running in the district, he had divergent views, he indicated that,

Actually as you very well aware since you are a teacher, we have always had workshops for teachers to enlighten them on various key areas, such as curriculum development, we have allowed teachers to do in-service training programmes for teachers to have degrees, we have had seminars to for senior women and senior men on gender and discipline issues, we have also conducted trainings at schools to teachers and their head teachers. (Interview, Respondent I, 12th November, 2022).

This can be interpreted that that in Kitagwenda district, teachers have been offered a chance to undertake and engage different programmes for the development of teachers and the common ones

were; workshops on curriculum development, in-service training programmes, seminars, on-job trainings.

In an interview with respondent II about the implementation of the teachers professional development programmes. He also expressed that truly there are programmes running in the district, he had divergent views, he indicated that,

Obviously Kitagwenda district is not left out when it comes to the implementation of the professional programmes for teachers because we have on several occasions trained our teachers, we also normally invite head teachers to the district for speciall workshops pertaining different aspects (Interview, Respondent II, 11th November, 2022).

Also, in an interview with the respondent III on whether he encourages TPDPs of teachers, he strongly agreed to this because its implications greatly affects the Quality of teaching and general performance of learners in school, he said that,

“You know without these programmes our teachers are bound to be left behind on the current developing trends in education that is why we introduced programmes and are still in touch with other stakeholders to join in training our teachers. Still we have encouraged teachers to find time and go for further studies to the higher institutions of their choice and upgrade their papers to avoid being cut-off in the near future and many other programmes are running” (Interview, Respondent III, 11th November, 2022).

Also, in an interview with the respondent IV on the professional development programmes for teachers, he said that,

“Abashomesa baitu tukabagirangu bashemereire kuza kushoma bakongyeraho aha bukugu bwaabo. Okukira munonga nitwenda ngu abashomesa abaine certificate eya grade yakashatu barahukye bagyende bashome diploma na degree nka minisiture y’ebyobwegyese okwekuragiira. Kandi tukagambira DEO waitu kuturetera emishomo

ayegyese Abashomesa baitu omu bya curriculum.” (Interview, Respondent III, 14th November, 2022).

This can be interpreted as *“We encouraged our teachers that they need to go for further studies to increase on their professionalism, most especially we need teachers with grade III teachers’ certificate to attain diplomas and then degrees in accordance with the Ministry of Education’s policy. Further, we encouraged our District Education Officer to bring as many workshops and seminars as possible especially in the area of new curriculum”*

In an interview with the respondent V about the programmes implemented for teachers in their school, he expressed that truly there are programmes running in their school, he said that,

“As the members of School Management Committee, we normally engage our teachers in workshops and trainings to refresh them in some teaching skills. This, we have always done it with the help of technical personnel. For example recently we had training for teachers at our school on the learner handling and class management. Finally, whenever our teachers want to upgrade their academic qualifications, we do not stop any as long as it does not tamper with the school programmes”. (Interview, Respondent V, 14th November, 2022).

This can be interpreted that that in Kitagwenda district, teachers have been offered a chance to undertake and engage different programmes for the development of teachers and the common ones were; workshops on class management and handling; in-service training programmes.

Also, in an interview with the respondent VI on whether he has done something as far as teachers professional development programmes is concerned, he accepted while saying that,

“Our school is one of the model schools around Kitagwenda district in terms of performance and discipline. I attribute this to the fact that my teachers are well trained

and they never stop going for teachers' workshops and seminars to be refreshed."

(Interview, Respondent VI, 16th November, 2022).

During a documentary review, the researcher discovered several minutes at the district which were whose agenda was to organize for teachers' seminars and workshops. Among them was the teacher's refresher course for the new curriculum, teachers' workshop on the use of mother tongue language and the head teachers' SESEMAT workshop. This implies that teachers' workshops and seminars are teachers' professional development programmes existing in this district.

Furthermore, the TPDPs policy guidelines are an indicator of the presence of professional development programmes within the district.

