

**MAKERERE**



**UNIVERSITY**

**THE ROLE OF TEACHERS' PERCEPTIONS OF THEIR PROFESSION  
ON THEIR PERFORMANCE IN GOVERNMENT-AIDED SECONDARY  
SCHOOLS IN NANSANA MUNICIPALITY, WAKISO DISTRICT,  
UGANDA**

**BY**

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FOR THE AWARD FOR THE DEGREE OF MASTER OF EDUCATION IN  
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**DECEMBER 2025**

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I, Nafula Sharon, declare that this dissertation titled, "The Role of Teachers' Perceptions of Their Profession on Their Performance in Government-Aided Secondary Schools in Nansana Municipality, Wakiso District, Uganda" is my original work and has never been submitted to any institution for any academic award.

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## **DEDICATION**

This research is dedicated with heartfelt gratitude to my beloved parents **Mr. Efumbi Cornel** and **Ms. Nabwire Annet** whose unwavering support and guidance have been the foundation of my academic journey.

To my beloved husband, **Mr. Weere Enock**, for his steadfast love and belief in me.

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## ABSTRACT

This study investigated the role of teachers' perceptions of their profession on their performance in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda. The study was guided by three objectives: (1) to explore how teachers perceive the teaching profession; (2) to examine the influence of these perceptions on their lesson planning; and (3) to examine their influence on lesson implementation. A convergent parallel mixed-methods design was employed. The study involved a target population of 88 respondents, including teachers, deputy head teachers, head teachers, a school inspector, and a key informant. Quantitative data were analyzed using descriptive statistics (frequencies, percentages) and inferential statistics (correlation analysis), while qualitative data were analysed thematically. Findings revealed that teachers generally hold positive perceptions of their profession: 93.8% reported making a positive impact on students' lives, 88.8% felt a sense of purpose, and 77.7% expressed passion for their roles. However, a significant negative perception was noted regarding remuneration, with only 29.6% agreeing that their salary reflects their effort. Correlation analysis indicated a weak but significant positive relationship between teachers' perceptions of their profession and their lesson planning and a moderate and highly significant positive relationship between teachers' perceptions of their profession and lesson implementation. The study concluded that while teachers' perceptions are generally positive, these perceptions have a weak but significant positive influence on their lesson planning and a moderate but highly significant positive influence on lesson implementation. Based on these findings, the researcher recommends that: (a) the Ministry of Education and Sports should implement regular, practical professional development programs focused on efficient lesson planning and workload management to improve on the lesson plans made by the teachers; (b) school administrators should organise workshops on self-efficacy and innovative teaching that enhances the positive perceptions of the teaching profession and improve lesson implementation; and (c) the government review and harmonise teachers' salaries between the arts and science teachers to ensure equitable remuneration, and enhance their perceptions of the profession. Suggested areas for further research include: (a) assessing the contribution of the teachers' salary scale on the teacher performance in public secondary schools in Uganda.; (b) investigating teachers' perceptions of the competency-based curriculum and its effect on their performance in government-aided secondary schools in Uganda, and (c) exploring the role of teachers' perceptions of different teaching methods on their lesson implementation in Uganda.

## CHAPTER ONE

### INTRODUCTION

#### 1.0 Introduction to the Study

The global shift toward a knowledge-driven economy has placed unprecedented emphasis on teacher performance (Stronge, 2018). Teachers exert a powerful and lasting influence on their learners; they shape what they learn and how they interact with the world around them (Stronge, 2018). Consequently, teacher performance is fundamental to teacher effectiveness, the provision of quality education, and overall school success (Akmalia et al., 2023). Worldwide, students are expected to be active, adaptable, and able to thrive in diverse environments (Hussain, 2023). In Uganda, the nation's progress depends heavily on teachers who can impart the appropriate values, knowledge, and skills required to achieve Vision 2040 (Mugizi, 2018). Educational institutions are therefore expected to deliver high quality and relevant education (Ariani & Desi, 2017; Ministry of Education and Sports [MoES], 2021; MoES, 2018). Achieving this requires well planned lessons and effective lesson implementation. Despite various government efforts to reform the education sector since the colonial period, challenges persist, contributing to the declining quality of education (Bazilio, 2019). Poor teacher performance has been widely cited as a key factor in this decline (Kloker et al., 2024). It however remains unclear whether teachers' perceptions of their profession contribute to the poor teacher performance observed in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda. Previous studies related to this study carry several gaps for example contextual gaps, conceptual gaps and methodological gaps (Avgousti, 2017). Therefore, this study sought to cover these gaps by ascertaining the role of teachers' perceptions of their profession on their performance in selected government-aided schools in Nansana Municipality, Wakiso District, Uganda.

## **1.1 Background**

### **1.1.1 Historical Perspective**

The history of teacher performance can be dated back to ancient civilizations in Greece, between the 9<sup>th</sup> and 12<sup>th</sup> centuries, where teachers were recognised for their effective performance (Schmoelz et al., 2016). They prepared thoroughly for their lessons and implemented them well using effective teaching methods, including the Socratic and Platonic approaches. The Socratic method involved engaging students in dialogue to determine their understanding of a given topic, while Plato's idealistic philosophy promoted critical thinking and deeper understanding through appropriate questioning and meaningful discussions (Schmoelz et al., 2016). During the medieval period in Europe, teaching gradually became a low-status, poorly remunerated occupation, often filled by clergy or individuals unable to secure better positions (Darling-Hammond, 2017). This negative attitude persisted in many colonial contexts, including Uganda.

Internationally, countries that have achieved sustained improvements in teacher performance (for example Finland, Singapore, Ontario, Canada) share a common feature: teaching is a high-status profession with rigorous entry requirements, competitive salaries, significant professional autonomy, and strong systems of continuous development (Darling-Hammond, 2017).

In Uganda, formal education began with the arrival of Christian missionaries in the late 19<sup>th</sup> century (Scanlon, 2023). From the outset, teaching was not regarded as a prestigious profession, most early teachers were catechists with minimal training, and the colonial government offered low salaries and limited career progression (Bazilio, 2019). Since then, the country has established several commissions of inquiry aimed at improving the education sector. One such effort was the Phelps-Stokes Commission, a visitation committee that reviewed Uganda's education system in 1925. Its findings indicated that the education being provided did not reflect

the needs of the local population. Consequently, they recommended that the colonial government take full responsibility for educational development instead of leaving it primarily to the missionaries (Ssekamwa & Lugumba, 2000). Progress was later disrupted by war in the 1970s, which halted the ongoing reforms, including the work of the Castle Commission. Fifteen years after the previous inquiry, the government appointed the Education Policy Review Commission in 1977, chaired by Professor Senteza Kajubi (Bazilio, 2019). Its findings informed the 1992 Government White Paper (GWP) on Education (Jjingo & Visser, 2017). The Kajubi report proposed several strategies to improve teachers' performance, such as strengthening qualification requirements, promoting continuous professional development, and implementing performance assessments (Government of Uganda, 1992). According to the GWP, good teacher performance involved skillfully imparting knowledge, fostering learners' positive and socially acceptable values, and helping bridge the gap between the learner's home and school environments (MoES, 2018).

Despite the GWP remaining the primary policy framework guiding Uganda's education sector, its implementation continues to encounter significant obstacles (Mulumba & Masaba, 2024). Part of this challenge arises from inherent resistance to change within educational institutions (Musoke Genza & Musisi, 2018). This causes a huge gap between policy expectation and classroom practices (Azeem & Omar, 2018; Uganda Bureau of Statistics, 2017). A major reform in the education sector came in 2019, with the introduction of a competency-based secondary school curriculum which emphasizes research, practical application of what is taught, and the development of the 21st-century skills such as critical thinking, problem-solving, and teamwork (Scanlon, 2023). This curricular shift has placed unprecedented demands on teachers, requiring more rigorous lesson planning and proper lesson implementation (Farhang et al., 2023). These

initiatives signify the government's commitment to improving the quality of education in the face of barriers (Farhang et al., 2023). However, despite the government's efforts, poor teacher performance remains a critical and unresolved issue (Kidega et al., 2024). It is within this context of ongoing reform efforts juxtaposed against a continuing poor performance that the present study was carried out.

### **1.1.2 Theoretical Perspective**

One of the three relevant theories in this study is Victor H Vroom's Expectancy Theory (1964) (Oladejo & Adenuga, 2023). It posits that an individual's motivation to exert effort depends on three linked perceptions: Expectancy (believe that effort will lead to successful performance), Instrumentality (believe that successful performance will be rewarded), and Valence (the personal value placed on those rewards) (Fang, 2023; Amir et al., 2023). Applied to teaching, the theory suggests that teachers will invest greater effort in planning and delivering lessons when they believe that: (a) their effort will improve their teaching, (b) good teaching will be recognised or rewarded, and (c) the rewards will be valuable (Oladejo & Adenuga, 2023; Watters, 2021). When any of these links is weak, for example when rewards are perceived as insignificant, delayed, or unrelated to actual teaching quality it will lead to performance decline (Akanaeme et al., 2021; Amir et al., 2023). While Expectancy theory effectively explains the motivational role of perceived rewards, it is limited in this study because it focuses primarily on extrinsic incentives and does not fully capture broader professional perceptions that may influence performance even in the absence of tangible rewards.

Another relevant theory is the Cognitive Behavioral Theory (Beck, 1950). It emphasizes the reciprocal relationship between thoughts, emotions, and behaviors (David et al., 2018). According to this theory, teachers' beliefs and attitudes about their profession directly mediate

how they respond to classroom demands (Bamicha & Drigas, 2022). A teacher who views teaching as meaningful and manageable is likely to carry out proper lesson planning and implementation, whereas one who perceives the profession as overwhelming or undervalued may experience anxiety, procrastination, or minimal compliance (David et al., 2018). A key strength of this theory is its recognition that cognitions are accessible and modifiable. Interventions that challenge negative beliefs about the profession can improve attitudes and in turn, better teacher performance. However, its major shortcoming is that it is predominantly individual-focused and may underestimate the influence of shared professional perceptions about the teaching profession.

