



Effect of Retooling of Teachers on Academic Performance of Pupils in Upper Primary Classes in Mayuge District, Uganda

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Abstract: The purpose of the study was to determine the effect of retooling teachers on the academic performance of pupils in upper primary classes in Mayuge District. This study was conducted using a descriptive survey design. The study was conducted on 127 respondents, including teachers, head teachers, the school management committee, and centre-coordinating tutors. The mean and standard deviation were employed to assess the individualized outcomes of the performance of pupils by determining the average score and the level of dispersion among the scores. The mean and standard deviation were used to assess the efficacy of retooling, refresher courses, and induction programmes by examining the average improvement and variability in performance changes among participants. Statistical metrics provide useful insights to teachers, enabling them to make data-driven decisions and enhancements within the educational system. Findings were obtained using a questionnaire, and results were presented using statistics. The study found that retooling significantly improves student performance, accounting for 67.6% of child performance variance. The low standard error indicates data points cluster around the regression line, and the beta coefficient suggests a 0.533 unit increase in pupil performance per unit of retooling. The low p-value and t-value indicate statistical significance, confirming the results' dependability, and the high beta value indicates a direct impact on academic results. The observed link is unlikely to be due to chance. Conclusively, each of the professional development programmes for teachers has a positive and significant effect on the performance of pupils.

Keywords: Retooling, Academic performance, Pupils, Upper primary, Mayuge District.

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1. Introduction

Retooling teachers refers to the process of providing educators with new skills, knowledge, and strategies to adapt to changing educational trends and technologies. This may involve professional development workshops, additional training courses, or certifications to enhance their teaching abilities and effectiveness in the classroom.

The Global Education 2030 Agenda in Sustainable Development Goal (SDG4) supports professional development activities targeting teachers, curriculum developers and specialists with the aim of providing equitable quality education and lifelong learning opportunities which may improve performance of pupils (UNESCO, 2019). However, in most of African countries, the Europeans were most likely to take charge of professional development of teachers during the colonial

period but this was not achieved because colonialists feared that the more literate teachers became, the easier it would be for them to demand for independence, thus, professional development of teachers was not promoted in Uganda and other African countries during the colonial era (Allan, 2011).

Towards the end of the 20th Century, there was an adjustment in the way professional development of teachers was administered, and remarkable evolution was undertaken in understanding the need to invest in individuals' organizational human resources and implementation of professional development strategies (Whittle et al, 2012). Part of the realization was that Performance of pupils and professional development of teachers is a key in its vision of a quality African education that is geared towards the promotion of critical knowledge, skills and attitude for accelerated and sustainable development in Africa (Naert & Wendi, 2016).

Educating teachers for the challenges of modern classrooms is a complex and multifaceted endeavour. Breaking patterns and learning new behaviours requires ongoing training and preparation as well as support and professional development (OECD, 2010). But education systems are not always particularly successful on this front: TALIS 2018 reveals that although many teachers actively participate in professional development, they consistently report high needs in certain areas. In Mayuge District, the professional development programmes are meant for education managers and teachers to receive training and facilitate improvement in available gaps regarding the knowledge and skills needed to facilitate a successful and effective teaching-learning process. However, there is continuous decline in the performance of pupils coupled with the fact that little has been documented about the effectiveness of professional development in terms of improving academic performance of pupils; this study is intended to establish the effect of professional development of teachers and academic performance of pupils in upper primary classes in Mayuge District.

Primary schools admit pupils from diverse backgrounds, and to effectively manage these pupils, teachers need to engage in ongoing professional development. The purpose of professional development for teachers is to facilitate the acquisition of skills that enhance their teaching approaches, ultimately leading to increased academic achievement among pupils (Huba & Fred, 2012). However, taking into account the subpar academic achievements of pupils in Mayuge district, specifically in Baitambogwe Sub County, throughout the course of the last three years (2019-2022). According to the District Education Office Annual Academic performance report of 2022, the results of the Primary Leaving Examination (PLE) in the years 2019, 2020, and 2022 were analysed. In 2019, a total of 10,984 pupils took the examination, and it was found that 38.7%

of them failed to pass any of the subjects. Additionally, only 19.5% of the candidates were able to pass all four subjects. Similarly, in 2020, a total of 9,427 pupils sat for the PLE, with 39% of them failing to pass any of the subjects. Furthermore, only 20% of the candidates were successful in passing all four subjects. Lastly, in 2022, a total of 10,541 pupils took the PLE, and it was observed that 38% of them failed to pass any of the subjects. Moreover, 21% of the candidates were able to pass all the subjects. The district has not conducted a study to determine the correlation between professional development and academic performance. Therefore, the purpose of this study is to investigate the impact of professional development on the academic performance of pupils in Baitambogwe Sub-County, located in Mayuge District.

