

**PROFESSIONAL DEVELOPMENT PROGRAMS AND TEACHER EFFECTIVENESS
IN SELECTED SECONDARY SCHOOLS IN
MUKONO MUNICIPALITY, UGANDA**

BY

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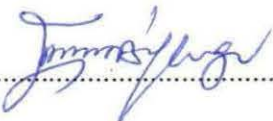
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**A DISSERTATION SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN
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SEPTEMBER, 2017

DECLARATION

I, SEKYANZI MOSES, hereby declare that this research report is my original work and has never been presented in any other university for academic or professional award.

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APPROVAL

We certify that this Research Report has been done under our supervision and it is now ready for submission with our approval.

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DEDICATION

I dedicate this work to my father, the late Eriazali Namutaayi for the financial and moral support he gave me which enabled me to have a good foundation in education.

ACKNOWLEDGEMENT

Accomplishing a dissertation single-handedly was very unlikely. I therefore wish to sincerely appreciate the tireless efforts and guidance of my supervisors, Dr. Naluwemba Frances and Dr. Margaret K. Lubega for taking me through this academic journey by reading every bit of this dissertation and giving advice, encouragement and constructive criticism. In the same way, I thank all the lecturers in the department Educational Planning and Management of Kyambogo University for the academic support accorded to me during this period of study. I am grateful to the management and teachers of secondary schools in Mukono municipality for cooperating and providing me with the data I needed to accomplish this study.

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LIST OF ABBREVIATIONS/ACRONYMS

CIPD	Chartered Institute of Personnel and Development
D/Head teacher	Deputy Head teacher
HCT	Human Capital Theory
NHS	National Health Service
OECD	Organizations of Economic Cooperation and Development
PD	Professional Development
PDP	Professional Development Programs
SESEMAT	Secondary School Science and Mathematics
TALIS	Teaching and Learning International Survey
UCE	Uganda Certificate of Education
USE	Universal Secondary Schools

ABSTRACT

The study investigated on “Professional Development Programs and Teacher Effectiveness in Selected Secondary Schools in Mukono Municipality in Uganda.” The objectives of the study were to: Investigate the effect of orientation on teacher effectiveness in secondary schools; Find out the effect of mentoring on teacher effectiveness in secondary schools; Establish the effect of conferences on teacher effectiveness in secondary schools and the last objective was to investigate the effect of in-service courses on teacher effectiveness in secondary schools. The study employed a cross-sectional survey design using both qualitative and quantitative research approaches. The sample size of 212 respondents which comprised of 8 Head teachers and 204 teachers was determined by Taro Yamane’s Formula (1967). Data was analysed using quantitative and qualitative analysis procedures after collection of questionnaires and conducting interviews. The study found out that 37.4% of the variance in teacher effectiveness is explained by orientation activities at a school. The study also found out that 11.2% of the variance in Teacher effectiveness is explained by mentoring of the teacher at a school. Lastly, the study found out that 45% of the variance in teacher effectiveness is explained by conferences organized for teachers. The study recommended that there should be a policy on professional development programs in secondary schools in Mukono Municipality to provide a frame work for Education Authorities to improve on the effectiveness of teachers through Orientation, Mentoring, Conferences and In-service Courses.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on teacher professional development programs and teacher effectiveness in selected secondary schools in Mukono Municipality. This chapter explored the background, statement of the problem, purpose of the study, objectives of the study, research questions, scope and the significance of the study.

1.1 Background of the Study

1.1.1 Historical Perspective

According to Kakuru (2015), scholarly interest into professional development programs and their relationship with employees of an organization started in Europe in the 17th century. Additionally, Murphy (2008) observes that interest in professional development programs and their impact on employee effectiveness has been spreading to all countries, across disciplines such as health, judiciary, military, banking and education among others.

Universities are among educational institutions where researchers have particularly expressed this interest in a keen manner, as reflected in the studies of scholars like (Birungi, 2002; McMaster, 2006; Jasper, 2006; Ockae-Anti, 2007; Odinga, 2010; Deronian, 2012; Gadi & Contur, 2015) among others. Among the findings of these scholars reveal that professional development programs make lecturers perform better.

However, in Uganda, researchers have not gone deep to evaluate the effect of professional development programs on teacher effectiveness in secondary schools. Scanty research has been done to establish the effect of professional development programs on teacher effectiveness in

secondary schools, yet, a close scrutiny of all research work on professional development programs for institutions of learning internationally, reveals that professional development programs enable educational institutions to receive quality and effective teachers thereby performing better (Darling-Hammond, 2000; Guskey, 2000; Sparks, 2002). Additionally, from studies on school effectiveness by Fullan (2010) in USA, professional development programs have been identified as having potentially important influence on student learning because they result in improving the educator's knowledge, skills, values, abilities and behaviours.

Uganda has several in-service training programs like the Secondary Science and Mathematics (SESEMAT) program through which professional development programs in form of workshops, seminars, conferences among others are used to teach science teachers new developments in the curriculum and methods of teaching. According to Agwot & Osuu (2014), SESEMAT is a joint venture between the Uganda government through Ministry of Education and Sports, and the Government of Japan through Japan International Cooperation Agency (JICA) initially on pilot basis which is mainly involved in In-Service Training of Serving teachers of Mathematics and Science in Secondary Schools in Uganda. It came into being to enhance teacher effectiveness when the consistently poor performance in Mathematics and Science (Biology, Chemistry and Physics) became a matter of serious concern.

Thus when the performance of secondary school teachers is below stake holder's expectations, it warrants questioning its professional development programs. The questioning becomes even critical in most secondary schools in Mukono Municipality where academic performance is unsatisfactory in most of the Public and Private secondary schools (Monitor, January 31st 2016).

1.1.2 Theoretical Perspective

The study was hinged on Ehrenberg and Smith (1994) theory called the Human Capital Theory (HCT). The HCT theory proposes that educating human beings is a form of investment that increases the knowledge and skills which enhance workers' productivity (Ariely, Gneezy, Loewenstein & Mazar (2005). Additionally, Gadi &Gontur (2015) observe that education develops knowledge and skills, which, in turn, increase the productivity and performance of an employee.

Kakuru (2015), recognizes professional development through on-job training like job rotation, mentoring and coaching and off-job training like attending in-service courses, workshops and conferences as a form of education that can be used by an organization to facilitate its employees to develop the knowledge and skills required to maximize their effectiveness in performance and productivity.

Essentially, The HCT suggests that professional development programs should be provided by secondary schools in Mukono Municipality, through education and training, in form of job rotation & orientation, mentoring & coaching, attending workshops and in-service courses to ensure that schools have quality teacher they require that can enhance improved performance and growth and enable the schools goals to be achieved.

1.1.3 Conceptual Perspective

Two main concepts were examined in this study. These included professional development programs which constituted the independent variable and teacher effectiveness which was regarded as the dependent variable. According to Odinga (2010), professional development programs refer to formal and informal courses of action that organizations undertake to acquire and facilitate their employees to learn about their job responsibilities so as to achieve their

objectives. Additionally, Le Desimone (2006), states that professional development programs can also be deliberately undertaken by individual employees for purposes of acquiring the knowledge, skills and abilities and any other behaviour they deem important for their career or professional improvement.

In support of the contribution of professional development programs to teacher effectiveness, the OECD (1998), observed that development of teachers beyond their initial training can serve a number of objectives including: Updating individuals' knowledge of a subject in light of recent advances in the area; Updating individuals' skills, attitudes and approaches in light of the development of new teaching techniques and objectives, new circumstances and new educational research; Enabling individuals to apply changes made to curricula or other aspects of teaching practice; Enabling schools to develop and apply new strategies concerning the curriculum and other aspects of teaching practice; Exchanging information and expertise among teachers and others, for example academics, industrialists; and helping weaker teachers become more effective.

In this study, professional development programs were operationalized as steps taken by secondary schools in Mukono Municipality to enhance teachers' performance by equipping them with knowledge, skills and abilities through job rotation, mentoring and coaching among others so as to teach effectively.

The concept of 'teacher effectiveness' was used broadly to mean the collection of characteristics, competences and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively and become good citizens of tomorrow (Amandro, 2006).

Effective teaching is done by effective teachers and according to Moreno (2009), an effective teacher has been considered, sometimes, as a perfectionist, encouraging, approachable and caring, other times as intelligent, but above all, as enthusiastic, funny, clever, affective, understanding, open, and with a relaxed style while teaching. Specifically, according to Killen (2006), the effective teacher is the one who has clear objectives and own goals of teaching. According to Alton-Lee (2003), Effective teachers need to focus on students' achievement. The scholar points out that an effective link between school and cultural context is needed apart from being caring and enhance assessment, feedback and evaluation, as well as being responsible to students learning process, the curriculum goals, the multiple tasks and the contexts.

Gurney (2007) suggested that to be an effective teacher there should be an interaction among different factors. One of them is the teacher' knowledge, enthusiasm and responsibility for learning. Another factor is that effective teachers should provide the students with activities and assessment that encourages them to learn (and learn through experience), as well as having an engaged feedback. Finally, to create a warm environment and a relationship with the students in which respect will enhance learning. According to Borich (2000), the responsibilities of effective teachers are to have lesson clarity, instructional variety, teacher task orientation, engagement in the learning process and student success rate.

In this study, teacher effectiveness was determined by the ability of the teachers to make adequate preparation before teaching, good time management, good communication skills, good classroom management, competent delivery of lessons, continuous assessment of learners, supporting students in self-directed learning as well as knowing how technology actually improves learning and creating a positive environment for students to learn safely among others.

Student achievement links directly with teacher quality (Gasner, 2001). This means that the quality of a school largely depends on the knowledge, skills and attitudes of its staff. Staff needs to have sufficient knowledge both pre-service and in-service to effectively deliver. Gasner (2001) observed further that the key factors associated with declining performance are inadequate practical training for teachers.

1.1.4 Contextual Perspective

Darling Hammond (2005) found out that teacher quality is significantly and positively correlated with learners' attainment. More so, Sanders (1998) confirms that the single largest factor affecting academic growth of a population of students is differences in effectiveness of individual classroom teachers. Concisely, most scholars seem to suggest that the most important factor affecting students' learning is the effectiveness of the teachers since teachers stand in the interface of transmission of knowledge, values and skills in learning process.

