

The Impact Of Staff Development On The Pupils' Academic Performance In Primary Schools In Kimaanya Sub-County, Masaka District A Case Study Of Kimaanya Sub-County, Masaka District

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Abstract: *At elementary schools in Kimaanya/Kyabakuzza Sub-County Masaka District, the study looked at how staff development affected students' academic achievement. In particular, the study determined the difficulty of staff development, how it affects students' academic achievement, and strategies for enhancing staff development in primary schools. A cross-sectional survey research design was employed in the study to gather data using both qualitative and quantitative methods. A total of 400 respondents were included in the sample size and were chosen at random from the entire population. A large number of teachers are also enrolled in staff development programs, such as in-service grade III teacher training courses, grade V upgrade courses, degree programs, and CPD courses (CPDs). Only 3.62 percent of the people who passed their staff exams had no education, compared to around 96.38 percent of those who passed their school exams. Since the P-value (0.000) 0.05, this is statically important, indicating that there is a meaningful link between employee training and students' academic success.*

Keywords: staff development and pupils' academic performance

Background of the study

Uganda's educational system has shifted to a focus mostly on exams. The importance of staff development has been taken into consideration by the Ugandan government, not only as a need for pre-entry certification into the education sector but also as a crucial criterion for upward mobility for currently employed teachers. Experts in the field of education have noted that teachers participate in training programs for a variety of reasons, including the expectation of social mobility linked to increased financial gains, and some performance research has also linked student academic success with teachers' efficiency in the classroom (Mahulo, 2012). The association between teacher preparation and students' educational success on standardized tests and teachers' productivity has largely been recognized. There are numerous professors who educate in any given institution or organization, and the output quality is fully dependent on the caliber of staff that is used and available there; it is evident that caliber employees produce caliber goods/output (Mahulo, 2012).

The following advantages would be realized at schools, among others, if there was enough staff. The schools would gain from carefully planned lesson plans and schemes of work, the design and production of instructional materials, the adequate use of instructional materials for teaching and learning, the improvement of teacher-teacher, teacher-head teacher, and teacher-pupil relationships.

Statement of the problem

Good outcomes are still not forthright where a number of educational institutions fail to make more than 20 students qualify for admittance to secondary school, that is, through direct entry, and this low achievement rate compared to the county and nationwide schools is a significant concern. Schools in Masaka District, like Bright Africa Primary School, may have access to many training programs geared toward improving students' academic achievements (Monk & King, 2018). Performance in schools is ascribed to a number of training-related factors, including resource use, time management, and material delivery, among many other things. Teachers who are well prepared and trained are more effective in the content delivery in the classroom and therefore have the greatest influence on the student teaching (Wolf, 2021).

Specific objectives

The study was guided by the following objectives;

1. To establish the impact of staff development on pupils' academic performance in primary schools in Kimaanya/Kyabakuzza Sub-county.

2. To find out the challenge to staff development in primary schools in Kimaanya Sub-county.
3. To identify the way too strengthening staff development in primary schools of Kimaanya Sub-county.

Research questions

The study was guided by the following research questions;

1. What is the impact of staff development on pupil’s academic performance in primary schools in Kimaanya Sub-county?
2. What are the challenges of staff development in primary schools in Kimaanya Sub-county?
3. What ways can be undertaken to strengthen staff development in primary schools of Kimaanya Sub-county?

Methodology

Research design

In this study, a survey design and descriptive survey research design were used, along with a mixture of qualitative data collection techniques. To provide participants a chance to share their opinions about employee training and student achievement, the investigator employed a descriptive survey. Due to time constraints, several questions were created so that respondents could describe the situation on the ground; as a result, the researcher only needed to visit the respondents once to gather data.

Population and sample size determination.