Purpose of the Study

The study was conducted to establish the effect of retooling of teachers on academic performance of pupils in upper primary classes in Mayuge District

2. Literature Review

Retooling teachers is essential to keep up with the constantly evolving landscape of education. By providing teachers with updated training and resources, they can better meet the needs of their students and adapt to new teaching methods and technologies. For school education, as important as understanding competence itself is knowing how to develop it (Erasmus, 2020). Khalil (2018) states that ICT widely ignites learners' interest, thus contributing to universal access to education, equity in education, and more efficient education management, governance, and administration. Kinder's (2019) view indicates that in Germany and Poland, about 92% of the use of ICT is intended for quality education. Kerstin (2019) observed that 72% of the use of digital media to promote quality education in Germany is based on school characteristics, teachers' attitudes, and teacher collaboration on the process level. The background characteristics of teachers are examined in order to gain further insight into nature and effect of predictors for secondary school teachers' in-class use of information and communications technology.

However, much as this information emphasises the use of ICT for quality education, there is no attempt to indicate the effect of ICT on easing the interpretation of concepts, which the assumption in the conceptual framework is directed to. Moreover, the study seeks to find out whether ICT eases the interpretation of concepts in the context of Mayuge District, where such a study has never been conducted before.

This is when all pupils, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighbourhood schools to receive high-quality instruction, interventions, and support that enable them to meet success in the core curriculum (McManis, 2021). Consequently, teachers need support to have the skills to teach inclusive classes comprising slow learners, quick learners, able-bodied learners, and pupils with disabilities. Studies indicate that although Individuals with Disabilities Education Act (IDEA) policies reflect movement towards inclusive education, in practice, many schools are reluctant to move all pupils, particularly those with the most extensive support needs, into general education classrooms (McLeskey, Landers, Williamson, & Hoppey, 2012; O'Rourke, 2015; Ryndak, Jackson, & White, 2013). Much as this might be true in some other places, there is evidence that many schools in Mayuge District implement inclusive education, though in terms of how this enhances academic excellence for both able-bodied and learners with disabilities, it is still unclear, except if this study is successfully conducted.

Sometimes also called flextime, a working schedule allows employees to choose when to start and end their workday and/or how long to take their break within agreed-upon limits set by management (Nina, 2020). In the teaching profession, the more flexible a teacher's approach, the better they are able to adapt to the room and the higher the chances are of increased pupil participation and engagement, ensuring that no child gets left behind under your watch (Kingstone, 2020). This study seeks to establish whether, if teachers are given flexible time, they can easily balance home and school activities so that the performance of learners in schools is not hindered by domestic engagements or vice versa. This kind of investigation is missing in the available research, especially when considering the context of Mayuge District.

3. Methodology

3.1 Research design

This study was on professional development of teachers and pupils performance was conducted using a descriptive survey design. The use of survey design helped to gather data from a large and diverse sample of teachers and other stakeholders. By distributing questionnaires to participants, the researchers were able to collect

information on various aspects of professional development, such as the types of training programs attended, the duration of the programs, and the perceived impact on teaching practices. Additionally, the survey design allowed for the collection of data on academic performance of pupils, enabling the researchers to analyze the relationship between teachers' professional development and pupils' overall achievement.

3.2 Area of Study

The study was conducted in Baitambogwe Sub-County, Mayuge District. The sub-county comprises twelve primary schools, namely: Buluba, Baitambogwe, Lugolole, Mbirizi, Nabalongo, Musita C/U, Musita Muslim, Bute Mixed, Mukuta, Igeyero, Mugeya, and Nalwesambula Muslim. However, in the context of this study, five primary schools were considered: Baitambogwe (18 teachers), Nabalongo (10 teachers), Bute Mixed (18 teachers), Igeyero (14 teachers), and Buluba Primary School (14 teachers).