Good teachers form the foundation of good schools and improving teachers' skills and knowledge is one of the most important investments of time and money that local, state and National leaders make in education. Schools are commonly evaluated using students' achievement and so are the staff members. The better the students' academic results are, the better are the schools themselves and the teachers.

There is growing concern over the increasing unsatisfactory academic performance in most secondary schools in Mukono Municipality depicted by low grades and a high degree of varying levels of academic performance (UCE results 2013-2015). This problem existed even before Mukono Municipality was still part of the Greater Mukono district. During then, it was still a few traditional schools like Mt. St. Mary's Namagunga, Namilyango College and St. Joseph S.S Naggalama that were ranked among the best schools in the country with the majority of their

students passing in division one while many schools registered a few or no students at all in division one (UNEB results, 2012-2015).

The question of unsatisfactory academic performance in secondary schools in Mukono Municipality has continued to exist ever since Mukono Municipality was curved from Mukono district in 2012. Namilyango College and Seeta High School in Mukono Municipality excel in every UCE examinations.

Most of the schools in the Municipality with the exception of Seeta High and Namilyango College perform poorly to the extent that a good number of them get a few or no students at all in division one (UCE results, 2015) yet, all the schools have qualified staff.

The initiation of the Secondary School Science and Mathematics (SESEMAT) project which is mainly involved In-service training of serving teachers of mathematics and science in secondary schools in Uganda highlights the need for serious professional development programs. SESEMAT workshops are organized during holidays and the project is limited to a few subjects like mathematics, chemistry and Biology (Agwot & Osuu, 2014). In spite of the SESEMAT project, students have continued to perform poorly in mathematics and science subjects. According to the UCE results 2015, mathematics was poorly done. This even makes one doubt whether the existing In-service training programs under SESEMAT are organized adequately to empower teachers to address the problem of unsatisfactory academic performance. This prompted the study to determine whether there is effect between professional development programs and teacher effectiveness.

1.2 Statement of the Problem

Internationally, professional development programs provide the knowledge, skills, abilities and ideas that empower teacher effectiveness. Guskey (2000) observes that one constant finding in

the research literature is that notable improvements in education almost never take place in the absence of professional development. Professional development is therefore key to meeting today's educational demands in terms of making teachers become more skilled, flexible, committed and well motivated to enhance student's learning. In growing areas like Mukono Municipality specifically in USE and some private schools, professional development of teachers is a neglected area. Teachers have a narrow understanding of the concept, and to many PDP means subject content upgrading by going back to teacher training colleges, while others view it as attending workshops and seminars only. The focus of this study was to investigate the effect of professional development programs on staff effectiveness in secondary schools in Mukono Municipality.

1.3 Purpose of Study

The purpose of the study was to investigate the effect of professional development programs on teacher effectiveness in selected secondary schools in Mukono Municipality.

1.4 Objectives of the Study

The objectives of this study were to;

- i. Investigate the effect of orientation on teacher effectiveness in secondary schools in Mukono Municipality.
- ii. Find out the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality.
- iii. Establish the effect of conferences on teacher effectiveness in secondary schools in Mukono Municipality.
- iv. Investigate the effect of In-service courses on teacher effectiveness in secondary schools in Mukono Municipality.

1.5 Research Questions

The research questions were;

- i. What is the effect orientation on teacher effectiveness in secondary schools in Mukono Municipality?
- ii. What is the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality?
- iii. What is the effect of conferences on teacher effectiveness in secondary schools in Mukono Municipality?
- iv. What is the effect of in-service courses on teacher effectiveness in secondary schools in Mukono Municipality?

1.6 Significance of the Study

The study hoped to confirm whether there is any significant effect of professional development programs and teacher effectiveness in secondary schools when other factors are held constant. The study also hoped to develop an appropriate framework that will be the basis for ensuring effective and efficient management of professional development programs in secondary schools for improved education in the 21st century in Uganda.

The research results are likely to benefit the following people and in the following ways;

- School administrators might provide for workshops, seminars, conferences to enable teachers learn new techniques of content delivery, improve on their knowledge of content and time management practices.
- Policy makers, planners and administrators might relax the conditions for granting study leave. As a result many teachers will take advantage of this opportunity for further

studies or any other professional development program to enrich their knowledge, skills and abilities.

- It might act as a basis for further research in the field of Education and Training in Uganda and beyond.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was done in Mukono Municipality, covering both private and government aided O' level secondary schools randomly selected in Goma division and Mukono Central Division. This was because the divisions experienced unsatisfactory academic performance characterized by the gap between the best schools and the poor schools widening.

The schools studied in Mukono division were: Bishop's S.S.S located in the centre of Mukono Division; Mukono High School located at the outskirts of Mukono town (these two are Government Aided secondary schools); Light College, Mukono located along Bugerere Road and Mukono King's College located along Kampala-Jinja Road (these two are privately owned secondary schools). The schools studied in Goma Division were: Seeta Hill College, located South of Goma Division; St, Charles Lwanga S.S.S located along Bukerere Road, North of Goma Division; Seeta High School, located in the centre of Goma Division along Kampala-Jinja Highway and Our Lady of Africa, located at the outskirts of Seeta town (these two are privately owned secondary schools).

1.7.2 Content Scope

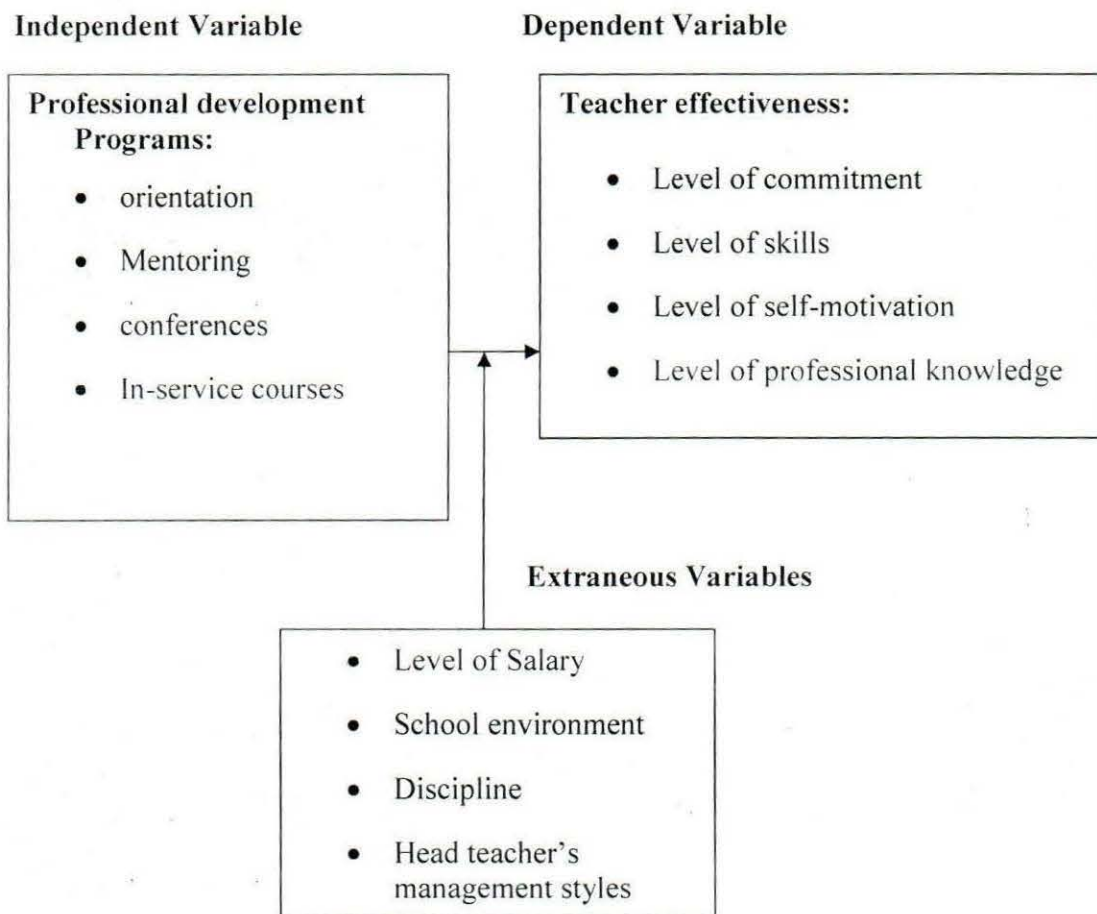
The study covered professional development programs like orientation, mentoring, attending conferences and in-service courses to enable teachers make adequate preparation before

teaching, use appropriate methods of teaching, manage time well, regularly assess students, use new technology while teaching and exercise good classroom control.

1.7.3 Time Scope

The study considered the period between 2013 and 2015. It is in this period that there was seemingly unsatisfactory academic performance shown by low grades and a big gap in the levels of academic performance between the best schools and the poor schools.

1.8 Conceptual Framework



Source: Adopted and Modified by the Researcher (2017)

Figure 1: The Conceptual Framework of the Study

The above figure illustrates the interrelationship between the independent and dependent variables, where professional development programs like orientation, mentoring, Conferences and courses are likely to affect teacher effectiveness in terms of commitment to work, acquisition multiple skills, enhancement of professional knowledge, Classroom management. However, there are intervening variables which are both external and internal like staff salaries, school environment, head teachers' management styles and discipline which affect staff effectiveness that must be controlled by the researcher. The extraneous variables were controlled by holding them constant.

OPERATIONAL DEFINITIONS

Professional development programs: Any formal and informal courses of action undertaken by teachers to develop professional, skills, attitude or any other competence that enhances student achievement.

Teacher effectiveness: Teacher effectiveness was used broadly to mean a collection of characteristics, competences and behaviors of teachers at all secondary schools that enable students to reach the desired outcomes.

Conferences: in the study conferences include workshops and seminars.

Mentoring: In the study mentoring includes all aspects of coaching.

In-service courses: All training efforts undertaken to upgrade one's qualification.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter sought to review; the theory which supports the study, the effect of orientation on teacher effectiveness in secondary schools in Mukono Municipality, the impact of mentoring on teacher effectiveness in secondary schools in Mukono Municipality, the impact of Conferences on teacher effectiveness in secondary schools in Mukono Municipality and the effect of In-service courses on teacher effectiveness in secondary schools in Mukono Municipality.

