

**MOTIVATION AND TEACHER EFFECTIVENESS IN UNIVERSAL SECONDARY
EDUCATION SCHOOLS: A CASE STUDY OF ZOMBO DISTRICT, UGANDA.**

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DECLARATION

I **Odongkara Alphonse**, do hereby declare that this Dissertation entitled “Motivation and teacher effectiveness in Universal Secondary Education Schools: A case study of Zombo District, Uganda” is my original work and it has never been submitted or presented to any Institution for an Academic Award.

Signed

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APPROVAL

We certify that this dissertation work entitled “Motivation and teacher effectiveness in Universal Secondary Education Schools: A case study of Zombo District, Uganda” has been under our supervision is now ready for submission for examination with approval.

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DEDICATION

This dissertation is dedicated to my beloved mother Mrs. Josephine Anwangkane and Dad Joseph Ocuna (RIP), my brothers and sisters, Amia O. Bonifance, David J. Ocuna and Christopher Odongkara. You surely encouraged me all through. God bless you!

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LIST OF ABBREVIATIONS

CVI	Content Validity Index
D.V	Dependent Variables
DEO	District Education Officer
HOD	Head of Department
I.V	Independent Variables
ICT	Information Communication Technology
IPR	Interpersonal Relationship
MOE&S	Ministry of Education and Sports
PLE	Primary Leaving Examinations
SAPs	Structural Adjustment Programmes
UPE	Universal Primary Education
USA	United States of America
USE	Universal Secondary Education

ABSTRACT

The study sought to investigate the effect of motivation on teacher effectiveness in Universal Secondary Education schools in Zombo District. The objectives were to; examine the effect of staff development on teacher effectiveness, establish the effect of instructional resource provision on teacher effectiveness, as well as establish the effect of interpersonal relationship on teacher effectiveness. A cross sectional research design was used where both qualitative and quantitative approaches were adopted to collect and analyze data using Pearson correlation coefficient. The researcher used the questionnaire, interview guides and observation check list to collect data from students teachers, head teachers, HODs, Deputy Head teachers and the DEO. The study found that sixty one percent of respondents agreed that staff development in schools was done through aspects like assessment of teacher training, upgrading and workshops or seminars. Sixty five percent of respondents agreed that there was provision of instructional resources to teachers where textbooks, teaching/learning aids, and instructional time were properly assessed. Finally, seventy three percent response that interpersonal relationships were in form of effective communication, collective planning, team work and having productive regular meetings. The P-value of 0.799 was used by the researcher to conclude that there was a positive relationship between motivation and teacher effectiveness. The researcher recommends that government provides more and enough textbooks to schools. That school administrators to be considerate and flexible with teachers so as to access trainings, seminars, workshops for building the capacity of teachers, and that teachers should be encouraged to follow the vision and mission of the schools and that both government and school authorities should ensure conducive learning environment and enough building facilities, increase teachers' salaries/remunerations.

CHAPTER ONE

INTRODUCTION

1.1 Background

1.1.1 Historical perspective

Teaching as a profession has been embraced by many people, accounting to half to two-thirds of the public sector employment in developing countries (Bennell, 2004, Squelch (2001 & Mestry et al, 2007). Teachers are the essential drivers of good quality education. Therefore, for them to be able to do that, they must be equipped with skills and knowledge that is required of them. Smic (2001) points out that the role of teacher motivation cannot be overlooked if their effectiveness is to be improved and promote educational change. She adds that policy structures should be accompanied by a supportive process intended to strengthen the role of teachers. Basing on the district education inspection report (2001), the performance of students in Universal Secondary Schools in Zombo District had been drastically declining and teacher motivation had been observed to be low and wanting. Worldwide, deteriorating standards of teacher motivation have been noted in several developing countries. Available evidence, reveals that the teaching profession is subjected to low salaries, less fringe benefits as reported in relatively most developing countries most notably Bangladesh, Malawi, Ethiopia, Eritrea, Mozambique and Uganda (Bennell, 2004).

In a related study in Sub Saharan Africa, Bennell (2004) noted that effectiveness of schools and teachers in the public education system is frequently weak due to ineffective incentives and sanctions. This is particularly the case where teachers cannot be effectively disciplined for

unacceptable behavior by school managements and it is very difficult to dismiss them since pay and promotion are largely unrelated to actual performance.

In February 2006, the Universal Secondary Education (USE) program was introduced in Uganda to provide quality free education at the secondary cycle with special focus on the rural poor population (MOE & S Report, 2010). Although there has been remarkable increase in student enrolment since the onset of the USE policy, the quality of secondary education offered to the students has been compromised (Kayayi, 2012). This could be attributed to low teacher motivation under the USE programme. For instance, according to the synthesis report of a sub regional workshop and four country monographs (2006), it was found that in Uganda, 60% of all secondary school teachers are lowly motivated.

In Zombo district, a report by the District Education Officer (2011) revealed that teachers were devoting less and less time to extra-curricular activities, teaching preparation, and marking. Therefore, deteriorating standards of staff motivation have continued to affect their effectiveness in the teaching profession (Zombo District Education Inspection Report, October 2011).

1.2.2 Theoretical background

The theory that underpinned the study was Vroom's (1964) Valency Instrumental Expectancy theory. The Valency Instrumental Expectancy theory explains why people such as teachers work and behave the way they do in terms of efforts in the way they teach students. It also describes what organizations, schools in this case do to encourage people, teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs.

The Valency Instrumental Expectancy theory indicates that people constantly predict the likely future leading to expectations about future events. Motivation therefore, according to Vroom (1964) is a combination of valence (value of perceived outcome), instrumentation (the belief that if I complete certain actions then I will achieve the outcome), and expectancy (the belief that am able to complete the actions). His theory argues that, the strength to act in certain way depends on the strength of the expectation that the act will be followed by a given outcome on the attractiveness of the outcome to an individual. It is a monetary belief concerning the likelihood that a particular act will be followed by a particular outcome (Robbins & Judge, 2013). Thus a belief that hard work leads to quick promotion is an expectancy, which an individual can pursue to satisfy his needs. The theory assumes that teachers will be motivated to produce only if they expect that productivity will lead to the goal they value. Increased effort will lead to increased performance. This means therefore that satisfaction from the initial effort must be efficiently great or equitable to make the effort worthwhile and there must be a feedback. This theory will therefore be adopted to guide an assessment of the effects of motivation on the teacher effectiveness in USE schools in Zombo District.

The content of this “Valency Instrumental Expectancy theory” as highlighted by Vroom and as revealed in the Impact of Structural Adjustment Programs (SAPs)- in Kenya and Cote d’Ivoire is the same reflected in Uganda (Cheptoeck, 2000). Public outcries over workers’ conditions of service characterize most sectors of the economy, rendering many employees ineffective. In the health sub-sector, low pay and poor conditions of work have left many employees inefficient and led to a number of strikes, the latest being the Lira strike that left eleven patients dead (New Vision, February 11, 2008). In a similar manner, low pay and poor conditions of work caused dissatisfaction and demotivation of the police and armed forces, causing Government to raise

salaries of the lower ranking army from shillings 140,000 to shillings 180,000 in the 2007/2008 financial year budget. While in the education sector, low wages and poor working conditions have been blamed for contributing to teacher ineffectiveness and poor academic performance in many schools, pointing out to the importance of teacher motivation in the education system.

1.2.3 Conceptual perspective

Motivation is a process of steering a person's inner drives and actions so as to change their attitudes towards certain goals and committing his or her energy to achieve the goals is conceptualized in this study and aimed at establishing the effects on teachers' performance or teachers' output (Balunywa, 2006). Motivation accounts for an individual's direction and persistent effort to be effective and like their professions if they are to perform well and improve students' academic performance.

According to Robbins & Judge (2013), motivation is the process of account for an individual's direction, and persistence of effort towards attaining a goal. Hornby (2000) similarly defined motivation, as the process of steering a person's inner drives and actions towards certain goals and committing his energies to achieve these goals or the process of stimulating people to strive willingly towards the achievement of organizational goals. He further defined the effectiveness of teachers as the ability of the teachers to execute their duties as expected and produce the desirable results in the school system.

The effectiveness of teachers was further conceptualized from the sub-aspects of pre-active teaching, active teaching and post-active teaching. Thus, the extent of effects of motivation on teacher effectiveness was established by considering the above mentioned conceptualized aspects. These included; teachers' development in USE schools, instructional resources available for teachers in USE schools and the interpersonal relationship of teachers with others fellow

teachers or supervisors/head-teacher. This is to note how well teachers utilize the available instructional resources to perform their functions of teaching and ensuring good performance. Like it was noted by Herzberg in his two factor theory and equally noted by different authors such as Birungi, (2003) and Robbins & Judge, (2013). This denotes the integrity of teachers inner will and drive to work with commitment and positive result, amidst the leadership styles of administration that may infringe on interpersonal relationships, the needs for supervision and the comforts of accommodation or infrastructural requirements.

1.2.4 Contextual perspective

Concerning education especially regarding USE schools, performance at all levels and standards in education was below average in Zombo district as the district student performance results of five years in the appendix VI, (head teacher office files) shows drastic decline in students' performance. For example, the district had only six first grades in last year's Uganda Certificate of Education and in A' level, only four students got four principal passes in the whole district as was revealed in New Vision (May 27th, 2014). This level of student performance is below average and discouraging. This made the researcher to query, "Could it be because the teachers and other educational stakeholders are not motivated so as to be effective in performing their educational duties or because of other factors?". This gives significance to the concept of motivation in achieving organizational goals. In this case, the schools as recognized worldwide that success of an organization depends heavily on the motivation of its workforce, which in turn determines their effectiveness, Bakhda, (2004) argued that teachers like other employees are able to perform optimally when motivated at work. Inversely, where motivation lacks, workers become reluctant and less effective (Mathew, 2003; and Odubuker, 2004). This study was particularly interested in investigating the effect of motivation conceptualized in the study as

staff development, instructional resource provision and interpersonal relationship; on teacher effectiveness in terms of pre-active teaching, active teaching and post-active teaching in USE schools in Zombo District.

1.3 Statement of the problem

In 2006, the government of Uganda launched the Universal Secondary Education (USE) policy in accordance with the government White Paper on Education (Ministry of Education and Sports, 2006). Under this policy, the government endeavored to motivate teachers through staff development, providing them with instructional resources and ensuring interpersonal relationships were created among teachers. This was expected to enable teachers perform better and provide quality education which would in the end improve the students' academic performance.

Despite efforts by the government, many teachers in Universal Secondary Education schools in Zombo District have remained demotivated and continued to underperform. A report by the District Education Officer, Zombo District (2013), stated that most of the teachers were always absent from their schools (duties), majority failed to finish their syllabuses, some did not draw lesson plans and were not regularly assessing their students, most of them spend their time outside the schools and even when they were in school, they were not teaching among others. This consequently led to poor performance of students as revealed in the Head teachers' office result files for both O'and A' level (*see Appendix VI: Performance of students in UCE and UACE Examinations from 2008-2013 in Zombo District*). The report further points out that there is lack of effective teacher motivation which has become a major concern to stakeholders. This has attracted the researcher to do the study to investigate the effect of motivation on teachers' effectiveness in Zombo District.

1.4 Purpose of the Study

The purpose of this study was to establish the effect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District.

1.5 Objectives of the Study

The study was guided by the following objectives:

- i) To examine the effect of staff development as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District.
- ii) To investigate the effect of instructional resource provision as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District.
- iii) To establish the effect of interpersonal relationship as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District.

1.6 Research hypothesis

The study was guided by following hypotheses:

Ha₁: There is a significant relationship between staff development and teacher effectiveness in Universal Secondary Education schools in Zombo District.

Ha₂: There is a significant relationship between instructional resource provision and teacher effectiveness in Universal Secondary Education schools in Zombo District.

Ha₃: There is a significant relationship between interpersonal relationship and teacher effectiveness in Universal Secondary Education schools in Zombo District.

1.7 Research Questions

1. Is there any effect of staff development as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District?
2. What is the effect of instructional resource provision as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District?
3. Is there any effect of interpersonal relationship as an aspect of motivation on teachers' effectiveness in Universal Secondary Education schools in Zombo District?

1.7 Scope of the study

1.7.1 Geographical scope

The study was conducted among the selected Universal Secondary Schools in Zombo district. The district was considered because, it is one of the districts where Universal Secondary Education is performing poorly in Uganda and is one of the hard to reach districts. The schools were selected for the study because of the decline in teacher effectiveness and or performance as reported by Zombo District Education Inspection Report (October, 2011).

1.7.2 Time scope

The study was confined to the performance results of O & A level in schools in Zombo district for the period of 5 years from 2008 to 2013. This is the period when many complaints about teacher motivation and performance especially in government aided schools were on the rise and it is during this period that teacher and student performance in Zombo district declined.

1.7.3 Content scope

The subject matter of the study was basically hinged on the study topic of “motivation of teachers and the effectiveness of teachers in USE schools in Zombo district”. The study dealt with two variables of motivation and teacher effectiveness. Staff development, Instructional resources, and Interpersonal relationship were the indicators of teacher motivation.

1.8 Significance of the study

The findings of this study will be of great importance to both the Government, School Administrators, Policy makers, Teachers and the Researchers because of the following;

The school administrators will benefit from the study findings and it will create a better working environment in order to better motivate teachers and this could lead to improvement in teacher effectiveness. More so, the teachers in Universal Secondary Schools will benefit from the study because their motivation techniques will be improved, this will increase their effectiveness hence improved student performance.

The study will be important to the policy makers to identify better strategies that will help to improve teachers’ morale and working conditions to counteract the factors that lower the teachers’ motivation in USE. In addition, the Ministry of Education and Sports will be able to plan for staff motivation in schools to help teachers teach students effectively.

The study will help the future researchers who want to carry out similar studies by contributing to the existing body of knowledge.

1.9 Justification of the Study

The persistent decline in educational output in Zombo District amidst growing complaint about teachers’ laxity in performing their duties particularly in USE schools raised questions as to

whether or not teachers were motivated to effectively perform their duties in the schools. This necessitates an urgent investigation in order to establish the facts on ground concerning motivation and teacher effectiveness so as to generate recommendations that will lift educational standards in the district.

1.10 Theoretical Framework

The theoretical review which provided the theory of this study was based on how motivation affects or influences teacher effectiveness in a school setting. This study was guided by Vroom's (1964) Valency Instrumental Expectancy theory. The theory explains why people, such as teachers work and behave the way they do in terms of efforts in the way they teach students. It also describes what organizations (schools in this case) do to encourage people/teachers to apply their efforts and abilities to achieve desired goals as well as satisfying individual needs. Motivational attributes as conceptualized have a direct effect on the effectiveness of teachers. It is believed that the way teachers are motivated like through teacher development, provision of instructional resources and interpersonal relationships, determines and or their job satisfaction which eventually leads to their effectiveness at work because this instills in them personal commitment and drive to make good and proper Pre-active teaching, organize the lesson so as to achieve class and time management which improves the performance of students. This motivates the teachers to take up school duties and responsibilities without hesitation. According to Mumanyire (2008), teachers especially in USE schools have not been motivated in terms of improved salaries and better working environment which has continued to discourage them from fully performing in class thus decline in their effectiveness at work.

1.11 The Conceptual Framework

The conceptual framework summarizes the relationship between motivation, and teachers' effectiveness. Motivation refers to the efforts put in by either government or school management to increase the levels of performance of teachers in relation to their effectiveness in teaching.

