

**IN-SERVICE TRAINING PROGRAMMES AND TEACHERS'
PERFORMANCE IN A PRIVATE SECONDARY SCHOOL IN
KYENJOJO DISTRICT, WESTERN UGANDA**

MORRIS ACHANA

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Fulfillment for the award of Master's Degree in Educational Planning and Administration

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI-KENYA

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DECLARATION

I, the undersigned declare that this report is my original work and has not been submitted to any academic institution for the award of any academic credit and that all sources referred to have been dully acknowledged.

Name: Morris Achana, C.S.C, (Br)

REG. No. 1028075

Signature.....

Date.....8/8/2019.....

This thesis has been submitted for approval by our University supervisors.

1st Supervisor:

Sr. Dr. Jacinta M. Adhiambo

Senior Lecturer

Signature.....

Date.....8/8/2019.....

The Catholic University of Eastern Africa

2nd Supervisor:

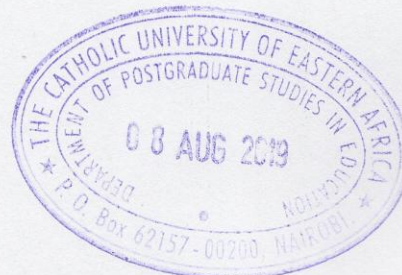
Sr. Dr. Florentina Ndeke

Senior Lecturer

Signature.....

Date.....08/08/2019.....

The Catholic University of Eastern Africa



DEDICATION

I dedicate this thesis to my late grandfather Kasiano Opio, late grandmother Josephine Yonah Aguro, late aunt Chaa Margaret, Oyel Christine, late brother Oweka David Chan Ogura, mother Aballo Doreen, aunt Ayaa Esther, cousin brother Odoch Jacob and all family members.

ABSTRACT

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 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; to determine the contributions of in-service training programmes to teachers' performance at St. Joseph's Hill Secondary School in Kyenjojo District; to gauge on how effective the in-service training programmes are promoting effective supervision of students by teachers at St. Joseph's Hill Secondary School in Kyenjojo District and to find out how teachers' service delivery affect students' performance at St. Joseph's Hill Secondary school in Kyenjojo District. Expectancy theory guided the study. 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 eight administrators, 26 teachers, 30 students, one District Education Officer and one 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. The findings revealed that in-service training programmes for teachers exist and the following were the types of in-service training; Secondary Science Mathematics Teachers, Uganda Science Education Programme, Capacity Development Course, Luigi Gisani in-service training and Workshops by the Congregation of Holy Cross. 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. Whereas the students and stakeholders of St. Joseph's Hill Secondary School complain for lack of positive results from teachers, mainly the science teachers feel empowered for having gone through the teachers' in-service training programmes. Based on the research findings, the researcher recommends that in-service training providers and school administration put extra efforts on teachers' supervision. In-service training providers need to design programmes tailored to particular needs of a particular school conceived out of comprehensive training needs assessment.

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LIST OF ABBREVIATIONS AND ACRONYMS

C.S.C	Congregation of Holy Cross
DEO	District Education Officer
DIS	District Inspector of Schools
FGD	Focus Group Discussion
ICT	Information and Communication Technology
MOES	Ministry of Education and Sports
NAP	National Academies Press
NAPE	National Assessment of Progress in Education
NCDC	National Curriculum Development Centre
RBV	Resource Based View
SESEMAT	Secondary Science and Mathematics Teachers
SSC	Senior School Certificate
UNEB	Uganda National Examinations Board
USEP	Uganda Science Education Programme

CHAPTER ONE

INTRODUCTION

This chapter covers the background of the study in regards to in-service training model. The chapter also shows how in-service training programmes have been embraced in various parts of the world and then narrowed down to Kyenjojo District in western Uganda. The statement of the problem, justification of the study, the research questions, scope of the study, theoretical, conceptual frameworks and delimitations are discussed in this chapter.

1.1 Background of the Study

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-formal 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 which serves as one of the powerful drivers 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.

In contemporary times, teachers and schools need to focus on two things simultaneously: teaching the substance of subjects, and helping students to learn the ideas and practices associated with the process of learning itself. Professional teaching entails employing new developments and knowledge throughout, and this calls for teachers' continuous professional development (teachers' in-service training programmes). The issue behind this changing trend in the teaching profession is, how to meet the demand for a high

quality of service delivery in schools (Altun, 2011). This study though crucial, limited itself to comparing Britain and Turkey and not with African Countries like Uganda.

Commenting on the issue of in-service training and its influence on teachers' performance, Ginsburg argues that given the status quo as regards teachers' in-service training programmes versus professional teachers' training from training facilities, the need is for better performance in secondary schools (Ginsburg, 2010). Currently, teachers play a very significant role in improving academic performance in secondary schools. In order to realize this, teachers need more knowledge, skills, and commitment in order to be more effective in planning, teaching, and assessing students' learning.

The researcher's major forms of in-service training were based on seminars, workshops, conferences and staff meetings that are designed to help teachers improve on their initial knowledge and skills for better service delivery that aims at equipping teachers for improvement in their performance in secondary schools. By performance, the researcher was keen to look at teachers' quality of schemes, lesson planning, preparation of teachers' records of work, time management, teachers' discipline in relation to their responsibilities in school and their participation in school co-curricular activities such as debate, sports and supervision of students in school activities.

1.1.1 Teachers' In-service Programmes from Global, Regional and Local context

Teachers' education in Japan accepts in-service training as an effective method of enhancing teachers' knowledge, skills and positive beliefs. In-service programmes in Japan are limited to increasing teachers' knowledge, skills and positive beliefs. Little evidence is available as regards visible effects on teachers' performance in Japan (Mustafa, 2010). The fundamental question is whether teachers' in-service training programmes, such as

workshops, seminars, staff meetings and conferences really contribute to teachers' school performance and quality service delivery.

Teachers of social studies need in-service training in material and activity development as well as the usage of materials in teaching (Oztaskin, 2010). Teachers who graduated from departments other than education are requesting the management for in-service training on preparation of annual plans, preparation of course sessions, provision of instructional materials, management and teaching in crowded classrooms (Gokce, 2010). This demonstrates the fact that, teachers' in-service training programmes have become necessary for improvement of teachers' professional development for better school performance. Despite the study's emphasis that teachers are demanding to attend in-service training programmes, it does not link teachers' in-service training programmes to their performance in secondary schools. In this case, teachers are only demanding for in-service training programmes but do not tell us how these in-service training programmes make them more productive in delivering their quality performance in secondary schools.