This study was anchored on Albert Bandura's Self-Efficacy Theory, a key component of the broader Social Cognitive Theory (Bhati & Sethy, 2022). Teacher self-efficacy refers to teachers' confidence in their ability to effectively plan lessons and implement them well in the face of obstacles (Minghui et al., 2018; Hussain et al., 2022). It can be hypothesized that teachers with high self-efficacy are likely to expend more effort and persist longer in overcoming difficulties faced while accomplishing tasks assigned to them (Barni et al., 2019; Bhati & Sethy, 2022; Waweru et al., 2021). In contrast, teachers with low self-efficacy often feel disoriented, threatened, and unable to plan for their lessons and implement them effectively (Akmalia et al., 2023). Research has shown that the quality of lesson plans and implementation are related to the level of the teachers' self-efficacy (Berger et al., 2018). Self-efficacy is shaped by four major components namely: mastery experiences, vicarious experiences, verbal persuasion, and physiological cues (Bhati & Sethy, 2022; Cocca et al., 2018; Hussain et al., 2022). Unlike the Expectancy theory which centers on external rewards, and the cognitive theory which focuses on general thought-behavior links self-efficacy addresses confidence in one's professional

capabilities an aspect closely aligned with teachers' perceptions of their profession. Additionally, it directly predicts the teachers' rigor of writing lesson plans, and implementing them, Therefore, the self-efficacy theory serves as the most robust theoretical lens for this study.

### **1.1.3 Conceptual Perspective**

The study's key constructs were: teachers' perceptions and teacher performance, which was determined by lesson planning and lesson implementation as defined below:

Performance refers to the execution or accomplishment of work to a given standard (Azeem & Omar, 2018). In the teaching context, teacher performance is commonly understood as the degree to which teachers fulfill their professional responsibilities effectively to achieve desired educational outcomes (Akamalia et al., 2023; Stronge, 2018). In this study teacher performance is conceptualised as, the quality of two core professional practices namely: lesson planning and lesson implementation.

A lesson plan is a written description of the teaching and learning process that outlines; what, by what method, at what time, and where learning should take place and how the students will be evaluated (Farhang et al., 2023). Lesson planning is the process of writing a systematic record of what was planned mentally while structuring it for a specific learning time (Cevikbas et al., 2024). In this study, lesson planning was taken to mean a systematically written down approach to teaching a specific lesson to students whereby goals and objectives are defined with appropriate timelines for the students' activities, teachers' activities, assessment tools, and the use of teaching aids.

Lesson implementation refers to the actual delivery of the planned lesson in the classroom (Mugizi, 2018). In this study, lesson implementation refers to the way a teacher executes a

prepared lesson plan in a classroom, encompassing the quality of lesson introduction, development, evaluation, and conclusion.

Perception is the process by which individuals organise and interpret sensory information and experiences to give meaning to their environment (Jarva et al., 2022). Teachers' perceptions of their profession are defined as the collective thoughts, attitudes, emotions, feelings, views, and beliefs, held by the teachers regarding their profession (Nakajjugo, 2023 & Rezai et al., 2024). These perceptions can either be positive or negative. In this study, teacher perceptions were operationalised through these 10 aspects, drawn from recent literature:

1. Societal respect
2. Perceived impact on students
3. Availability of teaching and learning resources
4. A sense of purpose
5. Workload
6. Support from school administration
7. Salary scale
8. Opportunities for professional development
9. Influence and fairness of education policies
10. Passion

(Adapted and synthesized from Akamalia et al., 2023; Rezai et al., 2024; Kidega et al., 2024)

#### **1.1.4 Contextual Perspective**

Nansana Municipality, Wakiso District, Uganda consists of four divisions namely Busuukuma, Nabweru, Gombe, and Nansana with a total of 5 schools under the Universal Secondary

Education program. Each division has at least one government-aided secondary school except the Nansana division (Nansana Municipal Council, 2020). In Nansana municipality, Wakiso District, about 68% of the teachers teach in more than one school and most of them are inefficient at their workplaces (Racheal, 2022).

In order to mitigate the challenges affecting the education sector, the government of Uganda, through the Ministry of Education and Sports, the Municipal Council and other stakeholders, have tried to boost the teachers' performance through continuous staff development programs, regular training sessions and motivation strategies to enhance their performance (Kaahwa & Muwanguzi, 2023). However, the teachers' performance has remained with several challenges (Mulumba & Masaba, 2024); which this study sought through investigating the role of the teachers' perceptions of their profession on their performance.

## **1.2 Statement of the Problem**

In an ideal situation, schools should have optimal teacher performance whereby qualified teachers practice proper lesson planning and lesson implementation (Stronge, 2018). A properly written lesson plan and a well implemented lesson helps save time and keeps the teaching and learning process focused, by stimulating learner engagement (Azeem et al., 2019; Ezati & Scot, 2020). However, in Ugandan secondary schools, these ideals remain elusive. This is because most teachers teach using sketchy and outdated schemes of work, unupdated lesson notes, and no lesson plans despite the massive investments in the school inspection system in Uganda to ensure quality of teaching and learning (Ezati, 2023). In Nansana Municipality, Wakiso District, teachers are reported to be incompetent while delivering lessons; for example only 10% of teachers have lesson plans among which 72% cannot specify teachers, students, and assessment activities (Nangonzi, 2024). If poor teacher performance continues unaddressed, the Sustainable

Development Goal 4 (ensuring inclusive and equitable quality education and promoting lifelong learning opportunities) may not be achieved by 2030 (Mugizi, 2018). Additionally, the middle-income status as desired in the National Development Plan II and Vision 2040 may not be achieved (Ministry of Education and Sports, 2018).

Some scholars have studied the role of teachers' perceptions of their profession but most of these have focused on other aspects of academic affairs such as academic achievement and quality of teaching, rather than teacher performance (Yin & Yuan, 2021; Fomba et al., 2023). Since teachers' perceptions of their profession determine their self-efficacy, and yet self-efficacy affects performance. The problem of poor performance could be related to how teachers perceive the teaching profession. As a result, the current study aimed to investigate the role of teachers' perceptions of their profession on their performance in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

### **1.3 Purpose of the Study**

The purpose of this study was to investigate the role of teachers' perceptions of their profession on their performance in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda to improve their performance.

### **1.4 Objectives of the Study**

The study was guided by the following objectives:

1. To explore how teachers perceive the teaching profession in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

2. To examine how the teachers' perceptions of their profession influence their lesson planning in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.
3. To examine how the teachers' perceptions of their profession influence their lesson implementation in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

### **1.5 Research Hypotheses**

- H<sub>1</sub>: Teachers have a negative perception of their profession in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.
- H<sub>2</sub>: There is no significant relationship between teachers' perceptions of their profession and their lesson planning in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.
- H<sub>3</sub>: There is no significant relationship between teachers' perceptions of their profession and their lesson implementation in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

### **1.6 Research Questions**

The study was guided by the following research questions.

- 1) How do teachers perceive the teaching profession in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda?
- 2) How do teachers' perceptions of their profession influence the lesson planning in government-aided secondary schools Nansana Municipality, Wakiso District, Uganda?

- 3) How do teachers' perceptions of their profession influence lesson implementation in selected government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda?

## **1.7 Scope of the Study**

### **1.7.1 Content Scope**

This study focused on the role of teachers' perceptions of their profession on their performance. Specifically, exploring how teachers perceive their teaching profession, examining how their perceptions of their teaching profession influence the lesson planning, and examining how their perceptions of their profession influence lesson implementation. Teacher perceptions of their profession were collectively considered as the independent variable, whereas teachers, performance was considered as the dependent variable.

### **1.7.2 Geographical Scope**

This study was conducted in Nansana Municipality, Wakiso District, Uganda and the study area focused on government-aided secondary schools in Nansana Municipality whereby every division was represented with one school. This area was selected because of its weaknesses in teacher performance that has persisted for years (Muwanguzi, 2010).

### **1.7.3 Time Scope**

This study was carried out to investigate teacher perceptions from the period of 2020 to 2024 because this is the period in which teacher performance was reported to be extremely poor (Orace et al., 2021).

## **1.8 Significance of the Study**

The findings of this study may make the following contributions:

Head teachers, and district officials may gain insights into teachers' perceptions of their profession, which will inform them about what to handle during training programs and address real teacher concerns to promote positive teachers' perceptions of their profession.

The government may come up with more teacher training workshops, aimed at retooling teachers in making proper lesson plans to ensure that they do not take it lightly.

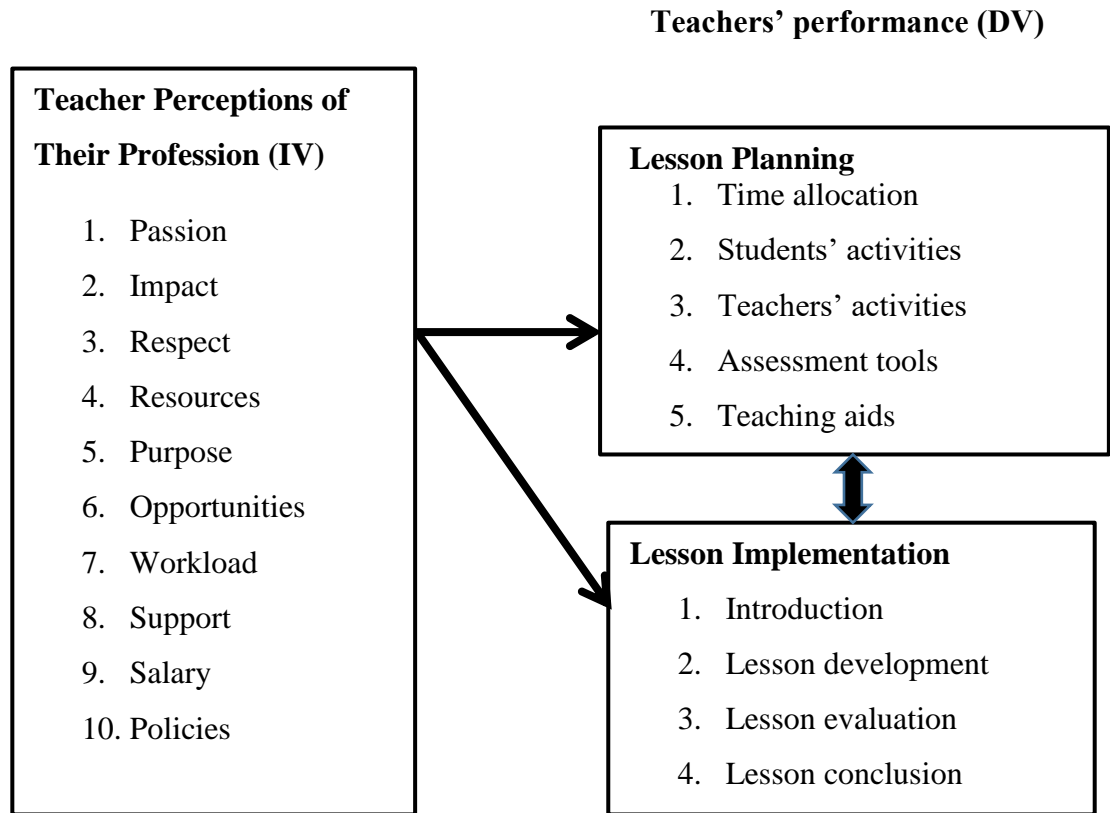
The government through the Ministry of Education and Sports may be prompted to demonstrate how a good lesson should be conducted to enable teachers learn from the example and deliver more impactful lessons which will lead to improved student achievement and a more effective education system.

