



African Journal of  
**Education and Practice**  
(AJEP)



CARI  
Journals

CONTRIBUTION OF IN-SERVICE TRAINING PROGRAMMES TO TEACHERS'  
PERFORMANCE IN A PRIVATE SECONDARY SCHOOL IN KYENJOJO  
DISTRICT, WESTERN UGANDA

<sup>1</sup>\*Morris Achana

\*Post Graduate Student: School of Education, Catholic University of Eastern Africa

Corresponding email: [amorriscsc@gmail.com](mailto:amorriscsc@gmail.com)

<sup>2</sup>Dr. Jacinta M. Adhiambo

<sup>3</sup>Dr. Florentina Ndeke

<sup>23</sup>Lecturers: School of Education, Catholic University of Eastern Africa

P.O Box 62157 Bogani E Rd, Nairobi, Kenya

### Abstract

**Purpose:** In-service training programmes in educational planning and administration are indispensable for enhancing teachers' performance. In Uganda, the schools' administrators and educational policy makers consider investing in in-service training of teachers. The study was purposed to develop workable recommendations, to address the continued poor performance of students in private secondary schools in Kyenjojo District in Western Uganda. The study was guided by four research objectives; to find out the types of in-service training programmes provided at St. Joseph's Hill Secondary School in Kyenjojo district and to determine the contributions of in-service training programmes to teachers' performance at St. Joseph's Hill Secondary School in Kyenjojo District. Expectancy theory guided the study.

**Methodology:** The study employed qualitative research method and it was guided by a case study design. The study employed a non-probability sampling procedure. A total of 8 administrators, 26 teachers, 30 students, 1 District Education Officer and 1 District Inspector of Schools were selected. In data collection, the study used Interview guide and Focused Group Discussions for the selected sample. Face to face Interviews were conducted. The data collected was analyzed qualitatively.

**Results:** The findings revealed that in-service training programmes for teachers exist though not consistent but once or twice in a year. The in-service training programmes have contributed to the improvement of teachers' welfare in regards to acquisition of skills that helped the teachers in teaching. There are different types of in-service programmes offered to teachers. These programmes have contributed to teachers' performance in the areas of providing exposure to teachers, lesson planning, handling learners, building relations with learners, marking and setting of exams, improvement in time and classroom management, plus inspiring learners to achieve their academic potential and many others.

**Recommendations:** Based on the research findings, the researcher recommends that in-service training providers and school administration put extra efforts on teachers' supervision.

**Key Words:** *In-Service Training Programmes, Teachers' Performance, Supervision, Teachers' Service Delivery and Students' Performance*

## **1.0 INTRODUCTION**

In-service training is a model of training by which a teacher is developed for an improved quality of performance. Teachers are enriched with new ideas, skills, knowledge and subjects' content as well as new concepts of teaching. In-service training programmes aim at improving the overall personality of teachers and enabling them to have respect in the teaching profession. The different forms of in-service training programmes such as, group or individual, formal or non-informal differ from regular courses of studying (Shah, Mahmood, & Hussain, 2011). The goal is to improve teacher's performance since in-service training is all about equipping teachers with more skills. In this case, every organization's goals are realized when its performance drives it towards achieving its organization's fit. On the other hand, Performance refers to the ability of an organization's activities being executed in a manner that fulfills objective reality. The objectives of an organization are valued based on schedules, cost and technical capabilities of its personnel and specifically acceptable standard systems. Performance does not refer simply to quantity of output. It can also involve assessment of other objectives such as quality of output, absenteeism, employees' satisfaction and career development (Ivancevich, 2004).

Teachers' performance is the realization of a properly designed and executed total rewards strategy thus, a powerful driver of teachers' performance. According to the national Academic Press (2009), characteristics or measurements for teachers' performance include: content expertise, instructional design, instructional delivery and instructional assessment. Performance is further defined as an act of accomplishing or executing a given task and this is measured through assessment of teachers' activities in terms of his or her performance in lesson preparation, lesson presentation, actual teaching, teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others (Adejumobi, & Ojikutu, 2013). Additionally, performance is defined as a multidimensional construct since it measures a variety of different aspects of teaching that include; subject mastery, effective communication, lesson preparation and presentation, preparing report forms, doing school duties, attending staff meetings and scheme of work (Nairuba, 2011). These are indicators of performance expected from teachers as they execute duties in schools.

### **1.1 Statement of the Problem**

The overall issue at hand as addressed in this study, is that despite an effort put in facilitating in-service training programmes in Kyenjojo district western Uganda, teachers' performance is still poor. Komakech and Osuu (2014) pointed out that, despite the increase in the number of teachers' in-service training programmes in schools, teachers' performance still remains poor in many schools. This situation raises so many questions, as to what is missing in the teachers' in-service based teachers' development programmes? It has to be noted that, one of the goals of in-service training programmes is improvement in both the teachers' knowledge and skills of methodology and their subject content. Service delivery in any institution is provided by members of the organization who accept customers' awareness, ownership of the organizational objectives and goals (Oakland, 2014). This raises questions on reasons for continuous investment in skill through teachers' in-service training programmes yet their performance as output of in-service training programmes is still poor. NAPE (2011) had stressed on some initiatives of the in-service training programmes that are proposed to strengthen teachers' competencies which include certificate of proficiency in teaching and certificate of proficiency in teacher education. These were also designed to equip teachers and tutors respectively with managerial skills. The Secondary Science and Mathematics Teachers (SESEMAT) as teachers' in-service training programmes also provide them with training for

science and mathematics teachers as of 2011, where 4911 teachers had benefited from this programme. The question is, how important are in-service training programmes to teachers' performance. Uganda Science Education Programme (USEP) has been working with 15 selected schools across USEP pilot regions and Kyenjojo with the aim of increasing the capacity of science teachers in schools. The training of teachers is delivered through workshops which adopt a participatory learning style suitable for the different learning abilities of the participants (USEP, 2013). But all these good intentions of USEP seem not to bear fruit because the teachers' low performance in schools continues to degrade school performance. It is against the aforesaid situation that the current study sought to find out the stimulus of teachers' in-service training programmes on teachers' performance as regards the case of St. Joseph's Hill Secondary School, a private secondary school in Kyenjojo District in Western Uganda. Having in mind that, St. Joseph's Hill Secondary School is one of beneficiaries of in-service training in Kyenjojo district and has been recording poor students' performance.

## **1.2 Research Objectives**

- i. To find out the types of in-service training programmes provided at St. Joseph's Hill Secondary School in Kyenjojo District.
- ii. To determine the contributions of in-service training programmes to teachers' performance at St. Joseph's Hill Secondary School in Kyenjojo District.

## **2.0 LITERATURE REVIEW**

### **2.1 Theoretical Review**

#### **Expectancy Theory**

According to Hamel (2017) the theory explains that people make choices based on expectations. Additionally, Hamel (2017) notes that, reward brings motivation to employees (teachers) and this makes teachers work hard with expectation of being rewarded and this encourages individuals to work hard while expecting to be rewarded at the end but absence of rewards discourage hard work among individuals. When using the expectancy theory within organizations/institutions, an evaluation can be made in regard to two factors that lead to valence (the reward): the expectations of the individual and the belief that their actions will lead to the reward. To utilize the expectancy theory accurately, the within-subject research method is used to evaluate the motivations of the employee. This method of the expectancy theory calculates the difference in motivational levels between tasks of one individual, and that of another (Redmond, 2014). To use within-subject designs, participants are given many different tasks to complete. For each task the researcher computes a force score. This score is used to predict the choices that individuals make among the different tasks. Using these predictions of effort, researchers compute correlations based on the predictions and the actual amount of effort exerted by individuals (Redmond, 2010). The strength of the within-subject designs reflects the fact that Vroom developed the theory to determine different motivational levels across various tasks performed by an individual, rather than looking at differences in motivation between different subjects (Redmond, 2010).

