

**PROFESSIONAL DEVELOPMENT PROGRAMS AND TEACHER EFFECTIVENESS
IN GOVERNMENT AIDED SECONDARY SCHOOLS
IN IBANDA MUNICIPALITY**

BY

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DECLARATION

I, Seriano Mwesigye, hereby declare that this dissertation is my original work and that it has not been submitted for any other award of a degree or certificate at any university or institution.

Signed Date

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APPROVAL

This research dissertation has been prepared under our supervision and is now ready for submission and examination with my approval.

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DEDICATION

I would like to dedicate this research report to my dear wife Ms. Mpairwe Speacious, my children Franklin, Walter, Anthony, Moses, Esther, and Joshua. I also dedicate this work to my mother Vereria Kentwiga who experienced lots of vexations and discomfort while I was a way to write this dissertation.

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May the almighty bless you all!

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ABSTRACT

The aim of the study was to establish the effect of Professional Development Programs (PDPs) on Teacher Effectiveness in selected schools in Ibanda Municipality. The study adopted across-sectional survey design with mixed research approaches of data collection and analysis. The study population included 3 participants from Ibanda municipal education office, 6 headteachers and 122 teachers from Government-Aided Secondary Schools in Ibanda Municipality. Questionnaire and interview guide were used to collect data. Quantitative data was analyzed using statistical package for social sciences (SPSS 20.0) while content analysis was used for the analysis of qualitative data. Among others, the key finding from the study include: school administrators do not usually organize induction workshops for new teachers, no formal Induction program for new teachers in the selected schools, school administrators in Ibanda Municipality did not regularly organize orientation seminars for new teachers, teachers have negative attitudes towards PDPs, the schools lack funds to support teachers undertaking PDPs, and that most PDPs are not properly planned and are not evaluated to ascertain the effectiveness. The study recommends that there should be a policy on professional development programs in secondary schools in Ibanda Municipality by the Ibanda Municipality Education Office. There is need to maintain and improve on teachers' effectiveness by increasing on their knowledge, skills, and abilities through provision of professional development programs.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

In any education system, teachers play a pivotal role of implementing the curriculum (Alsubaie, 2016). The quality of teachers' effectiveness impacts directly on the quality of education in the country. Whereas several factors may account for the quality of teachers' effectiveness, this study seeks to establish the relationship between professional development programs and teachers' effectiveness in secondary schools in Ibanda Municipality. In this study, Professional Development Programs was the independent variables while Teacher Effectiveness was the dependent variable.

The chapter covers the background which includes the historical, theoretical, conceptual, and contextual perspectives upon which the study is anchored, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, scope of the study, the significance, conceptual framework and definitions of operational terms and concepts.

1.1. Background to the Study

1.1.1. Historical Background

Teachers Professional Development is increasingly becoming an integral part of education reforms and educational policy shifts (Komba & Nkumbi, 2018). Indeed, in the developed countries, Professional Development for teachers has dominated educational policy changes and research since the mid-1980s (Ling and Mackenzie, 2016). The notion and necessity of professional development for teachers and the different staff in schools was fronted in the 1960's in American education however the words "professional development" started being used in UK in 1857(Murphy-Latta, Terry, 2018). Professional Development Programs are to develop teachers' ability to cope with the 21st century teaching and learning skills (Joke & Natalie, 2010, p. 32).

In Africa, the concept of professional development came to the fore in the early 1990s and was mostly referred to as "teacher education". It was divided into three phases (a) Undergraduate Teacher Education; (b) Induction training, which includes the training and support given to new teachers during their first years in the teaching profession or even their first year at a particular school; and (c) Continuous professional development for practicing teachers (Oluremi, 2017).

The conduct of PDP is gradually disappearing due to the rise of many private schools that focus on achieving good results and profits by placing less emphasis on the teachers' vertical mobility.

From 1963, instruction tactics in Uganda were primarily conducted for a single Castle Commission report until the start of the Government White Paper in 1992. From independence, Uganda had an ever-evolving sub-division of frugality and instruction for not quite a decade before nearly two decades of compulsive unrest began. In the years 1971/2-1975/6, the Government's educational plan was implemented with difficulty due to the labor vacuum caused by the expulsion of expatriate trainers and the acquisition of local instructors. Between the early 1980s and 1990s, emphasis on learning progress was broadly focused on the approximate improvement and rehabilitation of learning amenities and workers to replace functional abilities. The few lecturers who remained, one of whom did not flee the country throughout the restrictions, were underpaid, unprepared and desperate. Many facilities in preparatory organizations were destroyed by fighting and destruction (Njoki, 2015) and PD for teachers stopped. Professional teacher training in Uganda is widely provided during pre-primary training in training organizations specialized in the likely field, as aid training programs are rare. In few schools, the judgment of teachers is the final matter, because the qualified are not incident like proper job training, which is carefully related to the needs of scholars, professional support, and resume professional growth. Teachers begin education accompanied by great strength and optimism, but as they age, their attitudes and ideas change (Ssempugga, 2014). Therefore, teachers must grow during practice. A staff incident is a calculated effort made expressly to change the professional practices, beliefs, and understandings of school individuals toward a related goal. That goal is to improve students' knowledge (Kayiwa, 2011). In other words, training in this case is a proper attempt to bring about a successful change in the practice, attitudes, and ideas of teachers and in the educational outcomes of pupils. The policy of the Ugandan government seeks guaranteed conditions for teaching in subordinate schools.

1.1.2. Theoretical Background

The Human Capital Theory (Smith, 1776) will guide this study. Schultz (1961) postulates that training and education are a form of investment in human beings. The theory assumes that training creates assets in the form of knowledge and skills increasing the workers' productivity. Schultz further argued that skilled human resource has been able to acquire these competencies because of training and development programs or investment in the existing human resource through appropriate on-the job training both within and outside the organization. For example, through seminars, workshops, conferences, and by creating a conducive environment through appropriate welfare like promotion. According to Holtz and Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns can be earned from investments made by the employer or employee to develop these attributes.

The use of human capital theory in this study will emphasize the need for in-service training for teachers to gain more skills and knowledge to increase their mental capability that supports teaching practices and students learning. It is the theory that guides the selection of PDPs addressing specific knowledge and skills to enhance teachers' practices, for example learners' assessment, teaching methods, content expertise and class management. Efforts to improve teachers' effectiveness can succeed only by building the capacity to improve their teaching practices. As the theory claims, the education managers should invest in specific training and further initiate more promotion opportunities to enhance employees' career path prospects. Also, the human capital perspective at the level of the organizations, emphasizes skills and performance, appears to offer more support for generalized investments in the human resources. Thus, this study examined how Teacher Effectiveness arise due to their participation in Professional Training Programs.

1.1.3. Conceptual Background

The study will examine the relationship between Professional Development Programs and Teacher Effectiveness. In this study, Professional Development Programs is the independent variable operationalized in programs measured as Teachers' Induction, Training Workshops, In-service Training and Mentorship by school administrators and colleagues at school, PDP challenges, while Teacher Effectiveness is the dependent variable measured in terms of Academic Effectiveness, Teachers' Leadership abilities and Time Management. According to

Wanzare and Da Costa (2000), Teacher Professional Development is a teacher training approach that aims at improving teachers teaching methods, their ability to direct teaching to meet students' needs, and classroom management skills. Teacher Professional Development in this study was perceived as the In-service Teacher Training aimed at continual improvement of teaching skills and knowledge to match the ever-emerging issues and changes in education. Approaches to Teacher Professional Development include, among others: Induction of new teachers, Mentoring and Training workshops (Zepeda, 2010; Musaazi, 2006).

Induction in the school setting means the process of helping new teachers meet their needs for security, belonging, status, information, and direction on the job and in the school community (Musaazi, 2006). The school administrators are expected to provide new teachers with information about the school and community in which the school is situated. Mentoring on the other hand, is a one-on-one relationship between two persons or groups which offers the less-experienced person continued guidance and feedback on handling their tasks with the view of improving individual performance (Maicibi, 2007). Mentoring is intended to provide opportunities for teachers to support and learn from each other and to engage in realistic discussions about their own teaching and learning experiences (Zepeda, 2010). Workshops is a form of training organized by institution of learning for the purpose of making teachers acquires new knowledge, better methods among others for improving their skills towards more effective, efficient, and competent rendering of service in various fields and to diverse groups of people (Ojokheta, 2000). In-service Training is the systematic development of attitudes, knowledge, skills and behavior patterns required by teachers to perform adequately at their given tasks or jobs (Bramley, 1991). This is the training that is pursued with the primary goal of ensuring continued improvement and development in the capacity of academic institution and the entire education system (European Union, 2013). In this study In-service Training is defined as the central component of PD of teacher that has been adopted by policy makers and education departments to orient teachers and equip them with skills aimed at enhancing their effectiveness and the quality of education.

Popoola and Haliso (2009) define Teacher Effectiveness as the ability of a teacher to instill knowledge and skills in students, as well as positively influencing the learners' behaviours for a better living. Busingye and Najjuma (2015) link Teacher Effectiveness to the teacher's

knowledge of subject matter, expertise and resourcefulness that enhance students' academic performance. Teacher Effectiveness in this study is conceptualized as the teacher using a variety of resources to plan, and present content and skills that enhance the opportunities for students to learn and attain the desired learning outcomes. Teachers Effectiveness refers to teachers using productive teaching techniques, enabling student achievement, organizing, and structuring class management, exhibiting positive interpersonal relations, and demonstrating employee responsibility (Sentamu, 2018). In this study, Performance is operationalized to refer to the teachers' use of productive teaching techniques, enhancing student achievement, exhibiting positive interpersonal relations, and employee responsibility.

1.1.4. Contextual Perspective

The scheme of service for teachers in Uganda stipulates the training and retraining requirements of teachers, their career path, Professional Development, and job description. Teachers are expected to undergo mandatory induction, short- and long-term training courses in specific courses and other professional development activities (Gaboi, 2018). Currently teachers in Uganda undertake long-term courses during holidays, exchange programs funded by Malaysia and Norway, training in cross-cutting issues like HIV/AIDS and gender, and refresher courses in selected subjects rarely to broaden and improve performance in specific areas. There is growing concern about Teacher Effectiveness in Government secondary schools in Uganda (MoES, 2016). The way teachers teach is not in consonance with the expectations of various stakeholders in the education arena (Curriculum Assessment and Examination [CURASSE], 2007; MoES, 2012; UNEB, 2016; MoES, 2016). Teacher-centered method of delivery is the predominant form of teaching making learners passive listeners in classroom; science concepts are not practically taught, and teachers have difficulty in relating science concepts to daily life experiences (MoES, 2015).

According to the National Assessment of Progress in Education [NAPE] report of 2016 (UNEB, 2016), the teaching in secondary schools encourages rote-learning rather than imparting skills. The teaching is more examination driven and does not consider the learning of competencies. Despite Government's effort to remedy the situation through provision of instructional resources, these resources are underutilized or inadequate in most secondary schools (MoES, 2016). As a result, the Government of Uganda has made several attempts, to enhance Teachers' Efficiency. For instance, the Ministry of education, Sports and Technology has been training teachers in

cyber school technology solutions knowledge through workshops in the teaching of science subjects (Ministry of Education and Sports, 2015) and Secondary Science and Mathematics Teachers (SESEMAT) project annual workshops (Tumwekwase, 2018) and teachers' salaries are gradually being enhanced (Kafeero, 2018). In Ibanda District, teachers always attend training programs in form of inductions, seminars, workshops among others to improve their effectiveness and efficiency (Ahimbisibwe, 2018).

Contextually, Ibanda District with substantial support from the central Government capacity building grant, foundation bodies and few private service providers, put considerable effort to raise the capacities of its staff through training in the following forms: Professional/ long-term training ranging from Diploma to bachelor's and master's degree level, short courses including skill enhancement through workshops and seminars (Ahimbisibwe, 2018). However, secondary school teachers have not benefitted from the capacity building grant that has only been used for health cadres and traditional staff. The emerging gap is that authorities in Ibanda District devote little time and resources to train their staff which leads to poor performance in these schools as reflected in National examination results. There is no study however, that has been carried out with intention of establishing the influence of Teachers' Professional Development and Teacher Effectiveness in the area, which has inspired the researcher into this study.