The researcher used scientific procedure in determining the sample size by considering the formula given by Cochran Yamane (1967);

$$n = \frac{N}{1 + N(e)^2}$$

Where n= sample size, N = population, e = margin error (0.05)

$$n = \frac{34279}{1+34279(0.05)^2} \qquad n = 399.99 \approx 400$$

Table 1 : Target population

GENDER	RESPONDENTS	PERCENTAGES
Male	274	68.50
Female	126	31.50
TOTAL	400	100

Source: Primary data 2022

Sampling technique and procedure

The sample representative of 400 respondents was selected from 10 schools. Two sampling techniques were employed that is; simple random sampling and stratified sampling. This is because with simple random sampling, every respondent from each school had equal chances of being selected into the sample. Stratification was also used because the researcher stratified the single respondents and married respondents for comparison purposes.

Data collection methods

The researcher employed questionnaires and an interview guide as appropriate methods to collect accurate facts from the relevant respondents.

Questionnaires

A questionnaire consists of a number of items that are focused on the subject. The researcher cites time savings, simplicity of filling out questionnaires, and ease of processing or quantifying nearly uniform responses as reasons for choosing this strategy.

interview technique

This method of data collecting was used by the researcher to eliminate any bias or gaps in questionnaire responses. Data from interviews was utilized to create a qualitative report. This strategy was chosen because it had a greater return rate and allowed for the quicker gathering of first-hand knowledge.

Data analysis and presentation.

Quantitative data was coded, edited and processed to come up with meaningful information. Coding was done by use of tabulations basing on the information got from respondents. Editing involved using of Statistical softwares like STATA to arrange data in the right order for more analysis. Processing of data involved use of percentages got from frequency tables and Statistical cross tabulations, pie charts and graphs.

RESULTS

Demographic characteristics of the respondents.

The descriptive characteristics of the respondents were based on gender, marital status, level of education completed and status in the school.

Gender distribution of the respondents.

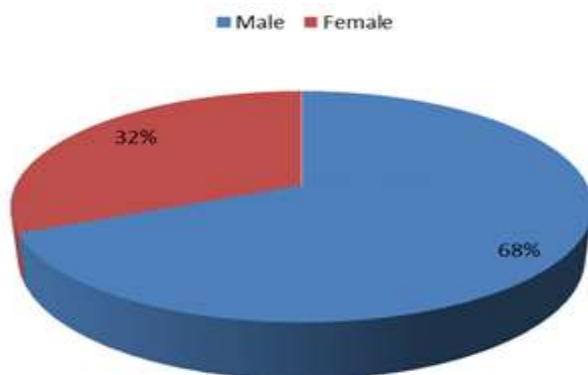
The researcher used descriptive analysis and the pie chart about the Gender of the respondents and the findings were summarized as shown below.

Table 2: Gender distribution of the respondents.

gender	Freq.	Percent	Cum.
male	274	68.50	68.50
female	126	31.50	100.00
Total	400	100.00	

Source: Primary Data, 2022

Figure 1 Gender distribution of the respondents



Source: Primary Data, 2022

From Table 2 and Figure 1 above, 68 percent of the respondents were males as compared to 32 percent females as shown above. This implies that respondents who were males were more accessible than females during the study.

Highest level of education completed by the respondents

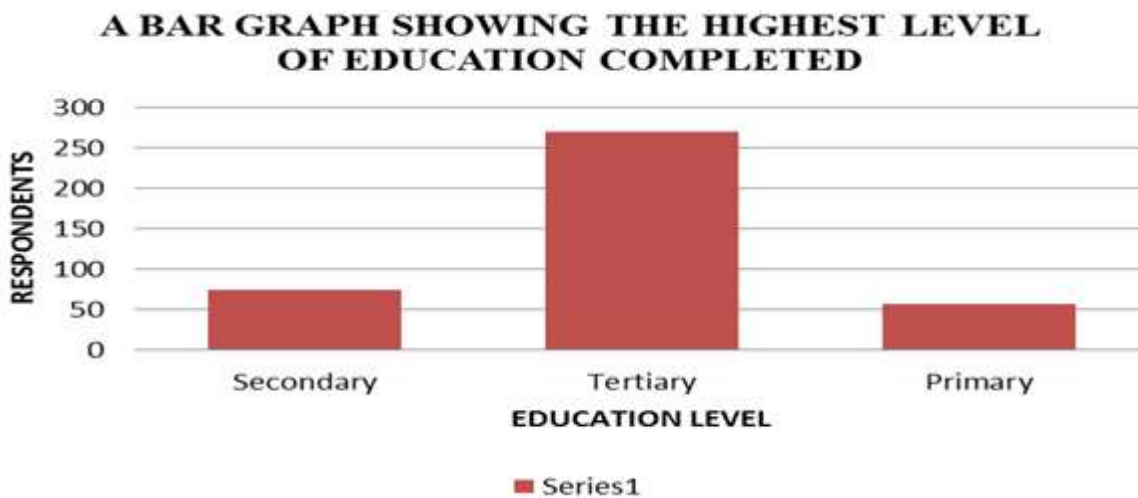
The Respondents were asked the question of highest level of Education completed including “Primary”, “Secondary” and “Tertiary”. The findings were presented as follows.

