

## **Teacher as Continual Learner: Case Study from Uganda**

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### **Abstract**

It is becoming increasingly recognized that education achievement can no longer be measured by access and completion rates. What students are actually learning at school is no longer a matter of debate (UNESCO 2000). However, it is imperatively clear that for students to achieve the desired learning outcomes, they require motivated teachers able to consider their work not as a mere job but a vocation. This, in many developing countries particularly in the Sub-Saharan Africa (SSA), is still an uphill task.

However, as past studies have indicated that Professional Development [PD] is key to enhancing teachers' motivation (Karabenic & Conley, 2011), Luigi Giussani Institute of Higher Education (LGIHE) has for the last decade or so, devoted her resources to teachers' PD and the results are in a way comparable to other studies on PD. For example Mwangye (2010) carried out a survey among the employees of Bank of Uganda and the study revealed that the PD greatly motivates employees since it enables them to fully understand their job and develop prospects of their career development either on the same job or another job. An evaluation of LGIHE's PD and its impact on teachers' motivation was done based on one year's intervention (2014). Thirty six primary schools were randomly selected and randomly assigned to three categories: intensive treatment, light treatment and the control group. The evaluation results indicated that professional development truly enhances teachers' motivation and job satisfaction. This however, does not only require a list of trainings but a relentless reminder, who treads the same path as one proposed to the teacher. It is from this background that LGIHE usually proposes follow-ups, classroom observations and tutorials for teachers and head teachers. The head teachers are accompanied so that they in turn can accompany their respective teachers.

The PD evaluation revealed that when teachers are accompanied, they too realize that they are not alone, increase job-satisfaction, and they are motivated to teach better and accompany their learners.

**Key Words:** Teachers, Professional Development, Motivation

## **Introduction**

There are many challenges facing education in Developing Countries, particularly the Sub-Saharan Africa. Bennell (2004) asserts that the most critical and noticeable challenge is low level of job satisfaction and motivation. This phenomenon means that thousands of children are inadequately taught (Bennell & Akyeampong, 2007). Masikye (2013) reports that whereas teachers form the biggest percentage of civil servants in Uganda, they are characterized by a combination of low morale, low levels job satisfaction, poor incentives and work environment resulting from poor human resource management and lack of induction and continuous professional development after recruitment. This poses a big educational challenge and while data on enrolment is impressive, most children leave primary school without learning the basic skills of reading and writing (UNESCO 2000). This could probably be the reason Uganda has a commendable Net Enrolment Ratios [NER] but yet with the lowest levels of literacy and numeracy relative to the immediate neighboring countries (UWEZO 2013; Southern African Consortium for Monitoring Education Quality [SACMEQ], 2015). This, existing, phenomenon points to the reality of the important role teachers play in the learning process of students because teachers' motivation directly influences whole teaching and process (Alam, 2011) and consequently the learning outcomes. Moreover, Alam 2011; Karabenic & Conley, 2011 emphasize that whereas there are many factors that affect teachers' motivation, professional growth and enhancement as key in enhancing their motivation. Although the motivation study by Karabenic and Conley was done in the USA, it is confirmed by studies and reports in the SSA, for example, World Bank (2007), reports that teachers in the SSA require continuous professional development because teacher-training often concentrates on the history, psychology, and sociology of education, to the detriment of pedagogy or practical experience of classrooms, leaving teachers ill-prepared for classroom teaching.

## **SITUATION IN UGANDA: CHALLENGES IN UGANDAN EDUCATION SECTION**

Countries base on their education sector to achieve their sustainable economic development. It is the education sector that has to set standards for quality education. This quality education has to be achieved through improving the working conditions and teaching environment as well as providing incentives to teachers so that they are highly motivated and committed to teach. Various studies have revealed that a de-motivated teacher doesn't provide good education performance for the school. For example, Ingersoll (2001 found that lack of community support, poor opportunity for professional advancement, interferences in teaching, lack of professional competence of colleagues, intrusions on teaching time, large class sizes, inadequate time to prepare, lack of faculty influence, lack of student motivation, inadequate administrative support, student discipline problems, and unsafe environment were the lead causes of teacher dissatisfaction and poor performance.