The conceptual frame work is the detailed explanation of the motivation (independent variable) and teacher effectiveness (dependent variable). It identifies the attributes of motivation in a school setting as well as the components of teacher effectiveness as will be further detailed in the diagram below. The intervening variables were the other variables which in addition to motivation affect the level of teacher effectiveness. It is assumed that if teachers are trained and upgraded or taken for workshops and courses, then teacher effectiveness in relation to pre and post- active teaching is expected to increase greatly. The way teachers are motivated determines the level of their effectiveness in teaching. In addition, it is known that not only motivation determines the levels of teacher effectiveness. Other factors like the level of supervision, instructional materials, and teacher characteristics are also believed to affect their level of effectiveness.

1.11 Operational definition of Key Terms

To aid the understanding of this study, key concepts were defined as follows:

Motivation means the process of steering teacher's inner drives and actions towards certain goals of improving on their effectiveness and committing their energies to achieve these goals or the process of stimulating people to strive willingly towards the achievement of organizational goals (Balunywa, 2006).

Effectiveness. In this study, effectiveness refers to one's ability to execute assigned duties to the expected desired standard.

Teacher Effectiveness refers to the ability of the teacher to execute their duties as expected and be able to produce the desirable results as far as student performance is concerned.

Teachers' performance. For this study, performance referred to the ability by teachers to teach students and execute their duties in relation to the expected student results and the school's vision.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter deals with reviewing related literature so as to establish the opinion and or findings of past researchers in this area of study and be able to identify gaps, which this study will endeavor to fill. The literature review focuses on three major areas: Staff Development and Teacher Effectiveness, Instructional Resource Provision and Teacher Effectiveness, and Interpersonal Relationship and Teacher Effectiveness.

Related literature

2.2 Staff Development and Teacher Effectiveness in Universal Secondary Schools

Staff development is about capacity building. It encompasses all those undertakings that help in the acquisition and development of knowledge and skills. These include trainings, courses, upgrading and workshops or seminars among others.

There is a wide range of views about teacher development (as one of the aspects of motivation) in Africa and South Asia, most of which are country specific. However, there appear to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many developing countries are poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioral sanctions. For example, Bennell, (2004) reports the 2000 EFA Country Assessment for Pakistan which noted that poor teacher motivation is a colossal problem, which is seriously compounded by political interference. It is most likely that a demotivated teacher will always under perform in relation to

their work of teaching because such staff is not satisfied with their job which eventually affects their effectiveness on job. This study confirms that undeveloped teachers are always less motivated and will continue to underperform because he or she does not get the chance to upgrade and add on their skills which means that they will keep teaching the same materials with no innovation. This halts their effectiveness which subsequently leads to poor student performance.

Another study in Ghana also concluded that teacher morale is reasonably high (Acheampong et al, 2003). Only 13 percent of teacher respondents indicated that they did not enjoy teaching, although nearly one-third stated that they did not intend to remain in the teaching profession. Conversely, over 80 percent of primary school teachers interviewed in Sierra Leone said they did not want to be teachers. Nonetheless, in another study of primary schools in Sierra Leone, primary school head teachers indicated that if they could, they would replace less than 20 percent of teachers because they were poorly motivated (Bennell et al, 2004). In the same vein, this study will investigate the effects of motivation on the effectiveness of USE school teachers in Zombo District.

Alhas, (2003) points out that one of the ways of motivating employees is to avail training opportunities when needed and possible. This view is shared by Ezewu, (2003) who contends that the goal of teacher training is to produce highly motivated, conscientious and successful classroom teachers for all levels of education. This implies that teacher training is a powerful means of motivating the teacher and enhancing his/her effectiveness. He adds that training is a precondition for a person attaining the status of the teacher and consequently performing the different roles or functions associated with this status. All teachers must therefore have the basic training before assuming the roles or functions of a teacher. It is evident that teachers in USE

schools in Zombo District are trained; most of them with basic pre-service training and this is expected to enhance their effectiveness in the schools. However, it is unexplained as to why and how the public outcry comes about in respect to the teachers' ineffectiveness. Most of the schools in Zombo district do not take their teachers for further training which means these teachers cannot add on their skills. This demotivates them because they eventually get bored by the little skills they have and they end up being less effective which has also undermined the performance of students in the district.

A study by Nambassa (2003) which was carried out to investigate the impact of classroom supervision on the quality of teaching and learning in Secondary schools of Wakiso District Uganda revealed a large number of teachers believed that if staff are supervised properly then they are likely to improve on their level of performance. And the few who disagreed said that they would rather work better even when they are not being supervised because at times too much supervision brings about bias to the teacher therefore may lead to deteriorating teacher performance. However, the study did not specifically look at the variables of intrinsic and extrinsic motivation at work hence the relevance of this study in regard to the influence of motivation on teachers' effectiveness in Zombo District.

Training is the process of increasing the knowledge and skills of an employee for doing particular jobs. It is an organized authority designed to create a change in the thinking and behavior of people and enable them to do their jobs in a more efficient manner (Acheampong and Bennell, 2003). According to him, training makes new employees more productive and efficient and the old employees familiar with new machines and techniques by refreshing their knowledge; and training job is never finished as long as an organization remains in business.

This means that employee training is very crucial for the success and efficiency of any organization and should be on-going. Accordingly, a well trained teacher (equally motivated) becomes satisfied with their job and thus, leads to increased effectiveness in their work. In Zombo district, the teachers are rarely or completely not taken for training which implies they continue with the same thinking and attitudes towards their students and this eventually affects their effectiveness.

A study by Bennell, Bulwani and Musikanga, (2003) also revealed that teacher morale also varied noticeably across schools in the same locations. For example, in a small survey of secondary schools in Lusaka, Zambia, the breakdown of head teacher ratings of teacher morale was high 44 percent, moderate/average 22 percent and poor 33 percent.

Bakhda, (2004) further emphasizes the need for on-going capacity development for teachers when she stated that a teacher should never stop learning. And according to the Ministry of Education and Sports, (2007), teachers at all levels of the education system should have access for training and on-going professional development and sports, including opportunities for distance learning programmes. This means that schools must offer opportunity and support for continuous professional development of teachers as a means of building their capacity for effective performance in the schools. Such continuous professional developments include upgrading programmes, workshops, courses and trainings. These suggestions have been adopted by many organizations for the development of their staff and many universities and educational institutions provide distance learning programmes to cater for employees. In Zombo District majority of teachers are denied the opportunity for ongoing professional development as well as chances for distance learning programmes which implies that they are demotivated and this affects their effectiveness in the their work.

The purpose of training is to improve the current performance (Gupta, 2006). And Badi, (2006) outlines six reasons why training is needed: i) Gap in the actual and required performance level. ii) To cope with the external changes influencing the organization. iii) To keep pace with technical advances. iv) Organizational complexity which calls for training in the skills of coordination, integration and adaptabilities. v) Human relations and vi) Change in job assignment. Therefore basic pre-service training that teachers have acquired must be supplemented by in- service training which seem to be still wanting in most of the schools.

Planning for staff development must be carefully done. Birungi, (2003) points out that for training to succeed, a number of issues must be taken to consideration by the organization: Using correct methods of identifying training needs, designing clear objectives and programme, understanding the principles of learning, evaluation of outcome, understanding of training methods, and managers must understand the principles of employee development. A training need therefore exists when someone lacks the skills or knowledge needed to do something properly (Nambassa, 2003). Most of the schools in Zombo district do not carry out regular and proper planning for the school terms. This affects the motivation levels of teachers since they continue to operate under unknown circumstances and this affects their effectiveness leading to poor student performance.

According to Saiyadain, (2004) employees of an organization should be helped in a planned way to acquire or sharpen capabilities required to perform various tasks and functions associated with their present and future expected roles. It is therefore fitting that programmes for staff development be planned to ensure the smooth running of activities and avoid creating manpower gap in the organization in the course of staff development. However, it appears that most USE

Schools in Zombo District do not have planned programme for staff development. This is likely to affect teachers' effectiveness in such schools, hence, worth investigating.

Staff development may be promoted through on- job training. Mumanyire, (2005) suggests that in order to carry out on-the-job training, experienced staff at the school should be used, as every member of the staff may have something to learn from one another. Such a move is important in promoting cooperation among staff and the building of team spirit. Learning must therefore follow a two-way approach between the experienced and the inexperienced staff because knowledge is dynamic and learning never stops (Bakhda, 2004). In view of this, it is the interest of this study to investigate as to whether USE schools in Zombo District provide such as organized opportunities for teachers to share experience that would encourage learning from each other for effective performance. The researcher feels that this is recognition of the fact that on-job training is vital in causing satisfaction among workers and hence likely to influence their effectiveness in performance. However, this is not the case in Zombo district where by no on-job raining is given to teachers, this affects their motivation to teach effectively.

Torrington et al (2002) maintains that there is a strong indication that most teachers in both primary and secondary schools in developing countries have been conscripted in to the teaching profession due to their inability to gain entry into other professions; and therefore the teaching profession in developing countries have two lots of teachers: those who chose the profession for intrinsic reasons, and those who, for reasons beyond their control have found themselves in the profession. This implies that most teachers in developing country schools have joined the profession as a last resort and therefore lack personal drives to be able to execute their duties with commitment and enthusiasm; hence, are 'unwilling professionals'. Such reports have not

been established in USE schools in Zombo District although evidence of low morale among some teachers exists.

Effectiveness in an educational setting is judged by the extent to which the school performs and achieves its goals, acquires the necessary materials and human resources, provides a congenial organizational climate and meets the expectations of the society within which it is established, (Torrington et al, 2002). Hence, an effective educational institution should be in position to provide quality education which is determined by the quality of both its input and output within the complexity of an educational production function. This is only possible when capacity of the institutional staff is built and developed through training, workshops, courses and upgrading programs. Thus, Universal Secondary Education schools need to be investigated whether they implement such staff development programs, would ensure staff development and efficiency.

A study by Cheptoe (2000) was carried out to establish whether staff development influences teacher effectiveness among non- academic staff at Kampala International University in Uganda. He found out that 80% of the teachers agreed that they would work better when they are properly developed in terms of training, upgrading and being taken for workshops among others as compared to the few who disagreed saying that even in the absence of development staff would be able to work effectively. Therefore, the ways the staff are developed plays an important role as far as teacher effectiveness is concerned. The study discovered that a well trained staff determines the way they are motivated and hence their effectiveness at work.

A study by Kurian (2008) reveals that effective teacher motivation and leadership is an essential characteristic of improved effectiveness among teachers thus a successful school. Institutions that perform poorly require visionary and innovative managers and staff motivation. He further

noted that teachers have to seek the assistance and cooperation of the students and parents to improve the quality of education they will provide in schools.

Since non-motivated teachers pose a challenge to the performance of students in a school, the school management should have techniques and systems to ensure effective teaching and learning through motivation and should provide a suitable atmosphere needed for curriculum delivery in the school. This can be done through the monitoring and evaluation of programs implemented at the college and also monitoring performance of the lecturers and all the staff. According to Clarke (2001), structural leadership changes should be instituted that allow for meaningful teacher involvement in decision-making by students, teachers, family members and the community.

Supportive communication should take place within these groups. Clarke (2001) outlines the actions needed to support such involvement of stake-holders; they are formal participation of students, teachers, family and community members in site-based decision making teams, school leadership councils, strategic planning and school improvement teams. Staff development programs to support student Personal Plans for Progress that allow students to plan their learning and the activities to support it. Instituting teacher-led conferences in which they lead the discussion (e.g., teachers lead the discussions about strengths and areas of improvement in the parent/teacher /student conference).

McGrath (2008) maintains that at the heart of the challenges for teacher training is the need to respond to the new curricula, content and learners. Staff development in form of capacity building will provide the required action of teacher motivation. Re-skilling of teachers enables

It should be noted that professional development is critical to the success of any program designed to improve students' performance. Guskey (2002) indicates that even though professional development has been accepted as essential in improving education, review on professional development research point out that that is ineffective in that most programs are designed for teacher development. Fullan (2007) contends that most programs do not take the needs and concerns of teachers into account and that follow-up support should be provided.

2.3 Instructional Resource Provision and Teacher Effectiveness in Universal Secondary Schools

Instructional resources are also referred to as material resources and include textbooks, charts, maps, audiovisual and electronic instructional materials, such as radio, tape recorder, television and video tape recorder. Other category of material resources consist of paper supplies and writing materials, such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on (Atkinson, 2000). He professed that the magnitude of instruction is more scientific base; makes instruction more powerful; makes learning more immediate and finally makes access to education more equal and has impact on student learning. Torrington et al, (2002) discovered a very strong positive significant relationship between instructional resources and academic performance. According to Adeogun (2001), schools endowed with more resources performed better than schools that are less endowed. This corroborated the study by Babayomi (2009) that private schools performed better than public schools because of the availability and adequacy of teaching and learning resources. Bakhda (2004) discovered a low level of instructional resources available in public schools and stated that our public schools are starved of both teaching and learning resources. He expresses that effective teaching cannot take place within the classroom if basic instructional resources are not

present. In Zombo district, the teachers lack most of the instructional materials like Art books and white canes which are very essential for the effectiveness of teachers. This means that majority of students do not get access to use of such materials and end up poor performing in class. The absence of such materials implies that some teachers give half baked information to their students meaning that they are not effective at their work.

One of the observable indicators of effective classroom teaching is the number of different instructional materials and teaching devices used by the teacher (Chepoek, 2000). And Ryan & Deci, (2000) points out that children will understand more easily if the teacher uses a working model or a picture of something which is outside their experience, than if he/she relies solely on verbal description of it. This underscores the importance of using teaching aid by the teachers. New concepts and points brought out through use of teaching/learning aids are easily retained by learners as compared to verbal explanations. This however remains a major challenge to schools in Zombo district as majority of teachers rely on verbal explanations as opposed to use teaching and learning aids especially in arts based subjects such as history, commerce, religious studies and languages among others.

Performance is based on the availability of resources especially instructional materials. Lack of these materials often leads to poor performance and staff demotivation (MOES Report, 2004). This was further emphasized by Torrington et al, (2002) who observed that classroom climate is important in teacher motivation. If a teacher experiences the classroom as a place with supportive resources and facilities for teaching and optimal leaning, he/she tends to participate more than expected in the process of management, administration and the overall improvement of the school. This therefore, implies that instructional resource provision contributes to teacher

Acheampong et al, (2003) noted that while teaching, single and double lesson schedules are used and one has to study the whole range of activities and carefully allocate time due to each of them. A teacher must know what s/he is going to teach and how to teach it ahead of time. If a teacher does not know what or how s/he is going to teach on entering the classroom, s/he is really asking for a miracle if s/he expects anything valuable to come out of the lesson (Torrington et al, 2002), which calls for active planning for lessons. Planning for lesson takes quite some efforts by the teacher but those who endeavor to prepare find it well worthwhile. It is therefore probably the most important thing a teacher needs, but unfortunately it is often neglected by both young and experienced teachers; which could hinder teacher effectiveness and this could be the case in Zombo District.

A further study by Abadzi (2009) found out that instructional resources which are educational inputs are of vital importance to the teaching of any subject in the school curriculum. He was of the opinion that the use of instructional resources would make discovered facts glued firmly to the memory of students. Odubuker (2004) also added that, a well planned and imaginative use of visual aids in lessons should do much to banish apathy, supplement inadequacy of books as well as arouse students' interest by giving them something practical to see and do, and at the same time helping to train them to think things out themselves. Scarcity of textbooks, libraries and physical facilities according to Bennell (2004), will constraint educational system from responding more fully to new demands. In order to raise the quality of education, its efficiency and productivity, better learning materials and resources are needed. Chepoek (2000) also stressed the importance of having appropriate personnel plan and adequate instructional materials and physical facilities to support educational effort. This situation may also be true for

some teachers in USE schools in Zombo District, who arrive late to schools because they have to commute from their distant homes due to lack of staff houses within the school premises.

