

**STAFF TRAINING PROGRAMMES AND TEACHERS' JOB PERFORMANCE IN  
SELECTED SECONDARY SCHOOLS OF KANUNGU TOWN COUNCIL,  
KANUNGU DISTRICT**

**BY**

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**A RESEARCH DISSERTATION SUBMITTED TO THE DIRECTORATE OF  
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**MAY, 2022**

## DECLARATION

I, Agaba Richard Bens, declare that this dissertation titled "*Staff Training Programmes and Teachers' Job Performance in Selected Secondary Schools of Kanungu Town Council, Kanungu District*" is my own work and has never been submitted to any institution of higher learning for an award of a degree.

  
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## APPROVAL

This is to certify that this dissertation titled "*Staff Training Programmes and Teachers' Job Performance in Selected Secondary Schools of Kanungu Town Council, Kanungu District*" has been carried out under my supervision and is now fit for the award of a degree in Education.



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.....  
**DATE**

## **DEDICATION**

I dedicate this dissertation to my beloved wife, Madam Emily Agaba, my children Peter, Pearl, Zion, and the entire family members of Mr. Benon Kasirira, for the support they gave me financially, socially and spiritually. May the almighty reward you richly!

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**May the almighty God reward you all abundantly.**

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## **LIST OF ABBREVIATIONS**

CIPD	Chartered Institute of Personnel and Development
FRN	Federal Republic of Nigeria
ICT	Information and Communication Technologies
IIEP	International Institute for Educational Planning
ISTP	In-Service Training Programs
KDLG	Kanungu District Local Government
KTC	Kanungu Town Council
MCAS	Massachusetts Curriculum Assessment System
MOES	Ministry of Education and Sports
MOFPED	Ministry of Finance Planning and Economic Development
MOLG	Ministry of Local Government
MOPS	Ministry of Public Service
NPE	National Policy on Education
PSTP	Pre-Service Teacher Training Programmes
SDP	Staff training Programme
UNESCO	United Nation Education Scientific and Cultural Organisation

## **ABSTRACT**

The study assessed the role of staff training programmes on teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district. The study was guided by three objectives namely: To analyse staff training programmes geared towards teachers' job performance employed by selected secondary schools of Kanungu Town Council; to examine the Teachers' attitudes towards training among selected secondary schools of Kanungu Town Council; and, to find out the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance in selected secondary schools of Kanungu Town Council. The study used a cross-sectional descriptive survey design with both quantitative and qualitative approaches of data collection and analysis. The study involved members of the District Education Office, Deputy Head Teachers, Directors of Studies, Head Teachers, Parents on Parents Teachers Association, Members of Board of Governors and teachers. A sample size of 173 was used. Questionnaires and interviews were used during data collection. Data was analysed using statistical package for social scientists' (SPSS) version 20.0 later presented in tables, pie-charts, and graphs. The study findings indicated that the staff training programmes used in the schools included induction, seminars and workshops, UNEB Training of examiners about the basic requirements of UNEB as related to setting standard question papers and marking. This helped teachers to acquire basic skills and experiences in being efficient and guiding their students with best practices on question-and-answer approaches for greater academic performance. This study revealed that Teachers' attitudes towards their performance in that positive perception on training programmes enhances the acceptability of the programme, and by extension, teacher performance. When training programmes lead to teachers' new knowledge and skills, and result in promotions, then teachers have a positive perception of the training programmes. The study findings on whether there were any challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance included limited funds, teachers' attitude towards training, resistance to change by teachers and lack of time by teachers due to work schedules and the affect teachers' participation in training and their performance. The study recommended regular inspection related to staff training, facilitation of teachers by schools for staff training programmes, time allocation for staff training programmes on work plans, strengthening career development desk and bigger budget allocation for staff training.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

This chapter covers the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, and scope of the study, significance of the study, the conceptual and theoretical frameworks, and definition of key operational concepts used in this study.

#### **1.2. Background to the Study**

##### **1.2.1. Historical Background**

This study seeks to examine the influence of staff training programmes and teachers' job performance in selected secondary schools of Kanungu Town Council, Kanungu District. Job performance is a means to reach a goal or set of goals within a job, role, or organization (Campbell, 1990), but not the actual consequences of the acts performed within a job. Campbell (1990:704) affirms that job performance is not a single action but rather a complex activity. Teaching is seen as one of the most stressful professions with poor working conditions in schools, requiring highly physical, intellectual and emotional health of the teachers involved. However, there are still diverse indicators of work-related stress that disturb teachers as individuals and hence influence their capacity to teach the young. High level of teacher absenteeism and learner incapability in reading, writing, and arithmetic, especially in the secondary schools of Kanungu District, could therefore be attributed to lack of staff training programmes. The effect that this has on teacher performance needs investigation. Where there is no stress, improved job performance is expected since this helps them to stay settled and able to concentrate on their daily chores professionally.

Most developed countries allocate a significant portion of their national budget to education because it plays a vital role in social development (Fadeyi, Sofoluwe, & Gbadeyan, 2015). The success of an educational system depends largely on the performance of teachers, who can be considered as the backbone of the system (Amin, Shah, Ayaz, & Atta, 2013; Hanif, 2004; Khan, Shah, Khan, & Gul, 2012). Broadly, teachers' job performance is viewed as their contribution to

the achievement of educational goals and objectives (Özdemir & Gören, 2017; Özdemir & Yirmibeş, 2016) although at times, it is limited to teaching behaviour. However, teachers' job performance applies not only to the classroom or school, but to all settings where students are present (Shaikh, Saad, & Bhutto, 2012).

So, teachers' job performance can be regarded as multidimensional (Adeyemi, 2008). These dimensions are preparation for the lesson, instruction, student evaluation, commitment, extracurricular activities, effective monitoring and inspection, effective leadership, motivation and discipline (Adeyemi, 2008), instructional, professional and personal qualities, contextual and task performance classroom management, considering individual differences among students, using motivational tools continuously, teaching style and methods, finding solutions to students' problems and guidance (Mehmood, Qasim, and Azam, 2013). According to Bhat and Beri (2016), teachers are expected to carry out effective teaching, satisfy the students with their teaching quality and style, manage the time effectively in the classroom, discipline the class, carry out the tasks assigned to them by school administrators, motivate the students, be punctual and orderly and assure the students' academic achievement.

Additionally, teachers are required to build positive relationships with the parents and their colleagues since these relationships have a direct or indirect effect on teachers' job performance. An effective teacher should always update himself/herself and adopt new skills (Hanif, 2004). On the other hand, the ones who go beyond their roles are the most desirable employees for organizations. Education organizations cannot be excluded in this sense. Policy-makers introduce some reform initiatives aiming at a facilitating learning and school atmosphere. The ultimate aim of all these initiatives, as mentioned above, is to guarantee teachers to display extra-role behaviours (Duyar, Ras, & Pearson, 2015). According to OECD (2005), role expectations from teachers are much more comprehensive today. At individual student level, these expectations are initiating and managing learning processes, responding to students' learning needs effectively, evaluating student learning; in classroom-level instructing in multicultural classrooms, integrating students with special needs to the learning process, a cross-

curricular focus. As for the school level, these expectations are teamwork, evaluation, and strategic planning, using educational technologies, administration and shared leadership; lastly, at parent and society level providing professional guidance and creating partnerships for learning. On the other hand, according to Collie and Martin (2016), one of the distinguishing features of the teaching profession is that it requires constant adaptation to daily innovations, change, and uncertainty. Teachers have to apply to various resources to respond to students' needs during the instruction. They also have to manage his emotions and adapt to unexpected situations in terms of classroom management. Teachers have to engage in continuous professional development and teach new knowledge. The changes in educational policies are another factor that requires the adaptation of teachers. Shortly, it can be asserted that teachers are required not only to carry out their tasks effectively but also to go beyond the job definitions. Additionally, they need to show a high level of adaptation to different and changing situations, thus teachers' training programmes.

Traditionally, employee training is traced to have started during and after World War II (Armstrong, 2010). During this time in-service training by employers has been a common practice because of rapid changeover in industry from peace to war which called for training schemes for semi-skilled workers, for workers transferred to new jobs, and for women newly brought into industry (Duff, 2003). There followed the emergence of the rapid contemporary advance of technological change in successful economies such as Japan, German, and Sweden which was heavily influenced by global competition. At the operating level in industry and in public utilities, new techniques, new methods, new tools, new synthetics, new sources of power, and increased uses of automation have brought extensive changes in the past decades, and the rate of change tends to increase as time goes on. Comparable changes are taking place in the office with the extended use of computers and data processors, which provide for the storing and recall of information in amounts unknown 20 years ago (Chen, 2001) -- all of this brought about a new approach to training. Great emphasis is now placed on a good start through initial job training, supplemented by orientation sessions or by attractively produced printed material describing the nature and objectives of the employment and the conditions of work. Since

changes are frequent with technological advances, refresher training has become common in clerical as well as in industrial work (Chen, 2001).

In developing countries particularly those in Africa, training has entirely been conducted depending largely on the introduction of new and unfamiliar techniques (Armstrong, 2010). Training in organizations is needed in basic skills, both industrial and clerical, and for the provision of adequate quantities of trained technicians, supervisors, and competent managers. To achieve planned progress these nations need skilled administrators in large numbers, and above all they require educators and instructors (Armstrong, 2010). In some, the primary and higher educational structure is inadequate for current needs, no vocational training is built into the school system, and little or no science and technology are offered in the universities.

Before the advent of colonialism there was no school to train teachers and there were no trained teachers (Ssekamwa, 1997). Most of the teaching was done informally at home, in clan meetings or in peer gatherings (Roscoe, 1915). And so, in the traditional African society, teacher professionalism was built in their societal norms and prescriptions especially the values that were espoused at the time such as respect, honesty, integrity, trust, among others (Muwagga, 2016). With the coming of the missionaries between 1877 and 1879, formal education began, though the teaching was being carried out under verandahs (Ssekamwa, 1997). Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Ssekamwa, 1997). The curriculum which basically constituted the 3Rs (that is; Reading, Writing, and Arithmetic) was designated not only to create a new class of elites but also religiously adherent citizens (Nkwanga, 2016). The missionaries used a recruiting system of pupil-teacher to become their assistants in teaching but only those whose personalities seemed ideal for exemplary conduct in the community and had grasped some aspects of the 3Rs were recruited. This was the humble beginning of the emphasis of teachers' conduct in Uganda which underlies this study.

In 1925, a department of education was established in Uganda to oversee education in the protectorate and the colonial government then started normal schools to train teachers. Since most of these schools were run by missionaries, puritanical conduct was emphasized among teachers and those who found it difficult to comply with these standards found their way to private schools (Ssekamwa & Lugumba, 1973). The pre-independence era in Uganda's education system therefore witnessed a high degree of teachers' discipline and high respectability in regard to the core values such as: integrity, trust, equality, service, fairness, honesty and respect in their profession (Mamdani, 1976).

Historically, therefore, one can note that in Uganda teachers' training has developed over the years. The 1950s saw the development of teaching as a profession as noted by Ssekamwa (1997). Those who took up the profession became professional teachers and these came to be termed as persons who have undergone formal training in a Primary Teachers Colleges (PTCs), National Teachers Colleges (NTCs) or a University College (Ssekamwa, 2000). Teacher professionalism therefore became a major source of contention between the different stakeholders in Uganda (Muwagga, 2016), and due to the growing autonomy that was given to educators, it has remained one of the most influential attributes of education today (Ilukena, 1999). Therefore, teacher professionalism has had relevant significance in education and thus emphasizes both academic and professional obligations (Ssekamwa, 1997).

Upon the attainment of independence in 1962, the Government of Uganda took education as one of its priorities to create a pool of manpower and accelerate economic development (Wandira, 1971). The training of teachers was intensified at all levels. Uganda had graduate teachers from Makerere University, diploma holders from NTCs and Grade III teachers with a certificate in education from Primary Teachers' Colleges. It can also be noted that the independent governments in Uganda have emphasized the secularization of education through the Teaching Service Commission (TSC) and the legacy of puritanical emphasis on teachers' conduct still survives in these schools. However, there was need for the researcher to establish the influence of teacher training towards their performance, thus the motivation for the researcher to conduct the study.



### **1.2.2. Theoretical Background**

The study was guided by the Human Capital Theory and meta-analysis theory.

The Human Capital Theory developed by Smith (1776) and re-invigorated by Schultz (1961) postulates that training and education are a form of investment in human beings. The underlying belief then is that training creates assets in the form of knowledge and skills, which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of training and development programmes or investment in the existing human resource through appropriate on-the job training both within and outside the organization -- for example seminars, workshops, conferences -- and by creating conducive environment through appropriate welfare like promotion.

For Flam, Holtz and Lacey (1981), human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes. The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources.

Burke and Day's (1986) meta-analysis theory of managerial training effects (across six training content areas, seven training methods, and four types of training outcomes) showed that managerial training is moderately effective. He contends that the purpose of training and management development programmes is to improve employee capabilities and organizational capabilities. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training and development programmes were focused on individual performance or team performance. The creation and implementation of training and management development programmes should be based on training and management development needs identified by a training needs analysis so that the time and money invested in training and management development is linked to the mission or core business of the organization.

Thus, training and development have become the most important factor in the organizational world today, because it increases the efficiency and the effectiveness of both employees and the organization (Khan, Haleem & Kanwal, 2017). Employee training and development is a major force in the economic success of any institution, and educational institutions cannot afford but to develop the requisite manpower to support both the productive and service industries, (Ivancevich, 2010). Therefore, Teacher education, training and development are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system stems from skills development which in turn, improves the teachers' job performance leading to positive learning outcomes in schools. Performance of teachers is partly dependent on their preserve training, thus, teacher training programmes are very crucial in order to upgrade teachers' skills, knowledge and performance and to enable them to be more effective. On the other hand, teacher training programmes are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change, and to provide them with the knowledge and skills to teach new learning areas (Mozael, 2015).

### **1.2.3. Conceptual Background**

Staff training is defined by Karimi (2016) as a learning experience, in that it seeks a relatively permanent change in an individual that will improve his ability to perform on the job. According to Mozael (2015), Staff training consists of planned programmes designed to improve performance at the individual, group or organizational levels. Monappa and Saiyadain (2008) defined Staff training as the teaching or learning activities carried on for the primary purpose of helping members of an organization to acquire and apply the knowledge, skills, abilities and attitudes needed by that organization. On the other hand, Sherwani and Mohammed (2015) defined Staff training as the means of giving new or current employees the skills they need to perform at their various jobs. According to Ivancevich (2010), Staff training is an attempt to improve current or future performance of an employee and it is important for both new and current employees. Khan, Haleem and Kanwal (2017) defined Staff training as a systematic process of altering the behaviour of employees in a direction that will achieve organization goals. In this study, Staff training was operationalized as: on-the-job training and off-the-job training.

Performance is the degree to which employees and organizational goals are met (Feng, 2010). Performance, according to Webster (1993), is the capacity to achieve desired results. Teacher performance according to Johnson (2016), is defined as an activity aimed at achieving the best results from the teachers. In this study, teacher performance was looked at in terms of the participation of teachers in school activities, quality of teaching and the involvement of teachers in school administration. Aunga and Obadia (2007) assert that teachers' performance refers to the ability of an individual teacher to portray good teaching skills, teach according to learners' abilities and being able to provide good management skills for the good of the learners. It is the standard that a teacher provides as a model for effective teaching and establishment upon which all aspects of teacher development can be aligned (Mc Collkennedy and Anderson, 2005). The study defined the concept teachers' performance as the competence within individual teachers to ensure effectiveness in preparation, select and use appropriate instructional methods, effectively participate and to all school programmes as indicated by timely scheming, lesson planning and teachers' physical presence in the school.

#### **1.2.4 Contextual Background**

Sirisha (2015) argues that organizations succeed or fail, based on the quality and effectiveness of their workers. Therefore, education outcomes depend on the quality and effectiveness of the teachers. The work of primary teachers in any part of the world is indispensable and requires skills, in-depth knowledge, ability and a positive attitude of the teacher (Njoku, 2011; UNESCO, 2015). Teacher performance is still a critical factor in most developing countries that are implementing universal primary education yet the quality of an education system depends on the performance of its teachers (Ochwo, 2013; Akpanobong & Asuquo, 2015; Muthoni & Wafula, 2016).

