



Motivational Teacher Development and Teacher Effectiveness in Universal Secondary Education in Uganda

Florence Oryema & Epiphany Odubuker Picho
Muni University

Abstract

This study was intended to examine the effect of Motivational Teacher Development on Teacher Effectiveness in Universal Secondary Education (USE) in Yumbe District – Uganda. The study adopted a Case Study Design to allow in-depth study. Quantitative and Qualitative research paradigm were engaged. A total of 120 questionnaires were administered to the respondents and all the questionnaires were received back, registering a response rate of 100%. Descriptive statistics were the main technique used to analyze the data generated to produce results. On the overall, the study established that Motivational Teacher Development was inadequate and that it contributed to teacher ineffectiveness in USE schools in Yumbe District.

Keywords: *Motivational Teacher Development - Teacher Training, Teachers' Upgrading, Teachers' Workshops/Seminars, Teachers' Courses and Teacher Effectiveness.*

Introduction

This study was interested in examining the effect of Motivational Teacher Development and Teacher Effectiveness in Universal Secondary Education Schools in Yumbe District – Uganda. In the study, Motivational Teacher Development was conceptualized in terms of Teacher Training, Teachers' Upgrading, Teachers' Workshops/Seminars and Teachers' Courses, while Teacher Effectiveness refer to the ability of the teacher to execute his duties as expected and produce the desirable results in the school system. To aid the understanding of this study, other key terms and concepts have, operationally been equally defined as per their use in the study. These include motivation, and Universal Secondary Education. Motivation in this study means the process of steering a person's inner drives and actions towards certain goals and committing his energies to achieve the institutional goals or the process of stimulating people to strive willingly towards the achievement of organizational goals (Gupta, 1990). Universal Secondary Education is used in line with Ministry of Education and Sports' definition to refer to the equitable provision of quality free post primary education to all Ugandan students who have successfully completed primary leaving examinations (MOES, 2007). The study presents the background to the study, the problem statement and the objectives; it continues to present the methodology used to carry out the study, results, conclusion and recommendations.

Background to the Study

Concern about the teaching profession is worldwide. Many countries have come to realize that teachers are at the heart of the educational process and that without good teachers, all innovations in education are doomed to fail (Odubuker, 2013). There is a wide dissatisfaction with the current situation of schooling in many countries and teachers come in for their share of the blame. Attabach (1987) draws our attention to the fact that, in Third World Countries, there is concern that sufficient number of teachers should be provided to effectively man the education systems at all levels. These teachers should be properly trained, so that they proficiently perform. The position of the teacher in the educative process as an implementer of educational objectives, however, makes it imperative that he/she becomes the major determining factor in the quality of education offered by the nation to her citizens. This requires him/her to be of high quality first, and be able to discharge his/her duties effectively. The teacher must, therefore, be motivated.

The weight of motivation in achieving organizational goals is recognized worldwide. In this study, definition of motivation according to Gupta has been adopted because it was found to be the most suitable in teacher development. The success of an organization depends heavily on the motivation of its workforce, which in turn determines their effectiveness. Employees are able to perform optimally when motivated at work. Inversely, where motivation lacks, workers become reluctant and less effective. Motivation varies from one individual to another. What motivates one person may not necessarily motivate the other. This calls for organizational managers to provide individual needs accordingly, if effectiveness is to be realized. Studies have revealed that unsatisfied need causes tension, forcing an individual to take action in order to reduce the tension. But once the need is satisfied, tension is removed and the person feels inspired to work in a particular direction (Saleemi, 1997). One of the motivational factors, especially, among the teachers is the teacher development, which, has critical bearing on their career growth.

A study conducted by Frederick Herzberg and his associates in the United States of America (USA) on 200 engineers and accountants working in eleven different firms in Pittsburg, which provide the theoretical underpinning of this study, revealed that there were two sets of factors which caused either satisfaction or dissatisfaction of employees. Factors causing satisfaction were categorized as "satisfiers" or "motivational factors" which included feeling of achievement, recognition, work itself, advancement, increased responsibility and opportunity for growth that is acute in this study. When these factors are present, an individual performs better. Meanwhile, the other set of factors referred to as "maintenance factors" whose absence did cause dissatisfaction to workers included company policy and administration, technical supervision, interpersonal relations with superiors, subordinates and peers, salary, job security, status and personal life (Burton, 1995).