Indicators of Quality Teaching in Schools

In the second objective, respondents were subjected to Likert Scale Questionnaires to capture responses on the different aspects and indicators of quality of teaching in primary schools and the results that emerged were presented in Table 4.3;

Table 4.3: Descriptive statistics on the indicators of Quality teaching in Primary Schools

Statements	SA	A	D	SD
Quality schemes of work	63(60%)	21(20%)	06(06%)	15(14%)
Effective use of teaching methods	31 (30%)	36(34%)	17(16%)	21(20%)
Effective instructional materials	34(32%)	22(21%)	28(26%)	16(15%)
Effective time management	40(38%)	33(31%)	14(13%)	18(17%)
Effective class management	48(46%)	24(23%)	10(10%)	23(21%)

Source: Primary Data, 2022

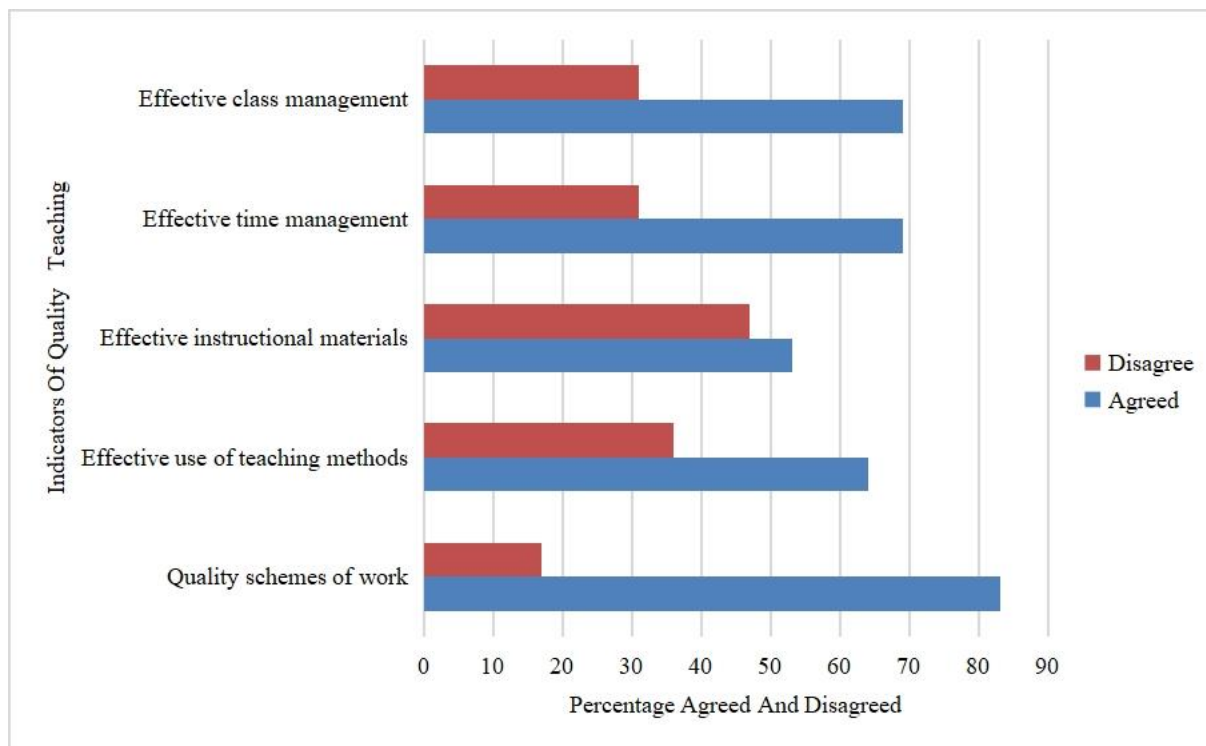


Figure 4.2.: Descriptive statistics on the indicators of Quality teaching in Primary Schools

According to the data from Table 4.3 and Figure 4.2, respondents were asked to identify the indicators of quality teaching for teachers in primary schools in Kitagwenda district.

Respondents were also asked whether quality schemes of work is implemented and an overwhelming majority of constituting 80% were in agreement while only 20% disagreed with the statement. This showed that schemes of work is an indicator that brings quality Education and is practiced by the majority teachers.

Secondly, respondents were asked whether there is effective use of teaching methods among teachers in these schools and 64% were in agreement while the remaining 36% disagreed. This showed that teachers on average prepare lesson plans and the remaining few struggle to teach

without lesson plans which also hinders the quality of teaching for teachers. This calls for improvement as these drive the teaching and learning process.

On the issue of whether quality of teaching is also associated with the effective instructional materials, 53% were in agreement while 47% disagreed. This implies that these materials should be appropriately used for a meaningful learning.

Concerning effective time management and an overwhelming 69% were in agreement while the remaining 31% were in disagreement. This implied that time management is an indicator of quality teaching but not managed well by the concerned stakeholders at their different levels.

On whether effective class management are an indicator, 69% of the respondents agreed with the statement while 31% were in disagreement. This indicated that truly effective class management does exist among teachers while at schools and while they are out of school. It also brings quality teaching that results into quality learning for learners.