2.2 Theoretical Framework

The study was based on the human capital theory. The Human Capital theory as propounded by Ehrenberg and Smith (1994), indicates that the knowledge and skills that workers have, comes from education and training, including training that experience bring that generate a certain stock of productive capital. In the same way, Armstrong (2009) notes that human capital is treating people as assets to be invested in through training, which aligns skills to organizational needs. The author further suggests that knowledge management ensures that organizations identify the knowledge required to meet its goals, and take steps to acquire and develop this intellectual capital.

In line with Armstrong, Maund (2001), observes that managers must find ways of developing and mobilizing the intelligence, knowledge and creative potential of human beings at every level of the organization by placing quality people in key places, developing their full potential so that they are adaptive and flexible to achieve organizational goals.

This theory therefore suggests that education managers (head teachers) should ensure that the knowledge, skills and the abilities of teachers are enhanced. This is in line with Musaazi (2004) who observes that staff development of teachers means that provisions should be made by the education authorities to improve the performance of teachers from initial employment to retirement.

In view of this theory, Maund (2001), contends that any organization can generate productive, flexible and committed workers by continuously improving the knowledge, skills and abilities. This can be possible only when managers and head teachers of organizations and schools invest in their employees through professional development programs that can improve their knowledge and change their attitudes.

It is therefore possible on the basis of this theory for head teachers in secondary schools to plan and avail training programs that can increase teachers' knowledge, skills and abilities. In doing so, the teachers become better to handle certain subjects and topics as their research capabilities are reinforced by computer literacy. The teachers' planning and way of managing students will improve. In other words, this improves the teachers' effectiveness to ensure that the students' academic performance improves with the available materials. In brief according to Olaniyan & Okemakinde (2008), the theory recognizes that investing in improving the knowledge and skills of employees improves their performance leading to enhanced realization of the organizational objectives and goals.

The HCT is however criticized for assuming that, all that which an organization requires to do to improve employee effectiveness is to develop employees' human capital (Peersa, 2015). While this is necessary, it is not sufficient because the theory is silent about the employees' physical well being. No employee can realize his or her optimal productivity and performance when

he/she is physically unwell (Siddiqui, 2009). This implies that attention needs to be put also in the health of workers to maximize their effectiveness. Despite this criticism against the HCT, it essentially supports the relationship between professional development programs and employee performance and therefore its rationale is deemed necessary to guide a study whose main aim is to investigate the impact of professional development programs on staff effectiveness.

2.3 Related Literature

2.3.1 The Effect of Orientation on Teacher Effectiveness

According to Booyens (2000:56), orientation is the personalized training of the individual employee so that he/she becomes acquainted with the requirements of the job itself. Werner. Randy and Le Desmone (2006), state that orientation is accomplished through briefing and explaining to new employees about their organization's vision, mission goals and objectives, and how their position contributes to the realization of the organization's overall mission. The scholars also suggest that orientation involves giving new employees job aids such as manuals, checklists, phone lists, procedure guidelines among others. It also involves taking new employees around the organization, introducing them to other employees and their supervisors and assisting them to settle on the job. These scholars further indicate that this form of professional development is appropriate not only to new employees but also to those taking up new assignments or responsibilities because it enables them to learn what they are expected to do on the job and how to do it.

Additionally, A number of studies such as those by Bubb and Earley (2006); Cameron, Baker and Lovett (2006); and the Organization of Economic Cooperation and Development (OECD) (2005) have emphasized the important role orientation plays in the success of beginning teachers: This form of on-job training involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different

undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

Lang (1996), suggested that lack of support of new teachers by experienced teachers can cause the new staff stress and tiredness. Simpson (2006) adds that, as well as facing common problems associated with personal adaptability, classroom teaching, administrative and support structure and relationship with others, beginning teachers face additional problems such as time management.

The findings of Lang (1996) and Simpson (2006) reveal that orientation is critical to enhance the effectiveness of new staff since orientation of staff solves the problems of isolation, stress and tiredness among the new staff and enables new employees to formulate realistic, reasonable and accurate expectations of their new responsibilities and performance requirements. This study will establish whether new staff was adequately inducted in secondary schools in Mukono Municipality.

2.3.2 The Impact of Mentoring on Teacher Effectiveness

According to Carey and Weissman (2010), the word “mentor” derives from Greek mythology when Odysseus entrusted the care of his son to his friend “Mentor,” to serve as guide and teacher while he went to fight the Trojan War. Since then, the concept of mentoring has evolved into a multidimensional interactive process that can be formal or informal and evolves over time according to the needs and desires of the mentor and protégé (Stokes, 2010). Haggard et al (2011), define mentoring as a one-to-one reciprocal relationship between a more experienced and

knowledgeable faculty member (the mentor) and a less experienced one (the protégé). This definition is supported by Kačkere and Odina (2004), who state that mentoring is a support given by one, (usually more experienced) person – *mentor* for the growth and learning of another – *mentee*, as well as for their integration into and acceptance by a specific community. Scholars like Devanna, Fombrun & Tichy (1984); McCourt & Eldridge (2003), also admit that mentoring involves having the more experienced employees coach the less experienced employees.

The researcher concurs with the above authors on the definition of mentoring as a nurturing process, in which a more skilled person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development.

Like any other mentors, senior teaching staff needs to possess certain characteristics and skills that will help them meet the expectations of the mentoring role. Fisher (1994) points out the common characteristics of a good mentor which include intelligence, integrity, ability, professional attitude, high personal standards, enthusiasm and a willingness to share accumulated knowledge. More specifically, Shaw (1992) states that generic mentoring skills include needs analysis, negotiation and conflict solving, giving and receiving positive and negative feedback, observation and assessment, report writing and target setting. Wilkins (1992) adds on that in order to be successful and effective, the mentor must have confidence in his or her communication skills.

The researcher respects the above characteristics and skills which a mentor should possess but doubts whether senior teaching staff in secondary schools in Mukono municipality have or apply them, given the mismatch between the mentors and the mentees in terms of age, education level and background among others. According to Eby & Lockwood (2005), Differences in background, age, personality, and interests can lead to mismatched perceptions.

According to Turnbull (2010), McCloughen, O'Brien & Jackson (2009), Sowatzky and Enns (2009), mentors who show positive regard and genuine caring are willing to listen, display empathy and trustworthiness, give encouragement, provide authentic feedback, and create supportive environments. Creating an environment where the protégé feels supported cannot be underestimated; this action has a direct effect on solidifying the dyad relationship [Smith, J and Zsohar, (2007).

When protégés experience support, they feel free to exercise independent thinking, a willingness to be creative, to offer ideas for consideration, and verify lines of reasoning with their mentors. Unsupportive environments hinder the protégé's willingness to be open, take risks, and collaborate (Smith, J and Zsohar, H; 2007] found the ability to create collegiality was directly impacted by the presence or absence of a supportive environment. Once the dyad relationship solidifies, the mentor is ready to display confidence in his or her ability to advocate for and guide the protégé. In turn, the protégé is ready to trust the mentor's judgment and recommended actions.

In Mukono Municipality, in some cases mentors take up the superior role and indeed use their offices to intimidate their subordinates into submission.

There is almost a universal agreement that the process of mentorship has certain characteristics (Block 2011; Chu 2009; Ragins & Kram 2007) such as: It involves providing support to help individuals develop personally, socially and professionally; It has functioned in families, community and organizational settings since ancient times; It is practiced both formally and informally in a variety of forms; It can yield potential benefits and drawbacks for mentors, mentees and the groups in which they participate; It is influenced by a variety of contextual

factors and conditions, not the least of which is the quality of interpersonal relationship forged between/among the participants (Bozeman and Feeney, 2007; Yoo, 2004). It builds team work

Crisp and Cruz (2009) observe that in education, mentoring programs mostly show positive effects for mentees (better performance), as well as for mentors (more satisfaction) and the institution itself. The practice is often applied to newly recruited graduates in the organization by being attached to mentors who might be their immediate supervisors or another senior supervisor. This however does not imply that older employees are excluded from this training and development program but it is mainly emphasized for the newly employed persons within the organization.

Research indicates many positive outcomes as a result of mentorship. For example Turnbull (2010) found out that when a novice educator is formally mentored by a more experienced and accomplished academician, the novice educator more quickly assumes the full scope of the academic role and is more productive. Hart (2009) observed that across settings, mentoring has contributed to higher career satisfaction and increased departmental or organizational morale. Mentored faculty reported augmented professional identity and experienced a smoother bridge from practice to the academic environment (Hart, 2009). In addition, mentored faculty reported increased self-confidence and professional development (Sambunjak, Straus & Marusic; 2006). Not surprisingly, institutions have benefitted from sponsoring faculty mentoring programs by experiencing improved retention rates and increased productivity in the workplace (Hart, 2009).

The researcher concurred with the above authors on the importance of mentoring to the mentees. Whether there were mentors and mentoring programs to support inexperienced teacher in secondary schools in Mukono Municipality was to be established by the study.

2.3.3 The Impact of Conferences on Teacher Effectiveness

A Conference according to Armstrong (1999) is a specially assembled group of people who with the help of a facilitator, jointly examine organizational issues and review their effectiveness as a team. Conferences on the other hand are another way that most organizations train its staff. The conference lasts for one to three months. This is a simple and quick way to impart knowledge to a large group of employees (Dessler, 2005). It involves having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization. Dessler (2005) also observes that it is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because: It is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

The traditional approaches to professional development of teachers, which Kelleher (2003:751) calls “adult pull-out programs”, have also been criticized as less likely to result in improvement of teaching. Fullan (1991:315) stated that, “Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms.” Though the same dissatisfaction is observed in the research on professional development of teachers in developing countries (Schwille & Dembélé, 2007), Workshops and conferences if well planned can directly increase the effectiveness of secondary school teachers. This study is to prove beyond doubt whether workshops were well organized in secondary schools in Mukono Municipality.

