

**PEDAGOGICAL EFFECTIVENESS OF TEACHERS ENGAGED IN ACADEMIC-  
RELATED INCOME GENERATING PRACTICES IN GOVERNMENT AIDED  
SECONDARY SCHOOLS IN WAKISO DISTRICT**

By: Muwanguzi Sande Erunao

**Supervisors:**

Dr. Musisi Badru

Dr. Itaaga Nicholas

**ABSTRACT**

Following the unprecedented surge of teachers' pedagogical ineffectiveness amidst their engagement in Academic-related Income Generating Practices (AIGPs), this study explored how teachers who engage in AIGPs comply with pedagogical effectiveness in Government aided secondary schools in wakiso district. The study's AIGPs focused on Private tutoring, Multi-school teaching, and Pamphlets publication for sale while pedagogical effectiveness was assessed basing on how involved teachers comply with effective planning and preparation for teaching, actual instruction of learning, management of classroom environment as well as professional responsibilities. The Noble Cause Corruption Framework and Danielson's framework for effective teaching model underpinned the study. Constructivist/interpretivist paradigm was the philosophical underpinning which this qualitative multiple case study used. Six teachers; two engaging in Private tutoring, two engaging in Multi-school teaching, and two engaging in Pamphlets publication for sale constituted the cases. Data was collected from these cases, their head teachers, directors of studies, heads of departments and students; using interview guides, lesson observation checklists, focus group discussion guide, and document review checklists. Results revealed a breadth of both authentic and improbable compliance strategies which the involved teachers use to comply with pedagogical effectiveness. Thus basing on the study's findings, it was concluded that teachers' engagement in AIGPs give them motivation to comply with pedagogical effectiveness despite the reported teachers' in-compliance perhaps arising from administrators' indifferent actions towards involved teachers' actions. The study recommends that Government should strengthen administrative supervisory and regulatory machinery to guide objective involvement of teachers in AIGPs. Thus, the policy implication of this study points to the need by Government to legalize and domesticate teachers' AIGPs as guided by this study's Teachers' Enterprising Pedagogical Effectiveness model (TEPE model).