Graduate School of Development Studies

**THE IMPACT OF TRAINING ON EMPLOYEE WORK PERFORMANCE
BEHAVIOUR-A CASE STUDY OF GOVERNMENT AIDED SECONDARY
SCHOOLS IN IBANDA DISTRICT, UGANDA.**

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Dedication

This research paper is deeply dedicated to my parents Mrs. Goretti Mutungirehi, Mr.Mutungirehi Fidelis, my dear wife Prudence Katusiime Mwesigwa, my children Vieira and Viola whose special and rare efforts, love, care, patience and guidance have been a stepping-stone to all my achievements during the study.

In addition, to all my friends and relatives for whom it remains a challenge.

Acknowledgement

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ISS Institute of Social Studies

EMAL Educational management administration and leadership

EPR Education Policy Review

ESC Education Service Commission

ESIP Education Strategic Investment Plan

HOD Head of Department

HR Human resource

HRM Human Resource management

ILO International Labour Organisation

KSA Knowledge, Skills and Attitudes

LGA Local Governments Act

M& E Monitoring and evaluation

MISR Makerere Institute of social research

MoES Ministry of Education and sports

MoFPED Ministry of Finance Planning and Economic Development

MoLG Ministry of Local Government

MoPS Ministry of Public Service

MUK Makerere University Kampala

OD Organizational development

PE Physical Education

PIASY-Presidential initiative on AIDS Strategy for communication to youth

PSC Public Service Commission

PSRP Public Service Reform Programme

ROM Results oriented management

SESMAT Secondary education science and mathematics training

TNA Training needs analysis

UBOS Uganda Bureau of Statistics

UK United Kingdom

UMI Uganda management Institute

UNEB Uganda National Examinations Board

UPE Universal Primary Education

UPPET Universal post primary education and training

USEP Uganda science education programme

ABSTRACT

The study sets out to find out the impact of training on employee work performance behavior among secondary school teachers. The study was carried out using a self-administered questionnaire, observation checklist and an interview guide. Primary and Secondary data collection methods were used. The results of the study were analysed qualitatively, percentages and frequencies for comparison of opinions were generated. The study was informed by Human capital theory.

This research paper consists of five chapters: Chapter one presents the introduction to the study, background, research questions, objectives, scope and significance of the study. Chapter two presents the review of literature, chapter thee presents the methodology used to conduct the study, chapter four presentation and discussion of findings and chapter five consists of summary, conclusions and recommendations .The study was based on the following questions: What effects does training have on work behaviour in secondary schools? What are the teachers' opinions towards the training provided in Secondary schools? What are the procedures followed in selecting secondary school teachers for training?

From the study, it was revealed that training has a positive impact on teachers' work behaviour hence improved performance and this impact is more significant in boarding schools where such training is supported by the current schooling system, structures and facilitation. The headteachers interviewed confirmed that the effect is observed through teachers working as a team and assisting each other where they are conversant, share ideas for effective and efficient teaching and learning, cover of curriculum timely, preparation and following of lesson plans and schemes of work appropriately, competence enhancement and performance with dedication to rhyme with qualifications and improved practical skills.

It was revealed that as a result of training, the teacher – student relationship improved due to change of attitude towards students. Some of the teachers practice 'open door policy' whereby students approach their teachers singly or in two's with no apparent uneasiness marked with seriousness and relaxation to pursue academic goal. The ways teachers perform their tasks and the manner of interaction have profound effect on pupils. However, pupils behaviour, personality, ability, sex and social background influence teachers reaction to pupils and pupils reaction to teachers despite teachers training. Therefore good academic performance of a school depends on how teachers and students are committed to that aim and commitment is enhanced by change of attitude that is gained through training.

It was revealed that there are complaints like lack of promotion after training, lack of provision for allowances while on training if any, lack of facilitation for training, denial of study leave for teachers who sponsor themselves, lack of government sponsorship, training is in most cases provided for science subject teachers leaving arts teachers as if they are not relevant. Therefore, the attitude of teachers towards training provided is negative because the training initiatives are not designed properly at all and there is no value attached to those who have trained.

The ways in which training is viewed and managed is seriously defective in that training is not based on systematically identified needs resulting into adhoc and supply driven training on the other hand, the race for higher qualifications coupled with lack of coordination or thorough selection of people who attend long-term courses has encouraged people to solicit funds for training in areas which do not match their jobs or the needs of service.

The study further revealed a general nature of the training policy that cannot help the teachers. This left teachers to go for training as they wish leaving the process rather haphazard. There are anomalies that were identified in the management of training function for teachers such as lack of professionalism and planning, lack of training needs analysis, poor coordination, lack of career training milestones not leading to relevant competency, training being largely supply driven, discrimination in availing training opportunities, public officials undertaking training without due authority at the expense of government.

The study recommends the making of clear training policy for teachers and the current methods /criteria for selection of teachers need review. Stakeholders should initiate dialogue to come up with policy to guide and address issues of funding, selection criteria, study leave and coordination of training. Schools should also provide and allocate financial and other resources in the budgets for increased training opportunities. Political and bureaucratic commitment in facilitating the integration between training and personnel policies should be stressed.

Policy relevance to Development Studies

The study is relevant to development studies by identifying the status of implementation of the training policy and the hindering factors, the researcher hopes this contributes to the field of knowledge in respect to training policy by "provid[ing] policy-makers with information and perhaps advice" (Gordon, et al., 1977) hence leading to utilisation of such information for development

Keywords

[Training and work performance behaviour]

CHAPTER ONE: INTRODUCTION

1.1 Background

Teachers in Africa had virtues, were disciplined and exhibited exemplary behaviour. Since teacher training was selective and rigorous, persons who had gone through teacher training institutions were themselves tough. With the spread of conventional types of secondary schools, teacher-training institutions ceased to attract the more able students and in some cases the curricula was watered down. The caliber of teachers changed, in a negative direction, and so did their status and societal respect for the profession. During the post colonial period, more schools were built, literacy campaigns increased, but education in Africa has not progressed evidenced by decline in teaching standards hence the need for improvement. The need for improvement also affects teachers. (Obanya 1995:6).To achieve this, teachers must be equipped with knowledge and skills.

Since 1963, education policy in Uganda was mainly guided by the Castle Commission report up to the inception of the 1992 Government White Paper. From independence, Uganda had a steadily developing economy and education sector for at least a decade preceding the onset of nearly two decades of civil unrest. Between 1971/2-1975/6, the Government Educational Plan was almost not implemented due to manpower vacuum created by expulsion of expatriate teachers and fleeing of local teachers. Between the early 1980s and 1990s, emphasis on educational policy was largely on a general recovery and rehabilitation of educational facilities and manpower to restore functional capacity. The few remaining teachers who did not flee the country during repression were underpaid, under trained and demoralized. Many facilities in training institutions were damaged by warfare and vandalism (EPR 2006).

Education institutions in Uganda are categorized as Government founded institutions, Government grant-aided education institutions, private institutions that include profit and nonprofit making. In all these categories of schools, Government is mandated to ensure that there are qualified teachers and compliance to the laws and regulations that govern the Education system. All the schools employ teachers who have completed their pre-service training at diploma or graduate level. Out of 5600 secondary schools 3149 are Government aided secondary schools constituting the biggest number of schools in Uganda (UBOS report 2010).

Teachers professional training in Uganda is largely imparted during pre-service training in training institutions for two years at diploma level and three years at degree level specialized in a given subject area. In-service training programs are rare. In some schools teacher evaluation is a once and for all affair, as there is no on-job development like systematic in-eservice training closely related to the needs of teachers, professional support and continued professional growth. Teachers begin teaching with unlimited energy and optimism but as the years progress, their attitudes and perceptions change.

Teachers therefore need to be developed as they practice as Griffin observes that staff development is a purposeful endeavour specifically designed to "alter the professional practices, beliefs and understanding of school persons towards an articulated end". And that end is the improvement of student learning (Guskey 1989:443). In other words, training is a systematic attempt in this case to bring about change in classroom teachers practices, attitudes and beliefs plus student learning outcomes.

Teachers who possess a diploma in education can undertake further training to acquire a degree and this is referred to as upgrading.Inservice training is training given to licensed teacher (someone teaching without basic qualifications to teach) on payroll. Therefore, according to this interpretation, there are no licensed teachers and no in-service training for secondary school teachers in Government aided schools but part time/ weekend/recess training.

According to Public Service training policy the objective of staff development in public service is to develop a sense of service to the public among public officers and foster a sense of team spirit and cooperation. As per MoPS Standing orders chap 1 J-a3 1991:511, Government pursues a policy of ensuring that staff development is provided in a systematic manner for all levels of staff through training programmes based on identified needs. According to Chapter 4 of Standing Orders 1991:875 training of teachers follows procedures spelt out in chapter 1 section J and should attend induction and at least one performance improvement/skills enhancement course in every three years. However this is not done as stipulated and in some cases training is occasional.

The scheme of service for teachers in Uganda stipulates the training and retraining requirements of teachers, their career path, professional development and job description. Teachers are expected to undergo mandatory induction, short and long term training courses in specific courses and other professional development activities (ESC 2008:2)

Currently teachers in Uganda undertake long-term courses during holidays, exchange programmes funded by Malaysia and Norway, training in crosscutting issues like HIVAIDS and gender, and refresher courses in selected subjects rarely to broaden and improve performance in specific areas.

Some schools in Ibanda district have experienced improvement in their performance in respect to quality of doing tasks arising out of training. While the good performing schools have motivated their employees in one way or another through duty assignments on rotational basis, empowerment and training others have not done any of the above. When employees are trained and developed, they feel you value them as part of the organization and in return to investment in training, they improve their commitment leading to improved performance at times.

When managers engage their staff in training programmes, a more motivating and dynamic work climate is created. Teachers should be trained as this makes them learn more on the job. Lock (1992) defines training as a process of bringing an employee to the desired study of work performance by instruction and practice. To this, Weightman (2004) argues that training is an important part of motivating people to give a committed performance.

Work behaviour is defined by Decenzo et al (1996) as the willingness to do something and is conditioned by this action's ability to satisfy some need for the individual. Koontz, (1990) defines work behaviour as a term applied to drives, desires, needs and wishes and similar forces which, when satisfied induce subordinates to act in a desired manner. While defining work behaviour Bruce and Pepitone (1999) argued that work behavior consists of the drives that move us to do what we do. Armstrong (1998) argues that work behaviour is two pronged i.e. intrinsic and extrinsic. Much as intrinsic work behaviour is inside us, extrinsic constitutes factors outside us. Many factors motivate staff including pay increases, rewards, promotions, etc but training of employees plays a big role in capturing the

commitment of workers. Work behaviour is a concept that has been studied extensively but not much has been done in relation to training among secondary school teachers.

Work behaviour may be affected by training in various professions. The problem within teaching profession as noted by Coombe is that unlike those in legal, financial or medical careers, teachers do not often access skills development opportunities of their choice: they are at the mercy of bureaucracies, which they perceive to be irrational, unpredictable and unresponsive(Coombe 1997:113). Teachers hence feel themselves disempowered by their system and often by their own principals. They lack professional autonomy, pride; dignity and self-esteem. These, affect the way they relate to work and each other at work. Teachers need recognition of their role, be sustained in it and this can be achieved through staff training especially school based staff development to provide regular, properly planned professional support for teachers.

Contextually, Ibanda district with substantial support from the central government capacity building grant, NGOs, CBOs and few private service providers, put considerable effort to raise the capacities of its staff through training in the following forms; Professional/ long-term training ranging from diploma to bachelors and masters degrees level, short courses including induction and skill enhancement through workshops and seminars. However, secondary school teachers have not benefitted from the capacity building grant that has only been put to use for health cadres and traditional staff. The emerging gap is that authorities in Ibanda district devout little time and resources to train their staff which attributes to poor performance in these schools as reflected in National examination results. There is no study however, that has been carried out with intention of establishing the impact of teachers training and performance in Uganda, which inspired the researcher into this study.

1.2 Statement of the Problem

Education and training in Uganda is governed by the Constitution 1995, Education Act 2008 and other related Acts of Parliament, including University and Other Tertiary institutions Act 2001 and Charters for universities. The government has addressed the challenges facing the education sector through commissions, committees and taskforces. Although Ugandan Government policy is to ensure quality education in secondary schools, performance by teachers has remained wanting affecting the learning outcomes of students.

Under the Local Governments Act of 1997 Section 30, nursery, primary schools, special schools and technical schools fall under the administration and management of District Councils. Human Resource management functions decentralized are manifested in two typologies: separate and unified personnel systems. In the separate personnel system, local Governments become the ultimate employers. They have powers to hire and fire the employees. In unified personnel system, the Local Government service runs parallel to that of central Government -staff are appointed, promoted and disciplined by the central Government, Local Governments remain the employers but staff are organized on a national basis such as secondary school teachers. These contrast with integrated personnel system under which staff belong to the central Government but serve local Governments on secondment or are posted as field administration officials such as centre coordinating tutors in primary schools.

Section 96 of LGA 1997 states that for purposes of implementation of national policies and performance standards in Local governments, Central Government line ministries shall offer support,

supervision and training within their respective sectors. According to LGA 1997 part 2 of the first schedule sections 1 and 7, the district local government is charged with education services that cover nursery primary, secondary, special and technical education and aiding and supporting schools. Each district has the authority to formulate, approve, and execute its own education development plan.

School management authorities, which include board of governors, foundational bodies, school management committees and head teachers ensure proper management of schools, participate in policy formulation, education advocacy, welfare of staff and skills development-only short courses of not more than one month and mobilization of resources for education purposes (EPR 2006).

Unlike other professions in Uganda civil service, the teaching profession has not had defined career path and this has had a lot of implications for conditions of service, performance and personnel development. The way teachers teach has direct impact on the learning outcomes. Therefore, investment in teachers is critical in achieving quality education. Teachers in active service are expected to grow continuously through upgrading, refresher courses, induction, ethical and moral training, workshops, seminars and or research.

Despite the fact that the ministry, the district authorities and school managers in government aided secondary schools in Ibanda district are required to offer training for their staff at different levels, this has not been given due attention in some schools. This has led to lack of morale among the teachers, inability to teach new subjects they never qualified for - like entrepreneurship, lack of quality assurance procedures and strategies in the orientation to and implementation of new syllabi, teachers funding themselves for training in fields not related to teaching profession and increased absenteeism from duty. It is only unfortunate that there is no study that has been carried out to establish the impact of training on teachers' work behavior.

1.3   Purpose

The purpose of this study was to examine the impact of short-term training on staff work behavior in government-aided secondary schools in Ibanda district with the aim of providing means of designing appropriate policies.

1.3.1 Objectives

  i.   To examine the effect of staff training on teachers' work behaviour.
 ii.   To examine the teachers' attitude towards the training provided in secondary schools.
iii.   To contribute to establish the procedures for selecting secondary school teachers for training.

1.4   Research questions

  i.   What effects does training have on work behaviour in secondary schools?
 ii.   What are the teachers' opinions towards the training provided in Secondary schools?
iii.   What are the procedures followed in selecting secondary school teachers for training?