In Africa, findings on the impact of Structural Adjustment Programmes (SAPs) revealed that cuts in Government spending on education and health led to demotivation of employees. In Zimbabwe, reduction in real wages of public health sector employees demotivated many doctors and most of them moved away from the public health sector to the private health sector, causing a drop in health care quality. In Cote d'Ivoire, reduction in teachers' salaries under similar programme lowered teachers' motivation, affecting education quality (Naiman and Watkins, 1999).

In Uganda, public outcries over workers' conditions of service characterize most sectors of the economy, rendering many employees ineffective. In the health sub-sector, low pay and poor conditions of service have left many employees inefficient and led to a number of strikes, one of the recent one, being the Lira strike that left eleven patients dead (New Vision, February 11 2008). In a similar manner, low pay and poor conditions of work caused dissatisfaction and demotivation of the police and army forces, causing Government to raise salaries of the lower ranking army from shillings 140,000 to shillings 180,000 in the 2007/2008 financial year budget.

In the education sector, low wages and poor working conditions have been blamed for contributing to teacher ineffectiveness and poor academic performance in many schools, pointing out to the importance of teacher motivation in the education system. However, it has not thematically gained any prominent study whether teacher development, is a critical factor in teacher motivation, hence, the reason for this study.

In February 2007, the Universal Secondary Education (USE) programme was introduced in Uganda to provide quality free education at the secondary level with special focus on the rural poor population. Yumbe District was one of the many districts in Uganda that heavily embraced the programme. Twelve out of eighteen secondary schools were registered to benefit from the programme. Several factors, however, contribute to employee ineffectiveness: Among others, ability of the workers, the effort put in the work and the opportunity available to them to use their abilities and efforts meaningfully (Saleemi, 1997). It is noted with great concern that teachers in the USE schools appear to be ineffective and less committed to their duties and it is not clear as to whether this is as a result of lack of motivation or due to other factors other than motivation; hence, the need for investigations. This study is particularly interested in investigating the effect of Motivational Teacher Development on teacher effectiveness. Specifically the study has examined the effect of Teachers' Upgrading, Teachers' Workshops/Seminars and Teachers' Courses on teacher effectiveness (ability of the teacher to execute his duties as expected and produce the desirable results) in the USE schools in Yumbe District.

Statement of the Problem

To increase access and provide quality free secondary education to Ugandan young population, in 2007, government introduced Universal Secondary Education programme. Twelve out of the eighteen secondary schools in Yumbe District embraced the programme. It was expected that the teachers in the USE schools would be well motivated through Teacher Development, and in turn, be able to execute their duties effectively to achieve the intended objectives. To the contrary, teachers in USE schools in the district appear to be ineffective as revealed by inspection findings released to the secondary school head teachers at a meeting convened by the District Education Officer – Yumbe District, on 2nd April 2009 whence Dr. Picho decried the predicaments at a stake holders' conference to release reports on factors affecting performance in primary leaving examinations (PLE) in Yumbe District, (Picho, 2009). This has caused great concern among educational stake holders. Hence, the interest of the study in investigating the effect of Motivational Teacher Development in terms of Teacher Training, Teachers' Upgrading, Teachers' Workshops/Seminars and Teachers' Courses on Teacher Effectiveness in USE schools in Yumbe District.

Objective

This study aimed at investigating the effect of Motivational Teacher Development on Teacher Effectiveness in Universal Secondary Education Schools in Yumbe District.

Methodology

This study was conducted using descriptive, cross-sectional survey design because the researchers intended to use representative sample for the study in order to come up with a generalizable result, as it is also time saving and less expensive. The research adopted both quantitative and qualitative paradigms so as to counteract the limitations associated with either of the approaches and therefore come up with a more valid and reliable and well triangulated findings.