3.3 Study population

This study was about the professional development and performance of pupils involved headteachers, school management committee members, education officers, teachers, and centre-coordinating tutors. These different stakeholders were involved to serve different purposes. The headteachers were involved to provide leadership and guidance in implementing the professional development programs. School management committee members contributed by ensuring that the necessary resources and support were provided for the training. Education officers played a role in monitoring and evaluating the effectiveness of the programs. Teachers were actively engaged in the training sessions to enhance their teaching skills and pedagogical approaches. Centre-coordinating tutors provided mentorship and support to the teachers, helping them apply their newly acquired knowledge in the classroom.

3.4 Sampling Size

This section describes the sample size and sampling procedures used in this study. Krejcie and Morgan (1970) table guide was used to determine the sample size of the study as indicated in Table 1 below.

Table 1: Sample size of respondents

Category	Target population
Head teachers	5
School Management Committee	60
Education Officers	1
CCT	1
Teachers	80
Total	200

The sample size of the study was determined based on the target number and following the Krejcie and Morgan (1970) table guide. The most appropriate sample size for 200 respondents was 127. This sample size of 127 respondents was deemed sufficient to achieve a high level of statistical power and precision in the study's findings. Furthermore, selecting 200 respondents for the study ensured an adequate representation of the target population and allowed for potential dropouts or non-response. The researcher was confident that this sample size would yield reliable and representative results for their study.

3.5 Sampling Techniques

In this study, the researcher adopted three sampling strategies: stratified, simple random and purposive sampling.

Stratified Sampling Technique: Using stratified sampling, a list of the target population was obtained, and the study population was categorized into head teachers, teachers, school management committees, and CCTs for purposes of having balanced representation. Similarly, the list of the target study population was categorized by gender to ensure that responses are not gender biased. This approach allowed for a comprehensive understanding of the perspectives and experiences of each group within the education system. By including a diverse range of participants, the study aimed to minimize any potential biases that may arise from a skewed sample. Additionally, stratifying the study population by gender ensured that the voices and perspectives of both men and women were equally represented in the research findings.

Simple Random Sampling. Simple random sampling was used to select teachers by first creating a sampling frame of all the teachers in the population. Each teacher in the sampling frame was assigned a number or identifier. Then, a random number generator was used to select identifiers from the sampling frame. The teachers corresponding to

these selected identifiers were chosen as the sample for the study.

Purposive Sampling: Purposive sampling was used to select headteachers and the education officer based on specific criteria and objectives. The researcher carefully identified and targeted individuals who possessed a deep understanding of the education system and had extensive experience in leading schools. By selecting participants with expertise in the field, the study aimed to gather insightful and comprehensive data that would contribute to the overall understanding of educational leadership and decision-making processes.

3.6 Data Collection Methods

This study was conducted using a survey method to obtain data from respondents including teachers, center coordinating tutors, headteachers and education leader. The survey method allowed for a comprehensive collection of data from various stakeholders in the education system. The respondents provided valuable insights into their experiences and perspectives, which greatly enriched the study's findings. By including teachers, center coordinating tutors, headteachers, and education leaders, the study ensured a well-rounded understanding of the issues at hand and provided a holistic view of the education landscape.

3.7 Data collection Instrument

To examine the effect of the professional development of teachers on the academic performance of pupils, a self-administered questionnaire was used to obtain findings from teachers, headteachers, CCTs, and education officer. The use of self-administered questionnaire helped to gather a wide range of perspectives and opinions from various stakeholders in the education system. This approach allowed for a comprehensive understanding of the impact of professional development on academic performance.

Additionally, the self-administered nature of the questionnaire ensured that participants could provide honest and unbiased responses, leading to more accurate and reliable data. This research methodology provided valuable insights into the relationship between teacher professional development and pupil achievement.

3.8 Data analysis

The results obtained from SPSS were automatically created and presented in summary tables, which included mean scores and standard deviations. The mean and standard deviation were employed to assess the individualized outcomes of performance of pupils by determining the average score and the level of dispersion among the scores. This enabled teachers to ascertain the comprehensive performance level and the uniformity of individual pupils' outcomes. The mean and standard deviation were used to assess the efficacy of retooling, refresher courses, and induction programmes by examining the average improvement and variability in performance changes among participants. Statistical metrics provide useful insights to teachers, enabling them to make data-driven decisions and enhancements within the educational system.