1.5   Conceptual framework.

This is a conceptual model of the relationships among several factors that have been identified as important to the problem.

Figure 1.1: Conceptual framework

Training needs analysis

Training
- Delegation
- Coaching
- Inductions
- Mentoring
- Team building
- Short term training

Work behaviour
- Shows energy, enthusiasm
- Determination to succeed,
- commitment
- Cooperates in overcoming problems
- Wants to accept responsibility
- Accommodates change

Intervening variables
- Aptitude
- Time Frame
- Boredom
- Communication
- Infrastructural challenges
- Employee personal needs
- conflict with work roles
- Inadequate funding
- Lack of M & E

Improved performance

Source: Researcher's own construction developed basing on the theoretical review.

I assumed that to design the training programmes, training needs are identified as per the systematic training model in order to bridge the performance gap. Figure 1.1 illustrates how training programs can be designed and arranged properly upon identification of needs. Following this procedure, training leads to changes in skills ,knowledge and attitudes that change the behaviour of individuals hence improved performance. However after training, there are intervening variables as indicated in figure 1 that may affect the realization of positive impact of training on work behaviour hence affecting performance negatively. During acquisition of knowledge, skills and implementation, some factors intervene and teachers may make mistakes, so they may not display high level of professional competence. These shall be explained the next chapters.

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Studies in Israel highlighted issues that may be relevant to Uganda. It was revealed that training leads to improved skills and work performance, pilot studies that were conducted to examine two groups of about 125 teachers from six schools in which some teachers had received in-service training found that the group of teachers who had succeeded in developing skills and cooperative staff work, expressed greater confidence in their ability to develop their students social skills than their colleagues who did not train and their work was less developed. Training should take into consideration the amount of time the process requires to unfold so that teachers come to use appropriate instructional methods for coping with social reality they confront in their classes (Landis 1996:408).

Work behavior can be a function of training in that if employees are exposed to training either they exhibit a high level of work behaviour by determination to succeed and or managers will be sure of their cooperation. Whereas work behaviour is a function of training, there may be key factors in the school context such as limited time, monotony of work, poor communication coupled with support of others and opportunities for application that affect the ability to use new skills and knowledge, managers dismissing relevance of knowledge and theory to workplace issues, and difficulty in translating learning into the workplace thus affect overall work performance.

However, some studies show that successful training may have a negative effect on work depending on certain circumstances. Management training to banking group in UK which was highly sales and results oriented had to slow down the reactions because staff had to rationalize each step and stage of their tasks (Terence 2002:140).

Similarly, Barker argues that whatever significant personal training an individual gets from the course and whatever changes in behaviour that individual successfully experiments with, the impact of training frequently fades with time because there is often insufficient support in the organisation for applying the new learning. He further states that some participants gain increased self confidence, greater awareness of their own capacities and skills, and greater understanding of the ways, they have given power away to others and as a result they no longer 'fit' the job demands nor the behaviour demands of others and consequently may take the step of finding another job (Backer 1980:158).

1.6 Scope

The study was conducted in Ibanda district situated in western Uganda bordering the districts of Kasese, Kiruhura, Mbarara, Kamwenge and Bushenyi since the district has schools with characteristics (see appendix X)that befit the study.

Content scope: The content scope mainly focused on the impact of training on staff work performance behavior with special attention on procedures for selecting staff for training, forms of training, staff training techniques used in secondary schools, teachers' attitude towards the training provided in Secondary schools, effect of training on teachers' commitment to work and the problems managers find in their effort to train employees aiming at providing means of designing appropriate policies.

Time scope: The study was limited to the period since 1995 up to 2010. This is the time when the Constitution was promulgated and other regulations including but not limited to training policy, Service Commission guidelines, Education Act, to operationalise the Constitution were made.

The period is ample enough for the study. This was hoped to give relevant and detailed information concerning the topic under study.

1.7 Significance of the study

Based on the findings of the study, I believe that the results obtained can be used to guide management in handling information in the secondary sector of education to streamline and improve training procedures, policy formulation and implementation, to appeal for support and lobbying by various stakeholders to empower teachers in numerous undertakings that affect their performance.

According to the conceptual framework, I expect students to benefit because if teachers get skills for bridging the performance gaps, they will be readily available to assist students in both academic and personal matters, which increases students' performance and the teachers benefit from improvements in the management of training because they may readily participate in decision-making.

Through this research, civil society building knowledge programmes can benefit from the pool of management knowledge and research to analyse the problems and identify practical solutions for performance improvement among the teachers Union for problem solving and organizational development that can be achieved through empowerment of teachers, lobbying and support in decision-making processes.

In respect to the study, the findings are useful to academicians by providing a basis of conducting further research and contributing to the body of knowledge. The findings of the study may create awareness among the stakeholders and enables them to understand the merits and shortcomings of the inadequacies in the prevailing policies in respect to teachers training so that they can provide necessary assistance. I hope that the study might create public concern about teachers so that Government and Non-governmental organizations, and individuals who work for the promotion of appropriate policies can address the problem basing their solutions on vivid, concrete and correct facts about the plight of secondary school teachers.

In short, I hope the study findings create more understanding and awareness to the researcher and all people about the training of teachers in Government Aided Secondary Schools. The study gave insight to the researcher on how teachers can be trained to cause performance improvement and generally draw attention to the weaknesses, opportunities and anomalies. I gained by contributing to the existing knowledge.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter explains the rationale of the problem studied as well as previous research related to the topic and how the findings relate to the problem at hand. The review concentrates mainly on the theoretical orientation of the study and related literature in line with the objectives of the study.

2.1 Theoretical Review

Schultz (cited in Bratton)offered this definition *"consider all human beings to be either innate or acquired. Every person is born with a particular set of genes, which determines his innate ability. Attributes of acquired population quality, which are valuable and can be augmented by appropriate investment, will be treated as human capital"*. In management terms, human capital refers to traits that people bring to the workplace-intelligence, aptitude, commitment, tacit knowledge, skills and the ability to learn. Nevertheless, the contribution of this resource to the organisation is typically variable and unpredictable (Bratton 2007:8).To achieve the organizational objectives therefore this asset must be trained.

According to the interviews by teachers, teachers join the profession with unlimited optimism and dedication but their perceptions and attitudes change because life in classroom is harder and difficult leading to the best-planned lessons failing to excite even most attentive students hence poor performance. This means that the teaching methods need to be replenished through training if the objective of a school is to be achieved.

This study is inspired by human capital theory by Garrick, 1999 which states that people are worth investing in as a form of capital. People's performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits(cited in Bratton 2007:313). It is a theory that can explain workplace learning. As Sen (1997:1959) explains, human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities. Marsick and Watkins cited by Bratton 2007:314 state that training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence.

The theory is relevant to the study since teachers work performance is expected to be determined through training, which requires funding as an investment. As teachers upgrade their skills, they maintain the mastery of their subject area likely to bear fruit. Teacher's value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their schools gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. Lucas (Bryan 2006:636) who argues that at the micro level, human capital of employees contributes to competitive advantage supports this.

The preferred routine to have effective training is to adopt systematic training model in figure 2 below- training needs are identified so that wasteful expenditure can be avoided, objectives are set and outcomes are evaluated to ensure that programmes meet the objectives specified and organizational criteria(Bratton 2007:328). This is in agreement with the training policy in Uganda whereby it is the responsibility of the managers to ensure that each member of staff is appropriately trained and developed to their full potential and individual's responsibility to submit training needs to the superior. (MOPS

2006).In respect to this study, the school managers are responsible for implementing such guidelines to ensure that teachers are trained. This is done for better return on investment as informed by the theory so that benefits are more than costs in order to realize maximum gain.

Figure 2.1: systematic training model

Identify training needs and specify training
objectives.

Evaluate activities   Design activities

Implement activities
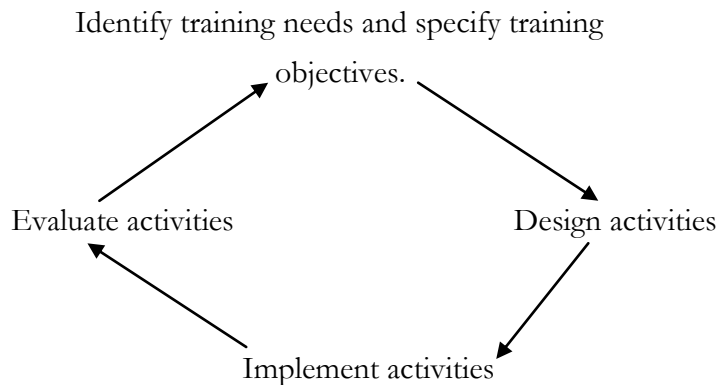
Source Bratton 2008:329

2.2 Understanding training, forms of training, aims and effect

Training of employees at all levels within an organisation is a vital component in maintaining the competitiveness in an international arena (Maund 2001:307).In reference to the training of teachers this is important in respect to competition among the schools reflected through the performance of students in national exams. Success of students depends upon how effectively teachers have developed their skills and knowledge and the efficacy of how both can be synergized within the school.

It is said that training in public service had been used as a means of rewarding and sanctioning some civil servants. A report to Ministry of Public service by Crown Agents (1998) on Human Resource training in public service, noted that it is not uncommon for civil servant to be given a chance to go for training as a reward for being loyal to their superiors especially if training involves going abroad or has financial benefit to the trainee. Such training may be irrelevant to the officer and or organization. In some instances, other officers perceived as uncooperative by their superiors are forced to go for training as a punishment in order to keep them off. Relevance and impact of such forced training cannot be of much help to the organization as it does not often resolve conflicts at workplace but tends to aggravate them.

The study findings by MISR (October 2000:iv) revealed that, '*efforts to raise human resource capacities of existing staff by central government and donor communities were in form of short term courses and seminars usually tailored to the needs and interests of the funding agency rather than those of Local Governments'.* This indicates that donors continue to be the major and almost the only reliable source of funding for most capacity building initiatives in LG's[1].

Training as argued by Barker leads to change in social skills and improves the goals of the organisation by improving relationships between people so that there is less misunderstanding and fruitless fighting and better communication, trust and respect for others, pro action and initiation,

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[1] LGs refer to collectively to administrative authorities over the local areas that are smaller than a state. They include district, city and its divisions, municipality and its divisions, Town council and Sub County.

awareness of self and others feelings, sense of self confidence and self responsibility and reduces self defeating behaviors (Barker 1980:94).Performance after training should be reliable, faster, less stressful resistant to decline, few accidents, less sensitive to heavy workload and fatigue, working environment being favorable.

However, Ellerman argues that change in organizations is inherently difficult. It is hard to kick 'old habits'. *'Most organizations want to be seen as learning organization. Yet many old habits directly opposed to learning and advancement of knowledge that persist'* (Ellerman, 2005: 149) Change is difficult because the organizations are used to 'old habits' and are not aware of other behavioral alternatives. It could also be that even if organizations want to change, surrounding structures do not allow for behavioral change. This makes the transfer of skills and knowledge difficult hence hard to realize positive effect on performance. This applies to most schools in Uganda.

Different forms of training impact on performance differently. Long-term courses for teachers through upgrading improve qualifications hence need for promotion and if this is not realized as it is in most cases, teachers are demoralized and their performance reduces. Short term tailor made courses like refresher courses broaden and improve performance in specific areas.

Unfortunately, training programs have not been very successful in some cases in bringing improvement and change. This is in agreement with what Corey stressed that while there was a growing need for continuing professional development among school teachers, it was also apparent that "much of what goes for in service training programmes is uninspiring and ineffective" a decade later, in testimony before the US Senate subcommittee on education, Davies offered an even stronger condemnation, concluding *'In-service education is the slum of American education-disadvantaged, poverty stricken, neglected, psychologically isolated,ridddled with exploitation, broken promises and conflict'* Even in recent years, despite increased attention to the need for highly in-service education programmes,Howey and Vaughan (1983) report the current practice of staff training to be…….a potentially well supported enterprise that is fragmented, not frequently engaged in, on a continuous basis by practitioners, not regarded highly as it is practiced, and rarely assessed in terms of teacher behaviour (cited in Guskey 1989: 443).

In his study on personal goals of lecturers and students of Makerere University, Kanyerezi (2000), established that Makerere University goals have a high potential to solve the personal problems. Personal goals may not be high up in the priority of staff training programs but may be satisfied during the implementation of the program. By implication, this means that lack of staff training leads to a persistent failure to meet the needs of the staff, who become demotivated, hence lowering the standards of the institution as a whole. This may be the case in cases of long-term training by teachers who are not promoted or get their salaries increased after training.

Neglect of staff training programs as posited by Cascio (1986) leads to employers lack of opportunity to refresh the knowledge of old timers to help them learn new skills of work performance because staff training programs help employers to acquire necessary skills and knowledge required for performance in a higher job. It should also be noted that attending staff training programs might not necessarily guarantee improved employee performance. The adoption rates and the willingness to transform what is required will always determine the trend of delivery and performance.

The above review reflects that staff training is not a new phenomenon and a likely invention by the schools but old phenomena. The literature presents a ground for questions of why the schools' system has not considered staff training as an important organizational ingredient yet holds a lot to

organizational training. Training is recognized, as an important means for socialization. On-job training is distinguished from management training as an effective socialization of employees that improves performance because the employees have direct role models to follow and this shared experience creates informal networks (Harzing 1999:122). Conclusions adopted at ILO conference in June 2000 noted, "Education and training are a right for all… Investment in training is the joint responsibility of Government, enterprises, social partners and individuals. Training is one mechanism which if properly used could bring about visible change in performance (ILO Publications 2003:15).This augments the training policy in Uganda.

In his study, Aston observed that INSET[2] initiatives particularly school based staff development heighten teachers understanding of potential problem solving approaches to learning (Aston 1998:81). Some schools exist in complex environments and due to this; individual teachers will only be successful if they work in an atmosphere of collaboration and mutual learning. Social learning theorists have emphasized the significance of observational learning in changing the behaviour of groups or individuals. It is thus the responsibility of those in leadership to value the behaviour they want (….) in this regard using the principles of learning organisations[3] becomes both the means and the end (Skinner et al 2004:376).

Head teachers who are not trained as argued by Buckley and Caple have a low self-esteem and feel ill equipped for their roles. This can be corrected through short term courses. It was evident in Botswana that as education system expanded, management tasks became central to the role of headteachers. They therefore need to acquire skills to achieve their performance targets. They observe that there has been lack of training provision for secondary school teachers and head teachers from their initial appointment throughout their entire service (Pheko 2008:72).The Botswana situation contrasts with recent studies which have revealed that training of secondary school teachers and head teachers is linked to effective schools(Pheko 2008:73).Findings in Botswana indicate that inadequate training for head teachers and teachers has resulted in frustration and lack of motivation(Pheko 2008:74).

