

**Relationship between physical working conditions of teachers and performance of teachers
in selected government-aided primary schools in Lira City East Division.
A cross-sectional study.**

Sarah Aol, Evelyn Hope Kyokunda*

School of Graduate studies and Research, Team University

ABSTRACT

Background

Globally, teacher performance has been a focal point in educational reforms aimed at enhancing student outcomes. The study aims to establish the relationship between the physical working conditions of teachers and the performance of teachers in selected government-aided primary schools in Lira City East Division.

Methodology

A cross-sectional descriptive study was used, employing both quantitative and qualitative approaches to provide statistical generalizability and in-depth insight. Data were collected using closed-ended questionnaires and semi-structured interview guides. Quantitative data were analysed using statistical methods, including Pearson correlation and regression; qualitative data were thematically analysed.

Results

Regarding marital status, 75% were married, 16% were single, 7% were separated, and 2% were widowed. The highest-rated performance indicator was "I am confident in delivering lessons" with a mean score of 4.873 (SD = 0.532), indicating that a majority of teachers perceive themselves as highly confident in their instructional delivery. Similarly, strong mean scores were recorded for "I use formative assessment" (M = 4.253), "I effectively use summative assessment" (M = 4.232), "I use appropriate instructional strategies" (M = 4.211), "I can plan lessons effectively" (M = 4.272), "I update my schemes of work timely" (M = 4.035). The findings show a strong positive correlation between teachers' training and performance (Pearson $r = 0.778$, $p = .000$). Training has a positive influence on teacher performance. The standardised Beta value (0.554) indicates that a one-unit increase in teacher training is associated with a 0.554 unit increase in performance, holding other variables constant.

Conclusion

Investing in well-designed, regular, and subject-specific teacher training programs is essential for enhancing teacher performance in Lira City East Division.

Recommendations

The government should link Continuous Professional Development participation to promotion, recognition, or small rewards (certificates, stipends) to motivate teachers to engage in training consistently.

Keywords: *Physical working conditions, Performance of teachers, Selected government-aided primary schools, Lira City East Division.*

Submitted: October 10, 2025 **Accepted:** October 21, 2025 **Published:** October 30, 2025

Corresponding Author: Sarah Aol

Email: aolsarah3@gmail.com

School of Graduate studies and Research, Team University

Background

Globally, teacher performance has been a focal point in educational reforms aimed at enhancing student outcomes. Robertson and Shapira (2024) in Scotland highlighted systemic issues such as vague curricula and a data-driven culture that prioritise narrow performance indicators over quality educational practices. This approach has led to curriculum narrowing and a decline in areas like expressive arts, particularly in disadvantaged schools. In Hailakandi district, India, assessment of the technical efficiency of government-aided lower primary schools found that school infrastructure quality and teachers' contact hours positively

influenced performance. Conversely, factors like remoteness and lack of accessibility negatively impacted efficiency (Ahmed, 2022). In Indonesia, research on teacher management policies in South Bangka revealed that teacher capability often fell short of expectations. The study highlighted challenges in teacher recruitment, training, and retention, suggesting the need for improved professional development and support systems. Since 2007, Indonesia has implemented a national teacher certification program aimed at enhancing teacher professionalism and welfare. The program includes training and assessments, leading to

certification that entitles teachers to financial incentives and career advancement opportunities (Putra, 2023).

In Latin America, a comparative study of teacher performance across Central American countries found that while the Dominican Republic had higher ratings for teacher preparedness, challenges persisted. Issues included a lack of awareness of teaching standards among teachers and the absence of a structured certification system (Sucre & Fiszbein, 2015). Colombia's Escuela Nueva model, implemented in rural areas, emphasises student-centred learning. The approach has led to improved teacher performance and student outcomes, with the model being adopted in various countries, including Brazil and the Philippines (Colbert, Levinger & Mogollón, 1987). Teacher motivation refers to the internal drive, enthusiasm, and commitment that influence teachers to perform their duties effectively, persist through challenges, and strive for high standards in teaching and learning (Bennell & Akyeampong, 2021). Continuous professional development (CPD) is essential for enhancing teacher motivation. In Tanzania, the Ministry of Education, Science, and Technology initiated the Mwongozo wa Kutekeleza Mafunzo Endelevu ya Walimu Kazini (MEWAKA) program, aiming to provide nationwide CPD by 2026. The program emphasises peer learning, collaborative teaching, and the use of digital platforms to support teachers. However, challenges such as limited internet access and inadequate infrastructure have hindered its full implementation (World Bank, 2023). Access to adequate teaching materials is a fundamental aspect of teacher motivation. In Uganda, the lack of essential resources such as textbooks and teaching aids has led to teachers reverting to outdated curricula, thereby impacting the quality of education (Uganda Radio Network, 2024). The study aims to establish the relationship between the physical working conditions of teachers and the performance of teachers in selected government-aided primary schools in Lira City East Division.

