

**IMPACT OF TEACHERS' QUALIFICATION ON
EFFECTIVE TEACHING AND LEARNING OF SENIOR FOUR
HISTORY CLASS IN KAJARA COUNTY
NTUNGAMO DISTRICT**

BY

MUGOYA PETER

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MAY, 2022

DECLARATION

I MUGOYA **PETER**, hereby declare that this dissertation is an original work produced by me. To the best of my knowledge, it has never been presented to any other institution for any award. Where necessary I have acknowledged the different authors whose books and articles I have cited.

Signed by---------- Date-----14.5.2022-----

MUGOYA PETER

APPROVAL

This dissertation has been done under our supervision and is now ready for submission with our approval.

Signature.......... Date...14.5.2022...
Dr. Muleke Paul

Signature.......... Date...14.5.2022...
Dr. Mwangi Alex

DEDICATION

I dedicate this dissertation to my family for their moral and financial support during my study.

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I thank God for his guidance and protection throughout my studies and the whole process of this thesis writing. In a special way, I thank my supervisors Dr. Muleke Paul and Dr. Mwangu Alex for their professional guidance and constructive guidance from the beginning to the end of this thesis. Thirdly, I thank the entire staff and management of Kabale University for according me ample time and environment during my studies. I also extend my thanks to Ass. Professor Tarinyeba Winnie Kiryabwire from Makerere University for reading my work and gave necessary guidance. I recognize support from my classmates and colleagues for their fruitful feedbacks at different stages of the study.

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ABBREVIATIONS AND ACRONYMS

A ‘Level	Advanced Level
B Sc.	Bachelor of Science
BA	Bachelor of Arts
EPRC	Education Policy Review Commission
MOE&S	Ministry of Education &sports
NTC	National Teacher’s College
O-Level	Ordinary Level
PGDE	Post Graduate Diploma in Education
UNESCO	United Nations Education And scientific cultural Organization
UNO	United Nations Organization
WHO	World Health Organization

TABLE OF CONTENTS

DECLARATION.....	i
APPROVAL.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABBREVIATIONS AND ACRONYMS	v
ABSTRACT	x
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background to the Study	1
1.1.1 Historical perspective.....	1
1.1.2 Theoretical Perspective:	4
1.1.3 Conceptual perspective:	5
1.1.4 Contextual perspective	6
1.2 Problem Statement	8
1.3 Purpose of the Study.....	8
1.4 Objectives of the Study	8
1.5 Research Questions	9
1.6 Scope of the study	9
1.6.1 Content scope	9
1.6.2 Geographical scope.....	9
1.6.3 Time scope	10
1.7 Significance of the Study.....	10
1.8. Conceptual Frame Work.....	10
CHAPTER TWO: LITERATURE REVIEW	11
2.0 Introduction.....	11
2.1.1 Communication skills and effective teaching	11
2.1.2 Explanation skills and effective teaching	14
2.1.3 Writing Skills and Effective teaching	18

2.2Summary of the literature review	21
CHAPTER THREE: METHODOLOGY	22
3.0. Introduction.....	22
3.1. Research design.....	23
3.2. Study area	23
3.3. Study population	23
3.4. Sample size and sample selection	23
3.5. Data collection methods	25
3.5.1. Questionnaire.....	25
3.5.2. Interview:	25
3.5.3. Focus Group Discussion:	25
3.5.4. Documentary review:	26
3.6. Data Collection Instruments	26
3.6.1. Interview guide:	26
3.6.2. Self-administered questionnaire	26
3.6.3. Document checklist:.....	26
3.7. Data quality control:	27
3.7.1. Validity.....	27
3.7.2. Reliability	27
3.8. Data Analysis	28
3.9. Research procedure	28
3.10. Ethical considerations:.....	28
3.11. Limitations of the study.....	28
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS	30
4.0. Introduction.....	30
4.1. Response Rate	30
4.2. Background information of respondents	31
4.2.1 : Gender of respondents	31
4.2.2 : Age of respondents	32
4.2.3 : Designation of respondents	33

4.2.4: Marital status of respondents.....	33
4.2.5 Years in service	34
4.2.6 Teachers' education level.....	36
4.3 Communication skills and effective teaching of history to senior four students in Kajara County, Ntungamo District	37
4.4. Explanation skills and effective teaching of history to senior four students in Kajara County, Ntungamo District	41
4.5. Writing skills and effective teaching of history to senior four students in Kajara County – Ntungamo District.....	45
CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS	49
5.0. Introduction.....	49
5.1. Discussion.....	49
5.1.1 Communication skills and effective teaching of history to senior four students in Kajara County, Ntungamo District.....	49
5.1.2 Explanation skills and effective teaching of history to senior four students in Kajara County, Ntungamo District.....	52
5.1.3 Writing skills and effective teaching of history to senior four students in Kajara County, Ntungamo District.....	53
5.2 Conclusion	56
5.2.1. How communication skills affect effective teaching of history to senior four students in Kajara county- Ntungamo District.....	56
5.2.2. How explanation skills affect effective teaching of history to senior four students in Kajara County – Ntungamo District	56
5.2.3. How writing skills affect effective teaching of history to senior four students in Kajara County, Ntungamo District.....	57
5.3. Recommendations	58
5.3.1. How communication skills affect effective teaching of senior four History class in Kajara county- Ntungamo District.	58
5.3.2. How explanation skills affect effective teaching of senior four History class in Kajara County – Ntungamo District.....	58
5.3.3. How writing skills affect effective teaching of senior four History class in Kajara County – Ntungamo District.....	59
5.4. Areas for further research	59
References	60

APPENDICES	i
Teachers' and students' Questionnaire: A.....	i
Interview Guide: B.....	v
Focus Group Discussion Guide C	vi
Documentary Checklist: D	vii

ABSTRACT

The study examined how teachers' qualification impact effective teaching and learning of history to senior four students in Kajara County, Ntungamo District. The study employed a cross sectional survey design with both qualitative and quantitative approaches of data collection. Interviews, Focus Group Discussions, Documentary analysis and Questionnaire were used to collect data. The study population consisted of secondary school administrators, history teachers and students in selected private and government schools in Kajara County – Ntungamo District. A sample size of 251 was used. Quantitative data was analyzed with help of statistical package for social sciences (SPSS) while qualitative data was analyzed using content analysis. The major findings revealed that teachers' use of communication skills facilitates effective teaching and learning of history to senior four students. It was found out that history teachers in the study area are audible, there is effective teacher-student rapport and improved student presentation skills as a result of effective teacher communication. Students attested that teachers' communication skills have created positive attitude towards learning. Further, it was revealed that teacher's use of explanation skills facilitates effective teaching and learning of history. Studies showed that teachers have clear history instructions and involve learners in history lesson activities. The study further revealed that teacher's use of writing skills facilitates effective teaching and learning of history to senior four students. The study established that history teachers normally write to guide students in response to students' feedback in a simple and clear language. The study concluded that teachers' qualification has negligible influence on effective teaching and learning of history. Government and other stakeholders should come up with Continuous Teacher Development Programs to raise teachers' professionalism to patch up the gaps in the teaching of history to senior four students.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

This chapter outlines the background, problem statement, purpose, objectives, research questions, scope and significance of the study.

1.1 Background to the Study

1.1.1 Historical perspective

History is an important discipline in the secondary school curriculum because it plays a key role in the development of society as an interdisciplinary subject. Knowledge about the past is critical to understanding of the present and to plan for the future. Passing on history content to the learner in formal education is mainly the responsibility of teachers. The debate about the teacher qualification and its influence on effective teaching is a cross cutting concern globally.

In Latin America and the Caribbean, governments have put teacher qualifications and teacher output under increased scrutiny (Bruns, *et al*, 2014). According to the World Bank report (2010), many teachers have enrolled and remained in the teaching profession without the necessary academic qualifications or pedagogical training. In addition, many trained teachers continue to use traditional (teacher centered) methodologies to deliver the curriculum which prevent students from meaningful learning and developing higher cognitive and problem-solving skills. These contribute to low student achievement and illuminates the need for well qualified teachers to effectively deliver meaningful and valuable instruction.

Teachers being the precursor of national development, the international community came up with serious targets in education. For instance, at the Inchon Declaration and SDG4-Education 2030 (2019), it was observed that by 2030 there will be need for qualified teachers especially in least developed countries and small island developing countries. Collectively, these contexts are projected to have teachers demand at staggering 5.1 million to achieve lower secondary education threshold. At the same conference, Helen Clark reiterated that knowledge is key and education is a tool for empowerment. That is why educating young people is a passport to advancing human development. Based on the above assertions, it is clear that education is

paramount and the teacher who facilitates the whole process cannot be underestimated in the transformation agenda.

Using the world comparative data on lower secondary completion rate (2013), the world inequality data base on education shows strong influence of teacher qualification on completion rate. For example, Bangladesh had 54%, Cambodia 41%, Ethiopia 13%, Uganda 16%, Belgium 86%, and Germany 84% among others. It is evident that the completion rate in relation to teacher qualification in western countries is higher in comparison with Asian and African countries. This points out unacceptable levels of education inequality across countries and helps to challenge policy designers especially on the African continent to re-examine issues of teacher qualification for better outcomes. The MasterCard foundation report (2020), observed that ensuring high quality teaching and learning in the classroom was one of the key strategic investments that countries could come up with to enable students acquire the skills they would need in their lives. This means that qualified teachers with skills in learner centered and interactive teaching methods are a necessary tool to help countries attain the global education development agenda.

The African Development Bank Report (2020) noted that Lesotho had trained 15000 secondary school teachers, 1718 others were trained in content delivery, 1312 teachers received workshops pedagogical skills, 18 staff members had study tours and three completed post graduate training and received advanced degrees in education. The arrangement highly helped to raise the level of teacher qualification and pedagogy in Lesotho thus enhancing effective instruction delivery in secondary schools. The AFDB noted the critical human power which is the teacher as the person who requires a lot of technical support and facilitation to execute their daily work well. This is in line with the African Union meeting held in Addis Ababa, which observed that teachers who have the single greatest effect on educational achievement stand out as important vehicles of change and platforms for prosperous society (African union, 2016). This is not possible without a strong educational system driven by highly qualified teachers who enjoy social recognition as other professionals in society. The decision to reposition teaching as a critical agent of change both in education and society has thrust upon member states of African Union a duty of adopting and ensuring that quality teachers are sourced to effectively deliver the required continental agenda.

The African Union summit (2019) on Teachers Professional guidelines and qualification framework emphasized the importance of teachers as the key vehicle in the agenda 2063 in the quest for transformation and skills revolution to achieve an integrated, peaceful and prosperous Africa. However, at an earlier summit of African Union in Addis Ababa (2018), delegates noted ununiform distribution of qualified teachers across the continent. With this state of affair, the delegates saw the need to develop structures to manage the important human resource. They observed that many African countries were in dire need of teachers because a significant proportion of teachers in secondary schools being untrained and undertrained teachers. This therefore, means that teacher qualification was at the centre of the two summits with the aim of coming up with workable solutions for African education problems.

Further, the African Development Bank report (2015) noted that while there were significant leap in enrolment, attendance and completion rate over the past two decades, the quality of education was a matter of concern in Ghana. This was so because, in comparison to other African nations, Ghanaian pupils showed poor results in achievement tests, well below those from South Africa, Morocco, Algeria, Egypt and Tunisia (Elseyetal, 2007). This was mainly because of high incidences of untrained teachers which stood at 36% in 2007. Consequently, the availability of properly trained teachers was of utmost concerned and teacher qualification takes a center stage in situations like that of Ghana. This however, was also emphasized in the USAID report (2018), which noted that professional development and training is one of the prerequisites for quality teaching and enhanced learning out comes. Additionally a study by Kruijer (2010), in Tanzania, Malawi and Nigeria revealed that there was an increased demand for additional teachers that had been filled by recruiting of unqualified contract teachers to ensure continuity of students' learning. This therefore, explains the need for qualified teachers if proper education programs in nations are to be achieved.

Uwezo East Africa data (2015) pointed out that student achievement had emerged as an important public policy issue following the launch of Education for All program particularly in the developing countries. This was because of the serious decline in students' achievement as measured by test scores (UNESCO, 2012). It should be noted that much as there is agreement that teachers are of importance in student academic attainment in Africa, there is little research on which dimension of teacher variable is significant.

In 2012, the Japanese International Co-operation Agency published “The Basic Education Sector Analysis Report” noting that in 2003, the government of Uganda came with the 2004-2015 Education Sector plan and later revised it in 2010 with specific objectives to improve quality of education. These objectives include ; increased improvement in the completion rate of lower secondary education, and effective delivery of instruction at all levels by increasing planning, management and monitoring capacity. In so doing, all that meant that the teacher as a professional was at the centre of the education sector strategic plan and its implementation. While the minister of state for higher education in Uganda was presenting the cabinet report on education (2019), he suggested revision of the minimum entry requirement in the teaching profession to bachelor’s degree in education. This was because the teachers would be exposed to relevant skills to handle the twenty first century ¹ demands as far as education and student outcomes were concerned.

By and large, research has shown that more than anything else, teachers are the single most important school-based factor, correlated and dependent on the quality of teachers (NTP, 2019). The worth of teachers who have the right professional qualifications in guiding instruction delivery in class taking in account the recommendations by National Curriculum Development Centre (NCDC 2020) on the teaching of history in lower secondary school education is very critical.

1.1.2 Theoretical Perspective:

The theoretical perspective for this study was adopted from the works of Vygotsky (1978) and Social constructivism theory as cited by Eggen and Kauchak (2008). The psychological roots of constructivism began with the development work of Jean Piaget. The main construct of this theory is on observation and scientific study of how people learn.

The theory calls for a knowledgeable person to guide the student as facilitator. Here teachers’ qualifications like communication skills, explanation skills, and writing skills are used to enhance effective teaching and learning in a classroom environment.

On this basis therefore, a teacher should be open minded. He/she should not judge students’ answers based on the standard of “correct or incorrect” but in a neutral way, accepting students’

initiatives and allowing students' response to determine the direction of lessons and shift in instructional strategies while at the same time, encouraging students to ask questions.

