



MAKERERE

UNIVERSITY

**TEACHER IN-SERVICE TRAINING AND SECONDARY SCHOOL STUDENTS'
PERFORMANCE IN SCIENCE AND MATHEMATICS**

CASE STUDY: GAYAZA HIGH SCHOOL

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ABSTRACT

The performance of students at secondary school level is of vital importance to all key stakeholders, these including the students, parents, education institutions, government and educationists. There is general concern that students' performance in Science and Mathematics in schools across the country is wanting. The Ministry of Education and Sports (MoES) underpins the importance of in-service training for teachers as one of the strategies to improve the teaching-learning process in schools and has established some training programs as a result.

The purpose of this study was to establish the relationship between teacher in-service training and how it impacts on the performance of students particularly in Science (Physics, Chemistry, and Biology) and Mathematics. The research used a case study of Gayaza High School, one of the oldest schools in Uganda, with interest in in-service training for teachers. The researcher set out to assess the mode through which the training programs were conducted and their relevance to Science and Mathematics.

The study employed mainly questionnaires although the researcher also used observation and interviews to assess the subject of study.

The findings show that there is a positive relationship between teachers' in-service training and students' performance whereby the more the in-service training for teachers, the better the students' performance.

It is recommended that teachers should be given opportunity to develop themselves professionally through in-service training programs. The quality of these programs should be improved to cater for the students' learning needs. Furthermore there is need for periodic monitoring and evaluation on how these programs actually impact on the teaching practices. If in-service training is given due attention and supported across the education sector, notably amongst school administrators, the government or the teachers themselves, there is a higher likelihood that students' performance will significantly improve.