**CHAPTER TWO**  
**LITERATURE REVIEW**

**2.0 Introduction**

This chapter entails the conceptual framework and offers literature review considering opinions and views of other scholars and researchers that are related to the topic in the study. The researcher presents research gaps based on the reviewed literature.

**2.1 Conceptual Framework**



*Source: Adapted from Beck's Cognitive Theory (1950) and modified by the researcher*

**Figure 2.1: The Conceptual Framework**

A conceptual framework is a logical tool which explains the relationship between variables under investigation (Amin, 2005). The conceptual framework in figure 2.1 illustrates an independent variable (IV) being teachers' perception of their profession and their performance as

the dependent variable (DV). Their performance from the conceptual framework above is measured in terms of lesson planning and lesson implementation.

## **2.2 Literature Review by Objectives**

### **2.2.1 How Teachers Perceive the Teaching Profession**

Madigan and Kim (2021), in a quantitative survey in the United Kingdom established that; teachers had a positive perception of their profession because it promoted collaboration amongst them, enhanced mentorship through supportive leaders, and enabled professional development. However, this study was carried out in a high-resource setting limiting its applicability to Uganda which is a low-resource setting.

In research carried out to determine the perceptions of English teachers towards boys in English lessons in secondary schools in Wakiso District, Uganda, findings indicated that boys with a positive attitude towards the English language performed well (Kaahwa et al., 2023). This is one of the few studies carried out in the same district as the present research. However, the present study is necessary to test the transferability of the findings to; ascertain if teachers' performance is dependent on their perceptions towards the teaching profession.

In a study on teacher job satisfaction in Sweden in 2019 using a quantitative method, it was discovered that there was a substantial association between working conditions, exposure to professional development, and teacher perceptions of their profession (Toropova et al., 2021). However, the study's findings cannot be generalized because they were based on only the quantitative method of data collection raising questions of whether a deeper understanding was attained.

Nkengne et al. (2021), in a quantitative analysis of survey data from teachers in Nigeria and Uganda, examined teacher satisfaction and its determinants. They discovered that low job satisfaction stemmed from poor infrastructure and salary delays, negatively shaping perceptions of teaching as an undervalued profession. The Cross-national design strengthens generalizability to Uganda, though it focuses more on primary than secondary schools.

In a study carried out to explore elementary teachers' perceptions on the impact of professional development in Texas using the qualitative method design, it was found that teachers felt valued and included when they were given opportunities for professional development (Morrow, 2025). However, only the qualitative approach was used which questions whether in-depth understanding was obtained and therefore, limiting the generalizability of these findings.

In a study carried out to unveil job satisfaction of teachers in Turkey, using a mixed methods research design, findings indicated that salary was an influential factor in job satisfaction (Demir-Yıldız, 2023). However, the findings of this study cannot be generalised since it was carried out in a middle-income context, unlike Uganda's lower income setting.

Malinen and Savolainen (2016), in a quantitative study carried out in Finland to investigate the effect of perceived school climate and teacher efficacy in behavior management, discovered that teacher burnout is primarily an individual level phenomenon that is not strongly tied to the perceptions of the teaching profession itself. However, this study used convenience sampling and was carried out in a high resource European context which limits its generalizability.

Zikanga et al. (2021), in a qualitative study of 25 secondary teachers in Western Uganda, explored the impact of remuneration on job performance. They found that delayed salaries and low pay fostered perceptions of teaching as a last-resort profession, leading to low commitment

and high absenteeism. This study is highly relevant to but is limited by its small sample from one region thereby a need to add on another region.

Masoom (2021), using a mixed-methods design investigated teachers' perceptions of their work environment in primary and secondary schools in Bangladesh. The results revealed that teachers perceive the profession negatively as one with workload stress due to many after-school meetings, arbitrary deadlines, and office staff inspections. This study was conducted in both primary and secondary schools raising doubt about whether a deeper understanding of the same was obtained due to the potential ambiguity of the data collected.

In a study carried out with 15 Iranian teachers, using a qualitative method to explore the dynamism of teacher professional identity in relation to commitment and job satisfaction, it was established that insufficient technical support and equipment negatively affected teachers' perceptions of their profession (Mirzajani et al., 2016). However, the study lacks generalizability because of the small sample and the specific Iranian policy environment.

In a quantitative study carried out in Pakistan in 2020, to examine the impact of a proactive personality on the role of work engagement, it was found that a proactive personality had a positive influence on innovative work behavior and the motivation to face obstacles to perform well in an organization (Mubarak et al., 2021). However, the study is limited by its reliance on self-reported data only.

Okeke and Mtyuda (2017), in a qualitative study of 20 secondary school teachers in rural Eastern Cape Province, South Africa, examined teacher job dissatisfaction and its implications for sustainability. They reported that low motivation, inadequate resources and poor working conditions led to negative perceptions of the profession, resulting into poor performance of the

teachers with non-compliance with basic duties like making lesson plans. The study's focus on rural South Africa offers insights transferable to similar low-resource Ugandan settings, though it lacks validation from quantitative data.

### **2.2.2 The Influence of Teachers' Perceptions of their Profession on their lesson planning.**

In research carried out to examine the influence of inspection on lesson planning, in secondary schools in Western Uganda, it was discovered that inspection had a very low, non-significant influence on teachers' lesson planning and lesson implementation. Teachers only made lesson plans when they anticipated supervision (Ezati & Scot, 2020). The authors recommended that understanding teachers' perceptions is important for the improvement of the educational sector, a recommendation which this study sought to ascertain (Ezati & Scot, 2020). The previous study only used a qualitative design, unlike this study which uses a mixed-methods design.

In a study carried out in Jimma, Ethiopia to explore how engaging in lesson study enhances secondary school mathematics teachers' pedagogical practice, using a mixed-methods design, findings indicated that engaging secondary school mathematics teachers in lesson study enhanced their lesson planning and lesson implementation competence (Ostad et al., 2019). However, this study was limited to mathematics teachers thereby limiting the generalizability of its findings to teachers of other subjects. Therefore, the current study considered teachers of all teaching subjects.

In a study carried out to assess the effect of part-time teaching on classroom instruction and pedagogical effectiveness in government-aided secondary schools in Wakiso District, Kaahwa and Muwanguzi (2023), using the qualitative approach discovered that teachers did not lay clear strategies for assessing students' attainment of what they taught which is an important component of a lesson plan. It was further discovered that they would set the same assessment

across the schools in which they part time in (Kaahwa & Muwanguzi, 2023). This study sought to use both the qualitative and quantitative approaches to gain a deeper understanding of how teachers plan their lessons.

Kibirige et al. (2025), in a mixed-methods study of secondary agriculture teachers across Uganda, assessed continuous professional development programs (CDP) and pedagogical skills. Negative perceptions due to infrequent CPD led to the writing of almost no lesson plan, particularly in resource-scarce rural areas. The subject-specific focus limits broader application. This study looked at teachers of all teaching subjects.

### **2.2.3 The Influence of Teachers' Perceptions of their Profession on Lesson Implementation**

In research carried out in selected European countries, it was found that the internal factors relating to teachers' beliefs and attitudes are prerequisites for the successful lesson implementation and use of information and communication technology (ICT) during lessons (Eickelmann & Vennemann, 2017). However, this highlights a contextual gap because it was not carried out in a low resource setting like Uganda hence the need to explore the degree of its transferability.

In a study carried out in Kenya about preparing teachers for the globalization era through an examination of teaching practices (Ostad et al., 2019), findings revealed that educators lacked the efficacy to teach for globalization and they used exclusively teacher-centered strategies instead of learner-centered strategies due to inadequate training and lack of teaching resources (Nganga & Kambutu, 2017). Much as this study was guided by the self-efficacy, there is a knowledge gap as of the influence of the teachers' perceptions of their profession on their lesson implementation. Which the current study sought to cover.

In a study carried out in the Netherlands, using the quantitative method, to assess how employee perceptions of human resource practices in schools relate to their work engagement and job performance, it was discovered that when employees have positive perceptions of these practices, it positively impacts their work engagement more than when they have a negative perception (Van Beurden et al., 2025). However, only the quantitative method was used which questions whether a deeper understanding was obtained. This study used the mixed methods approach to gain a deeper understanding of the influence of the teachers' perceptions of their profession on lesson implementation.

In research carried out to determine the perceptions of English teachers towards boys in English lessons in secondary schools in Uganda, by Kaahwa et al. (2023), findings showed that teachers of English perceive boys as uncooperative in class, stubborn, disruptive disorganised, and having low interest in the subject as a result, some teachers are supportive and accommodative during their lesson implementation whereas others are cold-hearted towards them. However, this current research sought to find out whether it is the teachers' perceptions of the teaching profession that influence lesson implementation rather than their perceptions of the students as suggested in the study above (Kaahwa et al., 2023).