In all, Valle et al (Gomez et al 2004:238) assert that training plays a critical role in maintaining and developing capabilities of individuals and organisations and contributes to organizational change process, improves the retention capacity of qualified employees and implies the organisations long-term commitment as regards its employees and reinforces individuals' motivation. This is relevant for qualified teachers in secondary schools among whom ongoing training facilitates communication by providing a shared vision, which reinforces a culture of commitment.

Short-term courses inform of refresher courses specific to teachers subject area reduce their mobility and external transfer possibilities hence increasing the value to the school and replacement costs. Such courses reduce the rate at which knowledge of teachers become obsolete.

Team building. Work teams or personnel meetings are ideal in which to openly share ideas and help internal dissemination of knowledge through conversations and interactions (Gomez et al 2004:237).Teamwork favors integration and expansion. Team based training enhances effective work teams. Training of interdisciplinary teams from different subject area with regular rotation of members contributes towards forming of cohered groups that are committed to performance. Such combined

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[2] INSET traditionally stands for In-service training but can also stand for in service education of teachers and more generally can mean professional development.

[3] An organisation that encompasses attitude that has developed continuous capacity to adapt to environment and change. It supports self-development of members of workforce towards this end.

effort of all the members enables the schools to assume returns attributable to the trained staff since the high performance obtained is not reduced to individual teachers.

Garvin, Ulrich et al assert that training of groups in teams formed by members of the same department improves the interpretation and transfer of knowledge since it makes constant interaction among the individuals and allows common language to be used (Gomez et al 2004:241). This training in the case of teachers of the same department is relevant and enhances their cooperation and knowledge sharing.

Delegation. Delegation is the assignment of tasks to surbordinates.It is a dynamic tool to motivate and train staff to realize their full potential. It allows them to develop knowledge and skills, reduces the workload of the senior teacher and facilitates workflow. Delegating in a way that does not build one's strength as asserted by Somes Jane not only creates disabling and unnecessary stress for all but also imperils the achievement of desired outcomes. Ones willingness to please should not be construed as competence. Sufficient delegation avoids sloppy processes, procedures that result in work having to be done over again, and frustrated staff charged with doing it (Dalton 2005:65). Through delegation by senior staff, teachers may initiate and act independently.

Coaching. Hall et al (Gilley et al 2010:54) maintain that coaching involves communicating with an employee for improving on the job performance or behaviour. It is asserted that coaching is a form of systematic feedback intervention designed to enhance employees professional skills, interpersonal awareness and personal effectiveness. Peterson and Hicks describe five strategies of coaching processes: forging partnerships, inspiring commitments, developing skills that build new competencies, developing a never-say die attitude among employees and shaping environment to create conditions that feed individual growth and development while Gilley et al identifies four phases: confronting poor performance, mentoring, training and career coaching each of which combines to forge synergistic relationships between managers and employees that ultimately lead to improved performance(Gilley et al 2010:54).

Gilley asserts that ultimately coaching boosts performance at the individual and organizational levels. In other words as the individual performance improves, the organisation benefits. Organisations benefit from improved communication, creativity, manager-employee relationships and employee performance, which contribute, to organizational efficiency, effectiveness and performance (Gilley et al 2010:55).

Mentoring. Tovey (cited in Freedman 2009:171) posits that mentoring is recognized as one way of facilitating learning in the workplace and is designed to make use of guided learning to develop the knowledge and skills required for high performance..Mentoring is theorized in two categories: career and psychosocial.Mentoring helps to improve socialization, performance, provide support and complement other professional development activities. Mentoring outcomes manifest themselves as changes in skills, knowledge and attitudes. The outcomes can be related to learning, psychosocial (development of the person) like self-analysis in the context of employment, working with others and being positive towards work and career benefits (Gibbs 1994:34).

Krupp asserts that mentoring is a way of enhancing classroom teachers' competence. He argues that effective mentoring programs help teachers gain more confidence in their professional capability, translate educational theory into practice more effectively and develop improved communication skills. Daresh states that schools benefit by acquiring highly motivated teachers with improved self-esteem and greater productivity (Lishchinsky 2009:391). Therefore, if teachers are mentored, they realize such benefits for better performance in schools.

Induction Programs. Lortie et al argue that historically, the teaching occupation has not had the kind of induction and initiation common to white collar occupations..Although elementary and secondary teaching involves intensive interaction with youngsters, ironically the work of teachers is done in isolation from colleagues. This is especially consequential for new entrants, who, on accepting teaching positions in school are often left on their own to succeed or fail within the confines of their own

classrooms.- an experience likened to being "lost at sea". Indeed, critics have long assailed teaching as an occupation that "cannibalizes" its young and in which the initiation of new teachers is akin to sink or swim, trial by fire, or boot camp experience (Ingersoll et al 2004:28).This describes a similar situation in Uganda.

Induction programs are a bridge from student of teaching to teacher of students. Induction packages increase job satisfaction hence reduce the likelihood of teachers changing schools often. It helps the teachers to cope with practicalities of teaching, managing groups of students and adjusting to school environment .

According to Tiberondwa, (2000), induction programs are organized locally through attachment, seminars, and workshops for various cadres of the school staff. These courses can be done within sections or departments and units. In here, newly selected department heads or newly recruited teachers and other workers are expected to undergo specified short courses to orient them to their new responsibilities, but this is not done as often as expected hence impacting on school standards.

Induction would help the teachers to be equipped with the basics as they get used to classroom environment and get initiated.

2.3 Teacher's attitude to training

An attitude is an internal state of a person that is focused on objects, events, people that can exist in the people's psychological world (Narayana et al 1997). It is assessed through ones feelings, thoughts or expressions. Attitude is defined by Chandan (1996) as a perception with a frame of reference. It is a way of organizing a perception. In other words, it is more or less a stable tendency to feel, think, perceive and act in a certain manner towards a situation. Employees' attitudes towards training have three elements in it that lead to measurable outcomes. These are employees' feelings about evaluation records, their thoughts and behavior on the implementation of the schemes. He stresses that some people may have a positive attitude towards evaluation training, which is good, but in most cases, the attitudes are characterized by complaints and dissatisfaction.

Evidence of improvement in the students learning outcomes as argued by Guskey precedes and may be a prerequisite to significant change and perceptions of most teachers. He states that when teachers see that an innovation enhances the learning of students in classes like attaining high grades, more involved in instruction, expressing greater confidence in themselves or abilities to learn, then and only then perhaps, is significant change in teachers attitudes and perception(Guskey 1989: 446).

Training leads to change in attitudes. If teachers attitudes have not changed, their attitudes towards training may impede the transfer of knowledge and skills to the work place hence affecting work behavior negatively for example a teacher who has been consistently unsuccessful at helping students from educationally disadvantaged academic background to get better grades due to belief that they are incapable and is trained but does not change attitude, then transfer of knowledge is hampered. .

Guskey identified a model which illustrates that significant change in teachers attitude and perceptions takes place through training and only after changes in student learning outcomes are evidenced. Changes in students' learning result from specific changes in classroom practice like new instructional approach, use of new materials or modification in teaching procedures or classroom format(Guskey 1989: 445).

Figure 2.2: Model of the process of teacher change
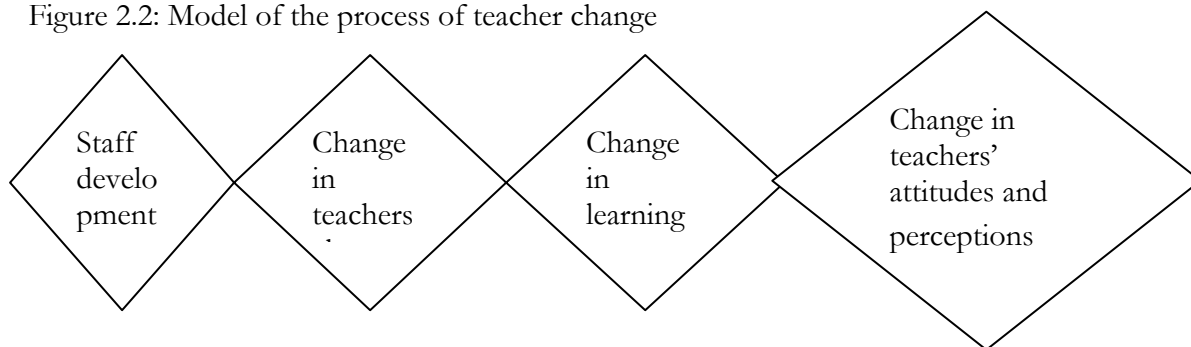
Source: Guskey 1989:445

2.4 Procedure for selecting staff for training

Training needs analysis is sometimes assumed concerned only with defining the gap between what is happening and what should happen as argued by Armstrong (2000). This is what has to be filled by training: the difference between what people know and can do, and what they should know and be able to do. The trap of adopting the 'deficiency model' approach which implies that training is only about putting things right that have gone wrong should be avoided. Training is much more positive than that. In Ugandan case for example, science teachers are simply trained with refresher course without identifying needs just because Government wants to promote sciences. Some of the teachers are reluctant to adopt new practices/procedures unless they are sure they can work. They feel trying new changes suddenly runs a risk of failing because they believe that enrolled students in senior one are incapable. Unfortunately, refresher courses are mostly in science subjects. In most departments, teachers are urged to follow a structured plan of teaching according to considered acceptable skills. In fact if a teacher becomes innovative s/he is seen as deviating from the accepted form. But due to infrequent inspections, it has been difficult to reinforce leading to conclusions that students fail certain subjects because of poor background when this could be arising from teachers teaching practices.

Training is, or should be, more concerned with identifying and satisfying training needs- fitting people to take on extra responsibilities, increasing all-round competence, equipping people to deal with new work demands, multi-skilling and preparing people to take on higher levels of responsibility in future. The identification of needs is relevant for the study in order to determine the necessity for a training program directed towards changing attitudes of teachers and their performance. Nevertheless, some schools have not developed sufficient capacity to take up this function especially day schools that enroll according UPPET regulations. The process ideal for training seems not to give a particular reference to schools in the established regulations .In forwarding remarks to the 1990 training programme for the entire public service, Rubale observed that whereas training had been on for long, its value was widely acknowledged but in practice the impact on performance had been less than satisfactory (MOPS 1998:58).

The importance of evaluation was acknowledged by Rebecca and Tony (2000) who noted that training is in fact a tool used to change people's behaviour, therefore the evaluation of its effectiveness is central in measuring change. Casio (1986:262) notes that training consists of planned programs designed to improve performance. Looking at training without taking into account evaluation is like pumping money in a defeated purpose. Armstrong (1999:531) believes that for effectiveness to be attained, training has to be assessed.

As Armstrong (1999:507) contends, the fundamental aim of training is to help the organisation achieve its purpose by adding value to its key resources, the people it employs. It means investing in people to enable them to make the best of their natural abilities as advanced by the theory already discussed. Training should therefore be designed in such a way that addresses issues related to this purpose. However, this fails to recognize that there could be challenges along the way that may constrain the fulfillment of the set objectives. These are the intervening variables identified in the framework.

2.5 Teacher's commitment to work.

Employee commitment is a described as staying with the organization through thick and thin, attending work regularly, putting in a full day or more, protecting company assets and shares organizational goals (Meyer 1997:3). Mowday et al (meyer1997:9) identify two forms of commitment: attitudinal commitment which focuses on the process by which people come to think about their relationship with the organization and behavioral commitment that relates to the process by which individuals become locked into a certain organization and how they deal with this problem.

A major factor in any consideration of employee commitment and motivation is the reward or compensation package that the employee receives. The way these 'rewards' are allocated and distributed may also be a factor in the level of commitment and motivation but also the way income, and other aspects like nature of expression, are seen as status factors in a society(Terence 2002:109) .Training of teachers is expected to result in high level commitment to work and high level of solidarity among workers.

Employees who receive training might perceive that the organization values them as individuals (which bolsters their sense of worth) and therefore develop a strong effective commitment. Even employees who are aware of the expense of training or appreciate the skills they have acquired might develop a sense of obligation (normative commitment)[4]that will hold them to the organization at least long enough to allow them to reciprocate(Meyer 1997:68).

2.6 Measurement of Teacher Performance

It is unwise to discuss the impact of staff training on performance without a prior discussion on the indicators of performance. These indicators help us to assess the relationship. In this study teachers work behaviour is based on indicators like number of mistakes done ,work completion, following instruction, amount of work done to required standards, number of unexplained absences, achievement of objectives and other observables. Campbell and Pritchard defined performance as behaviour directed towards a task or goal accomplishment. Performance is a collection of behaviors over time, tasks or people. It represents an aggregation of behaviors over time (Bates 1999:49). In measuring teachers' performance, the criteria are behaviors as dependent variables used to represent a larger performance domain-organizational, group or individual performance.

In this study, measurement of behaviour focuses on what a teacher does or does not do in the workplace. Work related behaviors include absence from work, effectiveness at work, poor time keeping and resigning from job. Work related behaviour can be observed and recorded with reliability. Some teachers work performance behaviour are difficult to measure especially when using indirect means derived from teachers answers in a questionnaire.

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[4] Normative commitment reflects feeling of obligation to continue employment.

Kirkpatrick posits that it is at the behavioral level (appendix IX) that training can be measured to determine on job application of learned knowledge or skills in the actual working environment. It is argued however that despite the importance of evaluating training at this level, the evaluation of programs is often incomplete or missing.(Siniscalchi et al 2009:30).This is in support of the training programs among teachers in Uganda.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

The study adopted a mixed approach of qualitative perspective with acceptance of quantitative data which are preferred because they help build a broader picture by adding depth and insights to 'numbers' through inclusion of dialogue and narratives; add precision to 'words' through inclusion of numbers tallying; offer more than one way of looking at the situation; facilitate capturing varied perspectives; facilitate planned minimum statistical analysis to enable quantitative summary of findings to add breath to the study and may even work towards making it more representative.

The study was based on case study of Ibanda district because it portrays accurately the characteristics(appendix X) of a situation in other districts in Uganda in terms of structures,regulation,recruitment and development, criteria bias is reduced and reliability of evidence collected is maximized. Amin (2005) supports use of case studies especially where the area has not been studied before. In this case, the impact of training on performance work behavior in Government Aided Secondary Schools has not been studied which means that looking at it in a case study approach is appropriate.

3.2 Study Area

The study was conducted in Ibanda District Local Government, Uganda since the district is composed of secondary school teachers that are administered on the same principles, rules and procedures as any other unit of local government in Uganda (see appendix X) and the researcher happened to have professional working experience within the area of study. These teachers are trained from the same institutions, recruited, posted and transferrable by central Government to any part of the country. The performance levels of these schools have been fluctuating with few schools being consistent in obtaining better grades that interested the researcher.

3.3 Study Population

The study population was derived from Ibanda District Local Government in Uganda. The study population constituted of teachers from five secondary schools out of twenty Government aided secondary schools in Ibanda district because some of these schools had teachers that had undergone short and or refresher course training like SESEMAT, USEP,study exchange that enabled the study to establish the impact of training on work performance.

