MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SSCHOOL

TEACHING COMPETENCE, TEAMWORK AND EDUCATION SERVICE QUALITY IN UPE SCHOOLS IN MBARARA MUNICIPALITY

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A RESEARCH DISSERTATION SUBMITTED TO MAKERERE UNIVERSITY BUSINESS SCHOOL IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (HUMAN RESOURCE OPTION) OF MAKERERE UNIVERSITY

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PLAN A

Declaration

I hereby declare that this dissertation is my original work which to the best of my knowledge has never been submitted to any other institution of higher learning for any academic award. Sources of information have been duly acknowledged.

Signature..... Date 22/10/2018

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2016/HD10/2620/U

Approval

This research dissertation has been carried out under our supervision and has been approved for examination.

Signature…… Date 22/10/18……

Dr. Akisimire Richard (PhD)

Signature…… Date 22/10/2018……

Mr. Opolot Julius Samuel.

Dedication

I dedicate this research to my family and all those that have helped me unconditionally. God bless you.

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I thank the Almighty God for giving me the gift of life to live.

I extend my sincere appreciation to my supervisors Dr. Akisimire Richard and Mr. Opolot Samuel Julius for their high level of devotion, patience, monitoring, intellectual guidance and critical comments they have accorded to me right from the inception of this study to its conclusion without which this Research wouldn't have been a success.

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My sincere thanks go to my respondents; that is head teachers and teachers of UPE schools in Mbarara Municipality for giving me the information I needed to make this study a success. Thank you all very much.

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May God bless you all.

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Acronyms

EC	-	European Commission
EFA	-	Education for All
EMIS	-	Education Management Information Systems
ESSAPR	-	Education and Sports Sector Annual Performance Report
GoU	-	Government of Uganda
GPE	-	Global Partnership for Education
IOB	-	Indian Overseas Bank
MDGs	-	Millennium Development Goals
MoES	-	Ministry of Education and Sports
SERVQUAL	-	Service Quality
SPSS	-	Statistical Package for Social Sciences
UN	-	United Nations
UNESCO	-	United Nations Educational, Scientific, and Cultural Organization
UPE	-	Universal Primary Education
WEF	-	World Education Forum

Abstract

The study examined the relationship between teaching competences, teamwork and education service quality among UPE schools in Mbarara Municipality. The objectives of the study were to examine the relationship between teaching competence and education service quality, to examine the relationship between teamwork and education service quality and to establish the combined relationship between teaching competence, teamwork and education service quality.

Cross sectional and correlation research designs were used in which the study adopted quantitative approach of data collection and analysis, where information was obtained using questionnaires from 52 UPE schools, analysed using SPSS and findings presented in tables and figures.

The study findings established a positive significant relationship between teaching competence and education service quality ($r=.590$, $p<.01$); implying that any positive change in teaching competence is associated with a positive change in education service quality in UPE schools in Mbarara Municipality. The study findings further established a positive significant relationship between teamwork and education service quality ($r=.679$, $p<.01$); meaning that any positive change in teamwork is associated with a positive change in education service quality in UPE schools in Mbarara Municipality. The study findings finally established that teaching competence and teamwork are greater predictors of education service quality as represented by adjusted R2 of 51.2% which means that positive increase in teaching competence and teamwork is associated with a positive increase in education service quality.

The study concluded that there is a positive and significant relationship between teaching competence, teamwork and education service quality among UPE schools in Mbarara Municipality. The researcher recommended that there is need for continuous training of the teachers since this enhances their skills and knowledge because it will enable them to improve their service delivery. Additionally, there is need to put much emphasis on embracing teamwork in terms of providing a good environment for communication sharing and better ways of getting feedback out of appraisal. Finally, the study recommended UPE schools and stakeholders to promote and appreciate teaching competence as it's vital in achieving education service quality.

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the study

Provision of education as a social service and public good is a primary responsibility of the government in many countries (Daviet, 2016). The major purpose of education is to empower all citizens and give everyone adequate opportunity to succeed in life (Mwesigye, 2015). However, quality education is an important instrument to achieve development; that is reducing poverty and stimulating economic growth (Policy and Operations Evaluations Department, [IOB], 2011).

The desire to provide education and improve its quality has created unending search for ways of improving the quality of education and compelled the necessity of reforming education to achieve meaningful outcomes (Mwesigye, 2015). However, education service quality in UPE schools in Africa's developing countries such as Uganda is yet to meet the expected standards due to high teacher absenteeism, high pupil: teacher ratios, widespread illiteracy, poor learning outcomes and high school drop outs (UNESCO, 2012).

Despite government of Uganda's efforts to improve education service quality in government schools, little progress appears to have been achieved. Absence of textbooks in UPE schools as a major challenge where classes especially primary one and two have no textbooks at all except just one copy for the teacher (UWEZO, 2015). Education service quality manifests through increasing pupil/student enrollment to school, pupil/student retention at school and achievement of meaningful learning outcomes (WEF, 2000). In Uganda, right to education is enshrined in article 30 of the constitution; "all persons have a right to education" (GoU Report, 2006). However, increased demand for free education and population growth have increased the number of pupils in UPE schools (3 million in 1997 to over 10 million by 2010) more than what the available number of schools and classrooms can

hold. This has continued to cause persistent lack in education service quality with high pupil dropout rates registered, low pupil performance grades (Byamugisha, 2009).

The core teaching competences expected of teachers include knowledge in subjects of teaching, instructive and constructivist strategies of teaching, commitment to learners and their learning, managing, monitoring, and communicating outcomes of learning assessment (Mugyenyi et al., 2017). According to European Commission (EC), teaching competence has a significant effect on education service quality (EC, 2013).

Education service quality has also been associated with teamwork (Pitsoe & Isingoma, 2014). Teamwork refers to "a cooperative process that allows ordinary people to achieve extraordinary results" (Tarricone & Luca, 2002). Teamwork has a significant effect on education service quality in a way that it leads teachers to working together to achieve meaningful learning outcomes and steer pupils to academic success (Burns, 2011), (Ferguson, 2006), (Sparks, 2013).

Mbarara Municipality has a total number of 62 UPE schools (Local Governments: Mbarara District Education Ordinance 4, 2015). Education service quality in UPE schools in Mbarara Municipality is still wanting mostly in terms of academic performance (Tumushabe, 2014). Out of the 6,368 pupils in UPE schools in Mbarara Municipality who sat PLE, 1,127 (18.2%) passed in Division One, while over 2000 were ungraded and this poor performance has been attributed to shortage of enough teachers and teacher absenteeism (Tumushabe, 2014); but not teaching competence or teamwork.

Existing research on education quality has studied teaching competence and teamwork in isolation and has been focused on schools in developed countries whose features differ (Barret et al., 2014), (Law & Miura, 2015). This neglects UPE schools in developing countries like Uganda, hence the need to study teaching competence, teamwork and education service quality.

1.2 Statement of the Problem

The indicators of education service quality in Uganda are pupil/student enrollment rates (Byamugisha, 2009), pupil/student retention rates (Ssewamala et al, 2011), availability of enough school physical equipment/facilities (ESSAPR, 2013/14) teacher presence in class (UWEZO, 2015) and learning/performance outcomes (Mwesigye, 2015). Despite government of Uganda's efforts to improve education service quality in government schools such as enrolling more schools under UPE to accommodate the high number of pupils, little progress appears to have been achieved. UWEZO Report (2015) highlights absence of textbooks in UPE schools as a major challenge where classes especially primary one and two have no textbooks at all except just one copy for the teacher. There are also insufficient classrooms due to the high number of pupils in UPE schools (ESSAPR, 2013/14).

Education Management Information Systems (EMIS) Uganda (2014) reports that teachers' presence in class in UPE schools is very low (20-30%) leaving pupils with limited class knowledge from teachers. In Uganda, 59% of teachers are absent in class, even when they are at school, whereas 30% are absent in school leaving pupils unattended to (World Bank, 2017). UWEZO (2015) notes that learning outcomes of pupils in UPE schools are very poor with a high number of pupils (67%) from Primary Three to Seven unable to read Primary Two material while the completion rate of pupils successfully completing primary seven in UPE schools by the year 2014 is low (32.1%). The above findings are a reflection of poor education service quality in Uganda's UPE schools, which are attributed to teaching competence and team work; hence an investigation was made on teaching competence, teamwork and education service quality in UPE schools in Mbarara Municipality.

1.3 Purpose of the study

The purpose of the study was to examine the relationship between teaching competence, teamwork and education service quality.

1.4 Research objectives

i. To examine the relationship between teaching competence and education service quality.

ii. To examine the relationship between teamwork and education service quality.

iii. To establish the combined effect of teaching competence, teamwork and education service quality.

1.5 Research questions

i. What is the relationship between teaching competence and education service quality?

ii. What is the relationship between teamwork and education service quality?

iii. What is the combined effect of teaching competence, teamwork and education service quality?

1.6 Significance of the study

The results of the study may contribute knowledge to policy makers in the Ministry of Education and Sports as well Public Service through availing statistics on the relationship between teaching competence, teamwork and education service quality as it may enable as well influence positive policy designs plus decisions on why and how competence, teamwork for teachers should be nurtured and developed further. The information drawn together in this research may also be of fundamental nature to the school management bodies as it may enable them determine and assess the performance of teachers and ensure that they provide and equip teachers with the right and necessary skills and knowledge.

The study findings may also benefit head teachers and administrators. The identified aspects of quality deficiency and adopt appropriate improvements at the level of schools. In addition, the findings would help them to assess the administrative policies in terms of planning, school resources for effective provision of quality education.