METHODOLOGY

Research Design

The study used a cross-sectional descriptive study to investigate the effect of motivation on the performance of teachers in selected primary schools in Lira City East Division. This design was considered suitable for the study because it provided the study with the opportunity to obtain the opinions of the sampled population to infer the opinions of the entire population. The study adopted both qualitative

and quantitative research approaches. Quantitative data provided statistical significance and generalizability, while qualitative data offered in-depth insights into participants' experiences and perspectives. This study used subjective judgment based on non-quantifiable information, such as management expertise in relation to the study.

Study setting

This study was conducted in Lira City East Division, which is located in the Northern part of Uganda. Currently, the City has two Divisions: Lira City East and City West Divisions, with several primary schools (both private and government-aided). However, this study covered only six primary schools within the Division in an attempt to investigate the effect of motivation on the performance of teachers. In relation to the number of people, Uganda Bureau of Statistics (UBS) estimated the mid-year population of Lira East Division at 108,600 in 2024, with different categories taking part in a number of activities for survival. This study was carried out over a period of one year.

Population of the Study

The population consisted of 6 head-teachers, 130 teachers, 3 City Inspectors of Schools, and the City Education Officer (CEO), making a target of 140 respondents. For justifiable reasons, head-teachers were included in the study because they played a pivotal role in creating a supportive school culture and implementing policies that affected teachers' work environments. Teachers directly experienced the effects of various motivational factors, such as incentives, recognition, workload, and professional development opportunities, and therefore, could provide the required information for the study. City Inspectors of Schools were considered ideal because they were responsible for all school inspections and could speak to how motivation affected teachers' performance in primary schools. The City District Education Officer was preferred because he was the overall administrator in charge of schools within the City and could deliver the required information for the study.

Sample Size Determination

The study used Krejcie and Morgan's (1970) table of sample size determination, and thus, 103 respondents were selected as the study sample size. Further, the sample size of each group was determined proportionally based on the population size.

Table 1: Study Population, Sample Size, Sampling Methods

Category	Population	Sample Size	Sampling Method
Head teachers	06	04	Purposive
Teachers	130	96	Stratified
City Inspectors	03	02	Purposive
City Education Officer	01	01	Census
Total	140	103	

Source: Lira City Education Department (2025)

Sampling Techniques

The study used census, purposive, and stratified sampling techniques as follows.

Purposive Sampling

Purposive sampling was employed to select head teachers and City Inspectors of Schools. This non-probability sampling technique allowed the study to deliberately select individuals who were considered to possess specific knowledge, experience, or roles relevant to the research objectives. Head Teachers (4 out of 6) were selected purposively because of their key role in school leadership, policy implementation, and influence on teacher motivation within their respective schools. Their insights were considered essential in understanding the impact of motivation on teacher performance. City Inspectors of Schools (2 out of 3) were also selected purposively. As education supervisors responsible for monitoring and evaluating school operations and teacher performance, they were well-positioned to provide valuable information on how motivational factors influence teaching effectiveness at the primary school level.

Stratified Sampling

Stratified sampling was used to select teachers. In this method, the population was divided into strata (sub-groups of selected primary schools). From each stratum, a proportional or equal number of participants were selected to ensure representativeness and reduce sampling bias. This technique was chosen to capture a diverse and representative range of teacher perspectives across different schools and contexts in Lira City East Division, thereby enhancing the reliability and generalizability of the findings.

Census Sampling

Census sampling was applied to the City Education Officer, meaning the entire population of this category was included in the study. This approach was appropriate since only one officer was holding this administrative position within Lira City East Division. Given his strategic role in overseeing all educational activities and policies, the City Education Officer was considered a vital source of comprehensive and authoritative data for the study.

Data Sources

The study used only primary data, considering its originality, which strengthened the authenticity of the study, as the data reflected direct observations or experiences rather than secondary interpretations. The study obtained primary data from teachers, head-teachers, City Inspectors of Schools, the City Education Officer, and parents through the use of both questionnaires and interviews. The quantitative approach was used to provide statistical data for the study, while the qualitative approach was employed to capture the perspectives and feelings of key informants through interviews.

Data Collection Methods

The study employed questionnaires and interviews to gather the required information during the study.

Research tools

The study used closed-ended questionnaires and an interview guide during data collection.

Questionnaires

Questionnaires were employed to gather information from teachers and the head-teachers. The questionnaire was preferred since it was easy to manage, and the study could concurrently collect information from many literate respondents and therefore save time.

Interview Guide

In this study, an interview guide was administered to gather the required information from the City Inspector of Schools and the City Education Officer. An interview guide was preferred because it allowed the interviewer to have the liberty to follow up on points if needed. Using an interview guide, the study was in a position to get answers from the key informants through free interaction, thus avoiding possible false information.