According to Okumbe (1998), expectancy theory provides educational administrators with a strong conceptual framework for understanding how motivation and performance can be improved. He further says that the teachers' belief that their efforts will lead to performance can be improved through a number of ways: further training (in-service training programmes), supervision, guidance, counseling and participation in job-related decisions in staff meetings. By improving teachers' abilities in this way they will feel that high levels of performance are

feasible. Hence educational administration ought to design reward systems which are based on actual performance. The performance-reward contingencies should be increased so that teachers are assured that good work is equitably rewarded. This inspires teachers to work hard not only for their personal growth, but also for the fruitful achievement of the educational objectives. He further says educational management has to consider teachers' abilities and traits so that these are used in job assignment in order to improve performance. Educational managers should simplify job objectives during the teachers' induction or orientation.

This helps in minimizing wastage of effort in search of behaviour and enhances more task-related behaviour. The expectancy model in this case, provides educational managers with a strategy for integrating teachers' needs, desires and goals with those of the educational organizations Okumbe (1998). Expectations are influenced by incentives and rewards. With proper goals set, this will trigger a motivational process that improves performance. According to Vroom (1995), a person's motivational force can be equated to the level of expectancy multiplied by the instrumentality multiplied by the valence. If any one of these factors is scored as a zero, then the motivational score will also be zero (Penn State World Campus, 2011). This can easily be seen in situations where a person believes the amount of effort exerted on a task will not result in the desired reward, in cases where the level of performance will not yield the desired results or that the reward will not have the desired value as expected, the individual's motivational level will be zero (Penn State World Campus, 2011). On the other hand, when all the components of the equation are high, the motivational force will also be high (Penn State World Campus, 2011). From this perspective, the expectancy theory is an applicable theory in the field of educational planning and administration and in relation to the topic under discussion, namely, in-service training programmes and their influence on teachers' performance. This theory justifies the need to tap the potentials of teachers through training, but teachers' needs need to be identified and strategies developed.

## **2.2 Empirical Review**

### **Types of Teachers' In-service Training Programmes**

In-service training programmes can be offered to teachers in the form of two-year programmes. For example, in Afghanistan, it is the role of the Ministry of Education to design this programme for enrolling and training of all the existing twelve grade graduated teachers using in-service training programmes for teachers to obtain the certificate of grade fourteen. The implementation process of these training programmes is meant to ensure teachers' and students' attendance in classes and provision of quality education (Ministry of Education, 2013). This is meant to improve teachers' professional development with the aim of equipping teachers to be competent and provide quality service delivery in school. In-service training programmes may also take the form of a series of short courses which cover all teachers nationwide. A short course means that teachers, for example, go for a one month course in areas such as ICT. Awards at the end of the programme may depend on the school culture and its programmes. It is a common practice in many secondary schools to give this form of teachers' in-service training programmes in order to adapt to changes in the school syllabus. For example, the introduction of ICT programmes in schools require teachers without ICT skills to have short courses in ICT (Safi, 2014).

In another study conducted by Shah, Mahmood and Hussain (2011) on in-service training programmes in government secondary schools in Islamabad, they found out that common programmes were either group or individual and formal or non-informal type of teachers' in-service programmes. The studies concluded that in-service programmes were vital as they improved performance of teachers. Through the training programmes, teachers can improve

their professional development. The nature of the training sometimes depends on the school culture and this may vary, depending on the school's system of operation. The different methods of providing training may include: regular courses of study, educational workshops, lectures, discussions and interviews as well as supervision of individual study of the professional literature by teachers themselves. In the event of changes in the syllabus or educational system, secondary schools allow teachers to go through some training for competencies.

In another study carried out on the effectiveness of training and development on employees' performance and organization competitiveness in the Nigerian banking sector, organizations looked at training as a series of various techniques that an organization may use to pass on skills, knowledge and competence to improve employee performance in their current jobs or future tasks (Falola, Osibanjo & Ojo, 2014). This training can be done either on site or off site. In the context of this study, it is meant to improve teachers' service delivery in schools. That study also found out that training is one aspect that no organization can ignore if it is to remain relevant and responsive to the needs of its clients. The research carried out in Ghana pointed out that any education process must have qualified teachers as one of the ingredients if process goals are to be realized (Essel, Badu, Owusu & Albert, 2009). They further say that teachers being at the centre of this process require a lot of continuous professional growth and development. Their findings discovered that, 70% of the respondents agreed that in-service training programmes are beneficial and contribute to teachers' capacity development. But this study though exposing the value of in-service training in education, it was limited to Ghana, so it may not apply to the whole of Africa.

In-service teacher training according to Handicap International (2014) can take the form of a two-week or monthly intensive training ranging from two weeks per year to over three years. All these can be planned for a group of teachers from different schools, or they can be organized for a whole team of teachers in one school. The latter is known as the whole-school approach. Handicap International, in this general report on how to improve education practices did not focus on a particular country, yet the contexts and situations in which teachers find themselves differ from country to country and from school to school. In addition, Handicap International only aimed at producing a toolkit for in-service training programmes for teachers with the aim of promoting inclusive education. Further research revealed in-service training, the Synthesis Report from the case studies done in Nigeria, Ghana, Madagascar, Mozambique, Zambia, Senegal, Central Africa Republic and Niger on how it took many different forms of varying length (Junaid & Maka, 2015). A common alternative to in-service training can be either full- or part-time study at a college or university. Upgrading gives teachers an opportunity to rise from diploma level to a bachelor's degree or from a bachelor's degree to a master's and doctorate degrees. This study, however comprehensive, dwelt more on how in-service training programmes are conducted rather than the influence they have on teachers' performance. Apart from that, the study did not include Uganda and the results may not reflect the situation there.

In Uganda, a study was conducted on the influence of teacher professional development on the quality of pedagogical practices in public secondary schools in Uganda. The study specifically examined the extent to which induction, coaching and training workshops explain variations in the quality of pedagogical practices. The study was prompted by the persistent criticisms about the deteriorating quality of pedagogical practices in public secondary schools in the country. The study employed a descriptive cross-sectional survey design. The findings suggested that teacher professional development positively impacts on the quality of teacher preparation, teaching methods and assessment of learners; and yet systematic induction and mentoring

programmes for beginning teachers and institutionalized continuous professional development systems for serving teachers are lacking in most public secondary schools (Malunda, 2018). This study focussed on induction, coaching and training workshops which paved in a research gap for this study whereby it will focus on in-service training. There are different types of in-service training programmes; designed for teachers in different parts of the world. Different types of programmes being mentioned by scholars and Education Commissions from various countries. For the research topic “teachers’ in-service programmes and teachers’ performance in a private secondary school in Kyenjojo district western Uganda”, the type of teachers’ in-service training programmes include: two conservative training, short courses, group or individual or formal courses and two weeks or monthly intensive training.

### **Contributions of In-Service Programmes to Teachers’ Performance in Private Secondary schools**

The study was conducted on the effect of in-service teacher training on student learning of English as a second language in Mexico and was geared towards testing whether teacher training could increase teacher efficiency in public secondary schools (Bando & Li, 2014). The findings revealed that in-service training by teachers leads to improvement pointing out that, in-service training in education planning and administration can lead to improvement. The study in terms of area was carried out in Mexico a country which is very different with Uganda. It also limited its focus to the single subject of English. It is therefore limited in scope. However, the current study seeks to study in-service training programmes and their influence on teachers’ performance in general. The previous study based its findings on public secondary schools. This makes it different from the current study that employs a study design focusing on a private school. The study sample targeted one hundred forty four (144) teachers. So, the finding though pointing out vital issues, cannot be used as a basis for generalization. Similarly, another study was conducted on the impact of in-service training on the professional competence of science teachers at secondary level in Pakistan (Shakoor, Ghumman & Mahmood, 2013). Their findings revealed that in-service training had a significant impact on the professional competence of science teachers at secondary level. The findings also revealed that in-service training makes the implementation of a science curriculum more effective and helped teachers grasp more the subject content and concepts better. This study by Shakoor, Ghumman and Mahmood (2013) despite bringing out these positive elements of in-service training in the area of education, were concerned with professional competence of science teachers but not of all teachers. The setting where the research was carried out is different from that of the current study. A part from this, the study never specified clearly whether it was carried out among teachers in public schools or in private secondary schools.