Among the distortions that result from the current educational approach in Uganda and the system built around it are:

- Opportunities for continued professional development for teachers are limited to formal certificate, diploma or degree courses that merely prepare them for academic work with low emphasis on pedagogical and didactic competences:

Student teachers' own learning may have been heavily centered on rote learning, leaving them with only one model of teaching and an insufficient understanding of the conceptual underpinnings or practice of new paradigms of teaching and learning. In addition to subject matter, teacher education often concentrates on the history, psychology, and sociology of education, to the detriment of pedagogy or practical experience of classrooms, leaving students ill-prepared for classroom teaching (Lewin 2000). The school-based studies and student teaching components of teacher education courses should be integrated with coursework over the entire period of the preservice preparation and not just relegated to the few weeks of their studies, which is frequently the case. According to Ware, "the student teachers need to experience the reality of the classroom as soon as, and as frequently as, possible" (Ware, 1992).

- Teachers do not appreciate the value of their profession and lack the internal motivation to work with full personal commitment.

Teachers and head teachers may engage in unprofessional behavior. Some of the common kinds of misbehavior are financial, ranging from charging students for compulsory "extra tuition" to "ghost teachers"—who appear on the payroll but do not exist (Gaynor 1998). Eliminating such practices is closely tied to teachers' pay. Where teachers' pay is very poor, they may rely on other sources of income to survive (Gottelmann-Duret & Hogan 1998). However, there is little to suggest that raising teacher pay will automatically reduce teacher engagement in other commercial activities.

In Uganda, the Teachers Initiative in Sub-Saharan Africa (2013) report reveals that, the main factors considered by teachers as important for their satisfaction and ultimately motivation are salary, opportunities for professional growth and recognition.

- Head teachers generally do not recognize their role as coaches and mentors to the teaching staff.

According to a Handbook for Head teachers and Supervisors developed by Quality Educators' Project – Uganda (2011), the roles and responsibilities of Head teachers include; defining the school vision, mission, goals and objectives to their supervisees; relating their roles to those of their schools; discussing competence profiles with staff under their jurisdiction and approving changes, if any; facilitating the supervisees to understand their roles; training, coaching, mentoring, guiding and counselling of all supervisees under their jurisdiction; building teams and assessing team performance, among others.

In terms of teacher motivation, according to the National Survey on Primary teacher Satisfaction in Uganda (2012), it was revealed that, on average, 71% of teachers working in a school with less experienced head teachers (less than 15 years) are dissatisfied while the rate decreases to 57% for teachers working in schools with more experienced head teachers (more than 15 years). This explains the importance of the quality of leadership and supervision by head teacher.

- Parents often lack means of constructively engaging with teachers and being involved in students' education.

Parents play a crucial role in nurturing their children's educational aspirations. They provide financial support, facilitate attendance and encourage achievement. For teachers, parents can serve as educational allies by assisting them in developing pupils' full academic potential and monitoring the quality of teaching and teaching strategies. Parents do not only play an important role in building relationships between schools and communities but also, in the policy context, serve as decision-makers.

Research and experience demonstrates the haphazardness with which these roles are fulfilled and the inconsistency of parental engagement both in schools and the overall education process. For example, ILOPS (2010) research shows that head teachers' support for parental participation seems to be restricted to summoning parents to discuss problems of attendance and children's poor performance or to resolve conflicts rather than encouraging wider parental participation in school.

- Teachers are focused on delivering a set curriculum and don't feel free or equipped to use creativity in the class. They are also observed to focus on exam preparation and academic result.

Pedagogy<sup>1</sup> and the teaching methodologies have presented unique challenges in delivery of the subject issues. According to CURASSE (2007), the curriculum is largely a collection of examination syllabuses where their teaching is directed at achieving the highest grade in the examination, as are the textbooks written for them. The level of skills assessment is low while remaining overloaded. In addition, content and pedagogy have not adequately adjusted to address contemporary issues in emerging fields.

- School discipline often involves humiliation or physical punishment.

Corporal punishment is not legal in Uganda and therefore the topic of discipline without the use of corporal punishment in school is important and needs to be addressed as a matter of urgency. As of today, most teachers have not found positive measures to instill discipline without using corporal punishment instead some teachers use humiliation measures that demotivate students while some still use physical punishment. For example a study conducted by Sekiwu, D &

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<sup>1</sup> Pedagogy is the study and theory of the methods and principles of teaching

Naluwemba, F (2014) in some primary schools during the Post-Corporal Punishment Era in Uganda revealed some alternatives to corporal punishment as being bad measures for achieving positive discipline. These alternatives include; manual work which students claimed had health hazards or the possibility of being hurt while working with, embarrassment in front of other learners when doing dirty manual work on school grounds and suspension from class during lessons.

➤ Large class sizes.