In an interview with the respondent I about the indicators of quality teaching, he expressed that,

“There is effective use of the school timetable by the teachers while following the schemes of work that are approved by the school director of studies (DOS), only that we still have a challenge in time management by some teachers who come late, and fail to manage class time, otherwise we are progressing to have quality teaching”. (Interview, Respondent I, 12th November, 2022).

This can be interpreted that that in Kitagwenda district, there is effective use of the timetable, schemes of work and time management as the indicators of quality teaching.

In an interview with respondent II about the indicator of quality teaching, he expressed that,

“Obviously, as the district, we have always encouraged schools and their administrators especially whenever we invite them for workshops to ensure quality in their teaching. We emphasize issues such as following their well-prepared schemes of work, introduce new methods of teaching basing on the category of learners they have-because village school cannot have the same teaching method like the urban school; be examples in proper management of time” (Interview, Respondent II, 11th November, 2022).

Also, in an interview with the respondent III on the indicators of quality teaching, he said that,

“Whenever we are assessing teachers and administrators and when we are organizing educational trainings workshops, we normally target to equip teachers with skills in the aspects of time management, class management and effective use of teaching methods and schemes of work which are basic skills which every professional teacher must have” (Interview, Respondent III, 11th November, 2022).

Also, in an interview with the respondent IV on the indicators of quality teaching, he said that,

“Itwe nk’aba PTA, nituba nitwenda ngu abashomesa baitu bakyeere kare reero abaana baaza kwijja bashaangeho abashomesa. Baije kare, bashomeseze omubwiire abaana baitu bahiikye gye. Ekindi, nitweenda ngu abashomesa bakore za scheme zibahweere kwegyesa kandibakurature timetable. Ab’emicwe mibi abo titukubeendera kimwe aha, nangwa abamwe tukababiinga ahabw’emicwe mibi” (Interview, Respondent III, 14th November, 2022).

In an interview with the respondent V about the indicators of quality teaching for teachers, he said that,

“As the members of school management committee, we normally want our teachers to good teachers with professional skills and who do not ashame our school. That is why we approve every teacher who is posted here. This, we have always done it with the help of technical personnel. For example recently we had training for teachers at our school on the learner handling and class management. Finally, whenever our teachers want to

upgrade their academic qualifications, we do not stop any as long as it does not tamper with the school programmes”. (Interview, Respondent V, 14th November, 2022).

This can be interpreted that that in Kitagwenda district, teachers have been offered a *chance* to undertake and engage different programmes for the development of teachers and the common ones were; workshops on class management and handling; in-service training programmes.

Also, in an interview with the respondent VI on whether he has done something as far as teachers professional development programmes is concerned, he accepted while saying that,

“Our school is one of the model schools around Kitagwenda district in terms of performance and discipline. I attribute this to the fact that my teachers are well trained and they never stop going for teachers’ workshops and seminars to be refreshed.” (Interview, Respondent VI, 16th November, 2022).

During a documentary review, the researcher discovered schemes of works for term II 2023 and the previous terms at schools visited available in the head teachers’ office, instructional materials like map of Africa, Uganda, East Africa available in the head teachers’ office on the charts and on the inside walls of the classrooms. This indicates that schemes of work and instructional materials are indicators of quality of teaching for teachers in primary schools in Kitagwenda district.

Effects of TPDPs on the Quality of teaching in Schools

In the third objective were subjected to Likert scale questionnaire to capture responses on the effect of teachers’ professional development programmes in on Quality of teaching in primary schools and the results that emerged were presented in Table 4.4;

Table 4.4: Descriptive statistics on effect of teachers' professional development programmes on Quality of teaching in Schools, test value=3

<i>Response</i>	<i>N</i>	<i>Cal. Mean</i>	<i>Std.</i>	<i>df</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
TPDPs helps in creating much more opportunity on teacher collaboration.	105	2.83	1.309	115	-.953	.345
It creates opportunities for teachers to share best practices.	105	2.88	1.464	115	-.568	.572
TPDPs helps in improving in pupil learning and achievement.	105	2.87	1.415	115	-.686	.496
Teachers show improvements in their own teaching repertoires.	105	2.88	1.395	115	-.596	.554
Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching.	105	2.88	1.381	15	-.602	.550
Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries.	105	2.81	1.269	115	-1.093	.279
There is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work	105	2.67	1.424	15	-1.655	.104
Teachers are more likely provide an increased range of learning opportunities for pupils.	105	2.73	1.388	115	-1.399	.168

Source: Primary data, 2022

According to Table 4.4, respondents were asked whether TPDPs helps in creating much more opportunity on teacher collaboration and over whelming majority of 86% were in agreement while 14% disagreed. This implied that TPDPs helps in creating much more opportunity on teacher collaboration.