Out of the twelve schools under USE programme in Yumbe District, four of them were selected for the study. Purposive sampling was used to identify and categorize schools so that both government aided and private schools under USE programme are represented in the study and also to ensure that schools considered were from the three locations: rural, peri-urban and urban settings in order to come up with a generalizable results. Purposive sampling was also used to select the District Education Officer (DEO), Inspectors of schools, Head Teachers and their deputies as well as Opinion leaders for interviews because they were considered knowledgeable and capable of providing in-depth information about motivational teacher development and teacher effectiveness in USE schools in the district as in a study conducted on Head Teachers Management Training Programme and their Performance (Odubuker, 2013). These categories of respondents were also purposively sampled for interview because they are few in number. Another reason for purposive sampling was the fact that the researchers had limitations of time and money necessitated limiting respondents to manageable, yet representative numbers. Meanwhile, simple random sampling was used to select respondents among teachers and students because they are many, and also to give every teacher or student an equal chance of being selected.

Of the four schools sampled for the study, two schools were government aided schools and two were private schools. One of the government aided schools was from an urban setting and one from peri-urban setting; while the two private schools were chosen from urban and rural setting each. These different categories of schools from different settings were selected in order to capture diverse experiences from the various schools and settings and come up with a more reliable finding.

For each school sampled, the following categories of respondents were selected to provide information for the study: 01 head teacher and 01 deputy head teacher, 05 teachers and 25 student leaders, since they represent student body. Hence, for the four schools, a total of 08 administrators, 20 teachers and 100 students were sampled. Outside the school settings, respondents consisted were 01 DEO, 02 Inspectors of schools and 03 opinion leaders. These were sampled because they were considered to be key players in USE programme and could therefore provide reliable information required for the study. Overall, the respondents included 08 administrators, 20 teachers, 100 students, 01 DEO, 02 Inspectors of schools and 03 opinion leaders, giving a grand total of 134 respondents who provided information for this study. Given the size of the schools and the methodological triangulation deployed, these were considered representative sample that could provide valid and reliable information.

Table 1: Category of respondents, sample size and the sampling techniques used

Category	Sample size	Sampling technique
DEO	01	Purposive sampling
School Inspectors	02	Purposive sampling
Opinion leaders	03	Purposive sampling
Administrators	08	Purposive sampling
Teachers	20	Simple random sampling
Students	100	Simple random sampling
Total	134	

Four research data collection methods were used to solicit information. These included Questionnaires, Interviews, Documentary analysis and Observation. Questionnaires were used to solicit information from the teachers and students because they are many in number and because of the nature of the study which required both quantitative and qualitative data. Interview was to solicit information from the DEO, Inspectors of Schools, Opinion leaders and school administrators because they are few in number and being knowledgeable, were capable of providing in-depth information on the issue under investigation. To provide secondary sources of data the researchers sought and analyzed information from teachers' personal files, school budgets, school development plans and work plans, school financial records and staff meeting minutes, thus, documentary analysis. Observation tool was particularly used to solicit observable information that helped in triangulating the quantitative data.

Validity of research instruments were ensured by subjecting the instruments to the scrutiny of research experts, whose recommendation was used to refine the instruments developed, in order to capture the expected data as recommended by (Amin, 2005). Furthermore, validity of research instruments was ensured by subjecting the instruments to rating by two experts and the Content Validity Index (CVI) was then computed using the formulae:

$$CVI = \frac{\text{Agreed items by both judges as being suitable}}{\text{Total number of items being judged}}$$

Rater	Relevant items	Not relevant items	Total
Rater 1	20	03	23
Rater 2	18	04	22
Total	38	07	45

$$CVI = \frac{38}{45} = 0.8444$$

The CVI was 0.8444, which was greater than the 0.7 recommended validity for an instrument. Hence, the questionnaire was considered valid for the study.

To ensure reliability of the research instruments, they were piloted among similar category of respondents in Koboko District to determine the consistency of the instrument. The instruments were subjected to reliability test by research experts and finally, the reliability was also determined by computing the CVI as in the case of validity. A CVI of 0.822 was obtained. Since this was above the acceptable range, the instrument was considered reliable.

Simple descriptive statistics and frequencies and percentiles analyses were used to for quantitative data. Mean while, all qualitative data obtained through semi-structured and open-ended questionnaires, interviews, documentary analysis and observation were categorized, interpreted and analyzed under their respective themes in order to corroborate findings obtained through quantitative data analysis technique.