The study covered the Ministry of Education officials(3), Uganda national examinations board officials(2), members of relevant service commissions(3), district chief executive, district education officer, executive members of Uganda national teachers association(3), civil society organisations(3), teachers and head teachers of schools selected.

Inclusion criteria. All teachers aged twenty-five years and above that had been teaching for atleast five years in selected Government aided secondary schools.

Exclusion criteria. All teachers aged below twenty five years and those that had not taught for at least five years because these could not provide required information due to lack of awareness, were excluded. These were identified and separated using a staff list.

Table 3.1 population of the study

School	Total number of teachers
Ibanda SS	26
Kibubura Girls	48
St.Anne's Kihani	16
Mwamba ss	17
Kagongo SS	23
Total	**130**

Source: MoPS School Register 2010

3.4 Sample selection, Size and Technique

Sekaran (2003) advises that too large a sample size could become a problem and recommended sample sizes between 30 and 500. Similarly, Enon (2002) recommends that a minimum number of samples for research should be 30. I used the sample size of forty respondents for the study because it sufficed in giving data required as some respondents had started giving responses already given. So I reached saturation level.

I used non-probability sampling because the focus was on in-depth information and not making inferences. The researcher used purposive and convenient sampling techniques to have respondents for the study. The researcher identified the sample and purposively obtained data from specific types of target groups who could provide desired information through interviews and filling questionnaires. This technique was useful in answering the research questions of the study.

A Sampling frame_ the list of all the staff of five schools from which the sample of forty respondents could be selected was drawn. The Payrolls and staff lists were used to establish the sample to ensure that they are Government employees because those not appointed by Government don't appear on payroll.. In all schools, I asked the headteachers to identify for me those who had undertaken short course training while teachers who had undergone long-term training assisted me to identify their colleagues that became part of the respondents

3.5 Data collection methods and Instruments

I used both primary and secondary data collection methods discussed below.

Documentary Review. In this method, existing documents like journals, books, performance appraisals, training reports, training forms, study leave forms were scrutinized to collect the required data on types of training, training policy, effect of training on teachers' performance and work behavior. Important information related to the study was jotted down and compiled accordingly.

Interviews. This was used to help in focusing the study on the themes. I used an interview schedule as a guide with both structured and open-ended questions. This was administered personally to the respondents and after the interview, data was edited, analysed and compiled. The study covered interviews for eighteen respondents from Ministry of Education (3), Uganda national examinations board (2),Education service commissions(2), district chief executive's office, district education office, executive members of Uganda national teachers association(3), civil society organisations(3), and three head teachers.

Questionnaires. Questionnaires were used to collect information from teachers in order to get a wide range of knowledge on opinions and views concerning training and work behavior. This helped to compare data, and information was collected within a short time. It was administered by self and voluntary cooperation of respondents. Questionnaires were distributed to twenty two teachers selected from two boarding(12) and three day (10) schools but only twenty were returned.

Observation. Observation was used to explore what was actually done after training like reporting timely on duty, method of delivery and not just, what is said to be done at the work place and triangulate data. The researcher noted down practices of teachers as they occurred. Semi structured observation helped the researcher to observe the unplanned and or the unexpected teachers behaviors, work environment, skills, interactions with students, the mastery at solving students problems when approached and what triggers their actions as some of these were not predetermined.

3.6   Response rate

The study expected forty respondents for both participants in the interviews and those who filled the self-administered questionnaire. The study was able to get thirty-eight respondents. Teachers were involved in both filling self-administered questionnaire and interviews at different levels.

Table (3.2) Response rate

School	Total population	Sample size (16%)	Response rate
Ibanda SS	26	4	4
Kibubura Girls	48	8	8
St.Anne's Kihani	16	3	2
Mwamba ss	17	3	3
Kagongo SS	23	4	3
Total	**130**	**22**	**20**

Source: authors construction 2010

3.7   Procedure

The researcher obtained a letter of introduction from the Institute of Social Studies for the Heads of Institutions and organizations visited. At the schools, interviews with head teachers were conducted and

for the teachers, questionnaires were administered. The researcher made appointments for interviews with heads of schools, service commissions and organisations that were selected. All questionnaires were distributed and collected by the researcher to minimize loss.

3.8 Data Analysis

Qualitative data analysis methods were applied. Data was edited during and immediately after data collection. This stage involved removing the inconsistencies in the answers given by the respondents. Some cases of missing information were corrected in the field.

Call backs were made to respondents for fully understanding of certain training courses that had been abbreviated like PIASCY,SESEMAT, USEP, clarification on illegible handwriting and to gain more understanding on training courses like Cyber and how they were being organized. After editing, I coded the completed questionnaires using the already developed manual. This involved reduction of data to a form that is compatible enough to be entered into the computer. At this stage, I developed codes for open-ended questions, missing cases, non-response and not applicable cases. For closed ended questions, I assigned numeric codes corresponding to the respondents' response to ease the process of data entry.

3.9 Assumptions and Limitations of study.

The study assumed that respondents would give the required information relevant to the study to enable the findings present a true picture of what is done and happening on ground. It was difficult for me to get data on different forms of training in schools since such training had not been conducted at all. I therefore did not categorize the forms of training.

At the time of research, student teachers were doing school practice. This limited the study since most teachers identified as respondents had not been teaching and could not be easily observed at the workplace. During the research, the calendar for secondary school term was changed by bringing forward the date of end of term making it difficult to determine whether the performance in terms of time taken on a topic, method of delivery, coverage of schemes of work, and syllabus was due to this change or otherwise. This was solved by reference to the previous terms records.

As remarked by Mark Twain '*The secret of getting ahead is getting started*' (O'Leary 2010:14).Research is a process that needs planning, forethought, commitment and persistence. In fact, it is more of a journey than a task that needs to be managed, navigated and negotiated from conception to destination. The worry was to successfully navigate this journey. It was quite daunting. However, the research process was completed though with some hurdles.

Though, I continued to reflect on the effects of different forms of training on performance and word count limit which presented a setback to my analysis and in-depth argument, I solved some of the problems through elaborate explanation and sensitization of the concerned respondents on the importance of research and giving reliable data.

As I contemplated the task ahead, it was worth to keep in mind that completing research and in time was much more than a test of intellectual ability and a test of persistence and tenacity. This helped to complete the research in time.

CHAPTER FOUR: PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0   Introduction

In this chapter, I present, analyze and interpret the findings according to objectives that guided the study.

4.1 Effect of staff training on teachers' work behaviour

In order to create a link between training and performance there is need to carry out training needs analysis as already discussed in chapter two. Since any good training management is all about improving organisations performance, the assessment of training needs should start with identification of organisation objectives. Without this assessment, training may not bring out desired change.

Dessler (2001:254) points out the process by which training can be linked to performance by asserting that the first step in training is to determine what training if any is required. He further explains that the needs consist of actual and potential performance discrepancies that are important to organisations and can be remedied as effectively and efficiently by training as by any other means as this is meant to answer questions such as:

i.   Does an actual potential discrepancy exist?
ii.   Is it important to organisation?
iii. Is it correctable through training?
iv.   Is training the most cost effective solution available?

If these were done, it would enable training to be correlated to performance. This advice seems to offer a solution to fears as expressed by Megginson (1999:22) that one of the training criticisms especially training construed as short or off job training courses is that it is out of touch with what it is supposed to address. Performance may be improved through training depending on the way it affects work behaviour. Performance according to Brumbach (1998) means both behaviour and results. Behaviour emanates from a performer and transforms performance from abstraction to action. This means that when managing performance of teams and individuals both inputs (incentives) and outputs (results) need to be considered.

Behaviour at work is explained by Armstrong (2001) as dependent on both personal characteristics of individuals' personality, attitudes and the situation in which they are working. He stated that these factors interact and this theory of behaviour is called interactionism. This is because of the process of interaction and there are so many factors in personal characteristics and situation that make behaviour difficult to analyse and predict. Behaviour may be influenced by perception of individuals about the situation they are in.

Performance also means making the best of trained, skilled and unskilled HR. Performance is a function of training and competence of staff as reflected in the framework in chapter two. However, there are contingency factors like resources, facilitation, equipment, management style, remuneration, performance management and physical working environment that may affect performance. Performance refers to how well a teacher has accomplished a task, given the performance indicators.

In this study, performance means a teacher would increase a number of times s/he attends to students, give and mark students regularly and while at same time have students pass which is a good indicator of good performance and indicators of effective performance like absentee levels, labour turnover, levels of customer complaints, productivity per employee, quantity and quality of service, subordinates motivation, empowerment, flexibility, attitude to competence of staff (Prokopenko 1996).

Training is defined by Cole (1983:362) as a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or tasks.

Employee training and development are regarded by Schuler (1984:388) as any attempt to improve current or future employee performance by increasing employees ability to perform through learning usually by increasing his/her skills and knowledge.

With training, there is bound to be improved performance. Nevertheless per se training may not yield expected results if due consideration of qualifications and experience of the trainee is not put into picture. For a well-trained and experienced person it is expected that performance would be good both qualitatively and quantitatively. However, it may not necessarily be true because even with good education and skills but without facilitation and provisions of equipment coupled with poor management style, performance may be poor.

For example, an analysis of the Uganda National Examination Board (UNEB) results since 2000 shows that 111 schools in the whole country have produced only a single candidate in first grade in the last 10 years. Most schools which registered zero, or insignificant numbers of first grades since 2000, are private and based up-country. These were referred to as stunted schools The education ministry expressed surprise at The New Vision findings of what they termed 'stunted schools'. "We have never embarked on a special undertaking to establish the number of such schools but we recognize that there are several stunted schools," said Dr. Yusuf Nsubuga, the director for secondary education. "Such schools are on the 'drip' (almost no resources) though with trained teachers however superb they are. They have never recorded a first grade but are still enrolling children," he noted.

Experts attributed the situation to poor infrastructure, harsh environment, low morale of teachers; poor supervision (Eremu et al 2010 http://www.newvision.co.ug/D/8/12/707756), absenteeism, teachers attitude and lack of parental involvement.

A school structure in Ibanda, Uganda

Source: field data July 2010

A school with such structures may not be able to provide lab equipment and necessary teaching materials however much the teachers may be trained.

According to the Headteachers, teachers long term training has led to teachers improve their content for teaching but less committed because they have to teach many schools as they are more marketable. Short term refresher courses like SESEMAT have broadened teachers understanding in their subject area but still impeded by the attitude that UPPET students don't have capacity to pass mathematics and other science subjects.

While professional training has impacted on teachers ability to deliver teaching material in the classroom and indirectly attendance to duty, teacher training cannot change reasons given for teachers absenteeism(health, going to bank for salary).

A teacher marking end of term examinations in a staff room late evening using a dim lantern to catch up with a school calendar of end of term examinations. Such condition is unconducive for improved performance. This implies that training without better facilitating environment may not improve work performance behaviour . For example such a teacher may be reluctant to accomplish the tasks given the fear of losing sight due to lack of enough light at night.

Source: Field data July 2010

The researcher wanted to examine the extent to which staff training affects teachers' work behaviour. This information was generated through a self-administered questionnaire and the results are presented in table (4.1): Respondents (teachers) opinion about positive effect of training on work behaviour (dimensions explained below as confirmed by headteachers).

Rank	Frequency	Percent
Strongly agree	8	40
Agree	10	50
Don't know	1	5
Disagree	1	5
Strongly disagree	-	-
Total	**20**	**100**

Source: author's construction 2010

As can be viewed from table (4.1) 8 (40%) of the respondents strongly agreed that there is a positive effect of training on work behaviour and 10(50%) of the respondents agreed. This left 1 (5%) of the respondents who expressed that they did not know while 1(5%) just disagreed.

From the respondents' expressions, training has a positive effect on teachers work behaviour in schools. The headteachers interviewed confirmed that the effect is observed through teachers working as a team and assisting each other where they are conversant, share ideas for effective and efficient teaching and learning, cover of curriculum timely, prepare and follow lesson plans and schemes of work appropriately, enhanced competence and performance with dedication to rhyme with qualifications and improved practical skills.

The head teacher Kibubura Girls secondary school told me that as a result of training, the teacher – student relationship improved due to change of attitude towards students. Some of the teachers practice 'open door policy' whereby students approach their teachers singly or in two's with no apparent uneasiness marked with seriousness and relaxation to pursue academic goal. The ways teachers perform their tasks and the manner of interaction have profound effect on pupils. However, pupils behaviour, personality, ability, sex and social background influence teachers reaction to pupils and pupils reaction to teachers despite teachers training. Good academic performance of a school depends on how teachers and students are committed to that aim and commitment is enhanced by change of attitude that is gained through training.

When asked whether there was improved performance as result of training generally, 25(65.8%) of respondents constituted by 60% teachers agreed that performance is improved because of training compared to 13(34.2%) who thought otherwise constituted by 38% teachers. It was revealed that even if a person goes for training but is not facilitated with necessary complementary inputs, tools and logistics, it is unlikely that the output will increase and improve.

The head teacher Kihani secondary school observed that head teachers association had organized skills enhancement training for a week for teachers of English and Geography and this was effectively translated at the work place. He said that training in SESEMAT(once every two weeks during holidays) and UNEB examiners training had brought about 10% performance improvements in terms of passes and 20% reduction of failures over the last two years (Interview July 2010). Other in-service training courses include workshops like PIASY, PE, Patriotism, Cyber, LMS, electronic learning, assessment and evaluation learning in languages, USEP,upgrading and study exchange exposure.

Such training programmes are supported by Paul and Samuel (1985:12) who defines In service training (IST) as training given to persons at different stages in their career after they have been inducted into service. Examples are mid career management development programmes at home/abroad, on job training and other specialized short-term training.

However, one of the teachers disagreed and observed that teachers train and get higher qualifications through upgrading but due to the rigid structure of Education service, they are not promoted. They therefore look for other opportunities like "moonlighting" and business to boost their incomes hence reducing their attention to teaching. This implies that teachers rarely become change agents towards improved performance for others and are usually demoralized by those who have not trained. The respondent said that "*teachers who train neither organize themselves nor others to brain storm on subject*

content but quickly added that those who had trained as examiners upgrade their teaching materials to match UNEB standards"(Interview July 2010).

Three headteachers interviewed revealed that experienced teachers perform better than inexperienced. This means that when they are exposed to different work situations they tend to discover more and develop competencies to handle any work challenges they may be confronted with. This was attributed to training gained overtime (experience).

Five teachers disagreed that skilled teachers perform better than their counterparts on the premise that skills requirements vary from subject to subject. However, one would overtly assert that skilled employees perform better than unskilled which is very true in real sense though skills that are relevant to one subject may not necessarily be relevant to another.

In the training process and performance, change has become a permanent feature of dynamic organisation and this puts extra challenge to most valuable assets of any organisation to acquire new competencies in order to respond to ever changing demand of clients in the wave of globalization. This calls for organizational and individual competencies if schools are to survive in the competitive environment. Thus to perform tasks efficiently and effectively, the workforce needs to have relevant knowledge, skills and right attitude in order to perform to a certain level of acceptable standards.

