

Teachers' In-Service Training and Pupils' Academic Performance in Selected Government Aided Primary Schools in Suam Town Council, Kongasis County, Bukwo District

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ABSTRACT

The study was about Teachers' In-Service Training and Pupils' academic performance in selected Government Aided Primary schools in Saum Sub County, Bukwo district. The study aimed at finding out the causes of poor pupils' academic performance establishing the role of school administration and pupils' academic performance in Government aided primary schools and establish the relationship between teachers' in-service training and pupils' academic performance in Government aided primary schools in Suam town council Bukwo District. A descriptive research design was used following both qualitative and quantitative approaches. The study encompassed sample of 204 respondents from the targeted population which included head teachers, teachers, PTA members and Pupils. Simple and purposive random sampling were applied to cover the entire study population with the consideration of the time and private programs of the researcher. Questionnaires and interview guide were used in the study as data collection tools. It was revealed that home and school violence is one of the causes of poor pupils' academic performance as supported by 21.2% of the respondents, Pupils' absenteeism, poor teacher awareness, lack of updated notes and lack of instructional materials as supported by 19.0%, 18.8%, 19.7% and 21.2% respectively. It was also revealed by all the respondents that the roles of school administration are enhancement of motivation, academic improvement, maintenance of school leadership and culture availability and enhancement of school stability. The majority of the respondents (53.3%) strongly Agreed and agreed that there is a relationship between teachers' in-service training and pupils' academic performance in Suam town council Bukwo District. Therefore, it was concluded that there are many causes of poor pupils' academic performance and therefore need to be solved for the wellbeing of the pupils in schools for better performances. Thus, it was concluded that Government should create organizations to fight corruption and enhance the introduction of teachers' in-service training to reduce the rate of poor academic performance.

Keywords: Teachers' In-Service Training, Pupils' Academic Performance, Government Aided Primary Schools, School Administration, Educational Challenges