Chen, (2006) suggested that the quality of instructional processes experienced by a teacher determines their effectiveness in teaching thus affect the quality of education. Hansen (2006) also supports that students performance is affected by the quality and quantity of teaching and learning resources. The author noted that institutions with adequate facilities such as textbooks stand a better chance of performing well in examination than poorly equipped ones. Generally in Uganda, rural districts normally have inadequate textbooks and Zombo district being one of them means that they hardly get access to enough textbooks which largely contributes to the demotivation of teachers and eventually affect their effectiveness because they lack enough teaching materials to use at school.

A study conducted by Ryan & Deci (2000) on the input of cost sharing on access, equity and quality of secondary education in Rachuonyo district found that the quality of education had remained average for the entire period 1996 to 1999. The authors concluded that performance could be attributed to inadequate teaching and learning instructional materials and equipment. In addition, they recommended that in order to improve teacher effectiveness, the availability of relevant instructional teaching /learning materials and facilities is crucial. The MOES Report (2004) suggested that all that heard and seen, only about 10 percent through the sense of hearing is retained and 80 percent or more through seeing. In this consideration, it would appear likely that the inadequacy of learning facilities affects the quality of education and subsequently learner's performance. Muthamia (2009) concurs with the above findings that, good performance

demanding that every learning institution be equipped with relevant and adequate text books. He strongly feels that when equipment and supplies are delayed, the policy implementers cannot work properly. Zombo district being a distant rural district in West Nile means that the schools receive their equipments and other teaching facilities very late which has continued to affect staff motivation and derails their effectiveness in terms of teaching. For example, a government school in Zombo district can access materials after two or three weeks after a school in Kampala has got and used the same materials from government. This implies that the teachers' effectiveness in these two different schools cannot be the same.

According to Muthamia (2009), teachers can only be effective and productive in their work if they have adequate and relevant instructional teaching facilities. In addition, he stated that instructional materials such as textbook and science equipment for both teachers and students are key variables in student's learning and performance at all school levels. Furthermore, Ayot, (2002) states that instructional resources play an important role in explaining the wide variation in academic performance among the students. For effective teaching and learning, textbook and resource materials are basic tools, in absence or inadequacy makes teachers handle subjects in an abstract manner, portraying it a dry and non exciting. In addition, Ayot and Briggs (2002) point out that poor results in education relate to the amount of resources and instructional materials allocated to it. This study dwelt more on textbooks and integration of ICT in education as they are critical instructional materials. Further still, schools in the district lack the required Information Technology which is appropriate for the teaching and learning of students. A teacher in a Kampala school uses a projector while teaching as compared to a teacher in Zombo district

who even hardly has a black board to use. This scenario means that the effectiveness of that teacher in Zombo district is far below than that of the teacher in a Kampala school.

A study carried out in Kisumu municipality by Ouma (2007) found that schools that were doing well in national examinations had adequate instructional teaching facilities. In his studies in Kenya he found out that a teacher who has to work with fifty learners under a shelter with almost no equipment would find it impossible to implement the kind of activities she or he has been taught during his/her training. Kassam (2008) reported that insufficient learning facilities discourage learners. According to FAWE (2001) schools that lack adequate classrooms for instance, hold their lessons outside or under trees. During bad weather such lessons are postponed or are never held altogether. This interferes with syllabus coverage and students from such schools do not perform well in examination. This is the case in Zombo district where by majority of the schools there lack enough classrooms. The teachers sometimes use tree shades to teach their students, however, the problem comes when it rains and the teaching cannot go on which demotivates the teachers and therefore affects their motivation levels.

The use of instructional materials in teaching process provides the basis for improved teaching and learning of a subject. They are designed, produced and use to achieve specific instructional goal. Bakhda (2004) says that an intelligent use of audio-visual aids will save time and stimulate students' interest. It increases the retention of knowledge and stimulates understanding and attitude. They help students to recognize a problem. Provide solution and summarize discussion. More so, they facilitate independent study, aid communication, create a variety of sensory and makes instruction more powerful and immediate. Mathew (2003) stated that teachers'

effectiveness depends on his use of appropriate instructional strategies and audiovisual aids. Appropriate instructional strategies portray good teaching techniques and successful learning. They assist students to enjoy and understand lessons easily especially when they are attached with appropriate methodology. Most schools in the district do not use such aids like the visual aids which are very important if the students' interests in learning are to be increased. These audiovisual aids are used to help the visually impaired students in their learning lessons however, such aids are lacking in the district which affects the effectiveness of their teachers.

Video is a very important example of instructional materials. Oguntuase (2008) defined it as a record on any medium through which a moving image may by any means be produced. They are derivative works which are usually based on original literary, dramatic, musical and artistic works. When used effectively, it stimulates interest among the pupils and induces longer retention of factual ideas as the children come into contact with what is being taught. According to the findings of Kindler (2006) as quoted by Fakunle (2008) declared that people generally remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they say and 90% of what they say as they do a thing. Also, National Teacher Institute (2006) stated that Chinese concluded that: I hear; I forget, I see; I remember, I do; I understand. Hence from the illustration above, since video has to do with hearing and seeing it could be suggested that it is a vital tool of learning and teaching. However, for video to be effective, it must be available, easy to use, well maintained, adequately funded and experts must be available. It is alarming to note that virtually all lecturers or teachers do not make use of instructional materials to deliver lectures. It is in light of this, that this study investigated the effect of video in teaching undergraduates in a college of education, in addition,

all the schools in Zombo have never used video teaching therefore can not enjoy its benefits of time saving and quick covering of the syllabus which slows teachers' motivation levels.

Odubaker, (2004) conducted a study to examine the relationship between instructional resource provision and teacher effectiveness among secondary schools in Maracha. Findings indicated that over 85% of the teachers who were interviewed on whether the provision of such materials would improve their effectiveness at work revealed that they would work better with the availability of materials like textbooks, learning aids and favourable instructional time as compared to a few who said such materials are not all that relevant to their performance. In real sense, schools which have enough building facilities, enough text books in their libraries and use a variety of learning aids to cater for different categories of students usually perform better as compared to those which have no such resources. This is the case where by such resources can easily motivate and encourage teachers to work better thus increasing their effectiveness at work. Therefore, the availability of instructional materials like text books, learning aids and even building facilities among others plays a significant part as far as their effectiveness is concerned.

2.4 Interpersonal Relationship and Teacher effectiveness in Universal Secondary Schools

Ouma, (2007) asserted that the fundamental problem in all organizations is in developing and maintaining dynamic and harmonious relationships. He strongly maintained that conflicts were useful in organizations because they were important manifestations of socially valuable differences which were beneficial to all in an organization. Interpersonal relationship describes the way in which two or more people or groups behave towards and are involved with each other. This implies that the way teachers behave towards the administration and among themselves as well as the administrators' behavior towards the teachers could influence teacher effectiveness. Most often, teachers among schools in Zombo district were in conflict with each

other which created bad and poor relationships among them. This in a way demotivated them and subsequently affected their effectiveness.

A study conducted by Kurian (2008) reveals that effective management and leadership is an essential characteristic of teacher motivation and eventually increases the effectiveness of a teacher in a school. Schools that perform poorly require visionary and innovative managers if teachers are to be more effective and hence turn into centres of excellence Kurian (2008). Managers have to seek the assistance and cooperation of the community, students and parents to raise their effectiveness and thus improve the quality of education provided in schools. This creates good and favourable working relationships among teachers and between them, students and the general school administration. A school requires proper leadership and management in order for it to perform well at any level. However, most schools in Zombo district were seen to lack effective management, for instance, some schools lacked qualified head teachers in terms of leadership and this lowers motivation levels of teachers which also hinders their effectiveness as far as teaching is concerned.

Ryan and Deci, (2000) indicate that individual teacher characteristics can also adversely impact on motivation levels and thus affect their effectiveness. They further noted that the age profile of teachers has become younger in many countries due to the rapid expansion of primary and, more recently, secondary school enrolments and/or higher rates of teacher attrition. This means that there are relatively few experienced teachers who can serve as mentors and provide professional support and leadership. Primary school teachers in SSA are usually considerably younger than secondary school teachers. Different teachers have different characteristics and some of them are

drunkards while others are well behaved. Such characteristics determine their effectiveness at work which eventually affects their motivation.

Nambassa, (2003) also found that the teacher effectiveness and or job performance for this case and intrinsic reward (motivation) relationship follows the social challenge theory; employees 'performance (teacher effectiveness) is giving back to organizations from which they get their satisfaction. The relationship between intrinsic motives and effectiveness (job performance) is better explained by the expectancy theory. According to Vroom, perception that effort will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

Communication is an important aspect of good interpersonal relationship. Communication means to provide required information to the concerned persons. It is a process through which meaning or thoughts are exchange between individuals through a mutually understood language or symbol. It is essentially a bridge of understanding between people Sansone, and Harackiewicz, (2000). Communication helps to control the behavior of teachers, students and non-teaching staff. They further argued that it also motivates teachers, students and other workers in an educational organization. Furthermore, through interpersonal communication, employees at all levels of an organization interact with others, secure desired ends, request or extends support, and make use of and reinforce the formal design of the organization. Thus, there's need to foster good communication among and between teachers and administrators within the school system to create conducive ground for easy interaction and mutual support which could lead to the realization of the institutional goals, a thing, which in Zombo District, is yet to be found.

Lack of communication or ineffective communication may result in chaos, misunderstanding, lack of confidence in the management team and insecurity among staff (Bakhda, 2004). Similarly, Wyatt, w. et al, (2003-2008) argues out that organizations missing effective work place communication practices suffer from poor employee morale which goes a long way to affect employee productivity. Employees will put in extra discretionary effort when they are kept informed openly and honestly on aspects of their job and when they feel that they are being listened to with apathy. Therefore open and honest communication about job aspects to employees motivates them to put more efforts in their work. Ensuring and maintaining good communication between administration and staff remains an important function of all school administrators, and the USE schools in Zombo cannot afford to be an exception.

Team work is one of the important elements in building interpersonal relationship. According to Bhole, (2006), relations are built on person to person basis, their perception about each other and the trust created in the process of action and reaction. People do not believe on team work but it is with the individual employees. She emphasizes that superiors must take necessary action to build the high trust relationship within the company which will then help in achieving the greater success ladders in less efforts. A lot has been done by administrators to encourage team work in the schools but some teachers fail to comply due to the limited time they devote for school activities in preference for personal programme outside schools. This implies that cooperation through team work aids the supplementation of each other's efforts and promotion of harmony as well as efficiency at work place and should be encouraged in schools. The unanswered question is whether this is characteristic of Zombo USE.

According to Mestry, Moloi and Mahomed (2007) discipline in public schools is ranked as one of the major concerns expressed by all stake holders. There is a perception that student discipline

is emerging as a serious problem that is making many schools ineffective institutions of learning and teaching. This is in such a way that indisciplined students and teachers tend to be demotivated and thus are less interested in studying and teaching respectively which all contributes to teacher ineffectiveness among schools. Mestry et al (2007) further point out that in some instances disciplinary policy is either ineffective, or not implemented and managed properly. Squelch (2001) contends that discipline is one of the key characteristics of an effective school and is a necessary condition for effective teaching and learning to take place. A study done by Mestry et al (2007) reveals that teachers who display disruptive behaviour are less effective and often perform poorly especially when they have to demonstrate learning output as they tend to have poor relationships with their fellow teachers and students. In cases like these a zero tolerance approach to managing discipline is suggested. Mestry et al (2007) suggest that zero tolerance can be implemented successfully provided that: the learner disciplinary policy or code of conduct is developed and approved by all relevant stake holders. The majority of teachers in Zombo district are badly behaved and in addition, most the schools do not have disciplinary policies of punishing the culprits in their rules and regulations. This leaves the teachers with the freedom to go out and do their own things at any time which affects their effectiveness in teaching and therefore affect the students' performance levels.

Meetings are essential aspects of conducting business in today's work environment (Keams, 2005). She further emphasizes that for meetings to be productive, it must be based on seven strategies: Purpose, Preparation, Agenda, Time management, Rules of engagement, discussion and decision, and Action (follow up on assigned tasks). Bakhda, (2004) recommends that regular meetings with various members of staff at different levels must be held for academic and

administrative reasons. In many schools, staff meetings are conducted at the beginning and end of the term and are expected to enhance relationship between administration and staff in the schools. Similarly, this is the case also in Zombo district and it may explain the public outcry.

Positive interpersonal relationships between nursing lecturers and their students form a very important part of the learning environment creating motivation for teachers to teach more effectively. Interpersonal relationship (IPR) is defined within the academic setting as the connection that is shared between the teachers or and the student. It remains a core element of the learning environment in the empowerment and motivation of students to learn (Cornelius-White, 2007; Martin & Dowson, 2009). According to the findings of Rodriguez, (2009), he discovered that teacher effectiveness which is achieved through experience was defined as a change in behaviour and memory which is usually permanent. He goes further to say; a positive lecturer-student relationship will enhance the learning process as students have reported gaining more from learning experiences when a positive relationship is shared with lecturers (den Brok, van Tortwijk, Wubbels & Veldman, 2010; Lawal, Weaver, Anderson-Johnson & Lindo, 2011).

A study on nursing students in Canada by Gillespie, (2002) reported that positive Inter personal relationships among teachers or between teachers and their students improved their effectiveness and thus resulted in better learning outcomes. Students believed they learned more from teachers who corrected them without embarrassment, who were empathetic, warm, caring, and who were considered approachable (Goodboy & Bolkan, 2009). The relationships shared between students and lecturers are important because the number one characteristic of ineffective teachers – as identified by Taiwanese nursing students – was poor IPR (Tang, Chou, & Chiang, 2005).

Ofoegbu (2004) carried out a study on the impact of interpersonal relationships on teacher effectiveness in schools in Nigeria. Findings revealed majority 75% of interviewed teachers said that the way they relate with each other also greatly impacts on their effectiveness at work. The relationships teachers create among themselves and or with their students will determine their effectiveness at work. In actual sense, teachers have varying behaviours and characteristics which positively or negatively affect the way they perform in their work. Findings from that study further revealed that over 79% agreed that if teachers have the same characteristics, their work environment becomes favourable and they are motivated to work better which increases their effectiveness at work. Staffs who easily relate with each other are likely to work better as compared to those who are not cooperative since their morale becomes low which ends up affecting their performance at work.

Conclusively, the concept of motivation as a relationship in which a person's inner drive and attitudes towards something are enhanced is fairly complex and intricate process. Establishing and securing an effective motivation process requires setting up of a network of internal and external staff development activities, provision of teachers with enough instructional materials as well as creating positive interpersonal relationships between teachers among others.

However, it needs to be emphasized that teacher motivation is not only about establishing and maintaining staff development systems and training teachers. It goes further, requiring the school administration to provide effective leadership, ensuring class room environment, checking student and staff behaviours and regularly inform the public what has been achieved in terms of students' performance so as to determine teacher effectiveness. Therefore, in procedures of both

intrinsic and extrinsic motivation, the emphasis should aim at gradually improving teachers' efficiency and effectiveness in terms of students' performance.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the research methodology that was used to conduct this study. These include the research design, study area, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedure for conducting the study, data analysis techniques and ethical considerations.