1.7 Scope of the study

1.7.1 Area scope

The study took place among UPE schools in Mbarara Municipality distributed within all the six (6) divisions that make up the municipality. Mbarara Municipality currently has six divisions namely Nyamitanga, Kamukuzi, Kakoba, Kakiika, Nyakayojo and Biharwe. Mbarara Municipality lies within a range of latitudes of 1.30 to 0.30 North and longitude of 30degrees to 31-21degrees east and it is located within the heart of Mbarara town. The divisions of Kakiika, Nyakayojo and Biharwe became part of Mbarara Municipality in August 2014 (Mbarara Municipality Statistical Abstract 2014/15).

1.7.2 Contextual scope

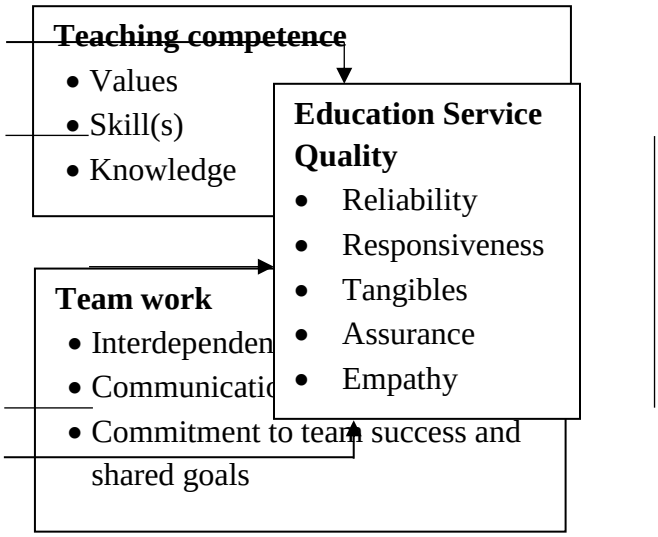
The study examined the relationship between teaching competence and education service quality, examined the relationship between teamwork and education service quality and established the combined effect of teaching competence, teamwork and education service quality.

1.7.3 Time scope

The study examined the relationship between teaching competence, teamwork and education service quality in UPE schools in Mbarara Municipality for the past five years; that is 2013 to 2017. This was because of the persistent reports reflecting a wanting situation in UPE schools. This period was therefore considered enough for the researcher to establish the relationships between the study variables.

1.8 Conceptual framework

Figure 1: Conceptual framework



Source: *Developed and modified from (Chong & Cheah, 2009), (Ministry of Education and Sports [MoES], 2010) European Commission (EC, 2013), Teo Boon Chui et al, (2015), (Tarricone & Luca, 2002) and (Zeithaml and Bitner, 2000), cited from (Parasuraman et al., 1985).*

The model in Figure 1 shows the relationship between the study variables. The independent variables are teaching competence and teamwork while the dependent variable is education service quality. The framework shows that teaching competence and teamwork nurture education service quality. Teaching competence measured in form of values, skills and knowledge of teachers (MoES, 2010) and teamwork measured in terms of interdependence, communication and feedback and commitment to team success and shared goals (Tarricone and Luca, 2002), Education service quality is measured in form of reliability, responsiveness, tangibles, assurance and empathy (Teo Boon Chui et al., 2015).

CHAPTER TWO

2.0 LITERATURE REVIEW

This Section reviews literature obtained on teaching competence, team work and service quality among UPE schools. It also establishes the relationship amongst the variables.

2.1 Theoretical framework

2.1.1 The SERVQUAL (Service Quality) Theory

The model of service quality, popularly known as the *gaps model* was developed by a group of American authors, (Parasuraman et al., 1983, 1988) in a systematic research program. The model identifies the principal dimensions (or components) of service quality; proposes a scale for measuring Service Quality (SERVQUAL) and suggests possible causes of service quality problems. The model's developers originally identified ten dimensions of service quality, but after testing and retesting, some of the dimensions were found to be auto correlated and the total number of dimensions was reduced to five, namely - reliability, assurance, tangibles, empathy and responsiveness. These five dimensions are thought to represent the dimensions of service quality across a range of industries and settings (Parasuraman et al. 1988) including in education.

By the early 1990s, the authors had refined the model to five factors which in testing, appear to be relatively stable and robust. The factors include Reliability (the ability to perform the promised service dependably and accurately), Assurance (the knowledge and courtesy of employees and their ability to convey trust and confidence), Tangibles (the appearance of physical facilities, equipment, personnel and communication materials), Empathy (the provision of caring, individualized attention to customers) and Responsiveness (willingness to help customers and to provide prompt service).

2.1.2 The COACTIV Model of Teachers' Professional Competence

This theory was developed by Baumert and Kunter (2006). At the theoretical core of COACTIV is a model of teachers' professional competence that consists of professional knowledge, professional beliefs, motivational orientations and self-regulatory abilities to be key conditions for successfully managing the demands of the teaching profession (Baumert and Kunter, 2006). In mutual interaction, these aspects of competence establish the foundation of teachers' professional practice. The model further assumes that professional competence is the result of an occupation-specific process of development that hinges on a variety of learning opportunities specific to the teaching profession. The COACTIV Model assumes that teachers are the most important element of the education system because their education and qualification can therefore play a decisive role in optimizing educational processes (Cochran & Zeichner, 2005). This model informs the study by spelling out the concepts of teaching competence among teachers; that is professional knowledge, professional beliefs, motivational orientations and self-regulatory abilities. As such, this theory is adopted to effectively have the yard sticks of assessing teaching competence among teachers in selected UPE schools.

2.1.3 The theory of Group Development

This theory was developed by (Tuckman Bruce, 1965) and modified by (Tuckman and Jensen, 1977). Truckman's theory contends that four phases are necessary and inevitable in order for the team to grow, face up to challenges, tackle problems, find solutions, plan work, and deliver results. The theory names PHASE 1 as "Forming" where the team meets and learns about the opportunities and challenges, and then agrees on goals and begins to tackle the tasks. In PHASE 2 (storming), the group starts to sort itself out and gain each other's trust. This stage often starts when they voice their opinions and as a result of this, a conflict may arise between team members as power and status are assigned. In PHASE 3 (Norming), all team members take the responsibility and have the ambition to work for

the success of the team's goals. They start tolerating the whims and fancies of the other team members. Finally in PHASE 4 (Performing), the team knows clearly why it is doing what it is doing. The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team has a high degree of autonomy. This theory hence shows that teamwork is crucial in attainment of goals including in teaching to achieve service quality.

2.2 Teaching competence

Competence refers to a related set of knowledge, skills and attitudes that enable a person to perform the activities of a given occupation effectively or function in such a way that meets or exceeds the standards expected in a particular profession or work setting (Richey et al., 2001). Typically, a competence is divided into specific indicators describing the requisite knowledge, skills, attitudes and context of performance (Spector, 2001). Deakin Crick (2008) define competence as “a complex a combination of knowledge, skills, understanding, values, attitudes and desires which lead to effective, embodied human actions in the world, in a particular domain”.

The competence attributed to an individual is associated with the neo-liberal notion of the “enterprising self”, the (free) individual aspiring to autonomy, striving for fulfillment, recognizing responsibility and choice (Rose, 1998). Over the last decades, a great deal of attention has been given to the construct “key competence”, primarily to provide a conceptual basis for school-based achievement comparisons in international and national systems of reference. While competence specifically refer to the process of becoming and the state of being well qualified, key competences refer particularly to specific competences that can be used to master a variety of situations and demands seen from a diversity perspective (Weinert, 1999).

Teaching competences are focused on teacher's role in the classroom setting directly linked to the didactics of teaching-with professional knowledge and skills mobilised for action (Hagger& McIntyre, 2006). Teaching competence includes tactic and explicit knowledge, cognitive and practical skills as well as dispositions; that is motivation, beliefs, value orientation and emotion. It enables teachers to meet complex demands, by mobilizing psycho-social resources in the context, deploying them in a coherent way; it empowers the teacher to act professionally and appropriately in a situation (EU, 2013).

Teaching competence includes tactic and explicit knowledge, cognitive and practical skills as well as dispositions; that is motivation, beliefs, value orientation and emotion; it enables teachers to meet complex demands, by mobilizing psycho-social resources in the context, deploying them in a coherent way; it empowers the teacher to act professionally and appropriately in a situation; It helps ensure teacher's undertaking of tasks effectively (achieving the desired outcome) and efficiently(optimizing resources and efforts); and it can also be demonstrated to a certain level of achievement along a continuum (Koster & Dengerik, 2008).

2.3 Teamwork

A team is group of people who work together to achieve the same goals and objectives for the good of the service users and organizations in order to deliver a good quality of service (Husain, 2011). Husain adds that collective action is widely recognized as a positive force for teamwork in any organization or institution to succeed. Teams enable individuals to empower themselves and to increase benefits from cooperative work engaged on as a group. Getting together with others also can allow individuals to better understand the importance of teamwork and how the organization operate as well as promote the culture of teamwork success.

Teamwork is the concept of people working together cooperatively, as in sales team, sports team, schools team, etc. It has also become so valued that many large corporations have developed specific tests to measure potential employee's teamwork ability. Hence, it has become important goal in most work places, the belief is that teamwork gives employees a sense of ownership and encourages cooperation (Adeleke, 2008). According to Jenner et al. (2010), the organization of work using teamwork can be defined as a wide range of possibilities such as quality work, cross-functional teams, self-managing teams, or virtual teams. Many employers usually provide autonomy together with teamwork. A distinctive feature of teamwork is the successive work actions to assemble different parts of the product. In places where the aim is to improve the process of production, teamwork is more of complexity, increase in communication and integrative work (Critchley et al. 2007). However, for the purposes of this study, teamwork means Group(s) of teachers who have at least some collective tasks and where the team members are authorized to regulate mutually the execution of these collective tasks.