In Uganda, the Commissioner for Basic and Secondary Education (Nkaada, 2014) notes that absenteeism could be curbed through serious monitoring of teachers and head teachers to help improve on teaching time and syllabus coverage. Uganda's progress report (2012) on the achievement of the Millennium Development Goals reveals that school enrolment in Sub-Saharan Africa has been rising but the school system has remained wasteful in terms of

repetition. Repeating reflects poor teaching and learning. Repeating is also related to poor teacher performance. Nkaada (2014) observes that repeating of classes may not be avoided if there is no proper teaching. Absenteeism and failure to cover the syllabus is a sign of poor teacher performance which affects the overall pupil academic achievement at the primary level of education. Kagolo (2014) reported that teacher absenteeism in rural areas in Uganda stood at 35% and was the highest in the world, with Ugandan teachers missing two days of work in a week, which is a financial loss to the government and its development partners since teachers are paid on monthly basis.

To improve the quality of education in schools, the government of Uganda and its development partners have initiated substantial quality enhancement measures such as the introduction of teacher training, salary increment, regular monitoring and assessment of learning achievement of pupils, construction of more classrooms and purchase and delivery of instruction materials (Nsubuga, 2008). The above-mentioned changes were meant to ensure smooth development of the secondary education system in Uganda. However, studies on how the provision of staff training programmes affect teachers' performance in secondary schools are inadequate. In Kanungu district, where Kanungu Town Council is based, it was in 2009 that staff training programmes such as upgrading, in-service trainings and refresher courses started to be implemented with the intention to improve teachers' performance in the district though on a rare basis due to resource constraints. Therefore, there exists an information gap since the emphasis of this initiative was done towards the implementation of staff training programmes and how effective and relevant they have been towards improving teachers' performance; that the researcher felt it important to assess and document. Thus, the motivation for the researcher to conduct the study to establish the influence of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district.

### **1.3 Statement of the problem**

Teacher performance is looked at as one of the ways in which academic excellence in schools can be enhanced, motivates students to work hard, reflects teachers' competence and brings out teachers as agents of social change (Manana, 2015). As a result, the government of Uganda has made several attempts to enhance the performance of teachers. For instance, the ministry of education and sports (MOES) has been training teachers in cyber school technology solutions

knowledge through workshops in the teaching of science subjects (Ministry of Education and Sports, 2010) and Secondary Science and Mathematics Teachers (SESEMAT) project annual workshops (Ssekwe, 2016) and teachers' salaries are gradually being enhanced (Kafeero, 2017). In Kanungu district, teachers attend training programmes in form of inductions, seminars, workshops, among others, in order to improve their effectiveness and efficiency (Kabagambe, 2017). Unfortunately, Nampa (2019) comments that the performance of teachers has sunk, and Kanungu district reports (2017) and Behangana (2019) comment that students are often left without being given class work, they are defiled, teachers absent themselves from school duties, come late and leave early and head teachers are hardly seen in their offices executing their duties. The failure of head teachers to fully embrace their duties is breeding several negative results such as low and poor academic performance, student indiscipline, and student turn-over. In turn, this is influencing teachers' adherence to their code of conduct, their attitude towards the core values of the code of conduct, their dedication, willingness, voluntarism, belongingness, cooperation, excitement and pride. If the current situation is not urgently addressed, it may increase immorality that may eventually paralyze the profession of teachers. This makes one to wonder why teachers are not motivated to improve their efficiency and effectiveness having attained relevant training programmes by the government. Thus, the motivation by the researcher to conduct the study to bridge the gap by ascertaining the influence staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district.

#### **1.4 Objectives of the Study**

The study was guided by general and specific objectives as shown below.

##### **1.4.1 General Objectives**

To assess the role, staff training programmes play towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district;

##### **1.4.2 Specific Objectives**

1. To analyse the staff training programmes geared towards teachers' job performance employed by selected secondary schools of Kanungu Town Council, Kanungu district;
2. To examine the Teachers' attitudes towards training programs among selected secondary schools of Kanungu Town Council, Kanungu district;

3. To find out the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance in selected secondary schools of Kanungu Town Council, Kanungu district.

### **1.5 Research Questions**

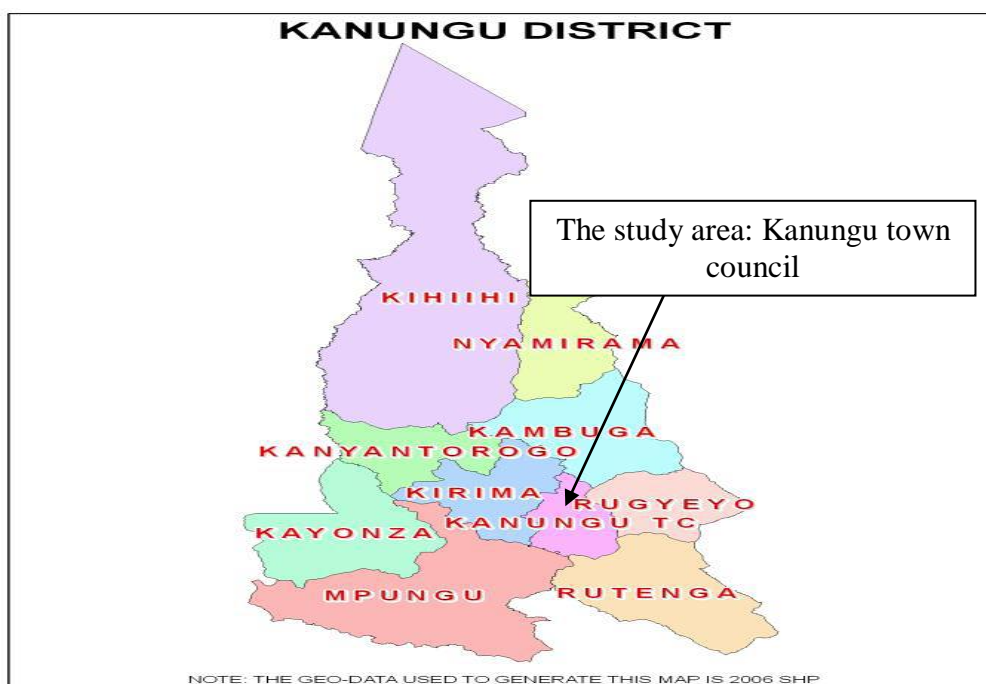
The study sought answers for the following questions:

1. What staff training programmes geared towards teachers' job performance are employed by selected secondary schools of Kanungu Town Council, Kanungu district?
2. What are the Teachers' attitudes towards training among selected secondary schools of Kanungu Town Council, Kanungu district?
3. What are the challenges that hinder the implementation of staff training programmes geared towards improving teachers' job performance in selected secondary schools of Kanungu Town Council, Kanungu district?

### **1.6 Scope of the Study**

#### **1.6.1 Geographical Scope**

The study was limited to selected secondary schools in Kanungu Town Council, Kanungu district located in South Western Uganda. Geographically, Kanungu town council is bordered by Kambuga sub county in the North, Kirima sub county in the West, Rugyeyo sub county in the East and Rutenga in the south. The District Headquarters are approximately 60 kilometres (37 miles), by road, North-West of Kabale, the largest town in the Sub-Region. This location is approximately 420 kilometres (260 miles), by road, South-West of Kampala, Uganda's capital and largest city. The central coordinates of the district are: 00°57'S, 29°47'E ([https://en.wikipedia.org/wiki/Kanungu\\_District](https://en.wikipedia.org/wiki/Kanungu_District)).



*Plate 1: Map of Kanungu District Showing the Study Area (Kanungu Town Council)*

### **1.6.2 Content Scope**

The study was limited to the effect of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district. The study in the process found out staff training programmes geared towards teachers' job performance; investigated staff perception towards training programmes and their contribution towards teachers' job performance; found out the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance.

### **1.6.3 Time Scope**

The study focused on a period of the past nine years (2009-2018) to assess the role of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu District. The researcher chose this specific time because this was the time when the Kanungu District Education Office started intensifying the implementation of staff training programmes as a way of improving teachers' job performance in the district (Kanungu District Education Assessment Report, 2018).

### **1.7 Significance of the Study**

The study is relevant to students who are furthering their studies on different aspects of staff training, school management and the larger academic communities as well will rely on the work.

The study may benefit the government of Uganda since she is the major funder of education across the country and has spent a lot on staff training programmes. However, the Education Service Commission of Uganda can also benefit from this research work because of being the coordinating organ and policy making body for secondary schools.

The study encourages government on the importance of in-service training, workshop, seminars, conferences, symposia and mentoring programmes for teachers to improve their skills and academic performance in secondary schools.

Furthermore, the study is relevant to administrators, stakeholders and non-governmental organizations on the need for every staff to be constantly upgraded to keep abreast with the rapidly changing society. This is hoped to have tangible and intangible significance to all teachers found in secondary schools in Uganda specifically to teachers and students at large.

The study contributes much to the students' performance in Uganda. It could be used as a guideline to Ugandan secondary school decision makers in the various strategies. The findings of this study may be used in managing the learning environment and provision of quality secondary school education basing on the strategies suggested.

Furthermore, the findings of this study aimed at challenging the secondary schools stakeholders in Uganda and other stakeholders who protect the secondary schools learning environment. The study findings show the way staff training programmes can be implemented.

The study can also be used as an addition for the future business and social researchers interested in the same area.

The findings of this study are of help in extending the implementation of the provisions of the Secondary School Educational Policies of the Government of Uganda and its related Staff

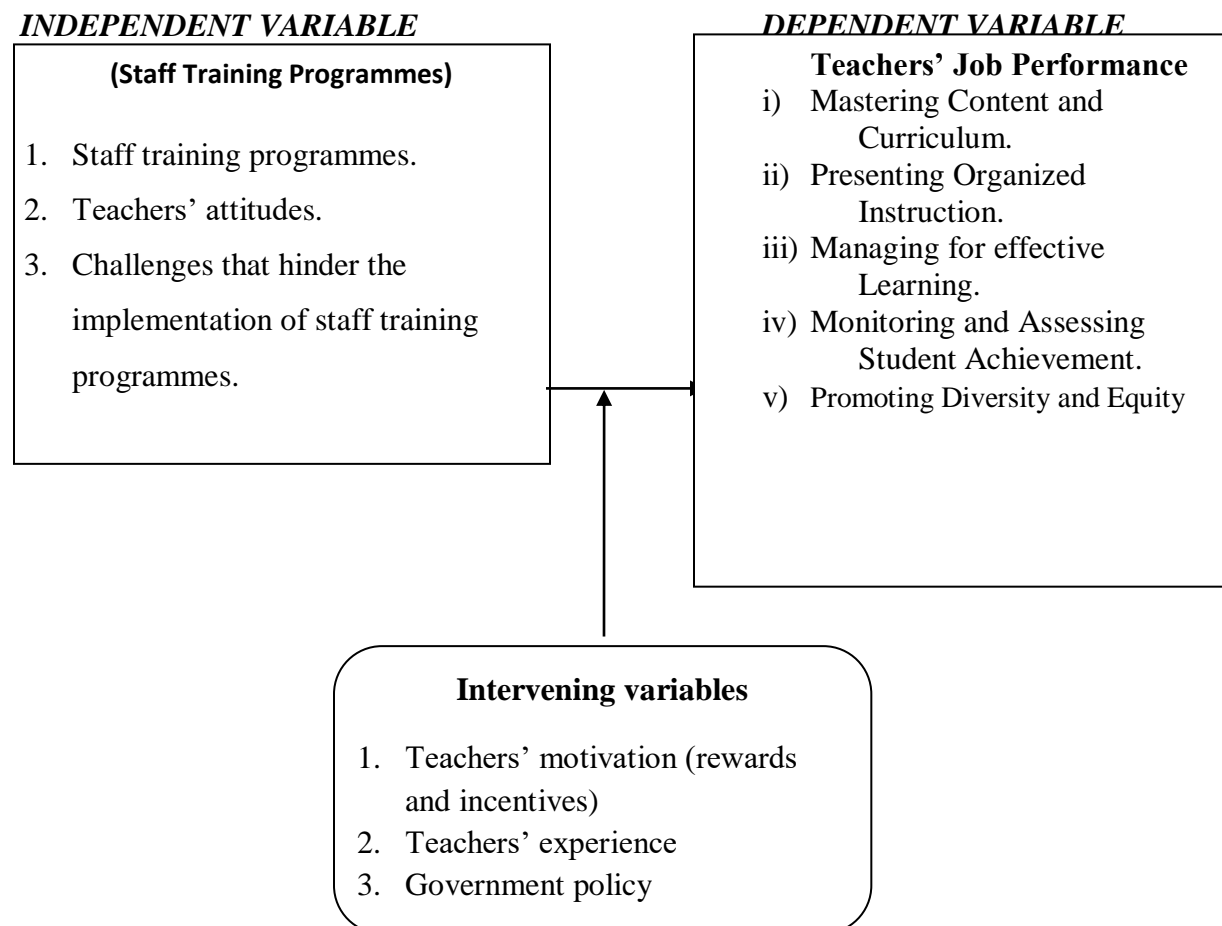


training programmes. This can be done through discovering what is not known about staff training programmes towards teachers' job performance.

This study can also be the base for business investors willing to invest in secondary school education in Uganda. From the findings, they can be able to understand the need for staff training programmes as a result leading to improved teachers' job performance.

### 1.8 Conceptual Framework

The study was guided by the conceptual framework which is composed of independent variables and dependent variables whose relationship is determined by the intervening variables as illustrated below in Figure 1.



Source: Agaba 2022 job performance model modified from Kyeyune (2008)

As described in Figure 1 above, staff training programmes was an independent variable operationalised in terms of On-job trainings that entail refresher courses, mentorship and career orientation, Off-job training and upgrading influence dependent variables which was teachers job performance operationalised in terms of Timely scheming of work, Timely lesson planning, Involvement in co-curricular activities, Involvement in discipline management, Involvement in counselling and guidance, participation in staff meetings, lesson delivery/actual teaching, maintenance of records of work covered, and teachers' physical presence in school while being moderated by intervening variables measured in terms of teachers' motivation and their experience.

### **1.9 Operational definition of Terms**

**Conference:** refers to a large form of meeting usually lasting for a few days at which people of the same field come together either locally, national or internationally to debate topical issues.

**Development:** refers to the growth of a person in his or her professional role by gaining increased experience.

**In-service:** refers to a training or course of study undertaken by a worker in an institution where he/she is still on the job to acquire higher qualifications such as Bachelor's or Master's degrees and so forth.

**Job Performance:** Performance in this study refers to teachers' effectiveness and efficiency in teaching, teaching preparation, carrying out of research and teacher punctuality.

**Mentoring:** refers to a process of consciously building a mutual relationship between two or more experienced colleagues for the purpose of promoting personal and professional growths.

**Performance of Teacher:** Refers to the competence within individual teachers to ensure effectiveness in preparation, select and use appropriate instructional methods, effectively participate and to all school programmes.

**Performance:** refers to the employee job behaviour and comparing it with the formats and standards that have been determined in the organisation. To put differently, it means providing information about the job behaviour of staff.

**Seminar:** refers to an arrangement of a group of people who engaged in advanced study and original research and meeting regularly to exchange information and hold discussions.

**Staff training:** refers to the process of providing opportunities for employees to improve their knowledge, skills and performance in line with the goals and values of the organisation and in relation to the interest and needs of the employees.

**Symposium:** refers to a small conference where teachers interact on a single subject to enhance their performance in their chosen fields.

**Workshop:** refers to a form of discussion and practical work on a subject in which a group of people show their knowledge and experience under the guidance of resource personnel usually with prepared modules or material.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter provides related literature reviewed for this study. This information was extracted from various publications in libraries and the internet. This chapter is divided into three sub-sections according to the study objectives, namely: the staff training programmes geared towards teachers' job performance employed by secondary schools; Teachers' attitudes towards staff training programmes implemented in secondary schools; and the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance in secondary schools.