In Singapore, every teacher is expected to submit his or herself for 100 hours of training every year. The majority of developing countries are engaged in the provision of in-service education to their teachers. In-service training programmes may take the form of part-time study at a college or university for upgrading teachers' qualifications such as from a diploma to a bachelor's degree or from a master's to a doctorate degree (Junaid & Maka, 2015).

In-service refers to professional development activities for teachers, ranging from continuous, comprehensive career-long programmes of teacher learning to occasional, works (Gokce, 2010). This helps teachers to deepen their knowledge about the subject content and

attain professional teaching skills that aim at better school performance. This, in a way, points out that there is a great need to encourage teachers to access in-service programmes since they add value to their teaching experience that is aimed at improving their performance in secondary schools.

The demand for quality education in Africa is on the increase and this has brought competition among secondary schools. The Ministries of Education in Sub-Saharan Africa are assigned the role of paving the way for all teachers to have access and opportunities for in-service training. The introduction of in-service training programmes is meant to complement the initial teacher qualification in education with provisions for improving the quality of teachers, by improving their methods of teaching (Isyaku, 2012).

Professional development of teachers in South Africa is often called in-service education or staff development. Teachers' in-service programmes in South Africa are categorized according to four purposes: certification of unqualified teachers, upgrading of teachers, preparation of teachers for new roles, and curriculum related refresher courses. Regardless of the purpose, traditional in-service education or teacher professional development programmes are delivered in the form of workshops, seminars, conferences or courses (Yumiko & Ferreir, 2010). Hence, all these forms of in-service training programmes are aimed at improving teachers' knowledge, skills and competence in subject content delivery with an aim of improving school performance. But this study does not link teachers' in-service training programmes to teachers' performance as the main focus of the researcher.

There was a concern about poor performance in Nigeria in the external examinations of 2014. The way science teachers handled classroom instruction in Nigeria was very poor.

This contributed to the poor school performance in external examinations of Senior Secondary School Certificate (Ibrahim, 2015). It was an indication that learning was not going on effectively in secondary schools in Nigeria. The study was limited to school performance and therefore, this current study was carried out to find out how in-service training programmes influence teachers' performance at St. Joseph's Hill Secondary School in Uganda.

In Uganda, in-service teachers' training programmes in schools are being appreciated due to the demand for quality education. The Ministry of Education and Sports plays its role in supporting teachers' in-service training programmes (Kagoda & Ezati, 2014). The Secondary Science and Mathematics Teachers (SESEMAT) programme is one such initiative as a way to improve their professional development in teaching. The programme was introduced in Uganda in 2005 in order to improve the teaching skills of science and mathematics teachers and thereby improve academic performance in science subjects (Komakech & Osuu, 2014). It is meant to support teachers' in-service training programmes where teachers' performance is expected to be high although their performance is still poor in most secondary schools in Uganda. St. Joseph's Hill, a private secondary school in Kyenjojo District in particular was chosen as a study area at hand.

The issue at hand is a concern for the teachers' performance. The National Assessment of Progress in Education (NAPE) noted that teachers may leave initial education with a level of knowledge and skills that is too low to be effective in the classroom (Darling & Rothman, 2011). Therefore, this calls for teachers' in-service training programmes as a way of providing teachers with new knowledge and skills for supervising learners in school programmes. Learning is a progressive activity which takes place in programmes like

teachers' in-service in order to fill the knowledge and skill gap resulting from deficient initial education.

There is a great need for teachers' professional development within secondary schools in Uganda. Most school Principals who are in charge of teachers' training and development, have not themselves gone through masterly of teaching profession from known and accredited institutions. Teachers are appointed as head teachers after serving as class teachers for a number of years and serving as head of some specific disciplines (Ezenne, 2013). Most of these head teachers are not well versed in how to facilitate teachers' in-service training programmes. Therefore, teachers' in-service training programmes facilitated by such head teachers may not be specifically geared towards teachers' performance. Facilitation of teachers' in-service training programmes, therefore remains a challenge in secondary schools with such head teachers.

Kyenjojo District Local Government (2010) printed district's development plan on education, which listed a number of educational services and activities taking place in Kyenjojo District. These include: school inspection, supervision of curriculum and follow up for improved quality of teaching and learning, construction of classrooms, supply of furniture or desks, and construction of teachers' staff quarters. This also included social services coverage in terms of secondary schools and health units.

According to Kyenjojo District Local Government, the Kyenjojo Education department is composed of three sections; Sports, Administration and Inspectorate. Considering the department of education staff and existing gaps, there are two hundred and five (205) secondary school teachers on government payroll out of a ceiling of three hundred and thirty two (332) teachers. This represents a gap of one hundred and twenty seven

between the actual number of teachers on government pay roll and the potential number. About eighty nine (89) teachers are supported by parents in the various secondary schools. A large proportion of the limited community resources intended for the development of the schools is used to support the staff in the form of wages and welfare. Thus, the total number of secondary schools in the district is 12.

The five years District Development Plan made by the Kyenjojo District Local Government in 2010 provides the following enrollment statistics: secondary schools including Universal Secondary Education (USE) schools, enrolled five thousand five hundred and eighty nine (5,589). In order to reverse the trend of poor performance by the students of the district, the District Local Government has provided special funding from its local revenue to strengthen school inspection. Kyenjojo is also benefiting from special programmes by Ministry of Education and Sports to build classrooms and staff quarters.

Although the Local Government of Kyenjojo District developed a strategic plan to improve on the poor performance of students in the district, there is no mention of teachers' in-service training programmes and teachers' performance in this strategic plan. In some of the secondary schools, teachers have to be supported by parents and so the meager resources that might have been available for school development are diverted for teachers' salaries and welfare. There is also no indication that a particular study has been carried out in the district on teachers' in-service training programmes and their contribution to teachers' performance. This current study therefore found out that the major forms of in-service training programmes offered in Kyenjojo district are: SESEMAT, USEP and Capacity Development Courses (CDC).