Basing on the above, the teacher must move from being "people who teach" to being "facilitators of learning", for example one who questions students' answers, without regard to whether they are right or wrong and have the students explain answers they give for example through discussions and seminars.

The process of learning requires students to actively participate in creative activities and self-organization. Therefore, teachers can allow students to come up with their own questions, make their theories and test them for validity through field trips and films.

Students should be challenged by their teachers to perform open ended investigations, working to solve problems with realistic and meaningful context. This enables students to explore and come up with either supporting or conflicting possibilities for example through group work, and peer teaching, contradictions are clarified and discussed with the help of a teacher.

Students need to be given an environment that enables them to reflect on the information at hand to facilitate learning. This can be done through dialogue where students are given platform to discuss and exchange ideas such as in presentations, class discussions and debating clubs. By doing so students defend, prove, justify and communicate their ideas to peers.

In summary, learning occurs according to social constructivism not through hearing or seeing but primarily through interpretation which is shaped by what is already known and further developed through discussion.

1.1.3 Conceptual perspective:

According to Merriam-Webster Dictionary (1999), teacher's qualification is a particular skill or type of experience or knowledge someone possesses to make him or her suitable to teach. On the other hand, Zuzovsky (2009), postulate that teacher qualification could mean all the skills a teacher acquires to teach effectively. Darling Hammond, *et al* (2001), Rice (2003), and Helk (2007) all contend that somebody without proper knowledge of pedagogy or spent few years in training without completing the required years or professional development and experience does not possess teacher qualification. In this study, teacher qualification meant acquired skills

that facilitate proper instruction delivery or teaching by a teacher like communication skills, explanation skills and writing skills among others.

Effective teaching, according to Fledon (2001), is creation of learning environment in which students maximize the possibility of creating cognitive activities necessary for building knowledge and reasoning capacity. Additionally, Aghararuwhe (2013) observed that effective teaching and learning is composed of variety of aspects of teaching such as subject masterly (content knowledge), pedagogical skills. In this study, effective teaching meant the degree of achievement of intended results in delivery of instruction by qualified teachers through creation of a favorable learning environment, masterly of content and use of relevant pedagogical skills.

Therefore, teachers' qualifications like communication skills, explanation skills and writing skills influence effective teaching and learning in such a way that the learning environment is improved, help masterly of content and proper use of pedagogical skills.

History as a subject is a three dimensional construct, thus; past, present and the future. Therefore, history is unending dialogue between the present and the past. History has the value that moulds and shapes people despite the context and time. The deeper values of history according to National Curriculum Development Center (NCDC2020) include: promotion of patriotism, development of reasoning ability, inculcation of moral values, development of imaginative ability and tolerance. Students are taught history through connecting events together, display of key information by use of flashcards and available textbooks, relevant film shows thus making the student more round and able to appreciate themselves. Senior four is the terminal level of education at lower secondary.

1.1.4 Contextual perspective:

Over the last two decades, education policy makers and practitioners across Sub Saharan Africa have largely focused on objective and quantitative indicators of schooling such as school enrolment and years of schooling completed at the expense of more fundamental considerations regarding quality standards (UNESCO, 2005). In the case of Uganda, it was reported that public schools had adopted automatic promotion, a fact that undermined the expected out comes. The World Bank education report (2019) on education in Uganda noted that, enrolment alone does not produce knowledge capital; it must prepare students to be educated and trained beyond

basic education. This was alluded to by Phil (2016), when he observed that results from national examinations show that many students in Ugandan secondary schools were not reaching the expected levels of learning that would help them move to the next academic level thus providing a basis for the education debate. Phil (2016) further observed that officials at the Ministry of education, Sports and Technology acknowledged that some secondary schools focused more on high performing students who contribute positively to their headline performance. This often done at the expense of teaching at an appropriate level for low ability students thus questioning the effectiveness of the pedagogy.

Suffice to note is that parents and key stakeholders scrutinize Uganda National Examination Board examination results released every year and have raised their concern about quality to the Ministry of education and Sports. However, intervention through monitoring of schools' academic achievement by government is limited. District inspectors, who could have an impact, focus mainly on primary education which has a much more decentralized system than the secondary education subsector. This is evidenced by Kajara County Sector Report (2018) which noted a decline in performance of various subjects including history for last seven years.

At a dialogue on quality education report in Uganda, (2007) noted the impact of low level of teaching available in western region. This was evident in the ordinary level performance mainly division 3, 4 and failure totaling to 50% compared with 17% in Kampala while 34 % obtained grade 1 pass compared with 8.2% in western region. This means that the teaching and learning process in western region, was questionable. This justifies the study on the impact of teachers' qualification on effective teaching and learning of history to senior four students.

A report by ACODE (2010), observed that the quality of services in Ntungamo District in the education sector leaves a lot to be desired. At secondary school level, 50% failed to advance to the next level of education. The ASSHU, Ntungamo chapter annual report 2016, observed unprecedented decimal performance at UCE with a decline from 60% in 2011 to 45% in 2015. It was further noted that performance in subjects like history declined from 75% in 2011 to 47% in 2015. This implies that there were gaps in the teaching- learning process at the lower secondary school level. Yet the deeper values of teaching history according to National Curriculum Development Centre (NCDC) include: promotion of patriotism, development of reasoning ability, inculcation of moral values, development of imaginative ability and tolerance.

These laudable objectives cannot be realized when students are performing unsatisfactorily. Thus the researcher got interested in establishing the influence of teachers' qualifications on effective teaching and learning of history to senior four students. Taken aggregately, teachers' issues are undermining the education sector which is key to national development by undermining the national human resource development efforts thus the main concern for this study.

1.2 Problem Statement

Effective teaching and learning in the classroom cannot its intended objectives without the teacher. At the same time, a teacher cannot be effective without possessing the right academic qualifications.

Available reports have hinted on effective teaching and learning in lower secondary schools. None of these studies looked at the impact of teachers' qualification on effective teaching and learning of History to senior four students. Performance in History at senior four leaves a lot to be desired in Kajara County-Ntungamo District despite the availability of qualified history teachers. Some students perform decimally in national examinations and it is feared that it might affect Uganda's vision 2040 and global millennium development agenda 2063, shared framework for inclusive growth and sustainable development for Africa to be realized in the next fifty years. With the current nature of teaching and learning, the laudable objectives of history may not be achieved in this part of the country.

Therefore, through this study, the researcher sought to find out the gaps that could be in the teaching of senior four History and determine teachers' qualification with regard to effective teaching and learning.

1.3 Purpose of the Study

The purpose of the study was to establish how teachers' qualification impact effective teaching and learning of senior four history class in Kajara County, Ntungamo District.

1.4 Objectives of the study

The specific objectives of the study were;

- | | | |
|------|---|---|
| i. | o establish how communication skills affect effective teaching and learning of senior four History class. | T |
| ii. | o find out how explanation skills affect effective teaching and learning of senior four History class. | T |
| iii. | o establish how writing skills affect effective teaching and learning of senior four History class. | T |

1.5 Research Questions

The study was guided by the following research questions;

- | | | |
|------|---|---|
| i. | What is the influence of communication skills on effective teaching and learning of senior four History class in Kajara County – Ntungamo District? | W |
| ii. | What is the influence of explanation skills on effective teaching and learning of senior four History class in Kajara County – Ntungamo District? | W |
| iii. | What is the influence of writing skills on effective teaching and learning of senior four History class in Kajara County – Ntungamo District? | W |

1.6 Scope of the study

1.6.1 Content scope:

The study was concerned with establishing how communication skills, explanation skills and writing skills have impacted on effective teaching and learning of senior four History class.

1.6.2 Geographical scope:

The study was carried out in Kajara County- Ntungamo District. The district is located in South Western Uganda and bordered in the East by Isingiro, North by Rwampara, Sheema and Mitooma, Republic of Rwanda in the South, South west by Kabale and Rukungiri in the West. Ntungamo District is made of counties namely: Kajara, Rushenya, Ruhama East and Ruhama

South and the sub-counties in Kajara County include: Bwongyera, Ihunga, Kibatsi, Nyabihoko, Nyabishenyi, Nyamunuka T/c, Rwashamaire T/c, Kagarama T/c and Rwamabondo T/c

1.6.3 Time scope:

The study mainly looked at the period from 2010-2019. The period under study was chosen because it had recorded weak performance especially in History in O'level national examinations.

1.7 Significance of the Study

The study will be of help to key stakeholders:

It will enable Ministry of Education and sports to make arrangements for teacher development programs to improve communication skills for effective teaching and learning of senior four students.

It will draw the attention of NCDC & UNEB to come up with programs that will help teachers and students develop explanation skills to understand the contextual underpinnings of the subject.

The findings of this study and recommendations will enrich Ministry officials and scholars with new knowledge on the teaching and learning of history and may in future build on the study to come up with new theories and methodologies to address any existing gaps.

1.8. Conceptual Frame Work

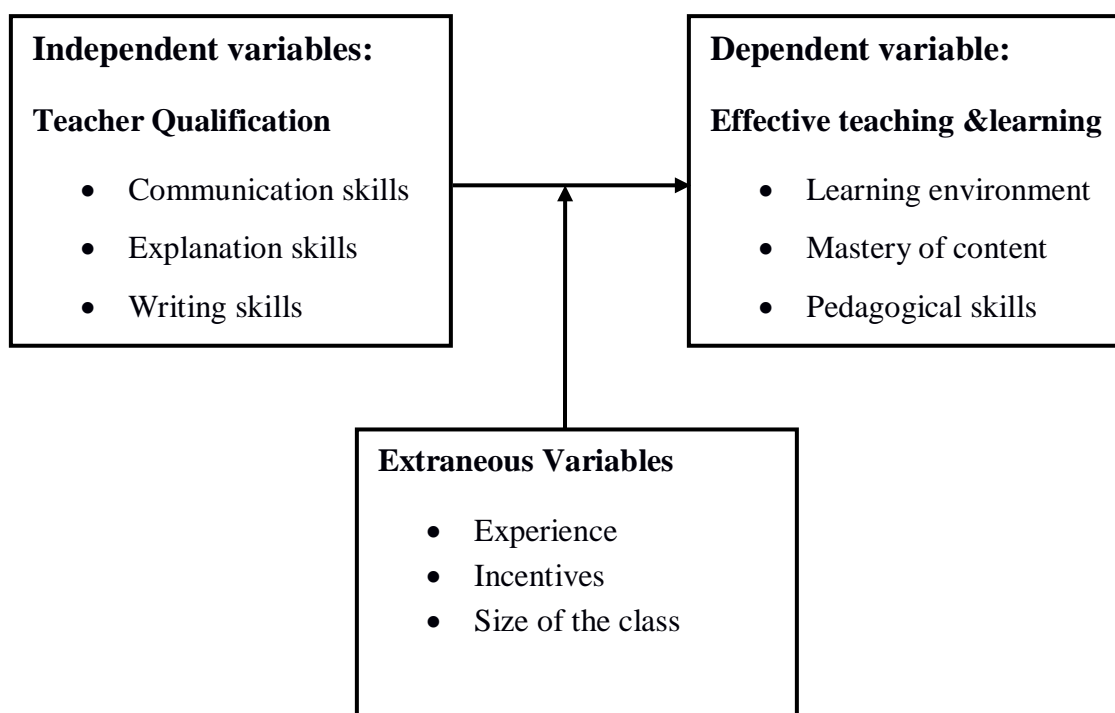


Figure 1.1: Conceptual Frame work (adopted from Vygotsky (1978))

The study was conceptualized within a framework that specifies key skills in the teaching and learning process of history at senior four that are necessary if history has to be effectively taught. The skills are; communication skills, explanation skills and writing skills. These skills must complement each other to ensure that history is taught effectively. In the event that one of the skills malfunctions, the whole teaching process is most likely not to achieve the intended objectives. The end result is wastage and missing out on the opportunity to achieve the educational goals.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents literature review.

Literature was reviewed along the following three themes; communication skills and effective teaching and learning, explanation skills and effective teaching and learning, and writing skills and effective teaching and learning.

2.1.1 Communication skills and effective teaching and learning

Communication is the act of transferring information from one place, person or group to another. Communication skills therefore are the abilities used when giving and receiving different kinds of information.

So, for effective teaching and learning to take place, teachers need to have clear communication skills. Silver (2018) observed that teaching with good communication skills always make things easier and understandable. By implication, effective communication skills are really important

for teachers in transmitting of knowledge, classroom management and interaction with students in class. This is supported by Kirabo as cited in Amamukirori, *et al.*,(2020) who noted that he gives a personal touch to each of his students by trying to understand each and make sure he is available for each of them, even if it meant working through the night. He further stated that he also creates a free environment to make it easy for the students to approach him in case they needed help. To concur with the above view, Sng (2012) reiterated that to teach in accordance with the ability and capacity of the students, a teacher needs to use skills of communication which motivate the students towards their learning process. The above views are good but do not relate properly with the learning environment in Kajara County which is a rural setting.

Good communication skills of the teacher are the basic needs of academic success of students, and professional success in life. Teachers communicate more instructions orally in classroom to students. Students need to understand what is right and what is wrong and so it is totally dependent on the communication skills adopted in the classroom. (Sherwyu,*et al.* 2000). In line with the above Talemwa as cited in Amamukirori, *et al.* (2020) noted that in this era where parents are favoring sciences, there was need to make students passionate about history as a subject by using a method called “role play” where students act some topics prior to their introduction in class. This makes learning interesting and memorable. In the same vein, Loss (2000) recommended that a teacher should communicate in a clear and straightforward manner. In so doing, the learner will be attentive towards the teacher during the lesson, hence, promoting effective teaching and learning. The views from the above hold water but something needs to be investigated about constant poor performance in history at senior four in Kajara County.