On the issue of whether it creates opportunities for teachers to share best practices, 69% agreed and (31%) disagreed with the statement. This implied that it creates opportunities for teachers to share best practices

Concerning TPDPs helps in improving in pupil learning and achievement, 53% of the respondents were in disagreement and 47% were in agreement. This implied that TPDPs helps in improving in pupil learning and achievement.

About whether Teachers show improvements in their own teaching repertoires, an overwhelming majority of the respondents 72% were in agreement while 28% disagreed. This implied that it is true teachers show improvements in their own teaching repertoires.

Regarding whether Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching, 68% were in agreement and 32% were in disagreement. This implied that Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching.

Furthermore, respondents were asked Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries and 56% were in agreement while 44% disagreed. This implied that Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries.

More so, respondents were asked whether there is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work, 51% disagreed and 49% were in agreement. This implied that there is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work.

Concerning whether Parents preach good discipline to their children an overwhelming 90% were disagreement while 10% agreed. This implied that Parents do not preach good discipline to their children.

Generally, the result implies that the impact of TPDPs implementation on the educational practices of the primary schools of Kitagwenda district was moderate. This finding was slightly different from the interview result. All the interviewees shared that the implementation of TPDPs programme in the schools for years had created greater opportunity to share ideas freely with other colleagues, share best practices done by others, increased student achievement, increased their skill of interactively using different active learning methods, increased their skill of planning lessons, help them to be more committed to their job than before, etc. For example, one of the interviewees disclosed that,

TPDPs implementation has contributed a lot for me. It created an opportunity to share best practices with other teachers of the same level, teachers interaction with students become more and more emotional and become more and more like a father or mother-child relationship, have also improved their skill of managing diversity in the classroom, increased their skill of planning a lesson, and see a refined purpose of teaching as a profession and love it. But, the interviewee disclosed that more should be done on properly implementing PDPS to bring deep-rooted and lasting effect on the professional life of teachers.

Generally, the researchers felt that the interview finding regarding the impact of TPDPs implementation at primary schools fits to the findings of the status of TPDPs implementation in the Kitagwenda. As a result, the researchers support the interview finding at the cost of the quantitative finding.

In an interview with the respondent I about the effect of TPDPs on the quality of teaching, he expressed that truly there are programmes running in the district, he had divergent views, he indicated that,

“Actually as you very well aware since you are a teacher, TPDPs helps in creating much more opportunity on teacher collaboration as well as creating opportunities for teachers to share best practices. we have always had workshops for teachers to enlighten them on various key areas, such as curriculum development, we have allowed teachers to do in-service training programmes for teachers to have degrees, we have had seminars to for senior women and senior men on gender and discipline issues, we have also conducted trainings at schools to teachers and their head teachers”. (Interview, Respondent I, 12th November, 2022).

In an interview with respondent II about the effect of TPDPs on the quality of teaching. He also expressed that truly there are programmes running in the district, he had divergent views, he indicated that,

“Obviosly Kitagwenda district, tteachers show improvements in their own teaching repertoires and Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching”. (Interview, Respondent II, 11th November, 2022).

Also, in an interview with the respondent III on the effect of TPDPs on the quality of teaching, he strongly agreed to this because its implications greatly affects the Quality of teaching and general performance of learners in school, he said that,

“Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries, there is improvement in teachers’ actions of taking account of their life and career phases and the contexts in which they work, Teachers are more likely provide

an increased range of learning opportunities for learners” (Interview, Respondent III, 11th November, 2022).

Also, in an interview with the respondent IV on the effect of TPDPs on the quality of teaching, he said that,

“Abashomesa baitu tukabagirangu bashemereire kuza kushoma bakongyeraho aha bukugu bwaabo. Okuri munonga nitwenda ngu abashomesa abaine certificate eya grade yakashatu barahukye bagyende bashome diploma na degree nka minisitire y’ebyobwegyese okwekuragiira. Kandi tukagambira DEO waitu kuturetera emishomo ayegyese Abashomesa baitu omu bya curriculum.” (Interview, Respondent IV, 14th November, 2022).