Results

This section presents data on the effect of Motivational Teacher Development (teacher training, teachers' upgrading, workshops/seminars and teachers' courses) on teacher effectiveness in USE schools in Yumbe District. The findings are presented in frequencies and percentile according to the corresponding study variables constructs. This was followed by the interpretation and analysis. Table 3 presents distribution of responses on teacher training and teacher effectiveness in USE schools in Yumbe District.

Table 3: Responses on teacher training and teacher effectiveness

Training	Strongly disagree	Disagree	Agree	Strongly agree	Total
Training programme exist	52 (43.3%)	28 (23.3%)	24 (20.0%)	16 (13.3%)	120 (100%)
Teachers adequately trained	9 (7.5%)	20 (16.7%)	56 (46.7%)	35 (29.2%)	120 (100%)
Training includes pre-service and in-service	36 (30.0%)	19 (15.8%)	50 (41.7%)	15 (12.5%)	120 (100%)
Teacher Training provided are relevant	27 (22.5%)	19 (15.7%)	35 (29.2%)	36 (32.5%)	120 (100%)

Table 3 shows that majority of the respondents 80 (66.6%) were of the view that the schools have no planned training programme for teachers; whereas the minority of respondents 40 (33.3%) were of the view that the schools have planned training programme for teachers. The same table shows that 29 (24.2%) of the respondents disagreed that teachers are adequately trained for the job, while 91 (76.8%) maintained that teachers are adequately trained for the job. On whether training includes pre-service and in-service, 55 (45.8%) reported that training programme for teachers does not include pre-service and in-service while 65 (64.2%) of the respondents agreed that training programme includes both pre-service and in-service. Further more, 46 (38.2%) of the respondents disagreed that training provided is relevant to the job, while the majority 71 (61.7%) maintained that training provided are relevant to the job. The statistics in Table 3 implies that generally, the schools have qualified teachers with relevant training, but most schools do not have training programme for teachers. Hence, continuous professional development for teachers is inadequate. Results on the distribution of responses on teachers' upgrading programme and teacher effectiveness in USE schools in Yumbe District is presented in table 4 below.

Table 4: Responses on teachers' upgrading programme and teacher effectiveness

<i>Upgrading</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Upgrading programme exist.</i>	31 (25.8%)	24 (20.0%)	34 (28.3%)	31 (25.8%)	120 (100%)
<i>Teachers upgrade in relevant fields.</i>	14 (11.7%)	20 (16.7%)	58 (48.3%)	28 (23.3%)	120 (100%)
<i>Upgraded teachers come back to serve</i>	14 (11.7%)	11 (9.2%)	53 (44.2%)	42 (35.0%)	120 (100%)

Table 4 shows that 55(45.8%) of the respondents disagreed that schools have programme for teachers' upgrading, while 65(54.1%) agreed that schools have programme for teachers' upgrading. The table also reveals that 34(28.4%) of the respondents disagreed that teachers are encouraged to upgrade in relevant fields, and the majority 86(71.6%) maintained that teachers are encouraged to upgrade in relevant fields. The response further shows that only 25(20.9%) of the respondents disagreed that upgraded teachers come back to render service in the schools, while 95(79.2%) were of the view that upgraded teachers come back to render service in the schools. This implies that on average, the schools have programme for teachers' upgrading and generally, teachers are encouraged to upgrade in relevant fields. Further more, upgraded teachers generally come back to render service in the schools. Table 5 shows the distribution of responses on workshops/seminars for teachers and teacher effectiveness in USE schools in Yumbe District.

Table 5: Responses on workshops/seminars for teachers and teacher effectiveness

<i>Workshops/Seminars</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Regular relevant workshops/seminars.</i>	46 (38.3%)	29 (24.2%)	24 (20.0%)	21 (17.5%)	120 (100%)
<i>Teachers attend workshops/seminars outside school.</i>	19 (15.8%)	18 (15.0%)	47 (39.2%)	36 (30.0%)	120 (100%)
<i>Workshops/Seminars gear towards improving teacher performance</i>	20 (16.7%)	24 (20.0%)	51 (42.5%)	25 (20.8%)	120 (100%)

Table 5 shows that 75(62.5%) of respondents were of the view that relevant workshops/seminars are not regularly organized to improve teacher performance in the schools, while 45(37.5%) were of the view that relevant workshops are regularly organized to improve teacher performance in the schools. The table also shows that 37(30.8%) of the respondents disagreed that teachers are given opportunity to attend workshops/seminars outside the schools, and 83(69.2%) of the respondents agreed that teachers are given opportunity to attend workshops outside the schools. The same table further shows that 44(36.7%) of the respondents disagreed that the workshops and seminars organized are geared towards improving teacher performance in schools, while 76(63.3%) of the respondents agreed that the workshops and seminars organized are geared towards improving teacher performance in schools.