Communication is a dynamic process which needs the mind and courage to face each other and convey the message in an effective way. On this, Fogo (2014) observed that effective teaching and learning of history is less likely to occur in a conventional history lesson setting where curriculum covers wide expanses of time, teachers provide content- heavy lectures and students take notes and read textbooks to put facts to memory. To emphasize the above issue, (Srivstava, 2011) noted that good communication is considered a strong tool for effectiveness in the teaching profession because effective communication needs to convey and accept message in all kinds of situations and circumstances. This is in line with Nanyonjo (2007), who when

analyzed factors influencing learning environment in Uganda and found out that teachers' characteristics and abilities are vital in students' performance. Communication skills are fundamental for students' success and performance in school.

In another study by Koutrouba (2012), on the profile of an effective teacher in Greece secondary schools. The study established that among other variables that enables effective teaching and learning to occur in classrooms teachers should involve learners in each and every step of learning, implement effective mode of communication to convey content in an understandable manner, respond to students' needs during instruction, build rich teacher-student interaction, ensure productive classroom management and show a professional attitude towards learners. This is also supported by a study conducted by Ehindero and Ajibade (2000), which indicated that for effective teaching and learning to occur teachers require good communication skills, good classroom management, knowledge content and maintaining personality. Further, Egau (2019), noted that training at the revamped facilities at national teachers' colleges in Uganda would be improved, meaning that the country would have steady supply of good qualified teachers. This therefore, means that no one can teach effectively without having the basic communication skills. The ideas put forward are good as they spell out the universal qualities of effective teachers. However, for the study context, there is a gap in effective instructional delivery which is a justification for this study.

Different researches agree that there is significant co-relation between communication skills and supervisors' perception of job performance, (Maes, *et al*, 1997). In addition, students' character building and academic background totally depends on the professional attitude teachers have towards the students in their academic as well as their social achievements. Accordingly, in Akiri and Ugborugdo (2009) study with a population of Nigerian teachers, those who were poor performers produced students of lower academic ability. This agrees with an earlier study by Adu Olatundm (2007), which found out that hard working teachers produce high performing students. Lamb, *et al*, (2010), expressed the same sentiments when they observed that students grading of the teaching and learning practices correlates positively with teachers' level of effectiveness. Thus, teachers should get rid of old traditional ways of teaching which involves learning by memorization and adopt a more pragmatic approach which emphasize effective communication skills.

Good communication, is a necessity for a teacher for proper teaching and learning to take place. Effectiveness of teaching and learning is not dependent on technicality but on the method adopted by the teacher while teaching students. On this Namiro (2019), stated that, demonstration schools will equip the students with practical skills (communication inclusive) because fresh university graduates were always ill trained and lacked confidence, feared students and struggle with making professional teaching documents which are all indicators of lack of effective teaching. Loss, (2000) further stated that teachers need clear communication skills for better content understanding by students and teachers should first understand what they are going to teach before delivering it to students. The observations brought out in the above studies are good but do not consider teachers' personality which is crucial in teaching senior four History class.

It is evident that good communication is not only needed for effective teaching and learning but it is also necessary in all aspects of life (Batenburg and Smal, 1997). This is so because teachers are part of the wider community. Communication skills contribute to effective teacher performance. Teachers that have good communication skills easily bring out their message in an understandable manner (Maes. *et al*, 1997). The views above are pertinent because teachers are supposed to be role models but if the learners are not motivated and inspired by the teacher, effective teaching and learning may not take place.

2.1.2 Explanation skills and effective teaching

Explanation also called presentation means to explain or to give understanding to another person. Explanation skills deal with the ability to use verbal and non-verbal cues at appropriate times in a lesson.

Lee. *et al.*, (2009), were of the view that, in addition to knowledge other factors like preparation of teaching materials, setting of clear objectives, enthusiasm and ability to present learning materials clearly make one a good teacher. This implies that effective teaching and learning involve multiplicity of variables but all rest and depend on the depth of the teachers' knowledge and communication skills. Kalindi as cited in Amamukirori, *et al* (2020), noted that being friendly to students was one of the strategies they employed to make sure that their students excel and it was reinforced by carrying out various initiatives such as discussions and one-on-one student-teacher consultations. By implication therefore, explanation skills are of paramount

importance in classroom instruction delivery. Due to scarcity of learning materials such as textbooks in the study context, acquiring comprehensive reading skills is often lacking hence the emphasis on explanation for proper comprehension of concepts.

Similarly, Lumpkin and Multon (2013) studied faculty perception about effective learning and found out that building respectful relationship with students, sharing enthusiasm, being humorous, being friendly to students, coming nearer to students and being sensitive to time through class organization were instances of effective teaching practices. The study also noted that effective teaching and learning was achieved by setting class expectations and goals, providing timely feedback, using varying approaches for presentation as well as multiplicity of instructional methods. Concurring with the above view, Ssemanda as cited in Amamukirori, *et al.* (2020), observed that they allow the students to open up about their weak areas and are corrected accordingly and students are handled according to their academic abilities. Therefore, for effective teaching and learning to take place explanation as a skill takes a central stage. The study by Lumpkin and Multon is good but was carried out side Uganda and from a tertiary institution which may not directly relate to lower secondary school learning in rural areas such as Kajara County.

Omoro and Nato (2014), observed that a good teacher is one who is creative in selecting the appropriate pedagogical activities to motivate the interest of their learners. Effective teaching and learning depend on the competences and commitment of the teacher. This observation was supported by Kagoda and Najjuma (2013), who noted that teachers' attributes such as proper verbal and non-verbal cues contribute to the success of a lesson. These create enthusiasm among learners and motivate interest in the subject matter. Thus, teacher attributes are interlinked with good subject knowledge, teaching skills, classroom management, and relationship with learners, dedication, accountability and hard work. The findings are good more especially when teaching a subject such as History that may be abstract. The factors point to the need to understand the gaps in the teaching and learning of history to senior four students in Kajara County.

It should be observed that less qualified teachers do not know how to explain concepts and many of them confuse students rather than teaching them. This is supported by Kiptoon (1997) pointed out that the quality of teachers produced today is wanting. This view was supported by

Nyamahunga (2019) while commenting on the need to raise nursery school teachers' qualifications to advanced degree qualifications. She recommended that nursery school teachers' entry and qualification be raised to match with the plan for quality improvement. This was so because nursery teachers lay the foundation upon which all other teachers build on and at that stage children develop necessary skills such as reading and expression which are critical to learning. These observations are consistent with Carmen. *et al.*, (2013) views who argued majority of the teachers needed mentoring even after going through teacher training colleges. They thus suggested that effort should be made to guide teachers in the area of content delivery during opening years of their career.

The World Health Organization, W.H.O (2005) suggested that effective teaching be acquired through learning, a teacher is career learner. Arguably, the basic step towards effective History teaching is being knowledgeable about the concepts underpinning the subject. Nassiwa (2019) observed that student centered methods of teaching help a learner to be active, creative and be problem solvers. Therefore, using various strategies such as organizing talk shows, letting the children express themselves and critique enables them to easily recall what they learned easily. In line with this, Jakuma as cited in Amamukirori, *et al.*, (2020), emphasized that they instill in the students the ability to research on their own and also practice the language as well as several extra-curricular activities such as debating, essay competition and life interactions, which give students the chance to express themselves. Wapande as cited in Amamukirori, *et al.* (2020), reported that they use debates to build confidence and critical thinking through giving exercises that involve creativity and guided discussions that are learner centered. It therefore means that for a student to be proactive and succeed in their academics the importance of pedagogical skills in aiding the teacher to impart knowledge as well as promoting active learning is very crucial. The study by W.H.O. was quite generalized on a global scale and yet the researcher intend to investigate the impact of teacher qualification on effective teaching and learning of senior four History class in Kajara County.

Yilmaz, (2008) argues that, a teacher of History should possess a firm grasp of the concepts that form the foundation of History as a subject. Teachers should have proper understanding of history, that is "the structure of discipline," it's different modes of historical explanations about the past as well as the generic and the subject specific pedagogical knowledge that the

teacher transform into effective learning experiences for students. This understanding is necessary as it would make students appreciate the different dimensions of the subject, as well as help them understand the complexities of the past human experience. In support of the above view, Andrew (2019) noted that he gives his learners upbeat attitude. He stated “from the time he arrives to school, he begins by pointing right the classroom environment, prepare lesson activities and meet one to one continuously encouraging students to perform at their optimum best.

Stated differently, effective History teachers’ knowledge and beliefs about the subject and its structure deeply correlates with their instructional strategies. Rather than a simplistic introduction of a heap of facts to be memorized, such teachers help students to gain appreciation of the relevance of history in their daily lives (National Academy of science, 2000). In agreement with the above view, Sigenda (2019) while commenting on teachers’ rapport with students, revealed that he prides in having a dialogue with pupils and paying attention to their needs as one of the skills which has seen him succeed in his teaching career. Therefore, teachers need to give students good reasons for learning, help them define what they need to learn, organize and make sense of what they should learn, ensure students’ participation, make the learning environment interesting, give students plenty of opportunities for practice and let them know they are progressing (WHO, 2005). Sigendas’ views are good but are based on his experience of teaching in primary schools and the researcher wishes to establish whether this is consistent with the views and attitudes of secondary school teachers.

Further, Taylor and Young (2003) underscored three outstanding characteristics of an effective history teacher. According to them, effective teaching of history encompasses knowing history and being able to present it in a professional manner. This means that understanding the theoretical and conceptual underpinnings of the subject, the process of historical reconstruction, as well as projecting the discipline in a context and manner that facilitate subsequent learning are at the core of historical pedagogy. In support of the above, Oyeyo (2019) noted that teachers who do not relevant pedagogical skills can lower a student’s retention. He further states that in a school setting, teachers can label places, items or activities with either words or colors so that the child interacts with them daily and visualizing and retention of knowledge. He emphasized that to arouse interest, children be rewarded upon accomplishing tasks by appreciating them.

This is in line with Vygotsky's theory of social constructivism that encourages provision of a supporting environment to the learner as regards knowledge acquisition.

Based on the scholarly views given above, explanation skills are critical to effective teaching and learning. Proper explanations will aid conceptualization and contextualization of concepts. However, in the contemporary times, technology can be an effective aid to the teacher.

2.1.3 Writing Skills and Effective Teaching

Writing is the means to express our ideas to ourselves and to others while preserving our personal experiences and our memories. Writing skills therefore, include all the knowledge and abilities related to expressing ideas through the written word.

Writing is undeniably, one of the most important skills every student must perfect. According to Judy (2020), writing as a skill itself offers students the opportunity to optimally tap onto many other vital facilities that can help them succeed in their academics, career and also in other relevant aspects of their lives. Sadly however, many students do not seem to appreciate the importance of writing. As a strategy, Grant and Gradwell (2009) observed that an effective teacher should have in depth knowledge of the subject matter and consciously link the subject matter to student's experiences through writing. In support of the same, Akoga (2018) observed that a teacher should take five or ten minutes of class time for students to read their writing to each other in small groups or pairs as it is important for them to hear what others have written. This is in line with the social constructivism theory by Vygotsky that prioritized student centered instruction.

Writing engenders communication skills among students. Communication (oral or non-oral) is one essential skill every student must master to be able to succeed not only in their academics but in life as a whole. Without communication, the essence of life would be lost, that is why writing has been deeply integrated into the school curricular as a way to significantly improve the communication skills of students. This is supported by the Dominican university of California-school of liberal Arts and Education (2021) report which pointed out that, writing skills effectively foster a community of budding younger writers and teachers need to create an environment that enhance learning the skills essential to the craft of writing. This therefore, means that writing provides students with the avenue to learn all rules of their language and

how they can better organize their ideas more coherently using the language. In line with this view, (Grant and Gradwell, 2009) noted that effective History teaching requires that teachers use multidimensional approach in teaching and assessment. Therefore grammar, spelling and punctuation, among others which are major parts in communicating historical facts by the teacher can also be improved upon when teachers learn to use writing as a means of expressing ideas and messages clearly and directly to students.

Writing skills sharpens creativity and imagination levels of students. Research has confirmed that human beings are naturally creative. When one writes, certain areas of the brain are activated especially the “frontal cortex”, which is popularly known to be the seat of creativity. To support the above assertion, Huge (1998) observed that sensitive teachers of History should be aware of the difficulties that come along with over reliance on textbooks. He argued that teaching about the past would be very much enhanced with careful and meaningful integration of information communication technology and trips to historical sites to enhance student’s creativity through writing. Concurring with the above view, Ntalumbwa (2019) noted that museums simplify learning and further stated that students will find their roots from what they have studied and understood what they have been taught better through putting down ideas as a result of the interactive experiences. In the same vein, Iga as cited in Amamukirori, *et al.*, (2020), noted that they invested time in content masterly as a department and it was their goal to exert pressure on their students through writing sessions that their students master particularly what they had been taught in lower classes. So, the more frequently students wrote, the more their minds are tickled to generate novel ideas that could be applied to solve academic tasks.

By producing ideas and reflecting on them, students become problem solvers. In view of the above, Kimayu (2012) suggested that a classroom could be turned into a history laboratory that itself contained most materials teachers and students may need to use such as; magazines, newspapers, maps, globes and atlases. These materials promote effective learning because the students use their own time in the History room to develop ideas and write them down after conceptualization thus promoting writing skills. Given the nature of the study, the above views are good because they call for a paradigm shift on the part of the teacher to perfect their subject areas of specialization.

Writing also can significantly broaden student's knowledge capacity. On this White (1986) noted that because writing is a way of learning, students can actually achieve deeper insight into any subject by writing out their thoughts. This is because before they develop the ability to write, they must first have been able to read 99% of the time into things they don't know or may know as well. Ajuna (2020) contended that, the use of newspapers in education is a solution because they are colorfully designed with big pictures which help pupils grasp ideas very fast. In addition, they contain a variety picture and simple language, create extensive reading that is both leisure and academic, widens pupil's vocabulary and ability to express themselves. This view confirms the assertion that teaching is said to have taken place only after learning has occurred. Therefore, as students continue to write and of course carry out research, they widen their knowledge base and develop an excellent memory too. In this, students will be able to learn about things that happened in the past, events that are currently happening and possible ways they could actively influence future situations with their present actions through the writing skills.