In an interview with the respondent V about the effect of TPDPs on the quality of teaching, he expressed that truly there are programmes running in their school, he said that,

“As the members of school management committee, I understand that TPDPs create opportunities for teachers to share best practices, TPDPs helps in improving in pupil learning and achievement, Teachers show improvements in their own teaching repertoires, Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching and teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries”. (Interview, Respondent V, 14th November, 2022).

This can be interpreted that that in Kitagwenda district, teachers have been offered a chance to undertake and engage different programmes for the development of teachers and the common ones were; workshops on class management and handling; in-service training programmes.

Also, in an interview with the respondent VI on whether he has done something as far as teachers professional development programmes is concerned, he accepted while saying that,

“Our school is one of the model schools around Kitagwenda district in terms of performance and discipline. I attribute this to the fact that my teachers are well trained and they never stop going for teachers’ workshops and seminars to be refreshed.”
(Interview, Respondent VI, 16th November, 2022).

Chapter Five: Discussion Conclusions and Recommendations

Overview

The study examined the effect of Teachers Professional Development Programmes on Quality of teaching in Primary schools in Kitagwenda District.

Therefore, this chapter presents discussion of findings, Conclusions, Recommendations and Areas for further research based on the study findings.

Discussion of the Findings

Discussion was made in accordance with the study objectives using the findings and interpretations from data obtained during the field study as follows;

Teachers' professional development programmes in Primary schools

From the presentation and analysis of the study findings in the previous chapter, it was established that various teachers' professional development programmes are implemented in the primary schools and accordingly they included the following:

In the study, it was revealed that Curriculum Development Workshops is implemented. This agrees with Klashnja (2016) who asserted that in various countries, the responsibility to organize training programmes for teachers is differently divided between the central, regional, local or school levels. For example, the Ministry is responsible for this issue in Finland, whereas employees play a role in designing training programs. In Romania, teacher training is offered mainly by non-governmental organizations, but also by training centers within universities, educational colleges and vocational training centers. In Slovenia and Lithuania, there was a decentralization of professional development in 1998. School directors were responsible for further professional

training, in line with national goals. In Holland, training programmes were not in accordance with the needs of teachers, but with needs of the institutions. The same goes on to say in some countries, because of the risk of quality of programmes offered, and because of the lack of control for many training providers, accreditation systems for professional development programmes are established. This has happened in the UK, Portugal, Romania, Hungary, Moldova, Serbia and Kosovo. According to the law, each module of the professional development programme has a number of credits for that module (Klashnja, 2016). Teachers are required to accumulate a given number of credits. Any programme that does not fall under this scheme and is not accredited, will not count for teacher licensing. The reports of some East European countries emphasized that the various non-governmental organizations are implementing professional development programmes. In this case, these programmes cannot be accredited, because they are not valid for the career development of teachers (Klashnja, 2016).

Still it was found that lesson plan workshops are also implemented. This is in agreement with Klashnja (2016) who said that in various countries, the responsibility to organize training programmes for teachers is differently divided between the central, regional, local or school levels. For example, the Ministry is responsible for this issue in Finland, whereas employees play a role in designing training programs. In Romania, teacher training is offered mainly by non-governmental organizations, but also by training centers within universities, educational colleges and vocational training centers. In Slovenia and Lithuania, there was a decentralization of professional development in 1998. School directors were responsible for further professional training, in line with national goals. In Holland, training programmes were not in accordance with the needs of teachers, but with needs of the institutions.

The study found that In-service training programmes are implemented among primary school teachers in Kitagwenda district. This concurs with Salihu (2016) who agreed that the in-service Teacher Qualification programme was a good opportunity for advancing existing qualifications of teachers in Kosovo, parallel with gaining new knowledge, improving existing practice and increasing performance in the classroom. Further, according to the Report from the Ministry of Education and Technology (MEST), an agreement was signed in 2016, for the functioning of the programme in the four centers of the Faculty of Education and Prizren. Furthermore, the Advance of Qualification programme was operating under the decisions of the governing council and the internal regulation agreed by the Statute of the University of Prishtina and MEST guidelines, and was one of the first programmes functioning the lifelong learning of teachers in Kosovo (Bicaj & Berisha, 2013). These teachers who were undertaking the programme would receive the title Bachelor of Education, and at the end of the programme, they would have to collect 240 credits.

On the other hand, in terms of professional development of teachers, the Ministry of Education, Science and Technology (MoES), has accredited 22 Teachers' Professional development providers with a total of 43 teacher training programmes (Cakaj, 2011). According to the National Council for Teacher Licensing document of the MEST, after 2011, there are 37 other programmes accredited.