On teachers' attendance to duty, it was revealed by teachers, headteachers and observed that teachers who have trained come early to school in some of the schools while in other schools those who have not undergone training try to outsmart those who have trained. Some teachers sign the attendance book and go away without any work done.

From the findings 50% of teachers respondents agreed that they are in position to start work on time. On further inquiry, it was revealed that as long as somebody reports at 8:00am and leaves at 5:00pm even though no tangible results have been achieved, they are deemed to have been working. This implies that timely reporting is more important than its management as parameter for measuring staff performance.

In some schools, it was revealed that there was 'jacket syndrome' whereby teachers give assignment and leave their jackets on a chair to make students think that they are around. This is a habit mostly among teachers who have lost morale due to poor management styles irrespective of whether they have been trained or not.

It was found out that in most cases in the two boarding schools, performance of students in terms of student passes was far better than in the three day schools. For example Since 2006, when UNEB examined compulsory science subjects for O'level, the best five students and out of best ten students in A'level, eight were from boarding schools in Ibanda(UNEB Results) . Most head teachers attributed this to training of teachers, better facilitation of the teachers and enrolment of better students in boarding schools since they are not part of UPPET.

It can be concluded that training has a positive impact on teachers' performance and this impact is more significant in boarding schools where such training is supported by the current schooling system, structures and facilitation. These are benefits accrued as argued from human capital point of view.

The results also relate to the views raised by Kempton 1995who stressed the impact of training as:

a. Employees develop new attitudes and experience to enable them contribute to success of organisation. It enables the individual to carry out duties satisfactorily and prepare for greater responsibility.
b. Reducing labour overheads by decreasing time factor involved in producing goods and services.
c. Improving morale leading to better performance and greater productivity.

d. Reduction in general cost of administration through creation of psychological climate, which orients the activities of each employee towards achieving goals of the organisation.

Unlike other professions in Uganda Civil Service, the teaching profession has not had defined career path and this has had a lot of implications for conditions of service, management and development of personnel. The way teachers teach has direct impact on learning outcomes. Therefore, investment in teachers is critical to achieving quality education. Bearing this in mind, ESC introduced scheme of service, which is a human resource tool that stipulates the training and retraining requirements of teachers, their career path, professional development and job description.

4.2 Teachers' opinions towards training provided in secondary

schools.

This section is aimed at examining teachers' attitude towards the training provided in secondary school as expressed by their opinions. Opinions are used to operationalise attitude. Rezler (1973:73) says that an attitude can be defined as a relatively rendering organisation of beliefs around an object, subject or concept, which predisposes one to respond in some preferential manner. The respondents were asked whether there are complaints about training to determine attitude as shown in table 4.2

Rank	Frequency	Percent
Strongly agree	7	35
Agree	10	50
Don't know	1	5
Disagree	-	-
Strongly disagree	2	10
Total	**20**	**100**

Source: Author's construction 2010

In table 4.2, it is indicated that there are complaints by teachers about training as represented by 50% who agreed. These complaints included lack of promotion after training, lack of provision for allowances while on training if any, lack of facilitation for training, denial of study leave for teachers who sponsor themselves, lack of government sponsorship, training is in most cases provided for science subject teachers leaving arts teachers as if they are not relevant.

This information was further corroborated by asking the head teachers who agreed that the Government was promoting science subjects in order to improve quality and efficiency of delivery of secondary education .They said that science subjects were compulsory for students up to senior four, and therefore for better performance, the teachers had to be trained to meet expectations of Government (Interview July 2010).

I was further informed that in most cases its male teachers who go for training because there is bias against females, some female teachers do not prefer to leave their husbands alone in favour of training and others cannot be allowed by their spouses. This hinders their career progression as it puts them to disadvantage. This was revealed by 12(30%) female respondents (Interview July 2010). Therefore, their attitude towards training is negative.

The ministry of Education and Sports officials told the researcher that secondary school Education curriculum had been reformed to eliminate redundancies and inconsistencies .However, teachers for subjects that had been clustered were not retrained to offer better services in line with the content of merged subjects for example technical education which comprised of technical drawing, metal works and woodwork that had been taught independently. Surprisingly teachers of physical education, which had been introduced in the new curriculum and not examinable, were trained to have it implemented and these were those teachers in-charge of sports. However, in most schools visited, this subject was not on timetable due to lack of slot allocated to it and equipment for its implementation coupled with apathy (Interview July 2010).Short term training in form of refresher courses, mentoring and coaching in this case would be relevant to make the teachers adjust to the new changes.

Asked whether teachers performed well under pressure, majority disagreed. This casts doubt on the statistics, that teachers realize performance improvement on their job as a result of training and the possibility that this was an exaggerated response could not be ignored. This could be attributed to staff associating the study with the restructuring (combining of subjects) that was being undertaken at the time of research.

Asked whether training has influenced teachers' attitude towards work, the respondents agreed as indicated in figure 4.1
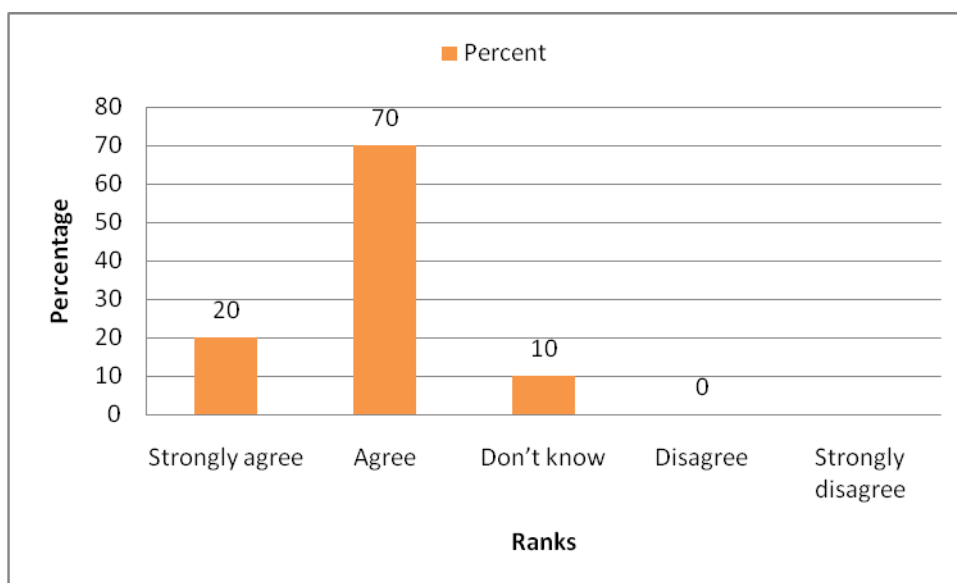
In figure 4.1, it is indicated that according to respondents, attitude towards work has changed arising out of training as represented by 70% who agreed. For example they said that E –learning had simplified teachers work and motivated them and the learners, through exposure to various levels of learning and

the outside world and exchange visits, awareness has led to positive attitude towards work hence performance improvement.

Despite efforts to build capacity for some schools in order to improve performance, the training appears not to have had significant impact on performance due to continuous failure to improve staff attitudes towards work as characterized by complaints and dissatisfaction which is in agreement with Chandan (1996). One of the teachers respondent said, "*Workshops for SESMAT have become too common and ineffective in improving performance. Most staff view these as opportunity to run away from routine work as source of income in terms of allowance which is sometimes not given and may be, good feeding and accommodation as they are residential*"(Interview July 2010). Many workshops are conducted but performance remains wanting. We have been having workshops for six years but have been getting failures and few passes in mathematics hence poor performance.

However, the head teacher of Ibanda secondary school attributed such failure, to recruitment of pupils of low grades at senior one intake arising out of the new guidelines of UPE and UPPET that promote education for all in primary and day secondary schools respectively.

Performance in qualitative and quantitative aspects is below required standard and general lack of critical skills for application of knowledge acquired through training. This would seem that perhaps training offered does not provide practical and relevant experience to schools such as training in PIASCY, which is not relevant to the curriculum. In reference to human capital theory in this case the return on investment falls below the costs.

When asked if teachers feel that the policy is not satisfactory 78.9% felt it is not 7.9% not sure, while 13.2% felt it is satisfactory. Interestingly 85%) reported they do not receive training by government. Such revelations suggest that teachers do not exactly know the policy or view it from different perspectives.

These findings reinforce Mishra (2001) who articulated that perception depends on how an individual views the objects and situations as in figure 4.2 showing perception of teachers about training policy.
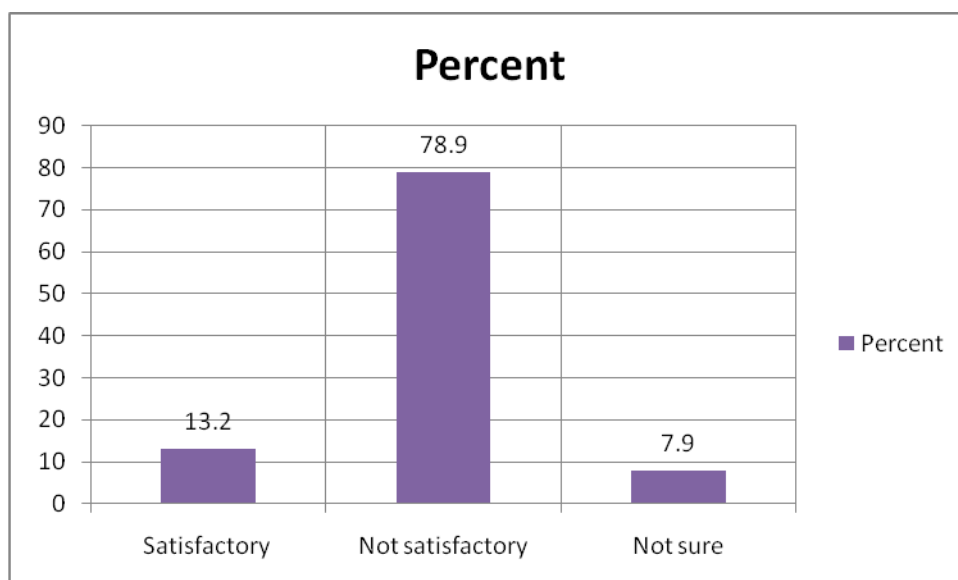
All respondents during the interview agreed that existing training policy was very unfair on the side of teachers because they are denied study leave based on having no person to cover up their subjects.

The head teacher Ibanda secondary school had this to say "Look at a the district engineer who is the only one in the district that goes for training but is given study leave why not the teachers, it is just lack of commitment by the ministry to train teachers and have them offered study leave, even if they are four teachers per subject one can't be given leave not even part time training" (Interview July 2010). This is contrary to the provision in Uganda Public Service Standing Orders Chapter 4 (1991:875) which states that training of teachers shall follow the procedures spelt out in Section J of Chapter 1 where Government pursues a policy of ensuring that staff development is provided in a systematic manner for all levels of staff through training programmes based on identified current/projected training needs and have those undertaking training given study leave.

The investigation about work related behaviors due to training shows that there are poor working relations among those who have trained and those who have not, poor time management, low morale (I do not care attitude), absenteeism, lack of responsibility and commitment. The results are in agreement with Maslow (1942) as cited in Newstorm and Davis (2002) who states that work behaviour is directed towards achievement of satisfaction of a need. However, there could be other factors that may affect work related behaviour in a school like communication system, employee personal needs, infrastructural challenges and work conditions.

4.3 Procedures for selecting secondary school teachers for training.

This section is aimed at contributing to establish the procedures for selecting secondary school teachers for training. As a result, the researcher inquired to know whether the training policy, rules and procedures are written down and known to all teachers as presented in figure (4.3).
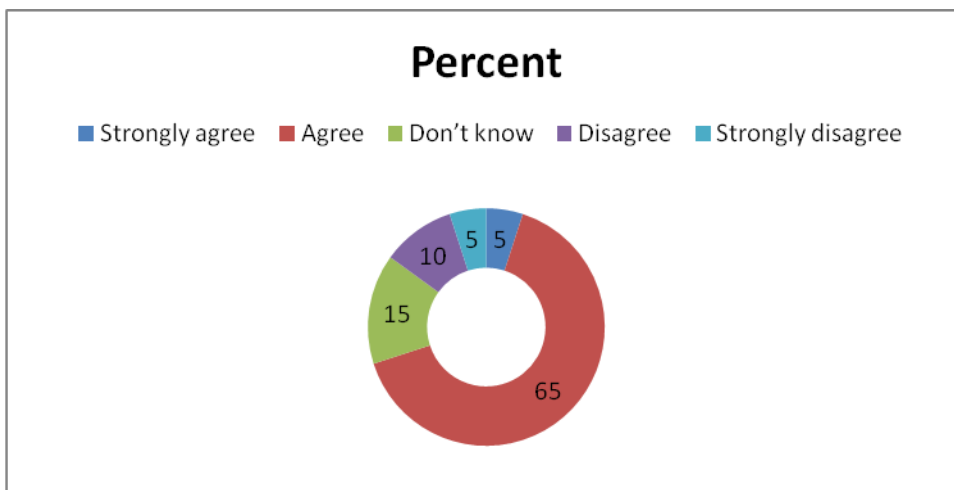
The information indicated in figure (4.3) indicates that 13(65%) of teachers, agreed that training policy exists. However, on further inquiry, I was informed that the training policy is general in nature for all public civil servants but does not address the peculiarities of teaching profession and the policies, rules, procedures and standards are not written down and given to teachers, implying that these are not clearly known and understood.

One of the respondents said, "some rules regarding training of teachers are just communicated to us without any write up and because we are unable to fund ourselves and limited training opportunities for teachers, we accept the situation as it is since we can't do much to change it, for example we are told we

can only train during holidays but it's not written anywhere, it's just like hearsay. This is because of understaffing, lack of the initiative by the ministry of Education and other concerned authorities since they see teachers as residual profession" (Interview July 2010).

This was an averagely contested response that needed more probing using the structured interview guide to corroborate responses from Head teachers and 80% of them confirmed the general nature of the training policy that cannot help the teachers. This left teachers to go for training as they wish leaving the process rather haphazard.

According to (HRM manual 1999:65), Human Resource Development refers to training of personnel to fill performance gaps to improve productivity and efficiency or to generate new types of skills to meet an organisations projected skills need or to meet the requirements of new technologies. It concerns itself with the identification of training needs, the management of resultant training, human resources planning, career development and succession plans for line and staff developments. In line with this definition, science teachers have been trained under CYBER programme funded by the Government of Japan in computer so that they can teach in modern way in order to avoid stagnation when new teaching methods are introduced.

This is further supported by the fact that training is an essential ingredient of manpower development and as a Human Resource Development factor, training is so crucial that the absence would spell stagnation and even regression of development. Training is a dynamic process of Human Resource Development in which knowledge, skills, and attitudes are conditioned to effectively achieve set administrative and development goals.