Writing is vital for student's academic success. In support of the above view, Nyamahunga (2019) observed that teachers pass on learning attributes and characteristics to students. Concurring with the above opinion, Abagi and Odipo (2018) observed that teachers should give comments on every assignment given to show their seriousness to call for students' response. Writing therefore, without any doubt is vital for the academic success of students. This is because it has been identified as one of the most important requirements students must satisfy to be able to earn excellent grades at the end of their academic cycle. Emphasizing the same, Ling and Mackenzi (2001) noted that, teachers are constantly called upon to revisit content areas of the curriculum and to their professional role to promote the writing skills among students. To sum it all, the Dominican University of California-School of liberal arts and Education (2021) noted that, good writing skills help the students to be all round in their chosen career, facilitating communication with colleagues and competitors and negotiation through all the complexities of adult life, public or private as citizen or employee. The power to write well, like the ability to articulate in oral communication, is an essential tool for survival in a sophisticated world. Therefore, there is a great need to train teachers of History so that they can effectively teach writing skills in History.

Scholars generally agree that writing skills propel the level of confidence in students including their sense of achievement too. Accordingly, Ristianingsih (2012) contended that, people who have problems in talking often freeze when it comes to writing. They believed that if weaknesses in student's academic writing are systematically diagnosed by the teacher and their possible sources explained, the student would become more academically literate. Doing so nurtures writing and encourages them to exploit literary skills to their full potentials. In line with the above view, Rukhsans, *et.al* as cited in Philip martin (2006), observed that, confidence is paramount to all kinds of writing and self-expression. They stated that, "in order to write well, students need to be sure that they have something to say, the skills to say it and a belief that what they have to say will matter to the reader". It is therefore, the responsibility of the teacher to nurture writing skills among students right from the initial contact.

From the above literature, the views expressed are important guides for teachers to promote effective teaching and learning. However, for the context of Kajara county, there is no study conducted which gives the pointers to how teacher qualification influences effective teaching and learning. This is the justification for the study.

2.2 Summary of the literature review

The literature reviewed shows that there are several factors affecting effective teaching and learning in educational institutions. They range from school to community-based factors. Among the factors identified in the literature include; gender, socio-economic conditions of the home, school-based factors and community-based factors. This review was conducted in general for learning institutions, considering the fact that much of the available literature focuses on issues affecting instructional delivery. Studies by the Dominican University of California, School of Liberal Arts and Education (2021), Egau (2019) and Limpkin and Multon (2013) among others focused on teaching in post-secondary institutions, Wapande (2020) used English subject, Kagoda and Najjuma focused on teaching of Geography, Koutruba (2012), Akiki and Ugbrugo (2009) had studies outside Uganda, particularly Ntungamo District and studies by Kiptoon (1999), Adu olatundm (2007), Fogo (2014) and Yilmaz(2008) applied mainly cognitive learning theories and Maes. et al (1999) were carried out in the distant past. A study examining the impact of teachers' qualification on effective teaching and learning of history to senior four students in Kajara County, Ntungamo District was needed.

CHAPTER THREE: METHODOLOGY

3.0. Introduction.

This chapter includes; research design, study population, sample size and sample selection, data collection methods and instruments, data quality control, data analysis, research procedure, ethical considerations and Limitations of the study.

3.1. Research design

The study employed a cross-sectional survey design and adopted mixed research approaches. Mugenda and Mugenda (2003), gave the purpose of cross-sectional survey design as determining and reporting the way things are. The design was used because it allowed the researcher to collect data from cross section of people like school administrators, senior four history teachers and students. Mixed methods was adopted, such qualitative data augments qualitative study outcomes as observed by (Palinkas, *et al*, 2011). The use of the two approaches helped to offset the weaknesses of the other in terms of data collection and analysis hence ensuring valid results.

3.2. Study area

The study was carried out in Kajara County, Ntungamo District. Kajara County is boarded in the east by Ruhaama and Rushenya Counties, Ntungamo District, west by Mitooma District north by Sheema and Mitooma Districts, and in the south by Rubaabo County, Rukungiri District. It's connected to Ruhaama and Rubaabo County by a tarmac road running from Ntungamo District town to Rukungiri District and it's headquarter is located in Rashamaire town.

3.3. Study population

The study population included government and private secondary schools. They comprised of four government schools, eleven private schools and a total of 33 senior four history teachers, 49 secondary school administrators and 593 senior four students making a total study population of 675 participants.

3.4. Sample size and sample selection

Eight senior secondary schools were involved in the study; four public secondary schools and four private secondary schools. The study sample comprised of 16 senior four history teachers, 08 secondary school administrators and 227 students of senior four making a total 251 respondents. The determination of sample size was adopted from Yamane's formula:

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

Where;

n; sample size

N; number of targeted populations that conforms to the characteristics of the sample size.

e; margin of error (5%)

Given the population of 675 respondents;

$$n = \frac{675}{1+675(0.05)^2} = 251$$

The researcher interfaced with two history teachers in each selected school. This is because history has two papers namely; History of East Africa and either History of South Africa or West Africa. For the teachers recruitment, the researcher used purposive sampling technique. This is because it would enable the researcher to acquire an in-depth understanding of the study since history teachers were at the Centre of the puzzle (Gay (1996). Further, purposive sampling was used to recruit school administrators into the study.

Finally with students, the researcher interfaced with a group of 28 senior four students in every school except in three big schools where 29 students were sampled. Senior four class was chosen for the study because of being in the terminal class. And because of this, it was expected that they had covered the biggest part of the curriculum and presumed to have acquired enough information as regards the teaching and learning of history as subject. The class was sampled randomly to allow equal and independent chance of participation in the study. Purposive sampling was also used in selecting students to participate in focus group discussions.

Table3.1: Target Population and sample size of the Respondents

Category	Total target population	Sampling technique	Sample size

School Administrators	49	Purposive sampling	08
S.4 History teachers	32	Purposive sampling	16
S.4 History students	594	Random sampling	227
Total	675		251

3.5. Data collection methods

The study employed the following data collection methods:

3.5.1. Questionnaire:

A questionnaire is a set or list of written questions to allow easy and quick generation of responses and taping of attitudes, feelings, interests and opinions of respondents from a large number of participants within a short time (Amin, 2005). The questionnaire contained four sections with structured questions based on a four-item Likert-type scale scored according to the frequency counts. The questionnaire was administered to ‘O’ level History teachers and senior four students. They were chosen because it offered respondents anonymity and results were got quickly.

3.5.2. Interview:

An interview is a face- to- face oral (verbal) dialogue between the researcher (interviewer) and the respondent (interviewee) (Kombo *et al*, 2006). During interviews, ideas are exchanged and recorded but with the guidance of the interview guide. The researcher used personal interviews where the questions in the interview guide were asked directly to the respondents. Interviews were carried out with the school administrators because could easily explain and express their opinion on the teaching –learning process.

3.5.3. Focus Group Discussion:

Amin, (2005) defined a focus group discussion as a group of people (between 5-12) gathered from similar settings to discuss a topic of interest to the researcher with the purpose of collecting in-depth information about a group’s perception of a given phenomenon. The researcher held focus group discussions with a group of eight students including boys and girls in each of the seven schools visited. The focus group discussions were held for at least one hour in each school sampled under tree sheds during lunch time break.

3.5.4. Documentary review:

A documentary review according to Otto and Onen, (2005), is the critical examination of public or private recorded information related to the issue under investigation. Various documents were reviewed by the researcher to give theoretical perspectives voice and meaning around the topic under study. The documents reviewed included; schemes of work, lesson plans, records of work and record of marks. It was used because the documents provided unchangeable data that could be relied on.

3.6. Data Collection Instruments

The study employed the following data collection instruments.

3.6.1. Interview guide:

According to Cresswell (2003), an interview guide is a list of open ended unstructured questions that allow discussion and tapping of useful information from the respondent by the researcher. It was used to collect primary data on teaching skills. The interviews were conducted with key informants like school administrators of various schools that were sampled. It was deemed useful because it is flexible to the interviewer and can easily judge the non-verbal behavior of the respondent.

3.6.2. Self-administered questionnaire:

According to Wright, *et al.* (1978), a self-administered questionnaire is a structured form that consists of a series of closed and open-ended questions. It is designed specifically to be completed by a respondent without intervention of the researcher collecting the data. The self-administered questionnaire consisted of two sections for example background section and research constructs section. There was a list of possible options enlisted from which the respondents had to indicate the degree of agreement or disagreement. The tool was applied to senior teachers of history and senior four students. It was appropriate because teachers of history were not easily available because of the nature of the secondary school time table thus filling them at their own time of convenience. For students, self-administered questionnaires were used because some schools in the study were day schools. It adopted because of the low costs of administration as respondents do it themselves.

3.6.3. Document checklist:

According to Bowen (2009), documentary checklist includes a list of documents availed to the researcher. The documents included: scheme of work, lesson plan, record of work and record of

marks. The documents helped the researcher to understand how teachers plan and make self-evaluation to improve on the teaching learning process. The use of this tool was appropriate because documents provide supplementary research data and also give background information and broad coverage of data and therefore helpful in contextualizing research within the intended parameters.

3.7. Data quality control:

The quality of data was observed through ensuring validity and reliability of the research instrument.

3.7.1. Validity:

Validity is the degree to which an instrument measures what is intended to be measured and does so correctly (Amin 2005). The researcher ensured content validity of the said instruments by making sure that the questions in the self-administered questionnaires (SAQs) measure what it is supposed to measure. This was done by the supervisors' rating at the faculty of education-Kabale University.

3.7.2. Reliability:

Reliability according to Amin (2005) refers to the degree to which the instrument consistently measures whatever it's measuring. The study also used Reliability coefficient formula (RC) as:

$$\begin{aligned} RC &= \left(\frac{N}{N-1} \right) \times \left(\frac{\text{Total variance} - \text{Sum of individual variance}}{\text{Total variance}} \right) \\ &= \left(\frac{23}{23-1} \right) \times \left(\frac{180650.34 - 35556.26}{180650.34} \right) \\ &= 0.83968, \end{aligned}$$

where N= number of tasks.

The coefficient alpha is the average inter- item correlation of all items constituting a scale perhaps representing the best estimate of full-scale reliability. The reliability coefficient was 0.83968, which lies within the range of 0.00 and 1.00. Since the coefficient is closer to 1.0, it implies that the instrument used was reliable.

3.8. Data Analysis:

Quantitative and qualitative data analysis was done. Quantitative data was analyzed with the help of figures and percentages. Data was coded and entered in the computer for analysis using statistical package for social sciences (SPSS), version 23 to aid the processing and summarizing of information got from the questionnaire. The relationship between variables in the quantitative data was established by use of the Pearson correlation analysis.

Qualitative data from interviews, focus group discussions, and documentary analysis guide were summarized, grouped/sub grouped and analyzed basing on themes. The themes were used to bring out issues concerning teachers' qualification and effective teaching and learning of history.

3.9. Research procedure:

Following the approval of proposal, the researcher, obtained an introductory letter from the Directorate of Post Graduate Training- Kabale University. The researcher then selected and briefed research assistants about the research study. The researcher then proceeded to the schools with the research assistants for data gathering.

3.10. Ethical considerations:

In processing of interfacing with participants, ethical issues were considered. As part of the consideration, participants' consent was sought before being recruit to partake. Then the research explained to the participants the main purpose of the study and how the information given would be. Respondents were assured of voluntary participation in the research and that they had a right to withdraw from the study if they so wished. As Otto Onen (2005) noted that respondents have to be assured that their right to remain anonymous, the respondents were assured of confidentiality anonymity. The researcher acknowledged the works of other authors used in the production of this dissertation.

3.11. Limitations of the study:

Attrition: Some respondents did not return back the questionnaires and this affected the researcher in meeting the minimum sample size. However, the researcher had to print and provide more questionnaires exceeding the minimum sample size.

Testing: Difference in the conditions and time when the data was obtained from respondents by different persons on different days at different hours. This was minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.

Confounding variables: That was beyond the researcher's control such as subjective views of the respondents and honesty in answering the questions. The respondents were requested to avoid these biases by being objective when answering the questions in the questionnaires.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0. Introduction

The chapter presents data analysis and interpretation of results. Data presentation, analysis and interpretation of results is presented according to the specific objectives and research questions.

4.1. Response Rate

The response rate (RR) is a percentage showing the proportion of respondents who actually provided data for this study, in relation to the expected number of respondents. The response rate of the study was calculated using a formula:

$$RR = \frac{\text{Number of respondents}}{\text{Sample population}} \times 100\%$$

Response rate findings are presented in Table 4.1.

Table 4.1: Response Rates

Respondents								
	Freq.	%	Gender	Freq.	%	Category	Freq.	%
Response	236	94	Male	121	48.2	Students	112	44.6
						Teachers	09	3.59
			Female	115	45.8	Students	100	39.8
						Teachers	15	5.97
Non-response	15	5.97		15	5.97		15	5.97
Total	251	100		251	100		251	100

According to Table 1, out of the sample size of 251 respondents, 236 (94%) participants managed to participate in this study, of those 121 (48.2%) were males of which 112 (44.6%) were students and 09 (3.59%) were teachers. 115 (45.8%) were female respondents of those 100 (39.8%) were students and 15 (5.97%) were teachers. 15 (5.97%) never responded. According to Amin (2005), a response rate of over 70% in a survey should yield valid findings; therefore, a response rate of 94% was adequate to facilitate this study. Therefore, having

received responses from a substantial number of respondents, the data can be relied on to provide a framework on which conclusions can be drawn.

4.2. Background information of respondents

This section presents the biographic information of respondents considered in this study as follows: gender, age, designation, marital status, years in service and educational level as presented therein. This was necessary in order to understand the informant and ascertain whether they would be effective for the study.