3.2 Research Design

The study was guided by descriptive design whereby both qualitative and quantitative approaches were used. Qualitative approach involved explaining and describing respondents' perceptions about the study variables by the use of quotations and narrations. While quantitative approach was employed to discuss the demographic information of the study respondents and relationship between motivation and teacher effectiveness. This research design was preferred because of its ability to determine and report the way things are and also helps the researcher to describe a phenomenon in terms of attitude, values and characteristics (Mugenda, 2003).

3.3 Study Population

The study population comprised of all school Administrators and Teachers from the Nine (9) Universal Secondary Education (USE) schools in Zombo District. Outside the school setting the District Education Officer (DEO) was interviewed, making a total population of 948 people. These were considered key players in the USE program in the district and who had enough and credible knowledge about the topic under study.

3.4 Sample composition

The sample population was determined basing on Kryce and Morgan (1970) formula of sample size determination. The Kryce and Morgan (1970) formula was detailed as follows;

$$\text{Sample (n)} = \frac{X^2 NP (1-P) + D^2 (N-1) + X^2 P (1-P)}{D^2}$$

n = Required Sample size

X²=the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841)

N = Population size

P = the population proportion

d = the degree of accuracy expressed as a proportion (0.05)

Mathematically as an example; consider a category population (N) of 948;

The researcher used both systematic and random sampling techniques. Systematic sampling is whereby individuals are chosen from the population according to a fixed rule (Black, 1999). The advantage of using this method was that it helps the researcher to yield a more representative sample from the study population. Random sampling is whereby individual respondents are selected by blindly picking from the study population. The advantage with this method was that it helps the researcher to eliminate sources of bias when selecting respondents.

Overall, out of Nine (9) schools under USE program in Zombo District, four schools (USE government- aided and private USE schools) were selected for this study. Both government- aided and private schools under USE program were randomly selected for the study and these included; 1 Rural based private school and 1 government-aided and 1 urban private and 1 urban

government-aided secondary school settings in order to come up with a generalizable result. These different categories of schools were selected in order to capture diverse experiences from the various schools and come up with a more reliable finding. A total sample of 163 was selected from all the four chosen USE school using simple random sampling procedure. For each school sampled, the following categories of respondents were selected to provide information for the (01 head teacher and 01 deputy head teacher). That is - out of 18 teachers from Warr girls SS, 14 teachers and 24, 19 teachers from Zen SS, 12 teachers from Negrini SS 10 teachers were sampled and 26 teachers in Paidha SS, 24 teachers were sampled. Out of 203 students in Warr SS, 20 students were sampled, another 20 students out of 230 from zeu SS were also considered. From Negrini SS, 15 students were selected out of 189, while from Paidha SS, the researcher considered 20 students out of 225 students. Hence, for the four schools, a total of 4 Head teachers, 67 teachers, 4 deputy Head teachers, and 4 heads of Departments were sampled. Schools and Outside the school settings, respondents consist of One DEO.

Table 3.1: Showing the categories of respondents

School	Category	Target Population (N)	Sample size (n)	% age sample	Sampling techniques
Warr Girls SS	Head teachers	1	1	100	Systematic random sampling
	Teachers	18	14	100	Simple random sampling
	Head of department	3	3	100	Systematic random sampling
	Deputy Head teacher	1	1	100	Systematic random sampling
	Students	203	20	10	Simple random sampling
Zeu SS	Head teachers	1	1	100	Systematic random sampling
	Teachers	24	19	78	Simple random sampling
	Deputy head teacher	1	1	100	Systematic random sampling
	Head of department	3	3	100	Systematic random sampling
	Students	230	20	9	Simple random sampling
Negrini SS	Head teacher	1	1	100	Systematic random sampling
	Teachers	12	10	83	Simple random sampling
	Deputy head teacher	1	1	100	Systematic random sampling
	Head of department	3	3	100	Systematic random sampling
	Students	189	15	8	Simple random sampling
Paidha SS	Head teacher	1	1	100	Systematic random sampling
	Teachers	26	24	92	Simple random sampling
	Deputy head teacher	1	1	100	Systematic random sampling
	Head of department	3	3	100	Systematic random sampling
	Students	225	20	9	Simple random sampling
	DEO	1	1	100	Systematic random sampling
Total		948	163	100	

The population was grouped according to their characteristics like age and gender and then simple random sampling was applied in order to ensure equal gender representation in relation to their sex.

3.5 Sampling techniques

Simple random sampling was used to select respondents (students and teachers) for interviews and questionnaire filling and systematic random sampling were applied to head teachers, HODs, Deputy Head teachers and the DEO. These were selected randomly to avoid biased results. Simple random sampling was chosen because it provides for equal opportunity for every sample to participate and ensures high degree of representativeness by subjects and it can easily be used when the population members are similar to one another on important variables. The technique further helped in identifying and selecting the respondents to be sampled

3.6 Data Sources

3.6.1 Primary data

Primary data was got from the chosen school administrators, students, teaching staff and Heads of Departments, plus District Education Officer. Through the use of questionnaire method (for teachers), interview method (for administrators, DEO, Head teachers, Deputy Head teachers, and Head of departments), and observation methods was also used.

3.6.2 Secondary data

Secondary data was sourced from the relevant publications, office documents, and other vital sources like internet. Publications, such as text books, journals, magazines, and newspapers were also reviewed. Office documents included; schools student lists, school reports, schools UNEB past UCE results/statistics, and other relevant documents.

3.7 Data Collection Instruments

The researcher used four types of research tools to get information: Questionnaires, Interview guides, Documentary analysis kit and Observation kit.

3.7.1 Questionnaires

Structured and Semi-structured questionnaires were designed properly in accordance with the study objectives for specific, concise and also detailed information from the respondents. The structured questionnaire was used to solicit information from the teachers and students because they are many in number and because of the nature of the study which requires both quantitative and qualitative data. Furthermore, the use of questionnaire method was due to the fact that; it is easy to gather information; it gives the respondents enough time to answer the questions since questionnaires were distributed to the respondents and then collected after a week and it is one of the important methods for the study of social problems and the respondents have to answer the questions on their own.

3.7.2 Interview guide

The researcher interviewed high ranking officers like the DEO, Inspectors of Schools, students and school administrators to solicit information on the research variables because they were believed to have no time to fill in the questionnaires, they are knowledgeable and thus, are capable of providing in-depth information regarding; the school situation. This tool was additionally preferred because it would enable the researcher to get information from various sources and it would also be the most flexible tool, as it can even be applied to less educated respondents.

In the interviews information was obtained through inquiry. This method of collecting data involved presentation or oral-verbal stimuli and reply in terms of oral-verbal responses. Different types of information like qualitative data was obtained through such method since personal interviews where the interviewer asks questions generally in a face to face contact to the other person or persons; telephonic interviews: interviews were conducted through the telephone where it was not possible to contact the respondent directly. There were also structured interviews and group interviews which were deliberately aimed at eliciting unconscious as well as other types of material relating especially to personality dynamics and motivations. The method gives detailed first hand information within as short period of time.

3.7.3 Documentary analysis kit

To provide secondary data on staff development, instructional resource provision and interpersonal relationship; the researcher sought and analyzed information from teachers, school development plans and work plans, school financial records, Ministry of Education and DEO Reports, and staff meeting minutes. The method gives detailed qualitative information about the topic under study. Documentary review data collection method was used because it gives concrete and clarifying information to support information gathered through questionnaire and interview methods.

3.7.4 Observation kit

Observation checklist was used to collect data from the field with the help of the researcher personally going to the field.

Observation is a fundamental and highly important method in all qualitative inquiry and can be used to collect both qualitative and quantitative data. This involved the researcher going to the schools to observe the way teachers teach, students' attitudes towards studying and recording the

findings and then conclusions about school performances will be drawn. This method was applied to both students and teachers because it is easier for data collection and the researcher does not have to consult people since all the activities are observed. The method gives more reliable and accurate primary information. It gives first-hand impression that removes doubt. It enables the researcher to clarify some questions on the spot.

Observation checklist was used by the researcher to solicit information on instructional resource provision and usage in the classroom. As most of the instructional resources could be observed with naked eyes and in due course of their usage for effectiveness of the teachers.

3.8 Reliability of Research Instruments

To ensure reliability of research instrument, the researcher piloted the instrument using similar category of respondents who are 163 comprising of School Administrators, teachers, students and DEO Zombo District to determine the consistency of the instrument. The reliability was determined by computing the alpha as in the case of validity. An alpha of CVI of 0.7 was considered to ensure reliability of the collected data. Thus, reliability was measured and determined by considering the consistency of results each instrument gave after the pilot study of similar categories of people. The reliability of instruments on multi-item variables (independent and dependent) was measured using Kuder Richardson (KR) formula as found in the method of rational equivalence. The formula KR20 is considered by many specialists in educational measurement as the most satisfactory method of measuring reliability as explained below;

Where:

$$\alpha = \frac{k}{k-1} \left(\frac{1 - \sum d_i^2}{2sdt^2} \right)$$

A= Cronbach's coefficient, alpha is the sum of variance

K = Number of items in the test

S_{di} = variance of scores on individual item

S_{dt} = variance of scores in total test

3.9 Validity of the Research Instruments

Validity is the most important idea to consider when preparing or selecting an instrument for use. Validity is the ability of the instrument to produce findings that are in agreement with the objectives of the research. In this respect, a Content Validity Index (CVI) was used. The researcher consulted other mentors beside the supervisor to measure the validity of the research instruments. The researcher also discussed with her fellow (cohort two) Masters' students on the use of the instruments and before going to the field for pre-testing the instruments. Corrections were made after the exercise to remove the vague and ambiguous questions, and final instruments were made. The researcher further ensured validity of the instruments by using a rating by two experts and the content validity index was then computed.

Content validity Index (CVI) = Relevant items by all judges as suitable

Total number of items judged

3.10 Data Analysis

Descriptive statistics and Pearson Correlation was used to analyze quantitative data. Additionally, all qualitative data obtained through semi-structured and structured questionnaires, interviews, documentary analysis and observation was categorized, interpreted and analyzed under their respective themes, in order to corroborate findings obtained through quantitative data analysis technique. Qualitative data was organized according to themes identified from research

questions and analyzed using content analysis. A thematic approach was used to analyze qualitative data where themes, categories and patterns were identified. Quantitative data was cleaned, coded, entered. To establish relationships, correlation tables will be used by analysis of statistical package for social scientists (SPSS) and use of excel software after various analysis using frequencies, percentages, and tabular expressions in accordance with stipulated research questions of the study. Data from interviews and observations was recorded, organized, interpreted and presented and discussed.

3.11 Data Collection Procedure

The study was conducted in accordance with the rules and regulations governing research process of Kyambogo University. An official letter of introduction was obtained from the post graduate school Kyambogo University which was presented to the Head teachers of sampled schools who introduced the researcher to the relevant officers and responsible respondents. Interview guides were designed and methods of questioning and analyzing results determined. Appointments were hence made with projected participants on how to collect data, and later data collection was embarked upon. In the different areas where the study was conducted, permission and consent of the authorities as well as the respondents were sought beforehand. To obtain information, the respondents were humbly requested for their voluntary participation in the study and their responses kept confidential and only used for the purpose of the study. The researcher also ensured respect for the authority in the field as well as respondents, to avoid any likelihood of physical or psychological harm.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.0 Introduction

This chapter is basically a presentation and analysis of the data and thus the discussion of the findings from the field. The presentation and the analysis of the data and information collected from the field was guided by the objectives which included; to investigate the effect of staff development on teacher effectiveness; to establish the effect of instructional resource provision on teacher effectiveness as well as to find out the effect of interpersonal relationship on teacher effectiveness in Universal Secondary Education schools in Zombo District.

4.1 The effect of staff development on teacher effectiveness

The first objective was to examine the effect of staff development on teacher effectiveness. Information on the effect of staff development on teacher effectiveness in Universal Secondary schools was collected by means of questionnaires interview guides, documentary analysis and observation of various activities. The respondents included the head teachers of schools, their Deputies, teachers, students, Heads of Department and the DEO. This was categorized under three variables of teacher training, upgrading, workshops/seminars and provision of refresher courses to teachers. Results of these discussions are presented and analyzed here after using Pearson correlation as was suggested in the methodology;

4.1.1 Findings from questionnaires and In-depth individual Interviews with respondents about assessment of teachers' training requirements

Respondents were asked to talk about whether teachers' training requirements are assessed and their views were summarized and presented in table 4.1 below;

Table 4.1: Respondents' views on assessment of teachers' training requirements

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has a training programme for teachers	29	18	49	30	58	35	27	17
Teachers are trained for the job	29	18	39	24	56	34	39	24
Training programme include pre-service & in-service	28	17	36	22	50	31	49	30
Trainings provided are relevant to the job	32	20	41	25	45	27	46	28

(Source: Field data)

In an effort to find out whether teachers' training requirements are assessed, results in table 4.1, revealed that 48% of the respondents disagreed that the school had a training programme for teachers, as opposed to majority 52% who agreed with the position. Responses from interviewees also revealed that training for teachers was done in accordance with their requirements. They further observed in interview sessions that it was through assessment that teachers' requirements were identified. Analysis of documents showed that training requirements were first assessed before taking them for training. Such results can be interpreted to imply that assessment helps the school administrators to identify their teachers' requirements and thus recommend them for further training which improved on their morale and motivation, thus they

in turn improved their teaching effectiveness. From the researcher's observations, assessment of training was done averagely.

The study further found out that 42% of the respondents disagreed that teachers were trained for the job, while majority 58% of the respondents agreed with the statement. From observations, it was revealed to the researcher that teacher training was one form of staff development used by the schools which raised their motivation and thus improved their effectiveness. From interviews, respondents observed that teachers should be trained in line with what they were supposed to teach students and that in addition to training them, they should be given enough orientation if their effectiveness at work was to be improved. The above results could imply that training teachers motivated them and increases their effectiveness at work which eventually raised students' performance at school.

As to whether the training programme included pre-service and in-service, the researcher discovered that 39% of the respondents disagreed, and 61% of the respondents were in agreement with this position. The interviewees revealed that such programmes include both pre-service and in-service while others said that teachers were always in different categories which mean that they required different training programmes. The researcher further observed that some teachers required pre-service training programmes while other needed in-service programs in order to raise their motivation levels and help them perform their duties in a better way. Documents further revealed that pre-service and in-service programmes were being given to teachers. Such results imply that different teacher categories require and should be given different training programmes depending on what their requirements are.

The researcher was also interested in finding out whether trainings provided are relevant to the job. Results from the study indicated that 45% of the respondents disagreed, that these programmes were relevant while the rest 55% agreed that relevant programmes were provided to teachers. From the researcher's observations, the training arrangements given to teachers were relevant to their jobs and requirements which meant that they were well motivated and thus increased their effectiveness. Respondents in interviews noted that teachers should be given training which was relevant to their jobs as this would boost their morale thus improved their effectiveness at work. While reviewing documents, the researcher discovered that relevant training arrangements with teachers helped them develop their teaching skills which also improved their effectiveness at work. Therefore, such results indicate that relevant trainings were being given to teacher. The interpretation of such results was that teachers were given relevant trainings which raised their morale and improved their effectiveness at work.