Quality of teaching among teachers in primary Schools

From the study it was found that various indicators of quality teaching for teachers in primary schools in Kitagwenda district exist and these were found to be: Time Management; Preparation of schemes of work; Pedagogical skills; English Speaking Skills; Teachers' discipline; Preparation of lesson plans and usage of instructional materials.

Effect of Teachers' professional development programmes on Quality of teaching in Schools

From the findings of the study it was agreed that the implementation of teachers' professional development programmes affect the quality of teaching in that;

Professional Development Programmes help in creating much more opportunity on teacher collaboration; it creates opportunities for teachers to share best practices; PDPs helps in improving in pupil learning and achievement; Teachers show improvements in their own teaching repertoires; Teachers show improvements of understanding their purposes; teachers are more likely provide an increased range of learning opportunities for pupils; teachers' sense of commitment become more positive than before; teachers' relationship with pupils become more positive than before; improved sense of Teachers' Professionalism; increased motivation to stay within the profession; teachers renew, review and extend their commitment as change agents to the moral purpose of teaching; teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries; there is teacher improvement in knowledge and skill; teachers show high commitment and moral purposes to their teaching; there is an improvement in teachers' thinking and planning and there is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work.

These findings are in agreement with Corcoran (2015) who asserted that Professional development programs are plans which are carried out to improve job-related knowledge, skills and attitudes of (in this case) Teachers of English by conducting activities to enhance their Quality of Teaching improvement. These programs are essential due to reasons, such as these: they may promote Teachers' Professional development, they may improve the individual teacher Quality of Teaching

performance, they may also broaden the horizon on learning and teaching. The programs may also become 'tools' to enhance teachers' Quality of Teaching knowledge and skills.

Further still, Corcoran (2015) agreed that a wide range of professional development programs may broaden awareness and become tools for learning. The programs also offer a number of learning opportunities to help Teachers of English further their career and professional development. In addition, they may support teacher initiatives as well as school initiatives. Customized and in-service programs might be adapted to teachers' professional development needs. As a matter of fact, people learn most energetically when they have options which match their needs, their expectations, their interests/ preferences, and their styles. Moreover, professional development programs are likely to have greater impact on practice if they are closely linked to school initiatives to improve practice and these initiatives could promote the professionalization of Quality of Teaching to engage more teachers in serious professional development activities.

Richards (2012) also said that teacher-training programs are well-known in the forms of English Language Teaching seminars or workshops. On the other hand, there are teacher-training programs that may be less-known by schools or teachers such as collaborative teacher-training program, teacher-exchange programme and teacher-collaborative project. Some schools may also plan and offer continuing-education/study to their teachers in the forms of further study or short courses.

Teacher- portfolio is selective collection of samples of work that a teacher has done both in the classroom and elsewhere in order to display the teacher's talents, knowledge and skills in teaching. Teachers could TPDP teacher portfolio as an education tool for their professional development, which is primarily used in two ways. In order to gain more objective data of teacher portfolio,

teachers could TPDP a means of triangulation by using several instruments, for example, teacher self-evaluation, pupil feedback, peer observation, teacher diary and teacher reflection. Teacher self-evaluation is used as a tool for evaluating a teacher's performance after Quality of Teaching sessions in the classroom (Doolittle, 2014).

Conclusion

Conclusions were based on the study findings in accordance to the study objectives as shown hereunder;

Teachers' Professional Development Programmes in Primary schools

From the study, it can be concluded that various teachers' professional development programmes are implemented in the primary schools and accordingly they included the following: Curriculum Development Workshops is implemented; lesson plan workshops, discipline related seminar is implemented in their schools, seminars on gender matters as a TPDP, in-service training programmes are implemented, management and leadership training and team work and interpersonal skills training.

Quality of teaching among teachers in primary Schools

From the study it can be concluded that various indicators of quality teaching for teachers in primary schools in Kitagwenda district exist and these include: time Management, Preparation of schemes of work, pedagogical skills, English Speaking Skills, teachers' discipline, preparation of lesson plans and implementation of Debates and Clubs.

Effect of Teachers' professional development programmes on Quality of teaching in Schools.