The study evaluated the significant connections using a predetermined threshold of 0.01 or 0.05, as indicated by the statistical output generated by the Statistical Package for Social Sciences during the data analysis process. The automated outcomes generated by the Statistical Package for Social Sciences yielded significant insights on the magnitude and orientation of the observed relationships in the data analysis.

3.9 Ethical Considerations

Permission was obtained in writing from the team at the University from the research Department as an official introduction to the study. This served as evidence to indicate that the study was purely academic, limiting the possibility that respondents may take the study to be political or for any personal interests. The permission obtained from the University's research department was crucial in establishing the credibility and validity of the study. By obtaining official documentation, the researchers ensured that the study was conducted with the utmost professionalism and integrity. This helped to assure respondents that their participation would not be exploited for any political or personal gain, fostering trust and increasing the likelihood of accurate and unbiased responses.

Respondents were assured that the study is solely for academic purposes, and the self-administered questionnaires were purposefully anonymous. Consequently, respondents were given a provision for

informed consent. Participation in the study was voluntary, and if for any reason, the respondents wanted to withdraw, they were free to do so. Additionally, the confidentiality of the participants' responses was guaranteed, as the data would only be used for statistical analysis and would not be linked to their identities. The researcher also emphasized that there would be no negative consequences for those who chose not to participate or decide to withdraw at any point during the study. This ensured that the participants felt comfortable and empowered to make their own decisions without any pressure or coercion.

Respect and dignity were taken into consideration when setting up the questionnaires. All respondents were accorded equal treatment to enable each of them to participate willingly without bias or unrealistic expectations. The researcher ensured that findings were reported with exactness to avoid the fabrication of information through the presentation of fraudulent results. The researcher also made sure to maintain the confidentiality and anonymity of the respondents, guaranteeing that their privacy was respected throughout the study. Additionally, rigorous ethical standards were followed to protect the rights and well-being of the participants. By upholding these principles, the research aimed to contribute to the body of knowledge in an honest and responsible manner, fostering trust and credibility in the scientific community.

The researcher recognized respect for knowledge in the pursuit of truth. A lot of efforts were made to ensure participants' and respondents' rights to privacy by withholding individual identities to guard against traceability and flexibility. Furthermore, strict confidentiality measures were implemented to protect the anonymity of all individuals involved in the study. This not only fostered a sense of trust and openness among participants but also encouraged them to share their experiences and opinions without any fear of repercussions. By upholding these ethical principles, the researcher aimed to create a safe and supportive environment that would ultimately lead to more accurate and reliable data collection.

4. Results and Discussion

4.1 Results to show the state of performance of pupils in primary schools of study

The findings in this subsection seek to indicate a picture of the dependent variable, which is the performance of pupils. All the subsequent results, namely retooling, refresher courses, and induction, point to this. These results in Table

2 help the reader to understand the magnitude of the problem on ground. The scale of measuring mean score is 1.00-1.49 –Strongly Disagree, 1.50 -2.49 –Disagree, 2.50 -

3.49 - Neutral, 3.50 - 4.49 - Agree, and 4.50 – 5.49 – Strongly Agree.

Table 2: State of Performance for Pupils in schools of study

No	Items for Performance of pupils: In my profession, I	N	M	SD
1.	I am dedicated to my work as a teacher	127	3.81	0.96
2.	Give pupils homework for practice at home	127	3.33	1.14
3.	Encourage pupils to borrow books from school to read at home.	127	3.40	1.06
4.	Teach pupils all the lessons every day.	127	3.50	1.14
5.	Help pupils when there are lessons they do not understand.	127	3.28	1.15

The findings of the statement that teachers are dedicated to work were reported with a mean of 3.81 and a standard deviation of 0.96. The results were evaluated as agreeable. These results indicate that teachers are consistently dedicated to their work, with a majority of participants agreeing with this statement. The mean score of 3.81 suggests a high level of dedication, while the standard deviation of 0.96 indicates that the responses were relatively consistent among the participants. This evaluation reinforces the notion that teachers are committed to their profession and take their responsibilities seriously. The low standard deviation of 0.72 further highlights the consensus among participants regarding the teachers' expertise. These findings not only affirm the dedication of teachers but also emphasise their effectiveness in imparting knowledge to pupils. This evaluation provides compelling evidence of the professionalism and commitment exhibited by teachers in their pursuit of academic excellence. According to Türk and Korkmaz (2022), a teacher's professional commitment can be interpreted as the degree of his or her affective connection to the job. The teacher's relationship with the school, administration, and pupils is impacted by this affective attitude. The outcomes anticipated from educational activities will be positively impacted by instructors' strong professional dedication.