4.1.2 Findings from questionnaires and Interviews with respondents about assessment of teachers' upgrading programmes

Interviewees and respondents were required to give their views about whether teachers' upgrading programmes were assessed and below are their views as presented in table 4.2 below;

Table 4.2: Respondents' views on assessment of teachers' upgrading programme

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has a programme for teachers' upgrading	25	15	35	25	59	36	41	24

Source: Primary data

The respondents to gave their views about what they felt on assessment of teachers' upgrading programmes and they reacted as follows; 40% of the respondents disagreed, 60% of the respondents agreed that assessment of teachers' upgrading programmes was done. Document reviews showed that upgrading programmes were being assessed in order to reveal their benefits to the upgraded teachers and also their effect on motivation of teachers. Interviewees mentioned that sending teachers for upgrading gave them morale which motivated them to work hard and improved their effectiveness at work. The above results could imply that assessment of teacher upgrading programmes helped them know the importance of such upgrading arrangements because they got to know the benefits of upgrading. This motivated them to work hard and eventually teach better which improved their students' performance.

4.1.3 Findings about assessment of workshops/seminars programmes for teachers

Respondents and interviewees were asked to identify whether teachers' workshops were assessed and they gave various views as presented in table 4.3 below;

Table 4.3: Respondents' views on assessment of teachers' workshops programmes

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
Relevant workshops are regularly organized to improve teacher performance in schools	25	15	42	26	55	34	41	25
Teachers are provided opportunity to attend relevant workshops outside the school	29	18	38	23	56	34	40	25
Workshops organized are geared towards improving teacher performance in the school	27	17	36	22	59	36	41	25

(Source: Field data)

The researcher was also interested in finding out respondents' views about assessment of teachers' workshops/seminars programmes. According to results in table 4.3 above, 41% of the respondents disagreed that relevant workshops were regularly organised to improve teacher performance in schools while majority 59% indicated agreement with matter. Workshop reports indicated that regular and relevant workshops were always organized where by most of them were beneficial to teachers who participated in them because they always learnt and acquired new skills to apply during their teaching sessions. In interviews and observation sessions, respondents observed that in order for teachers' morale to be boosted and therefore perform better at work, they should be taken for workshops which are relevant and in line with their work. This motivated them and eventually improves their effectiveness at work. The above findings could be interpreted to mean that if teachers were taken for workshops which are relevant, their skills and knowledge was likely to be improved which helps them to perform better in their respective schools.

As to whether the teachers were provided opportunity to attend relevant workshops outside the school, 41% of the respondents disagreed, whereas the other 59% of the respondents agreed with the above position. Respondents in interviews and documentary analysis observed that workshops in line with the teachers' duties of work were essential if such teachers were to be motivated and thus increase on their effectiveness. Observation sessions also revealed that teachers were free to attend and participate in workshops which raised their morale and motivated them to work better. Such results could be interpreted to mean that if teachers were given opportunities to attend relevant workshops outside the school, they were developed and motivated since they would associate with other teachers and share different ideas in relation to their teaching profession which raised their effectiveness in schools.

The study noted that 39% of the respondents disagreed that workshops organised were geared towards improving teacher performance in the school; where as 61% of the respondents agreed with the matter. Document reviews (workshop reports) indicated that positive workshops aimed at improving teacher's performance were always organised which provided various opportunities for teachers to improve their effectiveness at work. Interviewees noted that in workshops, teachers were given more skills and gain experience on how to handle their students and create more bonding relationships with them which also motivates them to perform their duties more effectively. From the analysis of documents and observations, workshops played a big role in improving teachers' performance. The interpretation of such results was that majority of the respondents believed that teacher workshops were of great importance in increasing effectiveness and improving on their morale.

4.1.4 Findings about assessment of courses, programme for teachers in school

Respondents in questionnaires and interviews were asked to reveal whether teachers' courses and programmes for teachers were assessed and they gave various views as presented in table 4.4 below;

Table 4.4: Respondents' views on assessment of teachers' workshops programmes

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has programmed courses for teachers in our school	30	18	34	21	54	33	41	25
Relevant courses are organised for teachers in our school	28	17	39	24	48	29	47	29
Teachers have access to refresher courses that improve their skill	29	18	47	29	48	29	39	24
Every teacher is given opportunity to attend courses	26	16	32	20	56	34	49	30

(Source: Field data)

Findings in table 4.4 above revealed that 39% disagreed that the schools had programmed courses for teachers. However, majority 61% of the respondents agreed, with this position. They revealed in interviews with teachers that in order to motivate and develop teachers, the schools had to initiate systematic and programmed courses for their teachers to improve their effectiveness. From observation sessions, it was also found out that respondents believed that programmed courses for teachers helped boost their morale and subsequently improved their effectiveness in doing their duties at school. Also documents analysis showed that programmed courses were of great importance and contributed a lot to teacher development which motivated them to work more effectively. Therefore, such results imply that if teachers are provided with programmed courses, they get motivated to work hard which improved their effectiveness at work since their performing levels are improved.

As to whether relevant courses were organised for teachers in the schools, 41% of the respondents disagreed, while the majority 59% agreed. Documents revealed that the schools availed their teachers with different courses which were relevant to their teachers' jobs. In interviews and observation, respondents explained that teachers should be given courses which were relevant to their mode of work if their effectiveness was to be improved and thus improve their morale. These results indicate strong agreement over provision of relevant courses to teachers in an effort to raise their motivation and eventually improve their effectiveness at work.

According to the results from table 4.4 above, 47% of the respondents disagreed that teachers had access to refresher courses that improved their skill, majority 53% agreed with this fact. Respondents in interviews were of the view that refresher courses were essential for teachers especially those who have taken long in the teaching profession because they had to keep up to date with the always changing and new developments with in curriculum and technology. The researcher discovered in document reviews that the schools always organised and recommended their teacher for refresher courses which were helpful to them. The researcher also found out in observations that refresher courses were provided to teachers. From these findings, it was interpreted to mean that if teachers were taken for refresher courses, they would acquire new skills and this would improve their motivation and thus their effectiveness at work would also improve.

Finally, 36% of the respondents disagreed that every teacher was given an opportunity to attend courses, while majority 64% agreed. For this variable, respondents argued that all teachers should be given equal opportunities and chances of attending such courses since selecting some few among them lowered their morale and this in turn retarded their effectiveness at work.

Documents and observations further revealed that the teachers were free to attend such courses without being selective except for certain practical courses which only were meant for practical subject teachers. The above results could imply the importance of non selective participation and attendance of courses by teachers because this improved their motivation since all the teachers were free to attend such courses.

4.1.5 Summary of the relationship between staff development and teacher effectiveness

The effect of staff development on teacher effectiveness was established by examining the relationship between the above two variables through developing both null and alternative hypothesis as shown below;

Ho: there is no significant relationship between staff development and teacher effectiveness

Ha: there is a significant relationship between staff development and teacher effectiveness

		Teacher effectiveness	Staff development
Teacher effectiveness	Pearson Correlation	1	.799(**)
	Sig. (2-tailed)		.000
	N	163	163
Staff development	Pearson Correlation	.799(**)	1
	Sig. (2-tailed)	.000	
	N	163	163

Sources: Field data

From the total number of observations, the Pearson correlation value (0.799) was positive and tended to one, which indicated a strong positive relationship between staff development and teacher effectiveness at 0.05 level of significance. The 2-tailed probability value of the correlation was less

than the level of significance (0.05), which indicated a strong rejection of the null hypothesis. The alternative was thus taken which confirmed a significant relationship between staff development and teacher effectiveness, computed to 63.8%.

4.2 The effect of instructional resource provision on teacher effectiveness

The second objective was to establish the effect of instructional resource provision on teacher effectiveness in Universal Secondary Education schools in Zombo District. Information was collected by means of questionnaires, interview guides, document review and observation of various stake holders, such as head teachers of schools, their Deputies, teachers, students, Heads of Department and the DEO. This was categorized under three variables of text books provision, teaching/learning aids and provision of instructional time to teachers. Results of these discussions are discussed here under;

4.2.1 Findings about assessment of textbooks and their usage in schools

Respondents in questionnaires and interviews were tasked to reveal whether teachers' usage of textbooks while teaching was assessed. Different views were obtained as presented in the table below;

Table 4.5: Respondents' views on assessment of text books and their usage by teachers

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has a vote for textbooks provision	20	12	25	15	58	36	61	37
The school provides relevant text books for both students and teachers	25	15	32	20	49	30	57	35
Teachers have access to adequate text books for teaching and learning	24	15	38	23	54	33	47	29
Teachers use text books	26	16	34	21	54	33	49	30

(Source: Field data)

Findings from table 4.5 revealed that the school had a vote for textbooks provision with 27% of the respondents disagreeing whereas majority 73% of the respondents expressed agreement with the matter. Interviewees also majorly agreed that text books were given to teachers and that provision of such text books quickens teachers' work since they referred to those text books while teaching students, therefore, the provision of such text books implied that staff were supported and developed. Documents also showed teachers who had borrowed various books from the school libraries which meant they were all facilitated with such teaching materials. The researcher also observed that teachers were referring to the text books which were provided by their schools. The above results imply that provision of textbooks to teachers also raised their morale and thus motivated them to work better and improved their effectiveness at work. The results could further be interpreted to mean that systems which support and develop staff should be implemented and one of them was through modes like provision of text books.

From the table above, respondents revealed that the school provided relevant text books for both students and teachers. This was found out by 35% of the respondents who were in disagreement, and 65% of the respondents agreed. Documents revealed that relevant textbooks were being given to teachers for use while teaching. The respondents later explained during interviews that teachers and students need to use relevant text books to guide them in the whole learning process which helped promote effectiveness of teachers. The implication of such results was that teachers who were provided with relevant textbooks were more effective at work than those who had no textbooks to use. The importance of such was that it improved teacher effectiveness since they taught the right information to the students which eventually improved students' performance and learning process.

The study noted that teachers had access to adequate text books for teaching and learning with 38% of the respondents disagreeing, whereas 62% agreed. Documents revealed that the teachers were given enough textbooks to consult while teaching and that every teacher had all the necessary text he/she needed to consult when teaching. During observations, teachers were seen consulting different textbooks which meant such books had been provided by their schools. And finally interviewees explained that one of the major ways of motivating teachers and thus improve their effectiveness was through ensuring that they are given adequate text books for use. This above average number of respondents who expressed agreement to that position implied that head teachers were doing their work of availing text books to their teachers for use, and that a teacher who had all the necessary textbooks performed better than one who did not have the necessary textbooks.

The researcher noted that 37% of the respondents disagreed that teachers used text books, as compared to 63% who agreed with the matter. Library documents confirmed to the researcher that teachers were using various textbooks to teach their students. And observation sessions also indicated that teachers were using various textbooks as they were seen consulting different books while teaching their students. And finally, interviewees expressed that a teacher with out textbooks was almost useless to students since the syllabus could only be covered by use of textbooks, thus such text books should be provided to teachers if they were to be motivated and improve their effectiveness. From these findings, it could be interpreted to imply that majority respondents acknowledged and approved that text books played a significant role in aiding teachers to teach their students effectively.

4.2.2 Findings about assessment of teachers' aids in school

The researcher was interested in knowing whether teachers' teaching aids were assessed, various views were given and were presented in table 4.6 below;

Table 4.6: Respondents' views on assessment of teaching aids

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has a vote for teaching/learning aids provision	28	17	33	20	49	30	53	32
The school administration ensures adequate provision of teaching/learning aids	26	16	32	19	49	30	56	34
Teachers are creative and improvise teaching aids to supplement what the school offers	31	19	29	18	47	29	58	36
Teachers easily accesses teaching aids when needed	35	21	28	17	56	34	44	27
Teachers use teaching/learning aids during lessons	27	16	36	22	58	36	42	26

(Source: Field data)

The researcher in an effort to find out whether assessment of teaching aids was carried out discovered in table 4.6 above that 37% of the respondents disagreed that the school had a vote for teaching/learning aids provision in schools, while 63% of the respondents indicated agreement with matter. In interviews, respondents explained that such learning aids helped teachers in effectively performing their duties since they eased the whole process of teaching. Document reviews (staff meeting minutes and end of term reports) indicated that a vote for teaching and learning aids provision was always passed. The above findings could imply that teachers are better motivated if they are availed with learning aids and this simplifies their work of teaching.

The researcher discovered that the school administration ensures adequate provision of teaching/learning aids. There was disagreement by 35% of the respondents, whereas 65% agreed with the above position. Document reviews indicated that school administration ensured that they provided enough learning aids such as chalk boards, white pens, and special books for the visually impaired students. During observation sessions, teachers were seen using white canes and writing white boards and other various learning aids. The respondents in interviews sessions explained that with adequate teaching aids, teachers were in position to be motivated to effectively carry out their duties of teaching students. Such results imply that learning aids are of great necessity for the better understanding of students in schools.

The study noted that 37% of the respondents disagreed that teachers were creative and improvised teaching aids to supplement what the school offered; 63% of the respondents agreed with the matter. Observation sessions revealed that teachers sometimes improvised and used other learning aids especially for cases where no or not enough learning aids were provided because on various occasions, some teachers were seen looking for some information from news papers to supplement their information given to students. Interviewees reacted that if teachers were given the freedom of improvising and acquiring learning aids on their own, this motivated them since they felt part of the schools they taught and this also motivated them to perform their duties more effectively. Thus such results implied that majority of the respondents believed that teaching and learning aids played a great role if their effectiveness and morale was to be improved and that sometimes certain information was not available in textbooks thus they (teachers) had to improvise and look for it in other sources, new papers being one of sources.

As indicated in the table, the researcher found out that 38% of the respondents disagreed, and majority 62% agreed that teachers easily accessed teaching aids when needed. They revealed in interviews that teachers should easily access such aids if they were to effectively perform their duties and improved their students' performance. Document analysis also revealed that teachers easily accessed and used different learning aids. Teachers were observed as they could access learning aids without any hindrance which also motivated them to teach better. These findings imply that availability of teaching/learning aids to teachers enabled and motivated them to work better since this facilitated them in carrying out their duties (teaching for this case).

Finally there was disagreement of 38% that teachers use teaching/learning aids during lessons, as opposed to 62% who expressed agreement with this issue. School documents revealed that the teachers were given learning/teaching aids thus were expected to use them and observation sessions also revealed that the teachers used the learning aids that were provided to them by their school administrations. Respondents in interview sessions reacted that effective use of teaching/learning aids helped teachers to effectively teach students since their morale was boosted through provision of learning aids. These findings imply that use of learning aids to teachers helped them effectively teach students in their schools.

4.2.3 Findings from questionnaires, documents, observation and interviews about assessment of instructional time used by teachers in schools

Respondents in questionnaires and interviews were asked to react about the assessment of teachers' instructional time to which they gave various ideas as presented in table 4.6 below;

Table 4.6: Respondents' views on assessment of teachers' instructional time

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school has a set time table for lessons	23	14	33	20	59	36	48	29
The teachers observe time for lessons	29	18	34	21	52	32	48	29
Teachers get the class started quickly	25	15	32	20	55	34	51	31
Teachers are regular in school for their duties	31	19	38	23	49	30	45	28
The administration ensures no interference with lesson time	31	19	38	23	45	28	49	30
Teachers organize for the day	26	16	31	19	54	33	52	32

(Source: Field data)

From the results in table 4.6, the study noted that 34% of the respondents disagreed that the school had a set time table for lessons, and 66% were in agreement with the matter. Interviewees noted that the schools had set timetables which they followed while teaching and that a proper and flexible time table gave teachers enough time to prepare for lessons and motivated them thus effectively teach their students. The researcher also observed that teachers followed a set timetable to teach their students as well as documents of such set timetables and schedules which were analyzed by the researcher. Such results could imply that when a timetable is effectively followed, teachers are able to finish their syllabus on time and hence improve student

performance, which eventually motivated them to work harder and thus improve their effectiveness at work.