Quality Control

Validity and reliability of the research instruments were measured as follows:

Validity of Instruments

In this study, the questionnaires and interview guides were developed based on the conceptual framework of the research to ensure alignment with the study objectives and variables. To ensure validity, the instruments underwent a systematic validation process involving expert review and pilot testing. Initially, the instruments were reviewed by the research supervisor to assess whether the items adequately reflected the study's objectives and addressed the key research questions. Necessary adjustments were made based on the supervisor's feedback to enhance clarity, relevance, and appropriateness of the questions. A pilot study was conducted involving four selected primary schools that were not part of the final study sample. The purpose of the pilot was to identify and rectify any ambiguities or weaknesses in the instruments, particularly regarding the respondents' understanding of the questions and the instruments' ability to elicit the desired data.

Content validity was assessed by presenting the instruments to a panel of three research experts in the field of education. These experts were asked to evaluate each item in the instruments for relevance, clarity, and alignment with the study objectives. The responses were rated using a 4-point scale, and the Content Validity Index (CVI) was calculated by dividing the number of items rated as relevant (3 or 4) by the total number of items. The instrument achieved a CVI of 0.85, which exceeded the minimum acceptable threshold of 0.70 recommended by Amin (2005). This indicated that the majority of items in the instruments were deemed relevant and appropriate by the experts, and the instruments had strong content validity. Based on these findings, the instruments were refined and finalised for data collection, ensuring that they effectively captured the necessary information regarding the impact of motivation on teacher performance.

Reliability of Instruments

To test the reliability of the research instruments, particularly the questionnaire, a pilot study was conducted involving respondents from four primary schools not included in the actual study. The data collected from this pilot were entered into the Statistical Package for Social Sciences (SPSS) to compute the internal consistency of the questionnaire items.

The most commonly used measure of internal consistency is Cronbach's Alpha (α). This coefficient ranges from 0 to 1, with higher values indicating greater reliability. According to George and Mallery (2003), a Cronbach's Alpha of:

- ≥ 0.9 is excellent,
- ≥ 0.8 is good,

- ≥ 0.7 is acceptable,
- < 0.7 may indicate poor reliability.

In this study, the questionnaire achieved a Cronbach's Alpha value of 0.81, which falls within the "good" range. This suggests that the items in the questionnaire were well-correlated and consistently measured the constructs under investigation, particularly the different dimensions of teacher motivation and performance.

The high reliability score, in conjunction with a strong Content Validity Index (CVI) of 0.85, confirmed that the instrument was both valid and reliable for data collection. As a result, the study proceeded with confidence to use the instruments in the main study.

Data Collection Procedure

After obtaining an introductory letter from the School of Research and Postgraduate Studies, the study administered the questionnaires to the head teachers and teachers on the first day. The date for collecting the completed questionnaires was agreed upon by both the study and the respondents to ensure adequate time for thoughtful responses and to gather their views regarding the effect of motivation on the performance of teachers.

On a separate day, the study conducted interviews with the City Inspectors of Schools and the City Education Officer to obtain their insights and perspectives on the subject matter. This scheduling ensured that all categories of respondents were engaged appropriately and that data collection was conducted in an organised and respectful manner.

Data Analysis

Quantitative data collected through questionnaires were analysed using a computerised program, specifically the Statistical Package for Social Sciences (SPSS). The data were summarised into frequencies and percentages according to the study variables. The study also employed regression analysis to determine the relationship between variables and the significance of the effects observed.

For qualitative data, responses obtained through interviews were sorted and organised into themes and patterns, and analysed using conceptual content analysis. In this study, the raw data from the interview guides were analysed by first identifying significant points and then categorising them into dominant themes, which were interpreted to derive the study's findings.

Ethical Consideration

A research authorisation permit was obtained from Team University, and a copy was submitted to the City Education Officer, who was responsible for the schools in the area where the study was conducted. To build rapport with the respondents, the sampled schools were pre-visited, and informed consent for participation was requested from the relevant stakeholders.

The identities of the respondents were kept anonymous to protect their privacy, and the confidentiality of the information they provided was strictly maintained throughout the study.

RESULTS

Response Rate

Table 2: Response Rate for the Study

Category	Questionnaires Issued and Interviews Scheduled	Questionnaires Returned and Interviews Conducted	Response Rate (%)
Head teachers	04	04	100%
Teachers	96	94	97.92%
City Inspectors	02	01	50%
City Education Officer	01	01	100%
Total	103	100	97.09%

Source: Primary data (2025)

Table 2: A total of 103 questionnaires were issued, and interviews were scheduled across various respondent categories, including head teachers, teachers, city inspectors, and the city education officer. Out of these, 100 responses were successfully collected, yielding an overall response rate of 97.09%.