From the findings of the study, it can be concluded that teachers' professional development programmes have a significant effect of the quality of teaching and accordingly they include the following: PDPs helps in creating much more opportunity on teacher collaboration; it creates

opportunities for teachers to share best practices; TPDPs helps in improving pupils' learning and achievement; Teachers show improvements in their own teaching repertoires; Teachers show improvements of understanding their purposes; teachers are more likely provide an increased range of learning opportunities for pupils; teachers' sense of commitment become more positive than before; teachers' relationship with pupils become more positive than before; improved sense of Teachers' Professionalism; increased motivation to stay within the profession; teachers renew, review and extend their commitment as change agents to the moral purpose of teaching; teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries; there is teacher improvement in knowledge and skill; teachers show high commitment and moral purposes to their teaching; there is an improvement in teachers' thinking and planning and there is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work

Recommendations

On the basis of the major findings and conclusions made thereof, the researcher has suggested the following recommendations:

On the professional development programmes, the researcher recommends that teachers who are current undertaking professional development programmes such as in-service programmes should be motivated with some allowances and recognitions in order to encourage other practicing teachers especially those with low qualifications like Grade III and Grade V certificates.

Secondly, in line with the indicators of quality teaching, the researcher recommends that school administrators should put in extra efforts to improve the teachers' weak areas, through availing effective instructional materials, ensuring time management among teachers by regular sensitization on time usage, introducing workshop sessions for teachers on class management and

introductions of trainings and sensitization on the change of teaching methods that go with the changing contemporary society.

Finally on the effect of teachers' professional development programmes on the quality of teaching, the researcher recommends that teamwork should be maintained for the education system to move on smoothly since it helps teachers accomplish their tasks in time both in their presence and absence.

Areas for further Research

The reseracher feels that further research should be done on the following aspects in relation to Professional programmes implementation program;

Instructional materials and quality of teaching in primary schools

Upgrading of teachers and motivation

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Appendices

Appendix 1: Interview guide for DEO, Inspectors, CCTs, Head teachers, Chairpersons SMC, &PTA

Dear respondent,

I am a learner at BSU carrying out research about Teachers' Professional Development Programmes and Quality of Teaching in primary schools in Kitagwenda District that will lead to the award of Masters of Education Administration and Planning. The objective of this interview therefore is to get your opinion(s) on how you feel about Teachers' Professional Development Programmes and Quality of Teaching in Primary schools and your opinions will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Ainembabazi Jovanice

Kindly respond to the following questions faithfully and honestly

Background information

1. How old are you?

20-30 31-40 41-50 51-60

2. What is your highest level of education?

Grade III Grade IV Graduate Masters Others specify

.....

Teachers' Professional Development programmes in Primary Schools in Kitagwenda District.

3. What Programmes are being (have been) implemented in your primary schools? (Kindly select from the alternatives given)

- a) Workshops
 b) Seminars
 c) In-service training programme
 d) Induction

In your own view, what other PDP should be implemented in your school to improve the quality of teachers?

.....

4. How do you practice your leadership skills?

Organizing Meetings

Motivating teachers

Attending workshops

Others (Specify)

5. How often are you trained in management skills?

Monthly

Termly

Annually

Others (Specify)

6. How do teachers perceive the implementation of Teachers Professional Development Programmes?

Teachers have a positive attitude

Teachers have a negative attitude

7. What is the role of parents in improving TPDP?

Sending their children to schools

Attending PTA meetings at school

Equipping children with scholastic materials

Others (Specify)

8. As a leader, how do you facilitate these programmes in primary schools?

Advice

Good Working Environment

Incentives

The Quality of Teaching among Teachers in Primary schools in Kitagwenda district.

9. Who is a Quality teacher?

Time Management

Has Pedagogical Skills

Able to prepare quality Schemes of work

10. How do teachers utilize time?

Arrival on time

Depart on time

Managing teaching time

Poor time managers

11. What is the general performance of learners in your school (s)?

Poor Weak Average Excellent

12. How do you implement english speaking skills?

Giving Punishments for Vernacular speaking

Motivating and Praising Fluent English speakers

Implementing Debates in schools

Ensuring availability of English reading books

Others (Specify)

13. How do you handle teachers' discipline in schools?

Disciplinary actions Incentives Punishments
 Training teachers

14. How do you now rate the Quality of Teaching in primary schools under your care?

Poor Weak Fair Excellent

Effect of Teachers' Professional Development Programmes on the Quality of Teaching in Primary Schools in Kitagwenda district.