To achieve these goals, Local Governments and ministries should identify their local training needs and design appropriate training programmes to address such needs, provide for training in their budgets, solicit resources for such training from MOFPED, donor agencies, sector ministries and conduct training with the help of national training institutions and government and or through their budgets should sponsor their staff for long courses leading to award of certificates, diplomas and degrees. Prior to commencement of training staff should enter bonding agreement not to leave the job for three years, in case of choosing to leave before expiry of three years he/she must pay back.

According to records in schools and ministry, however, in respect to teachers training nothing regarding the aforementioned is done. Even initial training upon entry in service for teachers is not done. This was corroborated by ministry officials who agreed that there was no induction due to inadequate funding and it was assumed professional foundational courses/school practice sufficed for teachers

Induction is necessary for all employees whether young or old, new comers or those who have changed jobs or work within the service. The process of induction begins with the initial contact between the new employee and the organisation as this is when first impressions are formed. This enables new employees get and understand certain basic information about their jobs and the work environment (PSC guidelines 1999:70).

Short orientation and induction training events are compulsory soon after entry into the service and on transfer to a different department. These are first milestones on the career path of all cadres. Uganda Public Service Standing Orders Chapter 1 Section J (1991) states all civil servants should be inducted and be given at least one performance improvement course in every three years.

Article 166(1)C of 1995 Uganda Constitution assigns PSC with advisory role on training and human resource development by stating that "except as otherwise provided for in this constitution, the functions of the PSC include: to review the terms and conditions of service, standing orders, training and qualifications of public officers and matters connected with personnel development and management of public service and make recommendations on them to Government". In line with this, training institutions were established to undertake training like Uganda management Institute, Law development centre, Management Training and Advisory Centre and assigned in-service training roles for short courses and long diploma/professional courses. However, these do not provide courses tailored to enhancement of teaching profession and there was no institution established to enhance teachers specific courses. This implies that training of teachers is not seen as important like other professions.

When asked whether new teachers get training they need (18)90% teachers' respondents disagreed that new staff actually get on the job training they need to get acquainted to new working environment because schools do not have funds to conduct induction and it is assumed that the pre-service training of teachers make them competent enough to start without further guidance.

This suggests that induction and orientation of new teachers is not considered as an important training phase for new recruits by the headteachers and ministry officials. They revealed that new teachers miss important aspects, which govern them in performance of their work. This leaves them to trial and error methods of work as they struggle to fit in new environment leading to facing unnecessary work related problems that affect their performance.

Even PSRP which is part of larger economic reforms that focuses on enhancing the performances of public service to deliver better, adequate and timely public services at least cost has not incorporated teaching profession(PSRP 2006:1). This would address enhancing capacity building initiatives through demand driven training on the job training and management systems for teachers.

Unfortunately, training and development of teachers do not appear to be sufficiently high on the list of priorities in their service. This was seen in the provision of meagre resources, training votes are often suspended, and diversion of training funds to unrelated activities as was indicated in school and ministry budgets.

The ways in which training is viewed and managed is seriously defective in that training is not based on systematically identified needs resulting into adhoc and supply driven training on the other hand, the race for higher qualifications coupled with lack of coordination or thorough selection of people who attend long-term courses has encouraged people to solicit funds for training in areas which do not match their jobs or the needs of service. This is evident as some teachers revealed that they had trained in public administration and development studies, which were not relevant as per their schemes of service.

According to the training policy, it is the responsibility of the head of department to ensure that each member of staff is appropriately trained and developed to their full potential where possible. The main mechanism for assisting the heads of department identify the individual staff training needs is ROM performance appraisal system and it is the responsibility of individual to submit training and development needs to the supervisor (MOPS Training policy 2006).

However, in reference to twenty five performance appraisal forms reviewed, there were no training needs identified instead spaces in the form were left blank by teachers and heads of department simply

endorsed. On inquiry, some teachers said that they were not bothered by such training and only aimed at being confirmed.

I identified some anomalies in the management of training function for teachers such as lack of professionalism and planning, lack of training needs analysis, poor coordination, lack of career training milestones not leading to relevant competency, training being largely supply driven, discrimination in availing training opportunities, public officials undertaking training without due authority at the expense of government.

Though requirements are made, no provisions/avenues have been put in place like granting study leave to have the teachers acquire the requisite qualifications for such appointments in higher positions, for example, senior education officer – must have attended at least two certified workshops /seminars and two short courses relevant to the profession, principal education officer- three certified workshops or three short courses and evidence of research work in relevant work or academic field, Deputy Head teacher – masters degree in/with education or its equivalent, Head teacher – masters must have attended short courses in Human Resource/financial management (ESC 2008:4). However, 15 teachers 'respondents who upgraded to degree level revealed that they had not been promoted to Education officer, which demoralizes them. Whereas nothing much has been done to have the scheme of service implemented because teachers have not had training stipulated and due to limited funding to effect the nomenclature, this has been a step forward.

When asked on how trainees are selected, 95% teachers was of the view for self-initiative. Since teachers take it upon themselves for their own career development in the service, it is unlikely that such training would be relevant to the officers' schedule in general and organizational goals. It was further revealed that when training is chosen on personal accord, it rarely takes into account school needs and could be a strategy for teachers to divert from teaching upon completion of training. Failure to use conventional means of selecting teachers for training such as performance appraisal assessment and job description was attributed to inadequate resources.

In such scenario, training is not related to needs and plans since there is no needs analysis as revealed by all the teachers and headteachers sampled hence teachers try to explore any opportunity available that comes their way. In such circumstances, training cannot respond to their specific needs.

Effective training to be continuous and consistent, training provided should be based on training needs analysis. Training in most cases in schools is reactive and an immediate response to a problem without analysing it and adopting an appropriate strategy. Lynlon and Pereek (1990.29) share this view and observe that failure of training is not because of training system but due to organisation seeking training of its employees just for the sake of training. Thus it can be said that training can only be agent of change if its continuous and proactive.

CHAPTER FIVE: SUMMARY, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Results

This study was carried out along three research objectives, which were to find out the impact of training on performance in Government aided secondary schools a case study of Ibanda district.

Training is one of the critical functions of Human Resource Management. It involves improving current and future competencies by increasing, through learning, their ability to performance usually by increasing knowledge, skills so that the present and future anticipated HR requirements can be met internally. This is based on the premise that organisations that invest in training their HR are likely to be more efficient than those that do not. This is because if there are structural changes and adoption of new technologies the actual supply of skills that are required will be available.However,according to the school syllabus during the study, some subjects like entrepreneurship had been introduced without training the teachers to teach the subject. In all schools Economics teachers were assigned the duty to teach the new subject. This may impact negatively on the service delivery.

Some teachers had gone for upgrading but did not get commensurate pay and few had assumed managerial and supervisory roles, leaving actual operational work for those who had pre-service training hence not producing desired performance as envisaged.

a. The training policy does not clearly address the peculiarities of teachers unlike the other civil servants.
b. Induction and orientation of teachers is not considered important.
c. There are no clear evaluation parameter and criteria against which performance can be measured.
d. No clear criteria followed when selecting officers for training and as seen above lack of professionalism in approach to training as it is arranged without assessment of needs. All these undermine the good intentions of training and consequently affect the realization of improved performance.

From the study, it is evident that training in secondary schools is left to chance and is haphazard. The major challenge is that training is not properly guided and no training needs analysis is conducted for teachers and there were still problems in accessing sponsored training and study leave. This raises the need that training must be systematically planned.

5.2 Discussions

Through the analysis of responses of different respondents, I got a basis for comparison. In discussing the results, reference is made to scholars in other organizational environments. For example, to ensure the maintenance of national standards, government set up an inspectorate department in MoES whose main role according to government White Paper (1992) is to control the quality of education and ensure that schools maintain set minimum standards. Sections 97/98 give District Local Government mandate to control Secondary Schools (LGA 1997). Quality education is effectively

teaching and learning of what has been set by the national objectives cautiously taking note of what needs adjustment.

In some schools, students sit national exams before they complete half of the content of some subjects. The non-examinable aspects of education like discipline and respect for others go unattended to. It makes individual wholistic by training the individual head for knowledge, hands for ability and the heart for attitudes so that at the end, one is useful for oneself and the society.

The quality and effectiveness of education heavily depends on the quality of teachers. As Zambian Policy Statement of Education (1996:107) clearly puts it, the education and personal well-being of children in schools hinge crucially on the competence, commitment and resourcefulness of their teachers. The two pillars on which the professional competence of teachers rests are initial training and continuous career, professional and personal development. Prokopenko (1997) defines quality as conformity to set standards. Its user and or customer based. Increased quality actually reduces costs. For most schools, final examinations are the main determinants of success and put more emphasis on passing with better grades rather than on imparting desired skills and positive attitudes to students. This photograph further augments the statements.
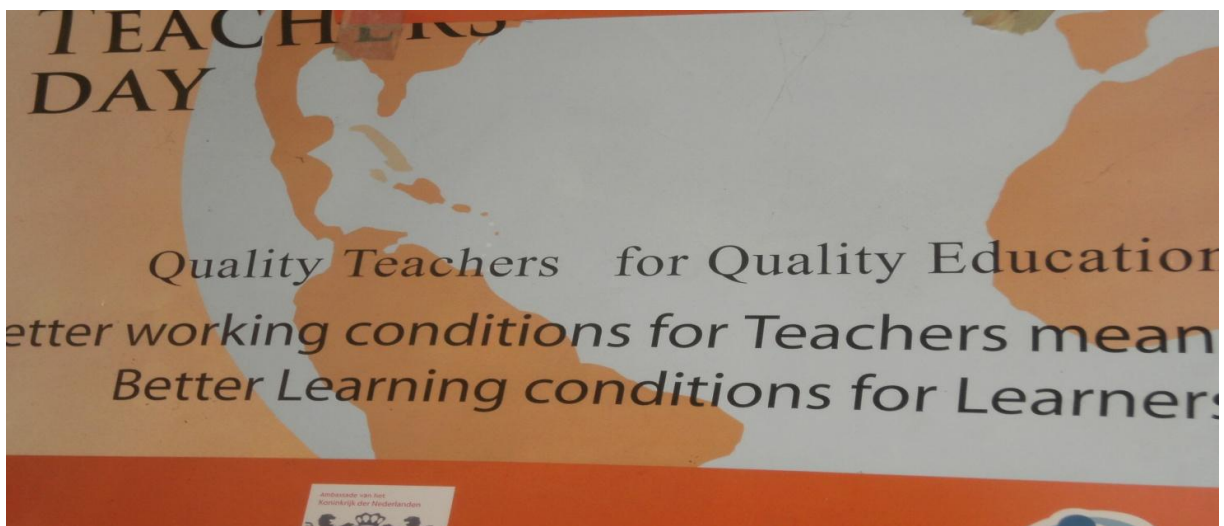
Source: UNATU 2010

Teachers revealed that workshops and microteaching[5] have been organized in some schools and have proved effective in improving performance. This was confirmed by headteachers who said that there was improvement in UNEB results in English by almost 20% as a result since 2008.

Schedule 2 part 2(6) of LGA 1997 empowers Districts to regulate, control, manage, administer promote and license secondary school education. MoES however, still does all this work at the headquarters. Only O'level Schools are supposed to be left under inspection of District while A'level under Central Government (ESIP 1998). This is more awkward because most schools have both O and A'level and this has greatly hampered the training of teachers in a way that the centre is always busy and the area of operation at national level is so big that it is not easy to attend to most teachers issues in

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[5] Teachers are grouped and given topics to present and after presentations, the facilitator modulates and advises on the best way of teaching a particular area of contention.

respect to training. They only attend to cases of deleting teachers who go for training without study leave even when they had applied for it or attend to teachers request when s/he visits the ministry official in charge and 'oils' the hands to expedite the process.

In this confusion, teachers have dual attachment and serve two masters. It is in the respect that the quality of secondary education is likely to be sacrificed, as teachers are confused about where they get redress for pertinent issues.

Training is effective in bringing desired outputs if it is done in the broader context of the organisations mission, vision and objectives. Therefore, knowledge skills and attitudes need to be constantly updated and rejuvenated. This is possible if training initiatives are properly designed. The attitude of teachers towards training provided is negative because the training initiatives are not designed properly at all and there is no value attached to those who have trained.

According to Armstrong, training should follow systematic needs analysis. I infer that as long as selection criteria remains haphazard a view shared with Jagenu (2002) staff performance may not improve. Instead of following criteria for selection of teachers to undertake training based on individual training needs, ones level in organisation structure, ones experience, staff who did not train in past, available training opportunities to schools, selection by HOD after individual request, training need indicated in performance appraisal, management discretion, department training needs, relevance of staff job description, being attached to core functions of school, application of knowledge, work experience or interviewing the teachers, training is based on individual initiative, ability of staff to undergo training, head teacher liaises with HOD, or simply selects science teachers and others are compulsory for all science teachers (SESMAT).Such distortions in needs identification hinder the achievement of set objectives.

Monitoring and evaluation of training is not done for those who have been trained. This contrasts with observations of Christopher and Smith (1999) who while underscoring the value of M &E of training held that if one cannot measure the effects of training then it is useless to undertake it.

M &E is part and parcel of integrated training process which helps to redirect and reform the process whether intended outcomes are being realized or not. Evaluation is usually done during training session. This however, does not give the overall picture on impact of training initiative in relation to actual individual performance on job. The absence of follow up mechanisms casts a lot of doubts whether indeed staff performance has improved in schools.

However, in the process of performance, individuals are confronted with performance problems, which if not rectified could be detrimental to organisations. The solution may not lie in training but in other factors because there could be situations where one has skills but performance continues to deteriorate in spite of training and constant practice. Such intervening factors include the following:

a) Lack of operational funds. One of the teachers (head of science department) said, "*I have completed degree but cannot perform because I am not facilitated and am expected to produce results 100% this is unrealistic yet I have the capacity. I have no money to buy lab chemicals for students*". Such a scenario is further alluded to by Gaboi (2004) who echoed that although several training programs had been undertaken, facilitation of staff in execution of their duties remained in balance due to inadequate funds. It is further corroborated by Kitanda (1999) who found out that lack of resources is a challenge to effective practice in that KSA are acquired and it's not that KSA are not applicable or relevant but the means by which

they can have them transformed are not there. The effectiveness of training intervention is thus hampered by logistical limitations, equipment and tools are needed in order to perform their tasks adequately.

b) Un conducive and hostile teaching environment. Rigid manpower structure demotivates staff and may be a cause of poor performance. This was enhanced by the views of HOD's interviewed who observed that the structure was not flexible to provide for vertical career growth. Most teachers had reached dead-end'. Respondent said "look at myself and all four others in the department under me. They are in prime age but no room and hope for promotion and are at same level. This is most frustrating factor in teaching and cannot expect much from staff". This postulation shows that training initiatives when staff are demotivated cannot improve performance. Some of the schools do not have physical structures like laboratories to support practical teaching as seen in the photograph of Kihani secondary school.