Teamwork is a significant tool of new type of work organization (Mulika, 2010). When individual experts gather as a workgroup and set goals, communicate, cooperate and make decisions together, combining their knowledge and abilities to compile work plans that will enable them to accomplish their goals (Medwell, 2009). Working in a team has the advantage that the workload can be distributed among all the team members. In addition, working as a team can benefit the individual, the team and the organisation (Phalane, 2012).

Team work is a fragile process which needs to be handling carefully in a supportive organizational environment. Anderson & West (2002) argue that effective organizational environment is one in which employee communicate, participate and work in trustable atmosphere. Trust generates the behavioral basis of teamwork, which results in organizational synergy and better performance of an employee.

Development of trust within the organization is the responsibility of individuals. Creation of conducive and the trustable environment for synergetic teamwork is the responsibility of organization (Erdem et al., 2003).

According to Manz and Neck (2002), high performance teams within the organization exist when there is cooperation and unity exists between members. Reducing mistakes, quality out puts, increased in productivity and customer satisfaction are the variety of criteria through which the performance of the team is evaluated (Mickan & Rodger, 2000). Cooperation of the team members can only be created when the trust comes to be most important value of the team culture.

2.4 Service quality

According to Parasuraman et al. (1988), service quality can be defined as an overall judgment similar to attitude towards the service and general accepted as an antecedent of overall customer satisfaction (Zeithaml and Bitner, 1996). Parasuraman et al. (1988) define service quality as the ability of the organization to meet or exceed customer expectations. It is the difference between customer expectations of service and perceived service (Zeithaml et al., 1990). Perceived service quality results from comparisons by customers of expectations with their perceptions of service delivered by the suppliers (Zeithaml et al., 1990). If expectations are greater than performance, then perceived quality is less than satisfactory and hence customer dissatisfaction occurs (Parasuraman et al., 1985).

Education service quality encompasses increasing pupil/student enrollment to school, pupil/student retention at school and achievement of meaningful learning outcomes (Byamugisha, 2011).

The most familiar model that can represent the service quality concept is through the service quality (SERVQUAL) model by Parasuraman et al (1985) which was developed based on a perceived service

quality relating to five main dimensions of reliability, responsiveness, tangibles, empathy and assurance.

Reliability - This is the ability to provide the promised service dependably and accurately/consistently (Parasuraman et al, 1985). It also comprise of "Promises and doing it right" sub dimensions. As the customer, expect that the services that they are obtaining can be accomplished on time in well manner and without errors. In a school setting, reliability implies clearly specified values and aims, consistency of practice, clearly specified policies/guidelines, fairly and firmly-enforced rules and regulations, adherence to course objectives, effective classroom management, trustworthiness, giving valid award, keeping promises, match to the goals; handling complaints and solving problems (Chui et al, 2015 in Sangeeta et al., 2004 & Owlia & Aspinwall, 1996).

Responsiveness - Responsiveness can be defined as the willingness to help customers and provide prompt service (Parasuraman et al, 1985). The organizations responsiveness usually evaluate by the customers by assessing the amount of the time taken by them to attend towards the customer requests, questions, complaints and also their problems. When the organization unable to attend the customers' needs in keep them waiting for long, it can lead to the negative perception of the customers towards the service quality provided by the organization. So, in order to cope up with the situation and to ensure that the negative perception will not be last, the organization should be able to recover the problems quickly, or else, they can lose their customers trustworthiness. In a school setting, reliability implies ease of contact/access to teachers and administrative staff, the school willingness and attentiveness to help students and provide prompt service (Chui et al, 2015 as cited from Hadikoemoro, 2002, Sangeeta et al. 2004).

Tangibles - Tangible dimension means the appearance of physical facilities, equipment, personnel and communication materials (Parasuraman et al, 1985). In other means the condition of the physical

surroundings is tangible evidence of the care and attention to details exhibited by the service providers. In a school setting, tangibles are the appropriate physical facilities/infrastructure, adequate and appropriate classrooms, completeness of academic-support facilities & visually appealing environment, appearance of the school based on complete and modern equipment & support services (Chui et al, 2015 in Sangeeta et al; 2004, Hadikoemoro, 2002; Owlia and Aspinwall, 1996).

Empathy - Empathy is defined as caring, individualized attention the firm provides its customers. It also includes access to organization's representatives, communication and understanding the customer (Parasuraman et al, 1985). The level of organizations empathy can be seen through the degree of personalized service offered. All the customers want their needs to be addressed and also be understood by the organization. The organization which can have great empathy level towards their customers indirectly will retain their customer and then it also can enhance its competitiveness. In a school setting, understanding student's needs, willingness to help, availability for guidance and advisory, giving personal attention, emotion, courtesy (Chui et al, 2015 in Owlia and Aspinwall, 1996).

Assurance - This is the knowledge and courtesy of employees and their ability to inspire trust and confidence (Parasuraman et al, 1985). Courtesy involves politeness, respect, consideration, and friendliness of contact personnel including receptionists and telephone operators. In other words, assurance is the ability to convey trust and confidence to customers through the services provided. In a school setting, assurance is the ability of the school to perform service dependably and accurately, fairness in grading and courteous handling of student's problems (Chui et al, 2015 in Hadikoemoro, 2002).

2.5 Teaching competence and education service quality

In the teaching profession, teaching competence reflects the ability of a teacher to successfully organize educational activities of pupils, ability of a teacher to transfer knowledge to learners in a way that will make them interested in the learning process, pedagogical thinking (reflexive ability of a teacher related to his/her own activities and the planned activities, ability of a teacher to organize a process of learning with comprehension with learners, to harmonize the goals of teaching with cognitive abilities of pupils, ability of a teacher to respect a unique personality of learners in the teaching process, ability of a teacher to objectively look upon pupils' achievements and the learning process, his/her own work, professional work of colleagues, positive and negative aspects in the system of education in its entirety, advisory competences and ability of a teacher to develop professional skills, knowledge and competences during his/her entire career (Marinkovic et al., 2011). These special competences represent the level of competences of teachers for the content of the subject they teach and for the research of their own practice in order to create one's own style of teaching in the function of better achievements of learners geared towards quality education outcomes (Kamenarac, 2011).

Teachers' knowledge and skills in subjects of teaching highlights features such as extensive pedagogical content knowledge, better problem-solving strategies, better adaptation for diverse learners, better decision making, better perception of classroom events, greater sensitivity to context and greater respect for learners; which all contribute to quality academic performance outcomes (Organization for Economic Co-operation and Development [OECD], 2013). While teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge. Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning (Blomeke & Delaney, 2012).

Whereas Blomeke & Delany (2013) observe that professional competence involves more than just knowledge (it also involves skills, attitudes, and motivational variables), the two authors show that having the above competences is enough, yet teachers should also have the ability to apply these competences in the classroom.

Research available indicates that better subject content knowledge of teachers, better pedagogical content knowledge and higher general pedagogical/psychological knowledge result in quality and higher pupil academic achievement, higher quality of instruction according to pupil perception, better instructional pacing and better pupil-teacher relationships (Voss et al., 2011). Relating to the SERVIQUAL model of Parasuraman et al. (1985), responsiveness implies ability to respond to customers' request on time. Teachers' knowledge and skills in subjects of teaching therefore enables ease of contact/access to teachers by pupils which enhances better pupil-teacher relationships and brings out good academic outcomes for pupils because it increases their understanding of the subject(s) content (Voss et al., 2011).

Teacher subject knowledge in one or more teaching subjects exerts a statistically and quantitatively significant impact on service quality through enhancing pupil achievement (Metzler and Woessmann, 2010). Teachers with knowledge on the subjects they teach often give random and non- random classroom assignments to their learners which raise learner scores in the particular subjects by 16.6% by the end of the school year (Rothstein Jesse, 2010). Teacher subject knowledge is a relevant observable factor that is part of overall teacher quality and Parasuraman et al (1985) service quality measurements reflect that the service has to be reliable. Applying the Reliability service quality measurement in education, a reliable education service to be of quality, teachers adhere to course (subject) objectives, have effective classroom management, keep their promises, match to the goals

and handle pupil complaints and solve their problems hence increasing pupil achievement gains (Chui et al., 2015).

On the contrary, Chui et al. (2015) do not put into consideration the school related factors that make competent teachers to have effective classroom management, keep their promises, match to the goals and handle pupil complaints and solve their problems. These factors may include a staff development plan, saving scheme, giving staff appraisals and provision of meals and accommodation to teachers.

Competent teachers are able to prepare for subject teaching content using the instructional materials and physical facilities available in the school in relation to the goals and outcomes of the educational process (Likoko et al., 2013). Instructional materials and physical facilities include textbooks, charts, maps, paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, chalkboards, among others. Physical resources/facilities include classrooms, administrative block, libraries, laboratories, workshops, play grounds, assembly halls, and special rooms like clinics, staff quarters, pupils' hostels, kitchen, cafeteria, and toilet. Competent teachers use instructional materials and physical facilities to make instruction more powerful; make learning more immediate and finally make access to education by learners more equal. Relating to the service quality measurement of 'tangibles' advanced by Parasuraman et al (1985), Schools with adequate physical facilities and instructional materials make their pupils stand a better chance of performing well in examinations which improves the quality of education service (Chui et al., 2015)

2.6 Teamwork and education service quality

Teamwork and education quality have a symbiotic relationship (Pitsoe & Isingoma, 2014). Strong teamwork and school leadership that motivates, develops and guides teachers and administrative personnel can result in lower costs for the school and a high level of job satisfaction among teachers lowers teacher absenteeism from school and ensures their higher productivity to learners which

increases learner's academic performance. Teamwork can compel teachers to expand their skills and to learn from one another in ways that might never have occurred had they not been placed on the same team which is key in attaining desired learning results (Greenwood, 2012).