The study found out that 39% of the respondents disagreed that the teachers observed time for lessons, while 61% agreed with the statement. Document analysis and observation sessions revealed that the set time was always observed by the teachers since most of the teachers were always where they were supposed to be at certain times which improved their effectiveness. In interview sessions with respondents most of them said that in order for teachers to effectively carry out their duties in accordance with their profession, time for lessons must be respected and observed. These results could be interpreted to mean that if time for lessons is strictly followed, then effectiveness among teacher could ably be realized.

As to whether teachers get the class started quickly, the researcher discovered that 35% of the respondents disagreed, as opposed to majority 65% of the respondents who agreed. Various documents likely weekly reports revealed that teachers were always able to get their classes started quickly and time since they observed the set timetables and then observation sessions also revealed that teachers were always on time in starting their classes. Interviewees revealed that when teachers properly follow the schools' set timetables, it is often clear that they have a high chance of starting classes quickly and on time. These findings imply that having and strictly following a time table promotes quick starting of lessons by the teachers which eventually motivated and improved teachers' effectiveness at work.

Results from the study indicated that 42% of the respondents disagreed, and another 58% agreed that teachers were regular in school for their duties. Documents (roll call sheets) showed that teachers were regular in schools. In interviews, the argued that one of the requirements of teacher effectiveness is their regularity at schools and more specifically for teaching lessons. Observation sessions also indicated that teachers were always at schools for their lessons except for weekends when most of them did not have lessons; therefore the implication of such results is that regular attendance of school by teachers' means that they effectively teach their students, since a motivated teacher is always willing to be at school and is motivated to teach better which also leads to improved student performance.

With regard to the fact that administration ensures no interference with lesson time, 42% of the respondents disagreed, while 58% of the respondents agreed. The respondents during interviews explained that when they were not interfered with, it motivated them to teach students and subsequently improved their effectiveness at work. Observation sessions revealed that the school administration does not interfere with lesson time since a set timetable was in place where by all the activities were scheduled independently and could collide with one another. Also documents revealed that no activity was colliding with another at the same time. Thus such results imply that the timetable was effectively set in a way that no activity was colliding with another at the same time and this means that an un interrupted teacher was always motivated to work hard (be effective for this case) which improved their effectiveness at work and thus increases students' performance in schools.

The researcher found out that teachers organized for the day with minimal 35% of the respondents in disagreement, whereas 65% agreed. Document analysis indicated that a timetable was in place therefore, teachers were able to organize and make preparation for the day and the researcher later observed teachers making lesson plans and preparing for the next day. In the teaching process, it is recommended that teachers are given enough time to prepare for the lessons and for the whole day. This motivated them to effectively teach students thus improved student performance. This support by a large number of respondents who expressed agreement to the statement implied that when a time table is in place, teachers are able to organize themselves for that day and even the next day which was likely to improve their effectiveness at work than those who didn't organize.

4.2.4 Summary of the relationship between instructional resource provision and teacher effectiveness

Ho: there is no significant relationship between instructional resource provision and teacher effectiveness

Ha: there is a significant relationship between instructional resource provision and teacher effectiveness

		Teacher effectiveness	Instructional resource provision
Teacher effectiveness	Pearson Correlation	1	.867(**)
	Sig. (2-tailed)		.000
	N	163	163
Instructional resource provision	Pearson Correlation	.867(**)	1
	Sig. (2-tailed)	.000	
	N	163	163

Sources: Field data

The probability value of the Pearson correlation is 0.000 which was less than 0.05, the level of significance which indicated a strong rejection of the null hypothesis. However this relationship was found to be significant at 0.05 level of significance. This meant that there was a relationship between instructional resource provision and teacher effectiveness since the null hypothesis was refuted.

The value of the Pearson correlation was also very strong and positive which when computed was 75.2% indicated a very strong positive relationship between instructional resource provision and teacher effectiveness. This meant that as the instructional resources like textbooks, teaching/ learning aids and instruction time were provided and implemented, the teacher effectiveness increased.

4.3 The effect of interpersonal relationships on teacher effectiveness

The third objective was to establish the effect of instructional resource provision on teacher effectiveness in Universal Secondary Education schools in Zombo District. Information was collected by means of questionnaires, interview guides, observation and documentary review with the respondents. The obtained data was categorized under four variables of effective communication, collective planning and team work as well as productive regular meetings. Results of these discussions were discussed here under;

4.3.1 Findings from questionnaire and interview respondents about assessment of how well communication is handled in school

The researcher required respondents in questionnaires and interviews about how well communication was handled in schools and they gave various views as presented in table 4.7 below;

Table 4.7: Respondents' views on assessment of how well communication is handled

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
There is free and open communication between administration and teachers in schools	26	16	32	20	58	36	47	29
The school administration uses correct channels for communication	22	13	35	21	55	34	51	31
The school administration listens to teachers	27	17	30	18	61	37	45	28
Teachers openly and freely express their concerns to the administration	28	17	27	17	58	36	50	30
Teachers provide feedback to administration on important issues	26	16	28	17	55	34	54	33

(Source: Field data)

From findings in table 4.7, it was revealed that 36% of the respondents disagreed that there was free and open communication between administration and teachers in schools while majority 64% were in agreement with the statement. They explained during interviews that communication in a school can be assessed by looking at whether there was free and open communication between parties. Documentary analysis of staff meetings reports revealed that teachers freely and openly communicated with their administrators, then the researcher also observed that free and open communication was in form of sharing of ideas between teachers and their administrators, memos were seen of notice boards informing teachers and students of any upcoming activity. From these findings, it could be interpreted to mean that assessment of communication was handled effectively which also motivated teachers and this improved their morale for teaching effectively which eventually helped to students to perform better in class.

Respondents were asked to notify whether the school administration used correct channels for communication and the researcher found out that 34% of the respondents disagreed, as well as another 66% who expressed their agreement with that issue. School documents revealed that clear and correct channels were used by administration as was seen mainly in form of open letters, memos, delegation of staff duties to teachers. The researcher later observed both upward and down ward communication being applied at the schools. Respondents during interviews identified that different communication channels though they said that the upward communication system was more effective if teachers were to be motivated to work effectively since they had the freedom to express themselves. These findings imply that if correct channels are used in the school, it motivates teachers and gives them morale to work harder and therefore, improve their effectiveness at work.

According to results, the study found out that 35% of the respondents disagreed that the school administration listened to teachers and majority 65% of the respondents agreed. This significant support by respondents explained especially during interview sessions that a channel of communication that allowed administration to listen to their teachers also motivated the teachers to do their work effectively. Administrators were seen (observation) listening and sharing ideas with teachers which motivated teachers to work harder. The above findings imply a school which uses upward communication (giving teachers freedom to express themselves) as used by schools was more motivating to teachers which helped them to work hard and be more effective in respect to their work, which eventually improved student performance.

As to whether teachers openly and freely expressed their concerns to the administration, there was disagreement of 37% of the respondents, whereas 66% of the respondents agreed with this position. From interviews it was asserted that a free and open communication channel which allowed teachers to express themselves also motivated them to effectively perform their tasks better. Documents were reviewed and they indicated that teachers always expressed their concerns to the administration seeking for solutions. So the fact that results showed majority agreement in respect to free expressing of teacher concerns showed that teachers were motivated to work hard since they felt they owned the school and that when teachers' concerns are addressed, they feel motivated and work hard which improves their effectiveness at work.

The study noted that 33% of the respondents disagreed that teachers provide feed back to administration on important issues; 67% of the respondents agreed. Respondents in interviews and questionnaires explained that feed back in an organisation (school for this case) was essential

for a healthy and productive relationship between teachers, students and their administrators since it made them aware of how they were performing their duties. Documentary reviews revealed that feedback on certain issues was provided to teachers which also encouraged them work hard. The above results which reflected majority agreement by the respondents could be interpreted to mean that when teachers are given enough feedback about the outcomes of certain issues, they are encouraged to work hard and improve on their areas of weakness if any which could improve their effectiveness at work and thus improve their students' performance.

4.3.2 Findings from respondents interviews, document reviews, observations and questionnaire about assessment of how well planning is done in school

The respondents were asked through questionnaires and interviews about how well planning was done in schools where their views were summarized and presented in table 4.8 below;

Table 4.8: Respondents' views on assessment of how well planning is done

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school administration involves teachers in planning process in our school	26	16	32	20	58	36	47	29
Teachers are involved in decision making in our school	22	13	35	21	55	34	51	31
The school has a development plan	27	17	30	18	61	37	45	28
The school has a work plan	28	17	27	17	58	36	50	30

(Source: Field data)

As revealed in table 4.8 above, it was found out that 36% of respondents disagreed that the school administration involved teachers in planning process, and the rest 64% of the respondents agreed that teachers were involved in the planning process. The respondents during interviews explained that teacher motivation came through many ways and one of them could be involving them in planning where they felt they owned the school and this enabled them perform to their best. Documents revealed that teachers were part of generating some ideas about the plans of the schools like introducing and implementing certain programs because they easily knew of the dangers such new programmes could have on the school setting and their students. Observations also revealed that teachers were planning for the schools new terms and even planning of certain school functions like sports day was planned by teachers largely. From these results, it could be interpreted that that teachers who are involved in the schools' planning process were always motivated to work hard and improve their effectiveness in schools.

And as to whether teachers were involved in decision making in schools, 34% of the respondents disagreed, as compared to majority 66% who agreed. Interviewees explained that involvement of teachers in decision making made them feel part of those schools which also motivated them to effectively perform their duties of teaching students which in turn improved student performance in those schools. Teachers were seen actively participating in making positive decisions for the schools during some observation sessions because they felt they owned the schools and this sense of belongingness raised their morale to make such decisions. These results could be interpreted to mean that when teachers were involved in decision making in schools, they felt they own the school and therefore performed to their best as far teaching students was concerned.

It was revealed that 35% of the respondents disagreed that the school had a development plan, and 65% were in agreement with this position. Interviewees argued that a development plan sets the direction of the school, its goals and objectives and how to achieve them. Documentary reviews revealed such plans with their set time schedules of their performance which motivated teachers because such plans gave the schools and teachers direction and where they are heading to. Therefore such results could imply that a school with a well formulated development plan motivated teachers to work hard so as to achieve such goals and objectives which in the end led to improved student performance. This helped to ensure effective student-teacher relations in the school.

Finally, 34% of the respondents disagreed that the school had a work plan and another 66% were in agreement about that matter. Documents were analysed by the researcher and they revealed such work plans by different schools. And also work plans were at times observed by the researcher during some of the observation settings and they clearly stipulated the set times of carrying out different activities without crashing into another activity's time schedule. During interviews, they explained that a school work plan showed how everything was supposed to be done in such school, which motivated teachers to do what they were supposed to do at certain times. The above results could imply that such plan was important for the success of the school especially that different activities are done at different times and this improved the morale of teachers which improved their effectiveness at work.

4.3.3 Findings about assessment of team work in the school

The researcher required respondents and interviewees to identify whether team work at school was assessed and the following various views were obtained as summarized and presented in table 4.9 below;

Table 4.9: Respondents' views on assessment of team work in schools

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
The school administration encourages teachers to work as a team	25	15	36	22	55	34	47	29
Teachers are willing to work as a team	29	18	34	21	56	34	44	27
Teachers request for assistance from each other when committed	27	17	32	22	59	36	45	28

(Source: Field data)

The researcher was interested in finding out respondents' views about assessment of team work in schools. According to results in table 4.9 above, 37% of the respondents disagreed that the school administration encouraged teachers to work as a team, while majority 63% indicated agreement with matter that the schools' administration encouraged teachers to work as a team. From interviews and questionnaires, respondents mentioned that for teachers to be more effective at their work, they had to work as a team since this boosted their morale and therefore they performed better at work. Documentary analysis revealed that teachers were always grouped into teams under which they performed different tasks which motivated them and eventually improved their effectiveness at work. Groups and teams were further seen working together especially during one of the observation sessions by the researcher which also boosted

their morale and helped them work better. The above findings could be interpreted that teachers who work as a team were likely to improve their ability to perform their duties and roles because team work is always better than individual work since many ideas are presented by different team/group members and also positive relationships could be developed during interactions between teachers of various groups which improved their morale and motivated them to work better, thus, improved their effectiveness at work.

As to whether the teachers were willing to work as a team, there was disagreement 39% of the respondents, whereas 61% agreed with the above position. The researcher observed that most of the teachers performed better when they were in groups than when they were doing work as individuals. Documents later revealed that most of the teachers were willing and able to work as a team than on individual basis because they felt they would offer enough support or be supported by their group members in case of failure on some activity which raised their motivation levels. Some teachers were observed to be more active and productive as a team than on individual basis. Interviewees argued that working as a team helped build more relations which also morale boosted teachers' effort to be more effective at work. Such results imply that willingness to work as a team was as a result of the benefits it offers to teachers like boosting their morale to perform better and also improved their effectiveness at work in schools.

The study noted that 39% of the respondents disagreed that teachers requested for assistance from each other when committed; where as 61% of the respondents agreed with the matter. Documentary reviews revealed that teachers always sought assistance from each other especially if they were working as a team which also motivated them to work hard. The researcher on

certain occasions observed some teachers consulting each other for solutions to certain problems which meant they were committed to work. Respondents in interviews argued that teachers who worked as a team were in a better and free position to consult, seek assistance from each other which gave them morale and encouraged them to work hard in a more effective way, which improved students' performance. Thus such results imply that team work and consultations were important if teachers were to be more effective at work, though a few respondents in interviews revealed that team work was observed in rare cases.

4.3.4 Findings about assessment of how well regular meetings are conducted in schools

Respondents and interviewees were required to reveal whether regular meetings were conducted and assessed, they gave the following responses as was presented in table 4.10 below;

Table 4.10: Respondents' views on assessment of regular meetings and how well they are conducted

Response	1		2		3		4	
	F	%	F	%	F	%	F	%
Meetings are regularly organised to ensure effectiveness of teachers	20	12	42	26	55	34	46	28
Meeting agenda are made known to teachers ahead of time	29	18	35	21	56	34	43	26
Teachers are assigned various responsibilities during meetings for effective performance	27	17	32	20	59	36	45	28

(Source: Field data)

According to results in table 4.10 above, 38% of the respondents disagreed that meetings were regularly organised to ensure effectiveness of teachers and majority 62% of the respondents indicated agreement with the matter. In observations and document reviews, respondents argued that regular meetings helped to reveal the performance levels which also motivated them and enhanced their effectiveness at work. Interviewees argued that during meetings, teachers of different departments got a chance of interacting with each and thus were able to improve their relationships with each other. The above findings imply that meetings were important if teachers were to know their performance levels and also got to know each other and create positive working relationships with each other which motivated them to work better and improved their effectiveness especially through consultations with each other during such meetings.