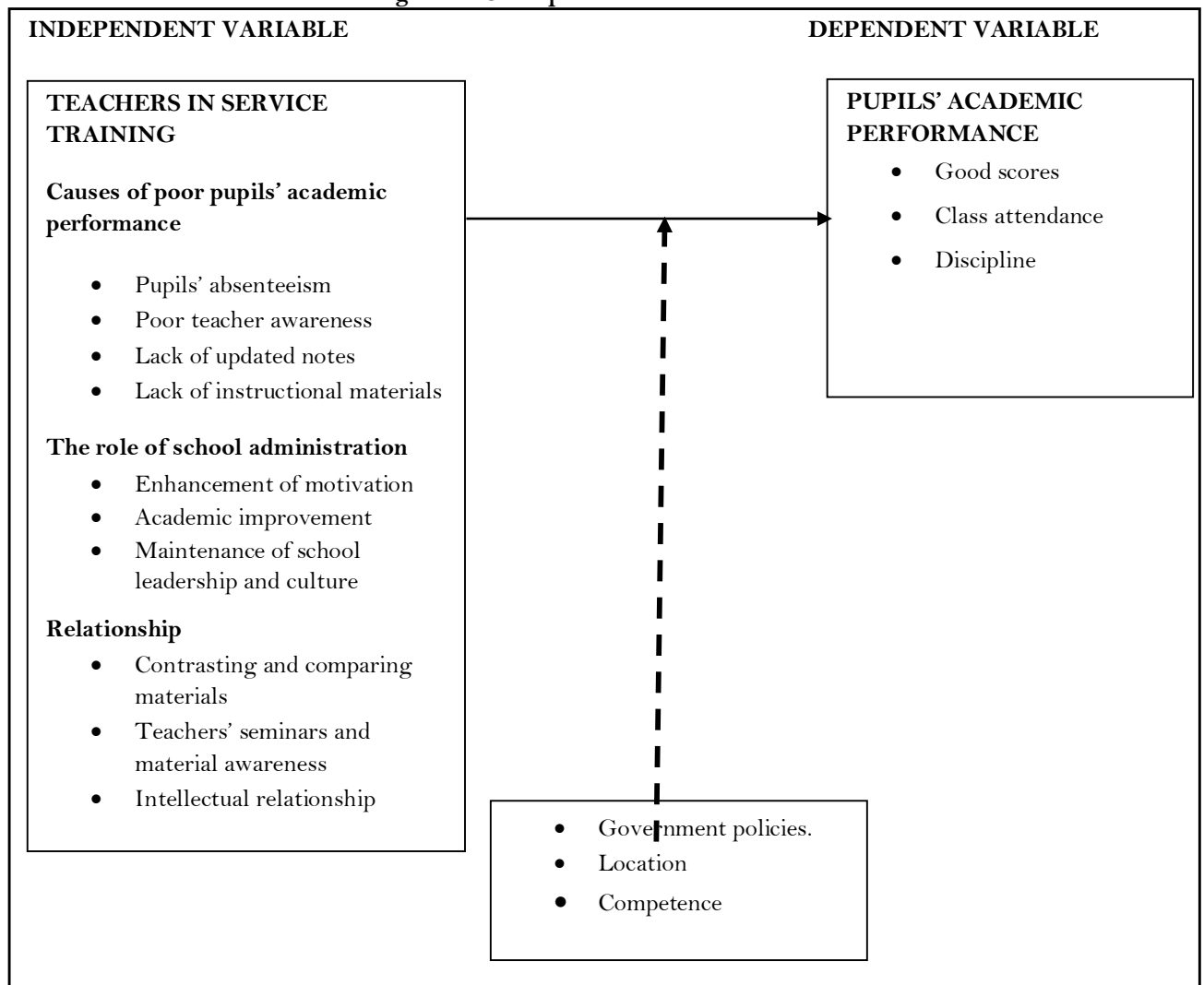
INTRODUCTION

Pupils' academic performance globally has been a point of concern since it plays multiple roles in the schools to mold the elite generations in different government organizations and departments [1]. This study explores the effects of an in-service teacher training program on Pupil performance in Saum Sub County. Teachers' in-service training provides treatment teachers that aims to enhance acquisition in Pupils by changing classroom practices and increasing teachers' potential on matter knowledge [2]. A comparison between Pupils and teachers in the treatment group and Pupils and teachers in the control group shows that teacher training improves Pupil performance. The Pupils of trained teachers improved by around 0.16 standard deviations when compared to Pupils of non-trained teachers in an average of seven and a half months of exposure. According to study in Mexico, random allocation of 77 teachers to a treatment group and 67 to a control group allow for identification of causal effects on Pupil learning as measured by standardized test scores. The study was carried out on a sample of teachers, head teachers, PTA members and pupils in Government Aided primary schools in Saum Sub County, Bukwo District [3]. This paper explores two mechanisms through which training can affect Pupils' learning: changes in teacher subject matter knowledge and changes in classroom practices. The main contribution of this paper is that it provides quantitative evidence of whether or not in-service teacher training alone can change teacher and Pupil behavior to improve Pupil

learning through a randomized controlled trial and its underlying mechanisms. Providing such evidence is relevant for three reasons. First, considerable resources are increasingly being devoted to teacher training. For example, the federal budget for the Office of Professional Development of Teachers in Mexico increased 7.7 times from 2005 to 2010, with over US\$370 million allocated in 2010 [4]. However, evidence of the effects of in-service teacher training on Pupils' learning is limited. The Ministry of Education in Bukwo District is concerned about the lack of evidence and reported in 2013 that investment in in-service teacher training, or professional development, has likely had much of an effect on pupil performance [5].

Pupils' academic performance globally has been a point of concern since it plays multiple roles in the schools to mould the elite generations in different government organizations and departments [1]. Academic performance is the attachment and rating assigned to pupils after examinations at a given time period [6]. Cumulative academic performance analysis leads to the establishment of academic achievements. The performance and the general academic achievement in schools is the main concern of school administrators. The government of Uganda has worked hard in implementing favourable policies like time management, early teachers' payment to motivate teachers for better academic performances [7]. As [8, 9] observed, when other factors are maintained constant, motivated and competent teachers are more effective and productive than apathetic and incompetent ones. Unfortunately, there is an increasing poor academic performance among pupils in Government aided primary schools in Saum Sub County, Bukwo District as indicated by poor scores in all subjects, poor class attendance and lack of class participation by pupils. If not solved, it may result into school dropout, early pregnancies and drug abuse hence not able to achieve the expected high levels of performance leading to ineffective education and delays in national and global development. The effect of poor performance which is one of the indicators in the study area therefore remains unknown, hence a need for this research [10]. Therefore, the major purpose of the study was to establish the influence of teachers' in-service training and pupils' academic performance in Government aided primary schools in Saum town council Bukwo District.

