

Teacher Development and Management System (TDMS) Training Programme and the Performance of Head Teachers in the Management of Public Primary Schools in the Greater Masaka Region of Uganda

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Abstract

This study investigated the effect of teacher development and management system (TDMS) training programme on the performance of head teachers in the management of public primary schools in the Greater Masaka Region of Uganda. This was prompted by public outcry over the deteriorating standards of primary education in the region despite Government efforts to improve performance of school heads. The researchers employed a descriptive, cross-sectional sample survey research design. Data were collected with the use of survey and interview methods from 234 head teachers, 364 teachers, 19 Centre Coordinating tutors (CCTs), six Education Officers (DEOs) and six District Inspectors of Schools (DISs) selected through purposive and stratified random sampling techniques. The data were analyzed with the use of appropriate descriptive (mean, percentage, SD) and inferential (t-test) statistical techniques as well as content analysis methods. Study results revealed a significant difference in the performance of trained and untrained head teachers: the trained ones managed schools better than their untrained counter-parts. Second, the TDMS programme had weaknesses in its curriculum and delivery. Finally, training in institutional leadership ($p=0.043<.05$), school governance ($p=0.044<.05$), and personnel ($p=0.031<.05$) management were found to have a positive significant effect on the performance of head teachers in the management of public primary schools. The researchers thus concluded that the TDMS programme was largely effective in improving the performance of head teachers in the management of public primary schools in the Greater Masaka Region of Uganda, other factors notwithstanding. It was thus recommended that Government of Uganda should continue training head teachers, strengthening their training curriculum and make training opportunities more accessible to many teachers. This would enable head teachers to improve their performance as well as that of their teachers and pupils.

Keywords: Teacher development, Management system, Performance, Primary schools

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1. Introduction

The importance of primary education world over does not need to be over emphasized. Primary education lays the foundation for further education and in most cases provides the basic knowledge and skills required by the majority of the given group of people to survive and be useful members of their society (Oni, 2009). This explains why primary education is considered basic education in most countries of the world (Adesina, 2011), Uganda inclusive. It also justifies the inclusion of achieving universal access to primary education by 2015 for different nations in the just ending United Nations' Millennium Development Goals (MDGs). However, the management of primary schools is a daunting task – even for the most trained head teacher. This study delved in investigating the effect of management training on head teachers' performance in the management of public primary schools in the Greater Masaka Region of Uganda. It specifically focused on the teacher development and management system (TDMS) training programme that was launched in Uganda by the then Ministry of Education and Sports (MoE&S) in 1993. In this section, the researchers present the background to the study, the problem statement, study objectives, hypotheses and significance.

Globally, different nations have been investing in uplifting the standards of management of their schools; and available literature reveals that specialized and focused head teacher trainings began several years ago especially in the developed countries (for examples in England [Bolam, 2004]; and in the United States of America [UNESCO, 1998]). These efforts by different governments to improve school management later spread to other parts of the world including in African countries such as: South Africa, Tanzania, Nigeria, Kenya and Uganda. A few scholars have already investigated the effectiveness of various training programmes on the performance of head teachers in their duties of managing schools (for examples Odubuker, 2008; Adeymi, 2010; Odia and Omofonmwa, 2007). However, all these earlier studies did not focus on investigating the effect of TDMS training programme on the performance of head teachers in public primary schools in the Greater Masaka Region of Uganda. At least Odubuker' study of 2008 looked at the effectiveness of the TDMS training programme in Uganda; but even so, it never delved in evaluating the performance of the head teachers in the Greater Masaka Region of Uganda. This study was therefore conducted to fill this knowledge gap.

The study was underpinned by the human capital theory originally postulated by Adam Smith in 1776 (cited in Becker, 1993). The theory states that investment in education and training is meant to build the human capital stock of a country (or organization) by equipping learners with desirable knowledge, skills and attitudes (KSA). These KSA help increase labour proficiency and productivity. This theory was opted for in this study because the TDMS training programme was looked at as an investment in building the human capital (KSA) in the head teachers so that they could perform better in managing primary schools. The researchers hypothesized that the head

teachers who received the TDMS training acquired managerial knowledge and skills which should make them be more effective than their counter-parts who had not trained in managing public primary schools in the Greater Masaka Region of Uganda.