As per this study, the researcher's conceptualization of in-service training is taken as additional training programmes that complement on the initial knowledge and skills that teachers acquired earlier from National Teachers' Training colleges as well as finding out contributions of in-service training programmes on teachers' performance at St. Joseph's Hill, a private secondary school in Kyenjojo District, western Uganda. In this case, the researcher's focus was on seminars, workshops, conferences and staff meetings as forms of in-service training programmes where the government through the MEOS provides in-service training to teachers in forms of Secondary Science and Mathematics Teachers (SESEMAT) and Uganda Science Education Programme (USEP) among other forms of in-service programmes offered in Kyenjojo District western Uganda with the aim of improving on teachers' performance.

The objective expectations of any organization (school) are to meet its organizational goals. The goals of an institution are based on objective performance of its activities or deliverables. Objectives on advanced opinion serve to meet the vision of an organization. From teachers' in-service training perspective as put in *Figure 1.1* below, it's envisaged that the following can serve the objectives realized of teachers' training programmes. a) Conformance to teaching expectations which include: punctuality at work, service delivery based on international and teaching standards, serving to meet students' satisfaction. Students are the core customers of a secondary educational institution. b) Awareness through sensitization. A teacher is expected that by going through in-service training programmes, he or she becomes capable of optimistically taking rational decisions. c) Development of competencies. Going through in-service training programmes becomes

valuable if, a trainee develops his or her capability to excel in their relevant teaching subjects.

Furthermore, non-functional management is meant to achieve the reality that a teacher who has gone through in-service training programmes can do well not only in the teaching subjects but develops and sustain students-teacher psychological contract e.g., teachers' dress code and overall conduct. d) Innovation, a scholar of in-service training programmes, from organizational perspective purportedly makes a forecast of customers' needs and purpose of schooling. e) Service quality and efficiency. Among the key performance indicators of successful of teachers' in-service training programmes include: aesthetic which is the appealing stature of a learned teacher. It's also expected to develop a teacher with a capability to offer reliable and valid content of what is entailed in their respective teachers' professional mandate. The expected performance indicators can be realized based on how successful a scholar is in conformity with educational standards; awareness of psychological issues related to performance; service quality delivery and innovative inducement towards going or growing concern.

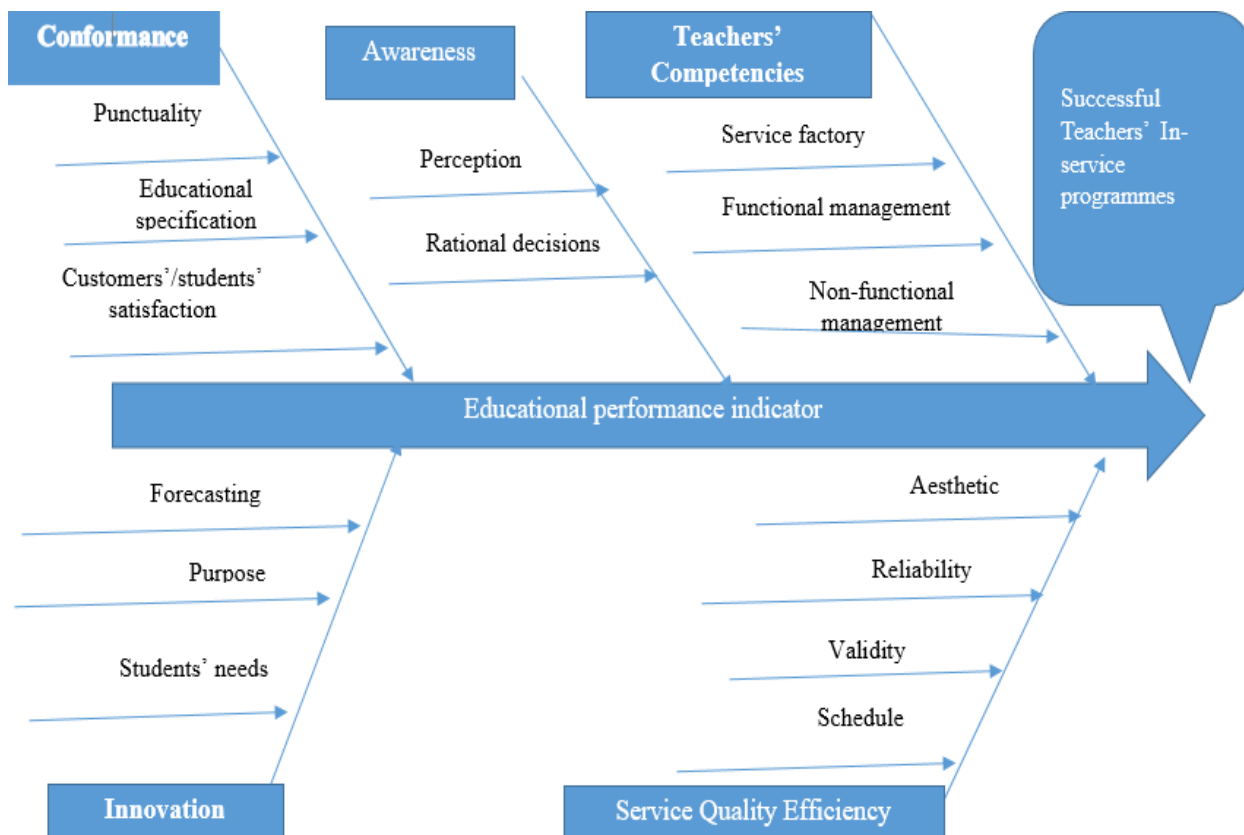


Figure 1: Objective Expectations of Teachers' In-service Training Programmes

Source: Oakland, 2014; Researcher, 2018

1.1.2 Understanding of Teachers' Performance from Global, Regional and Local

Context

Teachers' performance in Georgia is understood as a way of creating positive impact on students' learning. The use of class keys as a process built on teacher standards are designed to evaluate teachers' performance and enhance teachers' professional growth to positively impact on students' learning. There are five components which describe teachers' effectiveness: Curriculum and Planning, Standards-Based Instruction, Assessment of Students' Learning, Professionalism, and Student Achievement. In Georgia, performance of teachers is evaluated by benchmarking with excellent students. It is formatively cascading to identify teachers' performance as evidence-based rubrics with four levels of performance (Roe, 2011).