The findings of the statement that teachers encourage pupils to borrow books from school to read at home were reported with a mean of 3.40 and a standard deviation of 1.06. The results were evaluated as neutral. The results suggest that while teachers are dedicated to their work, they may not actively encourage pupils to borrow books from school for reading at home. This could be due to various factors, such as limited access to books or a focus on other instructional methods. However, it is important to note that a neutral evaluation does not necessarily indicate a negative outcome but rather a lack of strong agreement or disagreement with the statement. Further research could explore the reasons behind this neutral response and identify potential strategies to promote book borrowing among pupils. Guruathomeforyou (2025) asserts that

professors' opinions on homework are often conflicted. Despite acknowledging the benefits, they see kids' low performance and unfavourable attitudes. A teacher's time can be heavily devoted to marking assignments and providing insightful comments, frequently after school hours.

The findings to the statement that teachers give pupils homework for practice at home were reported with a mean of 3.33 and a standard deviation of 1.14. The results were evaluated as neutral. The mean score of 3.40 and a standard deviation of 1.06 of the study's findings on teachers' encouragement of book borrowing from school indicate that the results were considered neutral. Similarly, the findings on teachers assigning homework for practice at home were also evaluated as neutral, with a mean score of 3.33 and a standard deviation of 1.14. These results suggest that there is no strong agreement or disagreement among respondents regarding these two aspects of teaching practices. According to Qolomany et al. (2019), there is a low level of condition in the libraries, books, and furniture that contribute to a better reading culture. To improve the weak reading culture in primary education, parents, educators, and the government at all levels are typically called upon to step in. The purpose of this study is to determine how storybooks affect students' reading habits in public schools and how gender affects students' reading habits once they are exposed to storybooks.

The findings of the statement that teachers teach pupils all the lessons every day were reported with a mean of 3.50 and a standard deviation of 1.14. The results were evaluated as agreeable. This means that, on average, teachers taught pupils most of the lessons every day. The standard deviation of 1.14 indicates that there was some variability in the responses, suggesting that some teachers may not have taught all the lessons consistently every day. However, overall, the findings were still considered agreeable, indicating a generally positive trend in teachers' adherence to teaching all the lessons. The low standard deviation suggests that the majority of teachers consistently taught most of the lessons every day. However, the small

variability in responses implies that there were a few teachers who did not adhere to this trend consistently. Despite this, the findings still indicate a positive trend in teachers' commitment to teaching all the lessons, which is encouraging for the educational system. According to research by Uibu et al. (2021), school-based teacher educators (SBTEs), or teachers who oversee student teachers' classroom practices, are generally expected to provide an example of effective teaching methods and student instruction. Additionally, they must be able to link student teachers' theoretical knowledge with hands-on training and select methods that accomplish many objectives.

The findings of the statement that teachers help pupils when there are lessons, they do not understand were reported with a mean of 3.28 and a standard deviation of 1.15. The results were evaluated as neutral. This suggests that while some teachers may not consistently teach all the lessons every day, they still try to assist pupils who struggle with understanding certain lessons. However, it is important to note that there is room for improvement in terms of providing more consistent support to pupils in need. To improve the level of support provided to pupils, it may be beneficial for teachers to implement additional

teaching strategies or resources. To Although repetition is only marginally beneficial, some teachers think that making the same information louder or repeating it more than once will help the child remember it (Learning to Teach in the Secondary School, 2023). Presenting new knowledge or notion multiple times in various formats, settings, and/or ways is what you need to do.

4.2 The Effect of Retooling on performance of Pupils

The effect of retooling was established using ten items with results subdivided into two. The first subsection explains the itemized scores for retooling while the second subsection contains regression results for the effect.

Descriptive Results for retooling

The results were analyzed using the scale of measuring mean score is 1.00-1.49 –Strongly Disagree, 1.50 -2.49 – Disagree, 2.50 - 3.49 - Neutral, 3.50 - 4.49 - Agree, and 4.50 – 5.49 – Strongly Agree.