1.2. Problem Statement

To meet the challenging job demands caused by technological innovations, teachers must upgrade their content knowledge, skills, and practices through professional development programs (Ministry of Education and Sports, 2015). Teacher Professional Development Programs assist classroom teachers to learn and improve on their teaching strategies, possess the necessary information and skills that are required for effective lesson delivery (Nampa, 2019). Teacher professional learning is needed to support the complex skills students need to learn in preparation for further study and work in the 21st century (Darling- Hammond et al 2017). Due to the role attached to teacher professional development, the Ministry of education, Sports and Technology has been training teachers in cyber school technology solutions knowledge through workshops in the teaching of science subjects and Secondary Science and Mathematics Teachers (SESEMAT) project annual workshops (Tumwekwase, 2018). Despite the concerted efforts by the Government and other education stakeholders to promote Teachers' Development Programs, quality of Teacher Effectiveness in Government-aided Secondary Schools has remained poor

characterized by unending cases of teachers' poor time management, absenteeism, inadequate lesson preparation and syllabus coverage, poor students discipline management and inadequate teaching methods (Kagolo, 2014). In Ibanda District, Teachers' Effectiveness has sunk (Ibanda district reports, 2019). Behangana (2019) comment that students are often left without being given class work, teachers do not prepare schemes of work and lesson plans. If the current situation is not urgently addressed, it may continuously increase failure rates in secondary schools. This also leads to wastage of resources meant for education and under-development of the country's human resources in the area. The gap is linked to which PDPs exists or utilized and to what extent are they being implemented. Thus, this study examined the effect of PD on teachers' effectiveness in Government-Aided Secondary Schools in Ibanda Municipality.

1.3 Purpose of the Study

The purpose of the study was to establish the effect of Professional Development Programs on Teacher Effectiveness in selected schools in Ibanda Municipality.

1.4 Objectives of the study

- 1 To establish the kind of Professional Development Programs existing in selected schools of Ibanda Municipality.
- 2 To identify the Challenges hindering implementation of Professional Development Programs geared at improving Teacher Effectiveness in selected schools of Ibanda Municipality.
- 3 To establish the relationship between PDPs and Teacher Effectiveness in selected schools of Ibanda Municipality.

1.5 Research Questions

1. What Professional Development Programs exist in selected schools of Ibanda Municipality?
2. What challenges hinder implementation of Professional Development Programs in ensuring Teacher Effectiveness in selected schools of Ibanda Municipality?
3. What is the relationship between PDPs and Teacher Effectiveness in selected schools of Ibanda Municipality?

1.6. Null Hypothesis

There is no relationship between PDPs and teachers' effectiveness in selected schools of Ibanda Municipality

1.7. Scope of the Study

This study looked at content scope, geographical scope and the time scope as explained herein.

1.7.1 Content Scope

This study was limited to examining the Professional Development Programs, challenges hindering their implementation and how implementation has affected teachers' effectiveness in selected schools of Ibanda Municipality.

1.7.2 Geographical Scope

The study was conducted in Government-aided Secondary Schools in Ibanda Municipality in SouthWestern Uganda. Ibanda Municipality is composed of Bufunda Division, Kagongo Division and Bisheshe Division. Ibanda municipality is found Ibanda District that is bordered by Kamwenge District to the West and North, Kiruhura District to the East, Mbarara District and Buhweju District to the South, and Rubirizi District to the Southwest. The District Headquarters at Ibanda are located approximately 70 kilometers (43 miles) by road, northwest of Mbarara city.

1.7.3 Time Scope

The study covered a period of five years from 2017 and 2022. This period was reasonable enough to access series of data on PDPs received by teachers and challenges they meet because the researcher expected minimal or no teacher transfers in this period. The period was ample to access data on PDPs, and their implementation from the school archives. Records on students' performance were accessed to establish how teachers' PD has affected Teacher Effectiveness. Finally, it was easy to access respondent teachers who were in the schools between 2017 to date for their participation in the study.

1.8. Significance of the study

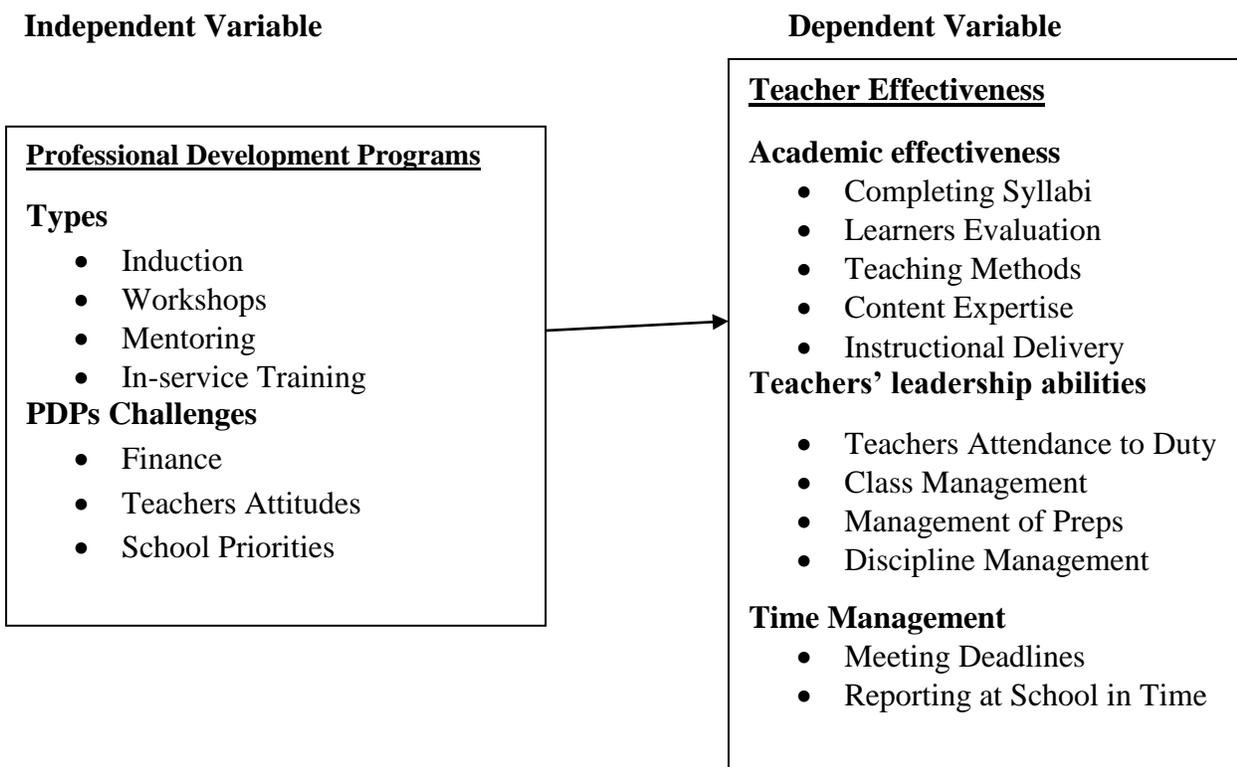
It is hoped that the study results will be of value to the following categories of people:
Education planners and policy makers: The results of this study will help policy makers and planners to design effective Teachers' Professional Development Programs that aim at enhancing Teacher Effectiveness.

School administrators: the findings of the study may help Headteachers to carry out needs assessment to be able to design Teacher Professional Development Programs accordingly and incorporate Professional Development into the policies of their institutions.

The study findings will be useful to **academicians** by providing areas as bases for conducting further research which others can take on and contributing to the growing body of knowledge.

The study will be important to **teachers** as it will enlighten them on the existing Professional Development Programs for secondary school teachers.

1.8. CONCEPTUAL FRAMEWORK.



Source: adopted from Ddamba(2015) and modified by the researcher

Figure1.1: Conceptual Framework showing the effect of PDPs on Teacher Effectiveness. The arrow in the framework shows the logical progression to Teacher Effectiveness.

In this study, Professional Development Programs were the independent variables operationalized in form of types of PDPs that was examined in terms of Induction, Mentoring,

Workshops, and In-service Training. PDPs Challenges that were looked at in terms of Finance, Teachers Attitudes and School Priorities. The effect these independent variables on teachers' effectiveness was the main concern of this study. Teacher Effectiveness was the dependent variable and was viewed through the basic skills for Teacher Effectiveness. It was measured in terms of performance parameters shown to include Academic Effectiveness, Teachers' leadership abilities and Time Management. Teacher Effectiveness was the dependent variable because it is the product of PDPs.

1.9. Operational Definition of Terms

Teacher Professional Development: This is a teacher training approach that aims at improving teachers teaching methods, their ability to direct teaching to meet students' needs, and classroom management skills.

Teacher Effectiveness: Teacher Effectiveness refers to the ability of a teacher to instill knowledge and skills in students, as well as positively influencing the learners' behavior for a better living.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter explains the rationale of the problem studied as well as previous research related to the topic and how the findings relate to the problem at hand. The review concentrates mainly on the theoretical orientation of the study and related literature in line with the objectives of the study. Brynard and Hanekom (2006) point to the fact that literature is reviewed by looking at the publications which could include scholarly academic books and articles from experts in the field directly relating to the topic of the research. A good literature review makes the researcher aware of what has already been written to avoid duplication of study and unnecessary repetition. Such a review helps the researcher to consolidate the theoretical foundation of the study. It is also through literature review that a researcher discovers whether the study has significance or whether it will lead to new knowledge (Hofstee, 2006). Similarly, for this research, articles, journals, publication and text books that bear insight to this study have been reviewed.

2.1 Teacher Professional Development programs

2.1.1 Induction

Bjorck (2011), Byrne (2010) and Krasnoff (2014) studied inclusion in relation to employee engagement, however their studies left gaps that required this study. For example, Bjorck, Dermot (2011) studied Nynas Corporate Group Induction programs and their effect on employee engagement using a pedagogical perspective focusing on impact processes, findings revealed that induction had a reinforcing effect on employee engagement. In the same vein, Byrne (2010) investigated the relationship between engagement and employee engagement using a positivist research approach and the findings revealed that there is a positive correlation between engagement and employee engagement. Meanwhile, Krasnoff (2014) extensively reviewed the recent literature on professional development and recruitment by class size, induction, and retention of highly qualified teachers and showed that investment in induction programs produces a pool of effective and satisfied teachers who are poised to remain at a high level. - they need schools. In the context of the current study, readiness to stay is a sign of sustained organizational commitment. Therefore, Krasnoff's findings suggest that investments in training programs may also positively influence the continuation of organizational commitment.

However, this study recognized that the scope of content for Bjorck (2011), Byrne (2010) and Krasnoff (2014) was narrow in terms of professional development and therefore, included mentoring, coaching, action research and online learning to explore better organizational deployment in an academic context.

2.1.2 Mentoring

The available literature identified mentoring as one of the methods of informal learning used in the continuous professional development of employees. For example, Greeley (2018) examined how mentoring relationships relate to organizational levels of affective commitment and project success in an expatriate population, using quantitative methods to find that there was no positive association between mentoring relationships and affective commitment. However, Greeley could not generalize these results because only 23 respondents—33.5% of the participants—reported having mentors. Therefore, 23 respondents could not provide statistically significant results using regression. This study overcomes this gap by using a large sample to generalize the findings. This study further noted that the target population of expatriates that Greeley used had different characteristics than high school academics, and therefore there was a need to investigate and test whether the relationship that Greeley established held true for academics as well. However, the findings for Stallworth (2004) were not consistent with Greeley.

Meanwhile, Mercurio (2015) argued that mentoring is a crucial variable in creating the conditions necessary to foster employees' affective commitment in organizations. They further reported that mentees who had mentors in supervisory positions reported higher levels of affective commitment to the organizations. Similarly, Aremu & Adeyoju (2003) and Quagraine et al. (2019) studied mentoring in relation to engagement in the police force with similar results. Aremu & Adeyoju (2003) investigated the effect of mentoring on job commitment in the Nigerian police force using cluster random sampling and analysis of variance technique statistics and found that mentored male police officers are more committed and mentoring was found to significantly affect the commitment of police officers and men to their work. However, study contexts represent a gap. Quagraine *et al.* (2019) from their study of the police force in Ghana reported that organizational learning such as mentoring influences organizational commitment.