Most schools especially public schools - Universal Primary Education [UPE] and Universal Secondary Education [USE] aided schools are characterized by large class sizes, even if UBOS (2014) statistical abstract reveals a primary pupil-classroom ratio of 58 and a pupil-teacher ratio of 46. While it is important to have various teaching aids for the learners, in a large class, the teacher may find it impossible to provide each child with appropriate materials. UNICEF (1997) pointed out that parents see the problem of high pupil-teacher ratio from the perspective of teachers not being able to control the class, teachers being overloaded and so unable to give individual attention to their children.

Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instructions (i.e. how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction (Wilson 2006; Holloway, 2002; Ehrenberg, et al., 2001).

### **LGIHE on Professional Development and Teacher Motivation**

World-wide, teacher motivation is perceived as a core requisite for quality education (Bennell 2004). According to Bennell (2004), "teaching has become 'employment of the last resort' among university graduates and secondary school leavers in many countries. Consequently, teachers often lack a strong, long-term commitment to teaching as a vocation." (p.3). This is the educational challenge that LGIHE started to reflect upon when it began informally operating in Uganda, as the Permanent Centre for Education (PCE) in 2002. LGIHE further conceives teacher motivation as a consequence of an intentional involvement of teachers in their own learning through a continued professional support from a mentor as continuous reminder of the ultimate meaning of their work with schools, students and parents as a vocation. This realization is confirmed by Craig, Kraft & Pressis (1998, p. ix) who contend that "when teachers are actively involved and empowered in the reform of their own schools, curriculum, pedagogy, and classrooms, even those with minimal levels of formal education and training are capable of dramatically changing their teaching behavior, the classroom environment, and improving the achievement of their students." In their study to investigate the impact of teacher development in developing countries, such as Egypt, Namibia, Botswana and Bangladesh, Craig et al (1998) revealed that PD enhances teacher motivation and ultimately learners' outcomes. Such studies, as

that of Craig et al (1998) coupled with operational experience, have motivated the work of LGIHE since its inception in 2002.

In January 2009, LGIHE registered as a social enterprise with a particular focus on PD. The Uganda National Council for Higher Education in September 2013 accredited the organization as an institution of higher learning. The accreditation of LGIHE mandated it to offer recognized programmes in teacher-education, which according to Craig et al (1998), is still inadequate in many countries in SSA and to some extent responsible for low levels of education and poor quality education.

LGIHE's vision is to be a leading institution of higher education that has a transformative impact on society in Uganda and throughout Africa by improving the quality of education and professional development with the mission to create opportunities for professional and personal development, which start from the dignity and infinite value of the person and are developed through a method of personal engagement with one's life and the meaning of one's work, targeting teachers, other professionals, parents and students.

### **LGIHE Approach/Methodology**

LGIHE experience indicates that to educate is not simply to train but to lead out of the person his/her potentialities both from the educators' and learners' points of view and thus focuses on education as a tool to help children develop their identity, self-worth and sense of belonging. Furthermore, LGIHE agrees with other researchers and authors such as Craig et al (1998) that teachers' development is not an event but a process and involves change over time and is achieved in stages. This therefore requires patience as teachers have to first internalize the reason they are called to be teachers and how best they are to respond to this vocation.

LGIHE also believes that every person and every community represents a potential resource, no matter how vulnerable they are. This means to value the tradition, experiences, and relationships of every person. This principle originates from a positive approach to reality and helps individuals recognize their intrinsic value and dignity and to live into their own responsibilities. For this reason, training modules rest on the conviction that education should form persons able to deal with all the challenges of life, developing their potential, values and attitudes, taking up their commitments as people who can stand in front of every circumstance of reality with passion, courage and certainty.

The teacher's awareness of their infinite worth and dignity enriches the capacity to face reality with openness, wonder and curiosity. This is critical for a teacher, as a continual learner, as it profoundly permeates their pedagogical approaches including openness to criticism and questions about class lessons and reason for learning. Little by little, learners too are attracted to and infected with enthusiasm and become continual learners as well.

Considering the teacher as a whole, as opposed to one who dispenses knowledge to the learners, enables them to rediscover the beauty enshrined in pursuing an “education in freedom” in order to cultivate the ability to face reality, understand its meaning and adhere to it (Giussani, 2009). This, according to LGIHE experience is a more sustainable way of arousing teachers’ intrinsic motivation to learn and teach, to get educated and educate amidst the multiple challenges facing a teacher in Uganda.

### **LGIHE Proposal and Teachers’ Professional Development**

“Numerous studies have shown that teacher efficacy is important for improving student performance and stress the need for PD programs that incorporate this element into their designs” (Schieb & Karabenick 2011, p. 13). LGIHE has thus developed training modules that are aimed at improving the quality of education in, primary, secondary and tertiary levels. These modules are primarily focused at enhancing the teachers’ intrinsic motivation through a realisation of their work as a vocation, as opposed to the perception of teaching as a mere job, and the deep understanding of the pivotal role they play as educators in the life of their students. LGIHE’s proposal to teachers has evolved from Luigi Giussani’s life experience and synthesis on education.