#### **2.2. The Staff Training Programmes Geared towards Teachers' Job Performance Employed by Secondary Schools**

##### **The concept of Staff training**

Staff training is described by Mwangi (2017) as a learning experience aimed at bringing about a relatively permanent change in an individual that will heighten the individual's ability to do the job. According to Sherwani and Mohammed (2015), Staff training comprises a systematic process in which employees obtain knowledge, skills, attitudes and information needed to achieve the objectives of the organisation, as well as personal objectives. Khan, Haleem and Kanwal (2012) insist that Staff training fills the gap created between that which a person is able to do at a specific moment in time and what he/she is able to do after applicable training has been given.

Tangoukian, Hamad and Menassa (2016) view training as a very good mechanism for bringing about change by means of a systematic process of addressing problems and contributing to the achievement of the objectives of the organization. The emphasis on training and development is important, but greater emphasis should be placed on the needs within the organization. Management and employees should identify these needs and investigate how they can be satisfied. According to Mozael (2015), a training need exists in an organization where there is a gap between levels of present skills and the knowledge of employees, and the skills and knowledge that are needed or will be needed in future. Arinanye (2015) posits that before formal

plans can be made with regard to training, training needs and the organization's commitment with regard to training should be determined. The forecasting of the needs of the organizations seems to be essential and results in the institution of training measures to stop the need from becoming a problem or crisis.

According to Amin et al. (2013) training is simply learning that is provided in order to improve performance on the present job. Employee development is aimed at providing employees with competences for anticipated future jobs and roles. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Staff training programmes can be thought of as processes designed to enhance the professional knowledge skills and attitudes of educators so that they might, in turn, improve the learning of students. Staff training programmes are an important part of teacher preparation programmes, especially for those aspects of teaching that are more skilled-like in their conception, but there are many other important aspects of teaching that can only be nurtured through reflective strategies and experiences (Rahman, *et al*, 2011).

Many definitions have been offered by educationist in regard to the meaning of staff training. Staff training according Cole (2004) is any learning activity that is directed towards further needs rather than present needs of staff and is concerned more with career growth than immediate performance. Shahzad, Bhatt and Khalid (2007) view staff training (Human Resources) as being concerned with the provision of learning, development and training opportunities for individuals in an organization in order to improve organizational performance. It is concerned with enhancing resource capability in line with the belief that an organization's staff are the major source of competitive advantage. Thus, staff training implies developing the intellectual capital required by an organization as well as ensuring that the future and present needs of an organization in terms of the right quality of people is created. Olagboye (2004) affirms that staff training is concerned with teaching or providing an employee with the skills he/she needs for future jobs and distinguishes staff training from training which is directed at assisting employees to acquire basic skills required for the effective performance of their tasks.

Staff training programmes in any organization are carried out for the purpose or to achieve certain objectives. Nassazi (2013) and Cole (2004) perceive the purpose of staff training to be

increased productivity, effectiveness of workers, preparation for higher responsibilities, curtailing incessant labour turnover and boosting of workers' morale. The need for staff training is therefore closely linked to the achievement of organizational goals. The objectives of staff training include: to provide planned staff training opportunities that provide the learning necessary to enable the employee to perform at the level of competence required in current and future jobs; to foster a climate that facilitates personal self-fulfilment, institutional effectiveness, human creativity and system renewal; to serve the school system's primary goals, enhancing and achieving quality teaching and learning for students.

It saves money as it is costly to hire and then dismiss employees who do not work according to expectations while it is also costly to lose good employees. This is because they are frustrated by lack of opportunity for professional growth and also wasteful to accept barely satisfactory work as the norm or not to provide opportunities. This leads towards the objective of optimal development on the part of each individual (Nassazi, 2013 and Cole, 2004). To establish viable and meaningful programmes that enable personnel to cooperatively work towards achieving the system's goals and their own personal goals in the areas of achievement, satisfaction and self-fulfilment, technological developments and organizational change have gradually caused some employers to realize that success lies in the skills and abilities of their employees. This implies considerable and continuous investment in staff training programmes; achieving suitable human resources to introduce and implement new programmes; ensure rapid and suitable replacement for any staff that leaves the organization (Nassazi, 2013 and Cole, 2004).

The objective of staff training skills keeps teachers abreast with new knowledge, particular needs, such as curriculum development and orientation (Medumere-Obike, 2007). Staff training helps teachers in leadership responsibility, helps new teachers to adjust to the teaching field, helps to promote mutual respect among teachers and recognizes the need for modern teaching methods (Medumere-Obike, 2007). Staff training programmes have been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff training programmes for teachers are important aspects of the education process that deal with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management.

Organizing and structuring of a solid academic staff training programme influences the realization of the school goals. Employee development refers to the human resource Staff training programmes designed to enhance the value of employees after they have joined the organization. This, according to Bingilar and Etale (2014), includes employee training, orientation promotion, mentoring, seminar and workshop, among others. Training is the organized way in which organizations provide development and enhanced quality of new and existing employees. Training is viewed as a systematic approach of learning and development that improve individual, group and organization (Fanny, 2001), thus it is the series of activities embarked upon by organization that lead to knowledge or skills acquisition for growing purposes.

Excellent performance of every institution is dependent on its key human resource (Al-Zoubi, Bani and Ismail, 2010). Although there are many other factors that play a major role in its success, every educational institution must have quality teachers in order to improve upon the knowledge, skills and general performance of its students. Teacher education, staff training programmes are a means for professional upgrading which deals with all developmental functions directed at the maintenance and enhancement of their professional competence. The quality of teachers that work in a specific educational system help in the attainment of positive learning outcomes in schools. Performance of teachers is partly dependent on their pre-service training in addition to the in-service training given to the teachers. Pre-service Teacher Training Programmes (PSTP) are very crucial in order to upgrade teachers' skills, knowledge and performance and also to enable them to be more effective. On the other hand, In-service training programmes (ISTP) are necessary to re-orientate teachers to new goals and values, to train them in new teaching and learning methods, to prepare them to cope with curriculum change and to provide them with the knowledge and skills to teach new learning areas (Al-Zoubi *et al.*, 2010).

Staff training programmes have become the most important factor in the organizational world today because it increases the efficiency and the effectiveness of both employees and the organization (Raja, Furqan and Khan, 2011). Employee staff training programmes are a major force in the economic success of any institution, and educational institutions cannot afford but to develop the requisite manpower to support both the productive and service industries (Sarheng, 2013).

### **2.3. Staff perception towards training and their job performance in secondary schools**

Numerous studies exist on the relevance of Staff training programmes for practicing teachers. For instance, Mohammed (2016), Madumere- Obike (2007), Ntukidem and Etudor (2003) have continued to stress the importance of continuing professional development for the teachers who are the ones to translate the training acquired to better classroom practices. Continuing staff training programmes for teachers are about reinforcing all the dimensions of good teaching throughout a teachers' career. They are means of increasing the competence level of teachers in a way that would enable them to contribute to a knowledge base that would in turn also contribute to development of teaching as a profession. Previous studies have shown that successful staff training practices can impact on teachers' job performance in and out of the classroom (Saks, 1996; Andrews, 2002; Borich, 2003; and Villegas-Reimers, 2003).

Employees who recognize the importance of training tend to be more committed and more willing to participate in the activities of the organization's training programmes (Ahmad & Bakar, 2003). In a study by Barrett and O'Connell (2001), they realized that employees' training gives the impression of care and importance of the employees, thus making them loyal to the organization. Similarly, it gives the employees the perception that values are adhered to and thus they will be less interested in quitting. Garrow (2004) points out that existing research shows that training and development programmes are a sign by employees that their organization wishes to enter into social exchange with them. This in the end creates a strong psychological bond between the employees and employers. Mehedi's (2013) earlier research shows that perceptions of training are related to participation in training. That indicates training is available and the organization supports training. It helps in career advancement within the organization.

A similar study in China by Newman, Thanacoody and Hui (2011) also proved that effective and continuous employee commitment is highly correlated to the perceived availability of training. Their study showed that training can be used as a tool for enhancing commitment which in the end reduces employee turnover. Similarly, Eisenberger (2002) observed that some research findings show a correlation between perceived supervisor support for training and training effectiveness. The findings were that perceived supervisor support leads towards perceived organisational support and this relationship will be influenced by the status of supervisor in the



organisation. They also suggest that supervisor support eventually contributes to employee retention.

In USA, a research conducted by Jawahar and Hemmasi (2016) showed that it was expected that perceived organisational support for women's advancement would be negatively related to employee turnover intentions. They related these findings to that if this support could be offered through training, then job satisfaction would be an obvious result. In relation, another study by Bartlett (2001) which examined the relationship between employee attitudes and commitment found out a stronger positive correlation between perceived supervisor support for training and organisational commitment. For individuals, potential short-term benefits of successful training and development activities include being able to perform current tasks well, acquiring new knowledge and skills to use on the job immediately, increasing motivation and stimulation, commanding a higher salary, and enjoying other incentives such as greater promotion opportunities (Buckley & Caple, 1990; Sibthorpe, 1994; Cascio, 1994). Training programmes help employees to prepare for the job. However, the success of training programmes depends on the perception of the employee. If employees find the training programme enables them to perform their task effectively then they will try to get maximum knowledge from that programme. Whatever knowledge and skills they acquire; they will try to use it in their job. Therefore, these will help the employee in getting promotions and other short-term benefits

An examination was done on the perceptions of senior staff employees in a Qatari petrochemical industry by Al-Emadi and Marquardt (2007) on the perceived benefits of the training they offered and its impact on organizational commitment. Their study showed a positive relationship between the two proxies. The functions of training, as observed by Oguntimehin (2005) are increased productivity, improved quality of work; improved skills, knowledge, understanding and attitude; enhanced use of tools and machinery, reduced waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminated obsolescence in skills, technologies, methods, products and capital management. A truly effective employee development programme should embrace learning, career planning, goal setting and evaluation (Petrecca, 2000). These areas benefit both the employees who use them and the organizations that provide them.

A study by Cohen and Hill (2001) found that teachers whose in-service training was focused on the curriculum could teach well when what had been learnt was applied in the classroom. The

study also showed that students' achievement was usually good if their teachers participated in training that focused on the curriculum. Teachers' involvement in an in-service training that emphasized Mathematics and Science subjects were more prepared to implement changes in teaching practice, as well as improve their knowledge and teaching skills. The training was much related to daily experiences and parallel to assessment (Garet, Porter, Desimone, Birman and Yoon, 2001).

Zatta (2003) conducted a study on the effectiveness of the Massachusetts Curriculum Assessment System (MCAS - AIT) on disabled students' achievement. The study arrived at an important finding that teachers' involvement in professional development activities can have a positive impact on teachers' performance. Similarly, Desimone, Porter, Garet, Yoon, and Birman (2002) conclude from their longitudinal study that professional development characterized by "active learning", where teachers are not passive recipients of information boast the impact of professional development activities. Ntukidem and Etudor (2003) conducted a study on principals' provision for professional growth and teachers' job effectiveness. A total of 400 teachers were selected as samples and analysis of the study found that making provision for the professional growth of teachers often led to greater teacher effectiveness. Given the importance of staff training programmes in the career of serving teachers, there seems to be no alternative to sustained, continuous staff training practices.

Staff training has increasingly become significant in view of the profound breakthrough in Information and Communication Technologies (ICT) and advancement in science and technology (Williams, 2001). Society or organizations are now more than ever before knowledge-driven and much value is now attached to human resource in the production of goods and services. Their value is what contributes to a better society or organizational performance. Staff training programmes in the secondary schools will therefore enable the employees to acquire and improve upon their skills. Globalization has further necessitated the optimal utilization of new knowledge, technologies and innovations to make secondary schools improve organizational performance and competitiveness in the global village so as to achieve their objectives (Williams, 2001). Through staff training, the teacher whose position is crucial in the educational system could become knowledgeable with new teaching methods, thereby avoiding the use of obsolete method to teach students of the 21st Century Information Age.

Williams (2001) points to the important role of staff training programmes in school reform efforts by referring to the involvement of people and the role of motivation in the teaching profession. Staff training focuses on the development of people, the teachers, and therefore it is important to explore their views on development. A variety of factors interacts and may impact on the development of teachers and subsequently on the quality of teaching and learning. Development implies a change from a current to a new situation involving the physical, emotional and cognitive parts of the individual. However, change (considered to be an integral component of development) is also associated with resistance as teachers may feel that they are not what they ought to be. Change brings with it perceptions of uncertainty. This may lead to resistance and should thus be addressed in the development process. Development encompasses self- development, personal and professional development, all of which may be voluntary or forced. The approach towards development is thus important (Williams, 2001).

Staff training programmes have been accepted as an effective method of increasing the knowledge of skills of teachers in order to enable teachers to teach more effectively (Health, 1989). It is the important aspect of the education process that deals with the art of acquiring skills in the teaching profession. Staff training programmes enhance teachers' subject mastery, teaching methodology and classroom management. The primary aims of staff training, as submitted by Health (1989), include enhancing professional competence which will also have some impact on personal growth and awareness, increasing job satisfaction and developing potentials for future work, and improving the individuals' and institutions' abilities to achieve their aims and objectives. The skills and competences acquired because of prudent staff training programmes will enable the teachers to perform optimally if not maximally. Their performance will not enable them to give efficient and proficient service but will provide the avenues for technological advancement as well as enabling the attainment of varied policies toward reaching our national most expected destination compassionately. Staff training is a function of the interaction between and among five key players or stakeholders. These are the Ministry of Education and Sports responsible for teacher education, Universities, Schools, the community and the teachers themselves (Health, 1989).

Staff training programmes have been accepted as an effective method of increasing the knowledge and skills of teachers in order to enable teachers to teach more effectively. According to Lawal (2004), staff training programmes for teachers are an important aspect of the education process that deals with the art of acquiring skills in the teaching profession. They are essential practices that enhance subject mastery, teaching methodology and classroom management. The objective of staff training programmes is that it ensures the promotion of professional growth, help to improve pedagogical skills, keep teachers abreast with new knowledge, meets particular needs, such as curriculum development and orientation, helps in leadership responsibility, helps new teachers to adjust to teaching fields, help to improve mutual respect among teachers and recognize the need for modern teaching method (Madumere Obike, 2007). Ekpoh, Edet, & Nkama (2013) stated that teaching is a profession and therefore all who desire to work as teachers should be well groomed in the art of teaching. Ekpoh *et al* (2013) assert that new teachers are faced with several challenges upon beginning their teaching career, such as class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence, the need to provide effective staff training programmes which will assist novice teachers as they begin their teaching career.

#### **2.4 Challenges to the Implementation of Staff Training Programmes Geared at Improving Teachers' Job Performance in Secondary Schools**

Brennen (2001) asserts that new teachers are faced with several challenges upon beginning their teaching career, such as: class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence the need to provide effective staff training programmes which will assist novice teachers as they begin their teaching career.

Mohammed (2016) noted that many teachers after graduation have little or no opportunity for re-training and their training ends as soon as they graduate with no opportunity for updating their knowledge and skills by attending seminars, workshops and conferences that will subsequently enhance their knowledge and skills and their classroom teaching. Subscribing to this view, Esu (1997) observed that there has been greater awareness that teachers who were trained some few years ago were not adequately equipped for effective teaching except complemented by in-

service training. She further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation programme. To take care of the inadequacies of pre-service teacher preparation, the Federal Republic of Nigeria (2004) in the National Policy on Education made provision for development of teachers by stating that teacher education shall continue to take cognizance of the changes in methodology and in the curriculum and that in-service training for teachers and head teachers shall be regulated. This therefore emphasizes the importance and the need for every staff to be constantly renewed, upgraded and updated in his or her knowledge to be refreshed and to keep abreast with the rapidly changing society through staff training programmes.