A study by Shakoor, Ghumman and Mahmood (2013) was conducted in Pakistan with the aim of evaluating the effect of in-service training on the professional competence of science teachers at secondary level. The study employed the use of t-test as statistical tools for data analysis with the use of SPSS software, mean frequency and mean scores. In service training programmes play a very significant role in the area of educational planning and administration and their contribution can be looked at from various angles. In one study conducted on selected countries in Subsaharan Africa by (Junaid & Maka, 2015) the findings revealed that in-service training programmes in education can be a good response to the problem of the recruitment of unqualified teachers. This follows from the fact that the training fills the gap in certain skills and knowledge that were not attended to during the initial training. These studies stress a very vital issue of the recruitment of unqualified teachers but the challenge is that the studies were not conducted in Uganda where in-service training programmes take place rather where no significant research has been done to ascertain the influence of in-service training

programmes on teachers' performance. It was further pointed out that, in-service training programmes are vital when it comes to helping schools to come up with systems of empowering their teams. They have had a great impact on improvement and have been a vital tool in reinforcing teacher capabilities in the areas of administration, management, teacher animation, pedagogical renewal and sharpening knowledge and skills on a continuous basis. But one gap that Junaid and Maka fail to address is the fact that while some in-service programmes like USEP and SESEMAT continue to take place and consume huge budgets, their fruits are not yet apparent in some schools in Kyenjojo district in western Uganda.

A different study entitled "Relational Study of In-service Training Teaching Effectiveness and Academic Performance of Students" was conducted by (Asiyai, 2016). The targeted sample was forty eight (48) teachers from two private schools and ex-post-facto research method was employed. The findings that emerged from data analysis using percentages and mean indicated that teachers who participated in in-service training perceived the programmes as useful and beneficial to their professional development. The findings also revealed that there was a significant relationship between in-service training of teachers and students' academic performance. This study was limited in terms of area to two private schools in Nigeria which is different from Uganda. Apart from this, the study was trying to explore the relationship of in-service with academic performance of students yet the current study seeks to explore how in-service training programmes influence teachers' performance in a private secondary school. In West Africa, a study was conducted on the influence of in-service training, seminars and workshops attendance by social studies teachers on academic performance of students in Cross River State in Nigeria (Essien, Akpan & Obot, 2016). They adopted an ex-post-facto research design. In consideration of the variables of teachers' in-service training such as seminars and workshops, the findings of the study showed that there is no significant influence by teachers' attendance of in-service, seminars and workshops on school academic performance of learners (students). Perhaps what is vital for the teacher to be able to function successfully, is just to be trained and acquire a professional certificate. In-service training programmes such as: seminars and workshops act on their capacity building as extra-incentives to the teachers' know-how and additional attainment of working experience. This study affirmed that in-service training contributes greatly to academic performance however, the studies carried out in Nigeria was focused and limited on social study teachers and academic performance of learners yet the current study looks at teachers' performance in general.

Another study was carried out by Amad (2013) on the development of teachers' academic performance in secondary schools in Etche Local Government Area, Rivers State of Nigeria. The study reflected on professional development on teachers' academic performance in secondary schools in Etche Local Government Area. The findings revealed that professional development of teachers and refocusing the status quo of the school system contributes to a high level of academic standard. Amad (2013) also found out that workshops, conferences and seminars provide the medium for sharing assumptions, values, and beliefs as well as creating inter institutional resources and exchanging scholarly ideas. The study further concluded that enabling environment and opportunities be shaped for consistent acquisition of knowledge, skills and potentialities in pursuit of academic excellence. The study limited itself to Nigeria's Etche local government which makes this study quite different from the current study though it points out that professional development of teachers contributes a lot to their performance.

A comparison study about in-service training on the relationship between teacher training and effective teaching was carried out by (Rahman, Jumani, Akhter, Chisthi & Ajmal, 2011). The findings revealed that teachers had a positive attitude towards teachers' training and its effectiveness in the classroom situation including actual instruction, academic work, classroom



management, evaluation procedures, assignments, and developing human relationships with students, principal, and society in general. It was concluded that teacher training was positively related to effective teaching. The results of the study also indicated that there is a significant co-relation between teachers' training and students' test result. The study findings further revealed that students had positive opinion about teachers' general characteristics, clarity and effectiveness of presentation, developing student interest and involvement in learning, broadening student outlook, and developing good relationship with students. The study further revealed that training helped teachers in lesson planning and instruction and majority of teachers were using discussion team work and AV aids. However, there is a difference noted in data analysis where one group of teachers reported having the necessary ability to manage their classroom, time, space, materials and classroom procedures. The study also affirmed that training of teachers plays a significant role in promoting effective teaching practices. However, the study looked at training in general not in-service training programmes and their influence on teachers' performance. Though it pointed out various avenues in which training teachers takes place for instance pre-service and in-service, its purpose and contexts are quite different from the current study that seek to understand in-service training programmes and their influence on teachers' performance taking a study of a selected private school in western Uganda, Kyenjojo district.

The study was conducted on SESEMAT programme as an effective tool in enhancing the quality of teaching and learning science and mathematics in secondary schools taking a case study of Jinja District in Eastern Uganda (Komakech & Osuu, 2014). The findings revealed that the SESEMAT programme had the greatest impact on the following: improved teachers and students' attitudes towards science and mathematics; improved the performance of students in the national examinations. It has also developed and promoted practical teaching as thought by the participants respectively. The cram also reported most challenges hindering the programme as: time consuming; inadequate science and instructional materials; and high enrolment of students in class respectively. Despite the success of the studies in assessing the impact of SESEMAT as in-service training programmes for teachers, this is just one programme yet in-service programmes offered in Uganda are many and apart from that, the study in terms of scope limited itself to Jinja district a district known for good performance compared to Kyenjojo where the current study was carried out.

### **3.0 RESEARCH METHODOLOGY**

The study employed qualitative research method and it was guided by a case study design. A case study research design is an investigation which carefully describes a phenomena and entails recent events, important issues, in a way(s) that unearth deeper understandings of a given phenomenon (Creswell, 2014). The researcher's target population included St. Joseph's Hill a private secondary school. The study employed a non-probability sampling procedure. A total of 8 administrators, 26 teachers, 30 students, 1 District Education Officer and 1 District Inspector of Schools were selected thus making a total of 66 respondents. The study used interview and focus group discussion guides to collect data. The study used emergent coding, and pattern matching coding which are analytical strategies that use codes to organize and group the coded data into categories based on common characteristics, and this sets the beginning of a category or theme in the data. The strategy was adopted in this research as it involves an empirical investigation of a particular contemporary phenomenon within its real life context using multiple sources of evidence (Janesick, 2000).