15. How does teachers' professional development programme effect the Quality of Teaching? In the following sections use the rating scale provided below to describe your opinion or feeling. Tick or circle a number as appropriate

SCALE	5	4	3	2	1					
	Strongly Agree (SA)	Agree (A)	Not Sure (NS)	Disagree (D)	Strongly Disagree (SD)	SA	A	NS	D	SD
<i>Statement</i>										
It creates much more opportunity on teacher collaboration										
TPDP provides opportunities for teachers to share best practices										
It provides improvements in pupil learning and achievement										
Teachers show improvements in their own teaching repertoires										
Teachers show improvements of understanding their purposes										
Teachers are more likely provide an increased range of learning opportunities for pupils										
Teachers' sense of commitment become more positive than before										
Teachers' relationship with pupils become more positive than before										
Improved sense of Teachers' Professionalism										
Increased motivation to stay within the profession										
Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching										
Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries										
There is teacher improvement in knowledge and skill										
Teachers show high commitment and moral purposes to their teaching										
There is an improvement in teachers' thinking and planning										
There is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work										

Thank you very much

Appendix 2: Questionnaire for Teachers

Dear respondent,

I am a learner at BSU carrying out research about **Teachers' Professional Development Programmes and Quality of Teaching in primary schools in Kitagwenda District** that will lead to the award of Masters of Education Administration and Planning. The objective of this questionnaire therefore is to get your opinion(s) on how you feel about Teachers' Professional Development Programmes and Quality of Teaching in Primary schools and your opinions will be treated with utmost confidentiality.

Thank you.

Yours faithfully,

Ainembabazi Jovanice

Kindly respond to the following questions faithfully and honestly

Background information

1. What is your Gender?

Female Male

2. How old are you?

20-30 31-40 41-50 51-60

3. What is your highest level of education?

Grade III Grade IV Graduate Others specify

4. How many years have you been in service?

Less than 5 years

5-10

11-16

17-22

Above 22 years

Teachers' Professional Development programmes in Primary Schools in Kitagwenda District.

5. What Programmes are being (have been) implemented in your primary schools? (Kindly select from the alternatives given). In the following sections use the rating scale provided below to describe your opinion or feeling. Tick or circle a number as appropriate:

SCAL	4	3	2	1
E	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree (SD)
<i>Statements</i>				
Seminars				
Workshops				
In-service training programme				
Induction				

The Quality of Teaching among teachers in Primary schools in Kitagwenda district.

6. Who is a Quality teacher?

Time Manager

Has Pedagogical Skills

Able to prepare Schemes of work and lesson plans

One who is able to apply instructional materials well

7. How do you utilize your time?

Arrival on time Departure on time Managing teaching time
 Following school time table

8. What is the general performance of your class?

Poor Weak Average Excellent

9. How do you implement English Speaking skills amongst learners?

Punishments motivation Readers Clubs Rhymes
 and skits

10. How do you handle discipline related matters in your class?

Disciplinary actions Incentives Punishments
 Training teachers

11. As a teacher, how do you rate the Quality of Teaching in your class?

Poor Weak Fair Excellent

The effect of Teachers' Professional Development programmes on the Quality of Teaching in Primary Schools in Kitagwenda district

12. How do teachers' professional development programme effect the Quality of Teaching? In the following sections use the rating scale provided below to describe your opinion or feeling. Tick or circle a number as appropriate

SCALE	4	3	2	1			
	Strongly agree (SA)	Agree (A)	Disagree (D)	Strongly disagree(SD)			
<i>Statement</i>	SA	A	D	S D			
PDPs helps in creating much more opportunity on teacher collaboration							
It creates opportunities for teachers to share best practices							
PDPs helps in improving in pupil learning and achievement							
Teachers show improvements in their own teaching repertoires							
Teachers show improvements of understanding their purposes							
Teachers are more likely provide an increased range of learning opportunities for pupils							
Teachers' sense of commitment become more positive than before							
Teachers' relationship with pupils become more positive than before							
Improved sense of Teachers' Professionalism							
Increased motivation to stay within the profession							
Teachers renew, review and extend their commitment as change agents to the moral purpose of teaching							
Teachers acquire and develop critically all the inputs for good planning and practice with beneficiaries							
There is teacher improvement in knowledge and skill							
Teachers show high commitment and moral purposes to their teaching							
There is an improvement in teachers' thinking and planning							
There is improvement in teachers' actions of taking account of their life and career phases and the contexts in which they work							

Thank you Very Much

Appendix 3: Documentary Review Checklist

- Availability of Workshop and Seminar minutes at the visited schools and district
- Checking the nature/ presence of recent and previous schemes of work
- Presence of Lesson plans in offices
- Presence and availability of Instructional materials
- Teachers' Knowledge on the new updates in the Education Sector.

Appendix 4: Sample Size determination table of Respondents

Table 3.1									
<i>Table for Determining Sample Size of a Known Population</i>									
N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*

Appendix 5: Map of Kitagwenda District