In the study, there were two key concepts, namely: management training that was the independent variable and performance of head teachers - the dependent variable. Management training refers to the process of training staff to be leaders, by making trainees study problems and work out solutions (Neale, 2012). Cardy (2008) on the other hand defines management training as training provided to managers and leaders in order to increase their managerial knowledge and skills. This study borrowed Cardy's definition where TDMS training programme was looked at as management training programme meant to increase the knowledge and skills of primary school head teachers in the management of public primary schools in Uganda. The TDMS training programme included training head teachers and teachers of public primary schools in Uganda in: institutional leadership, school governance, and personnel management. The second variable in the study was performance in management. Performance in management refers to the continuous process for identifying, evaluating, and developing the work performance of workers (in this case head teachers), so that the goals and objectives of the organization (in this case the school) are more effectively achieved (Buchner, 2007). In this study, head teachers' performance in the management of primary schools was looked at in terms of how well (or how badly) the head teachers managed staff, students, parents, curriculum, resources, and records. The performance of head teachers was measured basing on the judgment of the teachers in the public primary schools in the Greater Masaka Region of Uganda.

In Uganda, teachers are appointed to headship because they are efficient classroom teachers. As a result, many head teachers tend to make mistakes because they operate using trial and error methods (Odubaker, 2008). But over the years, Government has made efforts to invest in the training of head teachers in order to uplift their performance (e.g. TDMS). However, despite these training programmes, the performance of head teachers in the primary schools in the country still leaves a lot to be desired. This has been exhibited by low levels of literacy and numeracy among pupils, low teacher job satisfaction, limited participation of parents in school activities, etcetera. This research intended to find out the effect of the TDMS training programme on the performance of head teachers in managing public primary schools in the Greater Masaka Region of Uganda.

1.1 Statement of the Problem

By the year 1998, 93% of the head teachers and several classroom teachers in the then 45 districts of Uganda were already trained under the TDMS training programme (MoE&S, 2000). After the training, the head teachers in particular were expected to effectively perform their managerial roles better than before they were trained especially in the areas in which they received training, namely; institutional leadership and governance, personnel, financial, and curriculum management. However, in the public primary schools in the Greater Masaka Region of Uganda, head teachers' performance seemed to have remained generally wanting despite undergoing training because pupils' performance continued to remain low (or poor) compared to the performance of pupils in other parts of the country. Teachers' absenteeism has reportedly continued to be rampant

in the primary schools of the region studied. Available records showed that teachers in the primary schools in the region studied would come to school late, while others do not prepare schemes of work and lesson plans. Some teachers reportedly do not fully complete the primary school curriculum, causing the learners' proficiency levels in numeracy and literacy in primary six to have dropped to as low as 45.6% by 2011 and 45.2% by 2012; and 41.3% by 2011 and 40.8 % by 2012 respectively (UNESCO, 2014; National Assessment of Progress in Education [NAPE] Report, 2007-2012). The above scenario brought doubt as to whether the management training programme which the head teachers as well as teachers had undergone has had any significant effect on their performance in the management of public primary schools, which in turn would have a positive effect on the performance of learners as well as teachers in primary schools in the Greater Masaka Region. The researchers believed that if the situation continued unabated, it would result in the loss of morale by pupils, staff and parents, let alone causing wastage of resources and increased dropouts of pupils. Thus, it was felt that there was a need to investigate whether the TDMS training programme that the head teachers had received positively (or not) affected their performance in the management of public primary schools in the Greater Masaka Region of Uganda.

