

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

Ainembabazi Jovanice¹, Dr. Enock Barigye, Ms. Jean Tutegyereize

^{1, 2, 3} (Faculty of Education and Media Studies, Bishop Stuart University, Mbarara Uganda)

Corresponding author: Ainembabazi Jovanice

<https://orcid.org/0009-0007-4216-5259>

ABSTRACT: The study investigated the influence 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, head teachers, teachers. Data was collected using questionnaires and interview guides. Quantitative data was analyzed using descriptive statistics using SPSS. Qualitative data was analyzed using thematic and content analysis. It was found that PDPs created more opportunity on teacher collaboration for 56% of teachers; 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. Based on the study findings, the researcher recommended that 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.

Keywords: Professional Development Programmes (PDP), Teachers' Professional Development Programmes (TPDPs), Quality of Teaching

I. INTRODUCTION

Individual development of teachers in the whole of Europe is one of the most pervasive methods for enhancing the productivity of individuals and communicating organizational goals to new personnel. In the authors' met analysis of training and evaluation, the effectiveness of development was related to demands such as marketplace superiority, employee knowledge and skill level, and increasing outcomes. They claim that learned skills must be performed in order for the transfer of skills to occur from learning to demonstrating. Routman (2012) extends the emphasis on professional development to education: when teachers are well informed by learning theory and relevant research, as well as by careful reflection on their own experiences they can make confident decisions about teaching practices. Productivity of teachers results in increased student achievement (Arthur, Bennett, Edens, and Bell, 2013).

In the U.S, No Child Left Behind (2012) dictates that states ensure that their teachers receive high-quality professional development. In Texas, teacher certificate renewal and continuing professional education requirements are specified in the Texas Administrative Code (TAC), Title 19, Part 7, Chapter 232, Subchapter A. Subchapter A contains 13 rules concerning general certification provisions. Rule 232.1 states: All educators should model the philosophy of life-long learning; therefore, participation in professional development activities is expected of all educators.

In East Africa, Kenya recognized the need to develop a national in-service programme to improve pedagogical practices in the late 1990s. It also recognized that professional development programmes need to focus on processes in the school and classroom as necessary levels of intervention for improving the quality of teaching and learning (Hardman et al., 2019). Likewise, it saw the need to link teacher education with head teacher training and community empowerment, including the development of a school-based textbook management system and quality assurance procedures (Crossley et al., 2015).

In the post-independence period of 1960s, the education system of Uganda was considered as one of the best in the East and Central Africa. However, the enduring conflicts from the second half of the 1960s to the

mid-1980s had a devastating impact on all aspects of Uganda's social, economic and political life, including its education system. By the end of 1980s, two education commissions were appointed to review the education system, and they both recommended the universalization of education within the next decade as this was considered a prerequisite for achieving national unity and economic growth (Higgins and Rwanyange, 2015).

Furthermore, since 2006, a programme, called in - service Teacher Qualification programme that lead teachers to higher qualifications, is functioning. Such programme, would have to differ from other in-service teacher training programmes organized by the non - governmental organizations, therefore would have to be offered in institutional level, and it should belong to formal education (Bicaj & Berisha, 2013).

This study was guided by the following objectives and research questions:

1. To identify the Teachers' Professional Development Programmes implemented in Primary Schools in Kitagwenda district.
2. To establish the indicators of Quality Teaching among teachers in Primary schools in Kitagwenda district?
3. To assess the relationship between Teachers' Professional Development programmes and Quality of Teaching in Primary Schools in Kitagwenda district?

Research Questions

1. What are Teachers' Professional Development Programmes implemented in Primary Schools in Kitagwenda district?
2. What are the indicators of Quality Teaching among teachers in Primary schools in Kitagwenda district?
3. What is the relationship between Teachers' Professional Development programmes and Quality of Teaching in Primary Schools in Kitagwenda district?

The study tested the following hypothesis:

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

Significances of the study

The study will enable stakeholders to identify factors that influence teachers' profession development implementation.

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

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

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

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

The findings of this study might 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.

II. LITERATURE REVIEW

Theoretical Underpinnings

This study was guided by the Socio-cultural theory of learning: 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).

Influence 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.

Workshops and Quality of teaching

A workshop is a process to get the required skills for a particular subject. The training is a valuable practice for the teachers to enhance their teaching skills. A trained teacher has more skills and techniques to be applied for the better academic achievements of learners (Ulla, 2018). A teacher having better workshop skills can also produce students' interest in a particular subject (Giovazolias *et al.*, 2019). Many researchers including (Oliveira *et al.*, 2019; Supriatna, 2015; Ulla, 2017) stated the importance of teachers training. The teacher's training provides the solutions of educational problems (Schütze *et al.*, 2017). In this modern age, the teacher's training is an important requirement and essential component for all the educational activities including conducive learning environment, curriculum development and implementation and assessment (Zulfiqar, 2016). A trained and skilful teacher has more ability to teach the students and implement the various teaching methods successfully (Saira *et al.*, 2021). When teachers apply the various teaching methods and techniques according to the acquired skills then students achieved higher academic results and the interest of the student is also increased (Wuryaningsih *et al.*, 2019). Education is necessary element of humanity and crucial for the development of a nation (Hafeez *et al.*, 2020). To educate most of the population in a country, it is necessary to impart free education up to the secondary level.

In Pakistan, education is almost free up to secondary level (Ahmad, 2014). The secondary education is the education given to children of aged 13-16 years (Ahmed, 2016). The primarily aims of secondary education are to train students for the sound abilities in reflective, scientific and critical thinking (van & Janssen, 2019). Teaching is the learning process in which knowledge and information's are transferred to the children to understand the scientific process (Sivarajah et al 2019).

In-service Training Programme and Quality of Teaching

The finding of this study with respect to in-service training is contrary to the view of Uche (2013) who found out that in-service training, seminars and workshops act as catalysts or boosters for the acquisition of self-mastery in the job being performed. These findings are also contrary to the assertions of the Cross River State Government (2019) which stated that in-services trainings of any kind are meant to expose officers in any capacity to their job performance, to modern and contemporary approved techniques, knowledge and skills for the purpose of enhancing efficiency, the 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 science teacher 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, Enuokoha 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 influence 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.

III. METHODOLOGY

Research Design

The study was based on the descriptive and correlational research design. This was because the design helped to determine the presence and degree of a relationship among the study variables. With the correlational research

design, the main interest was to determine whether the study variables correlated and if so, to establish the direction, magnitude, and form of the observed relationships (Ellis & Levy, 2009). Using the correlation design, the researcher was able to determine whether a significant association existed between human resource development practices and job performance of academic staff or not.

Kitagwenda District is 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 Bvet Schools.

Population and Sampling Procedures

The sample comprised 137 respondents selected using the Table for determining sample size for a population of a given size by Krejcie and Morgan (1970). The sample was selected using stratified random sampling. Stratified random sampling involved dividing the sample into different subgroups. Thereafter, the respondents were selected proportionally from the different subgroup.

Table 1: Target Population and Sample Procedures

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	Random Sampling
Total	137	117	

Validity and Reliability

To ensure data quality, validity and reliability tests were carried out. The validity test involved calculating of content validity index to determine the validity of the instrument.

Statistical Treatment of Data

Data management involved processing of the data by coding, entering them into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarizing them using frequency tables to identify errors and editing them to remove errors. The data were analysed using descriptive and inferential statistics. Descriptive statistics involved the means while inferential statistics included Pearson Linear correlation and regression analysis.

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*Corresponding author: ¹(Ainembabazi Jovanice, Faculty of Education and Media Studies. Bishop Stuart University, Mbarara, Uganda.