Luigi Giussani was born in 1922 near Milan, Italy, in a small Lombard town of Desio and received a classical liberal education by entering the diocesan seminary of Milan after which he continued and completed his studies at the theological school of Venegono under the guidance of masters like Gaetano Corti, Giovanni Colombo, Carlo Colombo and Carlo Figini. While at Venegono, Giussani learned to appreciate secular works of art as expressions of the infinite reality. He later taught at the seminary in Venegono, specializing in the study of Eastern theology (Slavophiles), American Protestant theology, and the rationality behind commitment to faith and Church (Communion and Liberation, 2008).

From 1954 to 1964, Giussani taught at the Berchet classical high school in Milan during which time he studied and wrote articles for professional journals on the problem of education both inside and outside the Church (Communion and Liberation, 2008).

While teaching at the High School, Giussani developed special interest in the education of adolescents. Luigi Giussani (2001), in his book *The Risk of Education*, asserted that the beginning of education is not found in an ideology but in a relationship with reality. For this reason Giussani always insisted, quoting Jungmann (1939), that *education is an introduction to total reality* (Giussani 2001, p.50). Education is a process intimately related to human nature's search for fulfilment, something that is only experienced when a human person has a meaningful relationship to a Presence capable of responding to the needs of the human heart.

Luigi Giussani took up the challenge and risk of educating adolescents in the modern world. Having a special interest in teenagers, Giussani tried to help them as they passed through their adolescence characterized by defiance, conformity devoid of conviction, a growing awareness of themselves as persons and a gradual insight into the meaning of the reality within which they find themselves enveloped. He sensed how, with unclear self-consciousness and unsubstantiated belief, youth's personhood and reality remained ambivalently poised between resistance and submission; how, in their dark passage, youth groped for only a touch that, gently, freely, and lovingly, might show them both light and identity (Giussani, 2001).

**Giussani developed his educational pedagogy on five concepts:**

- education as introduction to total reality,
- education as tradition and present,
- authority, an existential proposal,
- personal verification and criticism, and
- the risk of freedom. (Giussani, 2001)

These modules are facilitated by LGIHE experienced and trained facilitators as follows;

- The “*Risk of Education*” module develops the themes of Giussani’s book *The Risk of Education.*” This first module lasts three days with one follow-up session. The training aims to present education as the process by which the student develops an awareness of his/her value and dignity and discovers himself/herself and the reality around him/her in light of the traditions, values, and culture in which he/she has been raised. This process of discovery involves profound questioning, related to one’s need for meaning, truth, beauty, justice, love and happiness. The module stresses the importance of the relationship between the learner and the educator and acquaints students with examples of the meaning of education through a variety of mediums, be they readings, personal testimonies, and documentaries.
- The second module, “*Educate While Teaching,*” is offered one academic term after the first module and lasts six days (delivered in different sessions) with one follow-up session. The training focuses on child-based pedagogical approaches, classroom and school practices and the centrality of the educator-learner relationship (either via the student-teacher relationship or the leadership-teacher relationship). This continuous professional development course is conceived from a notion that at the core of any successful teaching and learning is the teacher’s awareness and ability to suggest to students’ viable instruments through which they might independently and critically consider their background, environment, and the difficulties they face. Its primary aim is to familiarize teachers with child development such that they might consider education as a continuous, integral, comprehensive process. Consequently, lesson planning, class



attendance, positive discipline, teacher collaboration, and innovative teaching methods factor centrally.

Besides the aforementioned trainings, *Classroom Observations/Tutorials* are given to the teachers with the intention to keep a close link between LGIHE and the schools whose teachers participate in the re-training and continuous professional development courses so that they are able to improve the quality of teaching as proposed during the re-training workshops. It also provides further insights, discussions, guidance and sharing about the proposed methods of educating children. Tutorial sessions are also given on the grounds that bringing about a sustainable change takes time and at times is resisted by the people supposed to implement the change process. To this effect therefore, LGIHE staff accompany each individual teacher into the classroom, not as a supervisor but as both a mentor and colleague in the journey of educating the young. Both the LGIHE staff and the trainee share experiences, points of novelty, challenges and together suggest possible means of improving the next lesson.