4.2.1 : Gender of respondents

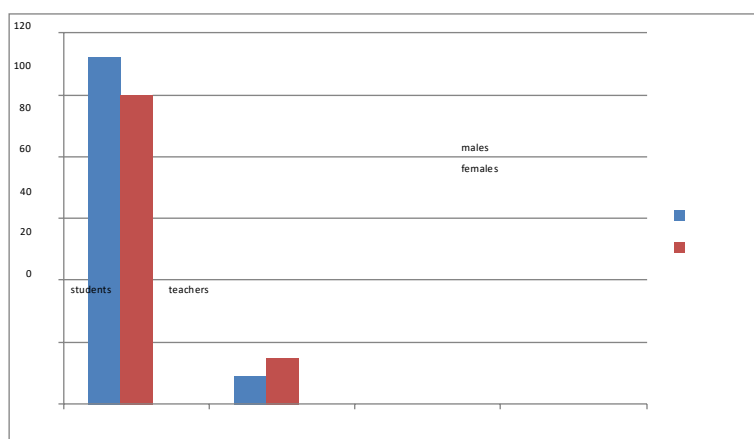


Figure 4.1: Gender of respondents

From figure 4.1, majority of the respondents 121 (51.27%) were males of which 112 (47.45%) were students and 09 (3.81%) teachers while 115 (48.72%) were females of which 100 (42.37%) were students and 15 (6.36%) teachers. This shows that both genders were equally represented in the study. It also imply that there was no gender bias in the study as both sexes were sufficiently represented. This observation concurs with the report by mailizar (2018) that teachers' gender did not have any significant influence on students' academic performance.

4.2.2 : Age of respondents

Age of respondents was yet another feature of the respondents looked at as presented in figure 4.2

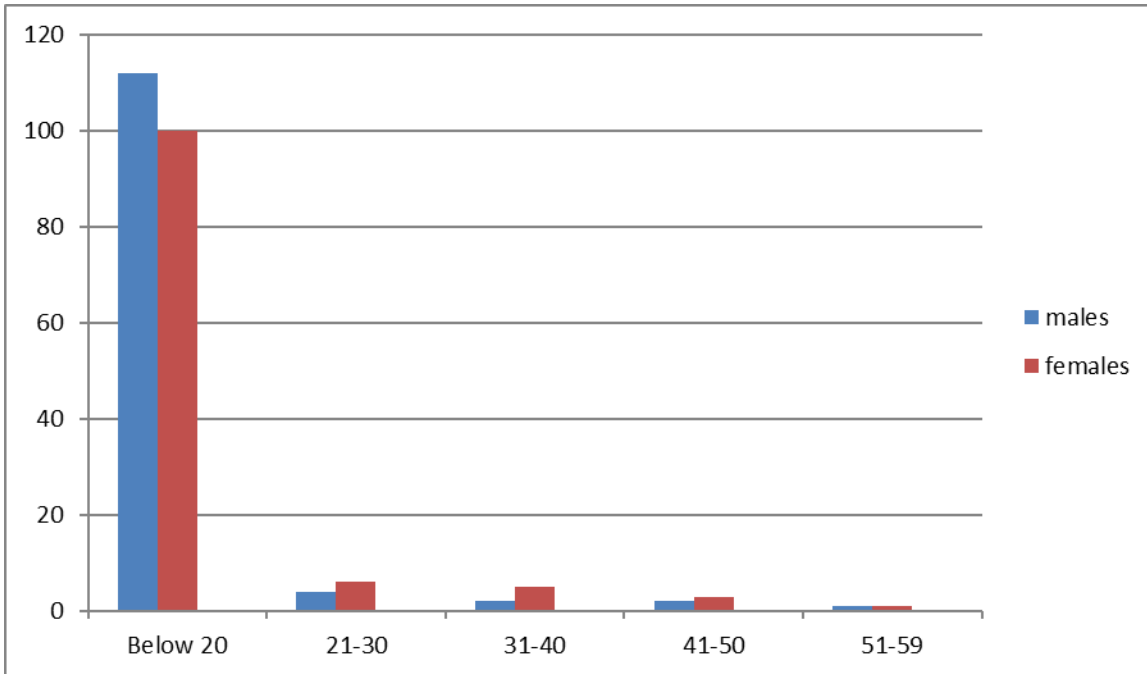


Figure 4.2: Age of respondents

From figure 4.2, majority of the respondents 212 (89.83%) were below 20 years and were students of which 112 (47.45%) were males and 100 (42.37%) were females. While the minority 24 (10.16%) was between 21 to 59 years were teachers of which 10 (4.23%) were between 21-30. Out of those, 04 (1.69%) were males and 06 (2.54%) were females. Further, 07 (2.97%) were between 31-40. And out of those, 02 (0.84%) were males and 05 (2.12%) were females. Further, 05 (2.12%) fell between 41-50. Out that number, 02 (0.85%) were males and 03 (1.27%) were females and 02 (0.85%) was between 51-59 of these 01 (0.42%) was a male 01 (0.42%) was a female. This was attributed to the fact that the majority of the study participants were students. The results imply that all the students were in acceptable age range for secondary school students in Uganda. Buote (2019), showed that there is a positive correlation between performance and peer relationship that students failing in school are those most rejected by their peer group members. Students whose peers have higher educational aspirations tend to have

more positive academic self-esteem. This in turn improves teachers' performance as improvement in learners' performance signifies better teachers' performance.

4.2.3 : Designation of respondents

Designation of respondents was the other feature examined as presented in figure 4.3

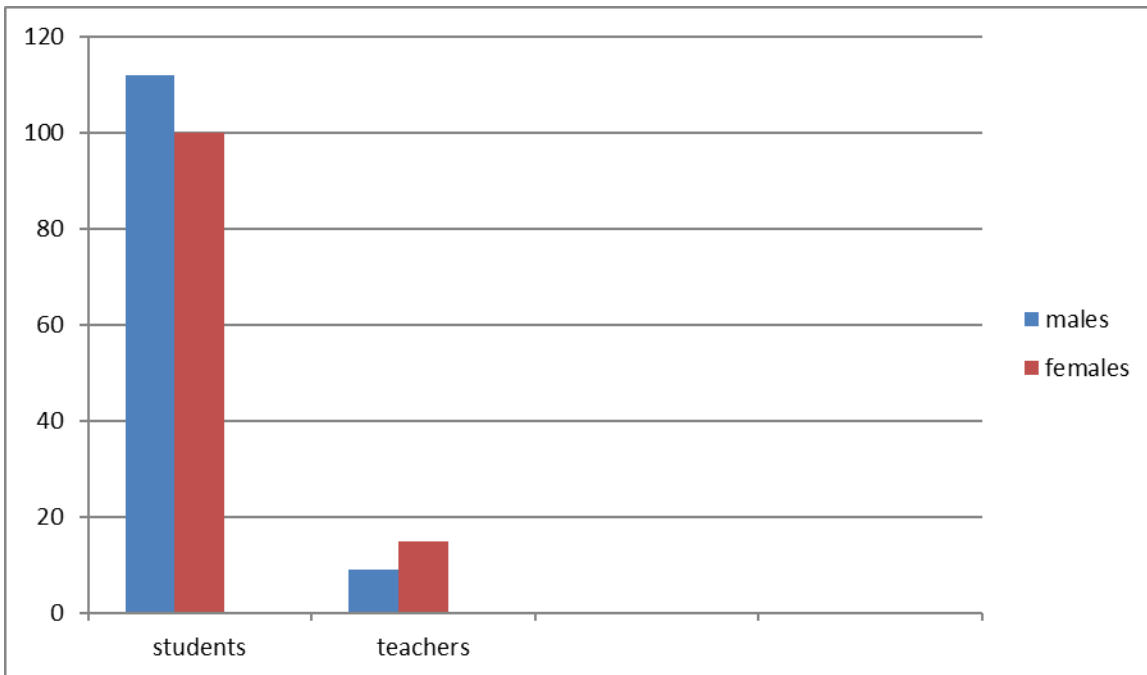


Figure 4.3: Designation of respondents

Figure 4.3 indicates that 212 (89.83%) of the respondents were students. Out of this, 112 (47.45%) were males and 100 (42.37%) were females. Further, 24 (10.17%) were teachers of which 09 (3.81%) were males and 15 (6.36%) were females. This implies that both teachers and learners were able to provide information on the level of teachers' performance in the study area.

4.2.4 : Marital status of respondents

Respondents' marital status was another characteristic examined under this study as presented in figure 4.4.

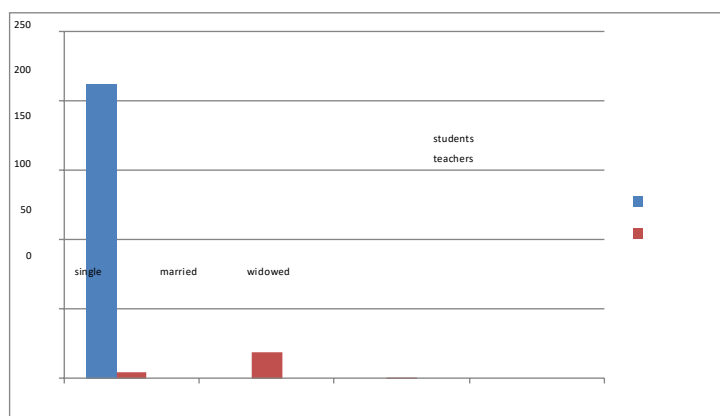


Figure 4.4: Marital status of respondents

Figure 4.4 suggests that 216 (91.52%) of the respondents were single. Out of this, 212 (89.83%) were students while 04 (1.7%) were teachers. From that number, 19 (8.05%) were married and 01 (0.42%) was a widow. The majority of the respondents who were single were students while 8.05% of the respondents who were married were teachers. This may be attributed to the fact that most schools prefer to employ married teachers. The findings are consistent with WHO (2005) that schools prefer employing married teachers because they are believed to be more loyal to their schools than unmarried ones. Married teachers have more family obligations and require more stability and security regarding their jobs. Therefore, they are more committed to their current schools they are working in, than their unmarried counterparts. According to Andrew (2019), married teaching staff has higher intention to perform due to family commitment than unmarried teachers.

4.2.5 Years in service

Years in service was examined in figure 6

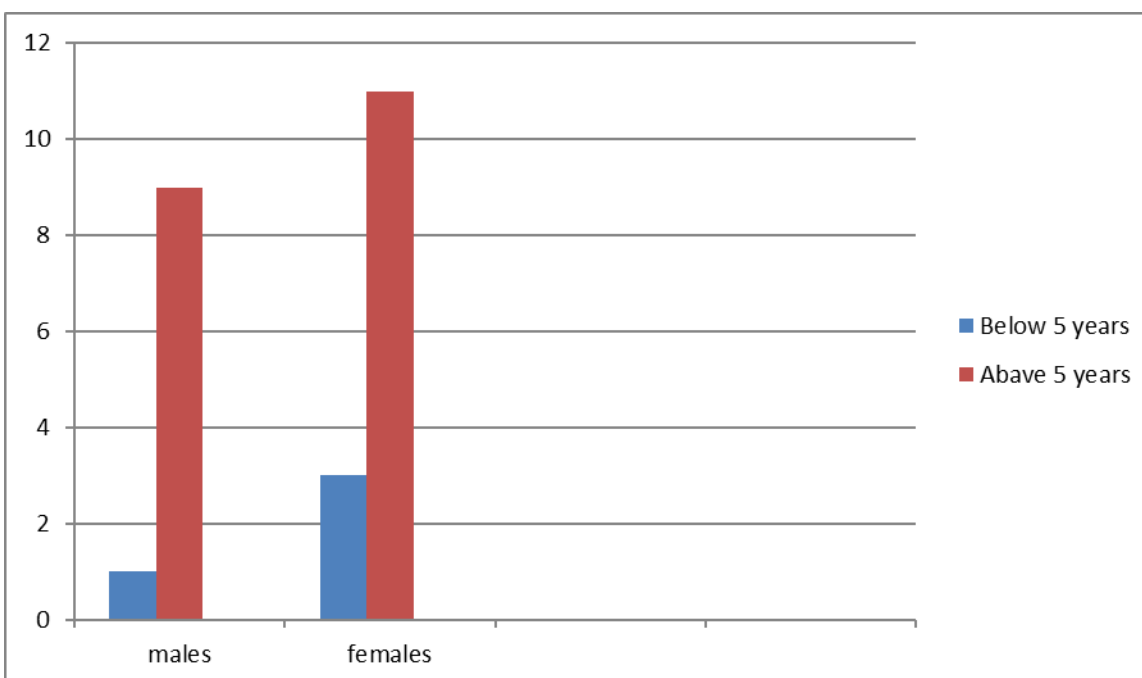


Figure 4.5: Years in service

Figure 4.5 shows that 04 (16.67%) of the academic teachers had 0 – 5 years’ work experience in teaching. Out of this number, 01 (4.17%) were males and 03 (12.5%) were females. While 20 (83.33%) had above 5 years’ work experience. Further, 09 (37.5%) were males and 11 (45.83%) were females. This means that a high number of teachers 83.33% had served longer and therefore had extended practical experience, hence capable of encouraging students to improve their academic performance in history. The experience would help them to apply different pedagogical skills in delivering in class, thus improving student performance. The findings are links with the works of Adu and Olatundun (2017) who argued that teacher’s level of experience in teaching career is frequently cited as one of the factors that influence students’ academic performance. They further observed that effective teachers produce high performing students. In addition, the findings were consistent with the report by Oyewole (2011) who found a significant relationship between teacher’s experience and job performance.

However, studies of Quinones, *et. al* (2001), disagree with the findings and warn that work experience is a complex and multidimensional construct. It can be argued that, although majority of the participating teachers had served over 5 years, this may not guarantee good performance due to the fact that other factors also affect their performance.

