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THE PERCEIVED EFFECT OF IN-SERVICE TRAINING ON TEACHER
PERFORMANCE IN MBALE MUNICIPALITY SENIOR SECONDARY
SCHOOL IN UGANDA.

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ABSTRACT

The study was about the perceived effect of In-service training on teacher performance in Mbale Municipality senior secondary schools in Uganda. The set objectives were i) To establish the effect of in-service training on teacher performance in terms of teaching preparation in senior secondary schools in Mbale Municipality, ii) To find out the effect of in-service training on teacher content delivery in senior secondary schools in Mbale municipality and iii) To find out the effect of in-service training on teacher assessment of students in senior secondary schools in Mbale municipality.

This study was conducted using a cross-sectional design with both qualitative and quantitative approaches of collecting data. This involved participant observation and documents kept in record. The sample size was 170 which comprised of Head teachers/Deputies, Teachers, members of Teacher-Parents' Association and student leaders.

From this study, it was found out that there was limited human resource needs and inadequate motivation in schools, and also that in-service training activities like refresher courses, seminars, workshops and professional training were not adequate and regular. On the other hand, library facilities, instructional materials and teaching aids were not evident and used as expected. In addition, it was found that guidance and counseling, supervision of students' work in terms of class exercises, tests and exams is rather not effective enough.

It was recommended that boosting the human resource needs, provision of more instructional materials (like teaching aids) and library facilities lead to improved levels of motivation for the teachers after in-service training. It was further recommended that workshops and seminars be conducted on a regular basis, as it improves the teachers' ability to teach the students in classroom work and extracurricular activities. Above all regular supervision, attendance and effective time management should be put into consideration if improved teacher performance should be realized.