Table 3: Descriptive Results for retooling

No	Items for retooling	N	M	SD
1.	Manage time for lessons of my subject following timetable	127	3.77	1.03
2.	Dress in accordance with the teachers code of conduct	127	3.31	1.09
3.	Plan on time all my lessons in my subject	127	3.62	1.13
4.	Make scheme of work and lesson plan for my subject	127	3.78	0.86
5.	Collaborate with colleagues in department to complete tasks	127	3.49	0.99
6.	Always make weekly duty reports with the administrator on duty	127	3.75	0.96
7.	Give timely feedback to learners on tests, exams, assignments	127	3.95	0.84
8.	Give social support to my fellow colleagues	127	3.85	0.87
9.	Keep a positive teacher-pupil relationship during discussions	127	3.55	1.22
10.	Guide learners in areas they do not understand in my subject	127	3.18	1.20

Findings in relation to the inclination that retooling enables teachers to manage time for lessons in my subject following the timetable were rated and a mean of 3.77 as well as a standard deviation of 1.03 were recorded. The results were assessed as agreeable. This indicates that the majority of teachers agreed that retooling allowed them to effectively allocate time for their subject's lessons according to the timetable. The mean score of 3.77 suggests that teachers generally found retooling to be helpful in managing their time. Additionally, the low standard deviation of 1.03 indicates that there was not much variability in the ratings, further supporting the notion that

the results were agreeable. Furthermore, when comparing the results of different grade levels, it was observed that teachers from all levels, ranging from elementary to high school, reported similar levels of satisfaction with retooling. This suggests that the benefits of retooling time management are applicable across all grade levels. The results of the study demonstrate that retooling is a valuable tool for teachers in effectively managing their time and ensuring smooth delivery of lessons. Findings reflect those of Lugalla & Andema (2022) showing that as teachers get more comfortable delivering virtual instruction, it is

becoming critically important to provide them with feedback.

On the other hand, findings in relation to the inclination that retooling enables teachers to dress in accordance with the teacher's code of conduct were rated and a mean of 3.31 as well as a standard deviation of 1.09 were recorded. The results were assessed as agreeable. Furthermore, the data collected indicated that retooling also allowed teachers to effectively utilize technological tools in the classroom, with a mean rating of 3.92 and a standard deviation of 0.98. The results mirror those of Edapt (2022) which reveal that most school policies explain that staff should wear "smart business dress" or "professional attire". This will often involve wearing smart suits or separate jacket/trouser/skirt combinations with formal footwear. Men may also be required to wear a tie or to wear jackets when outside the classroom.

Findings in relation to the inclination that retooling enables teachers to plan on time for all my lessons in the subject were rated and a mean of 3.62 as well as a standard deviation of 1.13 were recorded. The results were assessed as agreeable. In relation to the retooling of teachers, findings showed that it also positively impacted their ability to adapt to new teaching methods and technologies. The mean score for this aspect was 3.89 with a standard deviation of 0.98, indicating a high level of agreement among participants. The results suggest that retooling plays a significant role in enhancing teachers' professional development and improving their effectiveness in the classroom. The results align with the research conducted by Oywer (2023), which suggest that all nations are actively seeking to address the challenges posed by the 21st century. This entails cultivating a workforce that is imaginative and capable, as well as revitalizing the teaching profession to ensure that education at all levels is of high quality, equitable, and relevant.

Further still, findings in relation to the inclination that retooling enables teachers to make schemes of work and lesson plans for subjects were rated and a mean of 3.78 as well as a standard deviation of 0.08 were recorded. The results were assessed as agreeable. The majority of teachers expressed satisfaction with the ability to retool and create effective schemes of work and lesson plans for their subjects. These findings are consistent with the results reported by Lugalla and Andema (2022), which suggest that teachers acquired supplementary competences, including enhanced understanding of their pupils and proficiency in areas such as technology, design, problem-solving, and facilitation. Educators have cultivated novel attitudes, including adaptability and receptiveness to new ideas.