On the other hand, Hong and Matsko (2019) assessed the effects of teacher mentoring on the interaction between formal mentors and beginning teachers using propensity score multilevel weighting. Hong and Matsko's results showed that a combination of stronger leadership and

high-quality biweekly mentor interactions, comprehensive content, and opportunities to engage in teaching practice are most effective in building teachers' organizational commitment. However, Hong and Matsko cited limitations of the survey data as they never had sufficient information about the survey process and did not consider other aspects of organizational commitment that this study investigated. Accordingly, qualitative data for this study was collected to capture crucial information that may have been missed by quantitative data. Like Hong and Matsko (2019) and Tansel Cetin *et al.* (2013), they also studied the effects of mentoring, but in a different context. Tansel Cetin *et al.*... investigated the impact of mentoring on the organizational commitment of Accounting - Finance academics employed in Turkey using a survey method, regressions showed that mentoring had a positive significant effect on continuance commitment. They also reported that gender and age had significant effects on continuance commitment, while mentoring had significant effects on normative commitment, age, and gender. They further argue that mentoring did not have a significant effect on affective commitment.

2.1.3 In- service Training.

Generally, in-service teacher training gives teachers adequate groundwork on the needs of learners and provides them with a well-integrated general education, professional training, and academic orientation (Kabadayi, 2016; Ololube, 2005). At its core, it aids teachers in obtaining a good grasp of the curriculum (Viirpalu & Mikser, 2014). In their study on performance of science teachers in secondary schools, Shakoore, Ghumman, and Mahmood (2013) found that by raising awareness of curricular changes to teachers, in-service teacher training led to better planning of content and delivery and improved the effectiveness of implementation of curricula. By increasing confidence and motivation of teachers, in-service teacher training improves their career prospects as well as their professional identity (Ju Youn, 2011). This concurs with findings by Yadav and Bhardwaj (2013) that confidence instilled by in-service teacher training program facilitates planning and preparation towards effective teaching. These skills lead to the building of a human resource pool that is dedicated and committed to teaching and positively influencing the overall delivery in the education system.

2.1.4 Workshops

Workshop is one of the variables in teacher professional development that appears to influence student achievement in secondary schools, as pointed out by some relevant educational groups in the field. According to Ojokheta (2000), a workshop is a form of training organized by an educational institution to make teachers acquire new knowledge, better methods, among others to improve their skills towards more effective, efficient, and competent service delivery in different areas and to different groups of people. In most secondary schools, workshops for teachers are hardly organized. Conversely, Essien, Akpan, and Obot (2016) showed no significant effect of teacher participation in workshops on students' academic performance. The semantics of their result suggests that the relationship between workshops and teacher performance is far from meaningful. But Essien *et al* (2016) also noted that their findings were insignificant and should be considered purely coincidental. Even though the findings of many researchers reveal a positive relationship between training, workshops and teacher performance, studies by Oryema and Picho (2015), Malunda (2017) reports that public secondary schools and the Ministry of Education rarely organize training workshops aimed at improving the performance of teaching staff. However, these two studies acknowledge that science teachers have the opportunity to attend science and mathematics teacher workshops, which are reported to have improved teacher preparation, instruction, and assessment of student work. The study's conclusions were based on the effectiveness of science and mathematics and did not take language and arts teachers into account. Here, this study will make a comparison to see if the workshops affect the above group of teachers equally.

2.2. Factors hindering the implementation of Professional Development Programs geared at improving Teacher Effectiveness in Secondary Schools.

Introduction and Summary Professional development in education has gotten a bad rap, and for good reason (Berman, 2015). Everyone on all sides of the education reform and improvement debate agrees that what most teachers receive as professional learning opportunities are weak, sporadic, and of little use when it comes to improving instruction. Laurent (2020) points out that the “professional development system” for teachers appears to be ineffective. He adds that one likely reason for this view is the reliance on short-term, episodic, and discontinuous professional learning for teachers—the kinds of training programs that are unlikely to positively impact instruction and improve student achievement. Second, an ongoing investment of time in teacher

training is needed to change instruction and improve classroom outcomes. A review of research by Charlotte and Darson (2020) on the effect of professional development on increased student learning found that programs had to include more than 14 hours of professional development for student learning to be affected. None of this will be lost by educators at the end of their professional development.

The most damning indictment of PD is that even teachers themselves look down on it, as American Enterprise Institute researcher Daloz (2019) puts it. Alternatively, Lindelman (2019) points out that the education industry, including federal, state, and local education policy makers, plus all those who work to deliver teaching and learning to students, have recently invested in the power of professional support to change instruction and enhance student learning. From federally supported and locally enacted teacher evaluation systems to the implementation of the Common Core State Standards (CCSS), emerging changes in education all require educators to learn new and better ways to do their jobs. However, Allan (2019) notes that in sub-Saharan African countries, teacher PD experiences many challenges in terms of school administrators, negative attitudes, lack of adequate and acute shortage of teachers in most public schools.

A major constraint on in-service teacher education in most countries is funding (Payne, 2014). Funding may include participation or participation costs and travel costs. Although insufficient funding is common to both countries, the degree to which it affects teachers' professional development may differ (Kafyulilo, 2014). While schools in England often struggle with insufficient budget allocations to fund certain CPD activities, there is limited evidence of budget allocations for staff development, training, and provision of key resources in Ugandan schools.

Time is one of the biggest costs of participating in PDP (Gulamhussein, 2021). Her argument is based on the fact that the learning curve for teachers is greatest in the implementation phase, when teachers need a lot of time to plan, experiment and support over a longer period of time. Still, school time is busy with lots of time-consuming and energy-sucking activities. In the US, the Department of Education (2020) reported that despite efforts to integrate PD into the school timetable, many teachers could not benefit from it due to time and poor scheduling. The time given here includes time for planning, coaching, practice, and follow-up, which many institutions do not have in their daily schedule of events, resulting in PD conflicting with school schedules

(European Commission, 2010). Research findings suggest that effective PD will require time, planning and availability on the part of teachers. These studies do not indicate how long effective PDPs should last, which is what this study seeks to determine.

The implementation of teacher learning has to do with teachers' attitudes towards PDP (Nyarigoti, 2021). Several studies show that many teachers will attend PD as a means of achieving job mobility, career progression and salary increases, and not necessarily to improve their practice (OECD, 2005). Teachers even prefer where PD takes place. Nyarigoti (2021) in a recent study on the PDP needs of English teachers found that teachers prefer those PDP experiences set outside the school where they can interact with others, as opposed to school-based PDP. Some of the teachers' attitudes towards leading their own development can probably be linked to their undergraduate training, which does not develop in them the ability to reflect and discuss their practice, instead they are socialized to complain about challenges and wait for solutions from somewhere else. This could mean that teachers may hesitate to plan and direct their own improvement, preferring instead to wait for ready-made solutions. Such perceptions and attitudes are likely to influence teachers' participation in PD and even the acquisition of knowledge and skills. The current study is planned with this information in mind and includes training in collaboration and reflection through journaling and conversations, which were introduced to enable teachers to reflect on their practice and seek to improve it.

The school environment and school culture that thrives in it influences teachers' participation in PDP. In the last decade, the problems of school culture have become associated with the acceptance or otherwise of any change introduced in the school. Stoll & Fink (1989) define organizational culture as "the observed patterns of behavior that include language and rituals, the norms that develop in work groups, the dominant values of the organization, the rules of conduct, and the feelings or climate conveyed in the organization." Stoll and Fink posit that there are many cultural rules and rituals in schools that are shaped by the history, context, and people in the school, and because they are implicit, their effect is evident in the way the school responds to change. It is important to note that all schools are unique in the way they deal with and respond to problems, including problems with educational change. This view suggests that any attempts to introduce new ideas into schools should be aware of the influence of school culture. Although the current study did not set out to examine school cultures in the different research sites used in

the study, there is no doubt that different school cultures play a role in the way teacher-led professional development is received and implemented. and supported.

School leadership, which resides with the school principal, influences teachers' participation in PDP (Aheisibwe & Ntunguka, 2017). The supervisory role of the school principal in improving teacher professional development and indeed learning for all adults in the school as well as students cannot be ignored. According to Bredeson (2020), principals of teachers can greatly influence the professional development of teachers if they take the role

2.3. Relationship between PDPs and Teacher Effectiveness.

Continuing professional development (PDP) has become part of the working life for many professionals in many countries. Friedman & Phillips (2004) identified several different purposes of PDP across many professional associations as: to gain career security, to develop professionally, to continuing in lifelong learning, to assure the public that individual professionals are up to date, to ensure that the standards of professional associations are being upheld and to gather a more competent workforce. There are several factors to be considered when implementing professional development models and systems.

For professional development to be successful, a culture of support must be established by school leaders and administrators. Lieberman (1994) describes in detail five factors that are necessary to build such a culture in schools and education systems. Bush (1999) added a sixth factor. All these factors emphasize building an effective collaborative school culture that requires involvement of teachers, administrators and other professionals working in schools, parents, and the public in the support of professional development of teachers. This was also supported by Burget (2000). However, these studies were carried out in developed countries other than developing country lie Uganda with different working conditions. Thus, the need to carry out this study find out if the same factors can apply in secondary schools in ibanda municipality.

Eleonora (2003) contends that the context wherein the teachers teach, and professional development occurs are usually varied, and they have a serious impact on teachers, their work and their professional development. Multiple professional communities exist in any teacher's professional map (Mc Laughlin, 1994, p.47). Eleonora (2003) noted that it is not possible to choose one form of professional development which is better than any other, as one of the variables that may render one format more effective than the other is its compatibility with the culture, society, and the context in which teachers and schools exist. The socio-economic status of schools is a contextual element which can impact on the kind of professional development opportunity made available to teachers, and the kind of practices they implement. However, these studies are geographically limited where they were conducted in western world and not in developing country like Uganda with some schools in urban setting having socio-economic status different from that of rural schools. Thus, this makes this study eminent to close this gap by establishing how professional development in Uganda is implemented within the diverse context that exists in schools therein.

Another element of context is the stage of development of the school or education system. Johnso, Monk and Hodges (2000) (in Eleonora, 2003) argued that the level of development of a school system or national education system must be considered when designing professional development strategies as professional development activities and opportunities which are appropriate for education system at one stage may not work or be effective for systems at another stage. Therefore, the contextual variables are crucial when planning and implementing any professional development program.

One more factor that impact on the implementation of professional development program in a school or education system is time. Teachers need time both to make professional development an ongoing part of their work on daily basis (Bush, 1999) and to see their efforts (Dorph and Holtz, 2000) in Eleonora 2003). Conway et al (2019) have also argued that: Learning to teach happens over several years. Internationally, educating teachers to the level that is now required in the knowledge society is seen as something that needs to happen over several years, extending well beyond the initial professional education phase, and which encompasses the integration of a wide variety of knowledge and experiences in supportive contexts. The authors clearly state that

time is the greatest challenge for implementing effectively professional development in developing countries.

In their study set out to discover features of PD in America, Darling-Hammond et al (2017) noted that lack of resources (such as curriculum materials, technology, science equipment) was the largest barrier to PD implementation. In a New American report from Tooley and Connally 2016 (in Darling-Hammond, 2017) identified system level obstacles to effective PD and noted four common areas where improvement is needed to facilitate increased effectiveness of PD. These were: identifying PD needs _ teacher PD is often determined without understanding what teacher needs; choosing approaches most likely to be effective; implementing approaches with quality and fidelity_ the chosen coach's expertise in the teachers grade span, subjects, school contexts, feedback and many others have implications for the success of PDP; assessing PD outcomes _ without a sense of what is working and why, it is hard to adopt and implement professional learning for teachers that is evidence based and designed to address potential obstacles.

Teachers traverse different stages of their development at different times of their career. In the study Barak et al (1997) (in Eleonora, 2003) reported on implementation of developmental supervision in Israel, which called for “adapting the supervision approach to each teacher conceptual level” (p.367). They report that by doing so, the teachers in their study felt their supervision helped them effectively in their PD.

In Uganda, TPD has focused on the improvement of the professional, academic, and technical capacities in terms of coping with the developments in science and technology. Although the national government ministry has a department in charge of TPD, the findings reported were based on interviews with the education managers at the local government levels among other informants. Clearly, the role of the Local Governments, which in this case are part of the National Government, shows that there has been some organized engagement and support for Professional Development (Komba and Nkumbi 2018). But, and unsurprisingly, the teachers reported that their schools had not invested much in the process of professionally capacitating their teachers despite the overwhelming increase in the number of teachers who had individually

upgraded. Obviously, the ongoing initiatives illuminate tremendous and systematic efforts to capacitate teachers in the different jurisdictions.

2.4 Summary of Literature

The chapter explains the relationship between the investigated variables. The literature was also reviewed objective by objective to determine what other researchers have found about PDP (induction, mentoring, in-service training, and workshops) and teacher effectiveness.