Figure 1a Conceptual Framework



METHODOLOGY

Study Design

The study was guided by a descriptive research design using both qualitative and quantitative approaches because it was aimed at describing the phenomenon as it was on ground. The study used both qualitative and quantitative research methods. Quantitative approach was used in the study because it helped to tap information that was obtained through the use of qualitative approach. Quantitative method involved collecting data that was measurable. On the other hand, a descriptive survey design was preferred because of the need by the researcher to allow respondents express their personal opinion on every item that was put to them to judge or answer [11]. The population of the study considered the public schools of Saum Sub-County, Bukwo including Head teachers, PTA members, teachers and Pupils in that geographical area as the respondents of the study and therefore helped in giving true information required.

Sampling Size

The study encompassed sample of 204 respondents from the targeted population which included head teachers, PTA members, teachers and Pupils. These people provided related data about Teachers' in-service training and pupils' academic performance in Bukwo district. This sample size was determined while considering constraints such as time funds and poor accessibility of the people.

Table 1: Sampling Size

Categories	Target population	Sampling size	Sampling technique
Head teachers	6	6	Purposive random sampling
Teachers	60	58	Simple random sampling
PTA members	78	59	Purposive random sampling
Pupils	2046	202	Simple random sampling
Total	2190	325	

Source: Krege and Morgan. (1970)

Sample size determination using [12] table whereby the ever-increasing need for the representative statistical sample in empirical research has created the demand for an effective method of determining sample size. Therefore, the researcher used the Krejcie and Morgan table to determine the sample size for finite population as it helped me to reach to the required sample size.

Sampling Techniques

According to [11] sampling refers to the method a researcher uses to choose the size of the sample to be drawn from the general population. Sampling techniques were used to select sample from within a general population. During the study two techniques were employed; simple random and purposive technique. Simple random was employed to cover the teachers, Pupils because it was easy to apply the respondents assumed to have the same information about the topic. Teachers, Pupils on other hand head teachers were purposely selected since they were known to be having the critical information about the topic. These techniques were employed to cover the entire study population with the consideration of the time and private programs of the researcher.

Data Sources

Data was collected from two major sources which include primary source which was got from selected respondents by use of self-administered questionnaires, interviews and observations and secondary sources which included documents, summarising research works, text books, magazines, journals.

Research Instruments

Questionnaire

According to [13] questionnaires were used for explanatory research which enabled the study to examine and explain relationships between variables in particular cause and the impact relationships. It is a written list of questions both structured and semi-structured where the answers are written by the respondents. Here, the comprehensive self-administered questionnaires were the main instruments in the study. These were designed to

gather information and explore the key variables addressed. Both open and closed ended questionnaires were used during the field study which helped the respondents in giving their own opinion about the research problem. Questions were distributed among the respondents who filled them and submitted them back to the researcher. They were used because they generate detailed information since the respondents were given enough time to read the questions and answer.

Interviews

This is a two-person conversation between an interviewer and an interviewee aiming at obtaining research relevant information from the respondents. This involved formal and informal questions followed by the researcher during his interaction with the respondents [15]. The respondents who were interviewed involved Pupils, teachers PTA members and the head teachers. To increase the response rate, personal interviews were conducted so that translation and interpretation of the interviews would help to guide the respondents in giving the right response. It also gave a chance to the respondents who did not know how to read and write, there by responding to the posed questions by the researcher.