### 3.1 Conceptual framework

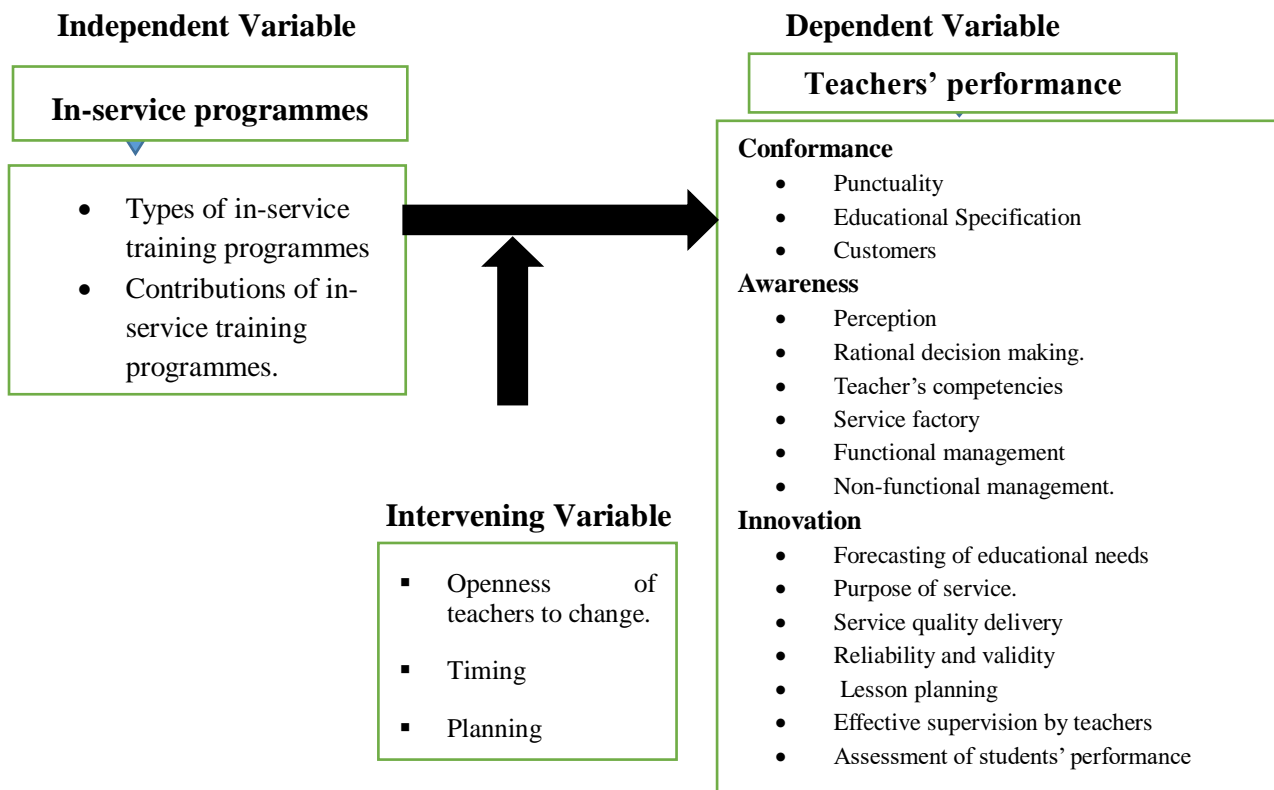


Figure 1: Conceptual Framework

## 4.0 RESULTS

### Types of In-service Training Programmes in Private Schools in Kyenjojo District

#### i) Capacity Development Courses

The research found out that the education office in conjunction with school administrators organize Capacity Development Courses for teachers. The Capacity Development Programme covers teachers' code of service, customer care and the teachers-parents relationship (DEO, January 20<sup>th</sup>, 2018). This confirms that Kyenjojo District management is concerned with teachers' in-service development. Furthermore, the Inspector of Schools acknowledged the operation of Capacity Development Courses for teachers in Kyenjojo District. According to the inspector, part of his job description is to find out and monitor the in-service programmes and if teachers enroll to such programmes. The specific concern for in-service training was meant to bring about informed teachers geared towards successful teaching in secondary schools. This therefore demonstrates the view that in-service training is being considered a management initiative to bring about patriotism and motivational source for teachers. The other aspect in general is about general facilities for teachers towards gaining the organization's fit. It therefore, it became necessary to find out the views of teachers in regards to teachers' quest for in-service training (Interview, November 2017).

Another participant from the department of agriculture during the interviews recognized that she was sponsored by the school to attend in-service training in organic farming that was organized by the district education office. The training was basically for teachers of agriculture and the content of the training was; how to improve farming, opening projects within the school and practical ways of teaching agriculture (Teacher E, November 23, 2017). Apart from

the training in organic farming, another participant expressed her view that the District Education Office in collaboration with schools organized a training on innovation in teaching and learning. In the training, the participant pointed out that they were taught how to use local materials, how to be creative and making learning enjoyable and practical (Teacher F, 2017, November 23). The different modes of doing it is adhoc and tailored towards meeting the needs of a time. Capacity Development Courses for teachers are offered in addition to other government programmes in Kyenjojo District among which include SESEMAT.

## **ii) Secondary Science Mathematics Teachers' In-service Training Programme**

In regards to the In-service Training Programmes offered to teachers, according to the participant [administrators]. The government of Uganda offers in-service training to teachers all over Uganda and Kyenjojo District in particular. The participant claimed that it is the mandate of the government to always keep teachers updated so as to offer quality education as in the Uganda Constitution. Failure for the government to keep on training teachers means failure to the entire community and the country at large. Secondary Science and Mathematics Teachers (SESEMAT) is one of the different types of Teachers In-service Training Programmes. The courses offered under SESEMAT are in form of workshops and seminars. Some of the in-service training programmes mentioned are being conducted in collaboration with the teachers/Tutor, instructor education and training department at the ministry and such programmes like SESEMAT which is sponsored by the government of Uganda. Though according to the Inspector of School, they sometimes organize regional seminars and workshops for teachers. This finding tends to agree with Komakech and Osuu, 2014 study on SESEMAT programme as an effective tool in enhancing the quality of teaching and learning science and mathematics in secondary schools. The findings revealed that SESEMAT programme is one of the in-service programme in Uganda. The researcher therefore acknowledged that indeed, there are in-service programmes that are being offered by the government while other programmes are organized by schools individually.

The Deputy Head Teacher mentioned, SESEMAT is organized once a year by the education office in collaboration with the school administration. The participant noted that the aim of the programme is to equip science teachers with skills necessary in teaching sciences. Each school is supposed to facilitate some of its staff to attend these programmes. "If for instance you are not a science teacher, then it means that you do not get training from the government". Therefore, the government needs to introduce more training for other non-science teachers (Teacher C, November 22, 2017). This information is related to the literature review whereby it is the role of the Ministry of Education to design teachers' in-service programmes for enrolling and training of all teachers in order to obtain the certificate of grade fourteen. The implementation process of these training programmes is meant to ensure teachers' and students' attendance in classes and provision of quality education (Ministry of Education, 2013). The researcher noted the availability of hand books that were previously used in some of the in-service programmes workshops that teachers attended. These were availed by the principal and some of the teachers who took part in the study. While having a focus discussion with the inspector of schools, the researcher gained information about government's educational concerns in collaboration with the Ministry of Education and Sports. The goal is to provide guidelines, coordination, regulate and promote stakeholders deliverables for quality education and sports. Services are inclusively meant for all persons in Uganda. It is one of the modalities for national integration, individual and national development. This mission is actualized through in-service training of already qualified teachers by the government.

Based on expectancy theory, the three different aspects of expectancy theory are expectation, instrumentality and valence. Instrumentality is on the view that “the level of achieved task performance with little various work outcome.” The information has not been articulated by the school management as regards to the essence of undergoing distance learning. It is instrumental for an individual teacher to undergo a distance learning training. Lastly, the two interview sessions highlighted that on several occasions they had attended trainings on marking and setting organized by the District Education Office. And the purpose of the trainings was to equip teachers with knowledge and skills in marking and setting exams which is key in facilitating students’ performance. This therefore affirms that In-service training programmes for teachers is ongoing from different secondary schools within Kyenjojo District. As regards to different types of in-service training, most of the in-service trainings are concerned with state owned secondary schools as put by Shah, Mohammed and Hussain (2011). The researcher affirms that not much attention is given to private secondary schools. However, a research done in Pakistan shows that a positive impact can be on performance in privately owned secondary schools; especially as regards to “professional competence of science teachers at secondary level” ( Shakoor, Ghumman & Mahmood, 2013). It calls for further assessment as regards to the science education programmes as offered in Uganda and particularly in private secondary schools.