In a study carried out to assess the primary school teachers' perceptions of their role and practices regarding classroom management, it was found out that there is a positive relationship between the two (Johler et al., 2022). However, the study looked at primary schools hence there was a need to check its transferability to a secondary school setting.

### **2.3 Summary of Literature Review**

There are several gaps which the review identified, that justify the present research. Methodologically, most studies relied on either qualitative or quantitative approaches, limiting

the breadth and depth of results obtainable through mixed methods designs. Conceptually, previous scholars did not specifically focus on the role of teachers' perceptions of their profession on their performance particularly in terms of lesson planning and lesson implementation as conceptualised in this study. African studies and very few Ugandan ones were either subject-specific, limited to primary schools, or used single-methods research designs. Finally, none of the scholars focused on government-aided secondary schools in Nansana Municipality, Wakiso District leaving a contextual gap. Thus, the present study fills the methodological, contextual knowledge and conceptual and It is upon these gaps that the researcher decided to investigate the role of teachers' perceptions of their profession on their performance in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter offers an in-depth analysis of the research design. It details the study population and sample size determination alongside the selection procedure. Data collection methods, tools, quality control measures, research procedures, data analysis techniques, and ethical considerations were discussed in detail.

#### **3.1 Research Approach**

A mixed methods research approach was used to yield rich and diverse data on the role of teachers' perceptions of their profession on their performance. This approach was chosen to collect both numerical and non-numerical data. Adoption of both approaches allowed triangulation and complementarity (Leite et al., 2021), which helped in converging opinions to arrive at better conclusions (Amin, 2005).

#### **3.2 Research Design**

A research design is the conceptual structure within which the research is conducted (Amin, 2005). This study used a convergent parallel design in which quantitative and qualitative data were collected in parallel, analysed separately and then merged (Creswell, 2013).

#### **3.3 Study Population**

The study population is the entire group of individuals to which the research findings are intended to be generated (Amin, 2005). The target population for the study comprised teachers, deputy head teachers, head teachers, an inspector of schools and the key informant.

### 3.4 Sample Size Determination

A sample is a portion of the population whose results can be generalised to the entire population (Amin, 2005). The sample of teachers for the quantitative data was selected following the recommendations of Morgan and Krejcie (1970). This is shown in table 3.1 and 3.2.

**Table 3.1: The sample size determination for quantitative data**

School Pseudonym	Teacher population	Proportionate Sample
SCHOOL A	25	24
SCHOOL B	45	40
SCHOOL C	25	24
<b>TOTAL</b>	<b>95</b>	<b>88</b>

**Table 3.2: Sample size determination for qualitative data**

Position	Pseudonym initials	Number of participants
Head teacher	H.T.1, H.T.2, H.T.3	3
Deputy head teacher	D.H.T.1, D.H.T.2, D.H.T.3	3
Inspector of schools	I.N. S	1
Key informant	K. I	1
Total		8

### 3.5 Sampling Strategy

For quantitative data, the researcher used simple random sampling, and for qualitative data, the researcher used purposive sampling.

#### 3.5.1 Purposive Sampling

Purposive sampling is a non-random sampling technique where respondents are selected because of specific characteristics. It is a viable option when specific participants are crucial (Yoon et al.,

2012). Therefore, the deputy head teachers, head teachers, the school inspector, and the key informant were purposively selected.

### **3.5.2 Simple Random Sampling**

Simple random sampling was applied in selecting teachers from the different schools. This gave all teachers an equal chance of selection, which helped to avoid bias (Amir et al., 2023).

## **3.6 Data Collection Instruments**

This study employed a combination of survey, interview, and observation methods to collect comprehensive data on the role of the teachers' perceptions of their profession on teachers' performance in government-aided schools in Nansana Municipality, Wakiso District, Uganda.

### **3.6.1 Self-Administered Questionnaire**

A self-administered questionnaire is a research tool that asks respondents to answer questions for the researcher to gather pertinent information (Sharma, 2022). A closed-ended questionnaire with a 5- point Likert scale (1-Strongly disagree to 5-Strongly agree). This tool was efficient for gathering data from a large population within a limited time frame.

### **3.6.2 Interview Guide**

Interview guide is a structured outlay of questions and topics used (Sharma, 2022). A semi-structured interview guide was used for the head teachers, deputy head teachers, the inspector of schools, and a key informant. This involved face-to-face interactions between the researcher and the participant through discussion which were audio recorded with the respondents.

### **3.6.3 Observation Checklist**

Observation is the act or practice of noting and recording facts and events as they occur (Amin, 2005). The observation focused on evidence of thoroughly written lesson plans and the quality of

lesson implementation. This provided behavioral data to complement self-reports in the self-administered questionnaire.

### **3.7 Procedures for Data Collection**

The researcher got an introductory letter from the Dean School of Education, which was used to get permission from the different school head teachers to access the school premises and collect data.

### **3.8 Data Quality Control**

The study ensured data quality for the qualitative data by establishing credibility and transferability. Credibility was ensured by member checking to ensure that data collected matched the participants' intended meanings. Transferability was ensured by providing detailed description of the research context, participants and methods used. For the quantitative data, validity and reliability were ensured as shown below.

#### **3.8.1 Validity of Instruments**

Validity refers to the appropriateness of the instrument in measuring what it is intended to measure (Amin, 2005). To check for validity of the questionnaire, a pilot study was carried out in a non-participating school, in the central division of Kampala. It involved 10 teachers and helped refine the wording, sequencing, and checking relevance of items.

#### **3.8.2 Reliability of Instruments**

Reliability refers to the consistency of an instrument in measuring what it is intended to measure (Amin, 2005). Reliability was tested using Cronbach's alpha on the pilot data. All subscales exceeded the acceptable threshold of 0.70, confirming reliability (Taber, 2018).

### **3.9 Data Analysis**

Data analysis is the process of systematically applying statistical and/or logical techniques to describe, illustrate, condense, recap, and evaluate data to discover useful information, draw conclusions, and support decision-making (Schutt, 2015).

#### **3.9.1 Analysis of Quantitative Data**

For the quantitative data, the researcher used the statistical package for social sciences (SPSS version 26). Descriptive statistics (frequency, and percentages) summarised how teachers in government aided secondary schools in Nansana municipality, Wakiso District, Uganda perceived the teaching profession and their reported performance on drafting lesson plans and lesson implementation. Inferential analysis employed the Pearson rank correlation coefficient to examine the strength and direction of the relationships between teacher perceptions of their profession and the two separate performance indicators: lesson planning and lesson implementation.

#### **3.9.2 Analysis of Qualitative Data**

Transcribed audios and photos taken were analysed using the thematic analysis. This was guided by the Braun and Clarke's (2006) six phase approach which involved familiarization, coding, theme generation, review, definition, and reporting of the data collected.

#### **3.9.3 Integration of both Qualitative and Quantitative data**

After separate analysis, the quantitative statistical findings and the qualitative thematic findings were merged. This was done by comparing the two sets of results to see if they converged, diverged or complemented each other which provided a more complete understanding of the study.

### **3.10 Ethical Considerations**

Taquette and Borges (2022), stressed that there is a need for anonymity, confidentiality, and voluntary participation of the participant subjects in a research study to protect their interests and future wellbeing. Therefore, Pseudonyms were used to refer to different schools, and the consent of every participant was sought to ensure voluntary participation. Faces and badges in the images were covered to ensure anonymity.

## CHAPTER FOUR

### PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

#### 4.0 Introduction

This chapter presents, analyses, and interprets the findings obtained from the self-administered questionnaires, semi-structured interview guides, supplemented by classroom observations. The presentation is organised according to the three objectives:

- i) To explore how teachers in government-aided secondary schools perceive the teaching profession in Nansana Municipality, Wakiso District, Uganda.
- ii) To examine how the teachers' perceptions of their profession influence their lesson planning in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.
- iii) To examine how the teachers' perceptions of their profession influence lesson implementation in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

#### 4.1 Response Rate of Respondents

Response rate is the number of individuals who answered the survey divided by the number of the sample expressed as a percentage (Amin, 2005). The response rate for this study is table 4.1.

**Table 4.1: Response Rate by Instrument and Category**

Instrument	Category	Targeted participants	No. involved.	% of response rate.
Interviews	Head teachers	3	3	100
	Deputy head teachers	3	3	100
	Key Informant	1	1	100
	Inspector of Schools	1	1	100
Questionnaire	Teachers	88	81	92.0
	<b>Total</b>	<b>96</b>	<b>89</b>	<b>92.7</b>

*Source: Primary Data (2025).*

Table 4.1 shows that out of a total of 96 targeted respondents, 89 participated in the study, yielding overall response rate of 92.7%. This is considered an adequate for social science research (Amin, 2005).

#### 4.2 Background Information of the Participants

This section presents a summary of the demographic characteristics of teacher respondents in terms of gender, age, highest level of education and years of experience.

**Table 4.2: Demographic Profile of Teacher Respondents.**

Demographic Information.		Frequency.	Percentage.
Gender.	Male	39	48.1
	Female	42	51.9
Age	20-30	39	48.1
	31-40	21	25.9
	41-50	13	16.0
	51-60	9	9.9
Education level	Others (Diploma holders)	5	6.2
	Bachelors' degree	62	76.5
	Masters' degree	13	16.0
	Doctorate (PhD holders)	1	1.2
Years of experience	0 - 5 years	39	48.1
	6 - 10 years	15	18.5
	11 - 15 years	8	9.9
	16 - 20 years	11	13.6
	21 years and above	8	9.9

*Source: Primary Data (2025).*

#### Key findings from the demographic information

The staffing is fairly gender-balance, relatively young (almost half under 30 years), and predominantly bachelor-degree holders.

### 4.3 How Teachers perceive their profession in Government-Aided Secondary Schools in Nansana Municipality, Wakiso District, Uganda.