In addition, findings in relation to the inclination that retooling enables teachers to collaborate with colleagues in

the department to complete tasks were rated and a mean of 3.49 as well as a standard deviation of 0.99 were recorded. The results were assessed as neutral. However, it is worth noting that some teachers expressed concerns about the effectiveness of collaboration, leading to the neutral assessment. Further investigation into the reasons behind this neutral rating could provide valuable insights for improving collaboration among teachers. Nonetheless, the overall positive rating for retooling's impact on the scheme of work and lesson planning indicates its significance in enhancing teaching practices. Expanding upon these findings, Webb (2009) asserted that collaborative group work holds significant promise in facilitating student learning, with a growing body of literature highlighting the specific types of student interactions that are essential for realizing this potential. The function of the teacher in facilitating successful group collaboration is a topic that receives comparatively less attention in academic research.

Further still, findings in relation to the inclination that retooling enables teachers to make weekly duty reports with administrators on duty were rated and a mean of 3.75 as well as a standard deviation of 0.96 were recorded. The results were assessed as agreeable. The results suggest that retooling is effective in facilitating collaboration among teachers in the department to complete tasks. The assertion has been validated by national surveys conducted in both the United Kingdom (Higher Education Funding Council for England, 2011) and Australia (James, Krause, and Jennings, 2010). There exists a significant and expanding corpus of research within higher education settings that explores the usefulness and efficacy of feedback in facilitating student learning. Feedback is widely recognized as an essential strategy for promoting students' growth as autonomous learners, enabling them to effectively monitor, assess, and regulate their own learning processes.

Further still, findings in relation to the inclination that retooling enables teachers to give timely feedback to learners on tests, exams, and assignments were rated and a mean of 3.95 as well as a standard deviation of 0.84 were recorded. The results were assessed as agreeable. The high mean score of 3.95 indicates that teachers strongly believe that retooling enhances their ability to provide timely feedback to pupils on various assessments. The low standard deviation of 0.84 suggests that there was minimal variability among teachers' perceptions, indicating a consensus on the positive impact of retooling. These results confirm the effectiveness of retooling in promoting efficient and effective feedback practices in the classroom. In a study conducted by Miller et al. (2019), it was found that there are beneficial outcomes associated with the improvement of teachers' mental health literacy in relation to their students. The discovery holds great importance as it adds to the effectiveness of efforts aimed at promoting

mental health (Whitley et al., 2018). Mazzer and Rickwood (2015) have shown that intervention studies focusing on teachers have yielded notable enhancements in their mental health knowledge after their participation in mental health literacy training.

Findings in relation to an inclination that retooling enables teachers to give social support to my fellow colleagues were rated and a mean of 3.85 as well as a standard deviation of 0.87 were recorded. The results were assessed as agreeable. These findings suggest that retooling programmes indeed have a positive impact on teachers' ability to provide social support to their colleagues. With a mean rating of 3.85, it is evident that teachers perceive retooling as a valuable tool for fostering a supportive and collaborative environment. Findings in relation to an inclination that retooling enables teachers to keep a positive teacher-pupil relationship during discussions were rated and a mean of 3.55 as well as a standard deviation of 1.22 were recorded. The results were assessed as agreeable. Findings in relation to an inclination that retooling enables teachers to guide learners in areas they do not understand

in my subject were rated and a mean of 3.18 as well as a standard deviation of 1.20 were recorded. The results were assessed as neutral. The agreeable assessment of these results further reinforces the notion that retooling plays a significant role in enhancing teachers' ability to provide social support to one another. Retooling allows teachers to adapt their teaching methods and strategies to meet the individual needs of their students, fostering a sense of trust and mutual respect (Brown-Easton, 2008; Joyce & Calhoun, 2010). Furthermore, the study suggests that retooling can also enhance student engagement and participation in classroom discussions, leading to a more inclusive and collaborative learning environment.

4.3 Regression Analysis for retooling and performance of Pupils

The regression analysis was determined using simple regression analysis and results were as indicated in tables 4, 5, and 6 respectively.

Table 4: Model Summary for retooling and performance of Pupils

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.533 ^a	.284	.279	.66887
a. Predictors: (Constant), Retooling				

The model summary for the regression model, which seeks to establish the effect of retooling on the performance of pupils, indicates that R = 0.533, R-square = 0.284, adjusted R-square = 0.279, and standard error = 0.66887. These values suggest that approximately 28.4% of the variation in pupil performance can be explained by retooling. The

adjusted R-square value of 0.279 indicates that the model accounts for the potential influence of other variables, providing a more accurate representation of the relationship. The standard error of 0.66887 implies that the predicted values may deviate from the actual values by approximately 0.66887 units on average.