### **iii) The Uganda Science Education Programme**

Among the different categories of in-service training that another participant mentioned was the USEP programmes organized for science teachers. The participant pointed out that the reason, why education office offers these programmes is because of the rate of failure in science subjects. The participant went ahead to point out that USEP is meant to inspire and empower teachers of these subjects (Teacher G, November 22, 2017). Some of the in-service training programmes mentioned are being conducted in collaboration with the teachers/Tutor, instructor education and training department at the ministry and such programmes like USEP are sponsored by the government. Though according to the inspector, they sometimes organize regional seminars and workshops for teachers too. The researcher therefore acknowledged that indeed, there are in-service training programmes that are being offered by the government and others organized by the school. Like earlier participants who had pointed out Workshops, Seminars as it is in SESEMAT, the participant as well pointed out the common in-service training programmes offered in the District and in his capacity as the inspector of schools, the participant is sometimes invited as one of the facilitators (Interview, January 25<sup>th</sup>, 2018). Unlike the programmes which are moderated by the government in collaboration with District education officers, there are privately [missionary] oriented programmes. The case of Uganda Science Education Programme is promising for Uganda given that in-service training programmes are meant to deliver on capacity development depending on a need in a particular nation, region, district or schools. This is in tandem with a research by Safi (2014). Different needs for professional development of teachers varies between nations and regions or a school in particular.

### **iv) Luigi Gisani Teachers’ In-service Programmes**

The in-service training programmes organized by Luigi Gisani Institute was a source of empowerment to Kyenjojo Secondary School staff members. The Luigi Gisani’s team members have severally trained school administrators which has always had positive impact to the schools’ performance. Furthermore, the in-service training team has had good working relations with Kyenjojo Secondary schools’ management. The researcher’s interaction with research participants revealed that there is a frequency of other programmes. Luigi Gisani Programmes are conducted at least three times a year, while other programmes happen once in

a year. Lack of frequency in in-service training programmes denies teachers sense of continuity and monitoring effects of such programmes on a particular teacher. The Luigi Gisani Teachers Programme is effectively managed but it is sparsely scheduled. Luigi Gisani is a unique type of in-service training which is set to empower teachers with trainings on improving scheme of work, lesson planning and classroom management.

#### **v) Justice and Peace In-service Training**

Furthermore, teachers are given opportunity of attending to trainings in the area of justice and peace organized by the Diocese of Fort-Portal Commission for Justice and Peace. The participant mentioned that these take place once a year especially during the Lenten period. The aim of the trainings is to train teachers on how they can instill values of peace and justice within the school community (Teacher D, November 23, 2017). One of the teachers pointed out that he had an opportunity as well of attending trainings in the area of justice and peace organized by the Diocese of Fort-Portal Commission for Justice and Peace. The participant mentioned that these take place once a year especially during the Lenten period. The aim of the trainings is to train teachers on how they can instill values of peace and justice within the school community (Teacher D, November 23, 2017). It is envisioned that a school (government and private schools) serve on social character and holistic development of a trainee (a student). The Catholic Justice and Peace Commission serves to create a sense of solidarity in human community. Teachers work to ensure that their trainees are in solidarity with one another unto common good. Training on justice and peace in practice is applied from time to time in different schools within Kyenjojo district.

#### **vi) Congregation of Holy Cross In-service Training Programmes**

A point of concern that the research revealed is that science subjects receive much attention when it comes to teachers' In-service training. From the reactions, one may be forced to conclude that other subjects miss out when it comes to in-service training. Another category of in-service training is being facilitated by the members of the Congregation of Holy Cross which are organized during the holidays. The Centre of the Holy Cross offers workshops on how to offer holistic education. The administrators of the school in collaboration with the committee for education at the District level come up with a calendar indicating how the trainings would be conducted in East Africa. Another participant pointed out as well training programmes facilitated by the members of the Congregation of Holy Cross. One participant mentioned that St Joseph's Hill Secondary School being owned by the Brothers and Priests of the Congregation of Holy Cross, the Congregation emphasizes so much on the idea that Holy Cross education [formation of the mind, body and the heart]. The participant highlighted that during the holidays the administration invites Holy Cross brothers to facilitate the trainings and one such training they facilitated was on the risk of education (Field Research Data, November 23, 2017). The research found out affirmatively that there are different types of teachers' in-service training going on in Kyenjojo District's secondary schools. There are however a number of considerations which needs to be put into perspective before an in-service training programmes is given a way forward. Therefore, an in-service training programmes works to create a leverage. This is as explained by Safia (2014). In-service training programmes serves a need which is adhoc. A point in question is about how often the different types of in-service programmes are offered.

#### **Contributions of In-Service Training Programmes on Teachers' Performance**

In-service training programmes offered to teachers from the researcher's perspective are meant to add value to the teaching profession and once this is not attested to, a point in question may arise as to why the school administration should invest in training of teachers. The researcher

sought views from the school administrators, teachers, District Education Officer, Inspector of Schools and the students of St Joseph's Hill Secondary School on the contributions by way of impact from the teachers' in-service training programmes. The Administrators consider teachers' in-service programmes for giving directions to the school community. The administrators' roles are meant to ensure that teachers receive necessary skill development that empowers them with potential for sound performance in their teaching career. School administrators use skills from in-service training programmes concomitantly (daily, weekly, monthly and annually). And this role puts them in positions to see whether a particular training has added value to the life of a teacher and learners. Additionally, the school administrators while participating in this research pointed out the contribution with regards to students' learning process. "Some teachers have also been motivated to become facilitators to their peers" (Administrator 2, November 23, 2017). As a result of in-service training, there has been a slight improvement in students' performance compared to the previous years. As a result of exposure to various in-service training programmes, different departments within the school have learnt to organize internal seminars and workshops which was not the case in the previous years.

Additionally, it was pointed that the training workshops as organized within and outside the school have made a significant contribution in boosting teachers' confidence. Apart from this, teachers are now aware that teaching is a calling which comes with patience and understanding, being available for the learners plus learning to impart discipline without heavy punishment. Furthermore, the "contribution of in-service training programmes on the teaching experience is still minimal; because some teachers take these trainings for granted which has hindered professional growth among teachers from happening" (Deputy Head Teacher, November 23, 2017). The researcher's comments on the research output sought to know, why teachers would take in-service training for granted. It is probably on the fact that teachers feel to have not added much to their lives or there are issues that service providers and teachers need to clarify. The third participant pointed out that, though the trainings take place within and outside the school, nothing much is appearing on the side of both teachers and students for instance students have continued to perform poorly in sciences. On many occasions, the teachers attend the trainings without focus on professional improvement and the majority of participants in the in-service training programmes consider the exercise (in-service training) as wastage of their time' (Administrator 3, November 23, 2017). The participant was moved to conclude that despite the much effort in training a teacher as a member of the science department, the participant seeks explanation as to why performance in sciences is still poor. Though the participant was moved by the poor performance in sciences, the participant also acknowledged that from the perspective of discipline among both teachers and students, there has been a great improvement partly attributed to teachers learning ways of handling students but what remains a challenge is that visible contributions are only witnessed in the first days after the trainings and later they die out (Administrator 3, November 23, 2017 [Deputy Head Teacher 2]).

Fruits of In-service training programmes are not meant to be short lived so when the above participant pointed out that yes there is something happening but short lived, the question as to why the impact is short-lived remains unanswered. The fourth participant pointed out that contributions of in-service training programmes may not be visible at the moment and it may take some time because, for most of the teachers in the school, St. Joseph's Hill is their first teaching job and most of them did not know what is expected of them but trainings have been vital in helping them find ground in their profession. Some though still look at change negatively yet trainings are meant to facilitate positive change in both attitude and character

that is later translated into the teaching experience (Administrator 4, November 24, 2017 [Deputy Head Teacher 3]). The participant during the interview was optimistic that though fruits of in-service training may not be visible at the moment, with time they will manifest as teachers continue to acquire experience or become more knowledgeable about teaching as a profession and what it entails. The position of the fourth participant also raises certain questions that a critical scholar would be interested in, why some teachers look at change negatively yet trainings are meant to facilitate positive change in both attitude and character. During the interviews the researcher asked the participants to mention some contributions that they have gained as a result of attending in-service training programmes organized within and outside the school. The first teacher to be interviewed pointed out that in-service trainings have been instrumental in facilitating acquisition of extra skills in lesson planning. (Teacher No.1, November 22, 2017 [Group A]). The participant went further to acknowledge that despite the fact that a lot was learnt in colleges in lesson planning, it remains one of the tedious exercises which requires a lot of attention and time which is hard occasionally. What in-service trainings have done is to simplify lesson planning, making it an enjoyable exercise which was not the case before.