Specifically, all 4 head teachers and the 1 city education officer responded, resulting in a 100% response rate in both categories. Among the 96 teachers, 94 returned completed

questionnaires, reflecting a response rate of approximately 97.92%. However, of the 2 city inspectors approached, only 1 participated, resulting in a 50% response rate for that group.

This high overall response rate demonstrates strong participation and enhances the reliability and validity of the findings. The excellent cooperation from respondents also reflects the relevance and perceived importance of the study within the educational community of Lira East Division.

Demographic Characteristics of Respondents

Table 3: Demographic Characteristics of the Respondents

Gender	Frequency	Percentage
Male	68	68%
Female	32	32.0%
Total	100	100%
Age (years)		
18-30	21	21%
31-40	37	37%
41-50	33	33%
51 & Above	9	9%
Total	100	100%
Marital Status		
Married	75	75%
Single	16	16%
Separated	7	7%
Widowed	2	2%
Total	100	100%
Education Qualifications		
Diploma	62	62%
Bachelors	35	35%
Masters	03	03%
Total	100	100%

Source: Primary data (2025).

Gender of Respondents

The results in Table 3 indicate that the majority of the respondents were male, comprising 68% of the total sample, while female respondents accounted for 32%. This gender distribution suggests a predominance of male teachers and administrators within the sampled schools in Lira East Division. The disparity may have implications for how gender dynamics influence motivation and performance in the education sector. In terms of age distribution, the largest proportion of respondents (37%) fell within the 31–40 years age bracket. This was followed by those aged 41–50 years at 33%, and respondents aged 18–30 years at 21%. Only 9% of the respondents were aged 51 years and above. This indicates that a significant portion of the teaching workforce is in the middle-aged range, suggesting a relatively experienced and potentially stable workforce, which may

have a bearing on both motivation and performance levels. Regarding marital status, the majority of respondents (75%) reported being married, while 16% were single, 7% were separated, and 2% were widowed. The predominance of married respondents may reflect a level of social stability, which could influence their motivational factors and job commitment in various ways. The educational qualifications of the respondents varied, with the majority (62%) holding a Diploma, followed by 35% who possessed a Bachelor's degree, and a smaller proportion (3%) who had attained a Master's degree. These findings suggest that most teachers in the selected government-aided primary schools meet the minimum professional qualification standards, although opportunities for further professional development may be limited. The level of education may directly affect both intrinsic and extrinsic motivational factors as well as overall teacher performance.

Teachers' Training in Primary Schools in Lira City East Division Descriptive Analysis of Teachers' Training in Primary Schools in Lira City East Division

Table 4: Descriptive Analysis of Teachers' Training in Primary Schools in Lira City East Division

Statement	Mean	Standard deviation
The school holds departmental meetings for pedagogy improvement	1.348	0.328
Teachers from several nearby schools gather in a central location to receive training together	4.217	0.267
Teachers are sponsored for refresher courses	4.029	0.228
Teachers are trained in the use of technology (online teaching)	1.018	0.023
More experienced teachers mentor newer colleagues	4.832	0.341
Teachers are given opportunities for continuous professional development	4.134	0.421
Teachers are given on-site, school-based training	4.312	0.584
Teachers attend workshops and seminars	2.621	0.312
Teachers are given opportunities to study short professional courses	2.091	0.183

Source: Primary data (2025)

Table 4 indicates a mixed level of access to and engagement in training activities among teachers in the selected government-aided primary schools. The highest-rated statement was "More experienced teachers mentor newer colleagues" with a mean of 4.832 and a standard deviation of 0.341, indicating strong agreement and relatively consistent responses. This suggests a strong informal mentorship culture among teachers in the division. High mean values were also recorded for statements such as: "Teachers are given onsite school-based training" (M = 4.312, SD = 0.584); "Teachers from several nearby schools gather in a central location to receive training together" (M = 4.217, SD = 0.267); "Teachers are given opportunities for continuous professional development" (M = 4.134, SD = 0.421); "Teachers are sponsored for refresher courses" (M = 4.029, SD = 0.228). These results indicate that formal and

structured training opportunities are available and utilised by teachers, particularly in the form of school-based programs and inter-school collaborations. In contrast, the lowest mean was observed for the statement "Teachers are trained on use of technology (online teaching)" (M = 1.018, SD = 0.023), indicating strong disagreement and a lack of training in digital pedagogy. Similarly, "The school holds departmental meetings for pedagogy improvement" also scored low (M = 1.348), suggesting that internal collaborative teaching forums may be underutilised. Statements such as "Teachers attend workshops and seminars" (M = 2.621) and "Teachers are given opportunities to study short professional courses" (M = 2.091) scored moderately, implying that while such opportunities exist, they may not be consistently or widely accessed. The overall average mean score across all items is

3.400, which falls between Neutral and Agree. This suggests that teachers moderately agree that they have access to training opportunities, though there is significant variation across different training types.