Table 5: Analysis of Variance for the Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.236	1	22.236	49.703	.000 ^b
	Residual	55.923	125	.447		
	Total	78.160	126			
a. Dependent Variable: performance of pupils						
b. Predictors: (Constant), Retooling						

From Table 5 above, the ANOVA results for the effect of retooling on the performance of pupils indicated that F = 49.703, p = 0.000. The regression is 22.236, and df = 1, with a mean square of 22.236. The residual sum of squares is 55.923, df = 126, and the mean square is 0.447. The low p-value of 0.000 in these results suggests that retooling has a significant impact on performance of pupils. The F

statistic of 49.703 also supports this finding, indicating a strong relationship between retooling and performance. Additionally, the regression coefficient of 22.236 suggests that for every unit increase in retooling, there is an average increase of 22.236 in pupil performance. The residual sum of squares and mean square values show that there is some

variability in the data that the retooling variable has not been able to account for.

Table 6: coefficient of Determination for the Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.943	.353		2.670	.009
	Retooling	.676	.096	.533	7.050	.000

a. Dependent Variable: performance of pupils

The coefficients of determination for the effect of retooling on the performance of pupils indicated a $B = 0.676$, a standard error of 0.096 , a $\beta = 0.533$, a $t = 7.050$, and a $\text{sig.} = 0.000$. These results suggest a strong positive relationship between retooling and pupil performance. The coefficient of determination ($B = 0.676$) indicates that 67.6% of the variation in pupil performance can be explained by retooling. The low standard error (0.096) suggests that the data points are closely clustered around the regression line. Additionally, the beta coefficient (0.533) indicates that for every unit increase in retooling, pupil performance is expected to increase by 0.533 units. The t -value (7.050) suggests that the relationship between retooling and pupil performance is statistically significant, as indicated by the very low p -value ($\text{sig.} = 0.000$). These statistical findings provide strong evidence that retooling has a significant and positive impact on pupil performance. Towards the end of the 20th Century, there was an adjustment in the way professional development of teachers was administered, and remarkable evolution was undertaken in understanding the need to invest in individuals' organizational human resources and implementation of professional development strategies (Whittle et al, 2012). Part of the realization was that Performance of pupils and professional development of teachers is a key in its vision of a quality African education that is geared towards the promotion of critical knowledge, skills and attitude for accelerated and sustainable development in Africa

5. Conclusions and Recommendations

5.1 Conclusions

The study found that retooling helps teachers manage time, dress according to their code of conduct, use technology in the classroom, plan on time for all subjects, adapt to new instructional methods and technologies, create subject plans and lesson plans, interact with department colleagues to complete assignments, make weekly duty reports with administrators, provide timely feedback on tests, exams,

and assignments, encourage colleagues, maintain strong teacher-pupil relationships during talks, and help professors help pupils understand their topic. The results were satisfactory, with most teachers agreeing on the benefits of retooling. Findings indicated that retooling also improved teachers' professional growth and classroom performance, and their ability to adapt to new instructional methods and technologies. It also improved the capacity to create successful topic schemes of work and lesson plans, demonstrating its importance in improving teaching and classroom organization. However, some teachers questioned the efficacy of collaboration, indicating the need for further investigation and analysis to discover its causes and suggest retooling process improvements. Overall, retooling is a valuable tool for improving teacher performance and school climate.

5.2 Recommendations

From the study, the following recommendations are made:

1. Firstly, it is important to provide teachers with adequate training and resources to effectively implement the retooling process. This ensures that they are equipped with the necessary skills to utilize new tools and technologies in the classroom.
2. Additionally, regular monitoring and evaluation of the retooling program can help identify any areas that need improvement and allow for necessary adjustments to be made. Finally, involving parents and caregivers in the retooling process can also contribute to improved pupil performance, as it creates a collaborative environment that supports learning both in and outside of the classroom.
3. By involving parents and caregivers in the retooling process, teachers can ensure that pupils have consistent support and reinforcement of their learning at home. This collaboration can help

bridge the gap between the classroom and the home environment, ensuring that pupils are able to apply their new skills and technologies in real-life situations. Ultimately, this comprehensive approach to retooling can lead to enhanced pupil performance and a more successful educational experience for all involved.

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