

Impact of Teachers' Qualification on Secondary School History Teaching and Learning in Kajara County, South Western Uganda

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ABSTRACT

The study examined how teachers' qualification impact on the teaching and learning of history in senior four of Kajara County, Ntungamo District. The study sought to establish how communication skills affect the teaching and learning of senior four history class in Kajara County, Ntungamo District, find out how teachers' explanation skills affect the teaching and learning of senior four history class in Kajara County, Ntungamo District and establish how writing skills affect the teaching and learning of senior four class in Kajara County, Ntungamo District. The study employed a cross sectional survey design with both qualitative and quantitative approaches of data collection and analysis. Interviews, focus group discussions, documentary analysis and questionnaire were used to collect data. The study population consisted of secondary school administrators, history teachers and students in selected private and government schools in Kajara County, Ntungamo District. A sample size of 251 was used. Qualitative data was analyzed with the help of social science (SPSS) while qualitative data was analyzed using content analysis. Findings revealed that teachers with good communication skills facilitate effective teaching and learning of history to secondary students in Kajara County, Ntungamo District facilitated by audibility, effective teacher-student rapport and improved student presentation skills. It was established that teachers with good explanation skills facilitate effective teaching and learning of history to secondary school students. Teachers with clear history instruction involved learners in history lesson activities effectively. The study concluded that teachers' communication skills, explanation skills and writing skills have negligible influence on effective teaching of history to secondary school students in Kajara County, Ntungamo District. It is recommended that government and other stakeholders should come up with Continuous Teacher Development Programs and in-service programs to raise teacher's communication skills explanation skills and writing skills to patch up the gaps in the teaching and learning of history to secondary students in Kajara County, Ntungamo District.

Keywords: Teacher's Communication Skills, Teachers' Explanation Skills, History Teachers' Writing Skills

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I. INTRODUCTION

History is an important discipline in the secondary school curriculum because it plays a key role in the development of society as an inter-disciplinary subject. Knowledge about the past is critical to understanding of the present and to plan for the future. This notwithstanding has generated debate world over prompting a number of conferences and resolutions on teacher qualification and the teaching and learning of history.

In Latin America and the Caribbean, governments have put teacher qualification and effective performance under increased scrutiny (Brunset *et al.*, 2004). According to the World Bank report (2010), many teachers enter and remain

in the profession without the necessary academic qualifications or professional training. In addition, many trained teachers continue to use traditional (teacher centered) methodologies to deliver the curriculum which prevent students from meaningful learning and developing higher cognitive and problem-solving skills. These contribute to low student achievement in the country. This illuminates the need for well qualified teachers to effectively deliver meaningful and valuable instructions.

Teachers being the vanguard of national development, the international community came up with serious targets in education. For instance, at the Incheon Declaration and SDG4-Education 2030,(2019) it was observed that by2030 the need for qualified teachers especially in least developed

countries and small island developing states will require about 5.1 million more to achieve lower secondary education target. At the same conference, Hellen Clerk retaliated that “knowledge is power, and education empowers that is why the opportunity to be educated is central to advancing human development”. Anthony Lake also noted that “education is key to a better life for every child and foundation of a very strong society. All development goals, every child need to be in school and learning”. Based on the above assertions, it is clear that education is paramount and the teacher through skills facilitates the whole process, and this cannot be underestimated in the transformation agenda.

Using the World comparative data on lower secondary completion rate (2013) the world inequality data base on education shows the powerful influence of teacher qualification on completion rate. For example, Bangladesh had 54%, Cambodia 41%, Ethiopia 13%, Uganda 16%, Belgium 86%, and Germany 84% among others. It is an indication that the completion rate in relation to teacher qualification in western countries is higher in comparison with Asia and African countries. This draws the attention to unacceptable levels of education inequality across countries and helps to inform policy designers especially on the African continent to seriously consider issues of teacher qualification for better outcomes as the students will be managers of the world tomorrow. The Master Card Foundation Report (2020) observed that ensuring high quality teachers in the classroom was one of the most strategic investments countries could make to enable students develop the skills they would need in their lives. This means that qualified teachers with skills in learner centered and interactive teaching methods are a necessary tool to help countries attain the global education development agenda.

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

The African Union Summit (2019) on teachers' professional guidelines and qualification framework emphasized the importance of teachers as prime movers in the agenda 2063 in the quest for an education and skills revolution to achieve an integrated, peaceful and prosperous Africa. However, at an earlier summit of African Union in Addis Ababa, (2018) delegates noted the uneven distribution of qualified teachers across the continent and the need to develop structures to manage the important human resource and observed that many African countries experience serious shortages of teachers with a significant proportion of teachers in secondary schools being untrained and undertrained teachers. This therefore means that teachers' qualification was at the center of the two summits with the aim of coming up with workable solutions for African education problems.

Uwezo East Africa data (2015) pointed out that student achievement had become an important public policy issue following the launch of Education for All program particularly in the developing countries. This was because of notable decline in students' achievement as measured by test scores (UNESCO, 2012). To note is that much as there is consensus that teachers are of significance in student academic attainment in Africa, there is minimal research on which dimension of teacher variable is important in the teaching and learning situation thus bringing in the issue of teacher qualification on effective teaching in education institutions at the center stage.