Validity of Research Instruments

In order to establish, the validity of instruments, the researcher employed a technique known as triangulation to examine how data collected would answer the questions under study from different perspectives. This involved comparing responses from interviews and data collection through focus group discussions and documentary source. Triangulation does not only provide stronger information but also reveals discrepancies that single technique might not reveal. The researcher piloted the questionnaire before finally administering it so as to test its validity that is the extent to which actually measures what was intended to measure in terms of content rather than measuring something else. The questionnaires were given to experts to test them before use. The content validity of the questionnaire was determined by giving the questionnaires to two independent experts. The content validity index (CVI) was computed and the results showed 0.7 hence supporting the findings. It was computed using the following formula.

$$CVI = \frac{N}{n}$$

Where N = number of relevant items in the instruments

n = total number of items in the instruments

Reliability of Research Instruments

Reliability refers to the consistency with which a meaningful instrument yields results when the entity being measured has not changed [16]. To ensure reliability, standard data collection instruments (Questionnaires and interview guides) were used. A pretest retest method was used to determine whether the instruments were reliable to be used. The instruments were pre-tested and reviewed before being administered to the study population.

Data Analysis

For easy interpretation of data, the study was analysed using statistical techniques such as SPSS (statistical Package for social scientists), qualitative and quantitative methods.

Qualitative Data Analysis

The qualitative data was collected through the use of questionnaires, interview and recording was made and some conclusions in the field. Data was analysed after response was coded. Response was arranged under themes; this was basically saved for the relationships between various codes. To avoid value judgement and bias, the researcher carefully analysed the information by consciously cross-checking and was in position to interpret the objectives.

Quantitative Data Analysis

The response was categorised under sub readings and respondents' views were analysed under themes by tallying the responses from the questionnaires.

Research Procedure

The researcher obtained an introductory letter from Dean Faculty of education which was taken to the respondents in Saum Sub County, Bukwo district seeking for permission to carry out research about the in-service teachers training and its impacts on the performance of pupils academically. Before administering questionnaires, the researcher first interacted with the respondents by informing them about the significance of the study, how the findings would help in identifying impacts and problems, solutions and finally being permitted, the researcher went ahead and collected data about the topic.

Ethical Consideration

Ethics is defined by [17] as a code of behavior appropriate to academic research. Consent was obtained from the participants as it was their right before taking part in the study. The data collected was not altered (changed against the view, ideas, and opinions of the respondents). Privacy was ensured using private codes known only by the researcher. All information from all respondents was kept confidentially. All sources of information were acknowledged.

Limitations and Delimitations

As a researcher, the followings were expected to hinder my study. Dishonesty of the respondents who would give wrong data. The researcher used a discreet data to control dishonesty of respondents. Language barrier as a result of many respondents who were culturally different with different accent and the researcher used translators/interpreters to check on language barrier. The researcher administered a pre-test questionnaire to check on reliability of data. Lack of enough funds to use in the field. The researcher formulated a research budget which handled the problem of inadequate funds. Travelling to these areas would consume time but the researcher made prior arrangements like making a work plan to solve time issue.

RESULTS

Demographic Characteristics

Gender of Respondents

Table 1: Gender of respondents

Gender	Frequency	Percentage
Male	136	41.8
Female	189	58.2
Total	325	100

Source: Field data, May, 2018

Looking at sex characteristics of the respondents 41.8% (136) were males and 58.2% (189) were females. This was because of the gender balance put into consideration and females outnumbered males among the targeted population.