A teacher is one of the components significant in the management of the school with very strategic role in the effort to develop the potential of learners. This means that as a teacher carries out his or her duties in school, there must be a clear target to achieve an aim to form the basis encouragement for performance. Performance in Indonesia is understood as the result of execution of work, both physical or material and non-physical or non-material (Sudarjat, Abdullar & Sunaryo, 2015). They further explained that many factors affect the performance of teachers in an organization and that is either human or nonhuman which may hinder teachers' performance in areas of regular supervision, school leadership and motivation. Thus, performance of a teacher in the school is the ability to show the results of the output of activities carried out within a certain time.

Additionally, Sudarjat, Abdullar and Sunaryo defined performance as how well employees (teachers) meet the requirements of work. Basically, the employees' performance is determined by three factors: effort, ability, and direction. Where effort refers to how hard a person works; ability is an effort that is related to one's gift, and direction is the activity that refers to how well a teacher understands what is expected of him or her from work. It means that the performance will be realized when in the process of achievement it is supported by three factors that cannot be separated. If one factor is not possessed by a teacher, then the performance will be little. A teacher who has a high performance achieves this through a combination of the effort he/she exerts in carrying out the work, high competency to perform and the extent to which the purpose of the work is understood.

Performance as understood in Lagos state of Nigeria refers to an act of accomplishing or executing a given task and it is measured through grading of teachers' activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to work, extra-curricular activities, supervision, effective leadership, motivation and morale among others (Adejumobi, & Ojikutu, 2013). For the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes.

Teachers' performance in Uganda has been recognized as a multidimensional concept. It is about mastery of the subject being taught, effective communication, lesson preparation and presentation among other concerns. In this case, performance is seen as the outcome of teachers' academic perspective, preparing report forms, carrying out school

duties, attending staff meetings, preparing schemes of work and lesson plans. However, Nairuba citing Armstrong (2003, p. 478), says that success in secondary school is behavioral aspect and respect for different operations (Nairuba, 2011). The researcher's concern in the current study is on the schools' performance as may be expected from teachers after having attended in-service training programmes.

1.2 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 skills 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) programme/initiative 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 including Kyenjojo District 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.

1.3 Research Objectives

The study was guided by the following 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 contribution of in-service training programmes to teachers' performance at St. Joseph's Hill Secondary School in Kyenjojo District.
- iii. To gauge how effective in-service training programmes have promoted effective supervision of students by teachers at St. Joseph's Hill Secondary School in Kyenjojo District.
- iv. To find out how teachers' service delivery affect students' performance at St. Joseph's Hill Secondary School in Kyenjojo District.

1.4 Research Questions

The following questions guided the research objectives.

- i. What are the types of in-service training programmes provided at St. Joseph's Hill Secondary School in Kyenjojo District?
- ii. What is the contribution of in-service training programmes to teachers' performance at St. Joseph's Hill Secondary School in Kyenjojo District?
- iii. How do in-service training programmes promote effective supervision of students by teachers at St. Joseph's Hill Secondary School in Kyenjojo District?
- iv. How do teachers' service deliveries affect students' performance at St. Joseph's Hill Secondary School in Kyenjojo District?

1.5 Significance of the Study

This study sought to supplement the already existing body of knowledge in the area of educational administration and planning. It will help fill the knowledge gap concerning the influence of in-service training programmes on teachers' performance. The Knowledge

gained might be helpful to scholars and academicians who seek to bring about improvement in the quality of education through empowering teachers with knowledge and skills.

It is hoped that the study may create awareness among secondary school teachers about the importance of teachers' in-service training programmes and challenge them to actively participate in the in-service training programmes offered in the district. The information from the study may also motivate teachers to seek knowledge through in-service training programmes in order to improve on their pedagogical skills, command of subject matter, current educational trends and professional conduct.

Optimistically, the study may be beneficial to secondary school head teachers in planning with their teachers for in-service training programmes that will directly meet the needs of teachers. Additionally, the study would also enable head teachers to have separate workshops, seminars, staff meetings and conferences for arts teachers as well as science teachers since most of the teachers' workshops and seminars deal mainly with science teachers.

The study would also be beneficial to learners whose teachers go through teachers' in-service training programmes. As the school improves its national examinations results, students shall gain greater confidence in their teachers and this will lead to an improvement in learning.

In-service providers in Uganda for example, MOES, UNEB and NCDC may find the study relevant because it could provide them with a benchmark with which to gauge the effectiveness of their programmes to improve performance in secondary schools through monitoring and evaluation of these programmes.

The parents who have their children in the school will come to appreciate their involvement helping both the teachers and their children as a way of supporting them in trying to improve academic performance. This also shall make the community around St. Joseph's Hill Secondary School come to terms with the reality that students' performance is a collaboration of all stake holders and not the government and teachers alone.

The study findings may help the MOES to formulate guidelines on how to make in-service training programmes more effective in secondary schools throughout the country. This shall enable the MOES to ensure that teachers' in-service training programmes are organized and administered in a manner geared towards the fulfillment of the teachers' needs. In other words, designing in-service training programmes that cater for particular departments of teachers in their areas of subjects' specialization rather than designing generic in-service programmes. Thus the MOES may coordinate with the National Curriculum Development Centre (NCDC) and the DEO of each district in order to find out better and more practical ways to avail teachers' in-service training programmes to the teachers in Uganda's secondary schools.

For researchers who may be facing similar challenges as a way to find out answers to this problem, this study shall be a spring board that being one of its kind, will give foundations to other researchers. As a research student, this study is helpful to me since am a professional teacher, it makes me understand the importance of in-service programmes and how they affect students' performance in general.

1.6 Scope and Delimitations of the Study

This study was focused on the need for teachers' in-service training programmes and their operational activities in different secondary schools. Particular attention was given to the influence of in-service training programmes and the impact of the programmes on teachers' performance within Kyenjojo District. An investigation was done about the types of teachers' in-service training programmes, the contributions of in-service training programmes to teachers' performance at St. Joseph's Hill, the effectiveness of in-service training programmes in promoting effective supervision of students by teachers and how teachers' performance affects students' performance at St. Joseph's Hill, a private secondary school in Kyenjojo District, western Uganda. The researcher chose St. Joseph's Hill Secondary School as one of the beneficiaries of the teachers' in-service training programmes in Kyenjojo district.