In general, the literature reviewed, despite weak conflicting interpretations, clearly shows that there is a positive relationship between teacher professional development programs as examined in the dimensions of induction, mentoring, and training workshops and their effectiveness. However, most of the studies reviewed were conducted using insignificant sample sizes, and some did not take gender into account. Again, the mass of peer-reviewed literature did not specifically address the situation in Uganda in general and Ibada specifically. In Uganda, PDPs are still implemented on a school-based basis and are not institutionalized. The literature has seen PD through teachers and government, but not through school administrators and principals who are policy implementers; even the facilitators are only selected, they are not professional and ready for the task. Another gap is that PD is implemented in some schools in Uganda, but insufficient thought is given to how the training is managed and changes recommended for better management. Furthermore, although the Ministry of Education initiates policies, strategies, and directorates to address teacher PD in Uganda, implementation is still poor; proper management of the sustainability of these policies is not in place. This, therefore, creates a stable ground for conducting research aimed at determining the relationship between teacher professional development and teacher effectiveness in government-supported secondary schools in Ibada municipality.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the procedures that were followed in conducting the study. The chapter entails; research design, study population, determination of the sample size, sampling techniques and procedure, data collection methods and instruments. It also described, pretesting, procedure of data collection and data analysis.

3.2 Research Design

The study adopted mixed research approaches using convergent parallel strategy. According to Creswell and Clark (2011), mixed method inquiry is a research design in which a researcher collects, analyzes, and mixes both qualitative and quantitative data in a single study. The quantitative approach was adopted to draw statistical inferences. The qualitative approach supplemented the quantitative approach by providing detailed information in form of statements from interviews for in-depth analysis. Specifically, the study adopted across-sectional survey design. The information collected was based on what was going on at a particular point regarding PDPs implementation and teachers' effectiveness. Besides, this design was particularly selected because it took place at a single point in time, allowing analysis of number variables at once and helped in looking at the prevalence of the research problem in the study population.

3.3 Study Population

The study population included 3 members from Ibanda Municipal education office, 6 headteachers and 186 teachers from Government-aided Secondary Schools in the area therefore, a target population of 195 respondents were used in this study. Whereas teachers are curriculum implementers, headteachers are curriculum supervisors and municipal education officials are over seers hence the significance of their participation in the study.

3.4 Determination of the Sample Size

The study used sample size of 131 respondents selected from the target population of 195 and Yamane's formula (Yamane, 1967) guided in selecting the appropriate sample size.

$$Sn = \frac{N}{1 + N(e)^2}$$

Where;

N: Number of target population of respondents that conforms to the characteristics of the sample required, E: Margin of error (5%). Sn: sample size

$$Sn = 195 / 1 + 195(0.05)^2$$

$$Sn = 195 / 1 + 195(0.0025)$$

$$Sn = 131$$

Basing on the above, the researcher used a sample size of **131** respondents.

The table 3.1 Shows the summary of the sample size which was considered in the study

Category	Targeted Population	Sample size	Sampling method
Head-Teachers	06	06	Purposive
Municipality Education Officials	03	03	Purposive
Teachers	186	122	Simple Random sampling
Total	195	131	

3.5 Sampling Technique and Procedure

Sampling is the act, or techniques of selecting a suitable sample for the purposes of determining the characteristics of the whole population. The researcher used simple random sampling and purposive sampling.

3.5.1 Simple random sampling

The teachers, 122 in number were selected using simple random sampling, where a list of teachers was got from the headteachers' office by the researcher. The names of teachers were written on papers; the papers were folded and then dropped in a box. The researcher then picked

papers from the box at random to get the number representing teachers to participate in the study, for each, simple random sampling was used to avoid bias.

3.5.2 Purposive sampling.

The purposive sampling was used to select 6 head-teachers and 3 officials from the municipality Education Office. Purposive sampling technique is a non-probability sampling method whereby a researcher selects several objects that possess features of interest from a given population to form part of the sample (Neumann, 2007). This technique, according to Creswell (2009) though may not necessarily be a representative sample; but enables the research to acquire an in depth understanding of the problem. The purposively selected sample is a rich source of data of interest.

3.6 Data Collection Methods

Both primary and secondary data sources were employed in this study. The primary sources included the questionnaire and interview guide as instruments to generate primary data from the field. The secondary sources include the use of documentary reviews to collect data on Teacher Effectiveness.

3.6.1 Questionnaire Surveys

Questionnaires were administered to 122 teachers because they are easy to administer and economical to use in terms of time and finances since they often have standardized answers that make it convenient to compute and analyze data. These involved preparing close ended questions which was sent to the teachers. This method was used because its coverage is wide, and many respondents can be reached at the same time. It allowed the respondents to give their answers to the study at their own convenience.

3.6.2 Interview

This method was applied in collecting data from headteachers and municipality education officials. Much as it is time-consuming, costly, and required a skilled interviewer (Singh 2013), it creates opportunities for the researcher to gain first-hand information through inter-face with the respondents and allows them to talk longer and freely (Amin 2005). This involved face-to-face interactions between the researcher and the respondents through question and answer. It involved the researcher preparing interview schedule and use it to orally ask respondents questions. This has been chosen because the responses are on spot during interviews. This is also

because the technique of face to face treats the interview as a pipeline for extracting and transmitting information from the interviewee to the interviewer and are also very necessary in strengthening the clause of confidentiality.

3.6.3. Documentary Reviews

This involved review some of the important document to establish how active the Teachers' Professional Development has affected teachers job Effectiveness. This is a data collection method which involves collecting information from already written materials (Sekaran, 2003). The researcher reviewed several documents such as school reports on UCE. The acquired information was used to support and critique the study findings, exposing the gaps which the study seeks to bridge, which enabled the researcher to develop a comprehensive report. This method was adopted because it provides additional information to support data obtained through interviews and questionnaires.

3.7 Data Collection Instruments

The following data collection instruments were used during the study:

3.7.1 Questionnaires

A self-administered questionnaire was used to collect quantitative data from teachers in the selected schools; the Research Assistants distributed the questionnaires to the respondents and collect them after they have filled. The researcher developed the questionnaire in line with the study objectives and the respondents answered the questions as per the guidelines given. A 5-point Likert scale, self-administered, close-ended questionnaire was designed to collect data from the respondents. Likert type scale was used to measure variables; denoted by 1 = Strongly Disagree, 2 = Disagree, 3 = Neither Disagree nor Agree, 4 = Agree, 5 = Strongly Agree. Close-ended questions in general yield higher percentages than open-ended question for answers that are identical in both question forms.

3.7.2 Interview Guide

The researcher developed an interview schedule that consisted of a set of questions that was administered to the headteachers and municipality education officials. A key informant interview guide was used to collect qualitative data, where there was face to face interaction and conversation with the respondents. Responses from the interviews were tape recorded.

3.7.3. Document Checklist

This was used to gather relevant data from secondary sources with an intention of collecting related information on the role of teacher professional development towards their Effectiveness. Data was got from: school annual reports and UNEB UCE results. The documentary review guide is useful in collecting both quantitative and qualitative data.

3.8. Data Quality Control

This entailed the measure of validity and reliability of the research instrument during the study.

3.8.1 Validity

Mazaki (2019) defines validity of data as the extent to which the study accurately reflects or assesses the specific concept one wishes to measure. Validity tests were conducted for content, criterion and construct. Validity test how well the instrument is representative captures relationships between the variables as well as measures the concepts (Saunders et al, 2009; Vogt, 2007; Sekaran & Bougie, 2013). To test and improve the validity of questionnaires, the researcher first availed the first draft to colleagues doing the same course and later to some lecturers. These were requested to look at each item and check on the language clarity, relevance and comprehensiveness of the content and length of the questionnaire. The researcher then adjusted in respect of the comments and with the supervisors' advice. This study used triangulation to ensure validity of research findings prior to the administration of the research instruments. The instrument was checked by experts including the supervisors of the researcher. Content validity ratio was calculated using the Content Validity Index, using the formula

$$CVI = \frac{\text{Total Number of items rated valid by respondents}}{\text{Total Number of items in the Instrument}}$$

Some four professionals were asked to measure the instruments. Two of them were lecturers; one was a PHD student while the last one was a colleague pursuing Master of Education degree. The outcomes from the rating were utilized to calculate the content validity index value ratio. As recommended by Amin (2005), the C.V.I of all items on the instruments were above 0.7 as indicated in Table 3.2 below.

Table 3.1: Content Validity Indices

Variable	Description	No. of Questions	Content validity index
Independent	PDPs	8	.774
	Factors	9	.848
	Relationship between variables	8	.790
Dependent	Teachers' effectiveness	12	.752

Source: *Primary data (2022)*

3.8.2 Reliability

This is the degree of consistency that the instrument or procedure demonstrates whatever is measured (Bryman 2006). The researcher conducted a pilot study on 20 respondents from one of the secondary schools in Ibanda Municipality. The aim is to check on the consistency of the responses among the participants. Reliability of research questionnaire was measured using test and retest technique. The choice for this technique is that it provides evidence that scores obtained on a test at one time (test) are the same or close to the same when the test is re-administered some other time (retest). Then according to Kothari (2014), a Cronbach Alpha Coefficient of 0.7 or higher is sufficient to show reliability. Cronbach Alpha Coefficient was obtained using the formula of Vogt (2017) as;

$$\alpha = \frac{N \cdot \bar{c}}{\bar{v} + (N - 1) \cdot \bar{c}}$$

Where α – is the statistical tool, Cronbach's alpha

N - Number of items,

C-bar is the average inter-item covariance among the items and

V-bar equals the average variance

To establish the Cronbach's Alpha Reliability Coefficient (CARC), SPSS was used to compare the two tests and the researcher only proceeded when CARC was above 0.7 as indicated below.

Table 3.2: Reliability indices

Variable	Description	No. of questions	Cronbach alpha
Independent	PDPs	8	.786
	Factors	9	.827
	Relationship between variables	8	.772
Dependent	Teachers' effectiveness	12	.788

Source: *Primary data (2022)*

3.9 Procedure of Data Collection

The researcher, after the approval of the research proposal obtained an introductory letter from Kabale University before embarking on the study. The researcher then made appointment with the head-teachers and the Municipality Education officials. On arrival on the appointed dates at municipality offices and schools, the researcher explained the purpose of the study to respondents. Best and Khan (2000) explains that the person administering the instrument has an opportunity to establish rapport, explain the purpose of the study and meaning of items that may not be clear. The researcher assured the respondents of strict confidentiality in dealing with the responses.

3.10 Data Analysis

Analysis of the data collected was based on the purpose and the objective of the research study. The researcher used both quantitative and qualitative methods to answer the research questions of the study.

3.10.1. Quantitative Data Analysis

Quantitative data was analyzed using statistical package for social sciences (SPSS 20.0). The Data analysis were done at different levels; namely univariate, bivariate and multivariate. At univariate level, the data analysis was based on percentages from the frequency tables and descriptive statistics, particularly the mean. At bivariate level, the dependent variable (DV), teachers' effectiveness was correlated with PDPs independent variables (IVs). At multivariate level, the DV was regressed on the IVs using multiple linear regressions.

3.10.2. Qualitative Data Analysis

This involved content analysis, which was used to edit qualitative data and reorganize it into meaningful information. A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. The recurrent themes, which emerged in relation to each guiding question from the interviews, were presented in the results, with selected direct quotations from participants presented as illustrations.

3.11. Ethical Considerations

Ethics can be the philosophy which investigates human moral behavior as well as to distinguish what is right or wrong (Mwangi & Osei, 2020). In compliance with ethical values, ethical consideration was taken seriously. This was done in the following ways:

- 1) The researcher had to seek for consent from the participants from the selected Government-Aided Secondary Schools in Ibanda Municipality. All the participants from the selected schools were informed about the study and permission was sought for before collection of data.
- 2) Confidentiality of the respondents was highly guarded and where applicable face sheets containing identifiers were avoided. The purpose of this was explained to the targeted respondents both by a written introduction and verbally. Participants were also told that they were free to withdraw from the study in case they did not feel like participating.
- 3) Anonymity of the respondents was also assured. Respondent's names were withheld to ensure anonymity and confidentiality in terms of any future prospects. In order to avoid bias, the researcher interviewed the respondents one after the other and ensured that he informed them about the nature and extent of his study and on the other hand he gave them reasons as to why is interviewing them.
- 4) The researcher ensured high integrity by avoiding plagiarism. Plagiarism was avoided through paraphrasing and summarizing work from the scholars. High integrity was maintained while conducting the study through descent dressing and discipline by the researcher throughout the study.
- 5) Justice and beneficence: The researcher explained to respondent's use of certain gadgets that they do not understand nor had little knowledge about e.g tape recorders. Some

respondents verbally assured that the tapes would under no circumstances be handed over to the supervisors.