Table 3: Level of education completed by the respondents

educlevel	Freq.	Percent	Cum.
secondary	74	18.50	18.50
tertiary	270	67.50	86.00
primary	56	14.00	100.00
Total	400	100.00	

. Source: Primary Data, 2022

Figure 1 Level of education completed by the respondents



Source: Primary Data, 2022

Table 3 and Figure 2 above, shows that majority of the respondents attained Tertiary Education (67.50 percent) followed by Secondary (18.50 percent) and lastly (14.00 percent) with Primary level of Education. This implies that the researcher was able to get reliable information regarding education background. According to the analysis most respondents had attained tertiary level of Education therefore were to give the required information sought by the researcher about pupils Performance in school.

Marital status of the respondents

The Respondents were asked the question of marital status whether they are “Married” or “Single”. The responses were summarized below.

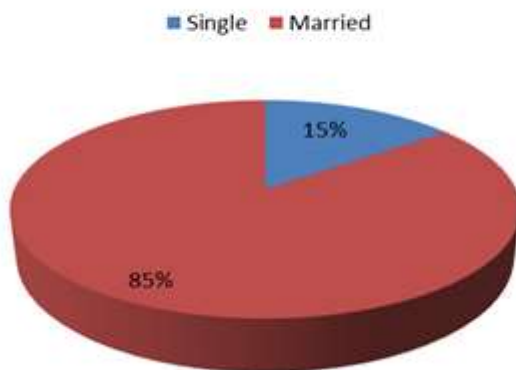
Table 4: Marital status of the respondents

maritalstst us	Freq.	Percent	Cum.
single	59	14.75	14.75
married	341	85.25	100.00
Total	400	100.00	

Source: Primary Data, 2022

Figure 2 Marital status of the respondents

A PIE CHART SHOWING MARITAL STATUS OF THE RESPONDENTS



Source: Primary Data, 2022

From table 4 and Figure 3 above, majority of the respondents were Married (85 percent) as compared to (15 percent) who were Single as shown above. This implies that the married were more concerned with the study.

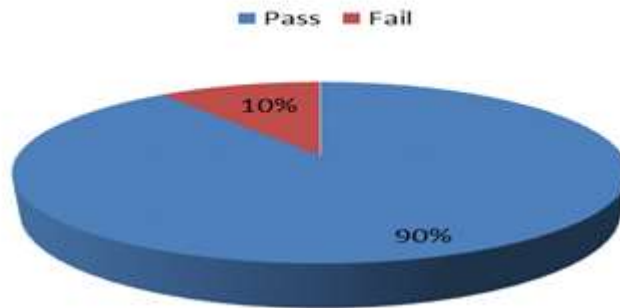
Table 5: Effects of staff development on pupil's performance.

performance	Freq.	Percent	Cum.
pass	359	89.75	89.75
fail	41	10.25	100.00
Total	400	100.00	

Source: Primary Data, 2022

Figure 3 Effects of staff development on pupil's performance.

A PIE CHART SHOWING PUPIL'S PERFORMANCE WITH STAFF DEVELOPMENT



Source: Primary Data, 2022

From table 5 and figure 4 above, the majority of the schools with a developed staff pass highly (89.75 percent) than those with underdeveloped staff (10.25 percent). This implies that the researcher got accurate information about Pupils performance.

Staff development and pupils' academic performance.