In 2012, the Japanese International Co-operation Agency published “The Basic Education Sector Analysis Report noting that in 2003, Uganda government formulated the 2004-2015 Education Sector Plan and later revised in 2010 with specific objectives among which included: increased improvement of equitable access and completion rate of lower secondary education, improvement in the quality and relevance of secondary education and improved efficiency and effective delivery of education services at all levels by increasing planning, management and monitoring capacity. In so doing, all that meant that the teacher as a professional was at the center of the education sector strategic plan and its implementation. In line with the above while the minister of state for higher education in Uganda was presenting the cabinet report on education, (2019) suggested elevating the minimum entry requirement in the teaching profession to bachelor's degree in education. This was because the teacher would be exposed to relevant and competent skills to handle the C21st demands as far as education and student outcomes were concerned. In doing this, the teacher with quality will be the answer for the task at hand.

By and large, research has shown that more than anything else, teachers are the single most important school-based correlated and dependent on the quality of teachers. This is clearly stated by the Education Policy Review Commission (NTP, 2019, p. 27), which stated “No education system can be better than the quality of its teachers”. This clearly shows the value of teachers who have the acceptable professional qualifications in guiding instruction delivery in class taking into account the recommendations by National Curriculum Development Center (NCDC, 2020) on the teaching of history in lower secondary school education.

Over the last decades, education policy makers and practitioners across Sub Saharan Africa have largely focused on objective and quantitative indicators of schooling i.e school enrolment and years of schooling completed at the expense of more fundamental considerations regarding quality standards (UNESCO, 2005). In the case of Uganda, it was reported that public schools had adapted automatic promotion, a fact that under mined the expected outcomes. The World Bank Report (2019) on education in Uganda noted that enrolment alone does not produce knowledge capital; it must prepare students to be educated and trained beyond basic education. This is alluded to by Phil Elik (2016), when he observed that results from national examinations show that many students in Uganda secondary schools, Ntungamo District inclusive were not reaching the expected levels of learning that would help them move to the next academic level thus providing a basis for education debate. Ministry of education, Sports and Technology acknowledged that some secondary schools focused more on high performing students who contribute positively to their headline performance measure by achieving division one at the expense of teaching at an appropriate level for low ability students thus questioning the effectiveness of the pedagogy.

The ASSHU, Ntungamo chapter annual report 2016, observed unprecedented decimal performance at UCE with a decline from 60% in 2011 to 45% in 2015. It was further noted that performance in subject like history declined from 75% in 2011 to 47% in 2015 implying that there were gaps in the teaching learning process at the lower secondary school level. Yet the deeper values of teaching history according to National Curriculum Development Center (NCDC) include promotion of patriotism, development of reasoning ability, inculcation of moral values, development of imaginative ability and tolerance. These laudable objectives cannot be realized when students are performing unsatisfactorily.

Recently, research and reports have hinted on poor academic performance in lower secondary schools. None of these studies looked at teacher qualification and the teaching and learning of senior four history class in Kajara County, Ntungamo District. Therefore, through this study, the researcher sought to find out the gaps that could be in the teaching of senior four history class in Kajara County, Ntungamo District to measure teachers' qualification with regard to the teaching and learning of History. Teachers' qualification was conceptualized into: communication skills, explanation skills and writing skills. In response to the above teaching skills, the following research questions were examined;

- What is the effect of communication skills on the teaching and learning of senior four history class in Kajara County, Ntungamo District?
- What is the effect of explanation skills on the teaching and learning of senior four history class in Kajara County, Ntungamo District?
- What is the effect of writing skills on the teaching and learning of senior four history class in Kajara County, Ntungamo District?

For the purpose of the study the theoretical perspective was adopted from the works of Vygotsky (1978) and social

constructivism theory as cited by Eggen and Kauchak (2008). The main construct of this theory is on observation and scientific study of how people learn. The theory helps learning to be more meaningful as it involves the whole person i.e., thoughts, emotions, and actions. This is premised on the fact that learning is a social, experience-based, and constructed by learners. On this basis therefore, a teacher should be open minded in which the teacher should not judge students' answers based on the standard of "correct or incorrect" but in a neutral way, accepting students' initiatives and allowing students' response to determine the direction of lessons and shift in instructional strategies and encouraging students to ask questions.

Basing on the above, the teacher must move from being "people who teach" to being "facilitators of learning", for example one who questions students' answers, without regard to whether they are right or wrong and have the students explain answers they give for example through discussions and seminars. The process of learning requires students to actively participate in creative activities and self-organization. Therefore, teachers can allow students to come up with their own questions, make their theories and test them for validity through field trips and films. Students should be challenged by their teachers to perform open ended investigations, working to solve problems with realistic and meaningful context. This enables students to explore and come up with either supporting or conflicting possibilities for example through group work, and peer teaching, contradictions are clarified and discussed with the help of a teacher. Students need to be given an environment that enables them to reflect on the information at hand to facilitate learning. This can be done through a dialogue where students are given platform to discuss and exchange ideas such as in presentations and class discussions. By doing so students can explain, write, prove, justify and communicate their ideas to classmates. In summary, learning occurs according to social constructivism not through hearing or seeing but primarily through interpretation which is shaped by what is already known and further developed through discussion.