In the school environment, improvement and effectiveness can be realized through teamwork (Phalane, 2012). Teamwork is a tool that can be used to improve the quality of teaching and learning through facilitating more interaction between and or among teachers and learners that may result in an improved quality of teaching and learning outcomes. With teamwork, teachers' strengths are combined and their weaknesses are remedied, while underperforming teachers can be observed, critiqued and advised about how to improve by other team members in a non-threatening, supportive context which improves on the teaching content they may possess and how to pass it on to learners to achieve meaningful outcomes (Medwell, 2009).

Whereas Medwell (2009) stresses that with teamwork, underperforming teachers can be observed, critiqued and advised about how to improve by other team members, the Author does not put into consideration the fact that the underperforming teacher may choose to take up or not to take up the advice which could compromise the whole team. In their efforts towards achieving meaningful outcomes.

Each team member has his or her own personality and brings to the task particular skills, knowledge and experience, which are different from those of other team members (Wilkinson, 2006). This reduces teacher isolation, facilitates the sharing of resources and ideas and capitalizes on teachers' individual and shared strengths to impart knowledge on to leaners to achieve the desired academic performance by learners. Teamwork also enables schools to achieve their goals within a predetermined timeframe by using their knowledge of administration and uniting the physical power, will power and intellectual power of participants to be the same in teamwork (Catharine, 2009).

2.7 Teaching competence, teamwork and education service quality

Teaching and explicit knowledge, intellectual and practical skills of teachers enable them to meet complex demands by mobilizing psycho-social resources in the context, deploying them in a coherent way; it empowers the teacher to act professionally and appropriately in a situation; It helps ensure teachers' undertaking of tasks effectively (achieving the desired outcome) and efficiently(optimizing resources and efforts) which improves the quality of pupil learning outcomes; and it can also be demonstrated to a certain level of achievement along a continuum (Dengerink, 2008). Collaboration in teams could be an important resource for teachers' professional development and for improving teaching in classrooms through fostering organized pupil learning to achieve better pupil grades (Nielsen & Halfhill, 2007).

Teachers' skills and knowledge in subjects of teaching and ability to adopt and give numeracy tests may improve education service quality through enhancing pupils' academic achievement in formal education through minimizing class repetition (Wamala & Seruwagi, 2013). Teamwork on the other hand has a significant effect on education service quality by leading teachers to working collectively to achieve set goals hence steering leaners to academic success (Sparks, 2013).

Teaching competence has a significant relationship on service quality as teachers with subject knowledge adequately prepare for teaching activities which leads to exchange of ideas between them and learners hence uplifting pupil class academic performance because the pupil will understand what is to be learned and how it is to be taught (Murphy, 2009). Murphy (2009) adds that because of knowledge, a competent teacher knows that "teaching necessarily begins with a teacher's understanding of what is to be learned and how it is to be taught which improves learning outcomes. On the other hand, teachers can work together even though they don't see eye to eye and a large body of research shows that mandatory teacher teamwork/collaboration, sometimes called "professional

learning communities" gets results by committing teachers to teaching which motivates learners to learn as well hence improving academic results success (Burns, 2011).

Teaching competence affects education service quality in a way that substantial pupil learning gains are possible through use of formative assessment by teachers in their classroom practice (Vingsle Charlotta, 2014). Teaching competence enables teachers to elicit the thinking underlying pupils' oral and written responses, and the capacity to make suitable instructional decisions based on this thinking which successfully orchestrates formative classroom practice that enhances learner's academic performance (Feuerstein, 2011). Teamwork in schools on the other hand affects education service quality by enhancing learner's knowledge growth continual academic improvement (Shapira & Aziel, 2010). Teamwork further makes teaching more than a process in which teachers can learn together and share knowledge and expertise to pass on to learners which improves pupils' progression from one grade to another hence improving education service quality (Greenwood, 2012).

Whereas Greenwood (2012) highlights that teamwork makes teaching more than a process in which teachers can learn together and share knowledge and expertise to pass on to learners, he does not consider that team work depends on the commitment of the team members.

CHAPTER THREE

3.0 METHODOLOGY

This Section presents methods and procedures that the researcher used in conducting the study till its completion.

3.1 Research design

A research design is the scheme, outline or plan that is used to generate answers to research problems (Sekeran, 2009). The researcher used a combination of cross sectional and correlational research designs for this study. Cross sectional research design was beneficial in that it helped the researcher to collect information in a given period of time. Correlational design determines whether two variables under study are related (Adam et al. , 2007). This design was used to determine the relationship between teaching competence, teamwork and education service quality.

3.2 Study population

The population was made of UPE schools in Mbarara Municipality which are 62 in total as shown in the table below.

Table 3.1: Study population

Sub County/Division	Number of schools
Biharwe	10
Kakiika	05
Kakoba	06
Kamukuzi	08
Nyakayojo	25
Nyamitanga	08
Total	**62**

Source: *Principal Education Office Mbarara Municipal Council*

3.3 Sample size and selection procedure

3.3.1 Sample size

According to Avwokeni (2004), sample size refers to the number of subjects or individual elements chosen from the population under study. Basing on Krejcie and Morgan (1970), N = 62, then n=52. From the sample of 52 UPE schools, one head teacher and two teachers were targeted.

3.3.2 Selection procedure

UPE schools in Mbarara Municipality were selected using simple random sampling approach. Simple random sampling is a basic sampling technique where each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample (Easton and McColl's, 2009). The researcher visited each of the selected schools and headed straight to the head teachers to seek for their permission and approval for data collection in their school. After permission was granted, the researcher obtained information from the head teachers themselves and any other two teachers.

3.4 Data collection methods

Questionnaire surveys were used as the methods of data collection because they give respondents freedom to answer sensitive questions without being bothered by the researcher’s presence. As for the data collection instruments/tools, this study used a Likert type of questionnaire with a 4-point grading scale. This was guided by study objectives whereby opinion statements were developed and respondents ticked what was appropriate to their reactions. A likert questionnaire was used because the responses from respondents were easily quantifiable and subjective to computation of some mathematical analysis.

3.5 Measurement and operationalization of study variables

Table 3.2: Measurement and operationalization of study variables

Dimensions	Definition and Measurement	Author(s)	Sample questionnaire items
Teaching competence Knowledge	A theoretical or practical understanding of a subject, four items in the questionnaire were ranked by respondents on an 8 point scale	Oxford Advanced Leaners Dictionary, (2010), Chong & Cheah, (2009). Pg. 10	-We have content knowledge of the subjects we teach.
Skills	Skills are achievements and/or behaviors to be acquired through practice or training to facilitate the student learning and classroom Management, Four items in the questionnaire were ranked by respondents on an 8 point scale	Irvine (1997), Chong & Cheah, (2009). Pg. 10	-We deliver effective lessons.
Values	The capacity to apply competencies to use teaching materials and equipment, Four items in the questionnaire were ranked by respondents on an 8 point scale	Chong & Cheah, (2009). Pg. 10	-We believe that all pupils can learn.
Teamwork Interdependence	Creation of an environment for team members to contribute far more than as individuals, Four items in the questionnaire were ranked by respondents on an 8 point scale	Tarricone & Luca, (2002) pg 642, 643, (Pitsoe & Isingoma, 2014).	-We work with each other to produce successful systems
Open communication and positive feedback	Actively listening to the concerns and needs of team members and valuing their contribution and expressing this helps to create an effective work environment, Four items in the questionnaire were ranked by respondents on an 8 point scale	Tarricone & Luca, (2002) pg 642, 643, (Pitsoe & Isingoma, 2014).	-We give and accept feedback in a non-defensive manner.
Commitment to team success and shared goals	Dedicating enough time to the team , Four items in the questionnaire were ranked by respondents on an 8 point scale	Tarricone & Luca, (2002) pg 642, 643, (Pitsoe & Isingoma, 2014).	-We understand our purpose and share our goals.
Service quality Reliability	Ability to provide the promised service dependably and accurately, Four items in the questionnaire were ranked by respondents on an 8 point scale	(Parasuraman et al., 1985), Teo Boon Chui et al, (2015) pg.134	-We deliver results as promised (We keep promises).

Responsiveness	Willingness to help customers and provide prompt service, four items in the questionnaire were ranked by respondents on an 8 point scale	(Parasuraman et al., 1985), Teo Boon Chui et al, (2015) pg.134	-We respond in time to pupil's teaching needs.
Tangibles	Appearance of physical facilities, equipment, personnel and communication materials (Parasuraman et al, 1985, 1988, 1990). Four items in the questionnaire were ranked by respondents on an 8 point scale	(Parasuraman et al., 1985), Teo Boon Chui et al, (2015) pg.134	-This school has adequate classrooms to accommodate all pupils.
Assurance	Ability to convey trust and confidence to customers through the services provided. Four items in the questionnaire were ranked by respondents on an 8 point scale.	(Parasuraman et al., 1985), Teo Boon Chui et al, (2015) pg.134	-We get adequate support from management to perform our job.
Empathy	Ability to show personal care and attention to customers, Four items in the questionnaire were ranked by respondents on an 8 point scale.	(Parasuraman et al., 1985), Teo Boon Chui et al, (2015) pg.134	-We are always wasing to help pupils to learn.

3.6 Validity and Reliability of research instruments

3.6.1 Validity

Validity is "the degree to which a measure accurately represents what it is supposed to", and thus validity is concerned with how well the concept is defined by the measure(s) (Kothari, 2004). This study used content validity in assessment of the validity of the research instruments using Content Validity Index (CVI).