4.2.6 Teachers' education level

Teachers' level of education was examined in figure 4.6

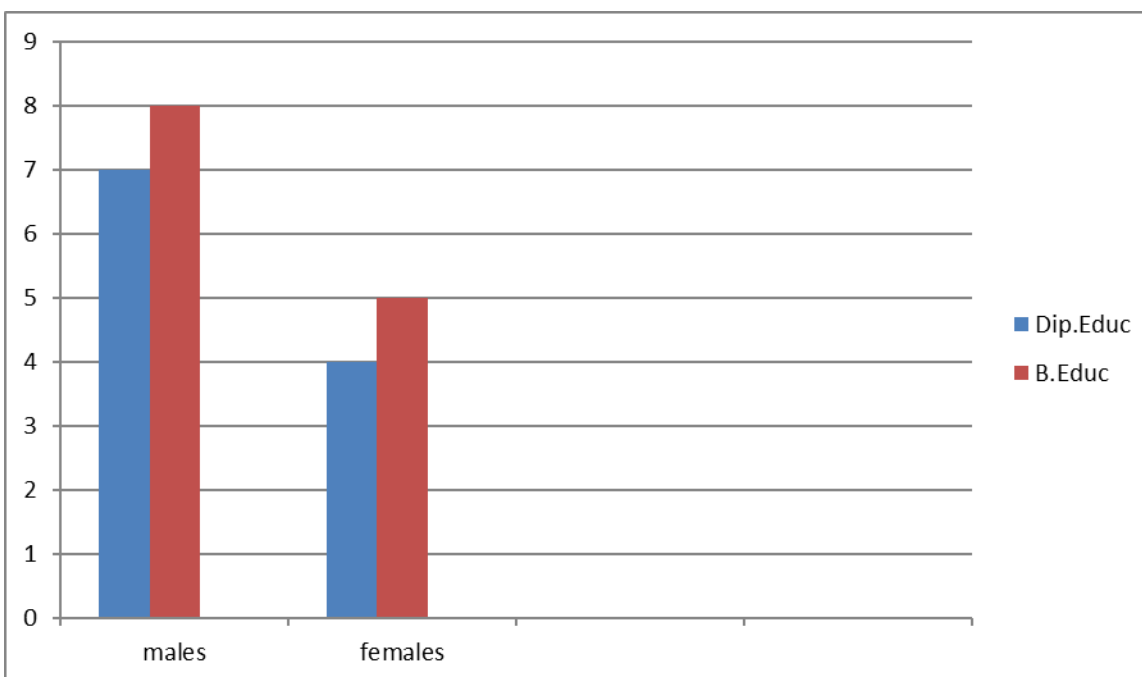


Figure 4.6: Teachers' education level

Figure 4.6 shows that out of the 24 teachers who participated in the study, 11 (45.83%) were diploma holders in Education. From that number, 07 (29.17%) were males and 04 (16.67%) were females. Additionally, 13 (54.17%) were Bachelors' degree holders in Education and from that number, 08 (33.33%) were males and 05 (20.83%) were females. The findings show that all the teachers were suitably qualified and capable of teaching history as the minimum qualification requirement for teachers of lower secondary school is diploma in secondary education. Bregman and Bryner (2016) observed that teachers with solid knowledge of the subject and interactive pedagogy are only useful if they are able to perform effectively in teaching. Ehindero and Ajibade, (2000) observed that students' academic performance is associated with school-related factors such as qualifications of teachers. Improved education level among teachers point to a possibility of enhanced awareness in terms of learning new practices and technologies hence improved students' academic performance.

Further, Lassa (2017) noted that education cannot be provided by just anybody, it requires a teacher who plans and delivers the lessons or instruction in such a way that objectives can be achieved. Thus, there is a need to focus on teachers' competency in respect to their

communication skills and strategies and mastering the curriculum and subject content. Professionalism has relevant significance in education that may affect the role of teachers and their pedagogy of teaching history, which in turn may affect student's ability to learn

History teachers in this school are audible enough and appreciative	13 5.7%	19 8.3%	106 46.5%	90 39.5%
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effectively (Darling-Hammond, 2018), Reynolds and Seymoler (2017) maintain that professional teachers are usually skillful enough to be able to use and adopt new learning technologies in enhancing students' academic performance. Qualified teachers have expertise and are interested in updating themselves with new knowledge and skills when there are new changes in the curriculum, or new advances in use of technologies in class teaching. This was in line with the report by Shao and Tamashiro (2013) that most teachers in the USA desired to improve their information technology skills in order to be more effective in their teaching profession. These findings are further confirmed by Kasiisa and Tamale (2013) who noted that teachers with higher professional competency performed better in the teaching and learning in Ugandan secondary schools than those teachers who had lower professional competency.

4.3 Communication skills and effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

Results under this theme were sought in accordance with research objective one of this study which sought to examine how communication skills affect effective teaching and learning of history to senior four students. Participants were presented with the statements on the four Likert scale (strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) and analysed using a frequency distribution table with percentages. For simplicity of analysis, in this study "strongly agree" and "agree" were aggregated to mean "agree" and "strongly disagree" and "disagree" were aggregated to mean "disagree". The elicited results were represented in Table 4.2.

Table 4.2: communication skills and effective teaching and learning of senior four students

There is an effective teacher- students rapport with history subject matter in the school	07 3.1%	15 6.6%	125 54.8%	81 35.5%
Student presentation skills have improved due to effective teachers communication in this school	12 5.1%	24 10.5%	159 69.7%	33 14.5%
student performance has improved due to competent teachers	0 0%	5 2.19%	100 43.9%	123 53.9%
Teachers' communication has created students' positive attitudes towards history subject in this school	0 0%	19 8.3%	106 46.5%	103 45.2%
History teachers in the school often provide guidance and counselling to history students in the school	10 4.9%	06 2.6%	168 73.7%	44 19.3%
History teachers in this school use nonverbal cues to effect the teaching process	07 3.1%	19 8.3%	171 75%	31 13.6%
The history teacher communicates with ease by expressing himself/ herself clearly	14 6.2%	12 5.3%	152 66.7%	50 21.9%

Table 4.2 shows that 86.2% of the respondents agreed that History teachers in these schools are audible enough and appreciative. This implies that most history teachers in the selected schools in the study area are audible enough to enable effective teaching and learning process to take place. This was echoed by some students during the focus group discussions. During one focus group discussion one student was quoted as saying

Our teacher is always audible, given that he is naturally gifted with a big voice he teaches loudly and even if it is in the afternoon, it is very difficult to find a student sleeping in class while we are studying. Actually, our class loves the history teacher.

In another school visited, during a focus group discussion, the results contradicted the above as one student noted that;

The teacher communicates well but there is need to increase his voice and try to motivate learners to capture their attention, his voice is low, he does not give in more time to explain what he teaches, if possible, he can add on explanations, he has some difficulty in pronunciations of some words, the teacher communicates quite well but more effort is needed.

From the study, 90.3% of the respondents agreed that there is an effective teacher- student's rapport with history subject matter in the school. This implies that most history teachers in the study area are approachable. This was confirmed during the focus group discussion in which one of the students confirmed this as;

Our history teacher is good, we approach him at any time of the day as long he is at school, he is always willing to help us, he guides us and sometimes refers us to some text books and again follows us to see whether we got the answers and in most cases, he discusses for us. This has motivated us to like the subject.

From the study, 84.2% of the respondents agreed that student presentation skills have improved due to effective teacher's communication in this school. This indicates that learners have been able to improve their presentation by learning from their history teachers and improving their vocabulary. During the interview with one of the directors of studies at one school, he noted that;

It is during debates time that you can notice with concern that history teachers have done a great deal, almost all students doing history present with quotations from historical perspective to emphasize their presentation. This indicates that our history teachers have made learners like the subject, that's why they use its content during their presentations thus good teachers' oratory skills have enabled them to effectively teach our learners.

From the study, 91.7% of the respondents stated that teachers' communication has created students' positive attitude towards history subject in these schools. This was attested to during one of the focus group discussions in one of the schools sampled a student was quoted as saying.

..... I want to be a teacher, and I want to be teaching like our history teacher. When the man is teaching, he can't make you bored, you study and you feel like the subject has ended early. I must do whatever it takes to pass history. I want future learners of history, to be enjoying me the way I enjoy our history teacher with his soft voice.

This indicates that the way teachers teach history has been the basis for them to develop the positive attitude towards the subject among the visited schools.

Table 3 indicates that majority (93%) of the respondents agreed that history teachers often provide guidance and counselling to history students in the school. This implies that history

teachers try to explain the importance of history in students' life and the academic reading habits.

From the study, 88% of the respondents agreed with the statement put to them that history teachers communicate with ease by clearly expressing themselves. Effective teaching and learning will occur as a result which can only be reinforced by teachers who are qualified.

The relationship between communication skills and effective teaching and learning of history to senior four students was also explored by performing a correlation of the variables. This helped to answer research question one. Table 4 present the results of the correlation.

Table 4.3: Impact of communication skills on effective teaching and learning of history to S.4 class

		Effective teaching and learning
Communication skills	Pearson correlation	-0.998*
	Sig(2-tailed)	0.00
	N	236
*Correlation is significant at 0.05 level (2-tailed)		

The findings from the Pearson correlation coefficient test indicate that there is a significant negative relationship between teacher qualification and effective teaching and learning of history in terms of communication skills. This is evidenced from the value of Pearson correlation ($r = -0.99842$) which is less than 1 and the significant level (0.000), which is far below 0.05, the level at which the relationship was tested. . This implies that teachers' use of communication skills facilitates effective teaching and learning of history to senior four students. It also means that meaning teachers' qualification has less effect on effective teaching and learning of history to senior four students in the study context.

4.4. Explanation skills and effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

Respondents were asked to reveal how they think explanation skills affect effective teaching and learning of history to senior four students. Respondents were asked to indicate whether they strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) using a four Likert scale. The elicited responses were shown in the table 4.4.

Table 4.4: Explanation skills and effective teaching and learning of senior four History students

Survey questions	SD	D	A	SA
Teachers regularly make clarity of history lessons in this school	2 0.9%	17 7.5%	190 83.3%	19 8.3%
The history teachers often request learners to make contributions to the subject matter in form of questions and suggestions	13 5.7%	29 12.7%	159 69.7%	27 11.8%
The history teacher involves learners in carrying out activities during the lesson	17 7.5%	29 12.7%	135 59.2%	47 20.1%
The history teacher encourages students to ask questions during lessons	11 4.8%	13 5.7%	135 60.1%	67 29.4%
The history teachers endeavor to ensure confusions and misunderstandings are avoided about the subject	15 6.6%	09 3.9%	99 43.4%	105 46.1%
Teachers facilitate content delivery during lessons	07 3.1%	16 7.0%	122 53.5%	83 36.4%
Teachers help students understand difficult	19	23	101	85

concepts through use of demonstrations and examples	8.3%	10.1%	44.1%	37.3%
Teachers present subject matter with clear explanation during the classes	8 3.5%	21 9.2%	132 57.9%	67 29.4%

From table 4.4, majority of the respondents (91.7%) agreed that teachers regularly make clarity of history lessons. This means that teachers in the study schools v take time to elaborate and clarify to the learners for better comprehension of the concepts.

Table 4.4, further revealed that majority of the respondents (81.61%) agreed with the statement put to them that the history teachers often request learners to make contributions to the subject matter inform of questions and suggestions. This means that teachers in the area studied encourage learners' participation in class.

The study further revealed that (89.5%) of the respondents confessed that history teachers endeavour to ensure confusions and misunderstandings are avoided about the subject. It is the duty of a qualified teacher to ensure that children of varying abilities are effectively taught to achieve meaningful results. This finding is supplemented in interview findings;

A Head teacher asserted that

my teaching staff try to make schemes of work because it is a one-time affair mainly at the beginning of the term and it shows what is to covered within a specified period of time.

Another Head teacher in one of the sampled schools observed

schemes of work are a must in my school as I use them as standard parameters for assessing the effectiveness of teacher in class and getting accountability for the work covered in a term and it has become a culture to prepare the tool in the last week before beginning of term”.

In some schools, lesson plan preparation is a problem because teachers consider them as a waste of their time which could be used to catch up with syllabus coverage. These findings are confirmed in an interview with one of school administrator. A Director of Studies who is responsible for lesson plans argued

teachers in our school do not like making lesson plans because they are tedious and cannot work well with a high teaching load allocated by the school yet they want to complete the syllabus well in time.

A Head teacher in one of the sampled stated that

making of lesson plans by teachers is tagged on payments and this has forced them to produce lesson plans in order to access payments.

However, majority of school administrators were in agreement that teachers prepare records of marks since they are the basis of student assessment. This was confirmed in an interview with one of the school administrators who stated that

my teachers of history record all the marks for tests, examinations and assignments in one book and it is available to school administrators and heads of department to always cross check and monitor individual students and other students in general.

School administrators reported positive response towards making of record of work. Teachers always avail the record of work covered to relevant offices in schools. One respondent (Head teacher) in an interview said

Teachers consider record of work not tedious and put in all effort because it ensures accountability and transparency of work covered by the teacher and uniformity in content coverage because the school has several streams.

In one focus group discussion, a student was quoted saying,

When our teacher comes to class, he begins the lesson by greeting the students, ask a few questions on the previous topic, summarise them and then introduce the package for the days' lesson, organise group work and brings back work done early enough. It has helped us to link topics taught by the teacher.

In yet another focus group discussion, a student was quoted saying

In my school, some teachers especially part timers come to class a little bit late, ask students where they had stopped in the previous lesson, straight away dictate notes to students, some concepts are written wrongly on the chalkboard, always interjects with phrases like, "are we together" and gives inadequate explanations during the lesson.

This possibly account for 10.517% of the respondents who disagreed with question as put to them in the questionnaire. To summarise professional documents are very important for effective and efficient teaching and evaluation of the teaching and learning process.

It was revealed that 81.6% of the respondents agreed that teachers help student understand difficult concepts through use of demonstrations and examples. This was clarified during the focus group discussion with learners in one of the schools visited had this to say;

..... history is interesting especially history of West Africa and somehow confusing but our teacher tries to ensure that he provides enough explanation to enable us understand him. This has made us understand and master all the topics unlike the one we had in S1 and 2.