3.12. Limitations of the Study

- 1) Some officials at the Municipality did resist giving confidential information, which was necessary to the study. However, the researcher convinced them that research is intended to help them improve on their performance and informed them that, the data collected from respondents and management basically was for academics and research purposes only.
- 2) The researcher encountered the problem of poor response by the respondents. This delayed the exercise. However, through physical contacts by the researcher, research assistant and the respondents, it motivated the respondents.
- 3) The researcher had limited financial resources for transport and stationery to carry out his research effectively. To mitigate this challenge the researcher had to source for more funds from different sources.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0 Introduction

This chapter provides the presentation, analysis, and interpretation of research findings. The first section presents biographic characteristics particularly age, gender, marital status, and education level of respondents captured in the study. The last section showed one variable distribution while at the same time establishing linkages between carefully selected variables related to the study with the aim of understanding associations between them.

4.1 Response rate

The response rate is the percentage of people who responded in the study (Mugenda & Mugenda, 2003). This is calculated by dividing the number of the completed surveys by the total number of respondents that were contacted and then multiplying the results by 100. This same procedure can be done for each item in the questionnaire to determine the response rate for the respondents. However, if the response rate is 50% or less, it shows that the data is inadequate for analysis, but

if the response rate is 60%, it indicates that the data is good for analysis and if it is 70% and above, then the data is very good for analysis (Mugenda & Mugenda, 2003). The researcher collected questionnaire survey data from 122 respondents. However, not all the respondents returned the questionnaires fully filled with appropriate data. The response rate was as presented in Table 4.1.

Table4. 1: Response rate

Instrument	Target response	Actual response	Response rate
Questionnaire	122	89	73%
Interview guide	09	07	77.8%
Total	131	96	73.3%

As shown in Table 4.1, the response rate for the study was 73% whereas non-response was 27%. This was achieved as the researcher was able to get back 89 questionnaires. This implies that 73% were able to attend to the researcher. The researcher considered this response rate above 50% which is regarded adequate. Amin (2003) on the other hand notes that for the survey studies of this nature response rate of 70% is considered valid. This therefore, means that the findings of this research can be considered valid.

4.2. Biographic characteristics of respondents

Biographic characteristics of respondents were considered in this study not to answer any question but to give an insight on the socio-demographic representation of the sample in this study. They included sex distribution of respondents, age, marital status, education levels and the number of years in the teaching profession of the respondents.

Table 4. 2: Biographic information of respondents

Gender of respondents	Frequency	Percent
Male	56	63
Female	33	37
Total	89	100
Age		
Below 30years	13	14.6
31-40years	49	55.1
41-50	21	23.6

50-60 years	6	6.7
Total	89	100
Marital status		
Married	62	69.7
Single	22	24.7
Widow(ed)	5	5.6
Total	89	100
Education level of respondents		
Ordinary diploma	33	37.1
Bachelor's degree	44	49.4
Postgraduate	12	13.5
Total	89	100
Teaching Experience of the respondents		
Less than 5 years	09	10.1
6-10 years	49	55.1
11-15 years	17	19.1
More than 15years	14	15.7
Total	89	100

Source: Primary data, 2022

4.2.1. Gender of respondents

Findings on gender composition of respondents indicated that most of the respondents, consisting of 63% were male compared to their female counterparts who constituted 37%. There is

generally an observable gap in numbers between male and female teachers. Figures from the UBOS (2012) notwithstanding; from observations, the ratio of male to female teachers is comparably bigger. In the same manner the gender aspect is key when it comes to professional development programs and teacher effectiveness in secondary school. Males find it easier to further their education despite the domestic responsibilities and challenges. This difference came about because in the schools sampled, there were more male teachers than female teachers. The implication from the finding is that despite the observed disparity in favour of males, the study was gender representative since both males and females were part of the study.

4.2.2. Age of the Respondents

The study findings as presented in table 4.2 above show that most of the respondents (55.1%) were aged 31-40 years and the minority 6.7% were aged 50-60 years. Although, this might depict the degree of accessibility and availability; the mature being easily accessible and available than the youth who are usually mobile, it is rather not the case, as the difference in the age categories was a result of the level of willingness to participate in this study. These figures show that participation in the study was composed of respondents mature enough to have attained knowledge about the study variables.

4.2.3. Marital status

Respondents' marital status according to the findings as presented in table 4.2, indicated that the majority of the respondents were married rating at 69.7%. This was then followed by 24.7% of the respondents who were single, widowed were represented by 5.6%, this implies that the study represented people with different family aspects, but the majority were married these are usually responsible enough and find it necessary to make a value addition to their careers through professional development programs to become more effective.

4.2.4. Education level of respondents

From table 4.2, majority of the respondents 49.4% had bachelor's degrees, 37.1% had Ordinary diploma while 13.5% had post graduate qualifications. The researcher inquired about the respondents who had joined the teaching profession at a master's level, and he realized these are the youth who immediately enroll for master's degree program after failing to get jobs with a bachelor's degree qualification after which they land the teaching job. Given these academic qualifications, it can be concluded that all participants in this study possessed sufficient knowledge about the study variables.

4.2.5. Teaching Experience of the respondents

The findings in the table 4.2 above showed that most of the respondents who took part in this study have experience in the teaching professional with 55.1% indicating that they have been teaching for a period between 6-10 years. This was followed by 19.1% of the respondents who suggested that they had worked in the teaching professional for 11-15 years and only 15.7% of the respondents indicated that they had worked with the teaching professional for a period above 15 years while 10.1% indicated 5 years and below. This implies that most of the respondents have adequate teaching experience. Since many of the respondents had spent more

than 5 years in service, it can be rightly put it that the respondents had sufficient knowledge about the study variables.

4.3 Findings from the study objectives

4.3.1 Professional Development Programs that exist in Government-Aided Secondary Schools of Ibanda Municipality

Responses under this theme were sought in accordance with research objective one. In this regard respondents were asked to reveal what they think were the professional development programs that exist in government aided secondary schools of Ibanda Municipality. Respondents were asked to indicate whether they strongly agree (SA), agree (A), Not Sure (NS), disagree (D), and strongly disagree (SD) using a five Likert scale. The analysis was done using frequencies, percentages, mean and the standard deviation. A mean above 3 indicates an agreement of respondents, a mean of 3 shows neutral and a mean of below 3 shows disagreement by the respondents. The standard deviation (Std.) of close to 1 shows agreement of respondents, while the standard deviation of close to zero shows the disagreement of the respondents. The analyses further grouped strongly agree and agree to mean agree; and strongly disagree, not sure and disagree to mean disagree. The elicited responses were shown in the table 4.3.

Table 4. 3: Professional Development Programs that exist in Government-Aided Secondary Schools of Ibanda Municipality

RESPONSE	SA	A	NS	D	SD	Mean	Std.
The school administrators usually organizes induction workshops for new teachers (Induction Workshops)	9 10.1%	25 28.1%	9 10.1%	46 51.7%	0 0%	2.83	.488
Higher Education and Training improve teaching effectiveness (In- service Training)	24 27%	42 47.2%	19 21.3	4 4.5	0 0%	3.58	.614
The school administrator usually assigns mentors to new teachers (Mentorship)	11 12.4%	19 21.3%	2 2.2%	14 15.7%	43 48.3%	2.89	.463
Coaching of teachers by senior colleagues is institutionalized in this	32 36%	28 31.5%	2 2.2%	18 20.2%	9 10.1%	3.61	.618

school (Coaching)							
The school administration regularly organize orientation seminars for new teachers (Orientation Seminars)	7 7.9%	2 2.2%	7 7.9%	23 25.8%	50 56.2%	2.76	.436
Schools regularly organize training workshops on teaching practices (Workshops)	10 11.2%	48 53.9%	11 12.4%	9 10.1	11 12.4%	3.56	0.599
Ministry of education regularly organizes teacher training workshops (off-job Training Workshops)	19 21.3%	50 56.2%	12 13.5%	3 3.4%	5 5.6%	3.25	0.585
My school sponsors teachers for further education (In-service Training)	5 5.6%	2 2.2%	20 22.5%	28 31.5%	34 38.2%	2.81	0.353

Source: Primary Data, 2022

Results from table 4.3 shows majority of the respondents 51.7% disagreed that school administrators usually organize induction workshops for new teachers while the minority 38.2% agreed with the mean of 2.83 and standard deviation of .488. This indicates that the school administrators do not usually organizes induction workshops for new teachers. On the other hand, 10.1% were not sure whether induction workshops were organized for new teachers in their schools. This means the teachers who are not aware of school programs or are not available when PDPs are running in their schools.

However, during the interviews, regarding Induction of new teacher most interviewees acknowledged existence of teacher Induction Programs in Government-aided secondary schools in Ibanda Municipality. In fact, one Headteacher in an interview noted that:

“..Although there is no formal induction policy framework to help us in undertaking induction of new teachers, we still have to do it. New teachers have to be told and shown how we do things. At least for all schools I have served, there is some sort of induction that every new member has to undergo”.

During the interviews, most of the key informants noted that there was no formal support for new teachers Induction designed by the Ministry of Education and Sports or Ibanda Municipality. For instance, one key informant noted:

It is unfortunate that induction as important as it, the central government has not formally designed a programme for its delivery in schools. As a local government too, we have thought about it. But you know how we financially depend on central government. We usually advise government-aided schools to locally design their induction programmes using the locally mobilised resources. This could be through volunteer staff or some form of Parents-teachers understanding because we know that this induction is important especially for new teachers' joining the profession.

From Table 4.3 results reveal that majority of the respondents 74.2% agreed that Higher Education and training improve teaching effectiveness while the minority 25.8% disagreed with a mean of 3.58 and standard deviation of .614. This means Higher Education and training improve Teaching Effectiveness.

Results from the study shows that 66.2% of the respondents disagreed that the school administrator usually assigns mentors to new teachers while the minority 33.8% agreed with a mean of 2.89 and standard deviation of .463. This implies that the school administrator does not usually assigns mentors to new teachers. However, in the interviews, many key informants highlighted the importance of school management in supporting Mentorship of teachers in Government schools in Ibanda Municipality. In support of this, one respondent stressed,

Mentoring is an important aspect in teaching. And more so, is very important when a teacher is new. Here at my school, we the administrators and the senior teachers take it upon ourselves to monitor the first year of a teacher in service. We have to supervise the lesson plans and the teaching schemes to ensure that they match the appropriate standard. Though this not normally formal, heads of departments and senior staff usually take novice teachers in this mentoring exercise.

Furthermore, in the support of Mentoring, another Headteacher noted:

As a headmaster, through my team of class teachers and other senior staff, we have a role to ensure that all teachers deliver in classes in accordance with the acceptable set procedures. Because of that we have instituted our standards and every teacher (especially new) has to measure up to. More so, if the new teachers

are not mentored to follow the direction you want, they will easily be mentored by the world.

For many key informants, Mentoring was seen as an important aspect that gave new teachers a head start in the teaching profession most of them acknowledged that it was being practiced in their schools. For instance, one Head teacher opined:

For fresh teachers who join us here we attach them to senior teachers for guidance especially for first few terms in service. They (new teachers) are also free to ask any senior teacher for guidance if they feel it's needed. However usually depends on the schedule of the senior teacher and the cooperation that they develop. But on the general, at this school we try to mentor new teachers into the profession.

On the same issue of existence of Mentoring, another Headteacher acknowledged:

In this school, we believe that it is the responsibility of the senior teachers to see to it that the new teachers are assisted in doing their work. Sometimes we attach new teacher to old teachers but as a headmaster, I also check these new teachers and always guide where I see they are falling short of the basics. I usually follow them up on their activities until I become certain they have understood and can easily perform their teaching activities according to the required standards.

Although most key informants pointed out that teachers who were mentored delivered well in their classes, some of them stressed that mentees and mentors in schools did not regularly conduct group reflections on the teaching and learning process. For instance, one Headteacher noted:

We attach new teachers to senior teachers for mentorship and I believe that senior teachers help to teach these new entrants practical skills that help them to deliver in classes. However, there has been a problem in reviewing the success that the mentor and mentee achieve. Although we had agreed that there would be appraisals, we have failed to conduct them. There is no way we have been able to document lessons learned so we are still unsure how much mentorship contributes to a teacher's performance in class.