CVI = K/N

$$C.V.I = \frac{\text{Total No. of questions declared valid/relevant}}{\text{Total No. of questions in the questionnaire}}$$

Where K = Total number of questions declared valid

N = Total number of questions in the questionnaire.

0.7 as marginal level of significance

All C.V.I values found to be above 0.7 (70%); that is CVI> 0.7 is sufficient enough for the questionnaire to be regarded valid for data collection (Kothari, 2004).

3.6.2 Reliability

Reliability is the ability of an instrument to produce consistent results (consistency). An instrument is reliable if it produces the same results whenever it is repeated. Reliability test indicates the extent to which it is without bias or free from error, and hence ensures consistent measurement across time and across the various items in the instrument. The consistency of the scale used to measure the items on the study was based on Cronbach alpha's coefficient (1951). Cronbach states that the coefficient of reliability ranges from 0 to 1 in providing the overall assessment of a measure's reliability. The recommended cut off point for reliability is 0.7 (Nunnaly, 1978). Results are presented in table 3.1

Table 3.3: Validity and reliability results

Variables	CVI'S	Cronbach's Alpha	No. of items
Teaching competence	0.87	.866	24
Team work	0.75	.893	23
Education service quality	0.82	.940	40

3.7 Data analysis and presentation

Data collected was edited first to identify and eliminate errors, the information was categorized according to its different nature and then thereafter well coded and responses entered into Statistical Package for Social Scientists (SPSS) Version 21 where data was processed and presented by generating frequency tables and graphs from which interpretations and discussions were made in accordance to statistical opinions. The Pearson correlation analysis was performed to establish the

relationship between the variables and hence hypothesis was tested. The findings were presented in tables.

3.8 Data Processing and Analysis

Data from the field were processed and analyzed using Statistical Package for Social Scientists (SPSS v21). The data was cleaned by checking for missing values and outliers. This was followed by testing the assumptions for parametric tests. Given the nature of the research objectives and hypotheses, parametric tests were used as the main analyses. Specifically, Pearson correlation was conducted to test the associations, while hierarchical regression was performed to test the contribution effect of each variable in explaining business performance. This is detailed as follows.

3.8.1 Data Cleaning

This step involved checking for missing values and outliers.

Detection of Outliers

Outliers are values that are out of the range compared to the measurement scale (Field, 2009). An outlier check was conducted using minimum and maximum frequency counts, means and scatter plots. A few identified outliers were due to data entry error and they were traced and corrected.

Missing Value Analysis (MVA)

Data can be missing at the point of questionnaire filling or data entry, and if not handled, it distorts the analysis and results. MVA helps address several concerns caused by incomplete data (Field, 2009). Thus, MVA in this study was performed to establish whether there were any missing values and the respective magnitude of their missingness, and deciding how to deal with the missing values. Also, missing data may reduce the precision of calculated statistics because there is less information than

originally planned. Another concern is that the assumptions behind many statistical procedures are based on complete cases, and missing values can complicate the theory required.

After running descriptive statistics, the missing data were identified, and it was established that the omissions were made by respondents and not at data entry point. It was further established that the missing data constituted less than 1% of the data; and thus, considered too small and could not suppress the standard deviation (Field, 2009). Nonetheless, the missing data were replaced using the linear interpolation method.

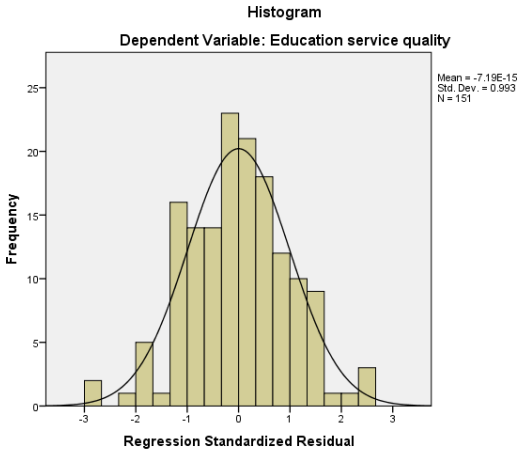
3.8.2 Tests for parametric assumptions

The conceptualization of this study coupled with the methodology adopted called for parametric tests such as correlation and regression. This meant that the data had to be tested to see where it meets the assumptions for parametric tests. Specifically, normality, linearity and homogeneity were tested. This can be done using statistical and/or graphical approaches as detailed below.

Normality assumption test

A normality test was conducted to determine whether the distribution of the data as a whole deviates from a comparable normal distribution. Tabachnick and Fidell (2001, p. 73) recommend inspecting the shape of the distribution (e.g. using a histogram). Thus, graphically, normality in this study was tested using histograms. A bell shaped histogram indicates that data is normally distributed. The results in this study reveal a fairly bell shaped histogram, thus upholding the normality assumption.

Figure 3.1: Histogram showing results on normality test

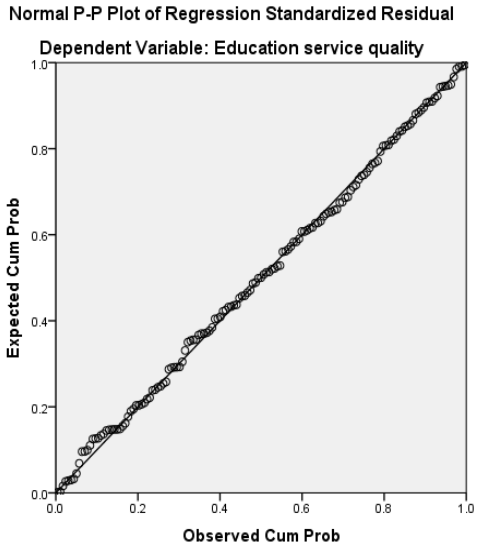


Source: Primary data

Linearity assumption test

Linearity refers to the presence of a straight line relationship between two variables. Graphically, linear data is obtained when the scores are seen to be in the form of fairly straight line, not a curve. A normal probability plot (normal Q-Q plot) was used in this study to plot the residual against the predicted scores. The results in fig 3.2 revealed a fairly straight line thus the data passed the linear assumption test.

Figure 3.2: Normal Q-Q plot showing results on linearity test

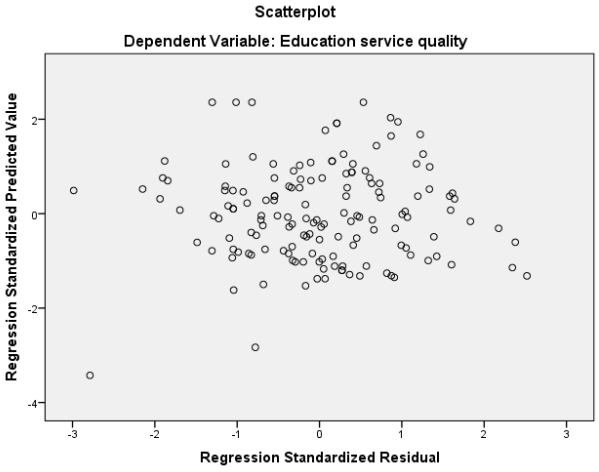


Source: Primary data

Homogeneity assumption test

Data is said to be homogeneous if the variance of one variable is stable at all levels of the other variables (Field, 2009). Graphically, a scatter plot was drawn plotting the residual against the dependent variable. The results of the scatter plot (figure 3.3) shows that the points are dispersed around zero and there is no other clear trend in the distribution; an indication that homogeneity assumption was met.

Figure 3.3: Scatterplot showing results on homogeneity test



Source: Primary data

Multicollinearity

Multicollinearity exists if the predictor variables correlate highly when regressed against each other. A collinearity diagnostic test under regression analysis was utilized. Under this procedure, two values are given, the tolerance and the variance inflation factor (VIF). The tolerance value is an indicator of how much of the variability of the specified independent variable is not explained by the other independent variables in the model. The VIF is the inverse of the tolerance value. Basing on the tolerance figures, various scholars indicate different cut off points for the accept/reject standard. According to Menard (1995), if the tolerance values are below .2, that shows the existence of

multicollinearity. While VIF values above 10 indicate serious concern (Myers, 1990; Bowwerman & O'Connell, 1990). The results in this study reveal tolerance values ranging from .8 and above. This is supported by VIF values below 10, therefore implying non-multicollinearity among the variables, and thus the assumption was met (tolerance value above .2 and VIF below 10); Refer to table 4.11 (Hierarchical Regression Results – page 37).

3.9 Ethical considerations

The major ethical problem anticipated in this study was privacy of the subjects and confidentiality of their information. To ensure privacy, the subjects were informed upfront that indeed their names were not required and that they had a right to leave questions unanswered for which they do not wish to offer the requisite information. The researcher did not put the respondents under pressure whenever this happened. To ensure confidentiality, the subjects were informed in advance that the information got was solely to be used for academic purposes and data obtained on private matters was to be treated in confidence.

CHAPTER FOUR

4.0 PRESENTATION AND INTERPRETATION OF FINDINGS

In this chapter, the study provides two types of data analysis; namely descriptive analysis and inferential analysis. The descriptive analysis helps the researcher to describe the relevant aspects of the phenomena under consideration and provide detailed information about each relevant variable. For the inferential analysis, the study used the Pearson correlation to measure the degree of association between variables under consideration and the regression analysis to estimate the contribution of teaching competence and teamwork on employee service quality. This chapter also deals with the parametric assumptions' test, demographic characteristics of the respondents from the study.

4.1 Demographic Characteristics of the respondents

Respondents were asked to provide information regarding their demographic profile which included gender, age bracket, level of education, marital status as follows.

