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The Effect of Professional Training Development Programmes on Teachers Effectiveness in Government Aided Secondary Schools in Uganda: A Case Study of Alebtong District.

The study aimed at examining the effects of training programmes of teachers on the effectiveness of teachers in government aided secondary schools in Alebtong district. The study was guided by the following objectives: to investigate the effect of on-job training on the effectiveness of teachers in government aided secondary schools in Alebtong district; to examine the effect of off-job training on the effectiveness of teachers in government aided secondary schools in Alebtong district and to assess the effect of induction on the effectiveness of teachers in government aided secondary schools in Alebtong district. The study employed qualitative research approaches which were largely descriptive and qualitative in nature using an interview guide comprising 23 questions distributed to 65 respondents. The qualitative approaches included use of interviews and focus group discussions. Based on this sample, the results indicated that most teachers did not attend the on-job training programmes. This, therefore, showed that on- job training programmes were not regularly organised within the government secondary schools in Alebtong district. The study also reveals that despite the fact that some teachers did attend the off-job training programmes and others were undecided, was clear evidence that off-job training programmes are equally, not regularly organised in the government aided secondary schools in Alebtong district. The study further reveals that off-job training provided skills for understanding the psychological problems of students, therefore, it can be concluded that off -job training affects the effectiveness of teachers in government aided secondary schools in Alebtong district. The study findings further reveal that induction programmes affect the effectiveness of teachers in government secondary schools in Alebtong district because induction enables one to quickly settle down for effective work, it enables one to acquire work skills and changes one's behaviour to the norms of the school. The study concluded that on-job, off-job and induction training programmes improve the teachers' professional capacities and, therefore, equips the teacher to become flexible, committed and motivated to achieve the school goals and missions. It was, therefore, recommended that there must be a policy on professional training programmes in government secondary schools in Alebtong district; the head teachers in secondary schools in the district must guide and encourage teachers throughout their career by organising workshops, seminars, refresher courses, exchange teaching etc; the mentors should have a crucial role in the induction of new teachers, mentoring and coaching the inexperienced and untrained teachers who exist in their schools and finally teachers must be flexible and committed to be able to teach his or her subject in any class in the schools in Alebtong district.

Key Words: Professional Training, Development Programmes, Teachers, Government Aided Secondary Schools, Alebtong District