Qualitative findings on Teachers' Training in Primary Schools in Lira City East Division

During the interview with the City Inspector of Schools, the City Education Officer, and three Head Teachers. Their responses reflect professional, insightful views on the issue of low levels of teacher training in government-aided primary schools in Lira City East Division.

The City Inspector of Schools – Lira City, when asked about his assessment of the level of teacher training in government-aided primary schools in Lira City East Division. He said, “Generally, the level of teacher training is still low, especially in terms of continuous professional development. Most teachers have not received refresher training in the last three to five years. This is largely due to limited funding and a lack of structured in-service training programs. Although some NGOs occasionally support short workshops, these are not systematic or frequent enough to create a real impact. In addition, there is a serious gap in ICT training, which has become increasingly relevant with the push toward digital learning.”

The City Education Officer added, “The problem is multifaceted. First, our education budget is heavily

constrained, so very little is allocated for in-service teacher training. Second, most schools lack internal mechanisms to organise peer-led or school-based training sessions. Third, the motivation of teachers to pursue additional training is low, mainly because there are no clear incentives or promotions linked to further training. We need a structured framework for Continuous Professional Development (CPD) that is accessible, relevant, and compulsory.”

Also Head Teacher of one of the selected Primary Schools said, “Only a few teachers have attended workshops organised by NGOs, and even those are usually one-day sessions focusing on general teaching methods. We have not had any government-sponsored training in over two years. There is also no training related to digital learning tools or the new curriculum frameworks. Most of my staff rely on experience rather than updated pedagogical knowledge. Honestly, we need more structured, subject-specific, and skill-based training.”

Another Head Teacher added, “The biggest challenge is funding. We don’t have a school budget line specifically for teacher development. Even when training opportunities are available at the city level, some teachers are unable to attend due to logistical issues like transport costs or tight teaching schedules. Additionally, there is no system to ensure that training is cascaded down to other staff. This means the benefits are not fully shared across the school.”

Performance of Teachers in Primary Schools in Lira City East Division

Descriptive Analysis of Performance of Teachers in Primary Schools in Lira City East Division

Table 5: Descriptive Analysis of Performance of Teachers in Primary Schools in Lira City East Division

Statement	Mean	Standard deviation
I motivate the learners	2.281	0.239
I mentor learners	3.272	0.341
I am creative and innovative in my teaching methods	2.851	0.292
I use formative assessment	4.253	0.485
I effectively use summative assessment	4.232	0.427
I am self-motivated in my work	2.762	0.186
I have deep knowledge of the subject matter	2.465	0.429
I use appropriate instructional strategies	4.211	0.136
I am confident in delivering lessons	4.873	0.532
I can simplify complex ideas for learners	2.442	0.322
I can plan lessons effectively	4.272	0.342
I updated my schemes of work timely manner	4.035	0.352
I attend school and lessons daily	2.193	0.363
I arrive at school on time	2.642	0.362

Source: Primary data (2025)

Table 5, The highest-rated performance indicator was "I am confident in delivering lessons" with a mean score of 4.873

(SD = 0.532), indicating that a majority of teachers perceive themselves as highly confident in their instructional

delivery. Similarly, strong mean scores were recorded for "I use formative assessment" (M = 4.253), "I effectively use summative assessment" (M = 4.232), "I use appropriate instructional strategies" (M = 4.211), "I can plan lessons effectively" (M = 4.272), "I update my schemes of work timely" (M = 4.035).

These responses suggest that teachers are generally strong in classroom planning, instructional strategy, and learner evaluation, which are core indicators of professional teaching competence. These aspects represent areas of performance that align well with effective teaching practices.

Moderate levels of agreement were observed in areas such as: "I mentor learners" (M = 3.272), "I am creative and innovative in my teaching methods" (M = 2.851), "I am self-motivated in my work" (M = 2.762), "I arrive at school in time" (M = 2.642), "I have deep knowledge of the subject matter" (M = 2.465), "I can simplify complex ideas for learners" (M = 2.442).

These findings suggest inconsistencies in motivation, subject mastery, and learner mentorship, which may impact the overall quality of learning. While teachers exhibit foundational competencies, the lack of creativity, punctuality, and pedagogical depth could hinder their ability to effectively respond to learners' needs in dynamic classroom environments.

Two indicators reflect notable weaknesses: "I attend school and lessons daily" (M = 2.193) and "I motivate the learners" (M = 2.281).

These low scores suggest issues with teacher attendance and learner motivation, both of which are critical to sustained learner engagement and achievement. Poor attendance and minimal student motivation may result from factors such as inadequate working conditions, limited incentives, or high workloads, factors supported by earlier sections of the study. The findings indicate that while teachers in Lira City East Division demonstrate competency in lesson planning, assessment, and classroom instruction, there are significant gaps in motivation, learner engagement, creativity, punctuality, and subject mastery. These deficiencies may negatively affect learner outcomes if not addressed.