Results from Table 4.3 indicate that 67.5% of the respondents agreed with a mean of 3.61 and standard deviation of .618 that Coaching of teachers by senior colleagues is institutionalized. This means that coaching of new teachers is done by senior teachers.

Results from table 4.3 shows that 89.9% of the respondents with a mean of 2.76 and standard deviation of .436 disagreed that the school administration regularly organize orientation seminars for new teachers while the minority 10.1% agreed. This indicates that the school administration do not regularly organize orientation seminars for new teachers.

Results from table 4.3 shows that 92.2% of the respondents' disagreed that the school sponsors teachers for further education while minority 7.8% agreed with a mean of 2.81 and standard deviation of 0.353. This indicates that schools in the area do not sponsor teachers for further education. To confirm this position, one of the headteachers argued that,

As per now, we don't have so many continued profession education/refresher training programs in place and I am sure that not many teachers have ever had them. But as we speak now, we have some new refresher courses given to our old staffs as a recommendation from MOES. It's mandatory that they have to attend certain seminars to improve their curriculum knowledge and update work for students.

Another key informant added:

Let no one deceive you that teachers, are denied a chance to go for further studies indeed it is wrong we have always been listening because the more the teacher get more education, the more they become competent in their subjects however, the only truth I can take is that we do not often pay school fees for undertaking further studies...we can help someone in changing timetable for teaching and retaining the position when he/she is studying.

The above findings implied that continued profession education as an indicator of teachers' empowerment was reportedly being done on the side of key informants; however, this is not the case with teachers as reported in questionnaires.

Results from table further shows that 65.1% of the respondents with a mean of 3.54 and standard deviation of 0.599 agreed that Workshops and Conference are always conducted in the school while the minority 34.9% disagreed. This indicates that Workshops and Conference are always

organized in the schools visited by the researcher. A key respondent explained to the researcher while conducting the interviews that:

The beauty of conferences is that they are not necessarily conducted by teachers or rather people in the academic profession only. Indeed, the teachers are part of those trainers, the retired, those who have changed profession, motivational speakers, and so many others.

This was further supported by another respondent during the interview who explained that:

“Actually, sometimes it is very difficult to organize the conferences by individual schools because they are expensive. Secondly, all the content required may be difficult too to arrange. Thank God that we do have these workshops and conferences where all teachers come together. Those who attend benefit because they get to network with colleagues from other environments and learn new skills for excellence in their performance. All that school administrations can do is to encourage its teachers to take part and benefit in one way or another”.

Results from table 4.3 shows that 77.5% of the respondents agreed that Ministry of Education organizes teacher training workshops while 22.5% disagreed. This means that teachers attend training workshops outside the school premises. It was also established from most respondents that training workshops for teacher existed, and teachers attended. On this issue, one district official stressed, “The Government has a training program, but it is focused on science and mathematics teachers. So, those ones usually attend the Workshops.” One Headteacher also added that:

Schools try to organize trainings and they do it differently. Some schools induct their teachers yet others organize training workshops and seminars for their teachers. Teachers are also free to seek for permission to go for further studies. However, it is mandatory for all science teachers in secondary schools to attend SESEMAT trainings.

In another interview the Headteacher argued:

“It’s a long time since these teachers graduated from colleges and universities. They also need to be up-to-date. But how can they be updated? It is by taking them to seminars... many teachers and school administrators are not aware of the variety of the professional development practices... except attending the seminars.

However, it is only Science teachers who have been invited to attend seminars... Teachers who are teaching other subjects apart from Science have never received a call for seminars for many years since I started working here in 2017... the focus in this country is directed to Science teachers only. That's why last year in our School we agreed to organize seminars/workshops that would support teachers teaching Arts subjects. Focusing on Science subjects alone will badly affect the development of other subjects.

4.3.2 Challenges hindering the implementation of Professional Development Programs geared at improving Teacher Effectiveness in Government Aided Secondary Schools of Ibanda Municipality

Responses under this theme were sought in accordance with research objective two. In this regard respondents were asked to reveal what were the challenges hindering the implementation of Professional Development Programs geared at improving Teacher Effectiveness in Government-Aided Secondary Schools of Ibanda Municipality. Respondents were asked to indicate whether they strongly agree (SA), agree (A), Not Sure (NS), disagree (D), and strongly disagree (SD) using a five Likert scale. The analysis was done using frequencies, percentages, mean and the standard deviation. A mean above 3 indicates an agreement of respondents, a mean of 3 shows neutral and a mean of below 3 shows disagreement by the respondents. The standard deviation (Std.) of close to 1 shows agreement of respondents, while the standard deviation of close to zero shows the disagreement of the respondents. The analyses further grouped strongly agree and agree to mean agree; and strongly disagree, not sure and disagree to mean disagree. The elicited responses were shown in the table 4.4.

Table 4. 4: Challenges hindering implementation of Professional Development Programs.

Response	SA	A	NS	D	SD	Mean	Std.
Teachers have negative attitudes towards PDPs	17 19.1%	47 52.8%	8 9%	8 9%	9 10.1%	3.42	.818
The schools lack funds to support teachers undertaking PDPs	34 38.2%	41 46.1%	10 11.2%	4 4.5%	0 0%	3.18	.722
PDPs are common one-shot workshops that	18	55	11	0	5	3.06	.688

lack attention to follow-up activities	20.2%	61.8%	12.4%	0%	5.6%		
PDPs consist of too much content to be covered within a short time	24 27%	49 55%	11 12.4%	5 5.6%	0 0%	3.28	.811
Teachers joining PDPs always Lack support from the administration	28 31.5%	39 43.8%	13 14.6%	9 10.1	0 0%	3.01	.846
PDPs are always less timely and relevant to the need of the teachers	29 32.6%	48 53.9%	5 5.6%	7 7.9%	0 0%	3.09	0.837
Most PDPs are not properly planned and are not evaluated to ascertain the effectiveness	29 32.6%	49 55.1%	6 6.7%	0 0%	5 5.6%	3.28	0.694
Overload of the teacher and their too many competing demands affect their participation in PDPs	38 42.7%	37 41.6%	0 0%	9 10.1%	5 5.6%	3.67	0.866
Teachers are not actively involved in planning, setting goals, and selecting activities	12 13.5%	50 56.2%	14 15.7%	4 4.5%	9 10.1	3.73	0.816

Source: Primary Data, 2022

Results from table 4.4 show that majority of the respondents 71.9% with a mean of 3.42 and standard deviation of .818 agreed that teachers have negative attitudes towards PDPs while the minority 28.1% disagreed. This shows that teachers have negative attitudes towards PDPs. This was echoed during an interview with one of the head teachers stated,

“Going for further studies is wastage of time and money. The government does not consider education level as relevant but looks at either Science or Arts. Most teachers believe that their competences are not related to their education qualification. One wonders why a diploma science teacher should earn more than masters’ holder of arts. In fact professional development programs should be for only science teachers since they earn better. More so, I know teachers who joined service with diploma, went for bachelors but are still earning diploma salary. The reality is PDPs are not economical to the teachers”

Results from table 4.4 show that majority of the respondents 84.3% with a mean of 3.18 and standard deviation of .722 agreed that the schools lack funds to support teachers undertaking

PDPs while the minority 15.7% disagreed. This shows that the schools lack funds to support teachers undertaking PDPs. This was worsened by teachers themselves to have disposable resources to undertake these PDPs. This was echoed by one of the key informants who stated,

“.....as a school, we wish all our teachers would have an opportunity to always attend works shops and seminars, however these works shops come at a cost of which our school cannot be able to finance them. I remember there was even a time when one of our teachers wanted advance as he was studying and it was time for exams, but the school was unable to help him, this discouraged others. We even have teachers with diploma and wish would go for degrees but the salaries we pay them cannot enable them. These days it becomes difficult for us as a school to tell teachers to go refresher courses.”

This was echoed by another headteacher who argued,

“These government schools do not have enough funds for managing teachers’ learning and we do not have other means for generating income... Unfortunately, the government does not set aside enough in their budgets to enable teachers to attend the seminar and to bring the knowledge back to school to share”.

Results from table 4.4 show that majority of the respondents 82% with a mean of 3.06 and standard deviation of .688 agreed that PDPs are common one-shot workshops that lack attention to follow-up activities and the minority 18% disagreed. The results thus indicate that PDPs are common one-shot workshops that lack attention to follow-up activities.

Results from table 4.4 show that 82% of the respondents with a mean of 3.28 and standard deviation of .811 agreed that PDPs consist of too much content to be covered within a short time while the minority disagreed. This implies that PDPs consist of too much content to be covered within a short time.

The results from table 4.4 indicate that 75.3% of the respondents with a mean of 3.01 and standard deviation of .846 agreed that teachers joining PDPs always lack support from the administration while the minority 24.7% disagreed. This implies that Teachers joining PDPs always lack support from the administration.

The results from table 4.4 show that 86.5% of the respondents with mean 3.09 and standard deviation 0.837 agreed that PDPs are less timely and relevant to the needs of teachers while the minority 13.5% disagreed. This means that PDPs are irrelevant to teachers needs at times.

Results from table 4.4 shows that 87.7% of the respondents with mean 3.28 and standard deviation 0.694 agreed that PDPs are not properly planned and evaluated to ascertain their effectiveness while 12.3% disagreed. This means that PDPs are not properly planned and evaluated.

Results from table 4.4 indicates that 84.3% of the respondents with a mean of 3.67 and standard deviation of 0.866 agreed that overload of the teacher and their too many competing demands affect their participation in PDPs while the minority 15.7% disagreed. This indicates that overload of the teacher and their too many competing demands affect their participation in PDPs. Respondents recorded that teacher had very tight schedules from the start to the last day of the term and therefore were constrained by time to allow them effectively to embrace the available training programme opportunities. This was supported by a headteacher who argued,

“Most teachers due to limited number of staff at schools are denied study leave and at times if granted would be with no pay that most teachers with their meagre remunerations would not cater for trainings at the same time for the livelihoods of teachers. This therefore hindered teacher training programmes in the study area. This is because most teachers who willing to go back for further studies are young and not on government payroll”

Results from table 4.4, 69.7% of the respondents agreed with a mean of 3.07 and standard deviation of 0.816 that Teachers are not actively involved in planning, setting goals, and selecting activities while the minority disagreed. This means that Teachers are not actively involved in planning, setting goals, and selecting PDP activities.

4.3.3 The relationship between PDPs and Teacher Effectiveness.

Objective three was to find out the relationship between PDPs and teachers' effectiveness. The purpose was to determine the magnitude and direction of the variables. The researcher used Pearson Correlation coefficient analysis to compute the data as presented in table 4.5 below.

Table 4.5: Correlation matrix for Professional Development Programs and Teacher Effectiveness

		Professional development programs	Teachers' effectiveness
Professional development programs	Pearson Correlation	1	.473**
	Sig. (2-tailed)		.000
	N	89	89
Teachers' effectiveness	Pearson Correlation	.473**	1
	Sig. (2-tailed)	.000	
	N	89	89

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation results indicated a weak and positive relationship between Professional Development Programs and Teacher Effectiveness ($r = 0.473^{**}$, $p < .01$). This is significant enough to reject the null hypothesis since the computed sig. value 0.000 is less than the popular sig. value of 0.05. This implies that a significant improvement in Professional Development Programs positively impacts on Teacher Effectiveness.

Table 4.6: Regression Analysis for the relationship between Professional Development Programs and Teacher Effectiveness

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.473 ^a	.224	.215	.55553

a. Predictors: (constant), Professional Development Programs.

Regression analysis results in table 4.7 indicated that the Professional Development Programs accounted for **22.4%** on Teacher Effectiveness in selected schools of Ibanda Municipality and this was indicated by **r-squared of 0.224**, implying that Professional Development Programs significantly contributes 22.4% on Teacher Effectiveness, whereas 77.6% is explained by other human resource factors.