II. LITERATURE REVIEW

Literature will be reviewed along the following three themes: communication skills and the teaching and learning of history, explanation skills and the teaching and learning of history and writing skills and the teaching and learning of history.

A. Communication Skills and the Teaching and Learning of History

Communication is the act of transferring information from one place, person or group to another. Communication skills therefore are the abilities used when giving and receiving different kinds of information. So, for effective teaching to take place, teachers need to have communication skills. Silver (2018) observed that teaching with good communication skills always make things easier and understandable. By implication, effective communication skills are really important for teachers in transmitting of education, classroom management and interaction with

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

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

In a study by Koutrouba (2012) on the profile of an effective teacher in Greece secondary schools, it was found out that among other variables that enables effective teaching to occur in classrooms teachers should involve learners in multiple learning procedures, implement effective mode of communication to convey content in an understandable manner, respond to students’ needs during instruction, build a rich teacher-student interaction, ensure productive classroom management and exhibit compassion, helpfulness and sense of humor. This is also supported by a study conducted by Ehindero and Ajibade (2000) which indicated that for effective teaching to occur teachers require good communication skills, good classroom management, up-to-date knowledge and maintaining personality. To cement it further, Egau (2019) while at the ground breaking ceremony noted that training at the revamped facilities would be improved, meaning that country would have steady supply of good qualified teachers. This therefore means that no one can teach effectively without having the basic communication skills. The ideas put forward are good as they spell out the universal qualities of effective teachers meaning that something may be taking place that needs to be investigated that is crippling effective instruction delivery of history to senior four class in Kajara County.

For a teacher, it is necessary to have good communication skills for proper learning to take place. Effectiveness of teaching is not dependent on technicity but on the method

adopted by the teacher while teaching students. On this Namiro (2019) stated that, demonstration schools will equip the students with practical skills (communication skills inclusive) because fresh University graduates were always half baked and lacked confidence, feared students and struggled with making schemes of work which are all indicators of lack of effective teaching. Loss (2000) added that, teachers need clear communication skills for better content understanding by students and should first understand what they are going to teach before delivering it to students. The observations brought out in the above studies are good but don’t consider teachers’ personality which is crucial in teaching senior four history class.

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

B. Explanation Skills and The Teaching and Learning of History

Explanation also called presentation means to explain or to give understanding to another person. Explanation skills therefore deal with the ability to use verbal and non-verbal cues at appropriate times in a lesson (Mudasiru, 2014). Lee *et al.* (2009) were of the view that knowledge itself does not make a good teacher but other factors as well such as preparation of teaching materials, setting of clear objectives, enthusiasm and ability to present learning materials clearly. Kalindi as cited in Amamukirori *et al.* (2020) noted that being approachable and friendly to students was one of the strategies they employed to make sure that their students excel, and it was reinforced by carrying out various initiatives such as discussion and one-on-one student-teacher consultations. The attributes therein are good for the teaching and learning of history in lower secondary section but there is a need to look at teacher attitude in as far as history teaching and learning in Kajara County-Ntungam District is concerned.

Similarly, Lumpkin and Multon (2013) studied faculty perception about effective learning and found out that building respectful relationship with students, sharing enthusiasm, being humorous, being responsive to students’ needs, knowing students’ names and being sensitive to time through class organization were instances of effective teaching practices. The study also noted that effective teaching was achieved by setting class expectations and goals, providing timely feedback, using varying approaches for presentation as well as multiplicity of instructional methods. Concurring with the above view, Ssemenda as cited in Amamukirori *et al.* (2020), observed that they allow the students to open up about their weak areas and are corrected accordingly and the weak students were handled differently from bright ones. Therefore, for effective teaching to take place explanation as a skill takes a central stage. The study by Lumpkin and Multon is good but was carried outside Uganda and from a tertiary institution which

may not clearly bring out proper benchmarks for lower secondary school learning particularly in rural areas such as Kajara County.

In his findings, Robert *et al.* (2020) pointed out that the quality of teachers produced from education institution was wanting. This view was supported by Nyamahunga (2019) while commenting on the need to raise nursery school teachers' qualifications to advanced degree qualifications highly recommended that nursery school teachers' entry and qualification be raised higher. This was so because nursery teachers lay the foundation upon which all other teachers build on and at that stage children develop necessary skills such as reading which are critical to learning. These observations are consistent with the views of Carmen *et al.* (2013) who discovered that although properly qualified, enthusiastic and committed, majority of them needed mentoring, effort should be made to guide teachers in the area of content delivery during opening years of their career. Nyamahungas' study is good but her emphasis on nursery teaching whose pedagogy is quite different from secondary school sub-sector.

Yilmaz (2008) argues that a teacher of history should possess a firm grasp of the concepts that form the foundation of history as a subject. Teachers' knowledge must cut across the "substantive and synthetic" aspects of history, that is "the structure of the discipline", it's different modes of historical explanations about the past as well as the generic and the subject specific pedagogical knowledge the teacher transform the subject matter into effective learning experiences for students. This understanding is necessary as it would make students appreciate the different dimensions of the subject, as well as help them understand the complexities of the past human experience. In support of the above view, Andrew (2019) noted that he gives his learners upbeat attitude. He said, "from the time he arrives to school, he is straight away onto his job, organizing the classroom, reading over day's lessons and then keeping students in small groups striving to have a relationship with each student and is continuously encouraging students to perform at their optimum best". The above studies are good because they bring out the key aspects of the learning environment, but a key gap is the teachers' attitude which is crucial most especially in the teaching of senior four history class in Kajara County.

