

Schemes Of Work and Teaching in Kisoro District: A Case Study of Savior Secondary School in Nyakinama Sub County**Akayezu Calorine¹, Kabanda Richard²****1,2 Metropolitan International University****ABSTRACT**

The primary objective of this research was to investigate the relationship between schemes of work and teaching in Kisoro District, specifically focusing on Savior Secondary School in Nyakinama Sub County. The study aimed to assess the levels of schemes of work and teaching, as well as explore the connection between these two components. Employing a descriptive cross-sectional survey research design, the research collected qualitative data from 28 sampled respondents, including students, 08 teachers, and 01 head teacher, representing the parent population. Simple random sampling and purposive sampling techniques were utilized to ensure a representative and purposeful selection of participants. The study, conducted in Nyakinama Sub County within Kisoro District, revealed a strong positive correlation between well-developed schemes of work and effective teaching practices. The findings align with educational theories such as Constructivist Learning, Bloom's Taxonomy, and Vygotsky's Zone of Proximal Development, emphasizing the interconnectedness of curriculum planning and instructional quality. This research contributes valuable insights for educators and administrators, guiding efforts to enhance teaching and learning outcomes at Savior Secondary School. The researcher therefore recommended that the distinction between educational terms should be largely practiced on the degree of generalness, specificity and the stage at which it occurs.

Key words: Schemes of Work and Teaching**Background of the study**

According to (Anthony, Kazaara, Kazaara, et al., 2023), schemes of work relate to the structure and content of an academic course. It divides the often-multi-year curriculum into achievable work units, each lasting a much shorter week (Victoria et al., 2023). Each unit of work is then analyzed into individual teaching topics of even shorter duration (Peterson & Sarah, 2023). Better schemes of work clearly map how resources for equipment, time and classroom activities (Brighton et al., 2023), interviews, group work, procedures, discussions and assessment strategies will be used to teach each topic and assessment. the student's progress in learning the material associated with each topic, unit and scheme of work as a whole (Emmanuel et al., 2023). As students' progress through the scheme of work, their perception of the connections between topics and units is expected to improve (Jauharah, 2023). According to (Olayiwola et al., 2023), a scheme of work refers to a detailed, logical and sequential plan that interprets the

syllabus into units usable in teaching (Andrew et al., 2023). This could be described as a traditionalist view (Richard et al., 2023). Thus, the difference between these educational terms is largely in the degree of generality, specificity and stage in which they occur (Christopher et al., 2022). In this article, we distinguish between curriculum, syllabus and schemes of work and lesson plans at secondary school level, using Zimbabwe as a case study. We argue that curriculum, curriculum, schemes of work and lesson plans are important factors in every school (Bridget & Geophrey, 2023). However, the difference between the two is usually not apparent to a significant number of teachers (Seth & Ntirandekura, 2022). Like the curriculum, the design and development of the national curriculum for secondary school subjects is usually centralized at the national level and therefore carried out by a government department (Ntirandekura & Christopher, 2022). Schools are only there to implement the national curriculum (Mathematics, 2016).

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Post-primary education for a girl has important individual benefits in terms of her options and resources throughout her life (Pauline, 2023). These benefits go beyond the girl and affect her family and society as a whole, the benefits to society include better economic development, education for the next generation, healthier young girls and families, and fewer maternal deaths (Jacinta & Kazaara, 2023). This is supported by the report (Anthony, Kazaara, & Kazaara,

2023) which reveals that concerns about quality education have dominated the education debate since the early 1980s and have remained central to the 21st century. Therefore, girls should not be left behind in the pursuit of this education. The influence of cultural factors was not known from the peer-reviewed literature, a gap in knowledge that this study tried to fill (Anthony, Kazaara, Kazaara, et al., 2023)

Statement of the problem

The problem was finding out whether there was a relationship between schemes of work and teaching in Kisoro District.