This was confirmed by the responses under the same theme. Responses were sought in accordance with the research objective three. In this regard respondents were asked to reveal what they think is the relationship between PDPs and teachers' effectiveness in government aided secondary schools of Ibanda Municipality. Respondents were asked to indicate whether they strongly agree (SA), agree (A), Not Sure (NS), disagree (D), and strongly disagree (SD) using a five Likert scale. The analysis was done using frequencies, percentages, mean and the standard deviation. A mean above 3 indicates an agreement of respondents, a mean of 3 shows neutral and a mean of below 3 shows disagreement by the respondents. The standard deviation (Std.) of close to 1 shows agreement of respondents, while the standard deviation of close to zero shows the disagreement of the respondents. The analyses further grouped strongly agree and agree to mean agree; and strongly disagree, not sure and disagree to mean disagree. The elicited responses were shown in the table 4.5.

Table 4.7: Relationship between PDPs and Teacher Effectiveness.

RESPONSE	SA	A	NS	D	SD	Mean	Std.
The more professional knowledge a teacher has the higher the level of students' achievement	17 19.1%	50 56.2%	12 13.5%	8 9%	2 2.2%	3.89	0.766
PDP of teachers help create an environment in which learners are in sighted and supported to learn	21 23.6%	39 43.8%	19 21.3%	7 7.9%	3 3.4%	3.66	0.886
PDP of teachers is necessary to help implement education reforms	15 16.9%	55 61.8%	9 10.1	7 7.9%	3 3.4%	3.94	0.698
PDP is essential in fostering of professional discussion among teachers	18 20.2%	42 47.2%	13 14.6%	10 11.2%	6 6.7%	3.18	0.584
PDP is needed to help teachers better	41	19	9	15	5	3.61	0.652

understand how students learn	46.1%	21.3%	10.1	16.9%	5.6%		
PDP is a tool for teachers to identify and critically examine cultures that are inconsistent with students' empowerment	24 27%	42 47.2%	10 11.2%	13 14.6%	0 0%	3.93	0.712
PDP provides educators with opportunities to build upon their initial competencies and gain best teaching practices.	18 20.2%	34 38.2%	19 21.3%	9 10.1%	9 10.1%	3.41	.726
PDP is necessary for teachers to exercise leadership skills and participate in decision making in school governance	16 18%	48 54%	11 12.4%	0 0%	14 15.4%	3.11	.701

Source: Primary Data, 2022

The results from Table 4.7 show that 75.3% of the respondents with a mean of 3.89 and a standard deviation of 0.766 agreed that the more expertise a teacher has, the higher the student achievement, while 24.7% disagreed. This means that the more professional knowledge a teacher has, the higher the students' results. During the interview, one of the Deputy headteacher stated,

“When teachers feel they are gaining useful knowledge or skills for their students through in-service training, they get interested in learning to become best teachers... So, I believe... they found that learning gives them the opportunity to make their teaching meaningful. Teachers who frequent the workshops always find it easy to use modern teaching to meet the teaching challenges of the 21st century. This explains why students believe their subjects are viable. Participation in these PDPs simplifies instruction, leading to better student achievement.

The results from Table 4.7 show that most respondents 67.4% with a mean of 3.66 and a standard deviation of 0.886 agreed that teachers' PDP helps create an environment where students are excited and encouraged to learn, while 24.7% disagreed. This suggests that teachers' PDP helps create an environment in which students are excited and encouraged to learn. During the interview, one of the directors rebutted the claim with the argument,

"It is often difficult for teachers to implement the ideas they have acquired outside the school, mainly due to the lack of resources in the school. We usually do not see the impact very well, because the teachers cannot implement the acquired

skills as intended in the training program. the problem is when the teacher tries to use the knowledge in the classroom... they require additional time or other resources.”

The results from Table 4.7 show that 78.7% of respondents with a mean of 3.94 and a standard deviation of 0.698 agreed that PDP of teachers is necessary to help implement educational reforms while 21.3% disagreed. It follows. That the PDP of teachers is necessary to help the implementation of education reforms.

The results from Table 4.7 show that most respondents 67.4% with a mean of 3.18 standard deviation of 0.584 agreed that PDP is essential to promote professional discussion among teachers while a minority of 32.6% disagreed. This suggests that PDP is essential for promoting professional discussion among teachers. During an interview with one of the key informants during the study, he asserted,

“Normally a teacher who would raise whatever problem or challenge he/she has been experiencing will be supported accordingly by other teachers. They learn by doing it cooperate with others. For example, in my own case, I asked my colleague teachers, how to teach certain topics, or how to prepare teaching aids... not me stay away from my fellow teachers because i believe they are up to something good to say about my teaching/learning”.

The results from Table 4.7 show that most respondents 67.4% with a mean of 3.61 and a standard deviation of 0.652 agreed that PDPs help teachers better understand how students learn, while 32.6% disagreed. This means that PDPs help teachers understand how students learn.

The results from Table 4.7 show that 74.2% of respondents with a mean of 3.93 and a standard deviation of 0.712 agreed that the PDP is a tool for teachers to identify and critically examine cultures that are not aligned with student empowerment. This means that the PDP is a tool for teachers to identify and critically examine cultures that are not aligned with student empowerment.

The results from Table 4.7 show that 58.4% of the respondents with a mean of 3.41 and a standard deviation of 0.726 agreed that the PDP provides an opportunity for teachers to build on their initial competencies and acquire better teaching practices, while 22.2% disagreed. This means that PDPs enable teachers to improve and acquire better teaching practices.

The results from Table 4.7 indicate that 72% of the respondents with a mean of 3.11 and a standard deviation of 0.701 agreed that PDP is necessary for teachers to exercise leadership skills and participate in school management decisions while a minority of 27.8% she did not agree. This suggests that PDP is necessary for teachers to exercise leadership skills and participate in school management decisions.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the discussions of the findings derived from the raw data for each objective set for the study, makes conclusions resulting from the findings, and the recommendations that will help in improving the provision of Professional Development Programs. The contributions of the study and areas for further study were also stated.

5.1. Discussion of Findings

5.1.1. Professional Development Programs that exist in Government-Aided Secondary Schools of Ibanda Municipality

The study judgments told that the school administrators do not normally organize Induction plants for new faculty members. The study discovered that skilled was no correct Induction program for new schoolteachers in their respective schools. This judgment is logical accompanying verdicts of Yariv (2011) the one mentioned that whereas initiation is socially obligatory in professions like regulation and planning, this is not the practice for the education profession in Uganda. New entrants in the education declaration are usually abandoned on their acknowledge prosper or fail. Additionally, Malunda (2017) in welcome study in Uganda public

schools settled that skilled was detracting dearth of new educator induction programs honestly subordinate schools in Uganda. He ascribed weak public schools' academic act to lack of meaningful new educator inference programs. More so, few studies administered in additional parts emphasize about dangers of lack of initiation. Arachching (2014), in welcome study, settled that skilled is a solid antagonistic effect of absence of appropriate adjustment on work profit in an organization. Arachching's study further displays the evidence that lack of Induction program unfavorably affects two together the arranging and the clerks, and in this place case the schoolteachers.

The study noticed that school administrators in Ibanda Municipality did seldom systematize introduction conferences for new instructors. This was against the many essay that emphasizes the significance of conferences for new professors. Regarding conferences, Banville (2009) eminent that new teacher conferences are important additive in inference programs. For Holyfield & Berry (2008), a new educator conference is a seminar at which point new coaches are likely approximate facts about the new personal computer and directives to help bureaucracy guide along route, often over water the new atmosphere particularly in their first age of employment. In the same manner, Banville (2009) discussed that conferences allow new lecturers expected familiarize to their positions and avail them a space to share among themselves and again accompanying veteran coaches about professional matters. Issues like readiness, regularity working, use of electronics and added educational program issues that are critical to lecturer efficiency maybe debated in new professor conferences.

The study established that assistants in the schools were not designated trainers what skilled were no mentor faculty members assigned to ruling class under a correct school composition. As a result, the study settled that mentor schoolteachers in Ibanda municipality acted seldom see mentee communication and acted not present them advantageous response. This restricted work in Uganda can possibly be related by the subjective study by Kagoda and Ezati (2014), about "Secondary school faculty member's idea of Teacher Professional Development: A record of what happened of faculty members from five districts of Uganda", place only 24 accused consumed 100 subscribed to the view that advising was beneficial in advancing professional growth of coaches. The study settled that scholars in the schools in the study area had always attended a preparation laboratory arranged outside the school by the Ministry of Education or other stake keepers and that preparation laboratories arranged provided new and better ways of

teaching like the use of ICT in class. This result is agreeing verdicts by Oryema and Picho (2015) that disclosed that some schoolteachers given opportunity to attend workshops outside the school accentuate their acting. In the event of the always changeful science, coaches can accompany workshops on by virtue of what to merge technology into the class room, (Hill, 2012). The study nevertheless settled that school administrators in government subordinate schools in Ibanda city acted not systematize educator training studios either in school or added places outside school bounds on education practices. This verdict is agreeing Oryema & Picho (2015); Malunda (2017) who emphasized that even though that judgments by many scientists reveal a helpful relationship betwixt preparation mills and acting of scholars, results from studies carried out in Uganda display that public subordinate schools and the Ministry of instruction exceptionally arranged preparation workshops equip towards embellishing the act of the education stick.

5.1.2. Challenges hindering the implementation of Professional Development Programs.

The study established that teachers have Negative Attitudes towards PDPs. Respondents noted that the teachers amidst tight schedules with low pay look at going for further studies as a wastage of their money. The study findings concur with Tai (2020) who found out that effectiveness of the professional development programs can be influenced by teachers' Attitudes to a large extent. Employees with positive attitudes towards effectiveness of training are likely to appreciate training. Positive attitudes and behaviour towards training and development may lead to a partnership between employees and organizations hence achievement of the organizational goals and objectives. The partnership includes involvement of workers in group work assignment and uninterrupted learning system. The findings are also in agreement with Pradhan and Pradhan (2012) that teachers' mindset towards training could create a barrier in effectiveness of training. They likely resist training if they do not see any benefits which could be attained from the activity. The perception of benefits is found as a factor that has a significant effect on teachers' attendance in training and development activities. It implies that teachers' engagement in training can result from their understanding of training. The clear human resource development policies and strategy towards learning might encourage and motivate employees, such as: career structure, promotion, reward, incentive. Especially, the acknowledgment about the matching between training needs and career goals can be a source of employees' motivation. Likewise, the

progressive comment delivery and support of supervisor and peer inspiration might foster the acquisition of necessary skills and abilities among workers.

The study further revealed that the schools lack Funds to support teachers undertaking PDPs. Respondents attributed this to the meagre salaries and budgets that could not allow some schools and teachers to facilitate Professional Development Programs at school and individual teacher level. The above study findings are consistent with Behamya (2016) that lack of Professional Development Programs could be as a result of a lack of financial resources. There is shortage of funds since actual budget is less than approved budget. Budget constraints could prevent training from occurring or the teachers' workload could discourage the release of staff for training. Lack of money in the form of investment in human resource development function and departmental budgets inhibit training in the schools. Many schools regard training as a cost rather than an investment in teachers, as argued by Harrison (2018) that in many schools today training is under attack and starved of resources. The findings are consistent with Mutegeki (2017) who noted that most schoolteachers have low salary that they cannot afford to accommodate their family and at the same time paying fees for in-service training. Thus, both the government and other education stakeholders should offer training opportunities to teachers.

It was further revealed that overload of the teacher and their too many competing demands affect their participation in PDPs. Respondents stated that teachers always have very tight schedules from the start to the last day of the term and therefore are constrained by time to allow them effectively to embrace the available professional development programs opportunities. The study findings rhyme with Gumisiriza (2014) that lack of time to attend training on the part of teachers due to work pressure; cancellation/ postponement of training opportunities on the part of management to ensure the workload is completed; and lack of time to develop new training initiatives were inhibiting factors.

The study established that most PDPs are not properly planned and are not evaluated to ascertain the effectiveness. The study revealed that as a result resistance to change by some teachers affects their participation in professional development programs. The study findings are consistent with Pradhan and Pradhan (2012) that some teachers often tend to refuse to change

and update their knowledge and skills due to the self-efficacy when they feel that the training is beyond their capacity, hence poor effectiveness of professional development programs. The motivation of employees increases if they believe that they possess the needed skills for training and they can learn the training content. To decrease the resistance to change and to enhance the readiness characteristic of employees, the schools provide several literacy trainings and access to basic learning skills before the actual training. Besides, the effects of work environment, such as inadequate and insufficient resources, job information, materials, equipment, and supplies, which are suggested by Pradhan and Pradhan (2012) as situational constraints influencing employees training motivation.