Improving teacher performance will require a comprehensive approach, including regular in-service training, mentorship programs, workload adjustments, and support mechanisms to promote intrinsic and extrinsic motivation. Moreover, policy efforts should focus on strategies to enhance teacher presence, engagement with learners, and pedagogical innovation.

Qualitative findings on the Performance of Teachers in Primary Schools in Lira City East Division

During the interview, the City Inspector of Schools said, *"Teacher performance is generally below expectations in many schools. While a few committed teachers exist, many*

struggle with lesson planning, class control, and assessment practices. In some cases, teachers fail to complete schemes of work or update lesson plans on time. There are also issues of absenteeism and late coming, which directly impact learner progress. Some teachers lack motivation, and this is partly due to poor working conditions and limited opportunities for professional development."

The City Education Officer added, *"Several factors are at play. First, many teachers operate in environments with overcrowded classrooms and very limited teaching aids. Second, the lack of incentives such as accommodation, transport allowance, or recognition has demoralised staff. Third, there is limited supervision and support at the school level due to understaffed inspection teams. Also, some teachers are not fully trained in learner-centred methodologies and rarely use creative or innovative approaches in class."*

The Head Teacher said, *"One major issue is irregular attendance. Some teachers arrive late or miss school without proper explanations. Even when they are present, a few do not put in their best effort. Lesson preparation is sometimes poor, and continuous assessment is not done consistently. While a handful of teachers try their best, others lack commitment. This affects learner outcomes and places a burden on the few who are dedicated."*

Another Head Teacher said, *"It varies, but overall, the performance is not satisfactory. Many teachers rely on outdated methods and rarely use learner-centred techniques. Some are not confident in simplifying concepts, and their subject content mastery is questionable. This leads to shallow instruction and learner confusion. Also, several teachers are not responsive to feedback and resist change or innovation in the classroom."*

Documentary Findings on Performance of Teachers in Primary Schools in Lira City East Division

To supplement interview and questionnaire data, the study reviewed official documents obtained from selected government-aided primary schools, the Lira City Education Office, and the Office of the City Inspector of Schools. The reviewed documents included: Staff performance appraisal reports; School inspection reports; Attendance registers; teacher lesson plans and scheme books; End-of-year academic performance reports and Internal assessment records.

Records from the City Inspector of Schools (2021–2024) indicated that in over 60% of schools, teachers failed to complete the syllabus by the end of Term III. Internal monitoring reports noted that some teachers had not covered more than 70% of the required content, particularly in Mathematics and Science. This affected learner readiness for primary leaving assessments and end-of-year evaluations.

"Incomplete syllabi continue to hinder learner performance and examination preparedness. Teachers cite large class sizes and lack of teaching materials, but basic planning responsibilities are also being neglected." (Lira City Inspection Report, 2022)

Analysis of teacher attendance registers (2020–2025) revealed persistent absenteeism and late reporting. In some schools, teacher absenteeism rates averaged 15–22% per month. While some cases were related to illness or lack of transport, others were unexcused. Furthermore, lesson supervision logs showed that some classes were left unattended for long periods, especially in upper primary.

"In four of the ten schools visited in 2023, some classes remained unsupervised for 30–45 minutes due to teachers arriving late or leaving early." (Lira City Education Monitoring Report, City Education Office, 2023)

Documentation from school heads showed that many teachers either submitted incomplete schemes of work or failed to update lesson plans. During an internal audit in 2024, 8 out of 12 reviewed schools had at least 40% of teachers with outdated or missing schemes. Some teachers were found using generic, photocopied lesson plans from previous years without customization.

"Schemes of work were often backdated or copied from colleagues. This is an indicator of low engagement in professional planning." (Ireda Head Teacher's Report, Term I, 2024)

Review of assessment records and learners' books revealed inconsistent marking and feedback. In a 2023 city-wide school audit, 7 out of 10 schools showed evidence of incomplete continuous assessment. Some teachers had not administered or marked mid-term tests, while others failed to record learner progress.

"Continuous assessment practices are poor and irregular. Teachers provide minimal feedback, and some learners' books have not been marked for weeks." (Lira City Internal Quality Assurance Report, Lira East Division, 2023).

Comparative analysis of end-of-year examination results and teacher performance reports revealed a direct correlation between poor learner achievement and weak teacher engagement. In schools where teacher absenteeism and lesson plan non-compliance were high, learners scored significantly lower in literacy and numeracy assessments.

In 2024, schools with the lowest teacher performance ratings recorded average PLE pass rates of 36%, compared to 65% in better-managed schools.