From the study, 87.3% of the respondents agreed that teachers present subject matter with clear explanation during the classes. It was found out that history teachers had adequate knowledge of subject matter in the subjects they teach. This helps the teacher to attract attention from the learners which leads to effective teaching and learning. Those findings were supplemented results from focus group discussions in which a student reported that

.....our teacher for West African history try to make class environment that encourages debate and discussions, we have fun and enjoy the lesson. He reinforces concepts taught several times to make you understand. Also uses films, documentaries and political cartoons to help students understand West African history which is considered hard.

In an interview with a school administrator, he asserted that

.....quite often you get reports on teachers' methods of teaching. Students will always point to a certain teacher as being good at content delivery compared the other. This is normally done through suggestion box or special note to my office. Automatically you get to know that teacher X who is a degree holder is liked by students more than teacher Y, a diploma holder. So as an administrator you draw conclusions about the two teachers.

The relationship between explanation skills and effective teaching and learning of history to senior four students was explored by performing a correlation of the two variables.. Table 4.5 presents the result of the position of respondents.

Table 4.5: Impact of explanation skills on effective teaching and learning to S.4 students

		Effective Teaching and learning
Explanation skills	Pearson correlation	-1.0000*

	Sig(2-tailed)	0.000
	N	236
*Correlation is significant at 0.05 level (2-tailed)		

Accordingly, the findings from the Pearson correlation coefficient test indicate that there is a negative relationship between teachers' qualification and effective teaching and learning of history in terms of explanation skills. This is evidenced from the value of Pearson correlation ($r=-1.00000$) which is less than 1 and the significant level (0.0000), which is far below 0.05, the level at which the relationship was tested. This implies that teachers' use of explanation skills facilitates effective teaching and learning of history to senior four students. It also means that teachers' qualification has less effect on effective teaching and learning of history to senior four students.

4.5. Writing skills and effective teaching and learning of history to senior four students.

Respondents were asked to reveal how they think writing skills affect effective teaching and learning of senior four History class. Respondents were asked to indicate whether they strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) using a four Likert scale. The analysis was done using frequencies and percentage. The elicited responses were shown in the table

4.6.

Table 4.6: Writing skills and effective teaching and learning of history to senior four students

Survey questions	SD	D	A	SA
History teachers normally write to guide students in response to their feedback	0 0%	0 0%	133 58.3%	95 41.7%
History teachers normally give comment on learners' homework exercises	12 5.3%	19 8.3%	87 38.2%	110 48.3%
Teachers ensure exercise and work done by students is well written	25 11%	23 10.1%	80 35.1%	100 43.9%
Teachers encourage students to write work which is grammatically correct	0 0%	0 0%	163 71.5%	65 28.5%
History teachers write on the chalk board to encourage students understand Historical concepts and make proper written notes	0 0%	0 0%	138 60.5	90 39.5%
Peer reviews are encouraged by history teachers in our school	20 8.8%	18 7.9%	90 39.5%	100 43.9%
History teachers often write feedback in a simple and understandable language	21 9.2%	15 6.6%	91 39.9%	101 44.8%

All the respondents who participated in the study agreed that History teachers normally write to guide students in response to their feedback. This implies that teachers are approachable and try to make students understand the subject better.

Results from the study shows that majority of the respondents (86.3%) agreed that history teachers normally give comments on learners' homework exercises. This means history teachers continuously assess learners progress to enable them find means of improving learners' performance in schools they teach.

Study findings indicate that all the participants in the study agreed that history teachers write on the chalk board to encourage student understand the concepts and make proper written notes. The use of the chalk board is adequately used by qualified teachers to enhance effective

instructional delivery in class. Failure to provide instructional resources may impact meaningful teaching and learning of writing and reading skills.

The study shows that 83.3% of the respondents agreed that peer reviews are encouraged by history teachers in schools. Here a qualified teacher will develop teaching strategies like remedial work for the students to better understand concepts being taught through discussions and presentations in class.

Study results show that 84.2% of the respondents agreed that History teachers often write feedback in a simple and understandable language. This implies that history teachers are aware of varying intellectual ability of their learners and the demands of the subject.

The relationship between writing skills and effective teaching and learning of history to senior four students was explored by performing a correlation of the two variables. This helped to answer research question three. Table 4.7 present the results of the correlation.

Table 4.7: Impact of writing skills on effective teaching and learning of history to S.4 students.

		Effective Teaching and learning
Writing skills	Pearson correlation	-1.000*
	Sig(2-tailed)	.000
	N	236
*Correlation is significant at 0.05 level(2-tailed)		

In relation to the above, the findings from the Pearson correlation coefficient test indicate that there is a negative relationship between teachers' qualification and effective teaching and learning of history in terms of communication skills. This is evidenced from the value of Pearson correlation ($r=-1.0000$) which is less than 1 and the significant level (0.0000), which is

far below 0.05, the level at which the relationship was tested. This implies that teachers' use of writing skills facilitates effective teaching and learning of history to senior four students. Further, it means that teachers' qualification has less effect on effective teaching and learning of history to senior four students.

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The study examined the impact of teachers' qualification on effective teaching and learning of senior four history class in Kajara County, Ntungamo District. This chapter presents discussions of findings, conclusion, recommendations and suggestions for further research based on findings as analyzed in chapter four.

5.1. Discussion

5.1.1 Communication skills and effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

Results revealed that teachers' use of communication skills facilitates effective teaching and learning of history to senior four students in the study area. It further mean that teachers' qualification has less effect on effective teaching and learning of history to senior four students in Kajara County, Ntungamo District. This is attributed to the fact that history teachers are audible enough and appreciative. The above was confirmed in a focus group discussion with students which revealed that their teachers are always audible.

These findings concur with lyamo (2015) who argued that teachers who are comprehensive and effective in conveying their subject matter are able to create a conducive and purposeful learning environment. Therefore, it is very important to have good communication skills to effectively teach history and improve the students' performance. Besides determining the effectiveness of teaching and learning, good communication skills enable the teacher to identify students' behavior as well as instilling positive values that boast the students' emotional and social skills. School is seen as a social institution that is responsible for emphasizing the importance of effective communication in the classroom by creating social development amongst the students.

Since learning is an interactive process, it gives room for students to interact with each other, cooperate among peers, being responsible, and build up their self confidence among others. An interesting and fun learning environment will encourage students to channel their thoughts and

opinions freely and effectively. When working with young people, there are times when you will see results in ten seconds and there are times one won't see it for ten years. Either way, one should keep planting the seeds, eventually they will blossom. Through effective communication, emphasis on the social aspect can help the student to react to their surroundings and gain control in facing challenges to achieve and improve their personal excellence. This therefore, calls for a teacher with requisite qualifications who can effectively deliver on the teaching and learning process.

The study also established that students' presentation skills have improved. This is attributed to the fact that good teachers know how to bring out the best in students. Findings further indicated that there was an effective teacher-student rapport with history subject matter. This is because a good teacher inspires, ignites the imaginations, and instills love for learning. Koutrouba (2012) upheld that rich teacher-student interaction is crucial. The above view was echoed in an interview with one of the school administrators who noted that history teachers have done a lot as reflected by students' presentations during school debating sessions.

Without communication, the teaching and learning process will not take place more especially in the history class. Therefore, teachers with good communication skills will create a more successful teaching and learning ambience for students. Additionally someone with great communication skills has potential to influence others and effective communication strategies will lead to success (Guerrero and Floyd, 2016). In order for this to happen, message should not be distorted during the communication process and serves the purpose for which it was planned or designed. What all qualified teachers have in common is that they set high standards for their students and do not settle for less.

Also, it was established that history teachers communicate with ease by expressing themselves clearly. Students learn best when they like their teacher and feel the teacher loves them too. This view was confirmed in a focus group discussion where a student wishes to be a teacher and communicate like the history teachers. Keneth (2017) noted that as long as the teacher communicates freely with the command of subject content, effective teaching and learning takes place.

However, when the desired effect is not achieved, factors which act as obstacles need to be explained with the intention to discover why the communication process has been ineffective. These include: filtering, selective perception, information over load, emotions, language, silence, communication anxiety, and gender difference among others. Effective communication involves conveying clear and concise information. Teachers should question themselves how well they can communicate to students and how they can communicate in future. The better the teachers' communication skills, the more effective instruction will be among students.

History teachers often provide guidance and counseling to students. A good teacher is like a good entertainer who first holds his/her audiences' attention before teaching the lesson. These findings are in line with the UNESCO (2011) report which maintains that providing guidance and counseling services by the teachers in a school or institution is a big step in the right direction for that school or institution. Further, Duncan and Johnson (2017) stated that the strength of the attitude of students does not, however, rule out the fact that teachers have the capacity and power to influence them into liking the idea set before them. Therefore, if guidance is to be successful, students' attitude also needs to be fine-tuned to allow them to conceive the idea of guidance positively. It also enables them to form part of the teachers' roles which in turn improves learners' academic performance. Gournean (2020) found out that regardless of what the teachers may want to believe as their attitude, students too have their attitude towards counseling services. Whereas they are likely to be influenced by the teachers into liking certain aspects of the subject, students too are likely to have a completely different understanding and perception of what is being counseled.

The views of the learners play an important role in the way they appreciate the teaching and learning process within the classroom. This perception is an important determining factor in the students' attitude towards the subject and learning itself. Therefore, incorporating learners' feelings at policy and implementation levels should be standard practice. This will go a long way in making learning and teaching more meaningful and transparent to learners of the 21st century. Additionally, teacher training and development should incorporate modalities that will assist teachers to develop positive affective disposition that will benefit the learner in the classroom. Additionally, the way the teachers communicate with students can positively affect their perception of the school, themselves and their abilities and their motivation to succeed.

5.1.2 Explanation skills and effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

Findings revealed that teachers' use of explanation skills facilitates effective teaching and learning of history to senior four students in the study area. The implication is that teachers' qualification has less effect on effective teaching and learning of history to senior four students. This is because teachers regularly make clarity of history lessons to their students. The art of teaching is the art of assisting discovery of the unknown. Ango (1990) observed that poor performance in history is basically due to lack of involving students in the teaching and learning activities right from the beginning of any new concept to be taught.

The study also revealed that history teachers often request learners to make contributions to the subject matter in form of questions and suggestions. Children must be taught how to think but not what to think. Building on this line of thoughts, Chomsky (2016) argues that learning can only be realized in an interactive environment. He further noted that the stimulation given to the child through interaction with the world around them is what kick starts subject acquisition ability by providing them with an interactive environment and meaningful learning activities.

It was further found out that history teachers endeavor to ensure confusion and misunderstanding are avoided in the course of teaching. Every child is gifted and simply unfold their packages at different times. The researcher was able to confirm the above in an interview with school administrators who acknowledged that teachers plan the teaching by availing and using professional documents. Otunga, *et al* (2011), Nasibi (2003), Okai (2010), Gronland (2003), and Akiri (2013) all contend that professional documents are very important tools of instruction because they help the teacher to effectively plan for and carry out proper instruction.

Teachers are active facilitators of their students' learning. In communicative classroom, students do most of the talking and the scene of the classroom is active with students taking the responsibility to participate (learner centered instruction). Since the teacher already knows more subject matter than the students, she/he should talk less and allow the students to have more active role. In this way the students will learn to communicate well. Communicative approach calls on the teachers to abandon teacher centered controlled environment in favor of learner centeredness which helps to resolve confusion about the subject matter. It makes use of real-life situation that necessitate communication which improves learners' performance in history. The

greatest sign of success for a teacher is to be able to say that children work without being directed meaning teaching and learning process is accomplished.

It was also established that history teachers present subject matter with clear explanations during lessons. This is alluded to by a popular saying, *mediocre teachers tell, the good teachers explain, the superior teachers demonstrate and great teachers inspire*. Smith, *et al*, (2016) argues that teachers with experience of two year or less were less effective than senior teachers. However, the benefits of experience appear to level off after about five years. Teachers with more experience use classroom management approaches and methods to deliver as well as encourage learners to enhance their learning, reading and writing skills to excel academically (Wassanga, 2012). The ability to possess wide knowledge by teachers of history provides the fact that most questions posed are easily answered and therefore, a gesture of an interactive class.

Explanation skills are vital in the interaction with students, because the act of teaching itself requires them. History teacher should therefore consider students' prior knowledge and characteristics when designing the explanation, involve students and adapt explanations in response to cues from the students. Yilmaz (2008) observed that, the teacher should know the dynamics and knowledge of history and the modes of historical explanations about the past. These calls for multiple approaches by the teacher and being flexible to enable students understand the explanations. In other words, explanations must be planned in advance before the lesson by establishing clearly the major points of instruction, analysis of key concepts and specifying main links among concepts and ideas leading to effective teaching and learning.

5.1.3 Writing skills and effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

Findings from the study established that teachers' use of writing skills facilitates effective teaching and learning of history to senior four students in the study area. This implies that teachers' qualification has less effect on effective teaching and learning of history. This is because history teachers normally write to guide students in response to their feedback. Best teachers are those who show students where to look but do not tell the students what to see. Koutrouba (2012) noted that without feedback, students can become demotivated and lose the

sense of how they are progressing. Srivstava (2011) argues that their effort may be misdirected and they may gain an inaccurate impression of their performance in the writing skills.

Moreover, the absence of feedback may also create the assumption among students that they have communicated their meaning and therefore, do not perceive the need to revise the substance of their text (Loss, 2000). This implies that teachers should have time to meet their students and guide them on areas in their work that need improvement. Maes *et al*, (1997) however, found out that too many written comments may damage the learners' confidence and motivation to write. Teachers need to meet students more often and guide them on writing skills in order to realize a better performance in essay writing. A better teacher–student interaction is therefore, key to better feedback. Lack of good feedback strategy has a contribution to poor performance. It is imperative therefore, that the trend is reversed to better the performance in history.

The study established that teachers normally give comments on learners' homework exercises. It is the supreme art of the teacher to awaken joy in creative expression of knowledge. This means history teachers should continuously assess learners' progress to enable them find means of improving their performance in schools where they are teaching. Abagi and Odipo, (2018) noted that in teaching and learning situation, feedback is an important tool for the sustenance of good performance as well as a veritable instrument for the improvement of poor performance.