1.2 Study Objectives

The main objective of the study was to evaluate the effect of TDMS training programme on the performance of head teachers in the management of public primary schools in the Greater Masaka Region of Uganda. However, specifically, the study aimed at achieving the following three objectives:

- i) To investigate the effect of institutional leadership training on the performance of head teachers in the management;
- ii) To examine the effect of personnel management training on the performance of head teachers in the management;
- iii) To find out the effect of financial management training on the performance of head teachers in the management.

1.3 Significance of the Study

The findings of this study are expected to be useful to several stakeholders in the education sector in Uganda as well as countries that share Uganda's characteristics like Kenya and Tanzania. First, the policy-makers in the Ministry of Education are expected to understand the benefits and challenges of continuous training of head teachers. This could aid in deciding on the kind of training the Ministry can mount for its head teachers and other staff. Second, the practitioners in educational management such as the District Education Officers (DEOs), Centre Coordinating Tutors in Core Primary Teachers colleges would use the findings to improve on areas where weaknesses have been identified in the management of public primary schools in the region studied. Finally, other scholars and future researchers may use the literature generated in this study for further researches in this important field of educational management.

2. Literature Review

Several scholars have studied the relationship between management training and head teachers' performance in different educational settings. The major point that has emerged out of many of these studies is that good performance does not just happen, it is a result of good leadership, other factors notwithstanding (Chatiavi, 2002). Therefore, it is important that performance of a school is appraised against the performance of the person who leads it (Lydia & Nasongo, 2009). This is why this study was mooted out to try and understand how institutional leadership training had improved on the head teachers' performance in the primary schools in the Greater Masaka Region of Uganda.

According to Aguti (2002), ever since the universal primary education (UPE) programme started in Uganda in 1997, major achievements have been recorded in the primary education sector of the country especially in the expansion of pupil enrolment and training of head teachers. However, not much has been done to find out how the trained head teachers managed school personnel, hence the need for this study. With regards to financial management training and managers' (such as head teachers') performance, Pandey (2008) counsels that proper financial management requires managers (the head teachers) to make a budget and follow it. Sisungu (2002) on the other hand emphasizes that head teachers are expected to have knowledge of finance and accounting if they are to perform well their managerial duties. However, ever since many head teachers in the primary schools in Uganda were trained in school finance management, no study has specifically been carried out in the Greater Masaka Region to assess the effect of such training on their performance, hence this investigation.

3. Methodology

This study employed a descriptive cross-sectional sample survey research design, where both quantitative and qualitative methods of data collection and analysis were used. The researchers opted for a descriptive research design because the study was aimed at investigating the effect of teacher development and management system (TDMS) training programme on the performance of head teachers in the management of public primary schools in the Greater Masaka Region of Uganda. Specifically, the study used a cross-sectional sample survey design because the researchers aimed at collecting data from a cross-section of the target population at one point in time in order to avoid wasting time returning to the field to collect additional data that would make the process rather time consuming and costly if the design was longitudinal in nature. In addition, using the design would help to generalize the findings obtained from the sampled population to the targeted population of all head teachers and teachers of primary schools in the Greater Masaka Region of Uganda. This region was comprised of the current eight districts carved out of the original Masaka District. However, data were collected from only six districts, namely: Masaka, Rakai, Lyantonde, Kalungu, Lwengo and Bukomansimbi districts. These accounted for 75 percent coverage of the total area of study and it was well above the minimum 10 percent coverage recommended by Gay and Airasan (2000) in survey studies of this kind. During the study, Kalangala District was left out purposively because it is an Island and uses multi-grade teaching while Sembabule was not used because it does not fall within Ndegeya Primary Teachers' College's catchment area that the study

originally focused on. During the study, data were collected with the use of survey and interview methods from 234 head teachers, 364 teachers, 19 Centre Coordinating tutors (CCTs), six Education Officers (DEOs) and six District Inspectors of Schools (DISs) selected through purposive and stratified random sampling techniques. The data were analyzed with the use of appropriate descriptive (mean, percentage, SD) and inferential (t-test) statistical techniques as well as content analysis methods.