The study was focused on two variables, namely, teachers' in-service training programmes as the independent variable and teachers' performance as the dependent variable. Concerning teachers' performance, the researcher has measured teachers' performance through interviewing the DEO and inspector of secondary schools in Kyenjojo District who provided statistical documents about teachers' performance and the statistical documents showed teachers' performance before and after attending in-service training programmes with the focus to find out if in-service training programmes contribute or influence teachers' performance. Additionally, the researcher also considered interviewing administrators of St. Joseph's Hill Secondary School to find out if there is a statistical document that shows teachers' performance before and after teachers started attending in-

service training programmes. This included looking at every teacher's record of performance such as quality of schemes, lesson planning, disciplines of teachers in terms of their participation within school activities such as teachers' attendance (punctuality in school and in class) when on school duty and co-curricular activities.

Teachers' performance was also measured through interviewing teachers to find out if in-service training programmes are strengthening their skills of supervising students on school programmes and teachers' performance also involved their teaching methodology before and after going for in-service training programmes since it started and the aim was to find out if teachers' teaching methodology was improving in terms of service delivery in secondary schools. The time frame covered was from 2010 to 2016, as the researcher intended to avoid both narrowness and over extension of the study. The time frame chosen was intended to check the progress of the programmes and their effectiveness in the school. The study was limited to four forms of teachers' in-service programmes: workshops, seminars, conferences and staff meetings at St. Joseph's Hill Secondary School.

1.7 Theoretical Framework

The study was based on expectancy theory. According to Redmond (2016) this theory is commonly classified as a process theory and is attributed to Edward Tolman and Victor Vroom. From the perspective of Redmond (2016), one is encouraged to do something because one thinks one's actions will lead to his/her desired outcomes. The proponents of this theory believed that there was a correlation between one's effort and desired out comes. The theory is based on three components, expectancy, instrumentality and valence. Lunenburg (2011), in defining the three terms, notes that, "Expectancy is a person's estimate

of the probability that job-related effort will result in a given level of performance”. “Instrumentality is an individual’s estimate of the probability that a given level of achieved task performance will lead to various work outcomes.” And, lastly, valence is the strength of an employee’s preference for a particular reward (Lunenburg, 2011). Relating both in-service and expectancy theory, the co-relation is that one expects a teacher to perform after attending in-service training programmes. That is why this current study sought to find out the extent in-service training programmes contribute on teachers’ performance at a private secondary school.

1.7.1 Strength of Expectancy Theory

According to Hamel (2017) the theory explains that people make choices based on expectations. Additionally, Hamel 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 valance. 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.

1.7.2 Weaknesses of Expectancy Theory

Landers (2016), in his research, criticizes the theory believing that employees on their first day of work usually don't report with neat and clear expectations and training needs, sorted in order of how bad they want them. However, the expectancy theory assumes

that managers have access to employee instrumentality and valence factors. Without knowing exactly what employees want and how bad they want it, it becomes very hard to anticipate how motivated they will be to take on a task, even if a reward is offered. Apart from this weakness, it has to be recognized that not all employees know what they want and in such a case, needs assessments become vital tools for assisting them to discover what they want or what motivates them.

Empirical research studies have been conducted that demonstrate that expectancy theory "ignores the rationality assumptions underlying this choice behavior" (Wabba & House, 1974). The assumptions that are made within this theory show that individuals' motivations are consciously chosen. The concept of this assumption is that people contemplate their actions to achieve the rewards, or in other words, it assumes that people consciously know what rewards are in their own best interest. It is also assumed that the contemplation is designed to capitalize on rewards and evade losses. Along these lines, an argument can be made that many individuals might demand a reward system that is based on a short-term time horizon, while forgoing a long-term reward system, even though the long-term system might deliver more valence. Due to the fact that not all motivations are derived consciously, this theory cannot apply to all individuals.

Another potential weakness of the expectancy theory is that it assumes all necessities are in place, which is not always the case. Employees need to have the ability, the resources and the opportunity to perform their job well. An example of this would be the role genetics can play as a biological limiting factor of performance (Walker, 2003). Just as an athlete might lack the genetic potential to perform at an income producing level, so to an employee might lack the genetics required to reach a desired level of performance. In this case,

knowing what will motivate the employee may not help since the scarcity of available resources makes it difficult to complete their job. The upside of this weakness is it will illuminate areas the employers may need to revisit and make decisions regarding the resources available and/or the employees performing the tasks.

From the perspective of Okumbe (1998) the weakness of expectancy theory is that it over-intellectualizes the reasoning process that individuals use when choosing alternative activities in assuming people calculate probabilities and values. Additionally, expectancy theory lacks the power to explain large percentages of variance in criterion variables such as effort and performance.

Despite the weaknesses, the researcher opted to mitigate them by ensuring all the necessities that are required for teachers are provided by the school to facilitate conducive environment for teaching and learning. Another aspect is that of expectations and training for a teacher, the researcher mitigated this weakness having in mind that when a candidate applies to go for teaching as a course, already the individual has clear expectations of what is needed. Lastly, individual motivations for a trained teacher basically surrounds on good students' performance in school. These three aspects made the researcher to mitigate the weaknesses of the theory.

1.7.3 Application of the Expectancy Theory

This study on in-service training programmes and their influence on teachers' performance in St. Joseph's Hill Secondary School in Kyenjojo District fits in with the theory of expectancy in a number of ways. First, the theory stresses the fact that one's effort may lead to desirable out comes. Applying this to the topic of study, designers and

implementers of in-service training programmes aim at improving performance in schools by empowering teachers through in-service training programmes. This theory is based on three components: expectancy, instrumentality and valence that tries to explain a process through which desired outcomes can be generated in any work place. The school community has many aspects and many participants, each having a goal and a target to achieve.