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

views are good but are based on his experience of teaching in primary schools and the researcher wishes to establish whether this is consistent with the views and attitudes of secondary school teachers.

Taylor and young (2003) underscored three outstanding characteristics of an effective history teacher. According to them effective teaching of history encompasses knowing history, doing history and scaffolding learning. This means that understanding the theoretical and conceptual underpinnings of the subject, the process of historical reconstruction as well as projecting the discipline in a context and manner that facilitate subsequent learning are the core of historical pedagogy. In support of the above, Oyeyo (2019), noted that teachers who use languages or terminologies above the child's level, speaking very fast while delivering content in a lesson or giving too much content in a short time can lower a student's retention. He further states that in a school setting, teachers can label places, items or activities with either words or colors so that the child interacts with them daily and visualize and retention of knowledge. He emphasized that to arouse interest, children be rewarded upon accomplishing tasks by appreciating them. This is in line with Vygotskys' theory of social constructivism that encourages provision of a supporting environment to the learner as regards knowledge acquisition. Basing on the scholarly views given above, explanation skills are critical for effective teaching. Proper explanations will aid conceptualization and contextualization of historical concepts. However, in the contemporary times, technology can be an effective aid to a teacher.

C. Writing Skills and the Teaching and Learning of History

Writing is the means to express our ideas to ourselves and to others while preserving our personal experiences and our memories. Writing skills therefore include all the knowledge and abilities related to expressing ideas through the written word. Writing is undeniably, one of the most important skills every student most perfect. According to Judy (2020) writing as a skill itself offers students the opportunity to simultaneously catch onto many other vital facilities that can help them succeed in their academics, career and also in other relevant aspects of their lives. Sadly however, many students do not seem to appreciate the importance of writing. As a strategy, Grant and Gradwell (2009) observed that an effective teacher should have a good depth of understanding of the subject matter and consciously seek ways of connecting the subject matter to student's experiences through writing. In support of the same, Akoga (2018) observed that a teacher should take five or ten minutes of class time for students to read their writing to each other in small groups or pairs as it is important for them to hear what others have written. This is in line the social constructivism theory by Vygotsky that prioritized student centered instruction.

Writing engenders communication skills among students. Communication (oral or non oral) is one essential skill every student must master to be able to succeed not only in their academics but in life as a whole. Without communication, the essence of life would be lost, that is why writing has been deeply integrated into the school curricular as a way to

significantly improve the communication skills of students. This is supported by the Dominican University of California- School of Liberal Arts and Education (2021) which pointed out that, writing skills effectively foster a community of budding younger writers and teachers need to create an environment that is safe and providing the necessary support learning the skills essential to the craft of writing. This therefore means that writing provides students with the avenue to learn all rules of their language and how they can better organize their ideas more coherently using the language. In line with this view, Grant and Gradwell (2009) noted that effective history teaching involve teaching in no single pattern, taking no single shape in teaching and assessment in no single fashion. Therefore grammar, spelling and punctuation, among others which are major parts in communicating historical facts by the teacher can also be improved upon when teachers learn to use writing as a means of expressing ideas and messages clearly and directly to students.

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

Writing also can significantly broaden student’s knowledge capacity. On this White (1986) noted that, because writing is a way of learning, students can actually achieve deeper insight into any subject by writing out their thoughts. This is because before they develop their ability to write, they must first have been able to read 99% of the time into things they don’t know or may know as well. Ajuna (2019) contended that, the use of newspaper in education is a solution because they are colorfully designed with pictures which help pupils grasp ideas very fast. In addition, they contain a variety of pictures and simple language, create extensive reading that is both leisure and academic, widens pupil’s vocabulary and ability to express themselves. This view confirms the assertion that teaching is said to have taken place only after learning has occurred. Therefore, as students continue to write and of course carry out research, they widen their knowledge base and develop an excellent

memory too. In this, students will be able to learn about things that happened in the past, events that are currently happening and possible ways they could actively influence future situations with their present actions through the writing skills.

Academicians agree that writing skills propel the level of confidence in students including their sense of achievement too. Accordingly, Ristianingsih, as cited in Nurjain *et al.* (2018) contended that, people who have difficulty talking often freeze when it comes to writing. They believed that if weakness in student’s academic writing is systematically investigated and clarified by the teacher and their possible sources explained, the student would become more academically literate. Doing so nurtures writing and encourages them to exploit literally skills to their full potentials. In line with the above, Rukhsans *et al.*, as cited in Philip (2006), observed that, confidence is central to all kinds of writing and self-expression. They stated that “in order to write well, students need to be sure that they have something to say, the skill to say it and a belief that what they have to say will matter to the reader”. It is therefore, the responsibility of the teacher to nurture writing skills among students. From the above literature, the views expressed are quite fantastic and definitely can guide the teacher in promoting effective teaching but the key gap in the literature is to understand the writing skills challenges of history teachers in rural environment such as Kajara County, Ntungamo District.

III. METHODOLOGY

The following methodological processes were used to implement the study.