4. Results

The aim of this study was to evaluate the effect of head teachers' TDMS training programme on their performance in managing public primary schools in the Greater Masaka Region. In this section, the researchers present the results of the study. The section is divided into two parts, namely: the background information on respondents and the verification of research hypotheses. But first, we present the background information on respondents.

Table1
Distribution of Respondents by Background Information

Background Variable	Attributes	Teachers		Head teachers	
		Frequency	Percent	Frequency	Percent
Gender	Male	242	66.5	168	71.6
	Female	122	33.5	66	28.4
	Total	364	100	234	100
Age	<30 years	46	12.6	12	5.2
	30 – 39 years	99	27.2	42	17.9
	40 – 49 years	201	55.2	149	63.7
	50+ years	18	5.0	31	13.2
	Total	364	100	234	100
Work Experience	<10 years	121	33.2	121	51.7
	10 – 20 years	235	64.6	104	44.4
	20+ years	8	2.2	9	3.9
	Total	364	100	234	100
Participating in TDMS Training	Trained	288	79.2	135	57.7
	Untrained	76	20.8	99	42.3
	Total	364	100	234	100
Location of Schools	Urban	47	12.9	25	10.7
	Peri-urban	46	12.5	24	10.4
	Rural	271	74.6	185	78.9
	Total	364	100	234	100

Table 1 indicates that a total of 364 teachers and 234 head teachers participated in the study. Of the 364 teachers, 242 (66.5%) were males and 122 (33.4%) were females. Even among the 234 head teachers, 168 (71.6%) were males and 66 (28.4%) were females. The males dominated in both categories because available records from the District Education offices indicate that there are

generally more male head teachers and teachers than their female counter-parts working in the primary schools in the region studied. In terms of age, the results in Table 1 indicate that the majority of teacher respondents (49%) were younger than the bulk of the head teachers. This indicates that teachers are appointed to head schools after some years of teaching experience. In terms of work experience, results in Table 1 indicate that the majority of the teacher respondents (45.8%) have been in service for a period of less than 10 years. This is also true of the majority of head teacher respondents (51.7%) who have been head teachers for less than 10 years. This implies that most head teachers have few years of work experience and could account for the poor performance in managing public primary schools in spite of the training they undergo. Results in Table 1 also reveal that a whole 79.2 percent (or 209) of the teacher and 57.7 percent (or 135) of the head teacher respondents have undergone TDMS training. This indicate that the majority of the teachers and head teachers in the region were already trained and they were expected to perform their duties satisfactorily. Yet, this does not seem to be the case. Finally, the results also indicate that the majority (74.6% or 197) of the teacher as well as head teacher respondents (78.9% or 185) were drawn from rural public primary schools. These suggest that most schools in the region studied are located in rural areas.

4.1 Test of Hypotheses

As a result of the study objectives, the researchers derived three research hypotheses for verification, namely:

- i) Institutional leadership training has a significant effect on the performance of head teachers in the management of public primary schools.
- ii) Personnel management training has a significant effect on the performance of head teachers in the management of public primary schools.
- iii) Financial management training has a significant effect on the performance of head teachers in the management of public primary schools.

To verify these research hypotheses, the researchers first converted them into null hypotheses. Second, the researchers generated indices from the descriptive statistics indicating respondents' responses in order to measure the different study variables including training in institutional leadership, financial, and personnel management; and lastly, head teacher performance in the management of school. Thereafter, the researchers chose to compare with the use of the t-test technique the performance of head teachers who had been trained under the TDMS and those who had not been trained in order determine if the training had brought any significant difference in their performance in managing public primary schools in the Greater Masaka Region of Uganda. The results of the hypothesis tests are presented in tables 2 to 4.

4.1.1 Testing of hypothesis one. The first research hypothesis that was verified was stated as “institutional leadership training has a significant effect on the performance of head teachers in the management of public primary schools.” For statistical purposes, this research hypothesis was converted into a null hypothesis and stated as “institutional leadership training has no significant effect on the performance of head teachers in the management of public primary schools”. After

generating indices called training in institutional leadership and performance of head teachers in the management of public primary schools, a t-test was performed and the results are presented in Table 2.