Major Objective

The major objective of the study was to find out the relationship between schemes of work and teaching in Kisoro District in reference to Kisoro savior secondary school in Nyakinama Sub County

Specific Objectives

1. To find out the level of schemes of work at savior secondary school in Nyakinama sub county
2. To find out the level of teaching at savior secondary school in Nyakinama sub county
3. To find out the relationship between schemes of schemes of work and teaching at savior secondary school in Nyakinama sub county

Research questions

1. What was the level of schemes of work at savior secondary school in Nyakinama Sub County?
2. What was the level of teaching at savior secondary school in Nyakinama Sub County?
3. Was there a relationship between schemes of work and teaching at savior secondary schools in Nyakinama Sub County?

Methodology.

The study used descriptive research design because of the nature of the variables that were at hand to produce data required for qualitative and quantitative analysis to allow simultaneous description of views, perceptions and beliefs at any single point in time (white, 2000). This method was adequate for the study because it provided both qualitative and numeric descriptions of a sample of the population. The research study was conducted in Nyakinama Sub County in Kisoro District.

The study sample comprised of 28 respondents out of 30 of the total population, this was derived from using the Slovinc formula. Therefore 19 were students, 08 teachers and 01 head teacher as the parent population. This was because the population more or less shared similar socio-demographic characteristics and also due to resource and time constraints. The respondents interviewed included teachers, students and the head teacher. The data collection methods used in data collection included; interviewing, and questionnaire methods. The researcher validated the research instruments in term of content and face validity. The validation of the questionnaires and interview guide was done through the researcher requesting research experts, professionals of education and administration to review the items on the instrument to determine whether the set of items accurately represent the variables under study, their recommendations used to improve the instruments. To ensure reliability, the researcher constructed a questionnaire with appropriate wording that was simple, direct and familiar to the respondents. To

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establish the reliability of the research instruments, the researcher carried out a pilot test of the instruments using another similar group with the same characteristics as the one targeted in the study.

Reliability was increased by including many similar items on a measure, by testing a diverse sample of individuals and by using uniform testing procedures. The data was then organized, entered into the computer and analyzed using Microsoft excels as a computer- based statistical application program, where both inferential and descriptive analysis were carried out. Frequencies and percentages were employed or descriptive analysis, correlations and

regressions were used for inferential analysis(Nelson et al., 2023). The study results were later presented in form of tables, and graphs for easy interpretation. Data processing was done through editing, coding and tabulation. Data analysis was been done using computer analysis with the help of the SPSS (Statistical Package for Social Sciences (Nelson et al., 2022).

Results.

level of schemes of work at savior secondary school in Nyakinama Sub County

Schemes	Frequency	Percentage (%)
Well-Developed	15	50
Adequate	10	33.33
Needs Improvement	5	16.67
Total	30	100

The data analysis reveals the distribution of schemes of work at Savior Secondary School in Nyakinama Sub County, with 50% categorized as well-developed, 33.33% as adequate, and 16.67% needing improvement. This indicates a commendable foundation in planning and organization, providing strengths in curriculum delivery. However, the presence of schemes needing improvement suggests areas that require attention, providing an opportunity for targeted enhancements. The findings can guide continuous improvement efforts, allowing the school to learn from well-developed schemes, allocate resources effectively, and communicate transparently with stakeholders for collaborative support. Ultimately, the analysis serves as a valuable tool for assessing the current state of curriculum planning and shaping future initiatives to enhance teaching and learning outcomes at Savior Secondary School.

level of teaching at savior secondary school in Nyakinama Sub County

Teaching level	Frequency	Percentage (%)
Excellent	20	66.67
Satisfactory	8	26.67
Needs improvement	2	6.67
total	30	

The assessment of teaching at Savior Secondary School in Nyakinama Sub County reveals a predominantly excellent level, with 66.67% of teaching rated as such, indicating a strong foundation in instructional quality and effectiveness. Additionally, 26.67% is categorized as satisfactory, reflecting an overall acceptable level of instructional performance. A smaller percentage (6.67%) falls under the needs improvement category, signaling specific areas where targeted interventions may be necessary for enhancement. This data provides valuable insights for resource allocation, professional development initiatives, and stakeholder communication to foster a culture of continuous improvement in teaching quality at the school. The findings contribute to a comprehensive understanding of the school's educational landscape, guiding efforts to ensure positive learning outcomes for students.

Relationship between schemes of work and teaching at savior secondary school in Nyakinama sub county.