Teachers' job performance has been one of great concerns to stakeholders in education, given the deteriorating academic performance of secondary school students in external examinations in most developing countries (Ekpoh, 2007). A lot of people, notable among them: parents, students, government and even teachers themselves, have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and professional qualification of teachers and huge government investment in education, the secondary school system has failed to produce people who can contribute to solving the problems of the society.

Teachers are faced with challenges in implementing staff training programmes which, amongst others, include failure to involve teachers in the planning of professional development activities which demoralises and develops in them negative attitudes. Teachers appreciate programmes where they take part in organizing rather than being left in the dark on matters that concern them. Another challenge is financial constraints. Dadey and Harber (1991:34) observe that due to “financial constraints which exist in almost every country in Africa, some teachers have access to training once in a decade and some rarely, if ever”. Fullan (1991) also observes that “financial and political factors inhibit the expansion of induction programmes”. This evidence shows that financial constraints are contributory to limited professional practices undertaken to upgrade teachers. Limited funds inhibit teachers’ maturity. Under funding of staff training programmes can be one of the factors that act as a barrier to effective teacher’s growth. Therefore, teachers

are the main determinants of quality education. If they are apathetic, uncommitted, uninspired, lazy, unmotivated, the whole nation is doomed. If they are ignorant in their discipline and impart wrong knowledge, they become not only redundant, but dangerous.

Teacher development is not only a tool of progress but also a symbol of faith in the improvement of the individual's talents. Conversely, it is unfortunate that teacher development in practice often fails to live up to expectations, as cited by Yunusa (2008). The following misconceptions were observed: failures to relate teacher development plan to genuine needs of the participants; failure to select appropriate activities to implement programme plans; and failure to implement teacher development activities with sufficient staff and other resources to effectiveness.

Nduka (2008) identifies the problems thus: The objectives of the training programmes may not be clearly stated to the participants. This means no mental preparedness for the achievement. Some staff exhibit lack luster attitudes as they perceive the programme as a few days off meant for relaxation. There is no positive reinforcement after training. It is relatively easy to provide opportunity to gain wider experience but at the same time no promotion to higher position. The trainee may not have opportunity to put what he learns into practice. There is inadequate support from the management and executive. Some related programmes are not properly planned and are not evaluated to ascertain the effectiveness.

Okwuanaso (2016) also acknowledge that some of the non-transferability of knowledge learnt from in-service is a big setback to the aims and objectives of the programme. In practice, in-service is action-packed but experience is easily forgotten once the participants go back to school and settle into the system. This is made worse especially in an environment where the option to practice the new skills, techniques knowledge acquired is optional. Some teachers due to laziness and ease tend to fall back to the old ways of practice because no one in the school cares to know or encourage the new approach.

## **2.5. Research gap**

The study's research gap lay in the contextual, theoretical, and methodological aspects. Contextually, the studies reviewed in literature had been focussed and scoped in other areas of Europe, America, Asia and Africa but not focussing on Kanungu District. Mwagi (2017),

Sherwani and Mohamed (2015), Mozael (2015), Bingilar and Etale (2014), Jawahar and Hemmasi (2016), Ekpoh (2013), among others, belong to this category. In addition, the reviewed studies concentrated more on the theoretical application of teacher job performance focussing on other sub-independent variables, such as motivation, remuneration, teacher promotions at work, provision of teacher accommodation at school, among other variables. The concept of teacher training programmes was overlooked, which in this study is the focal point. Fullan (1991), Mohammed (2016), Nassazi, (2013) and Cole (2004), among others, are a prototype of such stance. Thirdly, most studies reviewed in this chapter explored teacher job performance using the quantitative paradigm, thus leaving out a lot of information in their reporting and conclusions. These studies recommended an investigation of the same vice using other research methodological approaches. Such studies, among others, include that of Bakati (2018), Hamis (2000) , Mazenod ( 2014), and Kafeero (2017). Therefore, this study employed a qualitative approach to understand deeply the influence of staff training programmes on teachers' job performance using interviews, descriptive analysis, among other qualitative research approaches, as revealed in chapter three of this dissertation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter is about the methodology that this study employed in order to answer the study objectives and questions. It highlights the research design, target population, sample size determination and sampling techniques, data and information sources, data collection methods and their instruments, validity and reliability of data collection instruments, research procedure, data analysis, limitations and how they were managed.

#### **3.2. Research Design**

This study used a cross-sectional descriptive survey design with both quantitative and qualitative approaches of data collection and analysis while assessing the role of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district. Kothari (2014) states that descriptive studies are fact-finding enquiries and their purpose is to describe the state of affairs as they exist at present. Descriptive research design was used to enable the researcher to narrate how various behaviours and events occur (Cooper & Schindler, 2014). It is appropriate when the purpose of the study is description of a situation or of an association between variables as it helps to minimize bias and maximize the reliability of evidence collected. It describes a phenomenon occurring in a population without influencing the subjects being studied. The overall objective of descriptive research is to give an exact and valid depiction of the factors or variables that are appropriate for the research questions (Clark & Creswell, 2015). Qualitative methods were used to collect verbal data while the collection of numerical data required quantitative methods.

#### **3.3. Study Population and Sample Size Determination**

The study target population was 202 respondents consisting of Members of the District Education Office, Deputy Head Teachers, Directors of Studies, Head Teachers, Parents on Parents Teachers Association, Members of Board of Governors and teachers of selected schools from where a sample size of 173 respondents was selected as determined by Krejcie and Morgan table (1970) attached in the appendices and as illustrate in Table 3.1.



**Table 3.1: Study Population and Sample Size Determination**

<b>Categories of People</b>	<b>Study Population</b>	<b>Sample Size</b>	<b>Sampling Techniques</b>
Members of the District Education Office	2	2	Purposive Sampling
Deputy Head Teachers	5	5	Purposive Sampling
Directors of Studies	5	5	Purposive Sampling
Head Teachers	5	5	Purposive Sampling
Parents on Parents Teachers Association	25	24	Simple Random Sampling
Members of Board of Governors	60	52	Simple Random Sampling
Teachers	100	80	Simple Random Sampling
<b>Total</b>	<b>202</b>	<b>173</b>	

*Source: Selected Schools' Registry 2019; Krejcie and Morgan table (1970)*

The researcher used the Krejcie and Morgan Table (1970) to determine the sample size where all the Two members of the Kanungu District Education Office (District Education Officer and Inspector of Schools) were selected, 52 out of 60 Members of the Board of Governors were selected, 24 out of 25 Parents on Parents Teachers Association were selected, all the Five Head Teachers, Five Deputy Head Teachers, Five Directors of Studies were selected and 80 out of 100 Teachers were selected from the Five selected senior secondary schools in Kanungu Town Council, Kanungu District.

### **3.4. Sample Size and Sampling Techniques**

A total sample size of 173 respondents was selected for the study. The researcher selected 173 respondents from the original population of 202 people (Table 3.1) using both purposive and simple random sampling techniques as illustrated in Table 3.2.

Both simple random and purposive sampling methods were employed to select the suitable respondents for the study. Simple random sampling method was used to select Parents that were members of the Parents Teachers Association, members of the Board of Governors and 80 teachers from the selected five secondary schools. During this process, the researcher bought three basins for the three strata namely; that for Teachers, Board of Governor Members and Parents Teacher Association Members respectively from the Five selected secondary schools in Kanungu Town Council. The researcher requested each school to provide the names of the three strata members whereby each name was written on small piece of paper and dropped in the respective strata respectively. This was followed by shaking and mixing all the paper names in respective basins and upon thorough mixing, the researcher picked 52 folded papers out of 60 from the Members of the Board of Governors basin; 24 folded papers out of 25 from Parents-on-Parents Teachers Association basin; and 80 folded papers out of 100 from the Teachers basin. Upon unfolding the small pieces of paper from the respective basins from the three strata, those people whose names appeared were considered for the study. This simple random was used in order to avoid bias during sampling and to give all the people equal chances of being selected. Purposive sampling was also used to select 17 respondents (Two members of the District Education office who included the District Education Officer and the District Inspector of School), Five Head Teachers, Five Deputy Head Teachers and Five Directors of Studies. These respondents were purposely selected due to the fact that they were believed to be more knowledgeable and informed about the role of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district.

### **3.5 Data Sources**

The data for the study was gathered from both primary and secondary sources to enable easy comparability of secondary data available with responses from the primary data sources that were generated from the field in order to drive to meaningful interpretation of findings.

#### **3.5.1 Primary Data**

The primary data was gathered from the respondents that were selected for the study, namely: members of the Kanungu District Education Office, Members of the Board of Governors, Parents on Parents Teachers Association, Head Teachers, Directors of Studies, and Teachers

from the five selected senior secondary schools in Kanungu Town Council, Kanungu District. The researcher used questionnaires and interview guide to gather data from respondents.

### **3.5.2 Secondary Data**

Secondary data/information was obtained through an extensive literature review on the role of staff training programmes towards teachers' job performance. Secondary data was gathered from the information resources and reports, newsletters, books and publications from different libraries and the internet. This literature served as content for chapter two during literature review and discussion of results in chapter four.

## **3.6. Data Collection Methods and Instruments**

In this study, data is defined as “information obtained during the course of an investigation or study” (Whei-Jen, Chen, 2014). Data is also defined as the facts, figures and other relevant materials, past and present, serving as bases for study and analysis. The following methods were used in this research for data collection:

### **3.6.1 Questionnaire Method**

The researcher constructed a simple, clear, and straight-forward questionnaire for the ease of respondents' understanding and interpretation. In other words, the questionnaire was very SMART for the comfort of teachers. A structured questionnaire consisting of both open and close-ended questions based on a set of questions in relation to the study objectives was administered to solicit information from teachers. The researcher included on each page guiding procedures to the questions on the questionnaire for respondents' easy interpretation and feedback.

### **3.6.2 Interview method**

According to Ranjit Kumar (2011), interview involves verbal interchange, often face-to-face, though the telephone was used in which an interviewer tries to elicit the information, benefits, opinions from another person. In relation to the above, this method was administered to the members of the district education office, head teachers, deputy head teachers and directors of studies. The researcher used this method to obtain first-hand information from them in details since the researcher had a chance to probe through asking pre-determined questions. The researcher used an interview guide with open-ended questions to collect information from these

respondents. This was used because it was easier for the researcher to observe non-verbal behaviours.

### 3.6.3 Documentary review

The researcher used this method to analyse documents that contain information about the study. This research method is believed to be just as good and sometimes even more cost effective since it helped the researcher to review the literature that was recorded in chapter two of this study and used during discussion in chapter four. Documentary review was very important in reviewing the content that has already been done and documented elsewhere in compulsion with study findings in order to make unbiased dependable conclusions and recommendations about the study.

## 3.7. Data Quality Control

### 3.7.1 Validity

The validity of data was checked before processing the results in order to help establish the reliability of the tools used in data collection. Validity of the questionnaire was obtained by presenting it to at least 4 professionals including the research supervisor. This method was used to determine content and construct validity which was determined by expert judgement as recommended by Amin (2005).

**Table 3.3: Showing the validity of the research instrument**

Judge	Item relevant	Items not relevant	Total number of items
1 or 2	06	0	06
3 or 4	04	02	06
<b>Total</b>	<b>10</b>	<b>02</b>	<b>12</b>

*Source: Researcher 2019*

Content Validity Index was calculated from  $CVI = \frac{\text{number of items declared valid}}{\text{Total number of Items on the instrument}}$

$$CVI = \frac{10}{12} = 0.83$$

The CVI for the questionnaires was 0.83 which was greater than 0.7, the recommended validity as argued by Kathari and Palls (2003). This process aided the correction of the mistakes and errors within the tools and thereafter, the data tools were revisited to suit the realities through restructuring of questions and elimination of those that appeared to be unnecessary.

### **3.7.2 Reliability**

An instrument is considered reliable when it can be trusted to be accurate. To ensure reliability of this study's data collection instruments, the researcher carried out a pre-test retest method with 6 respondents (2 Head Teachers, 2 Deputy Head Teachers and 2 Members of Parents Teachers Associations) of the two Secondary School which yielded an average of 0.7 reliability.

### **3.8. Research Procedure**

The researcher requested for a letter of introduction from the Head of Department of Education of Kabale University after he had successfully defended the research proposal to assess the role of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district. A copy of this letter was presented to the respondents that were approached during data collection.

### **3.9. Methods of Data Analysis**

#### **3.9.1. Quantitative data analysis**

Quantitative data analysis involved use of descriptive statistics with the help of Statistical Package for Social Scientists (SPSS) Version 20.0 to analyse data collected using questionnaires. Descriptive statistics entailed determination of frequency distributions and percentages and inferential statistics. Data was processed by editing, coding, entering, and then presented in comprehensive tables showing the responses of each category of variables.

#### **3.9.2 Qualitative data analysis**

Qualitative data was summarized into relatively shorter and meaningful phrases that capture the overall views of different respondents. The summarized views were reported verbatim, indirect and direct quotations. Where necessary, part of qualitative data was coded to determine the frequency of key ideas and phrases. Data collected was coded in a code book, corrected, synthesized, patterns generated and trends and relationships from the information gathered (Mugenda & Mugenda, 2003). These patterns were used to put qualitative data into context and the findings were interpreted in line with the research objectives which enabled the assessment of literature reviews and reaching a conclusion and analysis was done thematically.

### **3.10. Limitations and how they were managed**

The researcher faced limitations which were beyond the researcher's control since they involved external factors that were outside researcher's authority. Conscious of the following threats to

validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. These limitations included:

**Instrumentation:** The research instruments on the study findings could not have been standardized. Therefore, a validity and reliability test were done to produce a credible measurement of the research variables.

**Mortality and Attrition:** Some respondents did not return the questionnaires and this affected the researcher in meeting the minimum sample size. However, the researcher had to print and provide more questionnaires exceeding the minimum sample size.

**Testing:** Differences in conditions and time when the data was obtained from respondents by different persons on different days at different hours: This was minimized by orienting and briefing the research assistants on the sampling techniques and data gathering procedures.

**Confounding variables:** That was beyond the researcher's control such as subjective views of the respondents and honesty in answering the questions. The respondents were requested to avoid these biases by being objective when answering the questions in the questionnaires.

### **3.11. Ethical considerations**

According to Guillemin (2004), it is important to consider the ethical issues to ensure that information gathered does not have any conflicting issues. The research process was guided by sound ethical principles which included the following:

The researcher ensured consistency of the objectives while carrying out the research and any attempt to bias results was considered unethical and therefore avoided.

The researcher ensured respect for the respondents through honouring time schedules for meetings and receiving all information and sieving it to get the appropriate information for the study was obtained. Respect encompasses respecting the opinion of the respondents including the option to terminate the interview whenever they felt uncomfortable to continue, questioning style especially for personal and sensitive questions.

Also, the researcher ensured that respondents' identity was not disclosed as there was no writing of names on the questionnaires and that everything was confidential. The researcher gave the

respondents the true facts about the research in order for them to make informed decisions about participating or not.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

#### 4.0.Introduction

This chapter gives a detailed presentation, interpretation and analysis of the study findings based on the order according to the three objectives of the study. They included: to find out staff training programmes geared towards teachers' job performance; to investigate teachers perceptions towards staff training programs and how they contributed towards their job performance; to find out the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance.

#### 4.1. Response Rates

The response rate is a percentage showing the proportion of respondents who actually provided data for this study, in relation to the expected number of respondents. The response rate of the study was calculated using a formula:  $\text{response rate/targeted response rate} \times 100\%$ . The response rate findings using tools are presented in Table 4.1.

**Table 4.1: Response Rates**

	Frequency	Percent
Response	149	95.5
Non-response	7	4.5
<b>Total</b>	<b>156</b>	<b>100</b>

**Source: Primary Data ,2019**

According to Table 4.1, out of the 156 questionnaires administered, 149 were returned fully completed, giving a response rate of 95.5%. According to Amin (2005), a response rate of over 70% in a survey should yield valid findings; therefore, a response rate of 95.5% was adequate to facilitate this study. Therefore, this data can be relied on to give a framework in which conclusions can be inferred. This therefore implies that this study received feedback from



sufficient number of respondents. The outcome from the table shows that the level of participation was absolutely effective as shown by the number of the respondents.