The study employed a cross- sectional survey design and adopted mixed research approaches. Cross-sectional survey research design is used in studies to allow researchers gather information, summarize, present and interpret for purposes of clarification (Orodho, 2002). A mixed method was adopted because qualitative data augments qualitative study outcomes as observed by (Palinkaset *et al.*, 2011). The study population included government and private secondary schools; four government schools and eleven private schools with total study population of 675 participants. The sample comprised of eight secondary schools, four public secondary schools and four private secondary schools making a total 251 participants arrived at using Yamane’s formula for determining sample size.

TABLE I: TARGET POPULATION AND SAMPLE SIZE OF THE RESPONDENTS

Category	Total Target Population	Sample Technique	Sample Size
Schools	15	Purposive sampling	08
School Administration	49	Purposive sampling	08
S.4 History Teacher	33	Purposive sampling	16
S.4History Students	593	Random sampling	227
Total	675		251

Source: Primary Data, 2020.

A. Data Collection Methods

The study employed the following Data collection methods as recommended by Amin (2005). Questionnaire contained four sections with structured questions based on a four-item Likert-type scale scored according the frequency counts. It was administered on O'level history teachers and senior four students because they were active participants in the teaching and learning process. Interviews which were personal in nature were administered to school administrators because were deemed to have in-depth information as they were at the center of the teaching and learning process. Focus Group Discussions with a group of eight students including boys and girls in each of the seven schools visited. Participants were purposively sampled because they had covered biggest part of the curriculum and presumed to have acquired enough information in the discussion. Documentary review included schemes of work, lesson plans, records of work covered and records of marks as they enabled the researcher to collect supplementary information about the topic under study.

B. Data Collection Instruments

Self administered questionnaire, consisted of two sections for example background and research construct sections. There was list of possible options enlisted from which the respondents had to indicate the degree of agreement or disagreement. It was adopted because of the low costs of administration as respondents do it themselves and some schools were Day schools. Interview guide was used to collect primary data to obtain relevant information on the teachers' teaching skills. The interviews were conducted with key informants ie school administrators of various schools that were sampled. It was deemed useful because it was flexible to the interviewer and can easily judge the non-verbal behavior of the respondents. Documentary checklist included schemes of work, records of work, lesson plans and record of marks. The documents helped the researcher to understand how to plan and make self-evaluation to improve on teaching learning process.

reliability was ensured by calculating the average inter-item correlation of all items using the reliability coefficient formula and the reliability coefficient was 0.83968, being above 0.70, the question items in the instrument were considered reliable measure.

IV. DATA ANALYSIS

Quantitative and qualitative data analysis was done. Quantitative data was analyzed with the help of figures quantitatively and percentages. Data was analyzed in the computer using statistical package for social sciences (SPSS), version 23 to aid the processing and summarizing of information got from the questionnaire. The relationship between variables in the quantitative data was established by use of the Pearson correlation analysis. Data from interviews, focus group discussions, and documentary analysis guide were summarized, grouped/sub-grouped and analyzed on themes.

A. Data Presentation, Analysis and Interpretation of Findings

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

Results under this theme were sought in accordance with research objective one of this study which sought to examine how communication skills affect effective teaching of history to senior four students in Kajara County, Ntungamo District. Participants were presented with the statements on the four Likert scale (strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) and analysed using a frequency distribution table with percentages.

For simplicity of analysis, in this study "strongly agree" and "agree" were aggregated to mean "agree" and "strongly disagree" and "disagree" were aggregated to mean "disagree". The elicited results are presented in Table II:

TABLE II: COMMUNICATION SKILLS AND EFFECTIVE TEACHING OF SENIOR FOUR STUDENTS

Survey questions	SD	D	A	SA
History teachers in this school are audible enough and appreciative	13 5.7%	19 8.3%	106 46.5%	90 39.5%
There is an effective teacher- students rapport with history subject matter in the school	07 3.1%	15 6.6%	125 54.8%	81 35.5%
Student presentation skills have improved due to effective teachers communication in this school	12 5.1%	24 10.5%	159 69.7%	33 14.5%
student performance has improved due to competent teachers	0 0%	5 2.19%	100 43.9%	123 53.9%
Teachers' communication has created students' positive attitudes towards history subject in this school	0 0%	19 8.3%	106 46.5%	103 45.2%
History teachers in the school often provide guidance and counselling to history students in the school	10 4.9%	06 2.6%	168 73.7%	44 19.3%
History teachers in this school use nonverbal cues to effect the teaching process	07 3.1%	19 8.3%	171 75%	31 13.6%
The history teacher communicates with ease by expressing himself/ herself clearly	14 6.2%	12 5.3%	152 66.7%	50 21.9%

Source: Primary Data, 2021.

After data collection, the quality control of data was observed through ensuring validity and reliability of the research instrument. Content validity of the instrument was ensured by use of supervisors and other expert raters of at the department of education-Kabale University. Content

Table II shows that majority of the respondents 86.2% agreed that History teachers in these schools are audible enough and appreciative. This implies that most history teachers in the selected schools in the study area are audible enough to enable effective teaching process to take place. This was echoed by some students during the focus group

discussions. During one focus group discussion one student was quoted as saying

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

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

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

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

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

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

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

From the study, 91.7% of the respondents stated that teachers' communication has created students' positive attitude towards history subject in these schools while the minority disagreed. As a consequence effective teaching will occur. This was attested to during one of the focus group discussion where a student was quoted as saying.