Also important to note is that the tutorial sessions are not limited to the actual classroom teaching and learning activities but involve a whole range of the teacher's activities while at school such as planning for the lessons, preparing, marking and recording of homework, methods used in correcting children, the use of class and personal registers and the general teacher-pupil relationships in and out of class.

The training methodology encourages personal reflection, interaction, group discussions, and presentations among participants and facilitators. This is intended first as a way of introducing them to education as an experience that is lived and shared. The method also helps participants to experience student-teacher relationship, student-student relationship and teacher-teacher relationship as a precursor for meaningful relationships required in educational journey.

The instruments used are documented experiences from the work on education; texts from the Ministry of Education, Science, Technology and Sports; films and documentaries detailing the work of a teacher and synthesis of the key points of each session.

## AN EXPERIENCE FROM LGIHE'S PILOT PROGRAMME AND TEACHERS' MOTIVATION

AVSI-USA and LGIHE implemented a school-based training program for teachers and management, which proposed a return to the core substance of education and encouraged the integration of the school community around the task of educating children in all of their dimensions. The objective of the training and accompaniment phase was for teachers to gain a better appreciation of their role as educators and of the importance of the relationships to the process of teaching and learning. The overarching goals sought improved protection and well-being of teachers, improved learning outcomes and greater commitment of teachers to their profession. Whereas PD programmes may be good in themselves, it is of paramount importance to assess and evaluate their impact on teachers, students and schools in general (Craig et al., 1998). LGIHE has offered PD programmes since its inception in 2002 but no systematic evaluation had been done prior to 2014. Following this reality, the University of Notre Dame was requested to carry out an evaluation of this one-year project.

The evaluation therefore examined the impact of teacher training on teachers' attitudes and behaviors towards students. Specifically, it measured whether teachers' attitudes and beliefs about education and the degree of trust between teachers and students changed as a result of the training. In addition, it measured whether the training had an impact on reducing abusive discipline and improving positive attitudes, and whether the intensity of the program made a difference in achieving the above mentioned results.

### EVALUATION METHODOLOGY

A quasi-experimental design was used through which 36 schools meeting a defined set of criteria were selected and disaggregated along an urban / rural divide: 18 urban schools and 18 rural schools in total. A total of 729 teachers (359 urban and 370 rural) were involved.

The schools were then randomly assigned to one of three treatment categories:

- ✚ *Intensive Treatment*: two workshops with teachers (total 50 hours facilitated discussion), plus classroom observation and follow-up meetings (additional 2 hours per teacher). The workshops included *The Risk of Education* and *Educate While Teaching*.
- ✚ *Light Treatment*: one workshop with teachers (total 20 hours facilitated discussion). The workshop included; *The Risk of Education*.
- ✚ *Control Group*: no treatment.