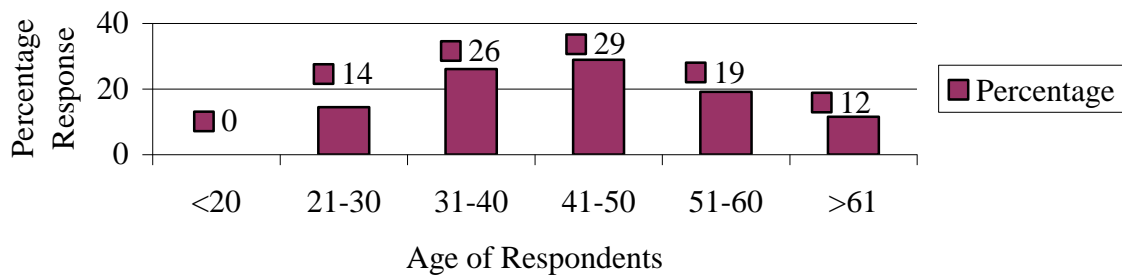
## 4.2. Demographic Characteristics of Respondents

Brief background information was presented on the 149 respondents that filled the questionnaire. The researcher considered the age, sex, marital status, educational levels of respondents and the designation of respondents. This biographic data was very essential for the researcher and the study in order to describe the most relevant respondents that were selected for the study as presented in 4.2 sub-sections in figures below.

### 4.2.1 Age of the Respondents

The researcher considered the age of respondents as presented in Figure 4.2.1 below.

**Figure 4.2.1: Age of Respondents**



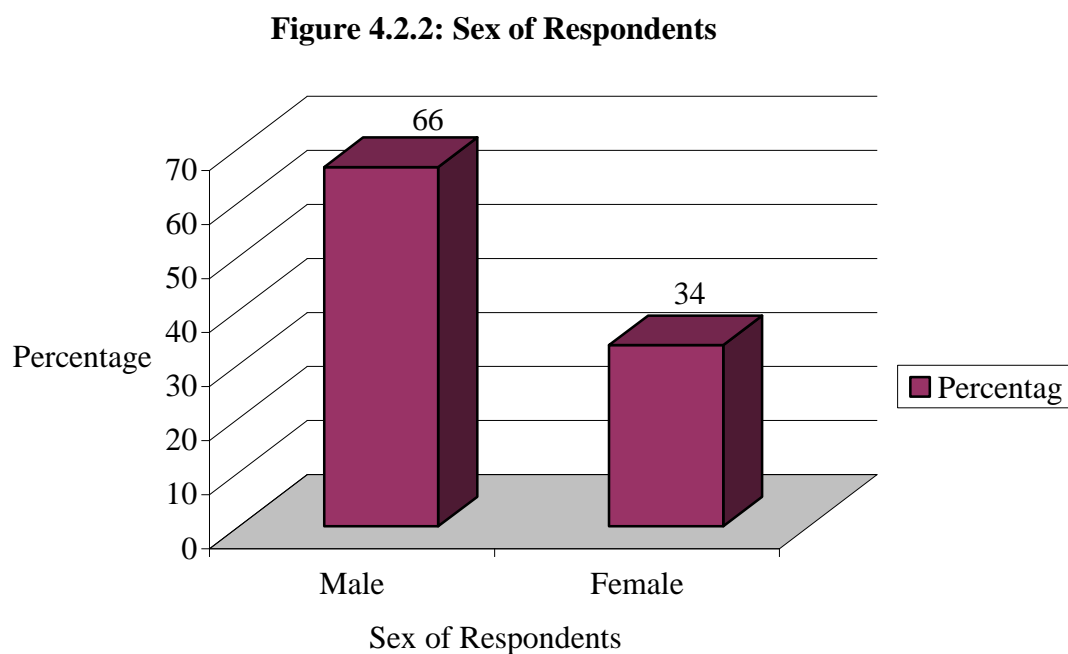
*Source: Field Data, 2019*

According to the study findings on the age brackets of respondents presented in Figure 4.2.1, the study findings indicated that 29%, the bigger number of respondents, belonged to the age bracket of 41 and 50 years. It was however, recorded that no respondent was 20 years and below of age. The study findings also indicated that 14% of the respondents were in the age bracket of 21 and 30 years; 26% of the respondents belonged to the age bracket of 31 and 40 years; 19% of the respondents belonged to the age bracket of 51 and 60 years and the remaining 12% of the respondents were aged 61 years and above. The researcher considered capturing the age respondents in order to be able to record balanced results from varying ages with varying levels of experiences and understanding of the study problem. From the study, however, all categories of respondents in reference to different age groups were represented in this study. Age difference in an institution empowers information exchange and adoption of technology enhancing

performance increase. This is in agreement with Argarwala (2010) who indicated that age diversity empowered the exchange of information and experience between ages therefore needing to set coaching programmes whereby the more established representatives filled in as guides for the more youthful staff to guarantee that abilities are passed on to the new staff.

#### 4.2.2 Sex of the Respondents

The researcher also documented the sex of respondents and the results in Figure 4.2.2 below were recorded:



***Source: Field Data, 2019***

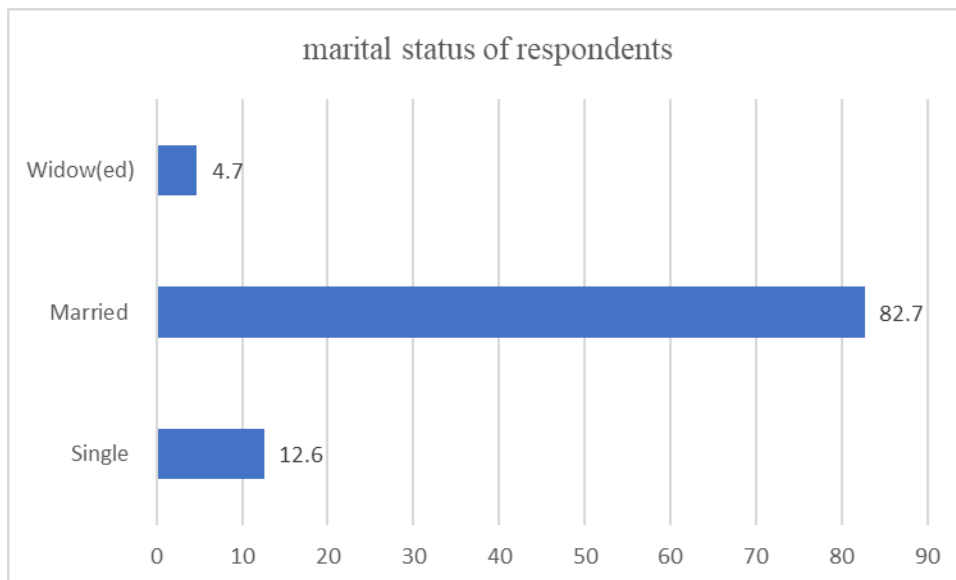
The study findings on the sex of respondents presented in Figure 4.2.2 reflected that 66%, the bigger number of respondents, were males compared to 34%, the smaller number of respondents, were female. The study findings thus showed that males dominated the target population compared to their female counterparts. The gender disparity among the schools was attributed to the fact that Kanungu district was considered a hard-to-reach area, thus favouring male staff to females. Although the gender findings indicated a discrepancy in favour of males, the study was representative of both genders since both males and females were included in the study sample. The findings are in line with Leonard (2013) that gender-based inequities in organizations are

reinforced and justified by stereotypes and biases that describe positive characteristics and therefore a higher status to males. He argued that organizations prefer to hire male employees compared to females because they are perceived to have better performance and abilities to manage their job.

#### 4.2.3 Marital Status of the Respondents

The researcher went ahead and recorded the marital status of respondents and the results presented below in Figure 4.2.3 were recorded.

**Figure 4.2.3: Marital Status of Respondents**



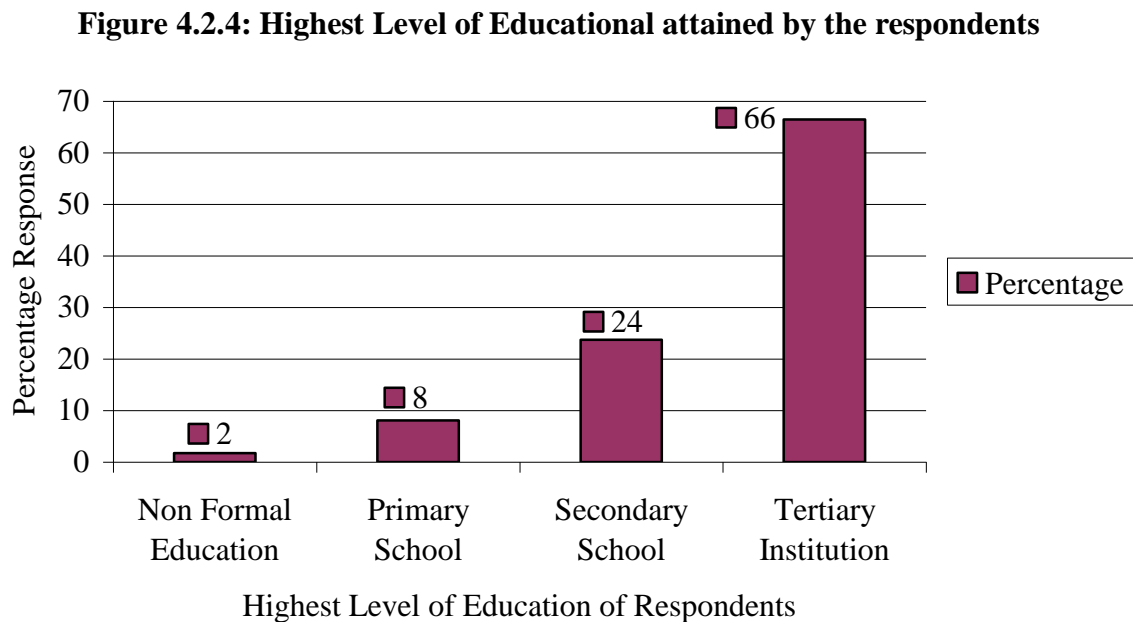
**Source: Field Data, 2019**

The study findings on the marital status of respondents presented in Figure 4.2.3 indicated that 82%, the biggest number of respondents, were married whereas none of the respondents had separated with their spouses while the least were widow(ed). Therefore, it was indicated that respondents who were married actively participated in the study. The high percentage of married people may be an indication of job security in the schools which has enabled staff to enter into long-term relationships. The findings are in agreement with Saifuddin and Nawaz (2012) that schools prefer employing married people because they are believed to be more loyal to their schools than unmarried. Married people have more family obligations and require more stability

and security regarding their jobs. Therefore, they are expected to be more committed to their schools they are working in, than their unmarried counterparts. According to Crawly (2005), married staff have higher intention to perform due to family commitment than unmarried teachers.

#### 4.2.4 Educational Levels of Respondents

The researcher further recorded the educational levels of respondents as presented in Figure 4.2.4 below.



*Source: Field Data, 2019*

According to the study findings presented in Figure 4.2.4 about the highest level of education attained by the respondents, 66% the higher number of respondents had undergone through tertiary institutions for their Post Graduate Diplomas and degrees and their undergraduate certificates, diplomas and degrees. This category of respondents was the highest educated and thus literate for the study; while 2% the lowest number of respondents had no formal education which signified that they had never gone to school for any formal education. This implies that the schools employed educated people with diverse capacity, skills and knowledge likely to enhance her performance consistent with Kaifi and Mujtaba (2010) who found out that education had impact on the performance of individuals. Thus, it was to the researcher's conviction that the staff effort in implementing training programs was captured. Tracy (2016), organizations

commonly reject employing people whose training, experience or education is judged to be inadequate. He argued that education background is important to employees and that employees cannot find a job and perform well without adequate educational background. Daniel (2019) conducted a study which showed that an individual will be more productive depending on the level of their education. According to Eduard (2010), employees who are less educated are likely to suffer inferiority complex which to a large measure may affect performance but again the perception at the organisation is very different with regard to low qualification. This assertion is also supported by Daniel (2019) who stated that employees cannot find a job and perform well without adequate education background. Besides that, an employee will be more productive depending on the level of his/her education. The more education the individual received, the more trainable he became and the more productive the worker would be.

#### **4.1.5 Respondents' Designation**

The researcher recorded the designation of respondents and the results presented in Table 4.2.1 below were recorded.

**Table 4.2.1: Designation of Respondents**

<b>Designation</b>	<b>Frequency</b>	<b>Percentage</b>
Parents on Parents Teachers Association	24	16.1
Members of Board of Governors	47	31.6
Teachers	78	52.3
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

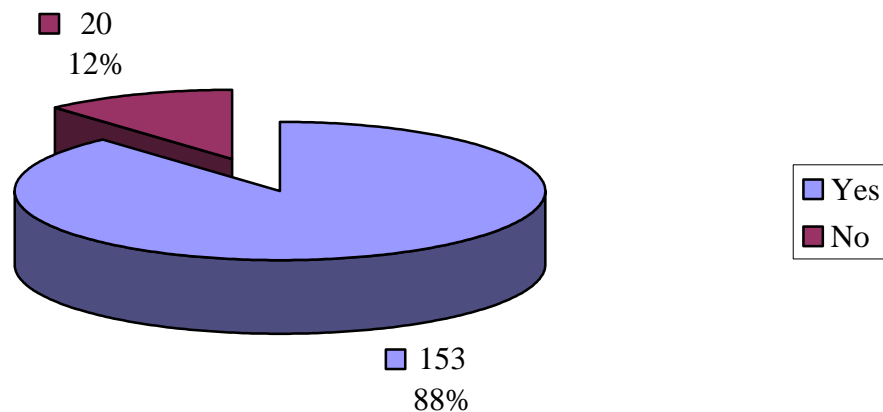
According to the study findings on the designation of respondents presented in Table 4.2.1 above, 52.3%, the bigger number of respondents, were the teachers employed in the selected schools while 16.1%, the smallest number of respondents, were Parents on Parents Teachers Association among the selected schools in the area. The study findings therefore indicated that the study engaged the most relevant stakeholders of the selected schools that well understood the role of staff training programmes towards teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu district.

#### **4.3. The staff training programmes geared towards teachers' job performance in selected secondary schools of Kanungu Town Council, Kanungu district**

The researcher sought from respondents the answers for research question one that was about respondents recording the state and presence of staff training programmes geared towards teachers' job performance in the study area.

This began by asking respondents to record whether the selected schools had staff training programmes in place that were geared towards teachers' job performance in the study area. The findings presented in Figure 4.3.1 were recorded.

**Figure 4.3.1: Whether the selected schools had in place staff training programmes geared towards teachers' job performance**



*Source: Field Data, 2019*

The study findings on whether the selected schools had in place staff training programmes geared towards teachers' job performance as presented in Figure 4.3.1 indicated that, 88%, the largest number of respondents, recorded that their schools had in place such staff training programmes while 12%, the least number of respondents of the respondents, refuted. Though the majority of the participants agreed that the schools held training programmes, a significant

number were either not sure or did not know about these programmes. This points to the fact that maybe they were there but not effective. This was supplemented by one of the key informants who had this to say:

*“...yes we always have training programmes for teachers from time to time. They are always in form of workshops, seminars and couching by senior staff. In case there is a conference organized either by the Ministry or our partners in education sector, the education department provided facilitation for teachers to attend anywhere across the country...” (HTL7, 05/4/2019)*

The researcher also sought for and recorded the staff training programmes that were employed by the selected schools that were geared towards teachers’ job performance as presented in Table 4.3.1 below.