**Table 4.3: Descriptive Statistics on Teachers' Perceptions of their profession**

No	Statements on teachers' perceptions	SD	D	N	A	SA
1	I believe I make a positive impact on my students' lives	1 (1.2%)	0 (0.0%)	4 (4.9%)	33 (40.7%)	43 (53.1%)
2	Teaching provides me with a sense of purpose	1 (1.2%)	2 (2.5%)	6 (7.4%)	33 (40.7%)	39 (48.1%)
3	I feel passionate about my role as a teacher	2 (2.5%)	0 (0.0%)	16 (19.8%)	30 (37.0%)	33 (40.7%)
4	I believe teaching is a respected profession in the society	3 (3.7%)	10 (12.3%)	7 (8.6%)	36 (44.4%)	25 (30.9%)
5	I feel there are ample opportunities for professional development	3 (3.7%)	1 (1.2%)	13 (16.0%)	37 (45.7%)	27 (33.3%)
6	I receive adequate support from my administration	2 (2.5%)	3 (3.7%)	26 (32.1%)	29 (35.8%)	21 (25.9%)
7	I find my current education policies are enabling high teaching quality	4 (4.9%)	7 (8.6%)	25 (30.9%)	33 (40.7%)	10 (12.3%)
8	I feel I have the resources I need to efficiently teach my students	4 (4.9%)	15 (18.5%)	22 (27.2%)	30 (37.0%)	10 (12.3%)
9	I do not feel overwhelmed by my workload associated with teaching	11 (13.6%)	20 (24.7%)	18 (22.2%)	25 (30.9%)	7 (8.6%)
10	I find my salary scale reflects the effort I put into my job	22 (27.2%)	19 (23.5%)	16 (19.8%)	12 (14.8%)	12 (14.8%)

**Source:** *Primary Data (2025).*

## **Key Highlights**

### **Positive impact**

93.8% of teachers from questionnaire strongly agreed/ agreed that they make a positive impact in students' lives. Similarly, from the semi structured interview, one of the interviewees asserted that:

they believe they must change the society, community, andddd...through theirrr activities within schools they are able to improve the literacy level among the community members and with that there is going to be change over time (D.H.T.2, personal communication, June 5, 2025).

Also, the key informant, explained that:

teachers have a lasting and positive impact on learners' lives, extending far beyond academic learning. They act as role models, mentors, and sources of inspiration, shaping learners' character, aspirations and future success in fact, they love to see their students succeed and grow and this makes them feel usezzzz full (K.I, personal communication, May 28, 2025).

The interviewed participants confirmed that teachers feel they make a positive impact witness students succeed and grow and become useful in the community. seeing the change, they have on young people's lives that later makes them useful in the community.

### **Sense of purpose**

From the questionnaire, 88.8% of the teachers strongly agreed/agreed that teaching provides them with a sense of purpose. Similarly, interview findings showed that teachers feel that teaching provides them with a sense of purpose. The INS asserted that "teachers believe they are the determinants of the future, custodians of knowledge, they believe that ... they are the

determinants of discipline, they are role models and also, second parents” (I.N.S, personal communication, May 28, 2025)

This indicates many teachers indeed feel a sense of purpose in their profession, finding fulfillment in guiding and inspiring learners.

### **Passionate about their roles as teachers**

From the questionnaire, 77.7% of teachers agreed /strongly agreed that they felt passionate about their roles as teachers similarly, interviewees revealed the same. In fact, the first head teacher interviewed asserted that “Many teachers feel called to the profession leading to increased job satisfaction and a greater capacity to inspire and support learners” (H.T.1, personal communication, May 30, 2025).

### **Salary scale**

Only 29.6% strongly agreed/ agreed that their salary reflected the efforts they put into their job. Similarly, interviews showed that teachers do not find that their salary scale reflects the effort they put into the job. The first head teacher interviewed noted that:

With salary discrimination especially among teachers, it has created tension at work. Many teachers argue that salaries do not match the demands and importance of the job, leading to issues like teacher burnout and high turnover rates (H.T.1, personal communication, May 30, 2025).

This confirms that some teachers carry out negative perceptions of their profession especially those not satisfied with their salaries.

**4.4 How Teachers’ Perceptions of their profession Influence their lesson planning in Government Aided Secondary Schools in Nansana Municipality, Wakiso District, Uganda.**

**Table 4.4: Lesson planning**

No	Statement on lesson plans	SD	D	N	A	SA
1	I think about different ways to teach difficult topics	2 (2.5%)	0 (0.0%)	5 (6.2%)	37 (45.7%)	37 (45.7%)
2	I prepare different assessment tools to evaluate students	1 (1.2%)	1 (1.2%)	6 (7.4%)	45 (55.6%)	28 (34.6%)
3	I plan activities that involve students actively	1 (1.2%)	0 (0.0%)	7 (8.6%)	41 (50.6%)	32 (39.5%)
4	I plan assessments to check if students understand the lesson	1 (1.2%)	1 (1.2%)	7 (8.6%)	33 (40.7%)	39 (48.1%)
5	I use teaching aids and materials to support my lessons	1 (1.2%)	1 (1.2%)	6 (7.4%)	41 (50.6%)	32 (39.5%)
6	I include students’ activities in my lesson plans	2 (2.5%)	5 (6.2%)	5 (6.2%)	33 (40.7%)	36 (44.4%)
7	I allocate enough time for different parts of the lesson	2 (2.5%)	2 (2.5%)	10 (12.3%)	41 (50.6%)	26 (32.1%)
8	I adjust my lesson plans based on students’ needs	2 (2.5%)	1 (1.2%)	14 (17.3%)	39 (48.1%)	25 (30.9%)
9	I prepare detailed lesson plans before teaching	2 (2.5%)	6 (7.4%)	12 (14.8%)	33 (40.7%)	28 (34.6%)
10	I spend enough time on lesson plans	3 (3.7%)	9 (11.1%)	19 (23.5%)	37 (45.7%)	13 (16.0%)

**Source:** *Primary Data (2025).*

## **Key Findings**

### **Teachers use different ways to teach difficult topics**

91.4% teachers agreed/strongly agreed that they think about different ways to teach difficult topics. To authenticate this, one of the interviewees. noted that “teachers use different techniques and strategies to make difficult topics more engaging for learners... through clear explanations, adding visual aids and fostering active learning environments” (H.T.1, personal communication, May 30, 2025). This was also noticed from the photos taken during the observation of lessons (See appendix F, Figs 1 & 3).

### **Teachers use different assessment tools**

90.2% strongly agreed/ agreed that they make different assessment tools for their learners. This is in line with the findings from the interviews since one of the interviewees The second head teacher interviewed stated that:

teachers use a wide range of assessment tools towards evaluating learners, to gauge understanding and progress, aaah..., these tools help teachers understand what learners know, how they are learning and where they might need additional support. (H.T.2, personal communication, June 5, 2025)

Additionally, the first head teacher interviewed asserted that:

teachers plan assessments, to check if learners understand the lesson material. This helps them identify areas where learners might be struggling and adjust their teaching accordingly (H.T.1, personal communication, May 30, 2025).

Additionally, from the classroom observations, teachers used written tests and presentations to assess the learners (see Appendix F, figs 2, 4 & 7).

### **Teachers use teaching aids and materials to support their lessons**

90.1 % strongly agreed/ agreed that they use teaching aids and materials to support their lessons.

This is in line with findings from the interviewees. In fact, the inspector asserted that:

appropriate use of teaching aids is crucial because they enhance lessons, making learning more effective and engaging for learners. They serve as visual, auditory, or tactile aids, and learners are helped to grasp concepts more easily, especially abstract ones (INS., personal communication, May 28, 2025).

### **Teachers plan activities that involve students actively**

90.1% of teachers agreed/strongly agreed that they include students' activities in their lesson plans to keep the students active this is in line with data from the interviews. The third deputy head teacher interviewed noted that “teachers include student activities in their prepared lesson plans aimed towards enhancing engagement and promoting deeper learning and therefore, learners actively participate, practice skills, and receive feedback” (D.H.T.3, personal communication, June 5, 2025). This was also noticed from the observation method (see Appendix F, Fig 2) where each student was seen actively involved in the classroom discussion.

### **Teachers do not prepare detailed lesson plans / Teachers devote enough time on making lesson plans**

Only 75.3% of teachers agreed/ strongly agreed that they prepare detailed lesson plans, and 61.7% agreed/strongly agreed that they spend enough time on making lesson plans. Classroom observations and interviews revealed that although teachers mentally plan lessons, many do not produce formal written lesson plans as required by the National Curriculum Development Centre (NCDC). Several relied on notes retrieved from phones or brief outlines (see Appendix F, figs 5 & 6). From the interviews, the third head teacher interviewed asserted that “teachers plan for

lessons but to find when they have written something? let’s say introduction, development, evaluation, of the lesson they don’t have a document written, very few will have” (H.T.3, personal communication, June 12, 2025).

#### 4.5 How Perceptions of their Profession Influence Lesson Implementation in Government-Aided secondary schools in Nansana Municipality, Wakiso District, Uganda.

**Table 4.5: Lesson Implementation**

No	Statements on lesson implementation	SD	D	N	A	SA
1	I involve students through questions or activities	0 (0.0%)	0 (0.0%)	4 (4.9%)	32 (39.5%)	45 (55.6%)
2	I explain new concepts clearly during lessons	0 (0.0%)	1 (1.2%)	5 (6.2%)	30 (37.0%)	45 (55.6%)
3	I connect the lesson to what students already know	0 (0.0%)	1 (1.2%)	6 (7.4%)	27 (33.3%)	47 (58.0%)
4	I give students feedback during lessons	0 (0.0%)	1 (1.2%)	4 (4.9%)	31 (38.3%)	44 (54.3%)
5	I give students activities or research for next time	1 (1.2%)	0 (0.0%)	7 (8.6%)	29 (35.8%)	44 (54.3%)
6	I start my lesson with an interesting activity	1 (1.2%)	2 (2.5%)	8 (9.9%)	36 (44.4%)	34 (42.0%)
7	I tell students what they will learn during the lesson	1 (1.2%)	2 (2.5%)	10 (12.3%)	36 (44.4%)	32 (42.0%)
8	I change my teaching strategy if students seem confused	0 (0.0%)	1 (1.2%)	5 (6.2%)	31 (38.3%)	44 (54.3%)
9	I use pictures, charts or other materials to help me explain	1 (1.2%)	3 (3.7%)	11 (13.6%)	36 (44.4%)	30 (37.0%)
10	I review lesson objectives with students	0 (0.0%)	5 (6.2%)	13 (16.0%)	42 (51.9%)	21 (25.9%)

**Source:** *Primary Data (2025).*

## **Key findings**

### **Teachers involve students through questions or activities**

95.1% of the teachers agreed/strongly agreed that teachers involve students during the lesson through questions or activities. This agrees with findings from the semi structured interviews, where one of the interviewees the second deputy head teacher interviewed asserted that: “teacher asks questions to gauge student understanding of the material being taught. This helps teachers identify areas where learners might be struggling and adjust their instruction accordingly.” (D.H.T.2, personal communication, June 5, 2025). Also, data from the observation data (see appendix F, Figs 2, 4 & 7) it was noted that teachers mostly use the think-pair-share approach, whereby learners are encouraged to make individual reflections, collaborative discussions and whole class sharing.