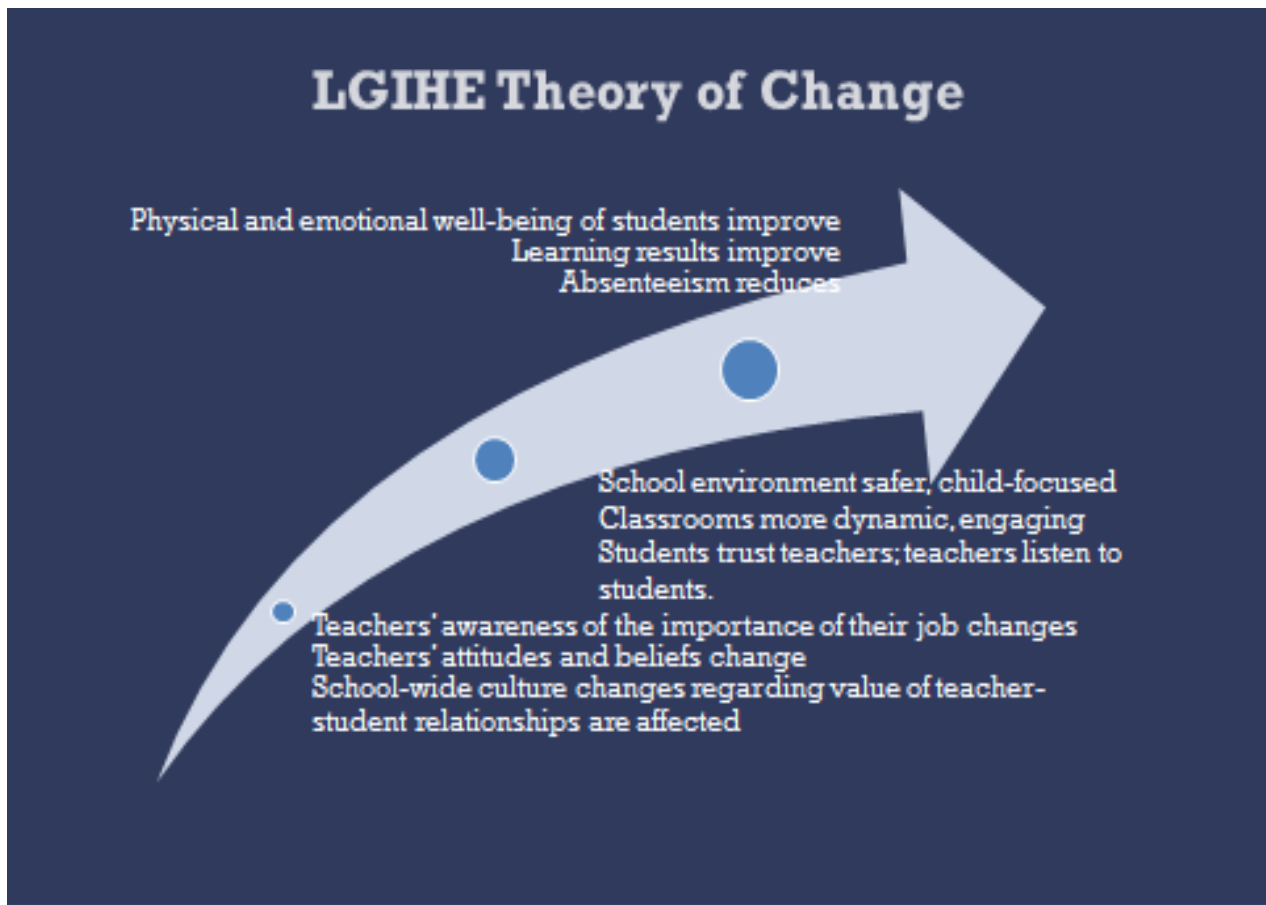
Both quantitative and qualitative methods of research were used. The quantitative methods involved data collection using questionnaires from both teachers and their students both before the intervention and after the intervention in all the 36 schools while the qualitative methods used were participant observation, 14 focus group discussions, and 7 unstructured interviews

with teachers and head teachers, and 1 group discussion with training facilitators. The latter was to corroborate the quantitative results.

Important to note is that the same teachers participated in both the baseline and endline surveys while non-longitudinal group of students as well participated in these surveys. Two randomly selected groups of students were selected each time for each teacher-class. Because the same students were not interviewed at baseline and end line, the data from the students were aggregated at the teacher level to be comparable between the two data collections considering also the concept of random selection of students that minimized biases.

## MAJOR FINDINGS

In conducting and ultimately reporting the results of this evaluation, the questions from the students and teachers questionnaires were combined into the 13 indicators that were specified and defined during the design phase of the evaluation. To detect the impact of the treatment, the evaluation compared the change in an indicator for schools that received the stated treatments against the change in the same indicator for schools that were in the control group. It should also be noted that, this evaluation of effectiveness assessed whether the LGIHE's theory of change is correct up to the results "Safer, child-focused environment that promotes teacher-pupil relationship, and did not arrive at the level "Improved learning outcomes, reduced absenteeism, better cost-efficiency" of final goals.



The key findings are categorized according to the PD programme's outcome indicators as outlines below:

**Outcome 1: Teachers understand and appreciate their students and the process of child development as it relates to teaching and learning.**

Human beings are complex beings and it takes time and effort to understand them (Strauss 2000). A proper understanding of child development is therefore essential if teachers are to comprehend the nature of the human person, how to teach and what to teach to children as persons undergoing physiological and mental development processes. Strauss (2000) asserts that it is important that teachers understand “children’s minds and how learning and development take place in those minds” (p.39). Understanding the child however cannot be limited to the mental capabilities and development of the child but also and more importantly how the child relates with the environment and the whole of reality because a child cannot be reduced to a

“rational thing” but he/she is a person – one who belongs to other people and with an infinite destiny (Aguas 2007).