This means that generally, teachers are given opportunity to attend relevant workshops and seminars that can improve their performance. However, there are hardly any workshops or seminars organized for teachers in the schools. Findings on courses and teacher effectiveness in USE schools in Yumbe District are presented in table 96.

Table 6: Responses on teachers' courses and teacher effectiveness

<i>Courses</i>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>Total</i>
<i>Programme for courses exist in schools.</i>	50 (41.7%)	38 (31.7%)	19 (15.8%)	13 (10.8%)	120 (100%)
<i>Relevant courses organized for teachers</i>	38 (31.7%)	49 (40.8%)	23 (19.2%)	10 (8.3%)	120 (100%)
<i>Teachers access refresher courses</i>	20 (16.7%)	29(24.7%)	44 (36.7%)	27 (22.5%)	120 (100%)

Table 6 shows that 88(73.4%) of the respondents disagreed that the schools have programmed courses for teachers, while 32(26.6%) agreed that the schools have programmed courses for teachers. Similarly, the table shows that 87(72.5%) of the respondents disagreed that relevant courses are organized for teachers in the schools, while only

33(27.5%) of the respondents agreed that relevant courses are organized for teachers in schools. The same table shows that 49(40.9%) disagreed that teachers have access to refresher courses that improve their skills, and 71(59.2%) of the respondents agreed that teachers have access to refresher courses that improve their skills. Meanwhile, 38(31.7%) of the respondents disagreed that every teacher is given opportunity to attend courses but 82(68.8%) maintained that every teacher is given opportunity to attend courses.

According to this finding, generally, the teachers are given opportunity to attend courses that improve their skills, but most schools do not have programmed courses for teachers at school level and there are hardly any relevant courses organized for teachers in the schools.

Therefore, as far as Motivational Teacher Development is concerned, the schools generally have adequately qualified teachers and the teachers are given opportunity to attend workshops or seminars and courses which improve their skills. However, continuous professional development for teachers is inadequate, and the schools hardly organize relevant courses for capacity development for their teachers.

Qualitative Findings

Data was also collected through interviews with the District Education Officer (DEO) Yumbe, Inspectors of Schools, Opinion leaders, Head teachers and Deputy Head teachers. The findings are presented below.

Interview Results

Training

The DEO noted that Government USE schools have training programme for teachers but not the private schools; and that most teachers have relevant qualifications for the job, but require continuous professional development. In-service training is however limited and mostly privately done. The Inspectors of Schools maintained that generally schools do not have training programme for teachers. In agreement with the DEO, they pointed out that teachers are adequately trained “given that there are many secondary school teachers left redundant in the villages”. They reported that most teachers were trained at basic pre-service level. According to Opinion leaders, schools generally do not have training programme for teachers; and some teachers are not adequately trained for the job. They reported that training was predominantly pre-service training and some training received was not relevant to the job. Interviews with the Head teachers and Deputy Head teachers also revealed that generally schools do not have training programme for teachers. They however, reported that teachers are adequately trained for the job with relevant training. This agrees with the views of the DEO and Inspectors of schools.

Generally, therefore, there are no training programmes for teachers in schools, but teachers are qualified, although many of them remain with basic pre-service training.

Upgrading

On upgrading, the DEO maintained that most Government aided USE schools have programme for teachers’ upgrading and teachers are encouraged to upgrade in relevant field especially through “salary loan arrangement”. However, he reported that this was not the case with the private USE schools due to financial constraints. He noted that upgraded teachers generally come back to render service in the schools. The Inspectors of schools reported that generally, schools do not have programme for teachers’ upgrading, but teachers are encouraged to upgrade in relevant fields and upgraded teachers come back to render service in the schools. Like the Inspectors of Schools, the Opinion leaders reported that generally, there are no programmes for teachers’ upgrading in schools. However, they concurred with the DEO that teachers are encouraged to upgrade in relevant fields, particularly in Government aided USE schools; and further maintained that upgraded teachers come back to render service in the schools. According to the Head teachers and deputy Head teachers, Government aided USE schools generally have programme for teachers’ upgrading under Teacher Development provision, while the private USE schools do not. They too reported that teachers are encouraged to upgrade in relevant fields and upgraded teachers generally come back to render service in the schools.