Teachers are expected to give prompt feedback to students whenever any assessment activity is conducted. Should the teacher be unable to give feedback, it is important that students are not assessed because when students discover that the teacher will not mark the test, assignment or class work, they often don't take the exercise speciously. There is a tendency of students being complacent, thereby developing poor study habits. On the contrary, when the students are certain that their teacher will assess the exercise and report back on time, most importantly so when the assessment counts towards their academic performance, they often treat it seriously and prepare well in advance.

Chalkboard is adequately used by teachers to enhance effective instructional delivery in class, it was revealed. Though information and communication tools are gaining popularity in schools, teachers still have to do a lot of writing on the chalkboards. In some schools the chalkboard is

the main medium that the teacher uses to teach on daily basis. Therefore, the condition of the chalkboard and teachers' level of effectively using it has direct impacts on the learner. One way of creating a suitable learning environment in the classroom is to make sure that the information written on the chalkboard is legible so that learners can copy it into their exercise books.

Lee, *et al*, (2009) argued that the teachers need to select and use a wide range of instructional resources when teaching to take care of individual differences in class. It should not matter how slowly a child learns as long as the teacher keeps encouraging them . This is because the resources make the entire teaching and learning process complete and functional. Sadly, the provision of instructional resources for teaching has received little attention. Omora and Nato (2014) found out that many schools are not able to provide a variety of instructional resources needed for teaching. Therefore, in order to improve the teaching and learning of writing skills, teachers ought to utilize relevant instructional resources.

From the study, peer reviews are encouraged by history teachers. This is alluded to by a popular saying, *tell me and I will forget, teach me and I will remember but involve me and I will learn*. Writing influences thinking and encourages creative thinking. Akago (2018) observed that a teacher should take five or ten minutes of class time for students to read their work to each other in small groups or pairs as it is important for them to hear what others have written. The Dominican University of California, School of liberal Arts and Education (2020) observed that writing is considered as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication of objectives in an interactive way. By implication, writing means successful transmission of ideas from an addressor to the addressee via text and this exchange of information becomes a powerful means to motivate and exchange the development of the language skills.

It was also established that history teachers often write feedback in simple and understandable language. Qualified teachers connect learning in ways that inspire students to learn more and strive for greatness. Iga as cited in Amamukirori, *et al* (2020) argued that teachers' feedback is based on the idea that pointing out errors or mistakes enables the student to improve writing skills. In addition, he noted that if teachers do not correct their students' errors, "fossilization" will occur and it will become very difficult to eliminate these errors later.

5.2 Conclusion

5.2.1. How communication skills affect effective teaching and learning of history to senior four students in Kajara county- Ntungamo District

The main conclusion drawn from the study is that teachers use communication skills to facilitate effective teaching and learning of history to senior four students. This is because teachers in the study schools were reported to be audible enough and appreciative. It was also noted that there is an effective teacher-student rapport in the school. In addition, student presentation skills have improved due to effective teachers' communication in these schools. Student performance has improved due to competent teachers. Findings revealed that teachers' communication has created positive attitude among students towards history subject in these schools. The study indicated that History teachers in these schools often provide guidance and counseling to history students in their schools. This means teachers apply communication skills to maintain effective relationships with learners which in turn affect their performance in the study area. Classroom management is another role played by the teacher under this delivery approach. This is purposed to keep a controlled environment in order to enhance learning and to apply the right instructional methods every time for effective teaching and learning, aspects required of qualified teacher of history. All these are intended to have students behave appropriately, settle down and do their work quickly with concentration so as to be able to attain the set educational objectives. Good teaching is one-fourth preparations and three-fourth theatre. Therefore, teachers' qualification is of less significance on effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

5.2.2. How explanation skills affect effective teaching and learning of history to senior four students in Kajara County – Ntungamo District

Further, another conclusion adduced is that teachers use explanation skills to facilitate effective teaching and learning of history to senior four students in in the study contexts. This is because teachers regularly make clarity of history lessons in the schools. It was established that history teachers often request learners to make contributions to the subject matter in form of questions and suggestions. The study noted that history teachers involve learners in carrying out activities during the lesson. Teachers help students understand difficult concepts through demonstrations and examples. Explanations are a powerful instrument of thinking because they provide

students with a way of understanding concepts. It shapes their perception of themselves and the world. It aids in their personal growth and it affects change on their environment. Explanation skills do not only look at the importance of communication characteristics but the emotional and social factor of a student needs to be given attention as well. Therefore, work motivation is needed because of the challenges that the teaching profession face. This is due to the fact that teachers not only disseminate knowledge to the students but they are also responsible to educate and mould the student's behaviour. In the end, teachers are not able to give their best effort in imparting knowledge to the students without providing necessary explanation.

To conclude, the research found that internal support has been found to be more effective for history teachers because it deals with feelings and emotions that need to be controlled so that they can effectively teach to achieve the utmost level in their work. Therefore, teachers whose explanations are understood by learners become more motivated and more committed to improving their work performance. Mistakes have the power to turn a student into something better than they were, meaning a teacher with suitable qualifications to effectively teach is the provides solution in such a situation. From the above narratives and the study findings, teachers' qualification is of less significance on effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

5.2.3. How writing skills affect effective teaching and learning of history to senior four students in Kajara County, Ntungamo District

Additionally, it is concluded that teachers use writing skills to facilitate effective teaching and learning of history to senior four students. This is because history teachers write to guide students in response to their feedback. It was noted that they normally give comments on learners' homework exercises. This implies that history teachers continuously assess learners' progress in the subject. History teachers write on the chalk board to encourage students understand historical concepts and make proper written notes. This is meant to enable learners have right grammar and spellings in regard to the history concepts which has affected learners' performance. The written comments too may not be clear. Thus, teachers need to hold regular conferences with students to guide them on history essay writing skills. Study findings on the role of teacher feedback indicate that all students value teacher feedback. They find feedback important in improving their writing skills, revising and proof reading their history essays. Thus, there is need for teachers to provide clear and immediate feedback that considers learners

needs in attempting history questions. Teachers take a hand, open the mind, touch the heart and shape the future. In conclusion, teacher qualification is of less significance on effective teaching and learning of history to senior four students in Kajara County, Ntungamo District.

5.3. Recommendations

From the preceding discussions, the following key recommendations have been made

5.3.1. How communication skills affect effective teaching and learning of senior four History class in Kajara county- Ntungamo District.

There is a need to create a rapport between teachers with their learners both in and outside classroom so that students do not feel threatened when asked to participate in class. This strategy will make students appreciate the subject given the fact that teaching of history is interactive. When the untapped potentials of a student meet the liberating art of a qualified teacher, miracles unfold thus, effective teaching and learning.

Schools need to establish periodical seminars in relation to history subject and learners to interact with various facilitators having different history communication skills. This will help learners to improve the mastery of the subject and motivate the teacher to effectively handle the subject. In an effective classroom, students should not only know what they are doing, they should also know why and how, which definitely answers the requirement of effective history pedagogy.

5.3.2. How explanation skills affect effective teaching and learning of senior four History class in Kajara County – Ntungamo District

Firstly, teachers should use essay-teaching methods that involve the learner during instruction. They could use debate, brainstorming and group discussion to teach essay-writing skills since these methods have been shown to help students to develop their essay writing skills in history. This is because the purpose of education is to teach students to always think for themselves.

Teachers of history should acquire additional professional qualifications through attending more professional trainings. They should adopt a learner centered method of teaching to allow for active participation of students in order to encourage them to communicate effectively and intelligibly. Suffice to note is that teachers are the most responsible and important members of society because their professional effort affect the fate of the community. A teacher can never

truly teach unless he is still learning him/herself. A lump cannot light another lump unless it continues to burn its own flame

Headteachers and teachers should be provided with opportunity to raise their professionalism grades. This could be organized by providing teachers with in-service training to improve pedagogy in teaching of history through provision of funds by Ministry of Education and sports. This is because the sole hope of human salvation lies in the teaching and learning process. Therefore, a professional teacher to be effective must become a career long learner of more sophisticated pedagogies. By remaining a lifelong learner, a teacher will ably deal with the complexities of the 21st century learner.

5.3.3. How writing skills affect effective teaching and learning of senior four History class in Kajara County – Ntungamo District

Teachers should also provide students with frequent and lengthy opportunities to write. Education is the progressive discovery of our ignorance and therefore, can help students actualize their weakness in writing history work and assignments to improve their scores.

Teacher's direct and indirect feedback is highly valued and encouraged at every step of the writing process in history, especially during the revising and editing phases. Good teachers make the weak students good and the good student superior implying effective teaching.

Teachers need to encourage their students, guide and support their hesitant steps, reassure them that it is acceptable to make mistakes in writing history assignments and remind them of the purpose of writing. The more teachers make it easy for their students, the more they remove the bottlenecks for effective learning.

The public need to appreciate the value of history if effective teaching of the subject is to be successful at lower secondary level.

5.4. Areas for further research

Another study is recommended under the same or related topic for a large sample size of schools across the country to establish whether the results will yield the same findings.

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APPENDICES

Teachers' and students' Questionnaire: A

QUESTIONNAIRE FOR SENIOR FOUR HISTORY TEACHERS AND STUDENTS ON TEACHERS' QUALIFICATION AND EFFECTIVE TEACHING

SECTION A: background

The questionnaire is for carrying out academic research. Kindly complete it by providing honest responses as precisely as possible. Please do not write your name or that of your school anywhere on this questionnaire. Tick the appropriate box or fill in the required information in the space provided.

i.	<input type="checkbox"/>	Gen
der:	a).male <input type="checkbox"/> b). female <input type="checkbox"/>	
ii.	<input type="checkbox"/>	Age:
	a).Below 20years <input type="checkbox"/> b).(21-30)years <input type="checkbox"/> c).(31-40) years <input type="checkbox"/>	
	d).(41-50)years <input type="checkbox"/> e).(51-59)years <input type="checkbox"/>	
iii.	<input type="checkbox"/>	Desi
	gnation: a). Student <input type="checkbox"/> b). Teacher <input type="checkbox"/>	
iv.	<input type="checkbox"/>	Mari
	tal status: a).Single <input type="checkbox"/> b).Married <input type="checkbox"/> c).widowed <input type="checkbox"/>	
Years in service: a).Below 5years <input type="checkbox"/> b).Above 5 years <input type="checkbox"/>		
v.	Teachers' education level: a). Diploma <input type="checkbox"/> b).degree <input type="checkbox"/>	

SECTION B: Communication Skills and effective teaching

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; D = Disagree; SD, = Strongly Disagree

History teachers in this school are audible enough and appreciative	SD	D	A	SA
There is an effective teacher- students rapport with history subject matter in the school				
student presentation skill has improved due to effective communication in this school				
student performance has improved due to competent teachers				
Teachers' communication has created students' positive attitudes towards history subject in this school				
History teachers in the school often provide guidance and counseling to history students in the school				
History teachers in this school use nonverbal cues to effect the teaching process				
The history teacher communicates with ease by expressing himself/ herself clearly				

SECTION C: Explanation skills and effective teaching

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; D = Disagree; SD, = Strongly Disagree

Teachers regularly make clarity of history lessons in this school	SD	D	A	SA
The history teachers often request learners to make contributions to the subject matter in form of questions and suggestions				
The history teacher involves learners in carrying out activities during the lesson				
The history teacher encourages students to ask questions during lessons				
The history teachers endeavor to ensure confusions and misunderstandings are avoided about the subject				
Teachers facilitates content delivery during lessons				
Teachers help student understand difficult concepts through use of demonstrations and examples				
Teachers present subject matter with clear explanation during the classes				

SECTION D. Writing skills and effective teaching.

For each of the following statement, please tick where applicable the extent to which you agree using the Likert scale. SA = Strongly Agree; A = Agree; D = Disagree; SD, = Strongly Disagree

History teachers normally write to guide students in response to their feedback	SD	D	A	SA
History teachers normally give comment on learners' homework exercises				
Teachers ensure exercise and work done by students is well written				
Teachers encourage students to write work which is grammatically correct				
History teachers write on the black board to encourage student understand Historical concepts and make proper written notes				
Peer reviews are encouraged by history teachers in our school				
History teachers often write feedback in a simple and understandable language				

END

Interview Guide: B

INTERVIEW GUIDE FOR SECONDARY SCHOOL ADMINISTRATORSON TEACHERS' QUALIFICATION AND EFFECTIVE TEACHING

1. Do teachers of History use questions that lead to critical thinking by students? Please elaborate?
2. Comment the use of verbal and non-communication skills by the teachers of History.
3. Do teachers of History ask students to explain their answers? Could you say more about that?
4. Do teachers of History give clear, plan and proper explanations? Share with me about that.
5. Explain how teachers of History assist students in discovering and correcting errors in History work.
6. Do teachers of History normally involve examples to explain Class work? Please tell me more about that.
7. How do teachers of History use activities which call for describing and writing?
8. Do history of teachers ensure that students have correctly written work? Please help me better understand how this is done.
9. Can you recommend possible interventions that could promote writing skills in senior four History class?

Focus Group Discussion Guide C

1. Share with me how your history teacher communicates with you while teaching.
2. How do the teachers encourage senior four students to like History as a subject?
3. How do teachers make learning of History interesting?
4. How have teachers' communication skills affected your attitudes towards history?
5. What comment do you have in relation to your teachers' explanation to the history concepts and the subject in general?
6. How have teachers' explanations while studying history influenced your performance in the subject?
7. Comment about teachers written skills and how they have impacted on your performance in history as a subject.
8. What do you think needs to be done by your history teachers to improve your performance in the subject?
9. which behavior teachers show that encourage you to like or dislike history as a subject?

Thank you for your participation

Documentary Checklist: D

1. Schemes of work
2. Record of work
3. Lesson plans
4. Record of marks

MAP OF NTUNGAMO DISTRICT



Source: <http://dispatch.ug/wp-content>