2.3.4 The Effect of In-Service Courses on Teacher Effectiveness

Courses according to Beardwell and Holden (2001) develop “general” or “transferable” skills that can be used equally productively across different organizations. In the same way, the aforementioned authors are supported by Smit and de Cronje (2003:88) who state that supporting employees by allowing them to pursue further education will make them more valuable to the organization and more fulfilled professionally. In support of in-service courses, Beardwell and Holden (1993), observe that Human Resource Management concepts such as commitment to the organization and the growth in the quality movement have led senior management teams to realize the increased importance of training, employee development and long-term education.

Amandro (2006) observes that courses are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Formal training courses can be planned for by the organization. The staff may undertake these courses while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. In-service courses prevalent in most public Universities like Makerere, Gulu Mbarara and Kyambogo universities are argued to be more effective since employees are away from work place and their concentration is fully at training.

Although employees after acquiring new skills/qualifications may leave for better paying jobs, but if the workers are properly managed, the new skills can enhance their effectiveness in performance in secondary schools in Mukono Municipality. If this was not the case the study will establish.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presented a description of research design, target population, determination of the sample size, sampling techniques, data collection (research) instruments, data quality control, research procedures and techniques of data presentation and analysis for the topic: professional development programs and teacher effectiveness in selected secondary schools in Mukono Municipality, Mukono district.

3.2 Research Design

The researcher used both qualitative and quantitative approaches in the study in order to serve for the mutual validation of data as well as findings for the production of more coherent and complete picture of the investigated domain than a one method research can yield as noted by Udo (2006).

A cross-sectional survey design was used to collect sizeable amount of data about beliefs, opinions, methods and perceptions on professional development programs and staff effectiveness in secondary schools in Mukono Municipality. This design was considered appropriate for the study due to the fact that it is used to gather data from a sample of population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). According to Oso and Onen (2005), the survey design is also convenient because it is able to make a researcher understand the population from any part of it.

3.3 Population and Sample Size

3.3.1 Target Population/Accessible Population

A target Population is a group of people or objects from which the sample for statistical measurement is going to be taken. In this study, only selected teachers of eight government-aided and private secondary schools in Mukono Municipality were sampled for this study. Four secondary schools were selected from Goma Division and four from Mukono Division.

3.3.2 Determination of the Sample Size

Table 3.0.1: Target Population and the Sample Size

Category of respondents	Target population	Sample size	Sampling technique
Head Teachers	08	08	Purposive
Teachers	416	204	Stratified random sampling
Total	424	212	

Source: Field data, June 2017

The sample size was made up of 212 respondents out of the target population of 424. The sample population was a half of the target population and it was selected bearing in mind the costs associated with big numbers of respondents. Information from these respondents was enough to give relevant ideas and opinion which can be generalized to cover other teachers in the Municipality.

The formula for selecting the sample size was determined by the use of Taro Yamane's formula (1967). The sample error of 0.05 was adopted with 90% confidence.

Below is Taro Yamane's formula:

$$n = \frac{N}{1+Ne^2}$$

Where, n = sample size, N= target population and e= sampling error.

Head teachers' sample size = $8/1+8(0.05)^2 = 8$.

Teachers' sample size = $416/1+416(0.05)^2=204$.

3.4 Sampling Techniques

Sampling technique is the description of strategies a researcher will use to select representative respondents from the target population (Oso and Onen, 2008). This study used both stratified random sampling and purposive sampling.

3.4.1 Stratified Random Sampling

Stratified random sampling technique was used for teachers in the study to select the sample. According to Amin (2005), this technique involves the selection of subgroups for the sample in the same proportion as they exist in the target population. Stratified random sampling technique was used to select teachers. The technique was used to divide teachers into males and females to give each subgroup an opportunity to participate in the study.

3.4.2 Purposive Sampling

This is a non-probability sampling technique where the researcher selects the subjects for the study based on their knowledge and professional judgment. For school Head Teachers, purposive sampling was used. This was because the researcher considered them central in having the information he required on professional development programs and teacher effectiveness. This was in line with the observation of Amin (2005:242), that in purposive sampling, the researcher selects a sample based on the knowledge that the respondents have the information he requires.

3.5 Data Collection Instruments

Data is anything given or admitted as a fact and on which research conclusions will be based (Oso and Onen, 2008). In this study, the researcher used questionnaires, interviews as primary sources of gathering data. The two tools were preferred because they are the best in determining the effective domain of the respondents. As observed by Touliatos and Compton, (1988), they are the best tools for getting views, perceptions, feelings and attitudes of respondents. The researcher found it appropriate to obtain views related to professional development programs and teacher effectiveness.

3.5.1 Questionnaires

The questionnaires were predominantly closed-ended to collect information from teachers. Closed- ended questionnaires were used to help to shut out vague and unwanted answers for the study. The questionnaires were designed in appropriate rating scales to solicit for opinions of respondents. Rating scales were preferred because unlike Likert scales with standardized set of response options that represent varying degrees of agreement, Rating scales use descriptive data to each item on the questionnaire (Amin, 2005:266). The researcher used questionnaires for teachers because they are reliable and dependable instruments for collecting information from respondents who are scattered in different schools (Ghosh, 2000).

Questionnaires are also suitable for respondents who have varying timetables and so are not at their places of work at the same time as the instrument enables them to fill the questionnaires at their own time of convenience. Also, a questionnaire permits a respondent a sufficient amount of time to consider answers before responding (Sekaran, 2003:69). The instrument is also convenient as it is administered to literate respondents who are able to fill it within a short period of time. The questionnaires were designed for teachers to solicit for information on the background of the respondent, the independent variable, dependent variable.

3.5.2 Interview Guide

Saunders, et al.(2003) observe that it is generally good practice not to rely solely on questionnaire data but to use the questionnaire in conjunction with at least one other data collection instrument. The researcher also used interview guide as a tool to obtain first-hand information from school Head Teachers about professional development programs and staff effectiveness. Amin (2005) observes that interview is an appropriate data collection tool because the researcher is able to explain and clarify the questions being asked. Interview as a tool for data collection was used to get in-depth information on the study, “professional development programs and staff effectiveness in secondary schools’’. The researcher used interview guide for collecting information from school Head Teachers because they are in better positions to give additional information that could have been left out in the questionnaires concerning professional development programs and teacher effectiveness.

3.6 Research Procedure

A letter of introduction was obtained from the Dean of students, Kyambogo University and taken by the researcher to the head teachers of the selected schools seeking for permission to conduct the study in their schools. The researcher made personal administration of questionnaires with on-spot collection in two schools per day for four days. Some questionnaires were left at the schools with the Directors of studies to administer them on the behalf of the researcher to other teachers for a period of one week. This allowed respondents to seek guidance from the researcher and gave ample time to the respondents to answer the questionnaires at their convenient time respectively. The researcher also conducted an interview with five (08) Head Teachers. After collection of the data the researcher prepared the data for analysis by editing, coding and entering it in the Statistical Package for Social Science Research (SPSS). This Data was then computed and recorded for analysis

3.7 Quality Control

This refers to validity and reliability of instruments. The researcher employed two techniques to ensure that the instruments were both valid and reliable.

3.7.1 Validity of Instrument

Validity is the sum which is used to describe the extent to which a measure accurately corresponds with what the researcher is measuring. According to Ekinici and Riley (2000:71), the validity of a questionnaire indicates how worthwhile a measure is likely to be in a given situation. The validity of instruments was established using the Content Validity Index (CVI). To accomplish this, draft questionnaires were given to five lecturers at the Graduate school (the researcher's supervisors inclusive), Kyambogo University to judge by stating whether each item in the instrument was relevant (R) or not relevant (NR) in measuring the concept being investigated. From these responses, the content validity index (CVI) was computed from the following formula:

$$CVI = \frac{R}{\text{Total number of items in the instrument}}$$

Where, CVI is the content validity index and R represents the items rated relevant for measuring the concept being studied.

$$CVI = 29/34 = 0.853.$$

According to Amin (2005), for the instruments to be valid, the average content validity index should be 0.7 and above of which the CVI in this study was found to be 0.853

3.7.2 Reliability

Burns and Bush (2010) state that reliability is a statistical concept and is related to consistency and dependability, that is, consistency in obtaining the same relative answer when measuring phenomena that have not changed. Reliability was determined using Cronbach Coefficient Alpha

after conducting a pilot study involving 10 teachers from secondary schools within the Municipality who were not involved in the study. Cronbach Coefficient Alpha was calculated using SPSS version 20 and the results obtained are represented in the table below

Table 3.0.2: Reliability

Variable	Cronbach Alpha Value
Orientation	.821
Mentoring	.769
Conferences	.808
In-service Courses	.901
Teacher Effectiveness	.889

Source: Field data 2017

According to Cronbach (1950), coefficient alpha of 0.7 and above is considered adequate. From the results all the Cronbach alpha coefficients ranged from .769 to .901, therefore meeting the acceptable standards.

3.8 Data Analysis

According to Mugenda and Mugenda (2003), data analysis is the process of bringing to order, structure and meaning to the mass of information collected. Data was analysed using quantitative and qualitative analysis procedures after collection of questionnaires and conducting interviews. In this study the researcher used both qualitative and quantitative data analysis techniques. Quantitative data was edited, coded entered into a computer using SPSS version 20. The univariate data was then analyzed and presented in a frequency table with percentages, mean, standard deviation calculation and a simple linear regression was used to quantify the effect of the independent variable on the dependent one used in the study.

Qualitative data, particularly responses from interviews was analysed following the phenomenographic approach. This approach essentially involved a thorough and repeated reading of all the written responses of each respondent, underlining the main ideas and then extracting the core meaning where the emerging themes were presented with a few quotes to illustrate the findings.

3.9 Ethical Considerations

Throughout the study, ethical considerations were given a high priority in the following ways;

- The instruments used were anonymous and as a result no respondent were identified with the answers that were given.
- The researcher only gathered information from any respondent after getting oral or written permission.
- The principle of voluntary participation which required that participants do not need to be coerced into participating in the research was observed.
- A covering letter which also assured respondents that all their responses were to be treated with utmost confidentiality and anonymity was sent with the instruments.

3.10 Limitations

While on research the researcher encountered the following limitations:

- Inadequate funds and as such the researcher run short of stationery and transport funds.
- Secondary school teachers have varying time tables and as a result they are sometimes off-duty. The school administrators are sometimes off-station on official duties. As a result the researcher found a problem of administering the research instruments to his respondents who are on and off their stations of work.