Table 2

Independent T-test for Institutional leadership training and head teachers' performance in management

Category of head teacher	Sample size	Sample Mean	Sample Std. Deviation	t	sig. (p)
Trained	136	4.35	070	1.995	0.043
Untrained	98	4.17	069		
Total	234				

The results in Table 2 indicate that the trained head teachers (n=136) who underwent institutional leadership training scored higher in their performance in the management of public primary schools (mean = 4.35) than the untrained ones (n=98, mean=4.17). To confirm whether institutional leadership training had a significant effect on the performance in the management of public primary schools of the head teachers, a t-test was performed, yielding $t=1.995$ whose significance value ($p=0.043$) was less than the benchmark 0.05 ($p < 0.05$), implying that the t was significantly large. Therefore, the null hypothesis which was stated as "institutional leadership training has no significant effect on the performance of head teachers in the management of public primary schools" was thus rejected because there was enough evidence to conclude that head teacher's institutional leadership training positively affected their performance in management.

During the interviews with the DEOs and DISs, the interviewees expressed different opinions about the effect of institutional training on the performance of the head teachers, one of the DEOs reported that "there are many new head teachers who were not trained in leadership skills that need training. Those who were trained, their performance in management range from about 50%-80% effective depending on the management component they were trained in". Another DEO said, "Head teachers who trained in leadership skills perform better than those who did not". Overall, there was agreement that training in institutional leadership improves on the performance of the head teachers in managing public primary schools, other factors notwithstanding.

4.1.2 Testing hypothesis two. The second hypothesis that was verified was stated as "personnel management training has a significant effect on the performance of head teachers in the management of public primary schools." For statistical purposes, this research hypothesis was converted into a null hypothesis and stated as "personnel management training has no significant effect on the performance of head teachers in the management of public primary schools". After generating indices called training in personnel management and performance of head teachers in the management of public primary schools, a t-test was performed and the results are presented in Table 3.

Table 3

Independent T-test between personnel management training and head teachers' performance in management

Category of Head teachers	Sample size	Sample Mean	Sample Std. Deviation	t	sig. (p)
Trained	136	4.24	0.73	2.268	0.031
Untrained	98	4.03	0.70		
Total	234				

The results in Table 3 indicate that the trained head teachers (n=136) who underwent personnel management training scored higher in their performance in the management of public primary schools (mean = 4.24) than the untrained ones (n=98, mean=4.03). To confirm whether personnel management training had a significant effect on the performance in the management of public primary schools of the head teachers, a t-test was performed, yielding $t=2.268$ whose significance value ($p=0.031$) was less than the benchmark 0.05 ($p < 0.05$), implying that the t was significantly large. Therefore, the null hypothesis which was stated as "personnel management training has no significant effect on the performance of head teachers in the management of public primary schools" was thus rejected because there was enough evidence to conclude that head teacher's personnel management training positively affected their performance in management.

During interviews with DEOs, CCTs and DISs, one of them reported that; "following the participation of the head teachers in the TDMS training and the subsequent launch of the special programme called Quality Enhancement Initiative (QEI) which was started by MoES in 2010 to improve performance in schools, most head teachers and teachers strengthened working together and have improved their performance in many areas such as teaching and giving support supervision to staff". And also in planning for personnel needs, one head teacher observed that the participation in the TDMS training "has helped head teachers to strengthen the monitoring and evaluating of schools' activities, and many head teachers were now involving staff members and parents in running school affairs". However, another CCT noted that "some head teachers however need to put more emphasis on evaluating the achievement of their school objectives". As for staffing, another DEO reported that "head teachers usually request the DEOs to post teachers to their schools according to the school need". All in all, the interviewees recognize that the participation of head teachers in personnel training helps the head teachers in mastering how to work with different stakeholders especially staff.