These findings therefore revealed that most schools do not have programme for upgrading, although teachers are encouraged to upgrade in relevant fields; and upgraded teachers generally come back to render service in the schools.

Workshops/Seminars

The DEO observed that relevant workshops and seminars are not regularly organized in schools but teachers are encouraged to attend workshops outside the schools. He added that most seminars organized are geared towards improving teacher performance.

The Inspectors of Schools concurred with the DEO that relevant workshops and seminars are not regularly organized for teachers in schools, but observed that teachers are given opportunity to attend workshops outside the schools to improve their performance in the schools. Similarly, the opinion leaders observed that there are no regular workshops or seminars organized for teachers in schools, but teachers are given opportunity to attend workshops outside the schools. They maintained that workshops organized are geared towards improving teacher performance in schools, but generally questioned the effectiveness of these workshops arguing that “students would perform better in examinations if such workshops were useful in improving teacher performance in the schools”. Interviews with the Head teachers and Deputy Head teachers confirmed that there are hardly any workshops organized for teachers in schools, but teachers are given opportunity to attend workshops outside the schools and such workshops organized are geared towards improving teacher performance in schools, sighting especially SESEMAT workshop for science teachers and workshops for English teachers.

Courses

Regarding courses, the DEO noted that most schools do not have programmed of courses for teachers and refresher courses are hardly provided. He observed that opportunity for courses was not provided to every teacher. Course

attendance is determined by subjects taught: science, English and Mathematics teachers have more opportunity of attending courses following the current emphasis by the Ministry of Education and Sports (MOES). More so, individual schools have their own criteria of selecting who must attend courses. The Inspectors of schools concurred with the DEO that most schools lack programme for courses and courses are not organized in schools. They too reported that generally teachers have no access to refresher courses that improve their skills and not every teacher is given opportunity to attend courses. Administrators and heads of departments have more opportunity to attend courses since often times; the choice of persons to attend courses is at the discretion of the school administration. Like the DEO and Inspectors of schools, opinion leaders reported absence of programme for or courses in many schools. They also noted that most teachers do not have access to refresher courses, and not every teacher is given opportunity to attend courses. Similarly, the Head teachers and deputy Head teachers reported that generally the schools do not have programme of courses for teachers and there are no relevant courses organized for teachers at school levels, largely due to financial constraints. They pointed out that there is limited access to refresher courses for teachers due to limited funds; and teachers of sciences, mathematics and English have higher opportunities for courses than other teachers.

On the overall, most schools do not have programme for teachers' courses and there are hardly any courses organized. Teachers generally have no access to refresher courses. However, to some extent, Science teachers, Mathematics teachers and English teachers stand better chances for courses than other teachers.

Documentary analysis results

Regarding findings from documentary analysis on Motivational Teacher Development and Teacher Effectiveness in USE schools in Yumbe District, the researchers visited selected schools in the district to study available documents on Motivational Teacher Development. Areas of interest for observation and documentary review included plan for training and upgrading of teachers, teachers' files for qualification, schedule for workshops/seminars for teachers in the school, plan for teachers' courses and list or records of teachers for training or upgrading. According to the findings, there were no programme for teachers' training, upgrading and courses displayed. Teachers' documents revealed that majority of teachers have Diploma in Education and few are Graduate trained. No programmes for teachers' workshops/seminars were displayed in the schools. No school showed a Staff Development Plan approved or not approved by their Board of Governors.

Discussion

The effect of Motivational Teacher Development on Teacher Effectiveness in Universal Secondary Education (USE) schools in Yumbe District was assessed using information captured from items under major constructs studied, that is, teacher training, upgrading, workshops/seminars and courses.