- The researcher found it a bit hard to get time off his tight working schedule to collect data from the areas where the study was conducted.

3.11 Delimitations

The following were the delimitations to the researcher during the time of the study;

- The schools chosen for the study were conveniently near enough to the residence of the researcher. Travel expenses and time were reduced.
- The researcher being a teacher had an advantage of handling teachers during the administration of instruments since they constituted the respondents. He even requested for the services of the Director of Studies to work as a research assistant in each school under study.
- The researcher being a teacher already knew some respondents having taught with them at one time and so their cooperation was satisfactory.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

In this chapter, data extracted from the field by the use of the described study instruments; questionnaire and interviews (as described in the previous chapter) is presented and analysed. The presentation and analysis are done in line with the study objectives that included to; investigate the effect of orientation on teacher effectiveness in secondary schools in Mukono Municipality, find out the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality, establish the effect of Conferences on teacher effectiveness in secondary schools in Mukono Municipality and investigate the effect of In-service courses on teacher effectiveness in secondary schools in Mukono Municipality.

4.1 Study Findings

4.1.1 General Findings

Data recorded in this chapter was extracted by use of questionnaires and interviews. 285 copies of questionnaires were distributed to teachers of the eight selected secondary schools within Mukono municipality. In the same way, interviews were conducted with school administrators in the eight secondary schools within the municipality.

The post-data collection report indicated a successful data collection process; indicating that from the 285 questionnaires distributed, 204 were received back fully and validly answered indicating 72% response rate. In the same way, out of 08 Head teachers, 08 Head teachers were interviewed indicating 100% response rate hence making the study a success.

4.1.2 Findings on the Background Characteristics of Respondents

The section presents and analyses findings on the background characteristics of respondents. In this section, respondents' differences in terms of sex, age, marital status, highest level of education before starting to teach, current highest qualification, teaching experience, responsibility held at school are as presented and analysed and presented.

4.1.3 Gender of the respondents

The researcher found it important to find out the gender of the respondents. This was important because both men and women have different professional development experiences.

Table 4.0.1: Gender of respondents

	Frequency	Percent
Male	122	60
Female	82	40
Total	204	100.0

Source: Field data, June 2017

Findings on gender composition of respondents indicated that most of the respondents, that is, 60% are male compared to their female counterparts who only constituted 40%. There is generally an observable gap in numbers between male and female teachers. Figures from the UNBS (2011) 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.

4.1.4 Age of the Respondents

The study sought to find out the age of the respondents, this was important due to the fact that different age brackets of teachers have different thoughts as regards professional development.

At times a given age does not think these professional programs are important in their career.

Table 4.0.2: Age of the respondents

	Frequency	Percent
20-25	45	22.1
26-30	39	19.1
31-35	68	33.3
36-40	26	12.7
41 and above	26	12.7
Total	204	100.0

Source: Field data, June 2017

The study findings as presented in table above show that most of the respondents (33.3%) were aged 31-35 years. Respondents who were aged between 20-25 years accounted for 22.1%, those who were between 26-30 years, accounted for 19.1%, those between 36-40 years accounted for 12.7% and the same number of respondents aged above 41 years. Comparably, the mature group i.e. individuals aged 31 years and above contributed to this study more than any age group. 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.

4.1.5 Status of the Respondents

The study sought to find out the marital status of the respondents, this was important because different people have different responsibilities and these go a long way in determining whether they are willing to develop professionally and also being willing to provide relevant information on the topic of study.

Table 4.0.3: Marital Status of the respondents

	Frequency	Percent
Single	65	31.8
Widowed	33	16.2
Married	92	45.1
Divorced	14	6.9
Total	204	100.0

Source: Field data, June 2017

Respondents' marital status according to the findings as presented in table, indicated that the majority of the respondents were married rating at 45.1%, this was then followed by 31.8% of the respondents who were single, widowed were represented by 16.2% and only 6.9% of the respondents that took part in the study were divorced, 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 so as to become more effective.

4.1.6 Initial and Current Qualification

Respondents were then asked to record their initial qualification as of when they started teaching and what their current qualification is. This was to find out whether there has been any advancement in the education qualification of the teachers asked for the study over the years so as to trace their professional progress. The results have been summarised and shown in the table below.

Table 4.0.4: Initial and Current Qualification

Category	Initial qualification	Not Advanced	Advanced		Total
			Bachelors	Masters	
Diploma	91	0	91	0	91
Bachelors	110	100		10	110
Masters	3	3	0	0	3
Total	204	103	92	10	204

Source: Field data, June 2017

The table shows that out of the 204 respondents that returned the questionnaires, 91 of them had the diploma as their initial qualification and all of them later upgraded to a bachelor's degree over time. Of the 110 respondents who had a bachelor degree as their initial qualification, only 10 advanced to the master's degree whereas 100 did not upgrade at all on their qualifications. Lastly, only 3 respondents had a master's degree and they had not advanced any further. The researcher inquired about the respondents who had joined the teaching profession at a master's level and he realised these are the youth who immediately enrol for master's degree program

after failing to get jobs with a bachelor's degree qualification after which they land the teaching jobs.

4.1.7 Teaching Experience of the respondents

The researcher also sought to find out how long the teachers had served in the schools they were employed. The table below summarises the findings.

Table 4.0.5: Teaching Experience of the respondents

	Frequency	Percent
1-5 years	25	12.2
6-10 year	117	57.4
11-20 years	27	13.2
21 and above	35	17.2
Total	204	100.0

Source: Field data, June 2017

The findings in the table above showed that the majority of the respondents who took part in this study have experience in the teaching professional with 57.4% indicating that they have been teaching for a period between 6-10 years, this was followed by 17.2% of the respondents who suggested that they had worked in the teaching professional for 21 years and above and only 13.2% of the respondents indicated that they had worked with the teaching professional for a period between 11-20 years, this implies that the majority of the respondents have adequate teaching experience.

4.2 Descriptive and Inferential Statistics Findings

The following section presents analysis and interpretation of data in accordance with the four study objectives. Each of the objective forms a subsection under which data is presented, analysed and interpreted. Data was analysed systematically based on the set objectives as follows:

4.2.1 The effect of orientation on teacher effectiveness in secondary schools

The first objective of the study was in line with finding out the effect of orientation on teacher effectiveness. It should be noted that for professional development programs to be effective it is important that orientation is done at the institution which helps expose staff to different kinds of work related tasks. This goes a long way in skill development which makes them more effective at work. In order to achieve this objective, the respondents were prompted to do a rating on job orientation using close ended questionnaires to establish the existence of either job rotation or orientation and 5 items on a Likert Scale ranging from 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree to 5-Strongly Agree to establish agreement on other items. Agreement on each item was computed using the item Means and Standard Deviations. The descriptive statistics therefore are shown in Table 4.0.6

Table 4.0.6: Existence of Orientation Programs at Places of Work

Job Orientation			
	Yes	143	70.2
	No	61	29.8
Total		204	100.0

Source: Field data, June 2017

From the table, the researcher notices that 70.2% of the respondents had job orientation in their new places of work whereas 29.8% of them had not had any orientation programs at their work places. This therefore could have implied that a big number of the selected schools in Mukono municipality orient their workers in the quest to improve teacher effectiveness. Those who were not oriented could be because most times the management assumes that since these have been teaching for a long time they know what to do and thus do not consider orientation as critical.

Table 4.0.7: How often is orientation carried out in the school

	Frequency	Percent
Not at All	15	7.2
Monthly	17	8.3
Termly	17	8.3
Yearly	155	76.2
Total	204	100.0

Source: Field data, June 2017

The table shows that the majority of the respondents (76.2%) had received new staff oriented at least yearly in their schools. This high percentage can be explained by the policies in some schools where teachers shift with their students from one class to another up to candidate classes so that they own blame in case students perform poorly at the end. An equal number of the respondents (8.3%) had acquired orientation either monthly or termly. The existence of the termly orientation can be justified by the existence of teacher trainees at the schools and the new teachers that may be recruited at the beginning of the term. The table also shows that 7.2% of the respondents did not have job rotation or orientation at their schools. This could be explained by some schools that have not incorporated these professional development programs for their staff

which could imply that some of the schools in Mukono municipality have got administrators who do not help in the improvement of their staff's performance through arranged professional development programs.

Below is the table showing the statistics according to the Likert scale according to the first study objective.

Table 4.0.8: Descriptive Statistics on orientation

	Min.	Max.	Mean	Std. Deviation
Orientation makes a teacher flexible to teach any class with ease	1	5	3.65	.976
Orientation prepares a teacher to take on high rank positions- promotion	2	5	4.01	.784
Orientation enables a teacher to sit in for an absent colleague	2	5	4.13	.929
Orientation enables a teacher to quickly settle down for effective work	1	5	3.71	1.036
Orientation enables a teacher to get a general overview of the school working environment	1	5	3.74	1.007

Source: Field data, June 2017

Respondents agreed that Orientation makes a teacher flexible to teach any class with ease (Mean=3.65, Std. Dev. =.976) which could be justified by a consistent exposure to the different

environments (classes) every time the teacher changes from one class to another. This implies that Orientation strengthens confidence of the teacher to teach in any class.

There was also agreement when respondents were asked whether Orientation prepares a teacher to take on high rank positions- promotion (Mean=4.01, Std. Dev. =.784). The high mean shows that most of the respondents strongly agreed to the statement. During one of the interviews, one Head teacher supported this when she stated that:

You know, with the accumulated experience over time and to some people like us who have advanced further to improve on our academic qualifications, it becomes apparent that we get promoted easily, especially when the system of the school or rather the administration is well established and with organised structures (Head teacher A, June 2017).

This therefore implies that Orientation coupled with experience and advanced qualifications improves chances of promotion for teachers in their profession.

The study revealed that there was agreement among respondents that Orientation enables a teacher to sit in for an absent colleague (Mean=4.13, Std. Dev. =.929). This could be explained by the realisation that the absence of one teacher should not stop the school from running and neither should it hinder the classrooms from going on. This therefore means that the absence of a teacher in some of the schools used for the study does not hinder the continuation of classroom activities which consequently implies performance is maintained.