The views from the interview further highlighted that in-service training programmes organized by the school especially trainings facilitated by Luigi Gisani Institute under the theme “Risk of Education” were vital in teaching teachers more techniques of handling learners and how to conduct oneself as teacher. The participant based her opinion on the fact that some students had made their work hard to an extent that some teachers had opted to leave the school. However, what made them change their mind from leaving the school, were the in-service training programmes that called on teachers to learn learners individually and deal with them from the perspective of a mentor. This from the perspective of the participant has helped both teachers and learners (Teacher No.2, November 22, 2017 [Group A]). One teacher basing on the trainings the school administration organized and facilitated by the Brothers of Holy Cross under the theme of “Holistic Education: Educate the Mind, Body and Heart” mentioned that the facilitators called upon teachers to learn ways of building good relations with learners that could motivate them to excel in all they do. The participant acknowledged that to a certain extent some of the teachers had not gone an extra mile in this area, some could just report to school to teach and leave without taking initiative to interact with learners. As a result of the trainings some teachers now look at students as members of their families who need guidance, nurturing and motivation. (Teacher No. 26, November 23, 2017 [Group C]). One participant who got an opportunity to attend a seminar on marking and setting organized by the District Education Office during the interviews mentioned that from the seminar, he learnt new methods of marking and the participant went ahead to state that “marking and setting being a crucial element in the learning experience if it is not done well affects both the teacher and the learner, and once it is done well the entire school community benefits” (Teacher No.6, November 23, 2017 [Group A]).

Another participant (Teacher No.15) [Group C] mentioned that from the in-service training programmes teachers have improved on time and classroom management. The participant pointed out that before the in-service training programmes, time and classroom management was an issue and it was like the participant was always partly present in every school activity without minding much but as a result of the trainings, there is a lot of order and the participant felt she is in control of the learners and the learners as well acknowledge the presence of the teacher. From the SESEMAT trainings organized by the District Education Office for science teachers, a participant pointed out that, “I had given up on students who did not show interest in doing science subjects, I felt maybe it’s their choice but from the in-service trainings I was

taught ways of inspiring and attracting students to do sciences. This could be done by making the learning experience enjoyable and practical, connected to the learners' daily life experiences. This has boosted even the number of those doing sciences" (Teacher No. 17, November 23, 2017 [Group B]). Another participant highlighted that from the trainings especially those facilitated by Luigi Gisani Institute, she learnt how to respond to particular needs of students. This she based on the fact that before the training she would deal with the students as a class and think, plan for them from such an angle but the trainings assisted her discover that teaching is meant to look at students as individuals with particular needs. She pointed out that she now looks at learners from such a perspective. This has greatly helped her to learn more about her learners and their needs (Teacher No. 18, November 24, 2017 [Group B]). Commenting on the contribution of in-service trainings facilitated by the brothers of Holy Cross, one participant noted that, he acquired skills in delivering holistic education whose goal is formation of the mind, body and heart. The participant affirmed that other than a teacher being motivated by grades and nothing else, Holy Cross education is meant to produce a total person intellectually, good moral character and one who seeks to better the world he/she lives in (Teacher No. 21, November 22, 2017 [Group C]). He also stressed that training programmes have been vital in assisting teachers prepare learners for both internal and external exams and apart from this, the participant also pointed out that teachers have learnt from Luigi Gisani workshops the value of team work in the teaching profession. For-instance, some teachers as a result of the training have become open to let their colleagues evaluate them in class and outside class which has created a good bond among teachers themselves thus facilitated creativity and innovation.

A close look at these contributions that various respondents pointed out reveals that they are basically connected to teaching and learning, outside these nothing much takes place which begs the question, are these only needs of teachers? The District Education Officer (DEO) expressed her disappointment on the in-service training Programmes like SESEMAT to the students and overall school's performance. The participant went further to explain that the key reason as to why this is so is because, most teachers are *ritual performers* in schools; some teachers do not give exercises to students especially part-time teachers because they are always in a hurry to move to other schools. Thus, it denies them ample time for the learners (Interview, January 20<sup>th</sup>, 2018). In probing further why trainings like SESEMAT have not produced much fruit, the participant explained that science teachers who are the beneficiaries of SESEMAT are still few in number and one physics teacher is not enough to serve 6 schools so no matter how much trainings they receive the fact remains they are over worked. The participant however clarified that the impact of in-service training has been more realized in government schools than private because at least in government schools, part-time teaching is not acceptable. The views of the District Inspector of Schools (DIS) differed from the earlier participant who had mentioned that in-service training has not produced much fruit on teachers' performance. The DIS from his perspective felt that In-service trainings led to improvement especially when it comes to teachers' arrival in schools and in classes for lesson (Interview, January 20<sup>th</sup>, 2018). On a specific note, some teachers have improved in scheming, lesson planning and classroom management which the participant attributes to various in-service trainings taking place in the District.

The researcher in this study looked at the benefits of in-service training from two dimensions, one from the dimension of the teacher and the second from the students. Students during the focus group discussions were asked to mention some positive contributions that their teachers would benefit from if given opportunity to go for in-service training. It is "through in-service training programmes teachers learn new methods of training students" (Student 1, November



23, 2017 [Group A]). The participant went further to clarify that since learning is continuous, teachers as well need continuous training which helps them to refresh their minds especially in teaching and scheming. The same issue is noted as to why teachers need in-service training, it was highlighted that since we live in a world that experiences change, teaching as a profession needs to be up to date otherwise the content teachers will deliver may not match with the current needs of the students (Student No.2, November 23, 2017 [Group A]). The idea of the student No. 2 points out something crucial that teaching as a profession is not static; this implies that in-service training providers need to be aware of the changes in the teaching profession. Trainings in this case are supposed to be born out of the continuous changes in the teaching profession but whether current in-service training programmes are a result of needs assessments remains in question. The views of (Student No.3, November 23, 2017 [Group A]) cited the example of SESEMAT a type of in-service training organized by the District Education Office for science teachers explained that these programmes have assisted teachers learn more about revising and change of behaviour. In relation to this, the participant felt that teachers in St. Joseph's Hill have learnt better ways of inspiring students to work hard, conduct themselves well as well as look at education with a wider view that not only concentrates on grades but life in general (Student No.3, November 23, 2017 [Group A]) Student 3, November 23, 2017 [Group A]). From the perspective of the participant, it is SESEMAT that has improved revision as well as facilitating behavioral change in both teachers and students but how it has done so is one thing that needs to be explored.

A participant felt that the current wave in the school where teachers are more responsive and attentive to the needs of the learners can be attributed to the in-service trainings teachers have been attending (Student No.12, November 22, 2017 [Group B]). The participant further explained that teachers in St. Joseph's Hill have learnt to listen as well as value students more. Another participant pointed out that the exposure teachers have had from the in-service trainings has made the classroom experience more enjoyable. Classes have become more participatory and practical and teachers like never before are following the syllabus (Student No. 13, November 22, 2017 Group B). It is through in-service training programmes that teachers have opportunity to learn techniques of collaborative marking and reviewing of students' assignments (Student No.22, November 22, 2017 [Group C]). In relation to this, another participant explained that apart from learning collaborative marking teachers can learn from one another how to handle difficult topics. Teachers during those forums can interact with one another, share knowledge and this from the perspective of the participant boosts performance (Student No. 25, November 22, 2017 [Group C]). In-service training is one of the many avenues through which teachers learn from one another. The student acknowledged that Knowledge and skills that were gained by teachers in the previous trainings held in and outside the school have facilitated the creation of group discussions that have boosted students' performance (Student No. 28, November 22, 2017 [Group C]).