5.1.3. Relationship between PDPs and Teacher Effectiveness.

The study revealed that the more professional knowledge a teacher has the higher the level of students' achievement. This implies that teachers' competencies development skills offered in professional development tend to influence performance of teachers in secondary schools. This study noted that, improved use of teaching aids, maximize teaching time, increase teaching ability, and guiding students' activities are attributes of teachers' competencies development skills that were found to influence teachers job performance. The study findings concur with Wright & Geroy (2016) that when teachers participate in professional development programs, it does not only improve and develop the overall performance of the school, but it also improves the knowledge, skills, competence, and attitude of the teacher necessary for the future job, thus contributing to superior exquisite school performance. Through professional development programs, the teacher competences are developed and enable them to implement the job-related work efficiently and achieve school objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when teachers are so well trained that they can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing inherently.

The study established that PDP is a tool for teachers to identify and critically examine cultures that are inconsistent with students' empowerment. The findings agree with Rhodes' (2016) that professional development programs play a major role in improving staff commitment because the teachers feel part and parcel of the schools when involved in activities such as career

development and organizational learning. Staff commitment helps teachers to work on important tasks and carry out their duties without difficulties. When employees are motivated, they take personal responsibility for their job outcomes and they put more effort in performing their duties. Al-Khayyat (2018) argues that professional development programs maximize the human capital of an organization, devoting time, money and thought to improve the pool of essential competences among its staff. This has a general impact on business performance by enhancing product knowledge and service expertise. Professional development programs motivate staff, drawing on their talent and demonstrating that they are valued by the school, thus improving teachers' performance.

The study revealed that PDPs are essential in fostering of professional discussion among teachers. The study established that there are differences among teachers who have undergone professional development programs and those who have not. It was also established that Professional Development Programs have contributed to cooperation among teachers. Most of the respondents agreed that professional development programs have made clear the responsibilities of the teachers hence reducing conflicts in workplace. Professional Development Programs have enhanced professional rules adherence, and improved work relations among the teachers. The findings agree with Davis (2006) in his study showed that the professional development programs of teachers lead to greater adherence to corporate rules, enhanced cooperation in school, enhanced capabilities of teachers and improved academic performance of students.

The study findings revealed that there is a positive but weak relationship between Professional Development Programs and Teacher Effectiveness ($r = 0.473^{**}$, $p < .01$). This implies that a significant improvement in professional development programs positively impacts on Teacher Effectiveness. This supports the findings by Asim (2013) that there is a positive relationship between teachers' participation in Professional Development Programs and their work performance. He notes that professional development programs assist in creating good results at an institution. This in turn motivates teachers to work harder. The motivation in turn stimulates the teachers more to achieve better work performance. This was supported by Sahinidis and Bouris (2018) who also argued that professional development programs used by schools have a positive effect on teachers' motivation, satisfaction, organizational commitment, and their

performance. The study findings are in line with theoretical assertions such as that of Tiberondwa (2000) who asserts that attendance of seminars, workshops, conferences and short courses, postgraduate diploma, master's degree, programs, and sabbatical leaves, within and outside the institution, lead to effective performance in activities. For goals to be attained, there is need for full commitment which could be done through seminars and workshops as it is asserted in the Goal Setting Theory.

5.2. Conclusion

5.2.1. Professional Development Programs that exist in Government-Aided Secondary Schools of Ibanda Municipality

Basing on the study findings and discussions, the study concluded that PDPs were given low regard by school administrators as justified by the fact that 51.7% disagreed that school administrators usually organize induction workshops for new teachers and there was no formal induction program for new teachers in their respective schools in Ibanda Municipality. 64% disagreed that new teachers in the schools were assigned mentors and that there were no mentor teachers assigned to them under a formal school arrangement. And that mentor teachers in Ibanda municipality did not regularly observe mentee lessons and did not give them helpful feedback. 82% disagreed that school administrators organize orientation seminars for new teachers. 65.1% agreed that schools organize training workshops on teaching practices. 69.7% disagreed that schools' sponsors teachers for further education.

5.2.2. The challenges hindering the implementation of Professional Development Programs.

The study concluded that teachers have Negative Attitudes towards PDPs whereby Respondents noted that with the tight schedules and low pay they look at going for further studies as a wastage of their money since their salary is not automatically upgraded.

The study further concluded that the schools lack Funds to support teachers undertaking PDPs. Respondents attributed this to the meager salaries and budgets that could not allow some schools and teachers to facilitate professional development programs at school and individual teacher level.

The study concluded that Professional development is not a School Priority in the Government-Aided secondary schools in Ibanda Municipality. This is justified by the fact that 69.7% teachers agreed that were not fully involved in planning and setting PDPs, and 75.3% teachers agreed that

joining PD lack support from school administrators. Also 86.5% agreed that PDPs are always less timely and relevant to the teachers' needs.

5.2.3. The relationship between PDPs implementation and Teacher Effectiveness in Government-Aided Secondary Schools of Ibanda Municipality

The study findings concluded that there is a weak positive relationship between Professional Development Programs and Teacher Effectiveness ($r = 0.473^{**}$, $p < .01$).

This is also justified by the fact that 75.3% of the respondents agreed that the more professional knowledge a teacher has the higher the level of students' achievement. Therefore, the study concludes that, improved use of teaching aids, maximize teaching time, increase teaching ability, and guiding students' activities are attributes of teachers' competencies development skills that were found to influence teachers job performance.

5.3. Recommendations.

Basing on the findings and conclusions the following recommendations are made.

5.3.1. Professional Development Programs that exist in Government-Aided Secondary Schools of Ibanda Municipality

The government through MoES should strengthen and streamline the staff development program policy to enhance teachers' efficiency and effectiveness. This will provide a framework for education authorities to improve on the performance of teachers from initial employment to retirement, so that once a new teacher is recruited, there is need to maintain and improve on his/her effectiveness by increasing on their knowledge, skills, and abilities through provision of Professional Development Programs.

The study recommends that school administrators of the selected schools in Ibanda Municipality need to plan for continuous refresher training courses for teachers if their performance is to be improved. Further, they should ensure approval for further studies based on school priorities, and promotion based on merit.

The study recommends that teachers should attend PDPs available and share experiences with colleagues to gain more skills and knowledge to become more competent in their work.

5.3.2. Challenges hindering the implementation of Professional Development Programs geared at improving Teacher Effectiveness in Government-Aided Secondary Schools of Ibanda Municipality

The study recommends that school administrators develop clear human resource development policies and strategy towards learning that encourage and motivate teachers, such as: promotion and rewards and a clear matching between training needs and career goals.

Given that funding is a major constraint for aspiring and practicing teachers, the Ugandan government should investigate funding opportunities including bursaries, grants or loans toward teacher training and professional development. All schools should be required to invest in and include staff Professional Development in their budgets.

Given the fact that PDPs improve teacher effectiveness in government aided schools, it is recommended that the government through the MoES and the Local governments should design and implement a teacher PDPs targeting both science and arts subjects and should be made mandatory to all teachers on a periodic basis.

This study recommends that since senior teachers who can work as mentors exists in these government aided schools, the government through the Ministry of Education and sports should design a program and a policy framework that will facilitate mentorship in government aided schools.

5.3.3. The relationship between PDPs and Teacher Effectiveness in Government-Aided Secondary Schools of Ibanda Municipality

The study recommends that School administrators of public secondary schools should take adequate measures to ensure that the newly employed teaching staffs are given proper orientation, induction, assigned mentors and in-services training to enhance their productivity.

5.4. Areas for further research

In case for any further research to be carried out on this area, the researcher should do the following:

- 1) Professional Development Programs and Teacher Effectiveness in private schools.

- 2) Longitudinal effects of Professional Development Programs and Teacher Effectiveness using a large sample size representative of the country as MoEST implements the new continuous Professional Development policy nation-wide

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS.

Dear respondent,

I am **SERIANO MWESIGYE** a student of Master of Arts Degree in Education Management of Kabale University carrying out academic research on the effect of professional development programs on teachers’ effectiveness in government aided schools in Ibanda Municipality. Therefore, the success of this research project will substantially depend on your help and co-operation. I hereby request you to respond as honestly as possible and to the best of your knowledge. The information provided will exclusively be treated with utmost confidence. Please give answers in the spaces provided and tick (tick the appropriate)

SECTION A: Biodata of respondents

1) Gender of the respondent

Male
Female

2) Age of the respondent

Below 30years 31-40 years
41-50 years 51- 60 years

3) Marital status of the respondent

Single Married
Others specify

4. Highest level of education

(a) Certificate
(b) Ordinary Diploma
(c) Bachelor’s Degree
(d) Postgraduate
(e) Others (please specify).....

5. How long have you been in the teaching profession?

- a) Below five years
- b) 6-10years
- c) 11-15years
- d) Above15years

SECTION B: The professional development programs that exist in government aided secondary schools of Ibanda Municipality. For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

Teacher professional development	SD	D	NS	A	SA
The school administrators usually organize induction workshops for new teachers.					
Higher Education and Training improve teaching effectiveness.					
The school administrator usually assigns mentors to new teachers.					
Coaching of teachers by senior colleagues is institutionalized in this school.					
I usually make lesson plans with fellow teachers.					
I share classroom experiences with my colleagues.					
The school administration regularly organizes orientation seminars for new teachers.					
Schools regularly organize training workshops on teaching practices.					
Ministry of education regularly organizes teacher training workshops.					
My school sponsors teachers for further education.					

Seminars, Workshops and Conference are always in our school.					
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SECTION C: The challenges hindering the implementation of professional development programs geared at improving teachers’ effectiveness in government aided secondary schools of Ibanda municipality

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

No	Statement	SD	D	NS	A	SA
1	Teachers have negative attitudes towards PDPs.					
2	The schools lack funds to support teachers undertaking PDPs.					
3	PDPs are common one-shot workshops that lack attention to follow-up activities.					
4	PDPs consist of too much content to be covered within a short time.					
5	Teachers joining PDPs always Lack support from the administration.					
6	PDPs are always less timely and relevant to the need of the teachers.					
7	Most PDPs are not properly planned and are not evaluated to ascertain the effectiveness.					
8	Overload of the teacher and their too many competing demands affect their participation in PDPs.					
9	Teachers are not actively involved in planning, setting goals, and selecting activities.					

SECTION D: The relationship between PDPs implementation and teachers’ effectiveness in government aided secondary schools of Ibanda municipality

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

Statement	SD	D	NS	A	SA
The more professional knowledge a teacher has the higher the level of students’ achievement.					
PDP of teachers help create an environment in which learners are in sighted and supported to learn.					
PDP of teachers is necessary to help implement reforms.					
PDP is essential in fostering of professional dialogue among teachers.					
PDP is needed to help teachers better understand how students learn.					
PDP is a tool for teachers to identify and critically examine cultures that are inconsistent with students’ empowerment.					
PDP provides educators with opportunities to build upon their initial competencies.					
PDP is necessary for teachers to avoid the negative consequences of teacher involvement in school governance.					

SECTION E: The Level of teachers' effectiveness.

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; NS = Not Sure; D = Disagree; SD, = Strongly Disagree

Statement	SD	D	NS	A	SA
I make up to date scheme of work termly.					
I prepare lesson plan for all lessons I teach.					
I know the set standards for lesson preparation.					
I use only teacher centered method when teaching.					
I cater for individual learners' needs when teaching.					
I attend all the official working days of the school.					
I adhere to the school general timetable.					
I effectively use the class timetable.					
I assess my learners at the end of each topic/theme.					
I provide assessment feed back to the earners.					
I make schoolwork plan together with other teachers.					
I mentor other teachers in my school on collaboration and teamwork.					

Thank you for your time

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS

1. Share with me the nature of staff development programs taken by teachers in this school.
2. What are the school plans directed towards teachers' Professional Development?
3. What are your expectations towards teacher professional development?
4. How often are staff development programs conducted in your school?
5. What challenges does your school experience while conducting teachers' Professional Development?
6. How has teachers' Professional Development affected teachers' effectiveness in this school?
7. What do you think needs to be done to promote teachers' professional development?

Thank you for your time

APPENDIX III: PROPOSED BUDGET

Item	Unit/s	Amount	Total cost UGX
Data collection			200,000=
Transport to meet supervisors	5	100.000	500,000=
Stationary			
Ream of papers	2	15000	30,000=
Printing services		50000	50,000=
Photocopying		50000	50,000=
Pens	10	500	5,000=
Writing pads	5	2000	10,000=
Data analysis	Data entry	100000	100,000=
Binding dissertations	5	10000	50,000=
Internet services			100,000=