When asked whether Orientation enables a teacher to quickly settle down for effective work, respondents agreed to the statement (Mean=3.71, Std. Dev. =1.036). The widely spread standard variation implies that just as there were respondents who strongly agreed to the statement, others

equally strongly disagreed as can be seen with the minimum and maximum values of the agreement levels. This can be understood by a response from one Head teacher who observed that:

I wouldn't really look at the effective work of the teacher with the orientation programs offered here. Well, orientation introduces them to the school and the classroom and basically the mission, vision, goals and values of the school, but when we talk of effective work regarding teaching, the lessons they have come with from their institutions of higher education are more relevant in this aspect... however, I would agree that actually, orientation, as far as team work is concerned, is a step in the right direction (Head teacher B, June 2017).

This finding is in line with another where there was an agreement among respondents when asked whether Orientation enables a teacher to get a general overview of the school working environment (Mean=3.74, Std. Dev. =1.007) to which coincidentally another Head teacher during the interviews reported that:

The beauty with orientation is that having been introduced all over the campus, somehow you seem to be a member of that community already and surely, by being comfortable in the new place, one has less worries and can efficiently move on with what they are doing (Head teacher C, June 2017)

This therefore implies that the orientation programme in most of the schools addressed in this study helps teachers settle in their new places of work.

Regression Analysis for orientation

In order to quantify the effect of job rotation and orientation on teacher effectiveness, a regression analysis was conducted to determine the level of variability of teacher effectiveness (the dependent variable) which can be explained by Orientation, holding other variables constant.

The results are presented in Table 4.0.9

Table 4.0.9: Regression Analysis for Orientation on Teacher Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.612 ^a	.374	.335	.585

a. Predictors: (Constant), orientation

Source: Field data, June 2017

From the Table 4.9 of the regression analysis above, there is a strong, positive, and statistically significant relationship between orientation on teacher effectiveness in secondary schools in Mukono Municipality as represented by the value $R (.612)$. This means that there is an increased improvement in the teacher effectiveness the more Orientation is conducted at the school. Thus, the coefficient of determination ($R Square$) = 0.374. This value means that 37.4% of the variance in the teacher effectiveness is explained by job rotation activities at a school.

4.2.2 The effect of Mentoring on Teacher Effectiveness in secondary schools in Mukono Municipality.

The second objective of the study was in line with finding out the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality. It should be noted that for professional development programs to be effective, it is important that mentoring is done at the

schools which helps novice teachers to learn from those who are experienced in the various fields. In order to achieve this objective, respondents were prompted to do a rating whether they have ever attended mentoring before using close ended questions and 5 items on a Likert Scale ranging from 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree to 5-Strongly Agree to establish agreement on other items. Agreement on each item was computed using the item Means and Standard Deviations. The descriptive statistics therefrom are shown in Table 4.0.10

Table 4.0.10: Attendance of Mentoring Training Programs

	Frequency	Percent
Yes	61	29.8
No	143	70.2
Total	204	100.0

Source: Field data, June 2017

The table shows that 70.2% of the respondents have not attended any mentoring and training programs in their work places whereas only 29.8% of them have ever attended. This can be attributed to the lack of willingness by teachers to get mentors since mentors are sought by the ones who need their services.

Table 4.0.11: Frequency of mentoring programs carried out in the school

	Frequency	Percent
Not at All	131	64.4
Monthly	31	15.4
Termly	15	7.1
Yearly	27	13.1
Total	204	100.0

Source: Field data, June 2017

The table shows that 64.4% of the respondents did not at all receive any mentoring at their schools, 15.4% received it monthly, 13.1% yearly, whereas only 7.1% of the respondents received mentoring and coaching termly. This implies beyond doubt that mentoring programs are not carried out in most secondary schools in Mukono municipality and in a few schools where these programs occur, they are not regularly organized to improve on teacher effectiveness and consequently satisfactory student achievement.

Table 4.0.12: Descriptive Statistics for Mentoring Programs

	Min.	Max.	Mean	Std. Deviation
Mentoring Makes teachers overcome their performance deficiencies.	1	5	1.87	1.315
Mentoring Provides teachers with useful knowledge required for teaching of content	1	5	2.20	1.180
Mentoring Motivates teachers to provide feedback to students about tests done	1	5	1.98	1.324
Mentoring prepares teachers for new assignments in different departments	2	5	3.23	.441
Mentors focus on both the individual and professional development of the teachers	3	5	4.09	.997

Source: Field data, June 2017

From the table, the researcher notices that respondents largely disagreed to the statements asked in the questionnaires. They disagreed to the statement that mentoring Makes teachers overcome their performance deficiencies (Mean=1.87, Std. Dev. =1.315). The widely spread standard deviation can be attributed to the different opinions towards this aspect that several respondents raised. During the interviews, one Head teacher explained that:

It's true that some teachers actually have deficiencies regarding their performance which can be reflected in poor student achievement, but the fact is, students too have got a big role to play. That is why coaching and mentoring of teachers alone may actually not help teachers in their job! (Head teacher D, June 2017).

Another Head teacher stated that:

You have heard of the proverb, "you can't teach an old dog new tricks" ...I would say that it is quite sad actually that though coaching and mentoring ideally can help improve performance, some of our teaches never regard it as important at all what so ever. They think the knowledge and skills they acquired in institutions of higher learning is enough for them to execute their duties successfully (Head teacher E, June 2017).

This implied that few teachers regard coaching and mentoring as important for their performance improvement.

The study also found out that respondents disagreed whether mentoring Provide useful knowledge required for teaching of content (Mean=2.20, Std. Dev. =1.180). A key respondent in this line observed that:

Of course there is very little if at all anything that coaching and mentoring would contribute to the content taught in classrooms, however, I believe there would be much more to learn in other aspects such as in the techniques of teaching and class room management (Head teacher E, June 2017)

This could be justified by the existence of the school curriculum that defines what should be the teaching content in classrooms. This therefore implies that though coaching and mentoring may not necessarily get involved with the school curriculum per se, it sometimes contributes to the methods of delivery of this content.

Lastly, respondents also disagreed to the statement that mentoring Motivate teachers to provide feedback to students about the tests done (Mean=1.98, Std. Dev. =1.324). This could be justified by the realisation that very few teachers have actually attended mentoring and coaching programs at their places of work.

Respondents agreed that Mentors focus on both the individual and professional development of teachers (Mean=4.09, Std. Dev. =.997). This study finding was supported by a Head teacher who observed that:

The truth is that mentors are good for everyone in whatever profession. The surprising part however is that mentors like heads of department and senior teachers are tied up in administrative work other than helping junior or mediocre teachers to improve on their effectiveness (Head teacher A, June 2017).

This therefore implies that the education sector has few mentors. The interview revealed that junior teachers of arts subjects are not coached at all because the concepts seem simple to explain and sometimes teachers just send notes to students to copy and that is how a lesson ends. The interview further revealed that some junior teachers of science are coached by senior teachers on how to conduct and handle science practicals and difficult concepts respectively.

Lastly, the study found out an agreement on the item that Mentoring prepares teachers for new assignments in different departments (Mean=3.23, Std. Dev. =.441). This could be justified by the realisation that it is the people who have experience in the departments that the new one will be shifted to that have the responsibility to mentor their incoming staff according to demands of the department.

Regression Analysis for Mentoring

In order to quantify the effect of mentoring and coaching on teacher effectiveness, a regression analysis was conducted to determine the level of variability of teacher effectiveness (the dependent variable) which can be explained by mentoring, holding other variables constant. The results are presented in Table 4.0.13

Table 4.0.13: Regression Analysis for Mentoring on Teacher Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.334 ^a	.112	.231	.436

a. Predictors: (Constant), mentoring

Source: Field data, June 2017

From the Table 4.13 of the regression analysis above, there is a moderate, positive, and statistically significant relationship between mentoring and teacher effectiveness in secondary schools in Mukono Municipality as represented by the value $R (.334)$. This means that there a moderate improvement in the teacher effectiveness the more mentoring is conducted at the school. Thus, the coefficient of determination ($R Square$) = 0.112. This value means that 11.2% of the variance in the teacher effectiveness is explained by mentoring of teachers at school.

4.2.3 The effect of Conferences on teacher effectiveness in secondary schools in Mukono Municipality.

The third objective of the study was in line with finding out the effect of Conferences on teacher effectiveness of secondary schools in Mukono Municipality. This can be done through seminars also so as to improve the teacher effectiveness. In order to achieve this objective, respondents were prompted to do a rating whether they have ever attended conferences or whether they have enrolled for in Conferences or In-service Courses while using close ended questions and items on a Likert Scale ranging from 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree to 5-Strongly Agree to establish agreement on other items. Agreement on each item was computed using the item Means and Standard Deviations. The descriptive statistics therefrom are shown in Table 4.0.14.

Table 4.0.14: Attendance of Conferences or In-Service Courses at Schools

	Frequency	Percent
Yes	143	70.2
No	61	29.8
Total	204	100.0

Source: Field data, June 2017

From the table, it can be noticed that 70.2% of the respondents reported to have attended workshops/conferences or an in-service course whereas 29.8% have not. The high percentage can be attributed to the majority of the numbers who have at least attended the workshops which are organised by the schools, non-governmental organisations like the World Vision and ministry of education occasionally at the district and municipality levels. This implies that in Mukono municipality, teachers at least make an effort to attend workshops and conferences that may have

something to help them improve their performance. More so, they enrol for in-service courses in order to improve their academic qualifications.

Table 4.0.15: Frequency of Attendance of Conferences and in-service courses

	Frequency	Percent
Not at All	24	11.9
Termly	71	34.5
Yearly	109	53.6
Total	204	100.0

Source: Field data, June 2017

The table shows that 53.6% of the respondents attended Conferences at least yearly, 34.5% of them attended termly and only 11.9% of the respondents did not attend at all. Of those who attended the in-service courses, different teachers have graduated at different levels, some to bachelor degrees, others to masters. This means that most of the respondents in this study have at least attended conferences though not many times to improve on teacher effectiveness and consequently student achievement.