One participant pointed out that In-service training programmes may assist teachers learn how to build good relations with students that may facilitate learning and academic improvement. The participant felt that in some way when good relations do not exist between teachers and students, learning and academic improvement is affected so trainings may contribute a lot in that area (Student 9, November 22, 2017). In another group discussion with the participant from senior 3, one student acknowledged that in-service trainings can assist teachers acquire more skills in approaching and answering questions (Student 10, November 22, 2017). In addition to this, one student added that the reason why they have been failing in exams is because some teachers did not know how certain questions need to be answered but since the inception of in-service training programmes, many teachers have now learnt how to approach

and answer exam questions. The same participant affirmatively pointed out the contribution of in-service training to teachers' performance. He explained that "in-service trainings have brought a sense of effectiveness and responsibility among teachers in their daily activities within the school" (Student No. 20, November 22, 2017 [Group C]). The participant sees that teachers are more attentive to the needs of their students, they are available for consultation and this has contributed greatly to the performance of the students. The analysis given to responses entails the following remarks: Firstly, the findings from the administrator's point of view showed that the in-service programmes have contributed to the learning process where by teachers are motivated in their duties. Though other administrators tend to differ it is evident that the in-service training can have more positive feedback from the teachers and students. Some of the administrators had a negative aspect of the in-service programmes noting that still, students are performing poorly. This was attributed to the manner in which teachers who attend such programmes have taken the trainings very casually and thus why there is no impact in terms of the students' performances.

The importance of In-service training is to develop and improve quality of performance of teachers. During such programmes, teachers are enriched with new ideas, skills, knowledge and subjects' content besides new concepts of teaching. These In-service training programmes aim at improving the overall personality of teachers and enabling them to have respect in the teaching profession. From the research findings, it is indeed clear that such trainings occur but their frequency raises questions. If a programme is set once in a year it means the impact of such a programme will not be felt. The government of Uganda has decided to put these trainings as a formality and knowing that the frequency will not help to improve teacher's performance. This finding tends to agree with the statement of the problem that teachers are performing poorly due to lack of in-service programmes that are supposed to enrich them with new skills and ideas. There is a need for the government to introduce more programmes and increase the frequencies for such programmes so that they can be more and on a continuous basis. The teachers agreed that they have acquired new skills and have borrowed a lot from the in-service training programmes that they have been attending. This is due to the fact that they are the ones dealing with the students and the same time they are the ones who attend such programmes. Some of the teachers cried foul of the organizers of such training to improve on the contents of what they want to offer and avoid repetition of contents. It then became necessary to find out on the effectiveness of In-service training programmes on teachers-students supervision.

The findings revealed varying such as, improvement in students' performance, exposure of teachers, boosting teachers' confidence, lesson planning, learning how to handle learners, how to build good relations with learners, time and classroom management, inspiring learners to achieve more. These findings are in line with the findings of Shakoor, Ghuman and Mahmood (2013) who pointed out that in-service training can increase professional competence of teachers. The same findings affirm the position of Bando and Li (2014) who mentioned that in-service training can lead to improvement in teacher efficiency. At the conclusion, the findings of this study corresponds to the scholarly work by Komakech and Osuu (2014) whose findings show that SESEMAT among other programmes do enhance teaching and learning capabilities for science subjects. The view of the administrators show that at some point, teachers have been motivated by undergoing the teachers' in-service training programmes. For example, arousal of teachers' confidence and learning the techniques of instilling discipline in students without "heavy punishments". Emphasis is on the congruence between in-service training programmes and the training needs as sought to be

meant through execution of training sessions, it includes programmes like INSET, SESAMAT, Pliancy, and Luigi among others. Should provide for interaction among trainees (teachers).

The research study however pointed out that contributions of INSET programmes are still minimal, another had mentioned that contributions from the trainings are short lived. In agreement with these views, the DEO also mentioned that despite the efforts put in training teachers, both teachers' and students' performance is still poor. These findings concur with those of Komakech and Osuu (2014) who had expressed their worry that despite the increasing number of in-service training programmes in Uganda, performance still remains poor. The same findings that visible contributions of INSET programmes are minimal and short lived affirmed the findings of Mustafa (2010) who found out that visible effects of INSET are still little and what accounts to this has not yet been explored. It is therefore affirmed that the design of in-service programmes for teachers is wanting. The research shows that in-service training programmes have enormous outcomes that comes with it; all the positive outcomes are meant to improve on teachers' performance. However, non-significant impact comes about because of the following reasons: a) emphasis on functional responsibility of teachers while in class; b) there is lack of teachers' professional traits which is delimited by emphasis on specific subjects of teachers' career (s) as opposed to teachers' holistic formation of trainees as partly done by the Brothers of the Congregation of Holy Cross; c) lack of consistency of teachers' performance; d) lack of collaboration between the officials and school administrators in the design of the in-service training programmes. The other concern of the researcher was to find out about effectiveness of in-service training programmes to teachers performance. A special concern was about teachers' capabilities in supervision.

## **5.0 CONCLUSIONS AND RECOMMENDATIONS**

### **5.1 Conclusions**

In-service training programmes like SESEMAT, PIACY, patriotism, long distance education, workshops organized by Kabarole Resource Centre, Educate Uganda, Luigi Gisani Institute, Congregation of Holy Cross, trainings on marking and setting, USEP and Justice and Peace despite their limited frequency are taking place and teachers are expected to attend or having attended. It is imperative that, In-service training programmes serve as an empowerment towards teachers' training so as to improve on teachers' performance. In regards to effectiveness of teacher's supervision, the research finding can be study based on to conclude that despite the trainings, effective teacher supervision has not been realized. Teachers still work effectively while in the presence of their administrators; teachers' supervision becomes visible when a particular teacher is outwardly is on duty. Administrators do constant reminders when something needs to be done. In exploring the role of in-service training on students' performance, the study concludes that despite the exposure of teachers to in-service training programmes like SESEMAT, students' performance has not improved much in the science subjects. Visible performance is in the areas that are non-academic for instance, liturgy, manual work and co-curricular activities. From this conclusion one can also deduce that visible indicators of students' performance related to in-service training have not yet been realized in St. Joseph's Hill Secondary School.

### **5.2 Recommendations of the Study**

In regards to teachers' In-service training and stakeholders, specific players such as SESEMAT which is meant for science subjects, the Holy Cross Congregation, and other stake holders need to design programmes tailored to particular needs of a particular school conceived out of comprehensive training needs assessments. According to the findings, Some of the teachers

cried foul of the organizers of such training to improve on the contents of what they want to offer and avoid repetition of contents. It then became necessary to find out on the effectiveness of In-service training programmes on teachers-students supervision. School administration should create and equip departments for needs assessment and in particular, staff development whose role will be to research and recommend particular training demands. On the other side, school administrators need to do more motivation management as one of the tools to boost teachers' performance. It is a requirement for on-going evaluation and assessment of the impact of in-service training programmes on teachers' performance done in a participatory way. As regards in-service providers, they should design and share with school administrators teacher performance tools that try to link in-service training to teachers' performance. Organizers of in-service training programmes should invite qualified and experienced facilitators. Lastly, there is a need to make in-service training programmes continuous instead of some being organized once a year. There is also need to organize in-service training for students' leaders because their actions have also an impact on students' performance. This current study was restricted to the influence of in-service training on teachers' performance in a private secondary school. This study recommends a comparative study to be carried under the same area of service.