Source: field data July 2010

c) Aptitude. This is a person's natural ability to perform task- poor aptitude means that the person could never learn how to do it even with all support in the world including training. Each person has strengths and weaknesses that affect performance positively and negatively.

d) Understanding the task. A person must understand the nature of the task and what is expected if this is lacking no skill would bring effective performance. Understanding the task can be possible in most cases through on job training. But this may not be realized due to one's personal needs that may dissuade the teachers from duty or boredom. The effectiveness of on the job training depends mainly upon immediate supervisors and qualified trainers. Kenny and Reid (1986) argue that training on job is the most useful method of training but is equally the most abused and unsuccessful. While people do learn best by doing, that doing needs careful planning and control in order to get full learning value

out of it. The advantage of on job training is that there is no learning transfer problem. Furthermore, learning is reinforced and rewarded while invalid learning is corrected.

e)Communication. Downward communication helps employees to know what is and will be happening in organisation and what management expectations and goals are. If communication is poor, staffs do not get feedback of their efforts and may not improve their performance despite training.

5.3 Conclusion

According to the study findings, training has an impact on work performance behaviour as reflected by the responses and evidenced through teachers output hence affecting performance especially in science subjects. Although findings indicate that there is great improvement in providing short training programmes, performance has remained hampered, suggesting that there are underlying factors that affect performance. Training may lead to better performance if employees are provided with complementary inputs/resources. However, any programme not guided by clear policy is prone to implementation setbacks. The absence of clear policy puts matters to chance and miracles cannot be expected. Through training, knowledge, skills and change in attitudes are imparted which enhance confidence, competence and commitment respectively. Commitment is the most important of all. This means that if there are no changes in attitudes of teachers, skills and knowledge may not change much.

It is apparent that performance of individual is jointly influenced by ability and training. Thus training influences performance through ability factor and plays only partial role in determining the overall level of individual performance. Whereas training is necessary to develop and maintain internal efficiency of organisation, the supply of training input in itself may not guarantee improved performance unless other factors that need to complement training are addressed.

The attitude of teachers towards training provided is negative because the training initiatives are not designed properly at all and there is no value attached to those who have trained.

There are poor selection criteria. Chance, accident and extraneous factors intrude in selection of participants for short-term training. In the end, wrong people attend right courses. It may depend on old boy ties, sex, partisan loyalties or patronage. The majority view TNA not done before training . This is a great oversight and under such circumstances, training program cannot create desired impact on staff performance. It was evident that there is no defined system to guide TNA exercise. Individuals undertake training regardless of needs and their personal career prospect needs. In the absence of clear training policy, adhoc decisions tend to prevail over long term planning in relation to human resource management and development in schools.

Poor supervision sometimes plays role in affecting staff performance and thus good strategy of identifying training needs is least relied on because some experienced teachers with diploma are supervisors of graduates such cannot value the training of people under them because they see it as normal practice not to train.

The central Government has hijacked the roles of lower local governments in the provision of services to secondary schools. This has affected service delivery in respect to the training of teachers.

The tendency by MOES to post teachers without inducting them makes them ill disposed. Consideration of induction as inconsequential may contribute to declining performance since the objectives of any organisation can be achieved when employees understand rules, regulations, procedures and systems that govern performance. The assumption that teacher's pre-service training is enough could be expensive in the long run.

Teachers are not promoted after long-term training and this demoralizes them hence affecting their performance negatively.

5.4 Recommendations

Clear training policy is needed. Urgent steps involving all stakeholders should be expedited. MOPPED, MOPS, MOLG, MOES should initiate dialogue to come up with policy to guide and address issues of funding, selection criteria, study leave and coordination of training. Schools should also provide and allocate financial and other resources in the budgets for training

The current methods and criteria for selection of teachers need review. There is need to document staff performance overtime for which appropriate training could be recommended. Selection of trainees should be based on performance requirements and not motivational achievement. It should be balanced across age spectrum, disciplines, functions and levels depending on need. Organizational demands must however be matched with and balanced against individual aspirations and preferences. Performance appraisal should be used to identify training needs. Selected trainees must be motivated to learn. There is a likelihood of attending training and not learning anything. The old adage "you can take a horse to water but cannot force it drink" would be applicable to such training context. The nominating officer should brief the nominee about the benefits. Failure to brief them may be interpreted in a number of ways and the way, the individual interprets the nomination will probably determine his/her objectives for the course and motivation to learn.

Knowledgeable supervisors are needed to identify training opportunities. Schools should take a lead and responsibility in identifying training needs of teachers that take into consideration the needs of the school and budget for such training.

Induction programmes are important and should be compulsory on entry into service and on transfer. Funds should be voted for such training.

The administrative structures at central and local government levels should be clarified in order to establish operational linkages between them to rule out frustrating intentions of decentralization.

5.5   Recommendations for further research

There is need for a study on the cost of not training and reasons that cause teachers to seem to be satisfied despite lack of provisions for training.

APPENDICES

APPENDIX I: Operational definition of terms

Action learning sets – small group of staff team up outside working hours to share issues and problems and jointly find solutions often facilitated by someone with experience more in this technique.

Attachments – opportunities to work in another organisation to broaden experience and learn from different activities related to one's work.

Coaching – one to one interaction but focuses on practical improvement of specific skills. It is a corrective method for inadequate performance

Confidence building – involves providing opportunities to employees to achieve professional/occupational growth in terms of enhancing their skills and abilities to achieve social esteem, self-esteem and self-confidence. These include opportunities for exploring and developing their potential and talents to the fullest possible levels.

Competency – the application of knowledge and skill to a required standard in a given context and across a range of different situations.

Corporate training programs – programs that address cross cutting issues in public service.

Delegation – practical form of development where staff handles work that would otherwise be done by heads of department. This requires support and monitoring.

Feedback – staff member learns by being given information on the standard of their performance.

Foundation body means an individual, group, or organization, which establishes and manages an education institution.

Formal education means a package of learning made available by recognized schools and institutions following approved curriculum standards and guidelines.

Formal training means instructions given in schools, training institutions or specifically designed training areas, usually conducted within a structured program with precise training objectives.

Government means the Government of Uganda

Government founded school or institution means a school or institution founded by government

Government grant aided school means a school not founded by the Government but which receives statutory grants in the form of aid from Government and is jointly managed by the foundation body and Government.

Head teacher includes a headmistress, headmaster, principal or director of a school

Human capital- the value of employees as assessed through skills, knowledge and experience possessed. This is enhanced through ongoing training related to the workplace

In – service training includes induction, performance improvement, professional development and pre-retirement for purposes of the study.

Learning organisation – an organisation that facilitates the continuous learning of all its members and continually reforms itself.

Long-term courses are those courses for three months and more. It is for staff that have been confirmed in their appointment who are allowed to undertake these courses with study leave.

Mentoring – one to one process carried out to enable the mentee to learn from colleague with greater experience and focuses on mentees career.

Part time training-Training undertaken alongside ones work schedule but which does not interfere with the official work.

Performance improvement- Increase in productivity in relation to time, amount and quality of service delivery or doing a task. It is building to peak performance.

Private school means a school not founded by government and which does not receive statutory grants from Government.

Short-term courses refer to training events programmes of less than three months like tailored programmes, refresher courses, in-house courses, seminars and workshops.

Student learning outcomes include students scores in exams, results of standardized achievement tests, students attendance, involvement in class sessions, motivation for learning and their attitudes towards the school,class,the teacher and themselves. These are used to judge teachers effectiveness.

Task force activities – provide opportunity to learn the work environment by carrying out specific time related duties as a member of the team.

Teacher means a person who has successfully completed a course of training approved by the Ministry responsible for education and has been entered in the Register of Teachers or a person licensed by the Ministry responsible for education to teach and has been entered on the roll of
teachers.

Teambuilding – Ensuring that people are working actively and supportively with colleagues

Training means a process of imparting knowledge, skills and changing attitudes that bring a person to a desired standard or efficiency by instruction and practice. For this study training refers to skills development, generic module training inform of short courses of not more than one month either on-job or off-job. Training meant to change teachers classroom practices-change in student learning outcomes –change in attitudes and perceptions of teachers.

Training milestone – specific course, which is mandatory in the career path of an official belonging to a particular cadre.

Work- Tasks that have to be done or completed to a certain standard in a particular time.

Work behaviour refers to the way one conducts him/herself at the workplace, the actions. People can see if one worked hard, if you do your work with skills and applied the knowledge you know into the work, if you are the "all talk and no work" type. Work behavior attitude is the real thing. You cannot fool people into believing that your work behavior attitude is good when it is not reflected by individual actions. Training is evaluated at the behaviour level to determine its effect on performance of the learner within the workplace and the impact of training is evaluated in terms of improved performance of teams and individuals at work.

APPENDIX II: *Field photographs about teachers activities*

Teachers entertaining A Dutch official at an advocacy meeting in 2006
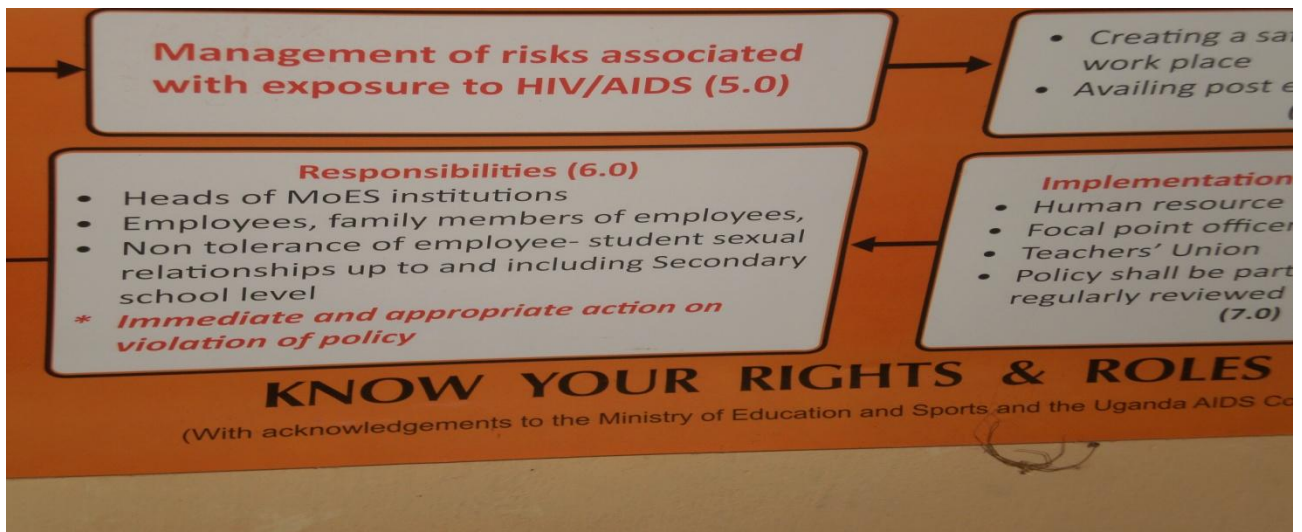
Source: Posters for sensitization workshop for teachers UNATU

While discussing with the chairperson UNATU as below, he indicated some suggestions to motivate teachers who complete training through promotion, enriching their jobs by giving them more responsibility coupled with commensurate reward, publishing their achievement in school magazine, issuing recognition letter, increasing their remuneration and giving them fixed reasonable amount of cash.

APPENDIX III: *The chairperson UNATU and Albert during the interview July 2010*

Source: Field data July 2010

APPENDIX IV *An official from Royal Netherlands Embassy in Uganda at a National teacher's day in 2006 representing their partnership with UNATU. This is aimed at improving the quality of teachers through training and sensitization workshops because of this partnership the Association decided to use the orange colour*


'BECAUSE We Are, The Nation Is'

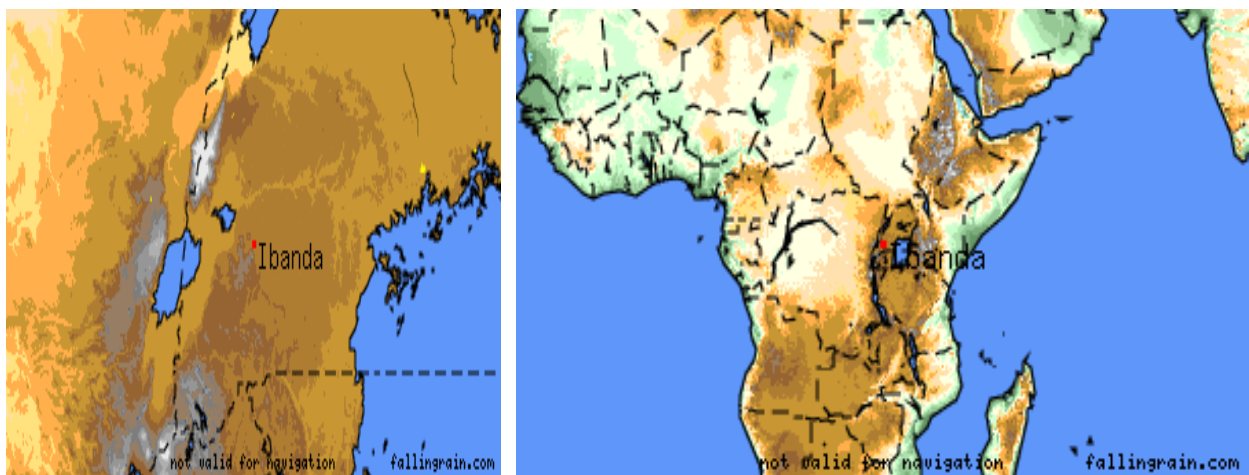Source: Information, communication and education UNATU

.