1. From the above understanding, the PD and its evaluation focused on the understanding of the child and their development stages, the need for a continued and meaningful relationship, the innate abilities of the learners, their backgrounds and positive discipline. The study revealed the following: The study revealed that the quality of teacher-pupil relationship improved. This was evidenced by an increase in the number of pupils freely asking questions in class and outside class as well as having more interactive, active and collaborative classrooms. The qualitative analysis finds this element to be one of the most striking areas of learning and personal change among teachers i.e. increased freedom among students and teachers.
2. Increased awareness that learners have innate abilities to be developed. The qualitative research reveals that, many teachers are now aware that teaching is not just about asking questions to students, divulging information or knowledge, but it is more of a mutual relationship, a time for discovering in which the children are at the center of the educational process, and play a pro-active role. . The study finds that schools that received the intervention experienced a statistically significant increase in this indicator. 8% increase in rural schools that received light intervention and 5% increase for those that received full intervention. The students’ evaluation of the teachers increased in the full intervention 7% for urban schools and 14% for rural schools.
3. Increased ability of teachers taking into consideration learners’ family backgrounds. Many teachers affirmed that while in the past they were normally not used to asking the reasons of children’s delay, children’s absence or low performance, now they pay more attention on the children’s background and to their social or family situation. The study finds that the rural schools that received the full intervention program experienced a statistically significant increase in this indicator. Rural teachers that received a full treatment reported a 6% increase in this indicator. Many teachers affirmed that while in the past they were normally not used to asking the reasons of children’s delay, children’s absence or low performance, now they pay more attention on the children’s background and to their social or family situation.
4. Very positive examples of teachers and headmasters changing their perception on appropriate methods of discipline were realized during the qualitative research. Many of them highlighted that the workshops were helpful in changing the traditional discipline policy and that now they prefer to talk with, advice and counsel students (together with parents) for their shortcomings, mistakes or bad behaviors. The results show a statistically significant effect in the students’ opinions about their teachers, mostly in the rural schools regardless of the type of intervention. 8% and 5% increase in this indicator for rural- full and rural- light schools respectively. Very positive examples of teachers and headmasters changing their perception on appropriate methods of discipline were realized during the qualitative research. Many of them highlighted that the workshops

were helpful in changing the traditional discipline policy and that now they prefer to talk with, advice and counsel students (together with parents) for their shortcomings, mistakes or bad behaviors.

### **Outcome 2: Teachers understand and appreciate the value of teaching as a profession and vocation.**

Numerous studies have indicated that teachers' perception about their daily job determines their level of job satisfaction and motivation. For example, Craig et al (1998) asserts that teachers who understand teaching as a vocation, will normally be resilient to any hardships such as poor payments, under resourced classrooms and large classrooms. This is perhaps because this realization enables them to be creative and start looking at their daily work as a means of self-fulfillment. This assertion can be complemented by earlier studies and theories about motivation, such as Maslow's motivation theory which concludes that one cannot be fully motivated by the provision of physiological needs (Maslow, 1970) which can be provided by money.

The study aimed to journeying with teachers to a point of self-discovery as the starting point and epitome of the discovery and realization of their daily work as a vocation. In this case, the teacher's work is not limited to the classwork but involves the whole sphere of life – the realization of this vocation necessarily requires a resolute commitment to one's life (Giussani, 2001). This outcome indicator focused on two aspects notably; the awareness that education requires an educator to enable learners face reality by way of how the educator faces reality and how this ultimately influences their level of job satisfaction and enthusiasm for teaching. The study revealed the following;

1. Many teachers reported a growth in awareness of educating as a communication of one's way of facing reality as opposed to merely equipping learners with notions This awareness increased, from the rural and urban teachers' perspective that received the full intervention by 7% and 5% respectively
2. Increased job satisfaction and enthusiasm for teaching. From the qualitative research, many teachers stated that they are happy because they teach and that the life achievements of pupils make them feel proud. Teachers' job satisfaction increased by 5% and 6% in rural schools that received the full and light intervention respectively. From the qualitative research, many teachers stated that they are happy because they teach and that the life achievements of pupils make them feel proud.

### **Outcome 3: Teachers understand the value of and use tools to better accomplish teaching goals.**

Educational studies have proven that successful teaching involves cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping

of students which requires innovation on the part of the teacher (Charlotte Danielson, 2013) . This is critical because it enables children to like what they are doing. This is further supported by classical educational studies that children learn better if they are made to like what they are doing, that learning should be delightful and sometimes recreational (John Locke, 1899) . This calls for a teacher's effort to be innovative in his/her teaching methods and setting of learning objectives that are supportive to learning.

As recorded by educators such as Paulo Freire (1921 -1997), pupils should be taught critical thinking skills if they are to be the protagonists of their own lives. Lessons should be centered on problem solving in order to help learners develop a method of solving their personal problems, even out of class and school.

The use of personal and class registers is understood as teachers' willingness and ability to monitor students' attendance at school, student's individual academic personal progress and other personal details.

This is essential because according to Charlotte Danielson (2013), teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. This can be achieved if teachers effectively use registers in which each student's details are kept.