The researcher used descriptive analysis to describe the relationship between Staff development and pupils' academic performance. The findings were presented below.

Table 6: The Relationship between Staff development and pupils' academic performance.

performance	training		Total
	no	yes	
pass	13	346	359
	3.62	96.38	100.00
	50.00	92.51	89.75
fail	13	28	41
	31.71	68.29	100.00
	50.00	7.49	10.25
Total	26	374	400
	6.50	93.50	100.00
	100.00	100.00	100.00

Pearson chi2(1) = 47.7615 Pr = 0.000

Source: Primary Data, 2022

Approximately 96.38 percent of the respondents who passed in school had training and only 3.62 percent who passed their staff had no training. This is statistically significant since the P - value (0.000) < 0.05, thus there is a significant relationship between staff development and pupils' academic performance. Therefore, this implies that teachers with staff training in schools and their pupils pass higher than those without training.

Challenges to Staff development and pupils' academic performance.

The researcher used descriptive analysis to describe the relationship between Challenges to Staff development and pupils' academic performance. The findings were presented below.

Table 7: The Relationship between Challenges to staff development and pupils' academic performance.

performance	challenges			Total
	funds	attitude	corruptio	
pass	309	36	14	359
	86.07	10.03	3.90	100.00
	98.72	62.07	48.28	89.75
fail	4	22	15	41
	9.76	53.66	36.59	100.00
	1.28	37.93	51.72	10.25
Total	313	58	29	400
	78.25	14.50	7.25	100.00
	100.00	100.00	100.00	100.00

Pearson chi2 (2) = 129.9226 Pr = 0.000

Source: Primary Data, 2022

Only 3.90 percent of those who passed their staff were not corrupt, 86.07 percent of those who succeeded in schools had sufficient cash, and 10.03 percent of respondents who cleared their staff had a favorable attitude toward staff development. Since the P-value (0.000) 0.05, this is statistically significant, and it shows that there is a significant link between staff training and development challenges and students' academic success.

This implies that when teachers work in schools with sufficient or adequate funding, their students perform well, and when they are dishonest, steal from the government, or have a poor attitude toward staff development, their educators perform poorly, which has an impact on students' academic performance.

Ways of strengthening staff development and pupils' academic performance.

The researcher used descriptive analysis to describe the relationship between ways of strengthening Staff development and pupils' academic performance. The findings were presented below.

Table 8: The relationship between ways of strengthening staff development and pupils' academic performance.

performance	strengthening			Total
	apprentic	delegatio	upgrading	
pass	16	43	300	359
	4.46	11.98	83.57	100.00
	32.00	95.56	98.36	89.75
fail	34	2	5	41
	82.93	4.88	12.20	100.00
	68.00	4.44	1.64	10.25
Total	50	45	305	400
	12.50	11.25	76.25	100.00
	100.00	100.00	100.00	100.00

Pearson chi2 (2) = 207.4962 Pr = 0.000

Source: Primary Data, 2022

Approximately 83.57 percent of the respondents who passed in school their staff underwent course upgrading, 11.98 percent who passed their staff delegates for their development and only 4.46 percent of the respondents who passed their staff practiced

apprentice-ship for their development. This is statistically significant since the P-value (0.000) < 0.05, thus there is a significant relationship between ways of strengthening staff development and pupils' academic performance. This implies that schools with teachers who go for course upgrading their students pass higher than those who don't go for Upgrading.

Conclusion

According to the study, there is a statistically significant association between employee training and students' academic achievement in primary schools for those instructors who have received staff training in the classroom.

According to a research study examining the connection between obstacles to staff development and students' academic achievement in primary education, schools with insufficient funding are more likely to be corrupt and misapply funds, and students' negative feelings forward into employee training have a substantial effect on both staff development and student academic achievement.

The study demonstrated that teachers who enroll in course upgrades provide a significant connection among employee training and students' academic performance in terms of ways to improve staff development.

Recommendations

Head teachers of primary schools should address themselves properly to Staff development programmes by incorporating Staff development programmes into the overall school development plans and also the Ministry of Education and Sports through the District Education Officers and Inspectors of schools should sensitize the heads of schools on the importance of Staff development.

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