### **Teachers explain new concepts clearly during lessons**

92.6% agreed/ strongly agreed that they explain new concepts clearly during lessons, findings from the semi structured interview reflected the same, the first head teacher interviewed asserted that “effective teachers utilise strategies to explain new concepts clearly. This is done by providing clear examples, relating the lesson to what the learners know and actively checking for understanding throughout the lesson” (H.T.1, personal communication, May 30, 2025). This is also evidenced by data from the classroom observation (see Appendix F, Fig 3).

### **Teachers start lessons with an interesting activity**

The results show that 86.4% of the teachers either agreed or strongly agreed that they start their lessons with an interesting activity or question similarly, interview data agreed with the same, the first deputy head teacher interviewed asserted that “teachers often start lessons with an

interesting question or activity to engage learners actively, set a positive tone for learning and create curiosity” (D.H.T.1, personal communication, May 30, 2025)

### **Teachers tell students what they will learn during the lesson**

The results showed that 86.4% from table 4.5 of teachers either agreed or strongly agreed that teachers tell students what they will learn during the lesson. Data from the third head teacher interviewed showed that “teachers often tell learners what they will eventually learn during a lesson. This practice helps learners understand the lesson’s purpose and stay focused on the learning goals and objectives” (H.T.3, personal communication, June 5, 2025).

### **Teachers connect lessons to what students already know**

A total of 91.3% of the teachers agreed/strongly agreed that teachers connect the lesson to what students already know. To emphasize this, the school inspector asserted that “Teachers try to link new subject concepts to what students already know to make the material become more meaningful and memorable. This builds a foundation for new information and encourages deeper understanding” (I.N.S. personal communication, May 28, 2025).

### **Teachers use pictures, charts or other materials**

It was also noted that 81.4% of the teachers either agreed or strongly agreed that they use pictures, charts or other materials to help explain some concepts to the learners similarly, the second head teacher interviewed explained that “charts and pictures make students more engaged in the lesson and facilitates further learning. Teachers tend to engage both sides of the brain of students, making it easier for them to remember and recall the visual stimuli provided” (H.T.2, personal communication, June 5, 2025). This was also observed from Fig 1 appendix F, where a chart was used to show learners what was being taught.

## 4.6 Inferential Statistics: Relationship between Perceptions and Performance

**Table 4.6: Pearson Correlations (One-tailed)**

Variables	r	p	N
Teachers' perceptions Lesson planning	.260**	.011	81
Teachers' perceptions Lesson implementation	.396***	<.001	81

\*\*P <.05, \*\*\*P <.001

**Source:** *Primary Data (2025).*

### Findings

- There is a weak but positive significant relationship between teachers' perceptions of their profession and their lesson planning ( $r = .260$ ,  $p = .011$ ).
- There is a moderate and highly significant positive relationship between teachers' perceptions of their profession and lesson implementation ( $r = .396$ ,  $p < .001$ ).

This shows that the more positive teachers' perceptions of their profession are, the more effort they put in Lesson implementation, however, positive perceptions do not guarantee the making of lesson plans.

## **CHAPTER FIVE**

### **DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study investigated the role of teachers' perceptions of their profession on their performance in government-aided secondary schools in Nansana Municipality, Wakiso District, Uganda. This chapter discusses the key findings in relation to the research objectives, draws conclusions and offers recommendations. The discussion is organised thematically, consistent with the results presented in Chapter four.

#### **5.1 Discussion of Findings**

##### **5.1.1 Teachers' perceptions of their profession**

Teachers in this study generally had positive perceptions of their profession. They expressed a strong belief that: they make a positive impact on their students' lives; they derive a sense of passion and purpose from their work and feel passionate about teaching. These findings align with Bhati and Sethy (2022), who noted that teachers find fulfilment in inspiring lifelong learning through engaging lessons. Similarly, Darling- Hammond (2017) and Walters et al. (2023) also observed that teachers found joy from witnessing students' success and personal growth. The sense of passion and purpose reported by participants supports Xhaferi (2017), who noted that teachers derive intrinsic satisfaction from daily teaching activities, as well as Avgousti (2017), Kloker et al. (2024); Hussain et al. (2022) who described the profession as a passion driven calling which reinforced this view.

However, negative perceptions also emerged. Some teachers expressed dissatisfaction with the inadequate teaching resources, low salaries and excessive workload. These findings are consistent with Waweru et al. (2021), who found that many teachers lack sufficient resources,

and Akamalia et al. (2023), who linked resource scarcity to reduced ability to create engaging learning environments. Salary dissatisfaction, especially among arts teachers mirrors Nantale et al. (2022), who identified a positive correlation between remuneration and performance among science teachers. Finally, feelings of being overwhelmed by workload aligned with Toropova et al. (2021), who described workload stress as a significant factor influencing negative perceptions of the profession.

### **5.1.2 How Teachers' Perceptions of their profession Influence their lesson planning.**

The study found out that positive teachers' perceptions weakly but significantly influence their lesson planning. Though not seen from the observation method, most teachers reported that they include student-centered activities, use teaching aids, plan assessments, and adapt their lesson plans to learners' needs. These practices are supported by Ramzan et al. (2019) and Rezai et al. (2024), who emphasized that interactive activities and varied instructional strategies enhance engagement and accommodate diverse learning styles. The use of materials was widespread, corroborating Toropova et al. (2021), and Yang (2025), who argued that visual and hands-on tools make abstract concepts more accessible. Planning assessments to monitor understanding aligns with Kidega et al. (2024), who highlighted the role of formative assessments in identifying gaps and guiding instruction.

A critical finding, however, is the gap between intent and practice. Despite recognizing the value of planning, many teachers viewed the creation of formal, written lesson plans as time-consuming and stressful, a sentiment echoed by Masoom (2021) and Demir-Yildiz (2023). This suggests that while positive perceptions motivate making of formal written lesson plans in principle, heavy workloads and time constraints which are negative perceptions of the teaching

profession act as significant barriers to the consistent production of detailed written lesson plans as mandated by the NCDC.

### **5.1.3 How Perceptions Influence Lesson Implementation**

A modest and strong significant positive relationship was found between teachers' perceptions of their profession and lesson implementation implying that teachers with positive perceptions were more likely to clearly state learning objectives, connect new content to prior knowledge, explain concepts effectively, involve students actively, and use visual aids.

Nganga and Kambutu (2024) and Mubarak et al. (2021), noted that stating objectives increases student motivation and focus. Linking lessons to prior knowledge, also Mubarak et al. (2021) and Van Beurden et al. (2025), argued that activating existing knowledge builds confidence and bridges understanding gaps.

Active student involvement through questioning and collaborative activities for example think pair share was common and consistent with Waweru et al. (2021), who advocated for interactive strategies to promote critical thinking. The frequent use of visual aids supports Johler et al. (2022), and Andrade et al. (2021), who emphasized their value in enhancing comprehension and engagement across learning styles.

## **5.2 Conclusions**

### **5.2.1 Teachers' perceptions of their profession**

It was concluded that teachers in government-aided secondary schools in Nansana municipality, Wakiso District, Uganda, to a greater extent have positive perception of their profession, this is because almost all teachers believed that they made a positive impact in students' lives, they felt teaching provided them with a sense of purpose and they felt passionate about their roles as teachers. However, to lesser extent, teachers viewed the teaching profession negatively; they

believed they do not have enough resources, felt overwhelmed by the teaching profession, and felt that their salary did not reflect the effort they put in their job.

### **5.2.2 How Teachers' Perceptions of their profession Influence their lesson planning.**

Teachers' perceptions of their profession have a weak but positive significant influence on their lesson planning. Teachers who have positive perceptions of their profession may prepare more interactive, assessment focused and adaptive lesson plans than those who have negative perceptions of their profession.

### **5.2.3 How Perceptions of their profession Influence Lesson Implementation**

Teachers' perceptions of their profession have a moderate but highly significant positive influence on lesson implementation. Positive teachers' perceptions are associated with teachers' clearer communication of objectives, better use of prior knowledge, more active student engagement, and effective use of teaching aids than teachers carry negative perceptions.

## **5.3 Recommendations**

Following the analysis of the study, the researcher came up with the following recommendations.

- (a) The ministry of Education and Sports should carry out regular, practical professional development programs focused on efficient lesson planning and workload management to improve the quality and frequency of lesson plans by the teachers.
- (b) School administrators should organise workshops and mentoring programs on self-efficacy and innovative teaching strategies that enhance the positive perceptions of the teaching profession thereby, improving their lesson implementation skills.

- (c) The government should review and harmonise teachers' salaries between arts and science teachers to enhance teachers' perceptions of the teaching profession.

#### **5.4 Areas of Further Research**

This study focused on "The Role of teachers' Perceptions of their Profession on Their performance in government-aided Secondary Schools in Nansana Municipality Wakiso District".

Future research should explore the following areas:

- Assessing the contributions of teachers' salary scale on the teachers' performance in public secondary schools in Uganda.
- Investigating the role of the teachers' perceptions of the competency-based curriculum and its effect on their performance in government aided schools in Uganda.
- Exploring the role of the teachers' perceptions different teaching methods on their lesson implementation in secondary schools in Uganda.

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## APPENDICES

**Appendix A: Table for Determining Sample Size for a Finite Population**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## **Appendix B: Self-Administered Questionnaire**

### **Self-administered questionnaire for the assessing perceptions of teachers of their profession**

#### **Introduction**

Dear Participant,

This questionnaire aims to gather your perceptions regarding your profession. Your responses will be kept confidential and will be used for research purposes only. Please answer the questions honestly based on your own experiences.