APPENDIX V: *Map of Africa showing Uganda and map of Uganda and showing Ibanda district*

Ibanda is a town in southwestern Uganda. It is the 'chief town' of Ibanda District and the district headquarters are located there. The district was named after the town. The Coordinates can locate it:
00°07′12″S 30°3
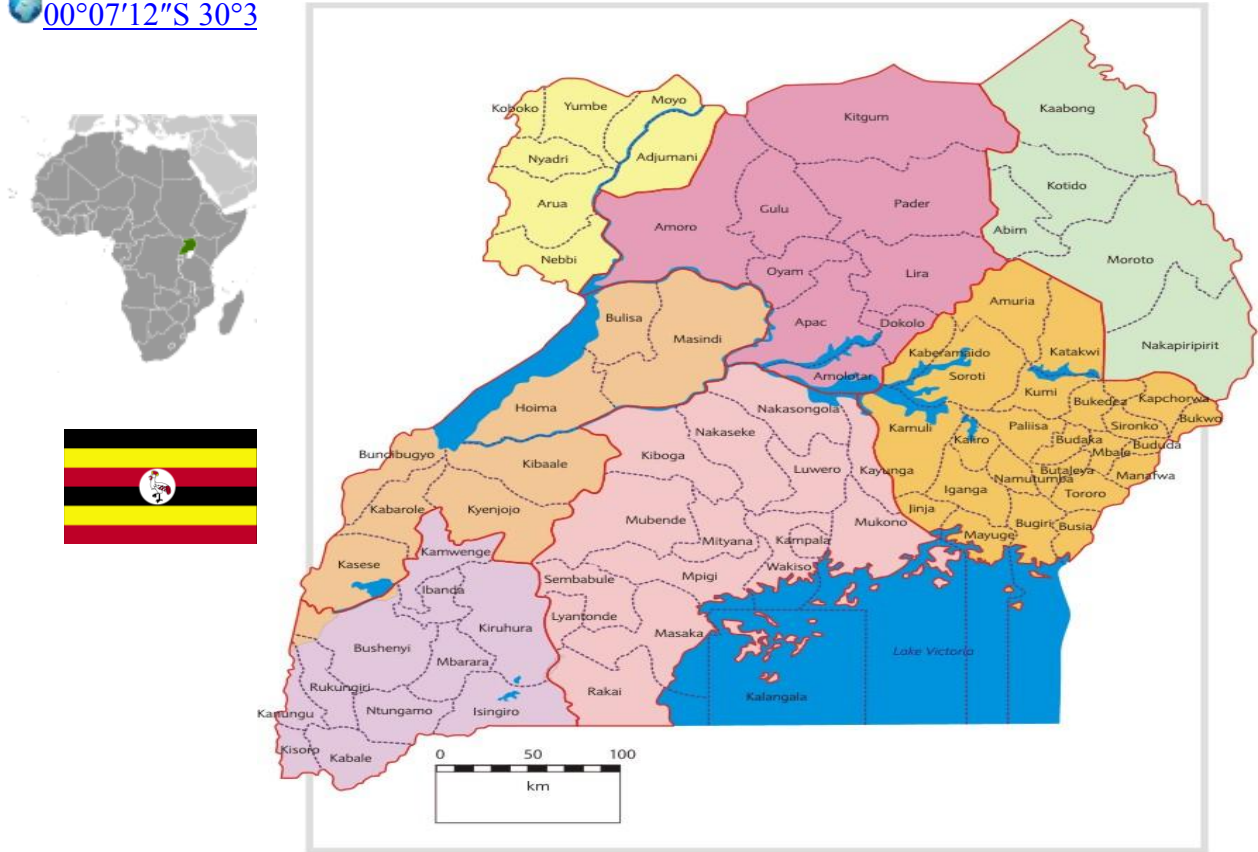
APPENDIX VI : A QUESTIONNAIRE ABOUT TRAINING AND EMPLOYEE WORK PERFORMANCE BEHAVIOUR IN GOVERNMENT AIDED SECONDARY SCHOOLS OF UGANDA –A CASE STUDY OF IBANDA DISTRICT

INTRODUCTION

Dear Respondent,

The researcher is a student of Master of Development Studies in Public Policy and Management at International Institute of Social Studies of Erasmus University, Rotterdam, Netherlands. I am undertaking research to generate data and information on Training and work Performance behavior of Secondary School Teachers with focus on Government Aided Secondary Schools in Ibanda District Uganda.

You have been selected to participate in this study because the contribution you make to your organization is central to the kind of information required. The information you provide is solely for academic purposes and will be treated with utmost confidentiality.

Kindly spare some of your valuable time to answer these questions by giving your views where necessary or ticking one of the alternatives given. Indeed your name may not be required. Thank you for your time and cooperation.

SECTION A: BACKGROUND INFORMATION

Please tick the appropriate box that best describes your opinion on the following;

1. Name of your post title ……………………………………………..
2. Name of your department …………………………………………….
3. Sex (i) Male ☐   (ii) Female ☐
4. Age (i) Below 25 years ☐ (ii) 25-30 years ☐ (iii) 31-40 years ☐ (iv) 41-50 years ☐
        (v) 51+ years ☐
5. Marital status (i) Single ☐ (ii) Married ☐ (iii) Separated ☐ (iv) Divorced ☐
        (v) Others specify ☐

6. Highest educational level (i) Primary(ii) ☐ secondary ☐ (iii) Diploma ☐ (iv) Degree ☐

(v) Post graduate ☐ (vi) others specify ☐

7. How long have you worked for Government

1	0-1	2	2-5 years	3	6-9 years	4	10-14 years	5	Above 14 years

SECTION B: TRAINING

Please write in front of each sentence choosing from the appropriate box that best describes your opinion on the following

1. There are staff training programmes that improve teachers' performance.

1	Strongly agree	2	Agree	3	Don't know	4	Disagree	5	Strongly disagree

2. Teachers have undertaken training to improve their performance.

Strongly agree	2	Agree	3	Don't know	4	Disagree	5	Strongly disagree

3. There are a lot of complaints about staff training in Government aided secondary schools.

Strongly agree	2	Agree	3	Don't know	4	Disagree	5	Strongly disagree

4. Could you explain more on teachers complaints if any?

SECTION C. TRAINING POLICIES, SELECTION AND PRACTICES.
5. There are training policies that guide the training of staff in schools

| 1 | Strongly agree | 2 | Agree | 3 | Don't know | 4 | Disagree | 5 | Strongly disagree |

B.Are the existing training policies satisfactory?

C. Are these training policies and procedures written down and known to teachers?

6. Are there teachers who have undergone training in this school?

7. If yes, what training programmes have they undertaken and for how long?

8. What procedures are used in selecting teachers for training? SECTION

D; TEACHERS ATTITUDE ON TRAINING
9. Training has influenced teachers' attitude to work

| 1 | Strongly agree | 2 | Agree | 3 | Don't know | 4 | Disagree | 5 | Strongly disagree |

10. Explain how training has influenced teachers' attitude to work.

11.There are differences among teachers who have undergone training and those who have not.

| 1 | Strongly agree | 2 | Agree | 3 | Don't know | 4 | Disagree | 5 | Strongly disagree |

12. Has training affected work relations among teachers? If yes, explain

SECTION E; EFFECT TEACHERS TRAINING ON COMMITMENT TO WORK
13. Training has influenced teachers' commitment to work

| 1 | Strongly agree | 2 | Agree | 3 | Don't know | 4 | Disagree | 5 | Strongly disagree |

14. How has training affected teacher's commitment to work?

15. Do teachers absent themselves from work?

16. If yes, mention the number of days a week that are missed because the teacher does not feel like going to work

17. Are there challenges that impede staff training in secondary schools?
18. What do you think can be done to improve training of secondary School teachers in Government?

19. If you were to advise Government on training of Secondary School teachers, what advice would you give them.

20. Do you have any other general comments you wish to give to the researcher?

THANK YOU FOR YOUR TIME AND COOPERATION.

APPENDIX VII: INTERVIEW GUIDE: (For Senior Management Team Members)

Please narrate how training has affected employee work performance in Secondary Schools. Indicate what impact the process has had on Staff Performance in terms of practice and its implications.

1. What is your post title?...

2. What do you do in Government?

3. Are there training policies that guide training of teachers?

4. How are teachers selected for training?

5. Do you think the procedure for selecting teachers if any for training is appropriate?

b) What are the staff attitudes/ perceptions towards Training practices in Government?

6. What could be the impact of training teachers on their performance?

7. What Challenges do you meet in implementing training policies, if any?

8. What do you think can be done to improve training of secondary School teachers in Government?

9. If you were to advise Government on training of Secondary School teachers, what advice would you give them?

THANK YOU FOR YOUR TIME, EFFORT AND COOPERATION

APPENDIX VIII: TOPICS/GUIDE/CHECKLIST

Benchmarks for the Benchmarks for checklist/Guide/Topics used.

1	2	3	4	5
Very poor	Poor	Fair	Good	Very good

1. Reporting for duty

2. Delivery of knowledge in class
   Creativity

3. Teaching methods used

4. Time taken (being on time)

5. Disposition of Teachers

Commitment and work performance

6. Attendance at work, performance of assigned duties, citizen behavior at work (extra role behavior) such as providing extra help to co-workers, volunteering for special work activities, considerate of coworkers and customers, making suggestions when problems arise, inadequate lesson preparations, early departure.

7. Organizational performance. Checklist on curricular efficiency, extracurricular efficiency, personality and extra traits, professional disposition and attitude.

8. Teacher behaviour -Coverage of school curriculum and absenteeism.

APPENDIX IX: TRAINING EVALUATION

Table4.5 showing Humblins levels of evaluation methods.

- Reactions level	Discussions, questionnaires, interviews - Recommendations by trainers. - Desire for further training.
- Learning level Did the trainee get what was intended that is behaviour, KSA, understanding.	- Objectives attained. - Examinations and tests. - Evidence of skills applied.
- Job behaviour in work environment at the end of training period. Did learning get transferred to job	- Production rate - Customer complaints - Activity sampling - Appraisal - Evidence of competence.
- Effects on department Performance? Has it helped department?	- Minutes of meeting - Deadlines met - Quality indicators - Stress indicators - Achievement of goals.
- The ultimate level. How the training affected the ultimate well being of organisation in terms of business objectives.	- Standing of training officer - Growth - Quality indicators - Stress indicators - Achievement of business goals and targets.

Source Reld MA and Barnington HA (1997:344)

In consideration of Hamblin's ultimate level, the focus of people in a school performance has always been on academic standards in the school.

APPENDIX X: UGANDA SECONDARY EDUCATION- SCHOOLS CHARACTERISTICS.

Source: Uganda - History Background, Constitutional Legal Foundations, Educational System—overview, Preprimary Primary Education, Secondary Education.EDITED BY THE RESEARCHER http://education.stateuniversity.com/pages/1593/Uganda.html.Accessed 5th November 2010

General Survey: Since many students come from great distances to attend secondary schools, most are boarding schools. It is also true that to prevent unwanted pregnancies, most secondary schools cater to a single sex. English is the principal language of instruction. Less than 20 percent of students who complete "O" levels continue to "A" level institution. Close to 40 percent of these students were females in 1995, up from 33 percent in 1988 (UNESCO 2000). These students were enrolled in over 600 schools whose total enrollment in 1995 reached 292,321 students. Beyond this, there were 73 government-aided secondary schools which have increased arising out of Government policy to have a secondary school in each sub county with inception of UPPET since 2007and more than 170 private secondary schools.

Ugandans considered secondary education a "rich man's harvest." Before the introduction of UPPET(USE) Today, parents have to pay large fees and buy school uniforms in boarding schools which are not undertaking UPPET. These fees are prohibitive for many rural families and competition is fierce. The government pays for the buildings, equipment, teacher and administrator salaries, and maintenance but still in some schools parents make contributions to make further constructions and show a difference. Most secondary teachers graduate from National Teachers Colleges or universities. Primary school graduates who do not go on to academic secondary schools may enter vocational schools for vocational studies in craft 1 certificate. Over half of students who finish "O" levels and enter the job market do not find employment that is a good fit for their education, which fuels some of Uganda's political discontent and turmoil.

Curriculum: The curriculum includes mathematics, physics, chemistry, biology, English, French, history, geography, religious studies, political education, literature, and commerce. Additional languages offered may include German, Swahili, Urdu, Gujarati, and/or Luganda. All schools have extracurricular activities such as soccer and other sports, games, and cultural activities such as a school plays and concerts. Home economics, art, agriculture, wood and metal fabrication, and other practical subjects have been introduced in many schools to meet the demands of a labor market that must absorb over half of all Form IV graduates who do not advance to "A" levels. Secondary school curriculums do not have to be identical. General education courses are taken during the first two years and in the third year students begin to specialize. Second languages phase in during the third year in most schools. Teaching time was reduced from 55 to 48 periods, to allow students do extra curricula activities. Teachers are monitored to cover a period of 24 periods per week. Physical Education is compulsory in secondary schools but not examinable

Examinations & Diplomas: Many children yearn to continue learning after primary school but find their families are unable to afford the average $130 per year fees. Ugandans earn about $300 per person per year.Primary and secondary education is has been made free universal and compulsory since 1997 and 2007 respectively. Admission to secondary schools depends upon passage of the Primary Leaving Examination (PLE) with scores of 28 aggregates in four subjects of science, English, mathematics and social studies. Upon successful completion of four years of "O" level

secondary education, students take the Uganda Certificate of Education examination. Only 20 percent of "O" level graduates earn scores high enough for admission to "A" level secondary schools for advanced training in their area of specialization. Advanced secondary education last for two additional years. Upon completion of "A" level education students face another hurdle known as the Uganda Advanced Certificate of Education examination. This examination determines selection for university education, national teachers colleges, and government employment.

Teaching subjects: Science subjects (Physics,chemistry,Biology), Geography, History, English and mathematics and physical education are compulsory in all schools for all students. These are core and compulsory subjects for all students from Senior to senior four. Elective subjects are Foreign languages(Arabic, French, Latin, Kiswahili and German), Local Language (Luganda), Christian Religious Education or Islamic Religious Education, Literature in English, Fine Art, Computer studies, Agriculture , Technical Education(Technical drawing, metal work and wood work),Business Education(Accounts, Commerce and entrepreneurship education), Home Economics(Home management, Food and nutrition, Clothing and textiles).Physical Education is compulsory up to level four but not examinable and is taught three periods per week. All schools offer only 14 subjects identified from 22 subjects for senior one and two including seven core subjects. Schools are encouraged to teach Religious Education for moral values. Students in senior three and four must not do more than eleven or less than nine subjects including physical education.

Teaching Load. Every must have a minimum teaching load of 24 periods per week and an average class size of 60(sixty students) but this has always exceeded. Schools are encouraged to ensure that instructional time provided does not exceed 35 periods per week which translates into 7 periods per day of forty minutes each. Science subjects are provided with two periods for theory and two periods for practical per week

Teachers: In 1991, about 48 percent of all secondary school teaching positions were not filled. Rapid expansion of the secondary school system in part explains the shortages. The majority of teaching faculty in secondary schools are graduates and more than 60 percent are professionally trained. Graduates of "O" level institutions are eligible to enter grade three teacher training colleges; however, Makerere University's Department of Education bears primary responsibility for training qualified secondary school teachers, in cooperation with national teachers colleges. Students who attend national teachers colleges receive their diploma in education which qualifies them to teach O'level schools. In-service teacher education is encouraged, but no established required programs are in place. The Uganda Technical Colleges and the Uganda College of Commerce train cadres of technicians, secretaries, stenographers, accountants, and craftsmen respectively.

APPENDIX XI: LETTER FOR CONDUCTING RESEARCH

ISS

Institute of Social Studies

June 10, 2010

Sub: request for research support for ISS student

To whom it may concern,

This is to inform you that Mr. Albert Mwesigwa from Uganda is an M.A. student at our International Institute of Social Studies where he is studying in the Masters Specialization of Public Policy and Management.

As part of his studies he has to write a master's dissertation or Research Paper, and he will be in Uganda from the middle of June for primary data collection relating to his research topic on secondary education. He will be collecting reports and other official (policy) documents and hold interviews with teachers and officials relating to education and public administration.

I am herewith informing you of the intention of Mr. Albert Mwesigwa tro carry out this research, and I would like to request you to extent all possible support to him as regards collecting the data he will need.

Thanking you very much in advance,

Yours sincerely

Dr. Joop W. de Wit

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