4.1.3 Testing of Hypothesis three. The third hypothesis that was verified was stated as "financial management training has a significant effect on the performance of head teachers in the management of public primary schools." For statistical purposes, this research hypothesis was converted into a null hypothesis and stated as "financial management training has no significant effect on the performance of head teachers in the management of public primary schools". After

generating indices called training in financial management and performance of head teachers in the management of public primary schools, a t-test was performed and the results are presented in Table 4.

Table 4
Independent T-tests between financial management training and head teachers' performance in management

Category of head teachers	Sample size	Sample Mean	Sample Std. Deviation	t	sig. (p)
Trained	136	3.85	.96049	2.568	.041
Untrained	98	3.54	.89308		
Total	234				

The results in Table 4 indicate that the trained head teachers (n=136) who underwent financial management training scored higher in their performance in the management of public primary schools (mean = 4.24) than the untrained ones (n=98, mean=4.03). To confirm whether financial management training had a significant effect on the performance in the management of public primary schools of the head teachers, a t-test was performed, yielding $t=2.268$ whose significance value ($p=0.031$) was less than the benchmark 0.05 ($p < 0.05$), implying that the t was significantly large. Therefore, the null hypothesis which was stated as "Financial management training has no significant effect on the performance of head teachers in the management of public primary schools" was thus rejected because there was enough evidence to conclude that head teacher's financial management training positively affected their performance in management.

5. Discussion

The first objective of this study was to establish the effect of institutional leadership training on head teachers' performance in management of public primary schools in the Greater Masaka Region in Uganda. The study results revealed that the difference in the mean performance of trained and untrained head teachers was statistically significant. This finding concurred with Kaweesa's (2004) who said that institutional training equips leaders with the competences to set school objectives and mission statements that help everyone concerned to understand what the school stands for. This is not any different with the finding of Nannus (1992) and Fullan (2001) who advised that all stakeholders should be involved in the development of the school vision, mission and objectives. In the same vein, Maicibi (2005) emphasizes that proper institutional leadership is a necessary tool for effective performance. Lydia and Nasongo (2009) and Musaaazi (2006) add that schools do not become great because of the magnificent buildings but because of the visionary head teachers. This is the same reason why head teachers should work as teams with all stakeholders to plan for the school after which they should collectively implement the agreed plans and then evaluate their progress. According to Melvin (2005), the success or failure of a leader is determined

by who the leader is according to his/her personal qualities such as having a realistic and credible vision for the institution.

The second study objective was aimed at establishing the effect of personnel management training on head teachers' performance in management of public primary schools in the Greater Masaka Region in Uganda. The study results revealed that the difference in the mean performance of trained and untrained head teachers was statistically significant. This finding was similar to what Mulkeen et al. (2007) found out; that head teachers who are trained in personnel management know how to deal with various stakeholders including the teachers under their supervision.

The last main finding of this study is that the difference in the mean performance of head teachers who have received training in financial management and those who have not was statistically significant. This finding was in agreement with that of Georgiou and Nicholaidou (2009) did their study in Florida and reaffirmed that training in financial management is important for head teachers especially in keeping financial records. This is not far from Chinyemba's (2011) view who counseled that for head teachers to manage school finances well, they need to be sufficiently trained in financial management.

6. Conclusions and Recommendations

Basing of the study findings and the discussion that ensued, the researchers thus concluded that the TDMS programme that was carried out in Uganda by the then Ministry of Education and Sports was largely effective in improving the performance of head teachers in the management of public primary schools in the Greater Masaka Region of Uganda, other factors notwithstanding. In other words, the training in institutional leadership, personnel management, financial management, school governance and curriculum management made head teachers to do their job of managing the public primary schools better compared to those head teachers who never underwent similar training. As a result, it was recommended that Government of Uganda should continue training head teachers, strengthening their training curriculum and make training opportunities more accessible to many teachers. This would enable head teachers to improve their performance as well as that of their teachers and pupils.

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