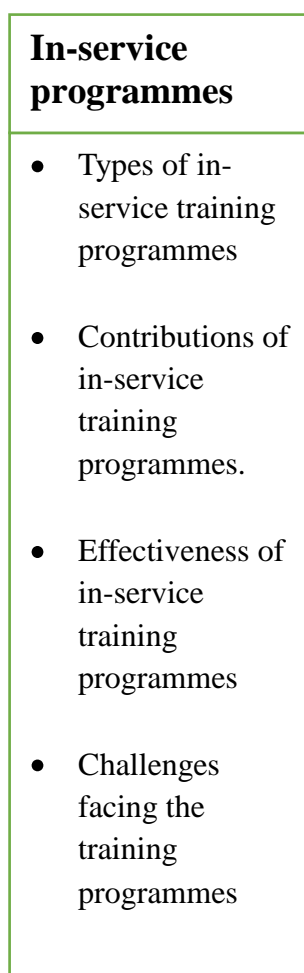
Directors of schools investing in in-service training programmes for teachers focus on certain outcomes from the project. By hiring teachers, a school seeks to achieve good performance. Performance is very important to the school community. The government and the heads of private schools invest heavily in teachers because of the conviction that this investment will yield positive outcome of good school performance through their continued professional growth. Teachers on their part participate in the programmes and are motivated by achieving skills. They do all it takes to ensure that the outcomes are realized. Applying the theory further, one can note that in-service training programmes are meant to add value to teachers and the schools where they teach. The expectancy theory applied to this will help the government, head teachers and teachers in clarifying their goals and in increasing their willingness to embrace in-service training programmes with an intention of achieving the desired outcomes which is improved teachers' performance.

1.8 Conceptual Framework

The conceptual framework for the topic of study gives the researcher's understanding of the topic and it tries to explain the inter-relationship between the various variables of the study. The independent variable is in-service training programmes, the

dependent variable is teachers' performance and the intervening variables dealt with other factors that counteract in-service training programmes and prevented them from achieving their goal. For instance, teacher's performance was measured in terms of time management (punctuality), lesson planning, effective supervision of students, and assessment of students' performance in class and in co-, curricular sports, teachers' reliability and validity of their teaching materials among others.

Independent Variable



Dependent Variable

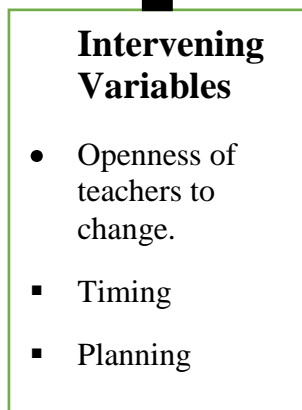
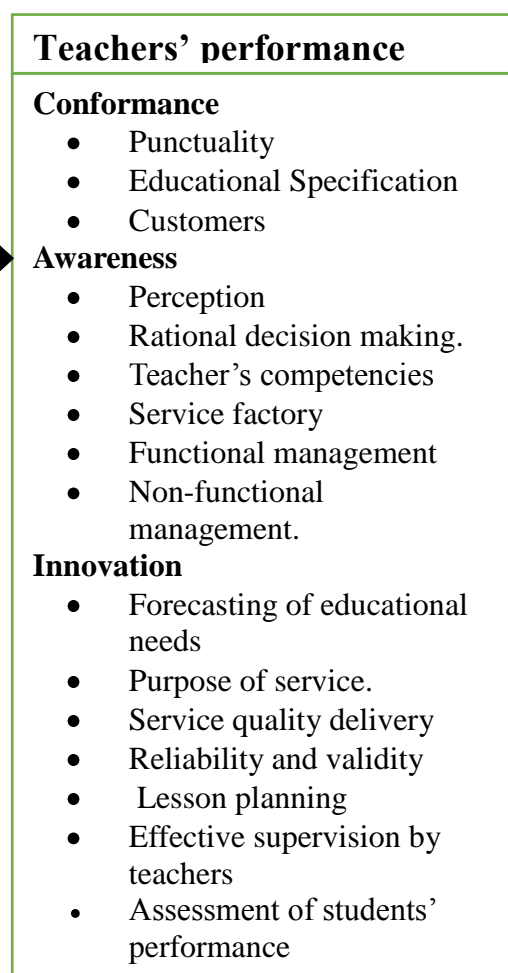


Figure 2 Interplay of Variables of Teachers' Performance and In-service Training Programmes *Source: Researcher, 2018*

The independent variable in the study, was in-service training programmes like science and mathematics seminars, science education workshops, managerial and leadership trainings, curriculum development programmes and performance management programmes that are organized to promote teachers' professional development. The dependent variable is the teachers' performance which was measured in relation to indicators of in-service training programmes that included: conformance in terms of teachers' punctuality at work, service delivery, serving to meet students' satisfaction, awareness through sensitization in terms of rational decision, development of teachers' competencies and innovation.

Despite the fact that in-service training programmes are meant to bear the fruit of improved teachers' performance, the study also considered some intervening factors that the researcher found as hindrance to the outcome of the study for instance: the quality of instructors, content of the programmes, the timing and planning of the programmes and the openness of the teachers to learn. Therefore, the diagram above represented the conceptualized relationship between teachers' in-service training programmes (independent variable) and teachers' performance (dependent variable).

From the above conceptual framework, indicators of teachers' performance as already mentioned above, are the outputs of teachers' performance that depend on the in-service training programmes (input). Therefore, in order to learn what contribution teachers' in-service training programmes make to teachers' performance, this study used this conceptual framework that helped the researcher to answer the four research questions.

1.9 Operational Definitions of Key Terms

In-service training: The term in-service training as applied in this study is the process through which teachers are inductively trained to be equipped with knowledge and skills through workshops, seminars, conferences and staff meetings.

Performance: The ability or an act of making work done or accomplished in an organization/institution which enhances better students' performance.

Teachers' Performance: The term teachers' performance in regard to this study is the output that teachers produce after going through in-service training programmes. These are: service quality efficiency, innovation, conformance (punctuality at work, service delivery, serving to meet students' satisfaction), awareness through sensitization (rational decision), development of teachers' competencies, and effective supervision of students by teachers, lesson planning and teaching, classroom management among others.

Students' performance: Class attendance, participation in school activities such as debating club, sports, class assignments, students' participation in class, students' participation in students' leadership, attainment of accepted students to students' relationship among others.

1.10 Chapter Summary

This chapter introduced the background of in-service programmes and its importance in teachers and students' welfare. The chapter also presented the problem the researcher aimed to study, the research objectives, research questions, scope of the study, conceptual frame work and finally the theoretical framework that the study was based on.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter contains literature review on the parameters of the study variables and their influence on teachers' performance. It also features studies that have been undertaken in relation to in-service training of teachers.