Results on teacher training (Cf. Table 3) showed that generally, the schools have trained teachers (with diplomas and degrees) but no re-training programme for teachers in schools; most teachers possess basic pre-service training, but in-service training is minimal and continuous professional development to enhance staff capacity is inadequate. This is a source of lack of motivation among the teachers. This finding agrees with the qualitative finding which revealed that there are no training programmes for teachers in schools, but teachers have diploma in education, while others have degrees but training was largely received at pre-service level. This implies that continuous professional development for teachers is lacking, which in part may explain the ineffectiveness of teachers in these schools, resulting from lack of motivational teacher development programme, as the teachers see no further growth, except the end of the road in terms of their future career path.

Alhas (2003), points out that one of the ways of motivating employees is to avail training opportunities when needed and possible. This does not fully agree with the study results which showed that teachers are trained, but continuous professional development to enhance their capacity is inadequate. Hence, failure to provide continuous professional development for staff in USE schools could be a cause of staff demotivation which may partly explain the ineffectiveness of teachers in the schools. This, further concurs with Ezewu (2003), who observed that the goal of teacher training is to produce highly motivated, conscientious and successful classroom teachers for all levels of education. Going by Ezewu and the study findings, teachers in USE schools in Yumbe District should be highly motivated, conscientious and successful classroom teachers given that they are trained; however, this can happen when the teachers are subjected motivational teacher development programme.

The findings further agreed with Gupta (2006), who noted that the importance of training is to improve the current performance. Well trained employees give better performance on the job. According to the study findings, teachers in USE schools are trained and therefore their ineffectiveness can not be attributed to training. This argument is supported by Amin (1993) who emphasized that Teacher Development plays a crucial role in human resource development, mobilization and utilization and that the process of Teacher Development should include pre-service and in-service. Quantitative results (Table 3) however, show that 80(66.6%) of the respondents reported absence of training programme in schools, against 40(33.3%) who agreed that schools have training programme. This means that most of the teachers in USE schools have remained with basic pre-service training and in-service training is very much wanting, which the researchers also seem to agree with as one of the factors affecting the effectiveness of the teachers in the USE schools in Yumbe District.

This finding was confirmed through documentary analysis which showed that there were no documented programme for training of teachers but teachers are trained for their job, most of them at diploma level and a few at degree level. It can, therefore, be construed that teachers in USE schools in Yumbe District are trained and therefore the ineffectiveness of teachers in these schools can not be largely explained by training, but to a large extent, by the inadequacy of motivational continuous professional development to enhance staff capacity in these schools. Quantitative findings on upgrading revealed that averagely, schools have programme for teachers' upgrading and generally, teachers are encouraged to upgrade in relevant fields. Further more, upgraded teachers come back to render service in the schools (Cf. Table 4). However, documentary analysis results revealed absence of programme for

Motivational Teacher Development and according to researchers' own assessment, opportunity for upgrading is limited given that most teachers have remained with pre-service training and could be a factor affecting teachers' effectiveness. Bakhda (2004) stated that a teacher should never stop learning. According to the Ministry of Education and Sports (2007), teachers at all levels of education system should have access to training and on-going professional development and support, including opportunities for distance learning programme.

Conclusion

Regarding the effect of Motivational Teacher Development on teacher effectiveness in USE schools in Yumbe District, study findings revealed that the schools generally have trained teachers. However, continuous professional development to enhance their capacity is inadequate, and the schools hardly organize workshops and courses for teachers. This leaves the teacher unmotivated, hence, ineffective. Therefore, the study inferred that to an extent, there was a relationship between Teacher Development and teacher ineffectiveness in USE schools in Yumbe District. A study of individual constructs revealed lack of continuous professional development for teachers, absence of workshops/seminars and courses contributed to teacher ineffectiveness in the schools. On the overall, the study established that Motivational Teacher Development was inadequate and that it contributed to teacher ineffectiveness in USE schools in Yumbe District.

Recommendation

In order to improve teacher effectiveness in USE schools in Yumbe District, there is need to enhance Teacher Development through regularly organizing workshops and seminars for teachers at school levels to improve their skills, planning and organizing refresher courses for teachers to enhance their capacity and facilitating teachers to upgrade. If these are promoted, the teacher are likely to become motivated and this in turn will lead to ensuring a motivated staff who will be effective.

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