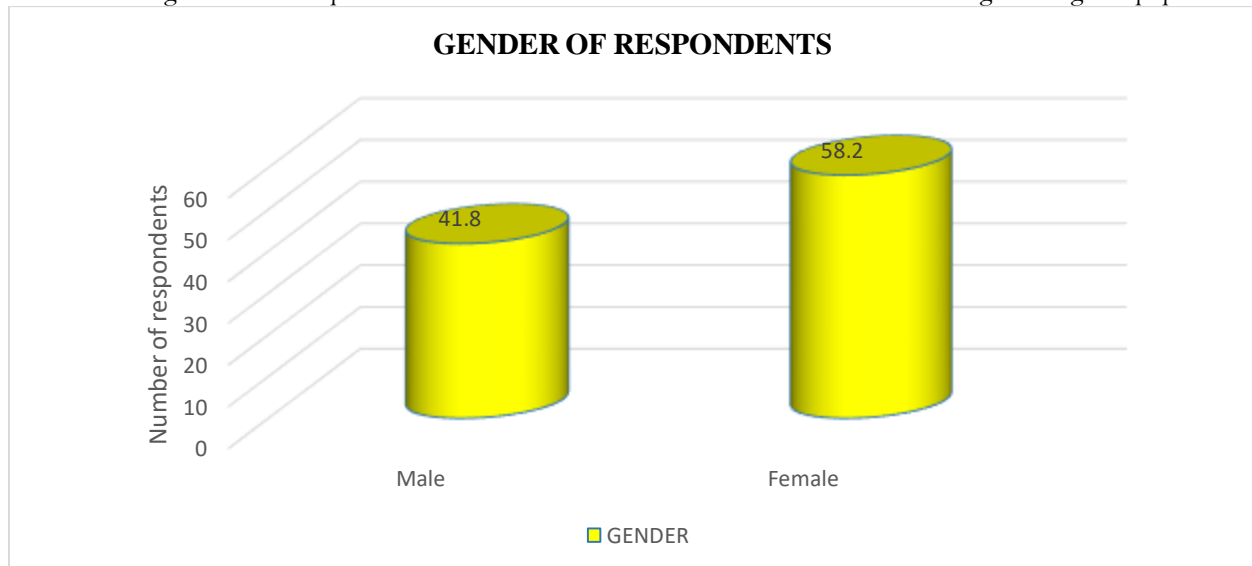


Figure 1b: Gender of respondents

The Age Structure of Respondents

Table 2: The age structure of respondents

Age	Frequency	Percentage
20 and below	63	19.3
21-25	73	22.6
26-30	51	15.5
31 and above	138	42.4
Total	325	100

Source: Field data, May, 2018

Regarding age characteristics, 42.4% (138) were aged 31 years and above, 22.6% (73) were aged between 21-25 years, 15.5% (51) were aged between 26-30 years and only 19.3% (63) were below 20 years. This helped the researcher to get more views from elder people who were mature enough to understand the impact of environmental factors towards academic performance in Saum Sub County, Bukwo District. Also, those below 20 years helped to disclose the current influence on pupils' academic performance.

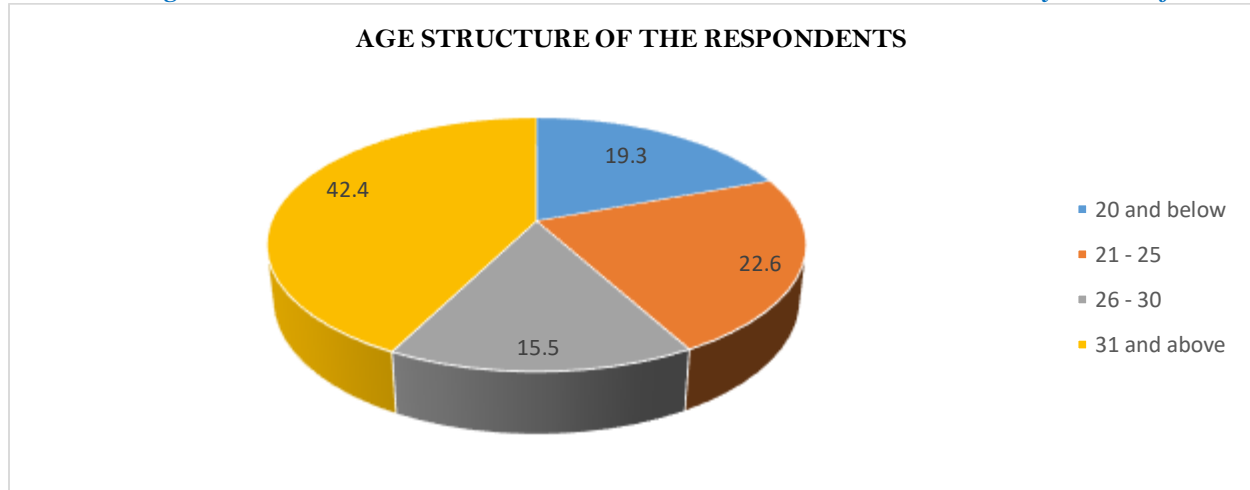


Figure 2: Age structure of respondents

Marital Status

Table 3: Showing Marital status

Sex	Frequency	Percentage
Married	127	39
Single	198	61
Total	325	100

Source: Field data, May, 2018

On documenting the marital status of the respondents, it was realized that most people involved in the study were single as shown by 61% (198) and only 39% (127) were married. This meant that the study was mostly composed of single couples who were pupils and some few teachers.