It is arranged according to the four research questions of the study. The first section covered the types of in-service training programmes, the second deals with the contributions of in-service training programmes to teachers' performance in education, the third section explored the effectiveness of in-service training programmes in promoting effective supervision of students by teachers in secondary schools and the last section focused on explaining how teachers' performance affects students' performance.

2.1 Critical Review of Theories

Various theories have been put forward by various scholars to explain in-service training programmes and their influence on teachers' performance in any organization or educational institutions.

2.1.2 Social Learning Theory

Albert Bandura proposed that new behavior and skills are learnt from observing others and it is these skills that are reinforced to bring about change in behavior and acquisition of a new skill (Mcleod, 2011). Applying Bandura's social learning theory to in-

service training programmes in education, these programmes are born out of an observation that there is a needed additional skill in teachers that will lead to performance.

2.1.3 Reinforcement Theory

The second theory is the reinforcement theory that was put forward by B.F Skinner as a theory of motivation in order to explain why individuals behave the way they do (Redmond, 2016). This theory focuses on external stimuli and it is these that are responded to in order to bring about positive change. For instance, if performance is missing among teachers, the role of an administrator is to study and see what is missing. On the other hand, the in-service training programmes are meant to respond to that so as to reinforce performance among teachers.

2.1.4 The Path Goal Theory

Thirdly, the Path-Goal theory which is grounded on Vroom's (1964) expectancy theory where an individual will act in a way based on the expectation that the action will be followed by a particular outcome and on the attractiveness of that outcome to the individual. This theory was first presented by Martin (1970) and developed further by House (1971). Robert House states that a leader can affect the performance, satisfaction, and motivation of individuals in the following ways: through offering rewards for attaining performance goals, clarifying paths towards these goals and eliminating hindrances to performance (House, 1971).

House further explained that for leadership behavior to do so effectively, it depends on four situational factors (four different types of leadership) and these depend on a given situation. First, directive leadership where a leader provides specific guidance of

performance to his or her subordinates second is the supportive leadership that calls for friendliness to and showing concern for the subordinates, participative leadership where a leader makes consultation with his or her subordinates and considers their suggestions. Finally achievement orientated leadership requires a leader to set high goals and expects subordinates to have high-level performance (House, 1971). All the three situational factors guide leaders such as school head teachers in preparation to motivate their teachers with in-service training programmes that aim at boosting their professional development and thereby enabling teachers to deliver professional services in schools.

Scholarly work by House and Mitchell (1974) noted that path-goal theory and its application depend greatly on which leadership approach or behavior best fits the worker and work environment in order to realize a goal. They further stated that the goal set is meant to increase employees' motivation, empowerment, and satisfaction to enable them become productive members of the organization.

Path goal theory highlights how leaders can facilitate task performance by showing subordinates the way performance can be influential in achieving preferred rewards (Okumbe, 1998). Okumbe further says that the path goal theory rests on two propositions: that the behaviour of a given leader may be acknowledged and satisfying when subordinates observe it to be an immediate source of satisfaction in gaining future fulfillment. Secondly, the behaviour of a leader can motivate when it makes subordinates happiness liable upon effective performance and when it supplements the subordinates' work environment through provision of necessary guidance, clarity of direction and rewards for effective performance.

The path goal theory further provides a suitable theoretical framework for understanding how numerous leadership behaviors affect the satisfaction of their

subordinates. It also entails their performance in an organization and how incentives such as in-service training programmes motivate teachers (Abolrous, 2010). The path-goal theory further incorporates the motivation values of the expectancy theory into a theory of leadership. Abolrous further stressed that the theory reminds leaders of their purpose in guiding and training employees as they move along the path to achieve a goal. This theory is quite applicable in schools especially when head teachers after identifying teachers' weaknesses such as in lesson planning, teaching methodologies, poor time management and others help teachers to improve on their performance through in-service training programmes.

2.1.5 Resource Based View Theory

Fourth is the resource based view (RBV) that emerged in the 1980s and 1990s after the major works of Wernerfelt. Supporters of this view believe that organizations have to look inside themselves to find their sources of competitive advantage (Jurevicius, 2013). In the case of schools, teachers are a resource that determines a school's competitive advantage. School administrators have always to look at the performance of their staff. If it is continuously poor it will undermine the image of the school and the performance of the students.

Instead of frequent hiring and firing of ineffective teachers, schools need to find a mechanism of responding to teachers' continued poor performance through provision of in-service training programmes. Training teachers gives the school administrators an opportunity to exploit their potential and translate it into better performance which will be indicated by better time management, improved assessment and supervisory skills, more curriculum development and improved students' performance. Schools need to retain as well

as invest in its teachers because they are a valuable resource and any additional training given to them in form of in-service training programmes adds value to their performance in schools.

2.2 Review of Empirical Studies

In-service training programmes may be formal or informal. They aim to improve professionalism in teachers. The contribution that different scholarly works have made to the body of knowledge in the area of in-service training programmes and their influence on teachers' performance is recognized. This section seeks to give an in-depth presentation of the available studies about different themes regarding teachers' in-service training programmes and their influence on teachers' performance.

2.2.1 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 that study, it was 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, 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 on in-service training is contained in 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.

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

A 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 findings though pointing out vital issues, cannot be used as a basis for generalisation.

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.

The 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 such as those 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 in Nigeria 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 training, 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 does not contribute 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 focused 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 comparative study about the relationship between teacher training and effective teaching was carried out in place (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 audio-visual 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 Kyenjojo District, western Uganda.

Another 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 acknowledged by the participants.

The study also reported most challenges hindering the programme as: time consuming; inadequate science and instructional materials; and high enrolment of students in class. 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.

2.2.3 Effectiveness of In-service Training in Promoting Students' Supervision by Teachers

Effective students' supervision by teachers plays a very key role in any school environment and where it is missing, the entire school will be in disarray. School proprietors do all it takes to equip teachers so that their schools are managed well and everything is in order because in the absence of order in the administration, students, parents, teachers and

stakeholders are all negatively affected. In-service training programmes apart from helping teachers achieve the expected performance, are meant to also enhance knowledge and skills of teachers when it comes to effective supervision in schools.