Despite national efforts to promote digital learning, few schools in Lira East Division integrated ICT into instruction. Documentary reviews of ICT usage logs, training attendance sheets, and classroom observations revealed that only 3 out of 15 schools had any record of digital teaching practices from 2020–2025. Teachers expressed unfamiliarity with digital tools and little motivation to adopt new methods.

The documentary evidence paints a consistent picture of systemic underperformance among primary school teachers in Lira City East Division over the 2020–2025 period. Common patterns include: Poor lesson planning and syllabus coverage, High absenteeism and inadequate time-on-task, Weak assessment practices, Minimal integration of ICT or innovative teaching methods, and Lack of follow-up on professional accountability.

These findings align with interview and survey data, indicating a pressing need for stronger supervision, teacher support systems, and capacity-building programs to reverse the trend of declining teacher performance and its impact on learner outcomes.

Correlational Findings

Table 6: Correlation Findings

Performance of teachers in Lira City East Division		Training of teachers
	Pearson Correlation	0.778
	Sig. (2-tailed)	.000
	N	100

**** . Correlation is significant at the 0.05 level (2-tailed).**

The findings show a strong positive correlation between teachers' training and performance (Pearson $r = 0.778$, $p = .000$). This indicates that teachers who have access to frequent and relevant training opportunities tend to perform better in their instructional duties. The strength of the correlation ($r > 0.7$) suggests that training is a key motivational factor with substantial influence on teacher

performance. This supports the idea that continuous professional development (CPD) enhances teachers' pedagogical skills, lesson planning, assessment competence, and general classroom delivery.

Therefore, investing in regular and targeted training programs for teachers is likely to significantly improve their performance in schools within Lira City East Division.

Regression Analysis

Table 7: Multiple Linear Regression Analysis of how teacher training influences the Performance of Teachers in selected government-aided primary schools in Lira East Division

Model	Unstandardized Coefficients (B)	Std. Error	Standardised Coefficients (Beta)	t	Sig.
(Constant)	1.082	0.214	—	5.057	.000
Teachers' Training	0.512	0.067	0.554	7.641	.000

Training has the strongest positive influence on teacher performance. The standardised Beta value (0.554) indicates that a one-unit increase in teacher training is associated with a 0.554 unit increase in performance, holding other variables constant.

Discussion

Teacher Training and Performance of Teachers in Government-Aided Primary Schools

The findings of this study revealed a strong positive correlation ($r = 0.778$, $p = .000$) between teachers' training and their performance in government-aided primary schools in Lira City East Division.

The findings reveal that while there is a strong presence of mentorship and localised professional development in the schools studied, gaps remain in areas such as technology integration, departmental pedagogy meetings, and access to external short professional courses and workshops. These gaps may hinder the full realisation of continuous professional growth, which is crucial for improving teacher performance. Strengthening these weaker areas could enhance both the motivation and effectiveness of teachers in Lira City East Division.

The findings reveal that the physical working conditions in primary schools within Lira City East Division are far from ideal. Overcrowded classrooms, inadequate furniture, poor sanitation infrastructure, lack of staff offices, and limited support systems, such as transport allowances and electricity access, all present serious challenges. These suboptimal conditions not only affect teachers' ability to perform effectively but may also contribute to low motivation, high stress, and decreased job satisfaction.

The responses from both city officials and head teachers reveal a shared concern regarding the inadequate access to continuous teacher training in Lira City East Division. Key issues raised include a lack of funding, the absence of structured CPD programs, logistical barriers, and limited ICT training. There is a strong consensus that improving teacher training is essential for raising the quality of education and enhancing learner performance.

Moreover, the role of continuous professional development (CPD) is consistently highlighted in the literature as a vital

component of teacher improvement. Darling-Hammond et al. (2017) affirm that CPD, when delivered through workshops, mentorship, and collaborative practices, contributes to teachers' professional growth, improved attitudes, and better classroom practices. These perspectives are echoed by Desimone (2009), who emphasises that sustained and content-focused training leads to measurable gains in both teacher performance and student achievement. The findings of this study reinforce these claims by demonstrating that schools that provide regular training opportunities observe higher levels of teacher preparedness, effective use of assessments, and improved classroom delivery.

Finally, the relationship between teacher training and pedagogical content knowledge (PCK) as discussed by König et al. (2011) and Cochran-Smith and Zeichner (2005) further supports the study's outcome. These scholars argue that well-trained teachers possess the dual capacity of content mastery and the ability to teach that content effectively, which significantly influences learning outcomes. This is consistent with the present findings in Lira City East Division, where improved teacher training was associated with enhanced lesson planning, innovation, and subject mastery. As Kennedy (2020) and Garet et al. (2021) suggest, training programs that provide feedback and integrate real classroom experiences have a lasting impact on teacher confidence and instructional competence. Thus, the strong statistical relationship found in this study corroborates existing research and emphasises the need for robust, targeted teacher training initiatives to elevate educational quality in primary schools.