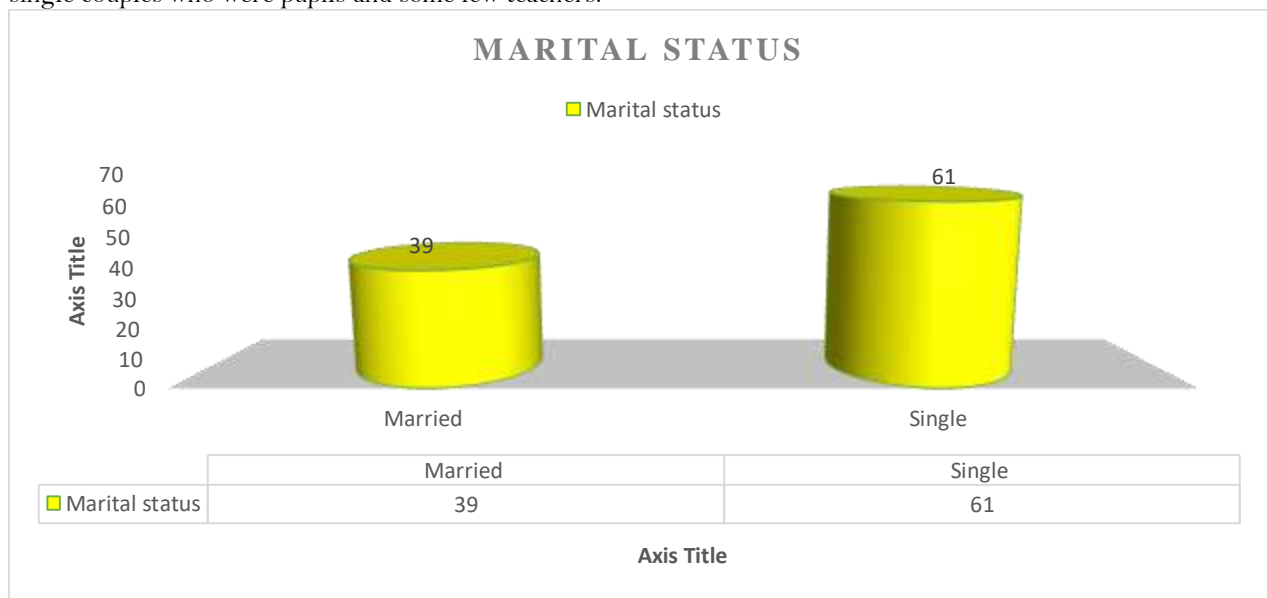


Figure 1: Showing Marital status

Educational Level
Table 4: Showing Educational level

Educational level	Frequency	Percentage (%)
Primary	9	2.8
Secondary	218	67.1
Tertiary (post-secondary)	98	30.2
Total	325	100

Source: Field data, May, 2018

Considering education levels of the respondents, the great number of respondents had attained a Secondary level of education 218 (67.1%), followed by those with tertiary level of education 98 (30.2%). Lastly, 9 (2.8%) respondents had primary level of education. Such educational background helped the researcher to fully get the needed information because the large number was mature enough to give out reliable and valid information about environmental factors and pupils' academic performance in Saum Sub County, Bukwo District.

