



# Teacher Training Programmes as a Theoretical Framework for Enhancing Education Quality and Student Achievement in Ugandan Rural Schools: A 2005 Perspective

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## Abstract

In Uganda, rural schools often face challenges in terms of qualified teachers and effective teaching methodologies, leading to suboptimal education quality. A qualitative approach was employed to analyse data collected through interviews with educators, surveys of students, and observations at rural schools across Uganda. The findings suggest that well-designed teacher training can lead to substantial educational outcomes, thereby improving the quality of education in rural schools. Rural Ugandan governments should prioritise investment in teacher training programmes as a key strategy for raising educational standards and student performance.

**Keywords:** *African geography, pedagogy, teacher efficacy, curriculum integration, educational policy, socio-cultural context, qualitative analysis*

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