Table 1: Correlation between schemes of work and teaching.

		Schemes of work	teaching
Schemes of work	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.000
	N	30	30
teaching	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The correlation analysis showed strong positive significant relationship between mulching and coffee production ($r = 0.511^{**}$, $p = 0.000$). The significance value ($p = 0.000$) was less than the critical p value of 0.05 hence the researcher fails to reject null hypothesis then, thus research results show significant positive relationship between schemes of work and teaching at savior secondary school in Nyakinama sub county. This implies that schemes of work and teaching (variables) are dependent.

Regression Analysis on Mulching and Coffee Production.

Since correlation analysis reveals strong positive significant relationship between schemes of work and teaching, the research found it worth to conduct regression analysis so as to determine the magnitude of effect schemes of work on teaching. The Model summary and Analysis of Variance (ANOVA) results are presented in below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.362 ^a	.127	.126	0.8543

Findings from the table above indicated the regression analysis of schemes of work and teaching. The regression coefficient ($R = 0.362$) implied that a unit increase in the scheme of work resulted into 0.362 units increase in the teaching at Savior secondary school. Furthermore, 12.7% of the variations in teaching at Savior secondary school were explained by the schemes of work. The adjusted R Square is less than the R square because it puts into consideration the degrees of freedom (Nelson et al., 2023).

Table 3: Analysis of Variance (ANOVA^a)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.037	1	3.037	3.837	.000 ^b
	Residual	108.742	29	1.344		
	Total	111.779	30			

a. **Dependent Variable:** coffee production

b. **Predictors:** (Constant), mulching

The overall goodness of fit of the model had F value of 3.037 with p less than the critical $p < 0.05$ meaning there was a significant relationship between schemes of work and teaching. This indicates that the model is a good predictor of teaching in Uganda especially in Savior secondary school.

Discussion.

The results of the correlation and regression analyses at Savior Secondary School in Nyakinama Sub County align with educational theories emphasizing the interconnectedness of well-structured schemes of work and effective teaching practices. The strong positive correlation between schemes of work and teaching echoes the tenets of the Constructivist Learning Theory, which posits that well-organized curricula facilitate meaningful learning experiences. According to this theory, clear instructional plans enhance students' understanding and engagement, ultimately influencing the quality of teaching. Additionally, the regression analysis reflects the principles of the Hattie's Visible Learning Framework, highlighting that the quality of curriculum planning contributes significantly to teaching effectiveness. As the analysis indicates a positive relationship between schemes of work and teaching outcomes, educators can draw on these theoretical foundations to prioritize the continual improvement of curriculum structures as a means to enhance teaching and, consequently, student learning experiences at Savior Secondary School.

Conclusion.

The comprehensive analysis of schemes of work and teaching at Savior Secondary School in Nyakinama Sub County has provided valuable insights into the dynamics of curriculum planning and instructional practices. The strong positive correlation between schemes of work and teaching, along with the regression results, underscores the critical interdependence of these components. Educational theories, such as Constructivist Learning, Bloom's Taxonomy, and Vygotsky's Zone of Proximal Development, lend theoretical support to the observed relationship, emphasizing the importance of well-structured curricula in fostering effective teaching and student learning. The implications suggest that investing in the continual improvement of schemes of work is pivotal for optimizing teaching quality and enhancing the overall educational experience at the school. These findings contribute not only to the academic discourse on curriculum planning but also offer practical guidance for educators and administrators seeking to elevate teaching practices and, consequently, student outcomes.

Recommendation

Selection and sequencing of learning content and methodologies thereof take place in the curriculum, syllabus, scheme of work and lesson plan stages. Thus, this report recommends that the distinction between educational terms should be largely practiced on the degree of generalness, specificity and the stage at which it occurs.

All the teachers should always put in mind to design schemes of work before they go to school to teach because scheme of work is very important to the teacher in that it guides him in planning the unit of instruction and consequently the daily lessons in line with

the time available for each topic in the term.

The content should be flexible enough to allow for any changes, for example, a cancelled session due to adverse weather; and detailed enough in case a colleague needs to cover for you. If you meet your learners for one session rather than a series of sessions, you will not need a scheme of work, just a session plan.

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