**Table 4.3.1: The staff training programmes geared towards teachers’ job performance that were employed by the selected schools**

<b>Staff training programmes</b>	<b>Frequency</b>	<b>Percentages</b>
UNEB Training of Examiners	10	6.7
Limited Resource Training for Teachers (LRTT)	15	10.1
Sesemat In-Service Training	17	11.4
Induction	31	20.8
Seminars and Workshops	61	40.9
Conferences and retooling	15	10.1
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

The study findings on the staff training programmes that were employed by the selected secondary schools geared towards teachers’ job performance presented in Table 4.3.1 indicated that: 40.9% of the respondents mentioned that there were seminars and workshops. Respondents noted that seminars and workshops enhanced the morale and motivation of teachers as they would acquire new skills and share experiences with other well experienced scholars. These therefore helped teachers in updating their content and methodologies in line with updated and global generation trends of development for realised competitive generations; a teacher replied,

*“Staff attend seminars and workshops organised by the schools, the district and sometimes nongovernment organisations and these have been instrumental in improving skills of staff in various spheres.”* (Interviewed on 20<sup>th</sup> April, 2019)

The views above reveal that staff accessed off-job training. This finding agrees with Bakanye (2013) that off-job training in terms of conferences, workshops help in developing new skills making staff more useful and more flexible, hence better work performance.

The study noted that 20.8% of the respondents indicated that were provided with induction programmes by their school heads to enable them get familiar with school expectations. In the interviews, regarding participation in induction trainings provided by schools, several responses were given. One respondent stated:

*It is a practice in this school for all staff to be inducted particularly with orientation on to the job. I consider this quite important because it introduces an employee on to the rule, regulations, ways of doing work and behaviours and work structures which enables one to execute tasks with minimal difficulties in this school”.* (Interviewed on 27<sup>th</sup> April, 2019)

In the interviews, another female teacher revealed how induction took place in the area. One respondent stated,

*“On reporting in the school on first appointment, the new staff member is introduced to the other staff and even in the evenings staff invite a new member to share time together and this helps one to easily fit with other staff.”* Another respondent stated, *“The organisation sometimes parties and during these party’s staff socialises as they share as they enjoy together.”* (Interviewed on 26<sup>th</sup> April, 2019)

The findings concur with Purcell and Boxall (2003) who indicate that an important part employee ability is created by providing induction. This means that high performance levels can be achieved with induction. This is also in line with the finding by Kebenei (2014) who revealed that the induction helps new staff recto get relieved of anxieties about the job and helps build workplace relationships by allowing two-way interactions which enhances their performance. Therefore, work place socialisation during induction is important for the performance of an employee. This finding supports the finding by Alabi (2004) that orientation/ induction given to new teachers gives them a good start for better performance because it provides new staff with



basic information regarding working conditions, policies, procedures, pay and benefits, and introduces management and co-workers. Therefore, relevant induction helps employees to perform their jobs.

Over six and a half (6.7%) of the respondents noted that there was UNEB Training of Examiners. According to the respondents, training of Examiners about the basic requirements of UNEB as regarded to setting standard question papers and marking helped teachers to acquire basic skills and experience in being efficient and guiding their students with best practices on question-and-answer approaches for greater academic performance. This in turn enabled teachers to perform best on their work in their respective schools.

The study results also indicated that 10.1% of the respondents recorded that there was Limited Resource Training for Teachers (LRTT). This programme aimed at training teachers on how to operate within the constraints of resources. It included training teachers in sustainable savings strategies in order to enable them plan better so as to grow socially, economically and professionally. Respondents noted that such LRTT would at most times done termly when resources would be available but yearly at least when the resources would not be available to give teachers greater avenues on how they could improve their job performance in their respective schools.

The study findings further revealed that there was Sesemat In-Service Training of teachers in their respective schools and this was given by 11.4% of the respondents. Respondents argued that secondary school science and mathematics/ biology and chemistry trainings would take place during holidays at regional levels. This training equipped teachers with modern methods of teaching the science subjects, and updated teachers with new changes in the curriculum. The findings concur with Cohen and Hill (2001) who found that teachers whose training was focused on the curriculum could teach well when what had been learnt was applied in the classroom. The study also showed that students' achievement was usually good if their teachers participated in training that focused on the curriculum. Respondents added that the schools contributed and subscribed termly for the facilitation and sent representatives, mainly the respective subject teachers, for such trainings.

And the remaining 10.1% of the respondents recorded that there was retooling in form of encouraging upgrading of teachers. According to respondents, upgrading of teachers considered teachers who joined the profession at different levels. Therefore, they would utilise the staff training opportunities, for example Grade III upgrading to Grade V then to Diploma, Graduate and Post Graduate such as Master's Degree. This enabled teachers to have masterly ability of the content for greater job performance. In addition, upgrading boosted the pay of teachers such as from Diploma Scale to Graduate Scale and further facilitated their promotions; let's say from Officer (Grade V) to Education Officer (Graduate). The schools would grant respective teachers either study leave or holiday to further their studies by upgrading in their respective subject matters. One female school Head teacher when asked, replied;

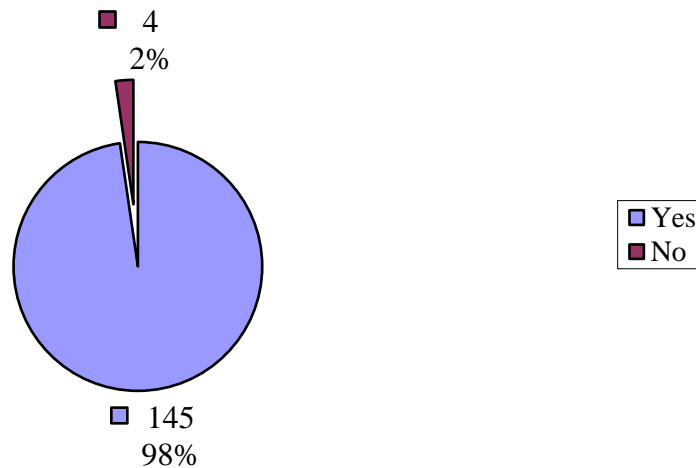
*“Some teachers have had the opportunity of going on short courses.”* Another respondent stated, *“There are some few staff that have gone for further studies.”* Another respondent said, *“Several staff have gone for further studies to attain diplomas and degrees, but this has been their own initiative and have sponsored themselves.”* (Interviewed on 28<sup>th</sup> April, 2019)

The results above suggest that they accessed off-the-job trainings. These have enabled the trained teachers develop particular skills and abilities thus enhancing their performance. This means that training offered skills which enhanced employee performance. This finding concurs with the finding by Cheng and Ho (2017) that adequate training produced marked improvements in employee performance. They established that with training, employees improved their job performance because employees transferred their positive learning/ acquired skills to their jobs. Similarly, Swart et al. (2015) elaborate on retooling as a means of dealing with skill deficits and performance gaps is a way of improving employee performance.

#### **4.4. Teachers' attitudes towards staff training programmes in selected secondary schools of Kanungu Town Council, Kanungu district**

The researcher also sought from respondents the answers for research question two that was about Teachers' attitudes towards staff training programmes in schools and how had contributed towards their job performance in the study area. Thus, the researcher asked respondents to respond on to whether staff training programmes had contributed towards teachers' job performance in the selected schools. The results presented below in Figure 4.4.1 were recorded.

**Figure 4.4.1: Whether staff training programmes contributed towards teachers' job performance in the selected schools**



*Source: Field Data, 2019*

According to the study findings presented in Figure 4.4.1 above, 98% the largest number of respondents recorded that staff training programmes contributed towards teachers' job performance in the selected schools; unlike 2% the least number of respondents that couldn't recognise and consent towards such a contribution. The study findings concur with previous studies have shown that successful staff training practices can impact on teachers' job performance in and out of the classroom (Saks, 1996, Andrews, 2002., Borich, 2003, and Villegas-Reimers, 2003). In addition, Raja, Furqan and Khan (2011) confirm that training and development have become the most important factor in the organizational world today, because it increases the efficiency and the effectiveness of both employees and the organization.

The researcher went ahead to record respondents' views on the ways in which staff training programmes had contributed towards teachers' job performance in the selected schools as presented in Table 4.4.1 below.

**Table 4.4.1: The ways in which staff training programmes had contributed towards teachers' job performance in the selected schools**

Contributions of staff training programmes	Frequency	Percentages
Facilitates promotion of teachers	16	10.7
Time Management	23	15.4
Improves teacher's morale for improving students' performance	42	28.2
Facilitates commitment among teachers	20	13.4
It builds teachers' creativity and innovation	29	19.5
It enhances recognition and work responsibility	7	4.7
Teachers were exposed to New teaching methods and skills	12	8.1
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

The study findings presented in Table 4.4.1 above indicate that 28.2%, the higher number of respondents, recorded that staff training programmes had enabled teachers to improve their morale thereby improving students' performance. The study findings concur with Wright & Geroy (2016) that when teachers are trained it not only improves and develops the overall performance of the school but it also improves the knowledge, skills, competence and attitude of the teacher necessary for the future job, thus contributing to superior exquisite school performance. Through training, the teacher competences are developed and enable them to implement the job-related work efficiently, and achieve school objectives in a competitive manner. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when teachers are so well trained that they can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing inherently.

While 10%, the lower number of respondents, noted that staff training programmes had facilitated the promotion of teachers. A male teacher replied,

*“as teachers furthered their education for example when a teacher acquired a Master's degree, such a teacher would be promoted to Head teacher or Deputy. Respondents added that through the teachers' additional qualifications, they could be promoted to Senior or Principal Levels of*

*service and this would raise their moral and boost their job performance at school”.*  
(Interviewed on 29<sup>th</sup> April, 2019)

Gong (2018) had alluded to this in his study when he noted that training helps to build employees’ creativity, through creating conditions for the learning orientation to take hold and bring forth creativity. These organizations provide an environment that stimulates and nourishes creative self-efficacy. They serve as creative models, through instructing their employees on creativity-relevant skills as well as provide hands-on opportunity to apply these skills. This in the end served as the basis of staff promotion.

The study findings further revealed that 15.4% of the respondents recorded that staff training programmes had influenced teachers to adhere to good principles of time management. Respondents argued that through training, teachers were sensitised about time usage and management and were reminded that time was a resource. This helped them to adhere and abide with time as they worked on their schemes of work, lesson plans and teaching timetables. Respondents also added that the new teaching methods learnt and acquired through training assisted teachers to only concentrate on essentials, thus saving time for improved job performance in their respective duty centres.

From the study, 13.4% of the respondents established that staff facilitates commitment among teachers in schools. The findings are in agreement with Rhodes’ (2016) training and development practices that in organizations play a major role in improving staff commitment because the employees feel part and parcel of the organization when involved in activities such as career development and organizational learning. Staff commitment helps teachers to work on important tasks and carry out their duties without difficulties. When employees are motivated, they take personal responsibility for their job outcomes and they put more effort in performing their duties. Al-Khayyat (2018) argues that training programmes maximize the human capital of an organization, devoting time, money and thought to improve the pool of essential competences among its staff. This has a general impact on business performance by enhancing product knowledge and service expertise. Training programmes motivate staff, drawing on their talent and demonstrating that they are valued by the school, thus improving teachers’ performance.

In the study, 4.7% of the respondents indicated employees' perceived training as a means to enhance recognition and work responsibility. These findings are in line with a study by Al-Emadi and Marquardt (2017) who noted that teachers' perceived benefits of the training enhanced their commitment and eventual performance at school. The functions of training, as observed by Oguntimehin (2015), were to increase productivity, improve quality of work; and improve skills, knowledge, understanding and attitude among teaching staff which were perceived to enhance teachers' performance. Therefore, employees tend to relate training and development to the desired effect of the training, and as a result of the end goal placed on training, they align their work objectives to achieve this performance goals. Equally, Petrecca (2013) argued that an effective training should embrace learning, career planning, goal setting and evaluation, which is perceived to enhance employees' work output that leads to recognition. The researcher went further to document respondents' views on the extent to which they rated staff training programme contributions towards teachers' job performance in the selected schools. The results presented below in Table 4.4.2 were recorded.

**Table 4.4.2. Correlation matrix for staff training and teacher's job performance**

		<b>Training</b>	<b>teachers' performance</b>
<b>Training</b>	Pearson Correlation	1	.780**
	Sig. (2-tailed)		.000
	N	149	149
<b>Teachers' performance</b>	Pearson Correlation	.780**	1
	Sig. (2-tailed)	.000	
	N	149	149
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlation results indicated a significant, positive and strong relationship between training and teachers' performance ( $r = 0.780^{**}$ ,  $p < .01$ ). This implies that effective training leads to improved teachers' performance among the schools visited. Therefore, according to the results, there is a positive, significant and strong relationship between training and teachers' performance. This implies that a significant improvement in training positively influences teachers' performance.

***Regression Analysis for the relationship between training and teachers' performance***

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.780 <sup>a</sup>	.609	.604	.39451

Predictors: (Constant), Integrity

Regression analysis results in Table 15 indicated that staff training significantly affects teachers' performance in Kanungu district at a rate of 60.9% and this was indicated by r-squared of 0.609, hence implying that teacher training significantly influences the teachers' performance. This means that effective staff improves teachers' performance by 60.9%. This supports the findings by Asim (2013) that there is direct positive relationship between staff training and their work performance. He notes that training assists in creating good results at an institution. This in turn motivates teachers to work harder. The motivation in turn stimulates the teachers more to achieve better work performance. This was supported by Sahinidis and Bouris (2018) who also argued that training practices used by schools have direct positive effect on teachers' motivation, satisfaction, organizational commitment and their performance.

**4.5. The challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance in selected secondary schools of Kanungu Town Council, Kanungu district**

The researcher further sought for answers to the research question three that was about documenting the challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance in the study area. The researcher proceeded to record those challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance as cited by the respondents and recorded in Table 4.5.1 below.

**Table 4.5.1: The challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentages</b>
Limited Personnel to train others	4	2.7
Absence of a learning culture	20	13.4
Limited Time	9	6.1
Labour turnover after teachers being trained	13	8.9
Poor Teachers' attitudes towards training	27	18.3
Resistance to change by some teachers	11	7.4
Poor relationship between teachers and their supervisors	9	6.1
Information Gap	23	15.
Limited funds	33	22.1
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

According to the study findings presented in Table 4.5.1 above, 22.1% the higher number of the respondents cited the challenge of limited funds. Respondents attributed this to the meagre salaries that could not allow some schools and teachers to facilitate staff training programmes at school and individual teacher level. Respondents also recorded that there were very few sponsors such as the Old boys and girls of schools to facilitate such training programmes as schools were much handicapped to facilitate them. This was echoed by one of the key informants who was quoted to have replied,

*".....as a school, we wish all our teachers would have an opportunity to always attend works shops and seminars, however these works shops come at a cost of which our school cannot be able to finance them. I remember there was even a time when one of our teachers wanted advance as he was studying and it was time for exams, but the school was unable to help him, this discouraged others. We even have teachers with diploma and wish would go for degrees but the salaries we pay them cannot enable them. These days it becomes difficult for us as a school to tell teachers to go refresher courses."* (Interviewed on 3rd<sup>th</sup> May, 2019)



The above study findings are consistent with Behamya (2016) that lack of training could be as a result of a lack of resources. There is shortage of funds since actual budget is less than approved budget. Budget constraints could prevent training from occurring or the teachers' workload could discourage the release of staff for training. Lack of money in the form of investment in human resource development function and departmental budgets inhibit training in the organization. Many schools regard training as a cost rather than an investment in teachers, as argued by Harrison (2018) that in many schools today training is under attack and starved of resources.

Whereas 2.7%, the lower number of respondents, recorded that there was the challenge of limited personnel to train others, respondents noted that the ratio of trainers to the teachers that were available for training was limited and thus posed a very big gap in the teacher training programmes in schools. The respondents added that the training personnel were very few and only concentrated in urban areas compared to rural areas and therefore benefited schools in the towns thus depriving the same interests of teachers that worked in the rural schools. It should be noted that the study area is among the hard-to-reach areas in Uganda. The study findings are consistent with Onyango (2017) who had earlier observed that there has been greater awareness that teachers who were trained some few years ago due to limited trainers were not adequately equipped for effective teaching except complemented by in-service training. He further stated that the 2-3 years teacher preparation programmes in higher institutions of learning do not adequately prepare teachers for the teaching job, as there are too many grounds to be covered in the teacher preparation programme.