4.1.1 Distribution by Gender

The gender of the respondents was distributed as indicated in table 4.1.

Table 4.1: Gender of the respondents

Item	***Frequency***	***Percent***
Male	78	51.7
Female	73	48.3
Total	**151**	**100.0**

The results in table 4.1 indicate that majority of the respondents were male (51.7%) and the female were 48.3%).

4.1.2 Distribution by Age

The Age bracket of the respondents was distributed as indicated in table 4.2

Table 4.2: Age Bracket of the respondents

Item	*Frequency*	*Percent*
21-30	59	39.1
31-40	58	38.4
41-50	24	15.9
above 50	10	6.6
Total	**151**	**100.0**

The results in table 4.2 indicate that majority of the respondents were between the age bracket of 21-30 (39.1%), these were followed by those between 31-40 (38.4%) and the least group were above 50 years (6.6%)

4.1.3 Distribution by the level of education

The level of education of the respondents was distributed as shown in table 4.3

Table 4.3: Level of Education of the respondents

Item	*Frequency*	*Percent*
Primary certificate	4	2.6
Secondary certificate	2	1.3
College certificate	63	41.7
Diploma	66	43.7
Bachelors	16	10.6
Total	**151**	**100.0**

The results in table 4.3 indicate that majority of the respondents were diploma holders (43.7%), these were followed by college certificate (41.7%) and the least group had secondary certificate holders (1.3%)

4.1.4 Distribution by type of school

The type of school respondents were coming from are indicated in table 4.4

Table 4.4: Type of school

Item	*Frequency*	*Percent*
Boarding	11	7.3
Day	49	32.5
Day and boarding	91	60.3
Total	**151**	**100.0**

The results in table 4.4 show that majority of the respondents were coming from day and boarding school (60.3%), these were followed those in day (32.5%) and least group were in boarding (7.3%)

4.1.5 Distribution by if the school had staff development plan

The respondents were asked about if their school had staff development plan and the results are indicated in table 4.5.

Table 4.5: If the school had staff development plan

Item	*Frequency*	*Percent*
Yes	139	92.1
No	12	7.9
Total	**151**	**100.0**

The results in table 4.5 show that majority of the schools had staff development plan (92.1%) and only 7.9% did not have.

4.1.6 Distribution by whether the school provides meals or not

The respondents were asked whether the school provided meals or not and the results are indicated in table 4.6.

Table 4.6: If the school provide meals or not

Item	*Frequency*	*Percent*
Yes	142	94.0
No	9	6.0
Total	**151**	**100.0**

The results in table 4.6 indicate that majority of the schools provided meals (94.0%) and only 6% did not provide meals to teachers.

4.1.7 Distribution if the school provided staff accommodation

The respondents were asked if the school provided staff accommodation and the results are presented in table 4.7.

Table 4.7: If the school provided staff accommodation

Item	*Frequency*	*Percent*
Yes	112	74.2
No	39	25.8
Total	**151**	**100.0**

The results in table 4.7 indicate that majority of the schools provided staff accommodation (74.2%) and 25% didn't not have staff accommodation

4.1.8 Distribution by if the school had a saving scheme for teachers at school

The respondents were asked if the school had saving schemes for teachers and the results are indicated in table 4.8

Table 4.8: If the school had a saving scheme for teachers at school

Item	*Frequency*	*Percent*
Yes	100	66.2
No	51	33.8
Total	**151**	**100.0**

The results in table 4.8 indicate that majority of the schools had a saving scheme for teachers (66.2%) and only 33.8% did not have a saving scheme at school

4.1.9 Distribution by if the staff are appraised

The respondents were if there was staff appraisal and the results are indicated in table 4.9.

Table 4.9: If the staffs are appraised

Item	*Frequency*	*Percent*
Yes	143	94.7
No	8	5.3
Total	151	100.0

The results in table 4.9 indicate that majority of the staff were appraised (94.7%) and only 5.3% did not have staff appraisals

4.2 Pearson Correlation

Pearson's Correlation analysis was conducted to measure the strength of linear associations between the study variables and is denoted by r. The Pearson correlation coefficient, *r*, can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables. A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases. The study variables were measured on a continuous scale, and thus Pearson correlation was found to be the most appropriate to test the relationships between the variables.

Table 4.10: The Correlation results

Variable	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**
Values(1)	1													
Skills(2)	.477**	1												
Knowledge(3)	.264**	.500**	1											
Teaching competence(4)	.737**	.833**	.770**	1										
Interdependence(5)	.312**	.440**	.511**	.543**	1									
Communication and feedback(6)	.301**	.372**	.367**	.445**	.550**	1								
Commitment to team success and shared goals(7)	.376**	.419**	.456**	.536**	.518**	.536**	1							
Team work(8)	.396**	.492**	.531**	**.609****	.817**	.849**	.825**	1						
Reliability(9)	.406**	.465**	.498**	.587**	.660**	.503**	.675**	.733**	1					
Responsiveness(10)	.357**	.421**	.541**	.568**	.557**	.364**	.500**	.565**	.740**	1				
Tangible(11)	.156	.240**	.087	.203*	.302**	.212**	.272**	.313**	.432**	.299**	1			
Assurance(12)	.446**	.394**	.360**	.512**	.510**	.340**	.488**	.532**	.643**	.616**	.346**	1		
Empathy(13)	.422**	.513**	.395**	.566**	.559**	.470**	.510**	.615**	.661**	.664**	.354**	.684**	1	
Education service quality(14)	.433**	.500**	.448**	**.590****	.637**	.464**	.602**	**.679****	.861**	.806**	.678**	.804**	.820**	1

**. Correlation is significant at the 0.01 level (2-tailed).

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

4.2.1 The relationship between teaching competence and education service quality

Objective (1) was to examine the relationship between teaching competence and education service quality. The results in table 4.10, shows that there is a positive significant relationship between teaching competence and education service quality ($r=.590$, $p<.01$). This means that any positive change in teaching competence is associated with a positive change in education service quality in UPE schools in Mbarara Municipality. In addition all the dimensions teaching competence have a positive significant relationship with education service quality and the components of education service quality have a positive significant relationship with teaching competence.

4.2.2 The relationship between teamwork and education service quality.

Objective (2) was to examine the relationship between teamwork and education service quality. The results in table 4.10, shows that there is a positive significant relationship between teamwork and education service quality ($r=.679$, $p<.01$). This means that any positive change in teamwork is associated with a positive change in education service quality in UPE schools in Mbarara Municipality. In addition, all the dimensions teamwork have a positive significant relationship with education service quality and the components of education service quality have a positive significant relationship with teamwork.

4.2.3 The combined effect of teaching competence, teamwork and education service quality.

Hierarchical regression analysis was used to determine the predictive power of the separate variables on the dependent variable (education service quality). The results are presented in table 4.11 below;

Table 4.11: Hierarchical Regression Results

	Model 1			***Model 2***			***Model 3***		
	B	***SE***	***β***	***B***	***SE***	***β***	***B***	***SE***	***β***
Constant	3.046	.174		.736	.317		.201	.287	
Type of School	.147	.046	.252	.052	.040	.089	.064	.035	.110
Staff Development plan	-.161	.107	-.119	-.153	.089	-.113	-.068	.078	-.050
Teaching Competence				.741	.091	**.559*** **	.331	.099	**.249*** **
Teamwork							.556	.081	**.502*** **
R		.289			.608			.724	
R2		.083			.370			.525	
AdjR2		.071			.357			**.512**	
R2-Change		**.083**			**.287**			**.155**	
F-Change		6.720			66.843			47.551	
Sig.		.000			.000			.000	

**. Correlation is significant at the .000 level (2-tailed).

B. Unstandardized coefficient

β.Standardized coefficient

Dependent Variable: Education Service Quality

Results of Model 1 in Table 4.11 indicate that the control variables (Type of the school and staff development plan) contribute a statistically significant explanatory power of 8.3% in explaining Education Service Quality.

Model 2 shows that the addition of Teaching Competence to the equation, accounts for an extra 28.7% of the variance explained by the model ($R^2\Delta$=.287; fΔ= 66.843; p<.05). The findings further confirm a positive and significant relationship between Teaching Competence and Education Service Quality (β=.559; p<05). The addition of Teamwork in Model 3, `reveals an extra 15.5% of variability in Education Service Quality ($R^2\Delta$=.155; fΔ=47.551, p<.05). The model results also show that there is a significant relationship between Teamwork and Education Service Quality (β=.502; p<05).

Lastly, the variables entered in the regression model explain an overall of 51.2% (AdjR^2 = .512) of the variance in Education Service Quality, implying that the remaining 48.8% is explained by factors not considered in this study. Nonetheless, considering the two predictors in this study, the results show that teaching Competence has a better contribution effect on Education Service Quality in UPE schools in Mbarara Municipality.

CHAPTER FIVE

5.0 DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter discusses and concludes the findings of the study, recommendations and areas for further research. The study investigated Teaching Competence, teamwork and Education Service Quality in UPE schools in Mbarara Municipality.

5.1 Discussion of findings

This research was carried out centering on three key objectives. Findings in relation to these objectives were attained. In this section, these findings are further discussed to check their relevance to the overall knowledge generation and testing. This discussion is organized in line with the objectives of the study and paying special courtesy to the key findings attained from the process of data analysis.

5.1.1 The relationship between teaching competence and education service quality in UPE schools in Mbarara Municipality

Findings in relation to objective one which aimed at establishing the relationship between teaching competence and education service quality in UPE schools in Mbarara Municipality revealed that there is significant positive relationship between the two variables. This implies that when teachers have knowledge, skills and values, there will be improved education service quality among UPE schools in Mbarara Municipality.