#### **Section 1: Demographic Information**

1) Gender

Male

Female

2) Years of experience

0-5 years

6-10years

11-15years

16-20 years

21 years and above

3) Level of education

Bachelors' Degree

Masters' degree

Doctorate

Other (please specify) .....

## Section 2: Teachers' perceptions of their profession

Please rate the following based on your personal agreement or disagreement using the scale

N	Statement about teachers' perception	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I believe teaching is a respected profession in the society					
2	I feel passionate about my role as a teacher					
3	Teaching provides me with a sense of purpose					
4	I feel there are ample opportunities for professional development					
5	I feel I have the resources I need to efficiently teach my students					
6	I believe that I make a positive impact on my students' lives					
7	I do not feel overwhelmed by the workload associated with teaching					
8	I receive adequate support from my administration					
9	I find my Salary scale reflects the effort I put into my job					
10	I find my current Education policies are enabling high teaching quality					

**Section 3: How Perceptions Influence lesson planning.**

**Please Indicate How Much You Agree with These Statements about the way you make lesson plans.**

	<b>Statements about lesson plans</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1	I prepare detailed lesson plans before teaching					
2	I include students' activities in my lesson plans					
3	I allocate enough time for different parts of the lesson					
4	I use teaching aids and materials to support my lessons					
5	I plan assessments to check if students understand the lesson.					
6	I plan activities that involve students actively					
7	I adjust my lesson plans based on students' needs					
8	I spend enough time on lesson plans					
9	I think about different ways to teach difficult topics					
10	I prepare different assessment tools to evaluate students					

#### Section 4: How Perceptions Influence Lesson Implementation

Please Indicate How Much You Agree with These Statements about the way you make lesson plans.

	Statements about lesson implementation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I start my lesson with an interesting activity or question					
2	I tell students what they will learn during the lesson					
3	I connect the lesson to what students already know					
4	I explain new concepts clearly during lessons					
5	I use pictures, charts or other materials to help explain					
6	I change my teaching strategy if students seem confused					
7	I give students feedback during lessons					
8	I involve my students through questions or activities					
9	I review the lesson objectives with students					
10	I give students activities or research questions for next time					

## **Appendix C: Interview Guide**

**A semi structured interview guide for administrators: Exploring the role of teacher perceptions on their performance.**

### **Introduction:**

Thank you for participating in this interview. The researcher is interested in finding out the role of teacher perceptions of their profession and their performance, specifically in terms of learning facilitation and classroom management. Your insights as an administrator will be of great relevance. Please note that your responses are confidential and will be used solely for learning purposes.

Duration 30-45 minutes

### **Section 1: Teacher Perceptions**

1. How would you describe teachers' overall perceptions of their role in the school community?
2. In your view, what are the key values or beliefs that teachers hold about their profession?
3. Have you observed any changes in teachers' perceptions of their profession over recent years? If so, what are they?
4. How do teachers' perceptions of their profession influence their attitude towards making lesson plans?

### **Section 2: Influence of Perceptions on making Lesson Plans.**

5. In your observation, how do teachers approach the design of their lesson plans?
6. To what extent do teachers' beliefs about their role influence the content, method,

and assessment strategies in their lesson plans?

7. Can you share how teachers' perceptions have led to pedagogical choices during the lesson planning?

### **Section 3: Influence of Perceptions on Lesson Implementation**

8. How do teachers' perceptions of their profession affect how they implement their lessons in the classroom?
9. In your experience, do teachers' impact their interactions with teachers during lesson? How?
10. Are there specific perceptions that motivate teachers to adapt or modify their lesson delivery?

**THANK YOU**

## Appendix D: Observation Checklist

### Teacher Written Lesson Plans & Implementation Observation Checklist

Teacher's Name: -----

Class/subject: -----

Date: -----

Lesson Duration: -----

#### 1. Planned Lesson Indicators

Indicators	Questions	Answer or comment
1. Are teaching aids (e.g. Charts, models, technology) used during the lesson	Yes, or No?	
2. Are student activities (e.g. group tasks, individual exercises) planned and evident)	Yes, or No?	
3. Are teacher activities (e.g. explanations, questioning, demonstrations) organised and purposeful?	Yes, or No?	
4. Is there a plan for assessing students' understanding during the lesson (e.g. quizzes, verbal questions)?	Yes, or No?	
5. Does the lesson start with an engaging introduction that captures student's interest?	Yes, or No?	
6. Does the lesson end with a summary or reflection which reinforces learning	Yes, or No?	

## 2. Lesson Implementation Indicators

<b>Indicator</b>	<b>Question</b>	<b>Answer or Comment</b>
Is the lesson introduction effective in engaging students?	Yes, or No?	
Does the teacher develop the lesson content in a logical, student friendly manner?	Yes, or No?	
Are formative assessment (e.g questions quick checks) used during the lesson?	Yes, or No?	
Does the teacher manage classroom activities smoothly	Yes, or No?	
Are learning objectives addressed and made clear to students?	Yes, or No?	
Does the lesson conclude with a clear summary or reflection?	Yes, or No?	

**THE END**

Appendix E: Introductory Letter

**MAKERERE**



**UNIVERSITY**

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**COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEAN'S OFFICE**

2<sup>nd</sup> June, 2025

*TO WHOM IT MAY CONCERN*

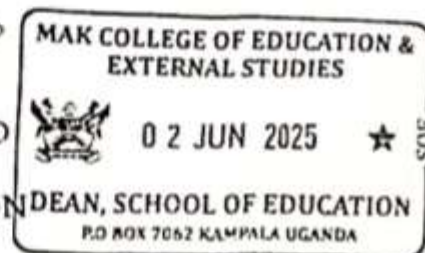
**RE: SHARON NAFULA (2023/HD04/1666U)**

Ms. Sharon Nafula is a Masters student in the School of Education, College of Education and External Studies Makerere University, offering Master of Education in Educational Management. She is proceeding to collect data for her dissertation titled: *"The Role of In-service Teachers' Perceptions of their Profession on Lesson Planning and Implementation in Government-Aided Secondary Schools in Nansana Municipality"*.

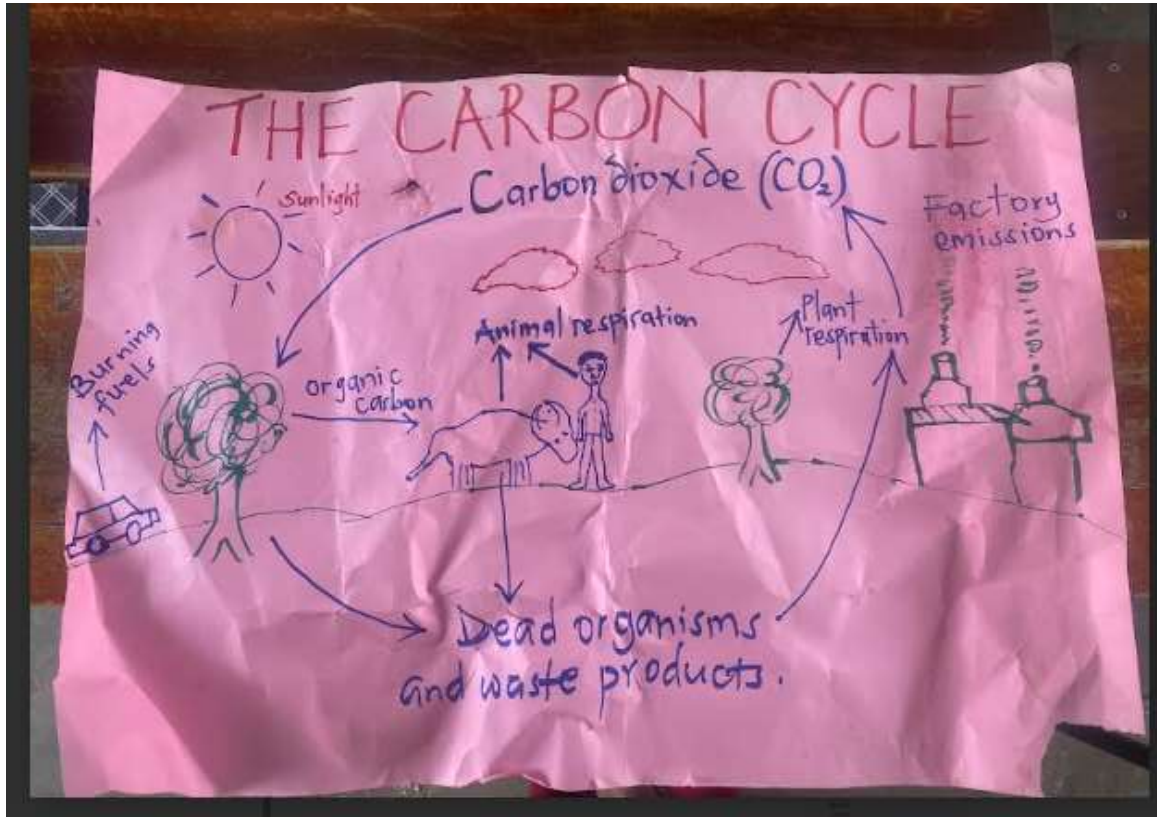
Any assistance rendered to her will be highly appreciated.