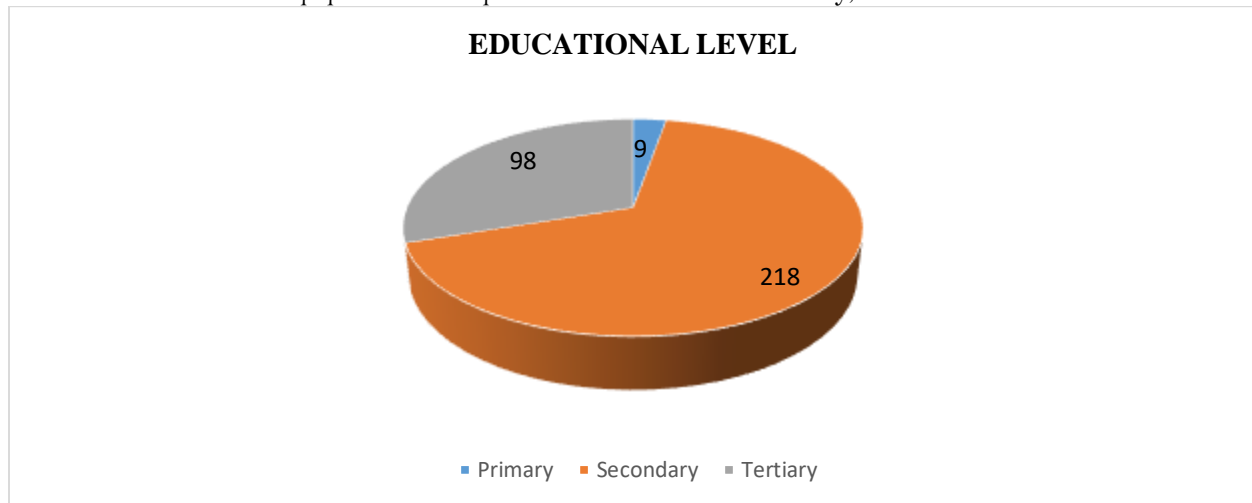


Figure 2: Showing Educational level

Causes of poor pupils' academic performance in Government aided primary schools in Suam town council Bukwo District.

Respondents were asked about the causes of poor pupils' academic performance in Government aided primary schools and the following are the results in table 6.

Table 5: Causes of poor pupils' academic performance in Government aided primary schools.

FACTORS	FREQUENCY	PERCENTAGE (%)
Home/ school violence	69	21.2
Pupils' absenteeism	62	19.0
Poor teacher awareness	61	18.8
Lack of updated notes	64	19.7
Lack of instructional materials	69	21.2
Total	325	100

Source: Field data, May, 2018

Study findings indicate that most of the respondents supported the above causes of poor academic performance and the percentages are as follows; 69 respondents accounting for 21.2% supported that home and school violence is one of the causes of poor pupils' academic performance. On the other hand, 62 respondents representing 19.0% supported Pupils' absenteeism, 61 respondents representing 18.8% supported poor teacher awareness as the cause of poor pupils' academic performance. However, 64(19.7%) respondents in Government Aided primary schools in Suam town council reported that lack of updated notes is also one of the causes hindering pupils' academic performance while 69 respondents accounting for 21.2% of the total respondents reported that lack of instructional materials also influences pupils' academic performance in Government Aided primary schools in Saum Sub County, Bukwo District. All the above causes of poor pupils' academic performance were supported by the respondents somewhat equally and therefore proves that they are true and need to be solved for the wellbeing of the pupils in schools for better performances.

The Role of School Administration and Pupils' Academic Performance in Government Aided Primary Schools in Saum Sub-County, Bukwo District.

Table 6: Showing the role of school administration and pupils' academic performance

Possible ways	Frequency	Percentage (%)
Enhancement of motivation	74	22.6
Academic improvement	101	31.1
Maintenance of school leadership and culture	72	22.2
Enhancement of school stability	78	24.1
Total	325	100

Source: Field data, May, 2018

From the study findings, it was indicated that Primary Schools in Suam town council in Bukwo District, 74(22.6%) of the total number of respondents supported that administration plays a role of enhancement of motivation in government aided primary schools. While 101 accounting for 31.1% respondents noted that school administration leads academic improvement of pupils in Government Aided primary schools in Saum Sub County, Bukwo District. On the other hand, 72 respondents accounting for 22.2%, disclosed that school administration leads to maintenance of school leadership and culture availability in Government Aided primary schools in Saum Sub-County. Lastly, enhancement of school stability as supported by 78(24.1%) was seen also as another role of school administration in Government Aided primary schools in Suam town council as it involves pointing out various consequences if someone does not follow a set of prescribed behaviour. The above factors were chosen to be the role of School Administration since they were supported by all the respondents.