The same is advocated by Blomeke & Delany (2013) who observed that professional competence involves more than just knowledge (it also involves skills, attitudes, and motivational variables), the two authors show that having the above competences is enough, yet teachers should also have the ability to apply these competences in the classroom.

Similarly, Voss et al. (2011) states that better subject content knowledge of teachers, better pedagogical content knowledge and higher general pedagogical/psychological knowledge result in quality and higher pupil academic achievement, higher quality of instruction according to pupil perception, better instructional pacing and better pupil-teacher relationships.

Also Metzler and Woessmann (2010) advance that teacher subject knowledge in one or more teaching subjects exerts a statistically and quantitatively significant impact on service quality through enhancing pupil achievement. Rothstein (2010) added that teachers with knowledge on the subjects they teach often give random and non- random classroom assignments to their learners which raise learner scores in the particular subjects by 16.6% by the end of the school year.

However, the level of teaching competence of teachers matters according to Marinkovic (2011). He argues that the ability of a teacher to objectively look upon pupils' achievements and the learning process, his/her own work, professional work of colleagues, positive and negative aspects in the system of education in its entirety, advisory competences and ability of a teacher to develop professional skills, knowledge and competences during his/her entire career. Kamenarac (2011) adds that these special competences represent the level of competences of teachers for the content of the subject they teach and for the research of their own practice in order to achieve better learning outcomes that improve the quality of education.

5.1.2 The relationship between teamwork and education service quality in UPE schools in Mbarara Municipality

Objective two was to establish the relationship between teamwork and education service quality among UPE schools in Mbarara district. According to the findings in the study context, there exists a significant positive correlation between teamwork and education service quality.This therefore

signifies that, when there is interdependence among teachers, good communication feedback and commitment to team success and shared goals, this will improve on the education service quality among UPE schools in Mbarara Municipality.

This is in line with the findings of Phalane (2012) who argued that in the school environment, improvement and effectiveness can be realized through teamwork. Teamwork is a tool that can be used to improve the quality of teaching and learning through facilitating more interaction between and or among teachers and learners that may result in an improved quality of teaching and learning outcomes.

This finding is also consistent with Medwell (2009) who asserted that with teamwork, teachers' strengths are combined and their weaknesses are remedied, while underperforming teachers can be observed, critiqued and advised about how to improve by other team members in a non-threatening, supportive context which improves on the teaching content they may possess and how to pass it on to learners to achieve meaningful outcomes.

In agreement with the above, Pitsoe & Isingoma (2014) highlight that its strong teamwork and school leadership that motivates, develops and guides teachers and administrative personnel that can result in lower costs for the school and a high level of job satisfaction among teachers, lowers teacher absenteeism from school and ensures teachers' higher productivity to learners which increases learner's academic performance.

This finding further concurs with Greenwood (2012) who contends that teamwork can compel teachers to expand their skills and to learn from one another in ways that might never have occurred had they not been placed on the same team which is key in attaining desired learning results.

5.1.3 The combined effect of teaching competence, teamwork and education service quality

The study findings established that teaching competence to the equation, accounts for an extra 28.7% of the variance explained by the model ($R^2\Delta$=.287; fΔ= 66.843; p<.05). The findings further confirm a positive and significant relationship between Teaching Competence and Education Service Quality (β=.559; p<05). The addition of Teamwork in Model 3, `reveals an extra 15.5% of variability in Education Service Quality ($R^2\Delta$=.155; fΔ=47.551, p<.05). The model results also show that there is a significant relationship between Teamwork and Education Service Quality (β=.502; p<05).

The findings under the regression analysis indicate that teaching competence and teamwork are greater predictors of education service quality as represented by adjusted R2 of 51.2% which means that positive increases in teaching competence and teamwork is associated with a positive increase in education service quality for example teachers who believe in pupils and attach much value on them, have better skills and knowledge in teaching well they stand a high chance of improving education service quality. Furthermore teachers who embrace teamwork in terms of depending on each other for knowledge sharing and are committed to team success and shared goals they stand a better chance of improving education service quality.

These results are in agreement with action of Burns (2011) and Murphy (2009) who found out that Teaching competence has a significant relationship on service quality as teachers with subject knowledge adequately prepare for teaching activities which leads to exchange of ideas between them and learners hence uplifting pupil class academic performance because the pupil will understand what is to be learned and how it is to be taught.

Murphy (2009) also adds that because of knowledge, a competent teacher knows that “teaching necessarily begins with a teacher’s understanding of what is to be learned and how it is to be taught

which improves learning outcomes. However, Blomeke & Delaney (2012) argue that whereas teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge. Skills, attitudes, and motivational variables also contribute to the mastery of teaching and learning.

5.2 Conclusions

Based on the findings and relationships between the study variables, the following conclusions are made;

From the findings and discussion regarding the relationship between teaching competence and education service quality in UPE schools in Mbarara Municipality, the study concludes that teaching competence is a significant predictor of education service quality. This shows the need to improve on trainings and sponsoring teachers to study more since it will improve on their skills and knowledge competence thus improving education service quality in UPE schools in Mbarara Municipality.

In regard to the relationship between teamwork and education service quality in UPE schools in Mbarara Municipality, it can be concluded that teamwork positively influence education service quality. This therefore means that once teachers are dependent on each other, communication and feedback among teachers is efficient and commitment to team success and shared goals are embraced among UPE schools, it will result into improvement in education service quality among UPE schools in Mbarara Municipality

Concerning the combined relationship between teaching competence, teamwork and education service quality, the study concludes that there is a significant relationship between tecaching competence, teamwork and education service quality; which calls for the need to improve on teaching competence and teamwork in order to improve education service quality in UPE schools in Mbarara municipality.

5.3 Recommendations

Based on the study findings and extant literature that was reviewed in this study, it is important to recommend that there is need for continuous training of the teachers since this enhances their skills and knowledge because it will enable them to improve their service delivery.

Additionally, in a bid to further improve education service quality, there is need to put much emphasis on embracing teamwork in terms of providing a good environment for communication sharing and better ways of getting feedback out of appraisal since this helps teachers to know areas to improve as this will improve education service quality among UPE schools in Mbarara Municipality.

Further to the observations made regarding education service quality, UPE schools and stakeholders should promote and appreciate teaching competence as it's vital in achieving education service quality. This can be achieved through increasing on the trainings and encouraging teachers to attend seminars, workshops and conferences.

5.4 Areas for further study

Further studies on education service quality by employing more variables which were not included in this study.

Further research on UPE Schools outside Mbarara municipality to get a conclusive report.

Overall, the researcher is confident that this line of research has great potential for producing many findings of significant value for understanding teaching competence and teamwork on improving education service quality in UPE schools in Mbarara municipality.

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APPENDICES

Appendix 1: Questionnaire for teachers of selected UPE schools

MAKERERE UNIVERSITY

MAKERERE UNIVERSITY BUSINESS SCHOOL

MASTERS OF BUSINESS ADMINISTRATION

Dear Sir/Madam,

I am **Atuhaire Edgar** from Makerere University Business School pursuing a degree of Masters in Business Administration. I am carrying out an academic research titled **"Teaching competence, teamwork and education service quality in selected UPE schools in Mbarara Municipality".** I humbly seek for your cooperation as your answers will be kept confidential and your participation will be voluntary. Participate by filling your answers in the blank spaces provided and ticking in the boxes provided as your opinions are very important to this study and the information given will be treated with utmost confidentiality and used only for academic purposes.

Thank you in advance.

Section A: Biographic Information

a1. Please indicate your gender

(1) Male ☐ (2) Female ☐

a2. Indicate your age bracket

(1) 10-20 ☐ (2) 21-30 ☐ (3) 31-40 ☐ (4) 41-50 ☐ (5) above 50 ☐

a3. Select your highest level of education qualification

(1)Primary certificate ☐ (2) Secondary certificate ☐ (3) College certificate ☐

(4) Diploma ☐ (5) Bachelors (6) others (specify)……

a4. Type of school (1) Boarding ☐ (2) Day ☐ (3) Day and boarding ☐

a5. Does your school have a staff development plan?

(1) Yes ☐ (2) No ☐

a6. Does your school provide meals to its teachers?

(1) Yes ☐ (2) No ☐

a7. Are you given staff accommodation?

(1) Yes ☐ (2) No ☐

a8. Is there a saving scheme for teachers at this school?

(1) Yes ☐ (2) No ☐

a9. Are you appraised?

(1) Yes ☐ (2) No ☐

Section B: Teaching competence

B(i) Values

For this section, kindly use the scale provided and tick in the box of the relevant answer that applies to you.

Scale	1	2	3	4
	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA

code	**Values**	**SD**	**D**	**A**	**SA**
bv1	We believe that all pupils can learn.	**1**	**2**	**3**	**4**
bv2	We have commitment to the teaching profession.	**1**	**2**	**3**	**4**
bv3	We appreciate individual differences.	**1**	**2**	**3**	**4**
bv4	We have desire for continuous learning and excellence.	**1**	**2**	**3**	**4**
bv5	We upgrade one's knowledge and skills continuously.	**1**	**2**	**3**	**4**
bv6	We value service to others and the community.	**1**	**2**	**3**	**4**
bv7	We teach our subjects well	**1**	**2**	**3**	**4**
bv8	We cultivate a spirit of innovation and enterprise.	**1**	**2**	**3**	**4**

B(ii) Skills

For this section, kindly use the scale provided and tick in the box of the relevant answer that applies to you as teachers.