Conclusion

The analysis provides strong empirical evidence that teacher training is highly correlated with improved teacher performance (Pearson $r = 0.778$, $p = .000$). Teachers who engage in frequent and relevant training, especially continuous professional development, demonstrate greater effectiveness in planning, assessment, and classroom delivery. Thus, the conclusion is that investing in well-designed, regular, and subject-specific teacher training programs is essential for enhancing teacher performance in Lira City East Division.

Limitations

Some respondents had a negative attitude towards the study and, as a result, provided limited time, making it difficult for the study to gather the necessary information.

Some respondents did not return the questionnaires within the specified timeframe. This delay posed a challenge to the effective and timely collection of data.

Few respondents initially suspected that the study might be a government spy, leading to reluctance in providing open and honest responses—particularly during interviews.

Recommendations

The government should establish regular workshops, refresher courses, and peer-mentoring schemes on subject-matter mastery, modern pedagogies, assessment practices (formative & summative), classroom management, and the use of technology. This ensures teachers are confident with both content and delivery.

The government should link Continuous Professional Development participation to promotion, recognition, or small rewards (certificates, stipends) to motivate teachers to engage in training consistently.

List of abbreviations

SPSS: Statistical Package for Social Sciences

CVI: Content Validity Index

TPAD: Teacher Performance Appraisal and Development System

UBS: Uganda Bureau of Statistics

CEO: City Education Officer

CPD: Continuous professional development

MEWAKA : Mwongozo wa Kutekeleza Mafunzo Endelevu ya Walimu Kazini

Source of funding

The study was not funded

Conflict of interest

The author did not declare any conflict of interest

Data availability

Data is available upon request

Author contribution

Sarah Aol collected data and drafted the manuscript of the study

Evelyn Hope Kyokunda supervised the study

Author biography

Sarah Aol is a student of a master's in education planning and management at Team University.

Evelyn Hope Kyokunda is a lecturer at the School of Graduate Studies and Research of Team University.

REFERENCES

1. Ahmed, T. (2022). Measuring technical efficiency of government-aided lower primary schools: A case study in Southern Assam, North Eastern India. *ResearchGate*. <https://www.researchgate.net/publication/361218376>
2. Bennell, P., & Akyeampong, K. (2017). *Teacher motivation in Sub-Saharan Africa and South Asia*. Department for International Development (DFID).
3. Cochran-Smith, M., & Zeichner, K. (2005). *Studying teacher education: The report of the AERA panel on research and teacher education*. Routledge.
4. Colbert, V., Levinger, B., & Mogollón, O. (1987). *Escuela Nueva: A new school model for rural education in Colombia*. Fundación Escuela Nueva. <https://hundred.org/en/innovations/escuela-nueva>
5. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.
6. Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualisations and measures. *Educational Researcher*, 38(3), 181–199.
7. Garet, M. S., Porter, A. C., Desimone, L., Birman, B. F., & Yoon, K. S. (2021). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915–945.
8. Kennedy, A. (2020). How does professional development improve teaching? *Review of Educational Research*, 86(4), 945–980.
9. Konig, J., Blomeke, S., Paine, L., Schmidt, W. H., & Hsieh, F. J. (2011). General pedagogical knowledge of future middle school teachers: On the complex ecology of teacher education in the United States, Germany, and Taiwan. *Journal of Teacher Education*, 62(2), 188–201.
10. Putra, A. H. P. K. (2023). Analysis of teacher performance in public and private primary schools in South Bangka. *arXiv preprint*. <https://arxiv.org/abs/2303.06044>
11. Robertson, B., & Shapira, M. (2024). How to fix Scottish education, by the ones who ought to know. *The Times*. <https://www.thetimes.co.uk/article/how-to-fix-scottish-education-by-the-ones-who-ought-to-know-8vzhvxn5v>
12. Sucre, F., & Fiszbein, A. (2015). The state of teacher policies in Central America and the Dominican Republic. *Inter-American Dialogue*.

- <https://thedialogue.org/analysis/state-of-teacher-policies-in-central-america-dr/>
13. World Bank. (2023). Continuous teacher training goes nationwide in Tanzania.

<https://www.worldbank.org/en/news/feature/2023/01/24/continuous-teacher-training-goes-nationwide-in-tanzania>

PUBLISHER DETAILS:

SJC PUBLISHERS COMPANY LIMITED



Category: Non Government & Non profit Organisation
Contact: +256 775 434 261 (WhatsApp)
Email: info@sjpublisher.org or studentsjournal2020@gmail.com
Website: <https://sjpublisher.org>
Location: Scholar's Summit Nakigalala, P. O. Box 701432, Entebbe Uganda, East Africa