As to whether the meeting agenda were made known to teachers ahead of time, strong disagreement 39% of the respondents was noted, 61% agreed with that position. Documentary analysis revealed that the teachers were always given the meeting agenda in time before their actual meeting times which enabled them to prepare early for such meetings and this made the meetings more successful and productive in terms of goal achievement. The researcher also observed teachers being given meeting agenda prior to the actual meetings and finally interviewees and other respondents revealed that meeting agenda should be known and available to teachers thus they get to know what was to be discussed in the meetings which ensured smooth running of meetings in schools. The above results could be interpreted to mean that if teachers were given agenda in time, it motivated them and made it possible and easy for them to prepare and arrange themselves for the meetings which in a way improved their effectiveness at work.

The study finally noted that 37% of the respondents disagreed that teachers were assigned various responsibilities during meetings for effective performance; and the rest 63% agreed with the matter. Documentary analysis and observation revealed that at times when administrators were not around, they delegated some of the school running duties and roles to teachers. Interviewees noted that assigning teachers with various duties made them more responsible which ensured that they worked hard to fulfill those responsibilities as assigned to them. Such results imply that a teacher who was given extra duties to perform, he or she felt they were trusted and this encouraged them to work hard because they hope they thought they could be promoted at one time, this improved their effectiveness at work.

4.3.5 Summary of the relationship between interpersonal relationships and teacher effectiveness

Ho: there is no significant relationship between interpersonal relationships and teacher effectiveness

Ha: there is a significant relationship between interpersonal relationships and teacher effectiveness

		Teacher effectiveness	Interpersonal relationships
Teacher effectiveness	Pearson Correlation	1	.892(**)
	Sig. (2-tailed)		.000
	N	163	163
Interpersonal relationships	Pearson Correlation	.892(**)	1
	Sig. (2-tailed)	.000	
	N	163	163

Sources: Field data

Interpersonal relationships which was analyzed in terms of effective communication, collective planning, team work and productive regular meetings, strongly impacted on the teacher effectiveness positively. This was evidenced from the Pearson correlation value for the two variables (Interpersonal relationships and teacher effectiveness) which was very strong and even positive.

Also the probability value (0.000) of the Pearson correlation was less than 0.05 which was the level of significance. This indicated a significant relationship between interpersonal relationships and teacher effectiveness, computed to be 79.5%.

In conclusion, teacher motivation was excellently practiced as was seen from the various respondents in different schools and a positive relationship between motivation and teacher effectiveness was determined. Such findings of this study based on the results have practical implications; these are discussed in the next chapter (Chapter five).

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presented the discussion, summary, conclusions, recommendations to the findings and areas for further study. The study intended to establish the impact of motivation on teacher effectiveness in Universal Secondary Education schools in Zombo District. The discussion of findings in this chapter was structured in accordance with the reviewed literature and is in line with the study objectives which included; to examine the effect of staff development on teacher effectiveness; to establish the effect of instructional resource provision on teacher effectiveness as well as establishing the effect of interpersonal relationship on teacher effectiveness in Universal Secondary Education schools in Zombo District.

5.1 Discussion of findings

5.1.1 The effect of staff development on teacher effectiveness

For this objective the researcher found out that majority of respondents agreed that schools have training programmes for teachers and another significant number of respondents observed that the teachers were trained for the job. The above findings are in agreement with Mathew, (2003) who points out that one of the ways of motivating employees was to avail training opportunities when needed and possible. The study found out majority agreed that training programme for teachers included pre-service & in-service. This view is shared by Ezewu, (2003) who contends that teachers in USE schools in Zombo District were trained; most of them with basic pre-service training and this was expected to enhance their effectiveness in the schools and such training was always relevant to teachers' jobs. The Head teacher of one of the sampled schools in an

interview observed, “..... You want to motivate a teacher, give them the best relevant training and you will achieve what you want from them.....”

Organizing relevant workshops regularly to improve teacher performance in schools was also agreed to by majority of respondents. The researcher further found out that most of the respondents agreed that teachers were provided opportunity to attend relevant workshops outside the school and another large number of respondents agreed that workshops organised were geared towards improving teacher performance in the school. These views were also cited by Bakhda, (2004) who emphasized the need for on-going capacity development for teachers when she stated that a teacher should never stop learning. The Ministry of Education and Sports, (2007), teachers at all levels of the education system should had access for relevant workshops which should be geared towards improving teacher performance. In an interview with one of the head teachers, he observed that, “.....teachers have to take part and should be facilitated to attend seminars or workshops and this gives them more administrative capacity building which are occasionally scheduled which ensures continuous professional development of teachers.”

Further, majority of respondents agreed that the schools have programmed courses for teachers. Teachers’ access to refresher courses that improve their skill was also reported by many respondents and another big percentage of respondents agreed that every teacher was given opportunity to attend courses. The results were in agreement with Torrington et al, (2002) who argued that an effective educational institution should be in position to provide its teachers with quality teacher training courses which are relevant and every teacher has to be access to such refresher courses. As the DEO Zombo district put it, “the capacity of teachers can only be built

and developed through availing training, workshops, courses and upgrading programs which continuously develop teacher ability”.

The researcher found out that in Zombo district, teachers were not being appreciated and recognized amidst the efforts they put in teaching and learning process which demoralizes them from performing well and being effective in their duties. The researcher found out that most of the teachers were not being given chance to upgrade in their subjects. Heads teachers said they had the programmes in plan to let teachers go for capacity building but because of shortage of staff (teachers) in schools, they found ways of technical delay or discouraging the teachers. This caused most teachers to remain with the same level and techniques in their teaching/learning approach, no modern development to their profession which affected the quality of delivering their teaching/learning processes in their profession.

Other researchers as reviewed in chapter two found out that staff development improved and increased the effectiveness of teachers at school. This indicated that teachers should always be developed through training, upgrading and workshops if their effectiveness was to be improved. This created an opportunity for the researcher to suggest that teachers should be developed and enabled in order to achieve and improve their effectiveness. The researcher proposed a cross section and descriptive design and he expected to find out the relationship between staff development and teacher effectiveness.

5.1.2 The effect of instructional resource provision on teacher effectiveness

The researcher analysed the second objective in respect to text books, learning aids and instructional time. It was found out that the schools had a vote for textbooks provision with majority agreement by respondents. The researcher identified that the school provides relevant

text books for both students and teachers as was agreed to by most of the respondents. The researcher further found out that many respondents agreed that teachers have access to adequate text books for teaching and learning and another large percentage of respondents were in agreement that teachers used the available text books. The above results agree with Atkinson (2000) who observed that material resources like include textbooks, charts, maps, audiovisual and electronic instructional materials such as radio, tape recorder, television and video tape recorder should be availed to teachers if their goal of improved student performance is to be achieved. According to Torrington et al, (2002) other categories of instructional material resources consist of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books, notebooks, pencil, ruler, slate, workbooks and so on. These enhance teacher capacity to effectively perform their duties. According to Adeogun (2001), schools endowed with more resources performed better than schools that were less endowed. The deputy head teacher of Negrini S.S.S said, “..... a teacher who is availed with all the important and relevant textbooks and then uses them maximally is able to deliver as required and he or she makes his students understand what he is teaching them in a better way”

The researcher further observed that majority of respondents agreed that schools had a vote for teaching/learning aids provision. A significant number of respondents supported that school administration ensured adequate provision of teaching/learning aids. Another significant percentage of respondents agreed that teachers were creative and improvised teaching aids to supplement what the school offered. It was further revealed that many respondents agreed that teachers easily accessed teaching aids when needed and another big number of respondents agreed that the teachers used teaching/learning aids during lessons. The results agree with authors like Chepoek, (2000) and Ryan & Deci, (2000) who pointed out that children would

understand more easily if the teacher used a relevant working model easily or a picture of something which was outside their experience, than if he/she relied solely on verbal description of it. They further said that new concepts and points brought out through use of teaching/learning aids were easily retained by learners as compared to verbal explanations. In interviews with the head teachers of the sampled schools, they said that “teachers sometimes have to improve and occasionally obtain information from news papers and other magazines; others improvise and use cyber technology especially for science subjects,”

The researcher also found out that some of the respondents agreed that the school has a set time table for lessons, it was also discovered that majority of respondents agreed that the teachers observed time for lessons, then most of them observed their agreement that teachers got the class started quickly. Study findings also showed majority respondents agreeing that teachers were regular in school for their duties. Another significant number agreed that the administration ensured no interference with lesson time as well as majority agreement which was revealed that teachers organized for the day. Such findings are in line with Odubuker (2004) who also added that schools should have a well set, planned and timed programme which should be observed by teachers such that they can start their classes quickly and be able to effectively teach their students. One of the teachers reacted, “I am expected to cover the syllabus in time so as to allow students enough revision time for their exams, therefore, I should be given a flexible time table which I can follow systematically in addition to starting classes on time”

The researcher found out that not all teachers were provided with the instructional materials and that they tried on their own to look for teaching/learning aids, yet schools should be providing the teachers with some materials such as manila papers, markers, pens and text books, thus they

misuse the instructional time to organise their teaching/learning class. That was why if teachers were motivated and availed the instructional resource materials as proposed, they became effective. The researcher's view was that a teacher who is provided with all the learning and teaching aids, their effectiveness is likely to improve and this tells the researcher and the reader that a well facilitated teacher is most likely to perform better than an un facilitated one in school. Through use of the cross section design, the researcher hoped to investigate the relationship between instructional resource provision and teacher effectiveness.

5.1.3 The effect of interpersonal relationships on teacher effectiveness

With regard to the third objective, the researcher analyzed aspects of effective communication, collective planning, team work and productive regular meetings. Assessment of effective communication was analysed and the researcher found that majority of respondents agreed that there was free and open communication between administration and teachers in schools, and another majority agreement was revealed that the school administration used correct channels for communication. The study further identified that many respondents agreed that school administration listened to teachers, the researcher also identified another bigger percentage which agreed that teachers openly and freely expressed their concerns to the administration and finally, a significant figure (agreement) was later revealed that teachers provided feed back to administration on important issues. The above ideas were earlier suggested by Sansone, and Harackiewicz, (2000) who argued that effective communication was an important aspect of good interpersonal relationship. It must involve right channels where seniors (administrators for this case) listen to their juniors (teachers) and that feed back should be provided to the lower staff. As one Deputy Head teacher put it, "Through effective communication, the required information is provided to the concerned persons this is essential for the understanding between people."

As for collective planning, majority of the respondents revealed that the school administration involved teachers in planning process in the schools, then in regard to collective planning, the researcher found out that majority agreed that teachers were involved in decision making in the schools, another large number was later found out that the schools had a development plan and then 66% agreed that the schools had a work plan. Such results are in line with Cornelius- White, (2007); Martin & Dowson, (2009) who observed that positive interpersonal relationships between teachers and their students form a very important part of the learning environment creating motivation for teachers to teach more effectively. One of the teachers was quoted as saying, "Involving teachers in school planning motivates them to work hard in line with their duties. The head teacher said, "We involve teachers in school planning in order to motivate them and help them become effective at their work."

In regard to team work, majority of the respondents agreed that the school administration encouraged teachers to work as a team; the researcher discovered that the majority agreed that teachers were willing to work as a team, and many respondents agreed that teachers requested for assistance from each other when committed. According to Bhole, (2006), team work was one of the important elements in building interpersonal relationship and such relations should be built on person to person basis. A teacher was quoted as saying ".....it is through team work that teachers are able to achieve their goal of good student academic performance, which improved the image of a school....."

Majority of respondents agreed that meetings were regularly organised to ensure effectiveness of teachers where most of the respondents agreed that meeting agenda were made known to teachers ahead of time and that some of respondents agreed that teachers were assigned various

responsibilities during meetings for effective performance. These findings agree with Keams, (2005) who observed that meetings were essential aspects of conducting business in today's work environment and must be productive, should have a well prepared Agenda. These views are also shared by Bakhda, (2004) who said that it was through meetings that teachers were assigned various roles and duties for effective performance.

The researcher found out that teacher relationships were still poor and wanting due to lack of cooperation and team work with the superiors. Dubious suspicion and attitude of witch hunting had been created in the minds of teachers as a fault finding by the school administrators which made teachers to start avoiding supervision and reporting to school at their own time. This has affected their performance and their teaching/learning has deteriorated, thus making most of the teachers ineffective in meeting the standards of their profession.

It was noticed that head teachers were slow in attending to the demands and needs of teachers which affected teachers' effectiveness because when they needed instructional materials, they were not provided in time, when teachers wanted to go for upgrading, they could be technically denied the chance, thus affecting their motivation. Such findings reveal that teachers must work under good relationships with each other in order to improve their effectiveness at work. The researcher's construct here was that, if teachers were working under good relationships between themselves, then their effectiveness at work was most likely to increase and therefore the performance of their students also increase. The researcher used a cross sectional study design and expected to establish the effect of international relationships on teacher effectiveness at work.

5.2 Conclusion

Basing on the findings, a conclusion was drawn from the study that staff development which is an aspect of motivation is done through aspects like assessment of teacher training, allowing teachers to go for upgrading and workshops or seminars among others. Thus, this reveals a strong positive relationship between staff development and their effectiveness at work.

Further, the study found that instructional resource provision as an aspect of motivation is done through provision of textbooks, teaching/learning aids, and instructional time. This therefore has led the researcher to conclude that instructional resource provision has a positive impact on teacher effectiveness.

Finally, this study has established that interpersonal relationships as an aspect of motivation in form of effective communication, collective planning, team work and having productive regular meetings between teachers and their administrators has a strong effect teachers' effectiveness among schools in Zombo District.

Thus in all, motivation has a strong effect on teacher effectiveness.

5.3 Recommendations

To fulfill the intended objectives of the study, the researcher suggested the following recommendations as they could be used to fill the gaps identified in study findings as discussed below;

A positive relationship between staff development and their effectiveness at work was found out. The researcher recommends that school administrators and government (MOE) should arrange

and encourage teachers to always participate in seminars and workshops which develop them in form of acquiring new ideas on teaching.

The researcher further recommends that government and school authorities provide more and enough textbooks and also ensure availability of other learning aids in all schools (instructional materials) such that teachers won't have to suffer looking for information from news papers which is sometimes not enough.

Interpersonal relationships between teachers were seen to positively affect their effectiveness. The researcher recommended that school administration ensures effective communication and meetings such that teachers make favourable relationships among themselves.

School environment was at times revealed to be unfavourable for both students and teachers which should not be the case. Here, the government and school authorities should ensure that the students are given a favourable learning environment by constructing enough building facilities and also increasing teachers' salaries so as to encourage and keep them in the profession.

5.4 Areas for further Research

The study was specifically set to establish the impact of motivation on teacher effectiveness in Universal Secondary Education schools in Zombo District. Therefore, the researcher suggests that further research be carried out to examine the impact of school culture on student performance, further study also be carried out on the relationship between ICT usage on teacher effectiveness and student performance as well as the effect of teacher effectiveness on student performance.

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APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear respondent

The purpose of this study is “to investigate the effect of motivation on teacher effectiveness in universal secondary education schools in Zombo district”, you have important information that is very useful in this study.

The information you provide will be treated with strict confidentiality and used only for the purpose of this exercise, without being personalized. You are therefore, requested to respond to the questions below as objectively and as accurately as possible. Using this instrument, please assess teacher motivation in use schools on three sections: staff development, instructional resource provision and interpersonal relationship, after background information.

BACKGROUND INFORMATION

NB: please tick (✓) in the box to the right of the response that you feel is most appropriate.

1. School category

1) Government Aided

☐

2) Private

☐

2. Location of school

1) Rural

☐

2) Peri urban

☐

3) Urban

☐

3. Designation

a) Teacher

☐

b) Student

☐

4. Age

1) 15-19 years

2) 20-29 years

3) 30-39 years

4) 40 and above

5. Number of years spent in the school:

1) 1 year and below

2) 2-3 years

3) 4 and above

NB: For the following sections, please use the rating scale below. Tick (✓) in the box whose digit you think gives the most objectives and accurate rating.