Scale	1	2	3	4
	Not at all skilled (**NAS**)	Not skilled (**NS**)	Skilled (**S**)	Very skilled (**VS**)

Code	**How skillful are you in …**	**NAS**	**NS**	**S**	**VS**
bs1	Delivering effective lessons.	**1**	**2**	**3**	**4**
bs2	Motivating pupils.	**1**	**2**	**3**	**4**
bs3	Facilitating thinking.	**1**	**2**	**3**	**4**
bs4	Managing classroom discipline.	**1**	**2**	**3**	**4**
bs5	Assessing pupils learning.	**1**	**2**	**3**	**4**
bs6	Working with parents and other stakeholders.	**1**	**2**	**3**	**4**
bs7	Managing work and time.	**1**	**2**	**3**	**4**
bs8	Managing co-curricular activities.	**1**	**2**	**3**	**4**

B(iii) Knowledge

For this section, kindly use the scale provided and tick in the box of the relevant answer that applies to you as teachers.

Scale	1	2	3	4
	Not at all knowledgeable (**NAK**)	Not knowledgeable (**NK**)	Knowledgeable (**K**)	Very Knowledgeable (**VK**)

code	**How much do you know about …**	**NAK**	**NK**	**K**	**VK**
bk1	Content knowledge of the subjects we teach.	**1**	**2**	**3**	**4**

bk2	How to deal with pupil's questions.	**1**	**2**	**3**	**4**
bk3	Different types of teaching strategies.	**1**	**2**	**3**	**4**
bk4	How to select and teach content material that benefits all pupils	**1**	**2**	**3**	**4**
bk5	Various modes of assessments.	**1**	**2**	**3**	**4**
bk6	How to seek and use feedback	**1**	**2**	**3**	**4**
bk7	How to guide pupils in the subjects we teach.	**1**	**2**	**3**	**4**
bk8	How to develop and use assessments appropriately.	**1**	**2**	**3**	**4**

Section C: Teamwork

For this section, kindly use the scale provided and tick in the box of the relevant answer that applies to you.

Scale	1	2	3	4
	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA

code	**Interdependence**	**SD**	**D**	**A**	**SA**
ci1	We work with each other to produce successful systems	**1**	**2**	**3**	**4**
ci2	We interact and help each other, accomplish teaching tasks.	**1**	**2**	**3**	**4**
ci3	We promote one another's teaching success	**1**	**2**	**3**	**4**
ci4	We build on the capabilities of fellow teachers to be successful in teaching	**1**	**2**	**3**	**4**
ci5	We learn together so that we can subsequently perform better as individuals.	**1**	**2**	**3**	**4**
ci6	We experience a wide range of new ideas and skills when interacting.	**1**	**2**	**3**	**4**
ci7	We take interests in both group and individual achievements.	**1**	**2**	**3**	**4**
	Communication and feedback				
cf1	We give and accept feedback in a non-defensive manner.	**1**	**2**	**3**	**4**
cf2	We engage in open dialogue and communication.	**1**	**2**	**3**	**4**
cf3	We cultivate a team spirit of constructive criticism and authentic non-evaluative feedback.	**1**	**2**	**3**	**4**
cf4	We are open and truthful to each other in our interactions.	**1**	**2**	**3**	**4**
cf5	We listen to all ideas and feelings of each teacher.	**1**	**2**	**3**	**4**
cf6	We enable members to express group feelings.	**1**	**2**	**3**	**4**
cf7	We face up to conflict and work through it.	**1**	**2**	**3**	**4**
cf8	We value effective listening and communications that serves group needs.	**1**	**2**	**3**	**4**
	Commitment to team success and shared goals				
ct1	We understand our purpose and share our goals.	**1**	**2**	**3**	**4**
ct2	We share a strong common goal.	**1**	**2**	**3**	**4**
ct3	We provide each teaching member with prestige and recognition.	**1**	**2**	**3**	**4**
ct4	We have strong team commitment to succeed.	**1**	**2**	**3**	**4**
ct5	We have strong shared values and beliefs.	**1**	**2**	**3**	**4**
ct6	We enjoy regular interaction with individuals who have similar interests and goals.	**1**	**2**	**3**	**4**
ct7	We are engaged and satisfied with our work.	**1**	**2**	**3**	**4**
ct8	We utilize individual strength	**1**	**2**	**3**	**4**

Section D: Education Service Quality

For this section, kindly use the scale provided and tick in the box of the relevant answer that applies to you.

Scale	1	2	3	4
	Strongly disagree (SD)	Disagree (D)	Agree (A)	Strongly agree (SA

Code	**Reliability**	**SD**	**D**	**A**	**SA**
d1	We deliver results as promised (We keep promises).	**1**	**2**	**3**	**4**
d2	We handle complaints and solve problems in this school.	**1**	**2**	**3**	**4**
d3	We adhere to lesson/course objectives in this school.	**1**	**2**	**3**	**4**
d4	There is consistency of teaching practice in this school.	**1**	**2**	**3**	**4**
d5	We have clearly specified teaching policies/guidelines.	**1**	**2**	**3**	**4**
d6	We give valid awards	**1**	**2**	**3**	**4**
d7	We have clearly specified values and aims	**1**	**2**	**3**	**4**
d8	We have fairly and firmly – enforced rules and regulations.	**1**	**2**	**3**	**4**
	Responsiveness				
r1	We respond in time to pupil's teaching needs.	**1**	**2**	**3**	**4**
r2	We are easily accessible and contactable to pupils.	**1**	**2**	**3**	**4**
r3	We have willingness to help pupils.	**1**	**2**	**3**	**4**
r4	We provide prompt teaching to pupils.	**1**	**2**	**3**	**4**
r5	We inform pupils exactly when services will be performed.	**1**	**2**	**3**	**4**
r6	We listen to pupils' complaints and handle them promptly.	**1**	**2**	**3**	**4**
r7	When we see something wrong, we do not wait for pupils to first complain.	**1**	**2**	**3**	**4**
r8	We are able to recover quickly from problems faced in teaching	**1**	**2**	**3**	**4**
	Tangibles				
t1	This school has adequate classrooms to accommodate all pupils.	**1**	**2**	**3**	**4**
t2	This school's laboratory and library are well stocked with equipment and books.	**1**	**2**	**3**	**4**
t3	This school has a visually appealing environment that facilitates good learning for pupils.	**1**	**2**	**3**	**4**
t4	This school possesses enough accommodation (pupils' dormitories and teacher's/staff quarters).	**1**	**2**	**3**	**4**
t5	This school has sports facilities like a stadium with good equipment.	**1**	**2**	**3**	**4**
t6	We are always smart and neat in appearance.	**1**	**2**	**3**	**4**
t7	The physical surroundings of the school are conducive for learning.	**1**	**2**	**3**	**4**
t8	This school has enough places of convenience (toilets and bathrooms).	**1**	**2**	**3**	**4**
	Assurance				
as1	We are trusted by our stake holders.	**1**	**2**	**3**	**4**
as2	Pupils feel safe when dealing or interacting with us	**1**	**2**	**3**	**4**
as3	We are polite while interacting with pupils.	**1**	**2**	**3**	**4**
as4	We get adequate support from management to perform our job.	**1**	**2**	**3**	**4**

as5	We are courteous while handling pupils' problems.	**1**	**2**	**3**	**4**
as6	We have the knowledge to answer pupils' inquiries.	**1**	**2**	**3**	**4**
as7	We are fair while grading our pupils.	**1**	**2**	**3**	**4**
as8	We are passionate about our teaching duties.	**1**	**2**	**3**	**4**
	Empathy				
e1	We give pupils individual attention	**1**	**2**	**3**	**4**
e2	We know pupils 'needs.	**1**	**2**	**3**	**4**
e3	The school has pupils' best interests at heart.	**1**	**2**	**3**	**4**
e4	Teaching hours are convenient to all pupils.	**1**	**2**	**3**	**4**
e5	We are always willing to help pupils to learn.	**1**	**2**	**3**	**4**
e6	We give guidance to pupils when needed.	**1**	**2**	**3**	**4**
e7	We control our emotions when handling pupils.	**1**	**2**	**3**	**4**
e8	We understand the needs of pupils and help accordingly.	**1**	**2**	**3**	**4**

End

Thank you very much.

Appendix 2: Table of Sample size Determination

N=Population size, n=Sample size

N n	N n	N n	N n	N n
10 - 10	100 - 80	280 - 162	800 - 260	2800 - 338
15 - 14	110 – 86	290 - 165	850 - 265	3000 - 341
20 - 19	120 – 92	300 - 169	900 - 269	3500 - 346
25 - 24	130 – 97	320 - 175	950 - 274	4000 - 351
30 - 28	140 - 103	340 - 181	1000 - 278	4500 - 354
35 - 32	150 - 108	360 - 186	1100 - 285	5000 - 357
40 - 36	160 - 113	380 - 191	1200 - 291	6000 - 361
45 - 40	170 - 118	400 - 196	1300 - 297	7000 - 364
50 - 44	180 - 123	420 - 201	1400 - 302	8000 - 367
55 - 48	190 - 127	440 - 205	1500 - 306	9000 - 368
60 - 52	200 - 132	460 - 210	1600 - 310	10000 - 370
65 - 56	210 - 136	480 - 241	1700 - 313	15000 - 375
70 - 59	220 - 140	500 - 217	1800 - 317	20000 - 377
75 - 63	230 - 144	550 - 226	1900 - 320	30000 - 379
80 - 66	240 - 148	600 - 234	2000 - 322	40000 - 380
85 - 70	250 - 152	650 - 242	2200 - 327	50000 - 381
90 - 73	260 - 155	700 - 248	2400 - 331	75000 - 382
95 - 76	270 - 159	750 - 254	2600 - 335	100000 - 384

Source: (Krejcie & Morgan, 1970).

Appendix 3: Approval Letters