The Relationship Between Teachers' In-Service Training and Pupils' Academic Performance in Government Aided Primary Schools in Suam Town Council Bukwo District.

Table 7: Showing relationship between teachers' in-service training and pupils' academic performance.

Responses	Frequency	Percentage (%)
Strongly agree	94	28.9
Agree	79	24.4
Not sure	61	18.9
Disagree	47	14.5
Strongly disagree	44	13.3
Total	325	100

Source: Primary data

According to the results in the table above, majority number 28.9% of respondents agreed that there were relationship between teachers' in-service training and pupils' academic performance. 24.4% of the respondents strongly agreed, 19.9%, disagreed that there was no good relationship, 14.5% strongly disagreed, 14.3% were not sure that there were relationship between teachers' in-service training and pupils' academic performance. This implies there is relationship between teachers' in-service training and pupils' academic performance in Suam town council Bukwo District.

DISCUSSION

In consideration with the first objective, it was revealed that all respondents supported that the causes of poor academic performance were Home/ school violence, Pupils' absenteeism, Poor teacher awareness, Lack of updated notes and Lack of instructional materials. On the other hand, with the support from the respondents' responses, it was revealed that the roles of school administration and pupils' academic performance in Government aided primary schools in Saum Sub County, Bukwo District were Enhancement of motivation, Academic improvement, Maintenance of school leadership and culture and Enhancement of school stability. Finally, the highest percentage of the respondents (53.3%) strongly agreed and agreed that there is a strong relationship between teachers' in-service training and pupils' academic performance in Government aided primary schools in Suam town council Bukwo District. On the other hand, the least percentage (34.2%) disagreed with the relationship while 12.5% were not sure about the relationship.

CONCLUSION

In the Causes of poor pupils' academic performance in Government aided primary schools in Suam town council Bukwo District. Conclusively, it was found that there are many causes of poor pupils' academic performance amongst which are Home/ school violence, Pupils' absenteeism, Poor teacher awareness, Lack of updated notes and Lack of instructional materials. These causes were supported by the selected respondents as follows 69 respondents accounting for 21.2% supported home and school violence, 62 respondents representing 19.0% supported Pupils' absenteeism, 61 respondents representing 18.8% supported poor teacher awareness, 64(19.7%) respondents supported lack of updated notes while 69 respondents accounting for 21.2% of the total respondents supported lack of instructional materials. All the above causes of poor pupils' academic performance were supported by the respondents somewhat equally and therefore proves that they are true and need to be solved for the wellbeing of the pupils in schools for better performances. It was further concluded that to overcome this, a number of solutions have been employed; these include both short term and long-term strategies. First, there has been numerous anti-corruption bodies which have been established to control corruption and ensure that allocated resources for motivation reach teachers. The schools have also resorted to the timely release of funds for motivation, minimizing corruption among teachers in Government Aided primary schools in Suam town council Primary Schools, as teachers are directly supervised by head teachers, which improves academic performance. In the role of school administration and pupils' academic performance in Government aided primary schools in Saum Sub County, Bukwo District. It was concluded that school administration plays a big role as far as pupils' academic performance is concerned. This was support by all the respondents of the study as follows; From the study findings, it was indicated that 74(22.6%) of the total number of respondents supported that administration plays a role of enhancement of motivation, 31.1% respondents noted that school administration leads academic improvement of pupils, 72 respondents accounting for 22.2%, disclosed that school administration leads to maintenance of school leadership and culture availability while 78(24.1%) supported that school administration leads to school stability. This therefore shows that school administration plays a big role. In the Relationship between Teachers' in-service Training and Pupils' Academic Performance in Government Aided Primary Schools in Suam Town Council Bukwo District. According to the results about the relationship, majority number 28.9% of respondents agreed that there were relationship between teachers' in-service training and pupils' academic performance. 24.4% of the respondents strongly agreed, 19.9%, disagreed that there was no good relationship, 14.5% strongly disagreed, 14.3% were not sure that there were relationship between teachers' in-service training and pupils' academic performance. This implies there is relationship between teachers' in-service training and pupils' academic performance in Suam town council Bukwo District.

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