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

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

Table II indicates that majority 93% of the respondents agreed that history teachers often provide guidance and counselling to history students in the school. This implies that history teachers try to explain the importance of history in students' life and the academic reading habits.

From the study, 88% of the respondents agreed with the statement put to them that history teachers communicate with ease by expressing himself/ herself clearly. Effective teaching will occur as a consequence and can be done by teachers who are qualified.

The relationship between communication skills and effective teaching of history to senior four students in Kajara County, Ntungamo District was explored by performing a correlation of the variables. This helped to answer research question one. Table III present the results of the correlation.

TABLE III: IMPACT OF COMMUNICATION SKILLS ON EFFECTIVE TEACHING OF HISTORY TO S.4 CLASS

	Effective teaching	
	Pearson correlation	-0.998*
Communication skills	Sig (2-tailed)	0.00
	N	236

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

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

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

Respondents were asked to reveal how they think explanation skills affect effective teaching of history to senior four students in Kajara County – Ntungamo District. Respondents were asked to indicate whether they strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) using a four Likert scale. The analysis was done using frequencies, and percentages. The analysis was further grouped into; strongly agree and agree to mean agree; and strongly disagree and disagree to mean disagree. The elicited responses were shown in the Table IV.

TABLE IV: EXPLANATION SKILLS AND EFFECTIVE TEACHING OF SENIOR FOUR HISTORY CLASS

Survey questions	SD	D	A	SA
Teachers regularly make clarity of history lessons in this school	2 0.9%	17 7.5%	190 83.3%	19 8.3%
The history teachers often request learners to make contributions to the subject matter in form of questions and suggestions	13 5.7%	29 12.7%	159 69.7%	27 11.8%
The history teacher involves learners in carrying out activities during the lesson	17 7.5%	29 12.7%	135 59.2%	47 20.1%
The history teacher encourages students to ask questions during lessons	11 4.8%	13 5.7%	135 60.1%	67 29.4%
The history teachers endeavor to ensure confusions and misunderstandings are avoided about the subject	15 6.6%	09 3.9%	99 43.4%	105 46.1%
Teachers facilitate content delivery during lessons	07 3.1%	16 7.0%	122 53.5%	83 36.4%
Teachers help students understand difficult concepts through use of demonstrations and examples	19 8.3%	23 10.1%	101 44.1%	85 37.3%
Teachers present subject matter with clear explanation during the classes	8 3.5%	21 9.2%	132 57.9%	67 29.4%

Source: Primary Data, 2021.

From Table IV, majority of the respondents 91.7% agreed that teachers regularly make clarity of history lessons in their school. This means that teachers in the schools visited take time to elaborate and clarify to the learners to better understand the subject contents.

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

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

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

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

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

A Director of Studies who is responsible for lesson plans said, "teachers in our school do not like making lesson plans because they are tedious and cannot work well with a high teaching load allocated by the school yet they want to complete the syllabus well in time."

A Head teacher said, "making of lesson plans by teachers is tagged on payments and this has forced them to produce lesson plans in order to access payments."

However, majority of school administrators were in agreement that teachers prepare records of marks since they

are the basis of student assessment. This was confirmed in an interview with one of the school administrators;

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

School administrators reported positive response towards making of record of work Teachers always avail the record of work covered to relevant offices in schools.

One respondent (Head teacher) in an interview said, "teachers consider record of work not tedious and put in all effort because it ensures accountability and transparency of work covered by the teacher and uniformity in content coverage because the school has several streams."

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

In yet another focus group discussion, a student was quoted saying, "in my school, some teachers especially part timers come to class a little bit late, ask students where they had stopped in the previous lesson, straight away dictate notes to students, some concepts are written wrongly on the chalkboard, always interjects with phrases like, "are we together" and gives inadequate explanations during the lesson." This possibly account for 10.517% of the respondents who disagreed with question as put to them in the questionnaire. To summarise professional documents are very important for effective and efficient teaching and evaluation of the teaching and learning process.

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

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

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

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

In an interview with a school administrator (H/M), gave the following confirmation;

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

The relationship between explanation skills and effective teaching of history to senior four students in Kajara County, Ntungamo District was explored by performing a correlation of the two variables. This helped to answer the research question two. Table V presents the result of the position of respondents on explanation skills.

TABLE V: IMPACT OF EXPLANATION SKILLS ON EFFECTIVE TEACHING TO S.4 STUDENTS

Explanation skills	Pearson correlation Sig (2-tailed) N	Effective Teaching
		-1.0000* 0.000 236

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

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

3. Writing skills and effective teaching of history to senior four students in Kajara County – Ntungamo District

Respondents were asked to reveal how they think writing skills affect effective teaching of senior four History class in Kajara County – Ntungamo District. Respondents were asked to indicate whether they strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) using a four Likert scale. The analysis was done using frequencies and percentage. The analysis further grouped strongly agrees and agree to mean agree; and strongly disagree and disagree to mean disagree. The elicited responses were shown in the Table VI.