There was an increase in the use of personal registers to monitor students' progress in rural schools from the teacher's perspective and in urban and rural schools from the students' evaluation. In rural schools, teachers' views increased 11% (full intervention) and 6% (light intervention) more than in the control schools. According to students' evaluations, there was a statistically significant increase in this indicator in the schools where teachers received the light treatment. This increase was 6% and 7% higher than the control schools in urban and rural groups, respectively. The study revealed the following:

1. Improved teachers' ability to set lesson objectives and prepare lesson plans. There was a significant increase in this indicator according to the students' evaluations. Students whose teachers received the full treatment found that their teachers improved in this indicator by 8% and 9% in urban and rural schools respectively.
2. Increased use of class registers and personal registers to monitor teaching and learning. According to students' evaluations, there was a statistically significant increase in this indicator in the schools where teachers received the light treatment. 6% and 7% increase in urban and rural schools respectively. This change has been particularly relevant in Padwat Primary School as reported by two teachers: "we now have been able to follow them using the class register, [...] now we identify who is absent, why was he absent [...] we have been able to follow them up. That is the how better have come about it" [Teacher, Lamwo]; "Like for instance with this idea of this classroom register there is

somewhere where a teacher has to write observations about a certain pupil, that is where there will be good relationships between us teachers and we come to know children more and more. Q: how was it before? A: Before there was no idea of observing the pupil that the certain teacher can report to the next... “[Teacher, Lamwo].

## LESSONS LEARNT FROM THIS PROGRAMME

1. The intervention proved that investing on the reawakening of human dignity and the freedom of teachers is a strong intrinsic motivator for teachers. Teachers become more creative and committed to their job as evidenced from improved relationships with students and colleagues, more time spent with students beyond the official school time and making lesson plans without direct instruction from their “supervisors”.
2. Although the LGIHE PD Programme improved teachers’ motivation and participation in school activities, it was noted that a continual reminder is critical for a sustained positive change in their attitude. LGIHE maintained this through a constant relationship with the participants in which case a LGIHE facilitator could accompany a participant during class and after class lesson. This relationship is found so profoundly important that capacitating school head teachers to give this accompaniment to their teachers would pay off in the long run. The head teacher would seek appropriate support from LGIHE as required.
3. A change of attitude is needed, and it takes time. We should aim for longer term interventions.
4. Future evaluations could integrate the measurement of student learning outcomes so as to assess the long term outcomes of the programmes with specific attention to soft skills.

## WAY FORWARD

A wider approach for 3-year intervention is sought appropriate to effectively ascertain the impacts of LGIHE Programmes. This approach should involve; school leaders, teachers, students and parents.

1. Enhance the role of the Head teacher as a promoter of the proposed innovations and development of teachers. This should be achieved through Leadership Training and Coaching.
2. Motivate teachers by emphasizing the re-discovery of dignity of the person, the meaning of education and the value of their own profession. This should be through The Risk of Education Trainings and Coaching.
3. Promote knowledge and a deep relationship between teachers and children. This should be through teacher’s personal registers to annotate the observation of daily changes of each child.
4. Promote the lesson as an interesting moment of discovery (both for the student and the teacher). Teachers are introduced to new creative, innovative and participatory teaching



techniques e.g. Story-telling and the use of beads in Maths. They are also trained in a method of planning and preparing the lesson from the needs of children, not just their own.

5. Promote the participation of parents in the school.

## **Conclusions**

1. Education sector in Sub-Saharan African (SSA) and Uganda and in particular, still faces a multiple of challenges. The Uganda Ministry of Education, Science, Technology and Sports (MoESTS) outlines these teacher-related challenges: teacher training, absenteeism and attrition, teacher-motivation /satisfaction (MoESTS, 2013). Other challenges include low completion rates, poor parental involvement in children's education and poor funding (ibid).
2. The MoESTS (2013) asserts that of all these challenges, the central is the teacher and his/her job satisfaction. Teachers are central to many of educational challenges and instrumental to the finding of the solution. Tackling educational challenges starting from the teacher's wellbeing is therefore critical if the school is to have a sustainable solution to its challenges.
3. When teachers are appreciated for who they are as opposed to what they can accomplish, they develop a sense of belonging and acceptance which intrinsically motivates them to work even amidst the existing challenges. In this way, they become part of the team and process of finding the solution to the challenges they face.
4. It is therefore a conviction from LGIHE that motivation and job-satisfaction comes from within the person, a consequence of the realization of own inherent dignity and that of the student. This awareness comes with a profound transformative power to illuminate the entire school climate and leaven an atmosphere that enhances quality teaching, learning and learning outcomes.

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