Table 4.0.16: Descriptive Statistics for Conferences

Conferences	min.	max.	mean	std. Deviation
Conferences help to Enhance my time management abilities	1	5	3.50	.925
Teachers have been provided with classroom management skills through conferences	2	5	4.27	.738
Through conferences, teachers are motivated to attend all school programs.	2	5	3.83	1.039
Conferences are a cheap way to reach out to many teachers at once	2	5	3.57	.631
Those who conduct these conferences are teachers themselves	1	5		1.411
		2.99		

Source: Field data, June 2017

The table shows an agreement among respondents when they were asked whether workshops and conferences Enhance time management abilities (Mean=3.50, Std. Dev. =.925) and that they Provide teachers with classroom management skills (Mean=4.27, Std. Dev. =.738). This can be attributed to the various conference themes that are always targeted or focused towards improving one aspect that enhances teacher’s performance over the other. Some of the teacher conferences would look at classroom management, incorporation of new trends of technology in the current trends, new methods of teaching like those emphasized in SESEMAT workshops among others.

The study findings also shows that there was an agreement among respondents on the statement that conferences Motivate teachers to attend all school programs (Mean=3.83, Std. Dev. =1.039).

The study also revealed an agreement by respondents on the item that Conferences are a cheap way to reach out to many teachers at once programs (Mean=3.57, Std. Dev. =.631). This was further supported by a respondent during the interview who explained that:

Actually, sometimes it is very difficult to organise 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 (Head teacher G, June 2017)

This therefore implies that conferences are conducted such that general costs are reduced for schools and the people attending them.

Lastly, when respondents were asked whether those people who conduct these conferences are teachers themselves, they disagreed (Mean=2.99, Std. Dev. =1.411). 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 (Head teacher A, June 2017).

This implies that workshops and conferences aim at developing the teacher in all perspectives other than training him regarding his profession alone and to do this, they are exposed to people from all careers so that skills can be borrowed from a range of professions.

Regression Analysis for Conferences

In order to quantify the effect of conferences on teacher effectiveness, a regression analysis was conducted to determine the level of variability of teacher effectiveness (the dependent variable) which can be explained by conferences, holding other variables constant. The results are presented in Table 4.0.17

Table 4.0.17: Regression analysis for Conferences on Teacher Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.415	.548

a. Predictors: (Constant), conferences

Source: Field data, June 2017

From the Table 4.17 of the regression analysis above, there is a strong, positive, and statistically significant relationship between conferences and teacher effectiveness in secondary schools in Mukono Municipality as represented by the value $R (.671)$. This means that the more conferences are attended, the better the teacher effectiveness. Thus, the coefficient of determination ($R Square$) = 0.450. This value means that 45% of the variance in the staff effectiveness is explained by conferences of the staff at or outside school.

4.2.4 The effect of in-service courses on teacher effectiveness in secondary schools in Mukono Municipality.

The fourth objective of the study was in line with finding out the effect of in-service courses on staff effectiveness in secondary schools in Mukono Municipality. This was mostly done through classes that are taken up by teachers especially when students have gone home for holidays. In order to achieve this objective, respondents were prompted to do a rating using items on a Likert Scale ranging from 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree to 5-Strongly Agree to establish agreement on other items. Agreement on each item was computed using the item Means and Standard Deviations. The descriptive statistics therefrom are shown in Table 4.0.18

Table 4.0.18: In-service courses on teacher effectiveness in secondary schools in Mukono Municipality

	Min.	Max.	Mean	Std. Deviation
In-service courses provide teachers with subject knowledge for effective teaching.	2	5	3.95	.849
In-service courses provide teachers with new skills to effectively analyse student need for appropriate instructional methods.	3	5	4.05	.775
In-service courses provide teachers with opportunities for promotion.	2	5	4.13	.875
Most of this school’s administrators have had in-service courses	1	4	3.00	.728

Source: Field data, June 2017

Pertaining statements on In-service, respondents agreed that in-service courses provide teachers with subject knowledge for effective teaching (Mean=3.95, Std. Dev. =.849) which can be explained by the fact that in-service courses are a continuation of the of the normal education advancement of the teachers.

The finding of a high agreement on the statement that In-service courses Provide teachers with new skills to effectively analyse student need for appropriate instructional methods (Mean=4.05, Std. Dev. =.775) implies that every time the teachers take up an in-service course, there is something new that will be learnt regarding their dealings with students.

There was an agreement by respondents that in-service courses provide opportunities for promotion (Mean=4.13, Std. Dev. =.875). This can be justified by the fact that with In-service courses, one can advance from one academic qualification to another. This consequently implies that in-service courses help teachers advance in their academic qualifications and thus the possibility of attaining a higher administrative position in the school.

Lastly, the study shows that there was an agreement by respondents that Most of this school's administrators have had in-service courses (Mean=3.00, Std. Dev. =.728). This could be justified by the realisation that many of the teachers who have advanced in their academic performance have actually changed office, their roles and responsibilities at school have been increased and consequently their pay raised.

Regression Analysis for In-service Courses

In order to quantify the effect of in-service courses on teacher effectiveness, a regression analysis was conducted to determine the level of variability of teacher effectiveness (the dependent variable) which can be explained by in-service courses, holding other variables constant. The results are presented in Table 4.19

Table 4.0.19: Regression Analysis for In-service Courses on teacher Effectiveness

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.434 ^a	.188	.137	.666

a. Predictors: (Constant), in-service courses

Source: Field data, June 2017

From the Table 4.19 of the regression analysis above, there is a moderate, positive, and statistically significant relationship between in-service courses and teacher effectiveness in secondary schools in Mukono Municipality as represented by the value $R (.434)$. This means that there is a moderate improvement in the teacher effectiveness the more teachers take on in-service courses. Thus, the coefficient of determination ($R Square$) = 0.188. This value means that 18.8% of the variance in the teacher effectiveness is explained by in-service courses as enrolled in by the staff at a school.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this final chapter the researcher provides a discussion of the findings in line with the three objectives that guided the study. The chapter also details the key conclusions and recommendations advanced by this study.

5.1 Discussion of Findings

5.1.1 Orientation and Teacher Effectiveness

The first objective was to investigate the effect of orientation on teacher effectiveness in secondary schools in Mukono Municipality and a question, “What is the effect of orientation on teacher effectiveness in secondary schools in Mukono Municipality?” was asked. Data analysis and interpretation revealed some major findings under this objective and these include: the study established a coefficient of determination ($R\ Square$) = 0.374 which means that 37.4% of the variance in the teacher effectiveness is explained by orientation activities at a school.

This study found out that teachers are empowered with experience to handle any class with ease and thus enhancing their effectiveness which relates to the finding by Booyens (2000) that orientation is the personalized training of the individual employee so that he/she becomes acquainted with the requirements of the job itself.

The finding that orientation programs in most of the schools addressed in this study help teachers settle in their new places of work. Simpson (2006) also states that as well as facing common problems associated with personal adaptability, classroom teaching, administrative and support structure and relationship with others, beginning teachers face additional problems such as time

management. The findings of Lang (1996) and Simpson (2006) reveal that orientation is critical to enhance the effectiveness of new staff since orientation of staff solves the problems of isolation, stress and tiredness among the new staff and enables new employees to formulate realistic, reasonable and accurate expectations of their new responsibilities and performance requirements.

5.1.2 Mentoring and Teacher Effectiveness

The second objective focused on Finding out the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality. It was guided by the question “What is the effect of mentoring on teacher effectiveness in secondary schools in Mukono Municipality?” Thus, the major finding of the study was the discovery that the coefficient of determination (*R Square*) = 0.112 which means that 11.2% of the variance in the teacher effectiveness is explained by mentoring of the staff at a school. Kačkere and Odina (2004), who state that mentoring is a support given by one, (usually more experienced) person -*mentor* for the growth and learning of another – *mentee*, as well as for their integration into and acceptance by a specific community.

Though the study showed that few teachers regard mentoring as important for their performance improvement, it also showed that mentoring may not necessarily get involved with the school curriculum per se, it sometimes contributes to the methods of delivery of the content. This can be understood alongside Torrington et al. (2005) who stated that mentoring offers a wide range of advantages for development of responsibility and relationship building. Similarly, Crisp and Cruz (2009) observe that in education, mentoring programs mostly show positive effects for mentees (better performance), as well as for mentors (more satisfaction) and the institution itself. The practice is often applied to newly recruited graduates in the organization by being attached to mentors who might be their immediate supervisors or another senior supervisor.

The study also found out that it is the teachers who have experience in the departments that the new one will be shifted to that have the responsibility to mentor their new staff, to train them according to demands of the department. This study agrees with Shaw (1992) who states that generic mentoring skills include needs analysis, negotiation and conflict solving, giving and receiving positive and negative feedback, observation and assessment, report writing and target setting. This therefore means that just as the mentees are supposed to look for their mentors, it is also apparent that the mentors are supposed to recognise some of the people to mentor.

5.1.3 Conferences and Teacher Effectiveness

The third objective sought to establish the effect of workshops/ conferences on teacher effectiveness of secondary schools in Mukono Municipality using the question “What is the effect of workshops/ conferences on teacher effectiveness of secondary schools in Mukono Municipality?” there were several findings under this objective of which the major ones include: the coefficient of determination (*R Square*) = 0.450 which means that 45% of the variance in the teacher effectiveness is explained by workshops/conferences of the teacher at a school.

The study found out that Conferences aim at developing the teacher in all perspectives other than training him/her regarding his/her profession alone and to do this, they are exposed to people from all careers so that skills can be borrowed from a range of professions. The researcher notes that his finding is supported by other scholars such as Dessler (2005) who explained that Conferences involve having an instructor or teacher who lectures a group of individuals in the same room and takes place in situations where there is the need for employees to learn more about a new product or service. The instructor can be from the organization or a third party from outside the organization.

By the same token, the study found out that Conferences are conducted because they are cost effective and as a result general costs are reduced for schools and the people attending them which is in line with Dessler (2005) who explained that it is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because: It is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

5.1.4 In-Service Courses and teacher Effectiveness

The fourth objective of the study aimed at Investigate the effect of in-service courses on teacher effectiveness in secondary schools in Mukono Municipality and sought to answer the question “What is the effect of in-service courses on teacher effectiveness in secondary schools in Mukono Municipality” in order to quantify the effect of in-service courses on staff effectiveness, a regression analysis was conducted and the study found out that the coefficient of determination (*R Square*) = 0.188 meaning that 18.8% of the variance in the teacher effectiveness is explained by in-service courses as enrolled in by the teachers at a school; that every time the teachers take up an in-service course, there is something new that will be learnt regarding their dealings with students and that in-service courses help teachers advance in their academic qualifications and thus the possibility of attaining a higher administrative position in the school. These findings are in line with Beardwell and Holden (2001) who observed that in-service courses develop “general” or “transferable” skills that can be used equally productively across different organizations. In the same way, the aforementioned authors are supported by Smit and de Cronje (2003:88) who state that supporting employees by allowing them to pursue further education will make them more valuable to the organization and more fulfilled professionally.