TABLE VI: WRITING SKILLS AND EFFECTIVE TEACHING OF HISTORY TO SENIOR FOUR STUDENTS

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

Source: Primary Data, 2021.

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

Results from the study shows that majority of the respondents 86.3% agreed that history teachers normally give comments on learners’ homework exercises while the minority disagreed. This means history teachers continuously assess learners progress to enable them find

means of improving learners’ performance in schools they teach.

Study findings indicate that all the participants in the study agreed that history teachers write on the chalk board to encourage student understand the concepts and make proper written notes. The use of the chalk board is adequately used by qualified teachers to enhance effective instructional delivery in class. Failure to provide instructional resources may impact meaningful teaching and learning of writing and reading skills.

The study shows that 83.3% of the respondents agreed that peer reviews are encouraged by history teachers in

schools. Here a qualified teacher will develop teaching strategies like remedial work for the students to better understand concepts being taught through discussions and presentations in class.

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

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

TABLE VII: IMPACT OF WRITING SKILLS ON EFFECTIVE TEACHING OF HISTORY TO S.4 STUDENTS

Writing skills	Effective Teaching	
	Pearson correlation	-1.000*
	Sig (2-tailed)	.000
	N	236

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

In relation to the above, the findings from the Pearson correlation coefficient test indicate that there is a significant negative relationship between teachers' qualification and effective teaching of history in terms of communication skills. This is evidenced from the value of Pearson correlation($r=-1.0000$) which is less than 1 and the significant level (0.0000), which is far below 0.05, the level at which the relationship was tested. This implies that teachers' use of writing skills facilitates effective teaching of history to senior four students meaning that teachers' qualification has less effect on effective teaching of history to senior four students in Kajara County, Ntungamo District.

V. DISCUSSION

A. Communication Skills and the Teaching and Learning of History to Senior Four Class in Kajara County-Ntungamo District

Results revealed that teachers' use of communication skills facilitates effective teaching of history to senior four students in the study area meaning that teachers' qualification has less effect on effective teaching of history to senior four students in Kajara County, Ntungamo District. This finding was consistent with the findings of previous scholars. For instance, Lyamo (2015) noted that teachers who are comprehensive and effective in conveying their subject matter are able to create a conducive and purposeful learning environment. Similarly, Koutrouba (2012) in his study upheld rich teacher-student interaction. Guerrero and Floyd, (2016) observed that, someone with great communication skills has potential to influence others and effective communication strategies will lead to success. On his part, Keneth (2017) noted that as long as the teacher communicates freely with the command of the subject content, effective teaching takes place. Relatedly, UNESCO (2011) report maintained that providing guidance and counseling services by the teachers in a school or institution

is a big step in the right direction for the school or institution. On their part, Duncan and Johnson (2017) noted that the strength of the attitude of students does not however rule out the fact that teachers have the capacity and power to influence students into liking the idea set before them. However, Gournean (2020) found out that regardless of what the teacher may want to believe as their attitude, students too have their attitude towards counseling services. Therefore, with the findings of previous scholars being mostly consistent with the findings of this study, it implies that in the context of the schools in Kajara County, Ntungamo District studied; communication skills did not significantly influence effective teaching.

B. Explanation Skills and the Teaching and Learning of History to Senior Four Class in Kajara County-Ntungamo District

The findings of the study also established that explanation skills facilitate effective teaching of history to senior four students in the study area meaning that teachers' qualification has less effect on effective teaching of history to senior four students in Kajara county, Ntungamo District. This finding was consistent with the findings of previous studies. For instance, Ango (1990) observed that poor performance in history is basically due to lack of involving students in the teaching and learning activities right from the beginning of any new concept to be taught. Chomsky (2016) argues that learning can only be released in an interactive environment. On their part, Otunga *et al.* (2011), Nasibi (2003), Okai (2010), Gronland (2003), and Akiri (2013) all contend that professional documents are very important tools of instruction because they help the teacher to effectively plan for and carry out proper instruction. Similarly, Smith *et al.* (2016) argues that teachers with experience of two and below years were less effective than senior teachers. Relatedly, Wassnga (2012) noted that teachers with more experience use classroom management approaches and methods to deliver as well as encourage learners to enhance their reading and writing skills to excel academically. On his part, Yilmaz (2008) observed that teachers should know the dynamics and knowledge of history and modes of historical explanations about the past. With the findings of this study in agreement with the findings of previous studies, this suggests that explanation skills did not significantly influence effective teaching.

C. Writing Skills and the Teaching and Learning of History to Senior Four Class in Kajara County-Ntungamo District

With respect to writing skills, findings from the study established that teachers' use of writing skills facilitates effective teaching of history to senior four students in the study area meaning that teachers' qualification has less effect on effective teaching of history to senior four students in Kajara County, Ntungamo District. The findings concur with the findings of previous scholars. For example, Koutrouba(2012) noted that without feedback, students can become demotivated and lose the sense of how they are progressing. Similarly, Srivstava (2011) argues that students' effort may be misdirected and they may gain an inaccurate impression of their performance in writing skills. On his part, Loss (2000) contends that absence of feedback

may also create the assumption among students that they have communicated their meaning and therefore, they don't perceive the need to revise the substance of their text. Also Abagi and Odipo (2018) noted that in teaching and learning situation, feedback is an important tool for the sustenance of good performance as well as a veritable instrument for the improvement of poor performance. Further, Iga as cited in Amamukirori *et al.* (2020) explained that teachers' feedback is based on the idea that pointing out errors or mistakes enables the student to improve writing skills. Equally, Akago(2018) observed that a teacher should take five or ten minutes of class time for students to read their work to each other in small groups or pairs as its important for them to hear what others have written. Also, The Dominican University of California, School of Liberal Art and Education (2020) noted that writing is considered as a tool for the creation of ideas and the consolidation of the linguistic system by using it for communication of objectives in an interactive way. With the findings of the study concurring with the findings of previous studies, this means that in the context of Kajara County, Ntungamo District, writing skills did not significantly influence effective teaching.