## REFERENCES

- Adejumobi, F. T., & Ojikutu, R. K. (2013). *School climate and teacher job performance in Lagos state Nigeria*. Discourse Journal of Educational Research [www.resjournals.org/IJER](http://www.resjournals.org/IJER) Vol.1(2); pp. 26-36, June 2013. Retrieved on November 4, 2017 from [http://www.resjournals.org/IJER/PDF2/2013/June/Adejumobi\\_and\\_Ojikutu.pdf](http://www.resjournals.org/IJER/PDF2/2013/June/Adejumobi_and_Ojikutu.pdf)
- Altun, T. (2011). *In-Service Education and Training and Professional Development of Teachers: A Comparison of British and Turkish Cases*. Trabzon: Karadeniz Technical University.
- Amad, C. (2013). *Development of Teachers' Academic Performance in Secondary Schools in Etche Local Government Area* (4th ed.). Los Angeles: Sage Publications. Retrieved April 20, 2017, from <http://cees.mak.ac.ug/sites/default/files/publications/Bisaso.R.pdf>. riverstate of Nigeria.approaches
- Asiyai, R. (2016). *Relational Study of In-Service Training, Teaching Effectiveness and Academic Performance of Students*. *Journal of Teaching and Education*, 5(2), 205-216. Retrieved June 20, 2017, from [https://www.researchgate.net/publication/312161927\\_Relational\\_Study\\_Of\\_In-Service\\_Training\\_Teaching\\_Effectiveness\\_And\\_Academic\\_Performance\\_Of\\_Students](https://www.researchgate.net/publication/312161927_Relational_Study_Of_In-Service_Training_Teaching_Effectiveness_And_Academic_Performance_Of_Students).
- Babbie, E. (2011). *The Basics of Social Research* (5th ed.). Belmont: Wadsworth.
- Bando, G., & Li, X. (2014, June). *The Effect of In-Service Teacher Training on Student Learning of English as a Second Language*. Washington: Inter-American Development Bank. Retrieved June 22, 2017, from <https://www.econstor.eu/bitstream/10419/115490/1/IDB-WP-529.pdf>
- Creswell, J. C. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* (4th ed.). Los Angeles: Sage Publications. Retrieved November, 6, 2017, from <https://www.amazon.com/Research-Design-Qualitative-Quantitative-Approaches/dp/1452226105>

- Essel, R., Badu, E., Owusu, B., & Albert, A. (2009). In-service Training: As Essential Element in the Professional Development of Teachers. *Malaysian Journal of Distance Education*, 55-64.
- Essien, E., Akpan, O., & Obot, I. (2016). The Influence of In-service Training, Seminars and Workshops Attendance by Social Studies Teachers on Academic Performance of Students in Junior Secondary Schools in Cross River State, Nigeria. *Journal of Education and Practice*, 7(22). Retrieved from <http://www.iiste.org/in-service-in-nigeria.pdf>
- Falola, H., Osibanjo, A. O., & Ojo, S. I. (2014). Effectives of Training and Development of Employees' Performance and Organisation Competitiveness in Nigerian Banking Sector. *Bulletin of the Transilvania University of Braşov* , 161-170.
- Ginsburg, M. (2010). Improving Educational Quality through Active-learning Pedagogies: A Comparison of Five Case Studies. *Educational Research*, 62-74.
- Hamel, G. (2017, May 2). *Strengths & Weaknesses of the Expectancy Theory*. Retrieved from ehow: [http://www.ehow.com/how\\_7923823\\_use-theory-motivation-improve-compensation.html](http://www.ehow.com/how_7923823_use-theory-motivation-improve-compensation.html)
- Ivancevich, J. M. (2004). *Human resource management*. New York, McGraw Hill Irwin.
- Junaid, M., & Maka, F. (2015). *In-Service Teacher Education in Sub-Saharan Africa: A Synthesis Report*. Paris: UNESCO.
- Komakech, R., & Osuu, R. (2014). *Uganda Sessemat Programme: Impact and Challenges in its Implementation*. *International Journal of Education and Research*, 133 -146.
- Kyenjojo District. (2009). *Higher Local Government Statistical Abstract: Kyenjonjo District*. Fortportal: Kyenjonjo District. Retrieved July 26, 2017, from [http://www.ubos.org/onlinefiles/uploads/ubos/2009\\_HLG\\_%20Abstract\\_printed/Kyenjojo%20District%202009%20Statistical%20Abstract%20Edited\\_-4th-03-10.pdf](http://www.ubos.org/onlinefiles/uploads/ubos/2009_HLG_%20Abstract_printed/Kyenjojo%20District%202009%20Statistical%20Abstract%20Edited_-4th-03-10.pdf)
- Kyenjojo District Local Government. (2010). *Kyenjonjo District Development Plan*. Kampala: Government Press.
- Malunda, Paul. (2018). Teacher Professional Development and Quality of Pedagogical Practices in Public Secondary Schools in Uganda. 7. 82-96.
- Mustafa, B. (2010). In-Service Teacher Training in Japan and Turkey: A Comparative Analysis of Institutions and Practices. *Australian Journal of Teacher Education*.
- Nairuba, J. (2011). *Motivational practices and teachers' performance in Jinja municipality secondary schools, Jinja district, Uganda*. Date retrieved on November 4, 2017, Retrieved from <https://news.mak.ac.ug/documents/Makfiles/theses/HARRIET%20KAWESA.K.pdf>
- NAPE. (2011). *National Assessment of Progress in Education* . Kampala: NAPE.
- Oakland, J. (2014). *Total quality management and operational excellency*, 4<sup>th</sup> ed., Routledge, Oxon.
- Okumbe, J. (1998). *Educational Management: Theory and Practice*. Nairobi: University of Nairobi.
- Penn State World Campus. (2011). Lesson 4: Expectancy Theory: Is there a link between my effort and what I really want? Retrieved from Penn State World Campus:

- [https://courses.worldcampus.psu.edu/fall1/psych484/001/content/lesson04/lesson04\\_01.html](https://courses.worldcampus.psu.edu/fall1/psych484/001/content/lesson04/lesson04_01.html).
- Rahman, F., Jumani, N., Akhter, Y., Chisthi, S., & Ajmal, M. (2011). Relationship between Training of Teachers and Effectiveness Teaching. *International Journal of Business and Social Science*, 150 -160. Retrieved June 22, 2017, from <http://ijbssnet.com/journals/Vol.2.No.4;March2011/18.pdf>
- Redmond, B. (2010). Lesson 4: Expectancy Theory: Is there a link between my effort and what I want? The Pennsylvania State University Website. Retrieved from <https://cms.psu.edu> class="external-link" rel="nofollow" linktype="raw" wikidestination="https://cms.psu.edu/section/content/default.asp?WCI=pgDisplay&WCU=CRSCNT&ENTRY\_ID=EE76DACF5DA74D0C941151E6612A4698" https://cms.psu.edu" originalalias="https://cms.psu.edu/section/content
- Redmond, B.F. (2014). Lecture on expectancy theory (Lesson 4). Personal Collection of B.F. Redmond, Penn State University, University Park, PA.
- Safi, S. (2014). *In-Service Training Programs for School Teachers in Afghanistan: Teachers' Views about Effectiveness of the In-service Training*. Karlstads: University Of Karlstads. Retrieved April 5, 2017 from <http://www.diva-portal.org/smash/get/diva2:843263/fulltext01.pdf>
- Shah, S., Mahmood, & Hussain. (2011). In-Service Training of Secondary Level Teachers: A Follow Up of Teachers' Performance in Comparative Perspective. *Journal of Education and Practice*, 98- 122.
- Shakoor, A., Ghumman, M., & Mahmood, T. (2013). Effect of In-Service Training on the Working Capacity and Performance of Science Teachers at Secondary Level. *Journal of Educational and Social Research*, 337- 342. Retrieved June 20, 2017, from <http://www.mcser.org/journal/index.php/jesr/article/view/575/599>
- USEP. (2013). *Centre for Education Innovation Uganda*. Kampala: USEP. Retrieved March 15, 2017, from [www.educationinnovations.org/program/usep-school-based-teacher-training](http://www.educationinnovations.org/program/usep-school-based-teacher-training)
- Vroom, V. (1964). *Work and Motivation*. New York: Wiley. Retrieved from [http://www.nwlink.com/donclark/leader/lead\\_path\\_goal.html](http://www.nwlink.com/donclark/leader/lead_path_goal.html)