Yours Sincerely,

Mulumba Bwanika Mathias, PhD  
Associate Professor,  
DEAN, SCHOOL OF EDUCATION



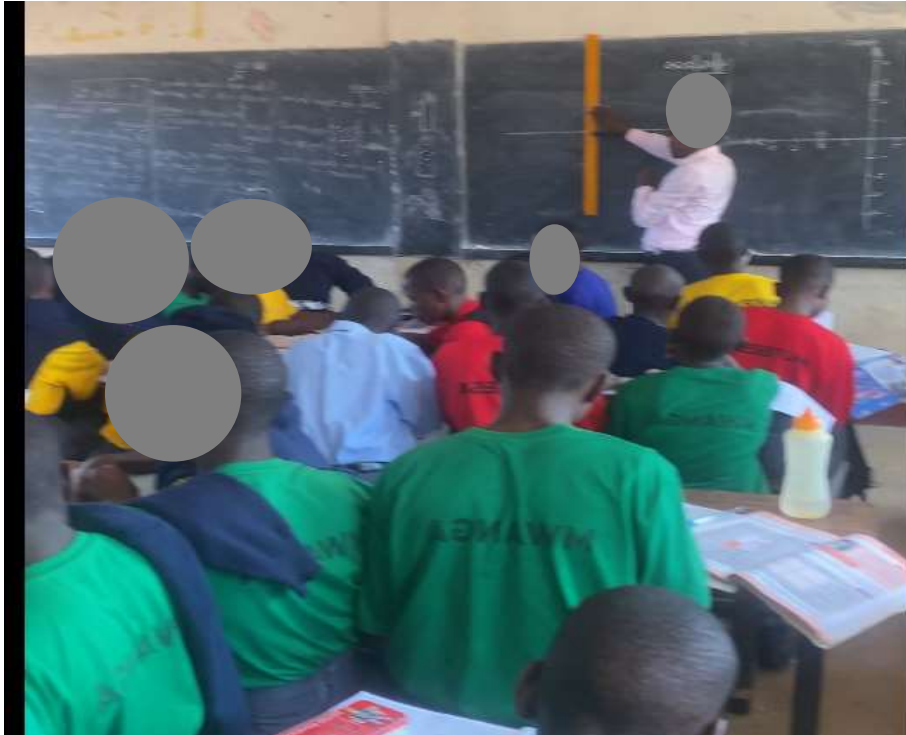
**Appendix F: Figures taken by the researcher during the observation method**



**Figure 1:** Showing a chart that was used during a lesson conducted in one of the schools in Nansana municipality Wakiso District



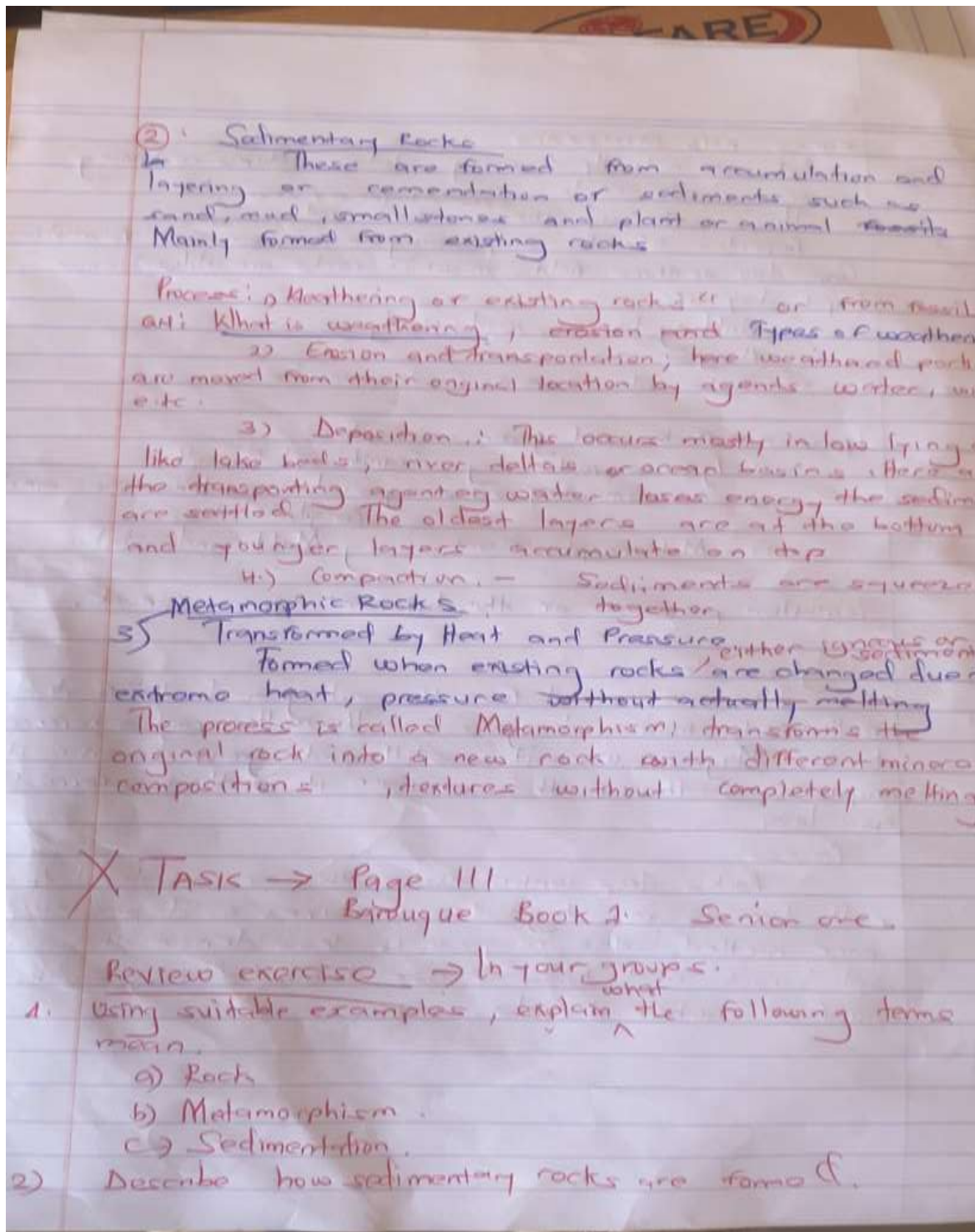
**Figure 2:** Showing the students actively involved in discussion taken in one of the schools in Nansana municipality Wakiso District, Uganda



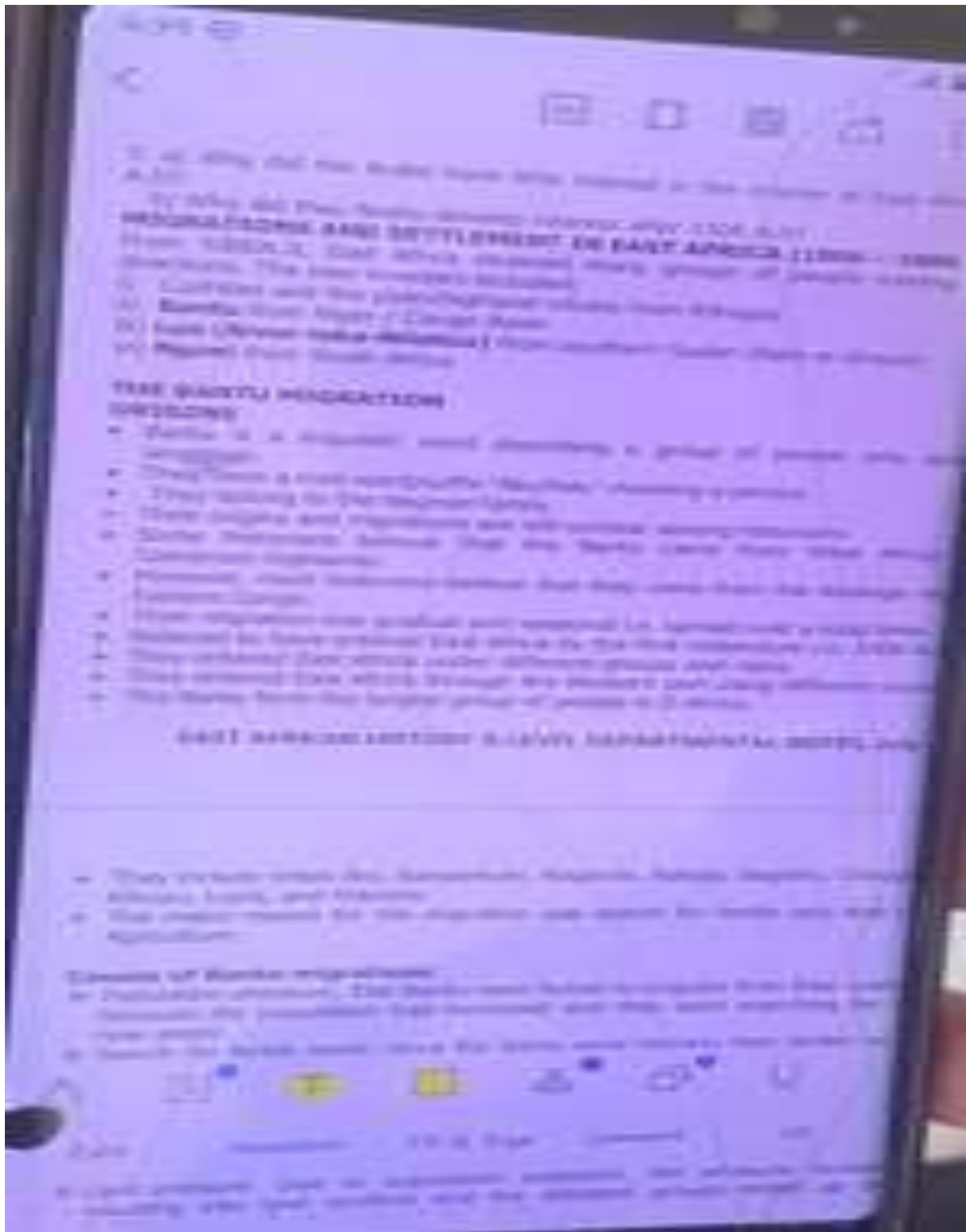
**Figure 3:** Showing a teacher clearly explaining new concepts to learners taken in one of the schools in Nansana municipality Wakiso District, Uganda



**Figure 4:** Showing a student individually focused on accomplishing an assignment given to him by the teacher. Taken in one of the schools in Nansana municipality Wakiso District, Uganda



**Figure 5:** Showing sketchy lesson notes that the teacher presented to the researcher as a lesson plan. Photo taken by the researcher in one of the schools in Nansana municipality Wakiso District, Uganda



**Figure 6:** lesson notes that the teacher presented to the researcher as a lesson plan. Photo taken by the researcher in one of the schools in Nansana municipality Wakiso District, Uganda



**Figures 7:** Shows a student presenting his findings to the entire class.