VI. CONCLUSION

A. How Communication Skills Affect Effective Teaching of History to Senior Four Students in Kajara County-Ntungamo District

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

B. How Explanation Skills Affect Effective Teaching of History to Senior Four Students in Kajara County – Ntungamo District

The study findings made the researcher to conclude that teachers use explanation skills to facilitate effective teaching of history to senior four students in Kajara County, Ntungamo District. This is because teachers regularly make clarity of history lessons in the schools within the study population. It was established that the history teachers often request learners to make contributions to the subject matter in form of questions and suggestions. The study noted that history teachers involve learners in carrying out activities during the lesson. Teachers help students understand difficult concepts through demonstrations and examples. Explanations are a powerful instrument of thinking because they provide students with a way of understanding concepts. It shapes their perception of themselves and the world. It aids in their personal growth, and it affects change on their environment. Explanation skills do not only look at the importance of communication characteristics, but the emotional and social factor of a student needs to be given attention as well. Therefore, work motivation is needed because of the challenges that the teaching profession face. This is due to the fact that teachers are not only disseminate knowledge to the students, but they are also responsible to educate and mold the student's behaviour. In the end, teachers are not able to give their best effort in imparting knowledge to the students without providing necessary explanation. To conclude, the research found that internal support has been found to be more effective for history teachers because it deals with feelings and emotions that need to be controlled so that they can effectively teach to achieve the utmost level in their work. Therefore, teachers whose explanations are understood by learners become more motivated and more committed to improving their work performance. Mistakes have the power to turn a student into something better than they were before, meaning a teacher with suitable qualifications to effectively teach is the answer in such a situation. From the above anecdotes and the study findings, teachers' qualification is of less significance on effective teaching of history to senior four students in Kajara County, Ntungamo District.

C. How Writing Skills Affect Effective Teaching of History to Senior Four Students in Kajara County, Ntungamo District

The study findings made the researcher to conclude that teachers use writing skills to facilitate effective teaching of history to senior four students in Kajara County, Ntungamo District. This is because history teachers write to guide students in response to their feedback. It was noted that they normally give comments on learners' homework exercises. This implies that history teachers continuously assess learners' progress in the subject. History teachers write on the chalk board to encourage students understand historical concepts and make proper written notes. This is meant to enable learners have right grammar and spellings in regard to the history concepts which has affected learners' performance. The written comments too may not be clear. Thus, teachers need to hold conferences with students to guide them on history essay writing skills. Study findings on

the role of teacher feedback indicate that all students value teacher feedback. They find feedback important in improving their writing skills, revising and proofreading their history essays. Thus, there is need for teachers to provide clear and immediate feedback that puts into consideration learners needs in attempting history questions. Teachers take a hand, open the mind, touch the heart and shape the future. In conclusion, teacher qualification is of less significance on effective teaching of history to senior four students in Kajara County, Ntungamo District.

VII. RECOMMENDATIONS

The findings of the study led to important recommendations as below:

A. How Communication Skills Affect Effective Teaching of Senior Four History Class in Kajara County- Ntungamo District

There is a need to create a rapport between teachers with their learners even outside class activities so that students do not feel threatened when asked to participate in class as this will make them love the subject given the fact that teaching of history is interactive. When the untapped potentials of a student meet the liberating art of a qualified teacher, miracles unfold thus effective teaching.

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

B. How Explanation Skills Affect Effective Teaching of Senior Four History Class in Kajara County – Ntungamo District

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

Teachers of history should try and advance their teaching qualification through attending more professional trainings and that they should adopt a learner centered method of teaching to allow for active participation of students in order to encourage them to communicate effectively and intelligibly. Suffice to note is that teachers are the most responsible and important members of society because their professional effort affect the fate of the community. A teacher can never truly teach unless he is still learning himself. A lump cannot light another lump unless it continues to burn its own flame

Head teachers and teachers should be provided with opportunity to raise their professionalism grades. This could be organized by providing teachers with in-service training to improve pedagogy in teaching of history through provision of funds by Ministry of Education and sports. This

is because the sole hope of human salvation lies in the teaching and learning process. Therefore, a professional teacher to be effective must become a career long learner of more sophisticated pedagogies. By remaining a lifelong learner, a teacher will ably deal with the complexities of the 21st century learner.

C. How Writing Skills Affect Effective Teaching of Senior Four History Class in Kajara County – Ntungamo District

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

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

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

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

D. Areas for Further Research

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

A study on teachers' beliefs (perceptions) and effective teaching of history to senior four students in Kajara County, Ntungamo District is recommended.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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