(1) Strongly disagree

(2) Disagree

(3) Agree

(4) strongly agree

SECTION A: STAFF DEVELOPMENT

Training

Assessment of teachers' training requirements

1. The school has training programme for teachers

1	2	3	4
---	---	---	---

2. Teachers are trained for the job

1	2	3	4
---	---	---	---

3. Training program include pre-service and in-service

1	2	3	4
---	---	---	---

4. Trainings provided are relevant to the Job

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

Upgrading

Assessment of teachers' upgrading programme

1. The school has programme for teacher's upgrading

1	2	3	4
---	---	---	---

Workshops/seminars

Assessment of workshops/seminars programmes for teachers.

1. Relevant workshops/seminars are regularly organized to improve teacher performance in

our school.

1	2	3	4
---	---	---	---

2. Teachers are provided opportunity to attend relevant workshops/seminar outside our

school.

1	2	3	4
---	---	---	---

3. Workshops/seminars organized are geared towards improving teacher performance in our

school.

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

Courses

Assessment of courses programme for teachers in school

1. The school has programmed courses for teachers in our school
2. Relevant courses are organized for teachers in our school
3. Teachers have access to refresher courses that improve their skill
4. Every teacher is given opportunity to attend courses

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

If others, please specify

.....

.....

SECTION B: INSTRUCTIONAL RESOURCE PROVISION

Textbooks

Assessment of textbooks provision and usage in school

1. The school has a vote for textbooks provision
2. The school provides relevant text books for both students and teachers
3. Teachers have access to adequate textbooks for teaching and learning
4. Teachers use text books.

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

If others, please specify

.....

.....

Teaching/learning aids

Assessment of teaching aids in school

1. The school has a vote for teaching/learning aids provision

1	2	3	4
---	---	---	---

2. The school administration ensures adequate provision of teaching/learning aids

1	2	3	4
---	---	---	---

3. Teachers are creative and improvise teaching/learning aids to supplement what the school has.

1	2	3	4
---	---	---	---

4. Teachers easily accesses teaching/learning aids when needed

1	2	3	4
---	---	---	---

5. Teachers use teaching/learning aids during lessons.

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

Instructional time

Assessment of instruction time use in school

1. The school has asset time table for lessons

1	2	3	4
---	---	---	---

2. The teachers observe time for lessons

1	2	3	4
---	---	---	---

3. Teachers get the class started quickly

1	2	3	4
---	---	---	---

4. Teachers are regular in school for their duties

1	2	3	4
---	---	---	---

5. The administration ensures no interference with lesson time

1	2	3	4
---	---	---	---

6. Teachers organize for the day

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

SECTION C: INTERPERSONAL RELATIONSHIP

Effective communication

Assessment of how well communication is handled in school

- | | | | | |
|--|---|---|---|---|
| 1. There is free and open communication between administration and teachers in our school. | 1 | 2 | 3 | 4 |
| 2. The school administration uses correct channel for communication | 1 | 2 | 3 | 4 |
| 3. The school administration listens to teachers | 1 | 2 | 3 | 4 |
| 4. Teachers openly and freely express their concern to the administration | 1 | 2 | 3 | 4 |
| 5. Teachers provide feedback to administration on important issues | 1 | 2 | 3 | 4 |

If others, please specify

.....

.....

Collective planning

Assessment of how well planning is done in school

- | | | | | |
|--|---|---|---|---|
| 1. The school administration involves teachers in planning process in our school | 1 | 2 | 3 | 4 |
| 2. Teachers are involved in decision making in our school | 1 | 2 | 3 | 4 |
| 3. The school has a development plan | 1 | 2 | 3 | 4 |
| 4. The school has a work plan | 1 | 2 | 3 | 4 |

If others, please specify

.....

.....

Team work

Assessment of teamwork in the school

1. The school administration encourages teachers to work as a team

1	2	3	4
---	---	---	---

2. Teachers are willing to work as a team

1	2	3	4
---	---	---	---

3. Teachers request for assistance from each other when committed

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

Productive regular meetings

Assessment of how well and regular meetings are conducted in the school

1. Meetings are regularly organized to ensure effectiveness of teachers

1	2	3	4
---	---	---	---

2. Meeting agenda are made known to teachers ahead of time

1	2	3	4
---	---	---	---

3. Teachers are assigned various responsibilities during meetings for effective performance

1	2	3	4
---	---	---	---

If others, please specify

.....

.....

APPENDIX II: QUESTIONNAIRE FOR STUDENTS

Dear respondent;

The purpose of this is to investigate the effect of motivation on teacher effectiveness in Universal secondary education schools in Zombo District.

You have important information that is very useful in this study

The information you provide will be treated with strict confidentiality and used only for the purpose of this exercise, without being personalized.

You are therefore requested to respond to the questions below as objectively and as accurately as possible.

Using this instrument, please assess teacher motivation in Universal secondary education schools on three (3) sections.

Staff development, instructional resource provision and interpersonal relationships after background information.

BACKGROUND INFORMATION

NB: Please tick (✓) in the box to the right of the response that you feel is most appropriate.

1.-School category

1. Government

☐

2. Private

☐

2. Location of school

1. Rural

☐

2. Peri urban

☐

3. Urban

☐

3. Designation

Student

--

4. Class

S1	S2	S3	S4	S5	S6
----	----	----	----	----	----

NB: For the following section, please use the rating scale below. Tick (✓) in the box whose digit you think gives the most objectives and current rating

(1) Strongly disagree

(2) Disagree

(3) Agree

(4) strongly agree

SECTION A: **STAFF DEVELOPMENT**

Teachers training:

1. Own schools do organize training for teachers in own schools

1	2	3	4
---	---	---	---

2. Own teachers lesson more on job as they

1	2	3	4
---	---	---	---

3. Our teachers are trained to teach us the subjects they handle in class

1	2	3	4
---	---	---	---

If others, please specify _____

Up grading:

1. Our school do sent teachers for further studies

1	2	3	4
---	---	---	---

2. Our teachers do not go for further studies

1	2	3	4
---	---	---	---

Workshop/seminars

1. Our school do organize seminars/workshops for our teachers in the subject they teach us

1	2	3	4
---	---	---	---

2. Our school do organize seminars /workshop out of school for us and our teachers

1	2	3	4
---	---	---	---

3. Our teachers and us students rarely do have seminars and workshops in the school

1	2	3	4
---	---	---	---

If others, please specify _____

SECTION B: INSTRUCTIONAL RESOURCE PROVISION

Text books

Assessment of textbooks provision and usage in school

1. The school has enough text books for teachers and students

1	2	3	4
---	---	---	---

2. The school give relevant text books to teachers

1	2	3	4
---	---	---	---

3. When teachers and students needs some types of text books the school buys

1	2	3	4
---	---	---	---

Teaching /learning aids

Assessment of teaching /learning Aids use in school.

1. Our teachers, do use teaching learning to teach and demonstrate lessons

1	2	3	4
---	---	---	---

2. Our teachers do improvise ways to use as teaching learning materials for us.

1	2	3	4
---	---	---	---

3. Our school always do provide our teachers with the teaching learning aids when they need.

1	2	3	
---	---	---	--

Instructional time

Assessment of instruction time use in school.

1. Our school has a time table for lessons

1	2	3	4
---	---	---	---

2. Our teachers observe time for lessons

1	2	3	4
---	---	---	---

3. Our teachers are in school in time

1	2	3	4
---	---	---	---

4. School administration ensures no interference with lesson time

1	2	3	4
---	---	---	---

If others please specify _____

SECTION C: INTERPERSONAL RELATIONSHIP

Effective communication

Assessment of how well communication is handled in school.

1. Our teachers do communicate freely with students

1	2	3	4
---	---	---	---

2. Teachers in our schools relate freely and openly among themselves and the administration.

1	2	3	4
---	---	---	---

3. Our teachers do not relate freely with the school administration

1	2	3	4
---	---	---	---

4. Our teachers are not relating freely and openly with some teachers and students

1	2	3	4
---	---	---	---

If others, please specify _____

Team work

Assessment of team work in the school

1. Our teachers do help one another to teach a class

1	2	3	4
1	2	3	4

2. Our H/M do encourage our teachers to work as a team

1	2	3	4
---	---	---	---

3. Teachers always refuse to assist one another when requested

Regular meetings

Assessments of regular meetings are conducted in school.

1. Our teachers always do have staff meetings

1	2	3	4
---	---	---	---

2. Our teachers always do implement the outcome of meetings by

telling do this because it was decided in the meeting

1	2	3	4
---	---	---	---

3. We do not see our teachers going for school meetings when organized.

1	2	3	4
---	---	---	---

If others, please specify _____

APPENDIX III: INTERVIEW GUIDE

Dear respondent

This interview guide seeks to find information on the effect of motivation on teacher effectiveness in universal secondary schools in Zombo district. The information you provide will be used for research purposes only and treated with maximum confidentiality. You are not required to give your name. Your cooperation in this exercise will be very much appreciated.

Please comment on the following:

1. The school has relevant training programmes for teachers

.....

.....

2. Training programme include pre-service and in-service

.....

.....

3. The school has programme for teachers' upgrading

.....

.....

4. Up graded teachers come back to render service in our school

.....

.....

5. Relevant workshops/seminars are regularly organized to improve performance in our school

.....

.....

6. Relevant refresher courses are organized for teachers in our school to improve their skills

.....

.....

7. Every teacher is given an opportunity to attend courses

.....

.....

8. The school provides adequate and relevant text books for both students and teachers

.....

.....

9. Teachers use text books and teaching/learning aids

.....

.....

.....

10. The school administration ensures adequate provision of teaching/learning aids

.....

.....

11. Teachers are creative and improvise teaching/learning aids to supplement what the school has.

.....

12. The school has a set time table for lessons

.....

.....

13. The teachers are regular and they observe the school time table for lessons

.....

.....

14. There is free and open communication between administration and teachers in our school
(teachers air their concerns to administrators freely and openly).

.....

.....

15. Teachers provide feedback to administration on important issues

.....

.....

16. The school administration involves teachers in the planning process and decision making in
our school

.....

.....

17. The school has a development work plan

.....

.....

18. Teachers are willing and are encouraged to work as a team

.....

.....

19. Meetings are regularly organized to ensure effectiveness of teachers

.....

.....

20. Teachers are assigned various responsibilities during meetings for effective performance

.....

.....

APPENDIX IV: DOCUMENTARY ANALYSIS CHECK LIST

SECTION A: STAFF DEVELOPMENT

- 1: Availability of staff development programme.
2. Financial records (vouchers/receipts) indicating support of staff in training.
3. Staff meeting minutes indicating teachers on training.
4. Board of governors' meeting minutes indicating teachers on training.
5. Staff personal files containing permission for study leave and admission letters.

SECTION B: INSTRUCTIONAL RESOURCE PROVISION

- 1, School budget indicating votes for text books provision.
2. School budget indicating votes for teaching/learning aids provision.
3. School/lesson time table.
4. Receipts of text books purchases.
5. Receipts of purchased teaching/learning aids.

SECTION C: INTERPERSONAL RELATIONSHIP

1. Letters in administration file on important communications.
2. Letters in staff personal files from administration.
3. Minutes of staff plan meetings.
4. Minutes of staff general meetings.

APPENDIX V: INSTRUMENTS FOR LESSON OBSERVATION

Date: _____

Teacher: _____ School: _____

Class: Subject: _____ Time: _____

Number of learners: _____

Males Females: Total _____

Lesson/topic: _____

Lesson objective: _____

LESSON PREPARATION

Lesson plan: _____

Schemes of work: _____

TEACHING/LEARNING AID

Teaching Aid availability: _____

Use of teaching Aids: _____

LESSON TIME MANAGEMENT

Lesson beginning: _____

Lesson ending: _____

**APPENDIX VI: PERFORMANCE OF STUDENTS IN UCE AND UACE
EXAMINATIONS FROM 2008-2013 IN ZOMBO DISTRICT- IN SELECTED
SCHOOLS.**

WARR GIRLS SS								PAIDHA SS							
	GRADES								GRADES						
	1 st	2 nd	3 rd	4 th	7 th	9 th	T/ L		1 st	2 nd	3 rd	4 th	7 th	9 th	TL
2008	0	2	13	18	0	1	34	2008	0	21	36	60	0	9	126
2009	0	4	17	14	0	3	38	2009	1	15	33	35	0	17	101
2010	0	2	12	21	0	0	35	2010	0	13	30	63	3	18	127
2011	2	6	19	17	0	1	45	2011	5	31	37	91	7	13	184
2012	0	5	9	18	0	3	35	2012	2	11	35	77	4	16	145
2013	0	6	11	17	0	2	36	2013	4	19	41	64	3	12	143

ZEU SS								NEGRINI SS							
YEAR	GRADES							YEAR	GRADES						
	1 st	2 nd	3 rd	4 th	7 th	9 th	T/L		1 st	2 nd	3 rd	4 th	7 th	9 th	T/L
2008	0	6	18	29	0	2	55	2008	0	0	6	10	0	4	20
2009	0	2	11	39	0	9	61	2009	0	0	6	16	0	5	27
2010	0	3	11	48	1	19	82	2010	0	1	3	20	0	17	41
2011	0	4	16	47	0	6	73	2011	0	1	7	12	0	8	26
2012	0	2	8	34	0	4	48	2012	0	2	12	8	1	9	23
2013	0	4	21	31	2	8	66	2013	0	3	17	13	3	6	46

WARR GIRLS SS UACE RESULTS (2008 – 2013)

YEAR	NO. OF CANDIDATES	PRINCIPLE PASSES	SUBSIDIARY PASSES	FAILURES
2008	38 Students	3 Got 3 Principle Passes	26	9
2009	28 Students	7 had 3 principle passes	13	8
2010	30 students	14 got 2 principle passes	14	2
2011	24 students	4 got 1 principle pass	12	8
2012	30 students	17 got 2 principle passes	8	5
2013	33 students	3 had 3 principle passes	24	6

ST. ALLOYSIOUS COLLEGE NYAPEA UACE RESULTS (2008 – 2013)

YEAR	NO. OF CANDIDATES	PRINCIPLE PASSES	SUBSIDIARY PASSES	FAILURES
2008	62 Students	13 got 3 principle passes	32	17
2009	61 students	37 got 3 principle passes 6 got 2 principle passes	18	0
2010	67 students	14 got 3 principle passes 11 got 2 principle passes	33	9
2011	55 students	2 got 2 principle passes	42	11
2012	52 students	6 got 3 principle passes 27 got 2 principle passes	18	1
2013	65 students	11 got 3 principle passes 4 got 2 principle passes	46	4

Source: Head teacher's office file

Note. Paidha SS has no UACE centre but sits with St. Aloysius College Nyapea
Zeu SS and Negrini also have no centres so they use Warr girls SS.

KYAMBOGO



UNIVERSITY

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Department of Educational Planning Management

Date: 1st October 2014

TO WHOM IT MAY CONCERN

This is to certify that **ODONGKARA Alphonse (Fr.)** **Reg. No. 2011/U/HD/18/MEDPPM** is a student in our department pursuing a Master's Degree in Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled

Motivation and Teacher Effectiveness in Universal Secondary Education Schools: a Case Study of Zombo District..

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.)
HEAD OF DEPARTMENT