5.2 Conclusions of the study

In relation to the first objective, the study concluded that generally orientation strengthens the confidence of the teachers in the new places or departments they have gone to. This thus contributes to teachers' effectiveness but the programs practiced to encourage these activities were not adequately prepared in most of the secondary schools in Mukono Municipality.

Concerning the second objective, the study concluded that mentoring did not seem to contribute much to staff effectiveness. Mentoring programs are not taken seriously. The senior teachers who would act as mentors use their offices to intimidate junior teachers to be submissive in all aspects of work. The junior teachers are buried in inferiority complex because they fear to consult their superiors on issues they don't understand well.

Regarding the third objective, the study concluded that Conferences seem to be a rather an effective way of enhancing teacher effectiveness. This is so because Conferences expose teachers to a variety of learning experiences and different people and thus brings the best out of the teachers. However Conferences are not frequently attended because they are expensive to attend and to organise.

Lastly, concerning the fourth objective, in-service courses are strictly geared towards the academic improvement of the teachers of which this directly increases the chances of an individual teacher to take on administrative roles in one school or another.

5.3 Recommendations of the Study

There should be a policy on professional development programs in secondary schools in Mukono Municipality by the Mukono Municipal Education Officer. This will provide a frame work 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 their

effectiveness by increasing on their knowledge, skills and abilities through provision of professional development programs.

The school administrators in Mukono Municipality should guide and encourage teachers throughout their career by organizing; workshops, seminars, refresher courses, exchange teaching, professional writing, benchmarking, staff meetings, for courses of study at colleges of education, post graduate work and participation in the evaluation of school programs.

New teachers should not be left by school managers to discover for themselves what trend of events to follow in order to fit and adjust to the school programs.

School administrators should ensure that mentoring is not restricted to new teachers alone but should be extended to long serving inexperienced teachers as well. This category includes those teachers who have taught for a long period but have not embraced adequate professional development programs.

5.4 Areas for further research

From the study, the researcher suggests further research in the following areas:

A study could be carried out on the effect of salary and the effectiveness of teacher in secondary schools in Mukono Municipality.

A study could be carried out on levels of academic qualifications and the effectiveness of teachers in secondary schools in Mukono Municipality.

A study could be carried out on the impact of indiscipline of students on teacher effectiveness in secondary schools in Mukono Municipality

A study could be carried out on the impact of Head teachers' management styles on effectiveness of teacher in secondary schools in Mukono Municipality

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APPENDIX A: RESEARCH BUDGET, 2015/2016

Quantity	Particulars	Unit cost (Shs)	Amount (Shs)
	Research Proposal writing		
2 dozens	Nice ball pens	6000	12, 000
1ream	Ruled papers	15000	15, 000
1ream	Photocopying papers	16000	16, 000
2	Flash discs	20000	40, 000
2	Anti-virus service expenses	40000	80, 000
	Secretarial costs-photocopying, printing, binding etc	200000	200, 000
	Transport and communication expenses		180, 000
	Miscellaneous		320, 000
	Data collection and report writing		
	Stationery		15, 0000
	Secretarial costs-binding, printing, photocopying etc		400, 000
2	Research assistants	200000	400, 000
	Communication and transport costs		600, 000
	Miscellaneous		350, 000
	Total		2,763, 000

APPENDIX B: WORK PLAN

Activities	MONTHS, 2015/16			MONTHS, 2016					
	Dec	Jan	Feb	mar	Jul	Aug	Sep	Oct	Dec
Literature Search									
Concept Development									
Proposal Writing									
Proposal Presentation									
Refining Proposal									
Identification of schools									
Procurement of materials									
Making appointment with respondents									
Administration of interviews and questionnaires									
Collection of completed questionnaires									
Summarizing data									
Entering data for analysis									
Data analysis									
Report Writing									
Report presentation									
Refining report									
Binding & submitting Report									

APPENDIX C: QUESTIONNAIRE FOR TEACHERS

Dear Respondent, I am a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a research on the topic *Professional Development programs and teacher effectiveness in Secondary schools of Mukono Municipality*. You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with maximum respect and confidentiality for the purpose of improving performance in secondary schools.

Section A: Background information:

1. **Gender:** a) Male b) Female
- 2) **Age:** 20-25 26-30 31-35 36-40 41+
- 3) **Marital Status:** a) Single b) married c) widowed d) Divorced
- 4) **Level of Education**

Degree Level	Initial Qualification	Current Qulaification
Diploma		
Bachelors		
Masters		

- 5) **Teaching Experience:** a) 1-5 years b) 6-10years c) 11-20years d) 21 and above

Section B; The effect of orientation on teacher effectiveness in secondary schools (Independent Variable)

1. Have you ever practiced teaching on rotational basis?
Yes No
2. Are there orientation programs for new members of staff in your school?
Yes No

If there are no orientation programs, how are new teachers inducted in your school?

.....

3. How often are orientation programs carried out in your school?

Monthly Termly Yearly None

Any other period, specify.....

Please refer to the scale given below and tick the option that best represents your Option on staff effectiveness (Strongly disagree= 1; Disagree= 2; Un decided= 3; Agree= 4; Strongly agree=5.		1	2	3	4	5
Orientation						
4	Orientation makes a teacher flexible to teach any class with ease					
5	Orientation prepares a teacher to take on high rank positions- promotion					
6	Orientation enables a teacher to sit in for an absent colleague					
7	Orientation enables a teacher to quickly settle down for effective work					
8	Orientation enables a teacher to get a general overview of the school working environment					

Section C; The effect of mentoring on teacher effectiveness in secondary schools.

1) Have you attended mentoring training programs?

Yes No Undecided

2) How often is mentoring carried out in your school?

None at all Monthly Termly Yearly

		1	2	3	4	5
	Please refer to the scale given below and tick the option that best represents your Option on teacher effectiveness (Strongly disagree= 1; Disagree= 2; Un decided= 3; Agree= 4; Strongly agree=5.					
	Mentoring					
3	Mentoring Makes teachers overcome their performance deficiencies.					
4	Mentoring Provide teachers with useful knowledge required for teaching of content					
5	Mentoring Motivates teachers to provide feedback to students about tests done					
6	Mentoring prepares teachers for new assignments in different departments					
7	Mentors focus on both the individual and professional development of the teachers					

Section D; The effect of conferences, and in-service courses on teacher effectiveness in secondary schools

1. Have you attended conferences or in-service courses at your school?

Yes

No

Undecided

2. How often are conferences, workshops and in-service courses for teachers organized at your school?

None at all Monthly Termly Yearly

Any other period, specify.....

		1	2	3	4	5
	Please refer to the scale given below and tick the option that best represents your Option on staff effectiveness (Strongly disagree= 1; Disagree= 2; Un decided= 3; Agree= 4; Strongly agree=5.					
	Conferences :					
3	Conferences help to Enhance my time management abilities					
4	Teachers have been provided with classroom management skills through conferences					
5	Through conferences, teachers are motivated to attend all school programs.					
6	Conferences are a cheap way to reach out to many teachers at once					

7	Those who conduct these conferences are teachers themselves					
In-service courses:						
1	In-service courses provide teachers with subject knowledge for effective teaching.					
2	In-service courses provide teachers with new skills to effectively analyse student need for appropriate instructional methods.					
3	In-service courses provide teachers with opportunities for promotion.					
4	Most of this school's administrators have had in-service courses					

Please refer to the scale given below and tick the option that best represents your Option on staff effectiveness (Strongly disagree= 1; Disagree= 2; Un decided= 3; Agree= 4; Strongly agree=5.		1	2	3	4	5
Teacher Effectiveness						
1	I feel more committed to my work now at school					
2	My skills have greatly improved over time					
3	The professional development programs have helped me advance in my communication skills					
4	The professional development programs have enabled me to be more punctual in accomplishing my duties					
5	My classroom management techniques have improved over time due to professional development programs					
6	Professional development programs have enabled me to stay equipped my the subject matter of my speciality					

7. Specify any other professional development program you may have attended but not among those mentioned above.....

.....

8. Specify any other contributions of professional development programs to staff effectiveness.....

.....

Thank you.

APPENDIX D: INTERVIEW PROMPTS FOR SCHOOL HEAD TEACHERS

These interview prompts were seeking for answers from the Head teacher on Professional Development Programs on teacher Effectiveness in secondary schools in Mukono Municipality.

1. Do you think job rotation and orientation affect staff effectiveness in your school?

Yes

No

If No, explain

In your view, to what extent do you think, orientation affect teacher effectiveness in you school?

Who conducts orientation programs in your school?

2. Do you think mentoring affect teacher effectiveness in your school?

Yes

No

If No, why?

In your view, to what extent do you think, mentoring affect teacher effectiveness in your school?

In: your opinion, are mentoring programs adequate in your school?

3. Do you think Conferences affect teacher effectiveness in your school?

Yes

No

If No, why?

In your opinion, to what extent do you think, conferences affect teacher effectiveness in your school?

4. Do you think, in-service courses affect teacher effectiveness in your school?

Yes

No

In your view, to what extent do you think, in-service courses affect teacher effectiveness in your school?

5. Apart from those mentioned above, are there any other professional development programs carried out at your school?

Thank you.

KYAMBOGO



UNIVERSITY

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Department of Educational Planning Management

10th June 2017

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: SEKYZANZI MOSES - 14/U/12844/GMED/PE

This is to certify that **Sekyanzi Moses, Reg. No. 14/U/12844/GMED/PE** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Professional Development Programs and Staff Effectiveness in Selected Secondary Schools in Mukono Municipality, Uganda.

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you.

#Komba

Leticia Komba Rwakijuma (Mrs.)
AG. HEAD OF DEPARTMENT