The study findings further indicated that 6.1% of the respondents recorded the challenge of limited time that hindered the implementation of staff training programmes geared at improving teachers' job performance. Respondents recorded that teachers had very tight schedules from the start to the last day of the term and therefore were constrained by time to allow them effectively embrace the available training programme opportunities. This was supported by a male District Education Officer who, when asked, replied,

*“Most teachers due to limited number of staff for most schools are denied study leave and at times if granted would be with no pay that most teachers with their meagre remunerations would*

*not cater for trainings at the same time for the livelihoods of teachers. This therefore hindered teacher training programmes in the study area.” (Interviewed on 8<sup>th</sup> May, 2019)*

The study findings rhyme with Gumisiriza (2014) that lack of time to attend training on the part of teachers due to work pressure; cancellation/ postponement of training opportunities on the part of management to ensure the work load is completed; and lack of time to develop new training initiatives were inhibiting factors. Lack of money in the form of investment in the human resource development function and departmental budgets also inhibited training.

The study findings also revealed that 18.3% of the respondents noted that there was a challenge of poor Teachers’ attitudes towards training. Respondents noted that the teachers amidst tight schedules with low pay look at going for further studies as a wastage of their money. The study findings concur with Tai (2010) who found out that effectiveness of the training can be influenced by employees’ attitudes to a large extent. Employees with positive attitudes towards effectiveness of training are likely to appreciate training. Positive attitudes and behaviour towards training and development may lead to a partnership between employees and organizations hence achievement of the organizational goals and objectives. The partnership includes involvement of workers in group work assignment and uninterrupted learning system. The findings are also in agreement with Pradhan and Pradhan (2012) that teachers’ mindset towards training could create a barrier in effectiveness of training. They likely resist training if they do not see any benefits which could be attained from the activity .The perception of benefits is found as a factor that has a significant effect on teachers’ attendance in training and development activities. It implies that teachers’ engagement in training can result from their understanding of training. The clear human resource development policies and strategy towards learning might encourage and motivate employees, such as: career structure, promotion, reward, incentive. Especially, the acknowledgment about the matching between training needs and career goals can be a source of employees’ motivation. Likewise, the progressive comment delivery and support of supervisor and peer inspiration might foster the acquisition of necessary skills and abilities among workers.

From the study, 27% of the respondents mentioned that there was a challenge of information gap. Respondents cited that this challenge was mainly encountered by teachers especially from

the rural areas who at most times would not be aware of the existence of the training programmes. Respondents added that even teachers in urban areas found it difficult to learn about the existence of such programmes due to limited and inadequate publicity of such programmes. Respondents further added that even when such teacher training programmes were conducted, they lacked adequate media coverage for widespread information which hampered their relevance, adherence and inclusion by all able teachers' enrolment in the study area. This therefore hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools. The findings are in line with Brennen (2001) who asserts that new teachers are faced with several challenges upon beginning their teaching career, such as: class assignment, classroom discipline and management, demanding teaching loads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students and so on. Hence the need to provide effective staff training programmes which will assist novice teachers as they begin their teaching career.

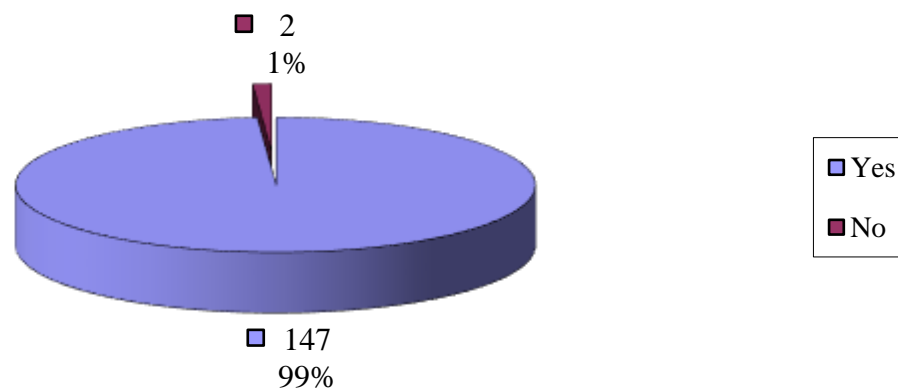
From the study, 7.4% of the respondents noted that resistance to change by some teachers affects their participation in formal training programmes. This was echoed by one Deputy Head Teacher who was quoted saying:

*“some teachers especially those who are old in terms of age normally shun away from information technology and computer claiming that those are for the youthful teachers and they don't even mind about the effect these programs would have on their creativity and innovativeness.”* (Interviewed on 4<sup>th</sup> May, 2019)

The study findings are consistent with Pradhan and Pradhan (2012) that some teachers often tend to refuse to change and update their knowledge and skills due to the self-efficacy when they feel that the training is beyond their capacity, hence poor effectiveness of training. The motivation of employees increases if they believe that they possess the needed skills for training and they can learn the training content. To decrease the resistance to change and to enhance the readiness characteristic of employees, the schools provide several literacy trainings and access to basic learning skills before the actual training. Besides, the effects of work environment, such as inadequate and insufficient resources, job information, materials, equipment and supplies, which are suggested by Pradhan and Pradhan (2012) as situational constraints influencing employees training motivation.

The researcher sought answers for the measures to the challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools. In so doing, respondents were asked to reveal whether some measures had been put in place to address such challenges or not. The results presented below in Figure 4.6.1 were recorded.

**Figure 4.6.1: Whether there were measures in place to address the challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools**



***Source: Field Data, 2019***

The study findings presented in Figure 4.6.1 above indicated that 99% of the respondents confirmed that there were measures in place for addressing the challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools; despite 1% of the respondents that never recognised the existence of such measures that were in place. The quality of teachers is known to be a key predictor of students' performance and therefore measures to enhance staff training programmes are paramount towards improving teachers' performance. The study findings are consistent with Hammad

(2001) who points out that the simple most important determinant of what students learn is what teachers know. Teaching as a profession demands continuous development of knowledge and ability through training programmes. Such training programmes include workshops, conferences, seminars, induction and orientation for new staff, refresher courses, in-service training and so on.

The researcher went further and asked respondents to record those measures that had been adopted to address the challenges that were hindering the implementation of staff training programmes geared at improving teachers' job performance in the selected schools. The study findings presented in Table 4.6.1 below were recorded.

**Table 4.6.1: The measures that were in place for addressing the challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance in the selected schools**

<b>Response</b>	<b>Frequency</b>	<b>Percentages</b>
Regular Inspection	13	8.7
Bringing staff training nearer to teachers	15	10.1
Time allocation for staff training programmes	19	12.7
Sensitisation/Guidance and Counselling	22	14.8
Motivation of teachers	27	18.1
Side sources of income generation	14	9.4
Budget allocation	39	26.2
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

According to the study findings presented in Table 4.6.1 above, 23% of the respondents identified that there was some meagre budget allocation for staff training. Respondents noted that despite the fact that the district education budget does not allocate a budget for schools to carry out staff training programmes, the district had a budget for conferences and training programmes such as SESMAT. Respondents further noted that parents' contributions to the schools enabled schools to allocate some budget for school staff training seminars and workshops, and also facilitated selected teachers with transport, meals and accommodation to attend district and regional staff training programmes whenever they were available. The findings are consistent

with Mutegeki (2017) who noted that most school teachers have low salary that they cannot afford to accommodate their family and at the same time paying fees for in-service training. Thus, both the government and other education stakeholders should offer training opportunities to teachers.

While 8.7% of the respondents recorded that there was regular inspection, according to respondents regular inspection attempted to find out how many teachers had attained any form of training after pre-service training. This was followed by issuance of inspection reports that earmarked those teachers that deserved sponsorship or training. Respondents also noted that the inspection exercise discovered the mode of curriculum implementation and thus would justify the need for training for subject teachers in order to be able to lead the adjustment of the existing but inadequate curriculum. This created grounds for discovery of inefficiency in terms of skills and thus the need for retooling to enhance skills and update knowledge and subject matter.

The study further reflected that 10.1% of the respondents noted that schools brought staff training sessions nearer to teachers in the study area. Respondents noted that though many schools had meagre budgets to implement or facilitate staff training programmes at their respective schools, they tried a lot to invite some expatriates once in a while at an average of once a year. This enabled teachers to acquire various skills within their disciplines that enhanced their subject matter and content. Respondents added that as much as staff training sessions would take place at regional level centre in Kabale District, the education office would bring similar programmes at the district level to make it easier for the teachers in the study area to benefit within their neighbourhoods.

The study findings also indicated that 12.7% of the respondents recorded that there was time allocation for staff training programmes by the schools and the Kanungu district education office. Respondents noted that the district education office had scheduled the time framework in which teachers should undergo various staff training programmes. Apart from the general trainings that would take place termly and sometimes yearly, teachers would also be advised to use their holidays to upgrade in various institutions of learning with in-service programmes.

The study further revealed that 14.8% of the respondents noted that there was sensitisation/guidance and counselling for the teachers to take chances of the staff training programmes in the study area. Respondents noted that officials from the Ministry of Education and Sports, Schools' Management Committee members, and officials from the District Education Office would often engage teachers with regard to their career growth and development. This aimed at ensuring efficiency and effectiveness in teaching that would be acquired through attending various staff training programmes. Teachers would be educated on the advantages related to upgrading to their academic growth such as promotions and increment in their remunerations. This would in turn motivate teachers to undertake the would-be available chances and opportunities of the various staff training programmes;

The study also indicated that 18.1% of the respondents recorded that there is a need for motivation of teachers to enrol and utilise staff training programme. Respondents indicated that teachers' remuneration should be improved when they complete training session. In an interview with one of the Head teachers in the area, he noted that,

*".....let me tell you the truth! Organizing trainings without motivating teachers is like building a sky scrapper on the sand, these issues must go hand in hand. For instance, our district is one of the most remote districts in Uganda. We requested that it should be considered among the hard-to-reach areas but all our requests fell on deaf ears. The few teachers who have sacrificed to work with us feel refranchised by the mode of transport and general state of living. We have missed out on best performers who leave for greener pastures. If the issue of motivation and remunerations are not handled very well, training will be a time wastage in my view. We must do things simultaneously if we are to achieve some average results at this point in time."*

(Interviewed on 10<sup>th</sup> March, 2019). This implies that rewarding trained staff motivates them to always join training programs available.

The study findings concur with Malekia (2018) that when a behaviour is repeatedly rewarded, it becomes a permanent part of one's rewards and punishments. Rewarded or negative reinforcements, pay raise, promotions and praise should, therefore, be used to reward trainees who learn and apply the knowledge and skills. Rewards should quickly follow the desired behaviour and performance. Trainees should be encouraged to participate, discuss and discover the desirable patterns of behaviour.

The study also reflected that 9.4% of the respondents noted that schools had set aside some sources of income generation to facilitate staff training programmes. Respondents mentioned that schools through their management committees had resolved that parents would contribute some funds to enable teachers perform better for realised improved academic excellence. Thus, the funds parents contributed would not only facilitate teachers with allowances but also would facilitate some teachers the schools deemed necessary for trainings or would invite requests from those who would wish to go for such trainings for sponsorship. Respondents also noted that such funds would also facilitate hiring of experts to schools to train teachers or contribute/subscribe to the District Education Office for designated training sessions that were normally conducted at district or regional levels. This helped to ease the challenges that hindered the implementation of staff training programmes in the study area. The study findings resonated with Brennen (2001) who asserts that new teachers are faced with several challenges upon beginning their teaching career, such as: class assignment, classroom discipline and management, demanding teaching workloads with assignment of extra duties, motivating students, dealing with individual differences among students, assessing students among others. Hence there is need to provide effective staff training programmes which will assist novice teachers as they begin their teaching career.

The researcher concluded the study by asking respondents to suggest and recommend other strategies that Kanungu Town Council could adopt for sustainable implementation of staff training programmes for improved teachers' job performance in secondary schools in Kanungu district as a whole. The following were the suggestions and recommendations as presented in table below.



**Table 4.6.2: Suggested strategies for sustainable implementation of staff training programmes for improved teachers’ job performance in secondary schools in Kanungu district**

<b>Suggested strategies</b>	<b>Frequency</b>	<b>Percentages</b>
Regular inspection related to staff training	18	12.1
Facilitation of teachers by schools for staff training programmes	13	8.7
Time allocation for staff training programmes on work plans	27	18.1
Sensitisation of teachers on staff training programmes	31	20.8
Strengthening career development desk	22	14.8
Bigger budget allocation for staff training	38	25.5
<b>Total</b>	<b>149</b>	<b>100</b>

*Source: Field Data, 2019*

According to the study findings on the suggested and recommended strategies for sustainable implementation of staff training programmes for improved teachers’ job performance in the study area presented in Table 4.6.2 above, 25.5%, the bigger number of respondents, suggested that there should be a bigger budget allocation for staff training. Respondents recommended that this would help to organise and facilitate staff training programmes both in school and out of school at the district, regional and national levels. They pleaded that if the government could allocate a big budget for schools and the office of education at the district, then it would be easier for schools and district education officers to allocate a budget and conduct staff training programmes for improved teachers’ job performance in schools. The study concurs with Nassazi (2013) and Cole (2004) that considerable and continuous investment in staff training programmes; achieving suitable human resources to introduce and implement new programmes; ensure rapid and suitable replacement for any staff that leaves the organization

Whereas 12.1%, the smaller number of respondents, suggested that there should be regular inspection for related staff training programmes. Respondents noted that as much as staff training programmes were going on, there should be regular inspection by the district and national education officers to ascertain its mode and quality of implementation and its relevance in effecting teachers’ job performance. Therefore inspecting whether the trainings were going on,

going on as expected and their influence towards improving teachers job performance would be of greater advantage for better service delivery in the study area. Furthermore, respondents suggested that regular inspection would raise the attention of teachers to further their education in order to keep right with the ever-changing standard improvements in the education sector in Uganda. Respondents further added that regular inspection revealed the content masterly gap and helped in implementing suggestions to require filling through staff training programmes. Regular inspections also identified personnel that needed trainings in order to modernise their day-to-day work performance activities in their schools.

It was also recorded that 8.7% of the respondents suggested the facilitation of teachers by schools for staff training programmes in the study area. Respondents suggested that schools should highly consider human resource empowerment as a key priority for their better performance. Therefore, they suggested that the teachers needed to be aware of the importance of the staff training programmes in order to strengthen their capacity to compete effectively across, the country and the Great Lakes Region as whole. The findings are in line with Banta (2008) that understanding that to undertake new strategies for delivering instruction; teachers need to be provided with the necessary training to utilize the new opportunities to ensure student success.

It was also recorded that 18.1% of the respondents suggested for time allocation for staff training programmes on work plans of schools in the study area. Respondents suggested that the schools should consider staff training as very much essential and as an activity for the schools. Therefore, the schools should make sure that staff training programmes are on their calendars and given priority for greater job performance by the teachers in the schools. This will enable teachers to operate within the time frame of the school calendar to harness their career through staff training programmes available at their schools, district, and region or nation for greater job performance and sustainability of their career. The study findings are in line with Syeda, Nighat & Syeda (2012) that staff training through in-service, conference, workshop, seminars and mentoring offer one of the most promising ways of improving classroom instruction. It is an attempt to assist the classroom teachers to improve on their teaching strategies, techniques, handle new instructional materials or possess the necessary information and skills that are required for effective lesson delivery.

It was further noted that 20.8% of the respondents suggested the sensitisation of teachers on staff training programmes in the study area. Respondents suggested massive sensitisation of teachers on the advantages of staff training programmes such as promotions, increased remunerations, and enhanced competitive strategy with other key players in the education sector and relevance towards the general performance of their schools. Respondents added that teachers should be sensitised on the available staff training programme schedules and locations of operations and frequency so that they would take advantages and attend to them. Respondents also suggested that teachers should be availed with information about the sources of sponsorship and facilitation for such staff training programmes so that they could take opportunities and chances available. All this would improve teachers' job performance, an ingredient towards improved performance of schools in the study area and beyond. Close to fifteen per cent (14.8%) of the respondents suggested the strengthening of a career development desk at schools. Respondents suggested that this career development desk at schools would look into the progress of teachers from one stage to the other and analyse the need for training and human resources empowerment, and make recommendations to relevant officers and authorities. For example, this desk would foster teachers in developing their talents and skills from one stage to the other through further training and educational enhancements. The desk would also look for avenues of support for teachers to upgrade their academic growth and status in order to be much more competitive and competent in their teaching for realised improved job performance in their respective schools. The career development desk would also champion the allocation of funds in the schools' budgets in order to facilitate the staff training programmes in the study area. In support of the above, a successful teacher is required to be equipped with the characteristics like mastery of subject matter, professional training, sound physical and mental health, devotion and dedication to his profession (Syeda, Nighat & Syeda, 2012). Ekpoh *et al.* (2013) in addition suggested that staff training was a very important tool for improving the skills and performance of staff in an organisation. Effective professional development produces changes in teachers' instructional practices which can be linked to improvement in students' academic achievement. This therefore implies that staff training practices are effective motivational strategies for skills and knowledge acquisition for enhanced teachers' performance.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents the summary, conclusions and recommendations based on analysis of the study findings as presented, interpreted and discussed in chapter four, in line with the study objectives

#### **5.2. Summary of Findings**

##### **5.2.1. The staff training programmes geared towards teachers' job performance in selected secondary schools**

The study findings on whether the selected schools had in place staff training programmes geared towards teachers' job performance indicated that, 88% of respondents recorded that their schools had in place such staff training programmes despite 12% refuting. This indicates training programmes existed in the secondary schools visited. The study findings indicated that the staff training programmes used in the schools included induction, seminars and workshops, UNEB Training of Examiners about the basic requirements of UNEB as regarded to setting standard question papers and marking. This helped teachers to acquire basic skills and experiences in being efficient and guiding their students with best practices on question-and-answer approaches for greater academic performance.

##### **5.2.2. Teachers perception towards training programmes and teachers' job performance**

The study findings indicated that 98% of respondents recorded that staff training programmes contributed towards teachers' job performance in the selected schools; unlike 2% that could not recognise and consent towards such a contribution. The study revealed a positive relationship between training and teachers' performance in the area. It was noted that training had improved teachers' commitment and quality of work, thus improving learners' performance in the study area.

##### **5.2.3. The challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance**

The study findings on whether there were any challenges that hindered the implementation of staff training programmes geared at improving teachers' job performance included limited funds, teachers' attitude towards training, resistance to change by teachers and lack of time by teachers

due to work schedules and these affected teachers' participation in training and their performance.

### **5.3 Conclusions**

Given the above analysis, the research established the following conclusions:

#### **5.3.1. The staff training programmes geared towards teachers' job performance in selected secondary schools**

The study revealed that staff training programmes enhance teachers' job performance in selected secondary schools in Kanungu Town Council, Kanungu District using on-job and off-job training mechanisms. For this, teacher professional development through continuous development programmes, such as induction, coaching and training workshops, is a critical pre-requisite for quality pedagogical practices and students' learning outcomes in public secondary schools because they eventually lead to improved quality education. However, the mechanisms available for teacher professional development are not adequate to address the contemporary needs of the teachers due to the presence teacher and school-based barriers given the study area is also considered to be hard-to-reach.

#### **5.3.2. Teachers' attitude towards training programmes and teachers' job performance**

This study concludes that the teachers' attitudes on training programmes improve on their job performance in selected secondary schools in Kanungu Town Council, Kanungu District. Teachers' attitudes do influence their performance in that: positive perceptions on training programmes enhance the acceptability of the programme, and by extension teacher performance. Thus, promotions also form positive and negative perceptions. When training programmes lead to teachers' new knowledge and skills, and results in promotions, then teachers have a positive perception of the training programmes. However, if the perceptions concerning promotion and work responsibilities are negative, then the training programmes will become ineffective. According to the study findings, training has an impact on work performance behaviour as reflected by the responses and evidenced through teachers' output, hence affecting performance especially in science subjects. Although findings indicate that there is great improvement in providing short training programmes, performance has remained hampered, suggesting that there are underlying factors that affect performance. Training leads to better performance if teachers are provided with complementary inputs/resources. However, any programme not guided by clear policy is prone to

implementation setbacks. The absence of clear policy puts matters to chance and miracles cannot be expected. Through training, knowledge, skills and change in attitudes are imparted which enhance confidence, competence and commitment respectively. Commitment is the most important of all. This means that if there are no changes in attitudes of teachers, skills and knowledge may not change much.

### **5.3.3. The challenges that hinder the implementation of staff training programmes geared at improving teachers' job performance**

The study further concluded that there are challenges of teachers' job performance exhibited after teachers' staff training programmes in selected secondary schools in Kanungu Town Council, Kanungu District. The major challenge is poor supervision which sometimes plays a role in affecting staff performance. In this regard, a good strategy of identifying training needs is least relied on because some experienced teachers with diploma are supervisors of graduates. Such supervisors cannot value the training of teachers because they see it as normal practice not to train.

## **5.4. Recommendations**

The study therefore recommends as follows:

Implementation of the training programme should be expedited to ensure continuous teacher professional development and professional support for teachers and head teachers. Schools should plan for teacher training programmes such as the induction of new staff, peer coaching and internal workshops or seminars. When teachers perceive that training is geared at enhancing their promotion chances, they will commit to the organization, and enhance their output level as a way of showing their dedication to the organization. Equally, School management should enhance teacher work responsibilities after trainings since it has been indicated that teachers attach increased work responsibilities and decision making to training programmes.

There is the need for continuous permission and encouragement of teachers to go on in-service training programmes since their performance is enhanced through such staff trainings programmes.

Teachers need to be acquainted with the current trends in education. The study therefore recommends that government should sensitize secondary school teachers on the need for regular

attendance of seminars to enable them to keep abreast with current educational strategies, methods, among others.

Urgent steps involving all stakeholders should be expedited as far as training is concerned. MOFPED, MOPS, MOLG, MOES should initiate dialogue to come up with a policy to guide and address issues of funding, selection criteria, study leave and coordination of training. Schools should also provide and allocate financial and other resources in the budgets for training. The current methods and criteria for selection of teachers need review. There is need to document staff performance over time for which appropriate training could be recommended. Selection of trainees should be based on performance requirements and not motivational achievement. It should be balanced across age spectrum, disciplines, functions and levels depending on need. Organizational demands must, however, be matched with and balanced against individual aspirations and preferences.

The need for broader and wider acquisition of knowledge by the teachers is necessary. Therefore, the study recommends that government through the Ministry of Education and Sports should mobilize adequate funds for regular workshops of secondary school teachers.

### **5.5. Areas for Further Research**

The researcher hereby suggests research in the following areas:

1. Effects of Head teachers' leadership styles on the teachers' participation in training programmes in secondary schools in Kanungu town council Kanungu district.
2. There is the need for research on the utilization of staff training programmes skills by beneficiaries as it affects the performance of secondary schools' students in the Kigezi Sub-Region.
3. There is need for a research on the quality of staff training programmes in secondary schools in Kanungu District, to enable the understanding of the reasons for poor academic performance of students especially in Public Schools.

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## APPENDICES

### APPENDIX I: THE QUESTIONNAIRE ADMINISTERED TO TEACHERS, DEPUTY HEAD TEACHERS, AND DIRECTORS OF STUDIES OF THE SELECTED SECONDARY SCHOOLS IN KANUNGU TOWN COUNCIL

Dear Respondent,

My name is **Agaba Richard Bens** a Post-Graduate student of Kabale University. I am collecting data on *“The Role of Staff Training Programmes towards Teachers’ Job Performance in Selected Secondary Schools in Kanungu Town Council, Kanungu District”* as part of the essential requirements for the award of a Master’s Degree of Arts in Education Management of Kabale University. The information you will provide through this tool will not be used for any purpose other than for the benefit of the researcher and the beneficiaries who are the respondents and the selected Secondary Schools in Kanungu Town Council.

Yours faithfully,

.....

**AGABA RICHARD BENS**

#### **SECTION A: BIO DATA OF RESPONDENTS**

**(Please Tick or Fill as Appropriate)**

1. Age

- |          |                          |          |                          |          |                          |
|----------|--------------------------|----------|--------------------------|----------|--------------------------|
| a) < 20  | <input type="checkbox"/> | c) 31-40 | <input type="checkbox"/> | e) 51-60 | <input type="checkbox"/> |
| b) 21-30 | <input type="checkbox"/> | d) 41-50 | <input type="checkbox"/> | f) >61   |                          |

2. Sex

- |           |                          |         |                          |
|-----------|--------------------------|---------|--------------------------|
| a) Female | <input type="checkbox"/> | b) Male | <input type="checkbox"/> |
|-----------|--------------------------|---------|--------------------------|

3. Marital Status

- |            |                          |              |                          |             |                          |
|------------|--------------------------|--------------|--------------------------|-------------|--------------------------|
| a) Single  | <input type="checkbox"/> | c) Separated | <input type="checkbox"/> | e) Divorced | <input type="checkbox"/> |
| b) Married | <input type="checkbox"/> | d) Widowed   | <input type="checkbox"/> |             |                          |

4. Highest level of Education attained

- |                         |                          |
|-------------------------|--------------------------|
| a) Non formal Education | <input type="checkbox"/> |
| b) Primary School       | <input type="checkbox"/> |
| c) Secondary School     | <input type="checkbox"/> |
| d) Tertiary Institution | <input type="checkbox"/> |

5. Designation of respondents.....

**SECTION B (Please Tick or Fill as Appropriate)**

**The staff training programmes geared towards teachers' job performance employed by secondary schools of Kanungu Town Council**

6. Does your school employ or have in place staff training programmes geared towards teachers' job performance?

a) Yes ☐

b) No ☐

7. If your answer is 'Yes', list those staff training programmes geared towards teachers' job performance that are employed by your school.

a) .....

b) .....

c) .....

d) .....

8. If your answer is 'No', proceed to the next question

**SECTION C (Please Tick or Fill as Appropriate)**

**The extent in which staff training programmes have contributed towards teachers' job performance in secondary schools of Kanungu Town Council**

9. Has staff training programmes contributed towards teachers' job performance in your schools?

a) Yes ☐

b) No ☐

10. If your answer is 'Yes', in which ways have staff training programmes contributed towards teachers' job performance in your schools?

a) .....

b) .....

c) .....

d) .....

11. To what extent do you rate staff training programmes contributions towards teachers' job performance in your schools?

a) 0-25% ☐

b) 26-50% ☐

c) 51-75% ☐

d) 76-100% ☐

**SECTION D (Please Tick or Fill as Appropriate)**

**The challenges to the implementation of staff training programmes geared at improving teachers' job performance in secondary schools of Kanungu Town Council**

12. Are there any challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school?

a) Yes ☐

b) No ☐

13. If your answer is 'Yes', mention those challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school.

a) .....

b) .....

c) .....

d) .....

e) .....

14. If your answer is 'No', proceed to the next question

Thank you for your cooperation!

## **APPENDIX II: AN INTERVIEW GUIDE ADMINISTERED TO MEMBERS OF DISTRICT EDUCATION OFFICE AND HEAD TEACHERS OF THE SELECTED SECONDARY SCHOOLS IN KANUNGU TOWN COUNCIL**

Good Morning/Afternoon Sir/Madam,

My name is **Agaba Richard Bens** a Post-Graduate student of Kabale University. I am collecting data on *“The Role of Staff Training Programmes towards Teachers’ Job Performance in Selected Secondary Schools in Kanungu Town Council, Kanungu District”* as part of the essential requirements for the award of a Master’s Degree of Arts in Education Management of Kabale University. The information you will provide through this interview will not be used for any purpose other than for the benefit of the researcher and the beneficiaries who are the respondents and the selected Secondary Schools in Kanungu Town Council.

Thank you

### **SECTION A: BIO DATA OF RESPONDENTS**

4. Which among the following age brackets do you belong?
  - g) < 20
  - h) 21-30
  - i) 31-40
  - j) 41-50
  - k) 51-60
  - l) >61
5. What's your sex according to gender?
  - a) Female
  - b) Male
3. What is your marital status among the following?
  - a) Single
  - b) Married
  - c) Separated
  - d) Widowed
  - e) Divorced
4. What is your highest level of Education attained?
  - a) Non formal Education
  - b) Primary School
  - c) Secondary School
  - d) Tertiary Institution
5. What role do you perform at your school?

### **SECTION B**

6. Does your school employ or have in place staff training programmes geared towards teachers’ job performance?
7. What staff training programmes are geared towards teachers’ job performance employed by your school?

### **SECTION C**

8. Has staff training programmes contributed towards teachers' job performance in your schools?
9. In which ways have staff training programmes contributed towards teachers' job performance in your schools?
10. How do you rate staff training programmes contributions towards teachers' job performance in your schools among the following?
  - e) 0-25%
  - f) 26-50%
  - g) 51-75%
  - h) 76-100%

### **SECTION D**

11. Are there any challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school?
12. What are challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school?

Thank you for your cooperation!

**APPENDIX III: A FOCUS GROUP DISCUSSION GUIDE ADMINISTERED TO  
MEMBERS OF PARENTS TEACHERS ASSOCIATION AND MEMBERS OF  
BOARD OF GOVERNORS OF THE SELECTED SECONDARY SCHOOLS IN  
KANUNGU TOWN COUNCIL**

Good Morning/Afternoon Ladies and Gentlemen,

My name is **Agaba Richard Bens** a Post-Graduate student of Kabale University. I am collecting data on *“The Role of Staff Training Programmes towards Teachers’ Job Performance in Selected Secondary Schools in Kanungu Town Council, Kanungu District”* as part of the essential requirements for the award of a Masters Degree of Arts in Education Management of Kabale University. The information you will provide through this interview will not be used for any purpose other than for the benefit of the researcher and the beneficiaries who are the respondents and the selected Secondary Schools in Kanungu Town Council.

Thank you

**SECTION A: BIO DATA OF RESPONDENTS**

6. Which among the following age brackets do you belong? (That will be one by one according to their various groups)
- |          |          |          |
|----------|----------|----------|
| m) < 20  | o) 31-40 | q) 51-60 |
| n) 21-30 | p) 41-50 | r) >61   |
7. What is your sex according to gender? (That will be one by one according to their various groups)
- |           |         |
|-----------|---------|
| c) Female | d) Male |
|-----------|---------|
4. What is your marital status among the following? (That will be one by one according to their various groups)
- |            |              |             |
|------------|--------------|-------------|
| f) Single  | h) Separated | j) Divorced |
| g) Married | i) Widowed   |             |
13. What is your highest level of Education attained? (That will be one by one according to their various groups)
- |                         |                         |
|-------------------------|-------------------------|
| e) Non formal Education | g) Secondary School     |
| f) Primary School       | h) Tertiary Institution |
14. What role do you perform at your school? (That will be one by one according to their various groups)

### **SECTION B**

15. Does your school employ or has in place staff training programmes geared towards teachers' job performance?
16. What those staff training programmes geared towards teachers' job performance that are employed by your school.

### **SECTION C**

17. Has staff training programmes contributed towards teachers' job performance in your schools?
18. In which ways have staff training programmes contributed towards teachers' job performance in your schools?
19. How do you rate staff training programmes contributions towards teachers' job performance in your schools among the following?
  - i) 0-25%
  - j) 26-50%
  - k) 51-75%
  - l) 76-100%

### **SECTION D**

20. Are there any challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school?
21. What challenges to the implementation of staff training programmes geared at improving teachers' job performance in your school?

Thank you for your cooperation!

# APPENDIX V: KREJCIE AND MORGAN TABLE (1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: "N" is population size  
 "S" is sample size.

Krejcie, Robert V., Morgan, Daryle W., "Determining Sample Size for Research Activities",  
 Educational and Psychological Measurement, 1970.



## APPENDIX VII: STUDY BUDGET

ITEM	AMOUNT (SHS)
Transport	450,000
Stationary	150,000
Typing, printing and binding	100,000
Stapling machine and wires	30,000
Miscellaneous	400,000
<b>Grand total</b>	<b>1,130,000</b>