A study was conducted on the supervisory roles of school principals presented at the (ISER) 18th International Conference that was held in Dubai on 16th January 2016 pointed out that effective supervision is necessary when it comes to promoting quality instruction in Schools (Shuaibu, 2016). In the same conference it was noted that without supervision, achieving goals of learning remains impossible. Shuaibu (2016) cited various ways supervision can be done in schools. For instance, through class inspection by teachers, workshop techniques that teachers acquire, micro-teaching technique, and research techniques.

Other supervisory roles of school principals discussed were: use of relevant instruction materials, maintenance of school equipment and facilities, quality delivery, evaluation of students' academic programmes and staff development. But a question that one poses if supervision is so vital in schools is how do schools empower their teams to achieve these benefits of effective supervision. Shuaibu, (2016) points out much about the role of supervision and how it should be done but remains silent on how effective in-service training programmes are in promoting effective supervision of students by teachers in private schools.

The debate on school supervision has continued to attract more research. For instance, one report written by Pont, Nusche and Moorman (2008) was based on reports from all the OECD members on school leadership. The OECD members who provided reports are Australia, Austria, Belgium, Chile, Denmark, Finland, France, Hungary, Ireland,

Israel, Korea, The Netherlands, New Zealand, Norway, Portugal, Slovenia, Spain, Sweden, the United Kingdom and the United States. In their findings, it was recommended that school leadership, if it is to achieve effective supervision, leadership development has to be looked at as a continuous process that calls for training and finding the right candidates for leadership positions, it also requires schools to organize induction programmes, ensuring that in-service training covers needs and context, need to involve a range of leadership service providers to offer training, and the need to have well thought out content that is broad, well designed, articulated and delivered in appropriate ways and last but not least the study recommended career development and progression as key in avoiding burnout.

This study articulated well what supervision as a component of leadership entails. It also provided avenues for implementation and practice but it did not address the issue of how effective in-service training programmes can be in promoting effective supervision of students by teachers in private schools. And though the study claims to take a worldwide approach, most of the examples are from developed countries in the west and not from the African context where in some cases access to training by a teacher is looked at as a blessing, because they are rare or, if available, are paid for by participants.

In a discussion that was conducted and aimed at enhancing state wide education in Wyoming, USA, especially on the issue of educational supervision of devaluation, it was acknowledged that there are very many factors that affect education but supervision is the most important (Range, 2013). From the author's perspective, supervision needs a lot of consideration and development; and effective teacher supervision and evaluation starts with school leadership. The researcher strongly agree with Range, that supervision is one of the most important components in educational leadership and administration, strongly stating

that “teacher supervision is the only way to improve teachers’ instructional practice, and as a result, educational resources need to be devoted to the improvement of teaching practices rather than simply assigning a label to teachers’ performance” (Range, 2013).

A question of how effective in-service training is and its promotion of effective supervision in private schools poses an interesting issue. Gunawardhen (2011) studied the effectiveness of short-term in-service teacher training in the teaching-learning process in Sri Lanka. The findings revealed that in-service trainings did not affect improved knowledge and skills of teachers. The study also pointed out that there was not much improvement in classroom teaching. Despite the findings, the research concluded that “Regardless of weaknesses, in-service training, as a continuous professional development process is accepted as an effective method of increasing the knowledge, skills and positive beliefs of teachers” (Gunawardhen, 2011).

Effective supervision as a tool in educational administration and planning plays a key role and all efforts must be made to ensure that teachers improve their knowledge and skills in the area of supervision. Nwachukwu and Nanighe (2014) carried out a study in Nigeria on School Inspection and Education Supervision and its impact on teachers’ productivity and effective teacher education programmes. The study revealed that there are a myriad of factors that affect effective supervision in school. The authors also pointed out that a clear understanding of what supervision entails the way it is practiced. The authors in their opinion felt that supervision entails monitoring of the performance of school staff, noting merits and demerits of their work and using right approaches to reinforce good practices aimed at building a school’s standard and achievement of its goals (Nwachukwu & Nanighe, 2014). This study though pointing out the value of supervision, does not comment

on how in-service training by teachers can promote effective supervision in secondary schools.

In another study conducted by Kiambia (2011) on obstacles to effective Instructional Supervision in Primary Schools in Mbooni District, in Kenya, the findings revealed that the following affected effective instruction supervision in school teaching overload: head teachers carrying out limited assessment, delayed feedback on supervision, teachers rarely attending in-service training programmes, teacher-pupil ratio being very high with the result that teachers are overwhelmed, lack of frequent staff meetings. One thing the study recommended was that administrators should be sent for in-service training especially on supervisory skills.

The findings by Kiambia (2011) revealed that though in-service training may be taking place, there are main issues that affect teachers' effectiveness in supervision and, unless they are addressed, in-service training programmes may not bear fruit in this area. However, much as these studies pointed out key issues in the area of supervision, the study sought to find obstacles to effective supervision not how in-service programmes may promote teacher supervision.

In Uganda, a comparative study of the effectiveness of in-service and pre-service modes of primary school teacher training was carried out in Luwero TDMS area. The study came up with a number of findings, which included the unfavorable conditions under which teacher education programmes are implemented. It found out that pre-service students perform better than their in-service counterparts in final examinations. In-service trained teachers, on the other hand, tended to perform better than pre-service trained teachers in classroom teaching. However, the difference in classroom delivery was insignificant. Many

new ideas and innovations were being introduced and implemented to support primary teacher education. This study however, did not address the effectiveness of in-service training in promoting students supervision by teachers which creates a gap to be filled by the current study (Oiko, 2009).

2.2.4 Teachers' Performance and Students' Performance

In a study carried out on the Impact of Teacher Self-Efficacy on Secondary School Students' Academic Achievement in Chiltan Town, Quetta in Pakistan, there is a strong relationship between teacher self-efficacy and academic achievement of students (Shahzad & Naureen, 2017). Self-efficacy is a way a teacher believes that he is qualified and well-disposed in his or her profession. It means that he or she is confident of his training and the power of the training he or she has undergone in invoking performance among students. This study though not related to in-service training programmes and their influence on teacher's performance points out that a teacher plays a key role in motivating as well as in contributing to the performance of the students. The more a teacher works on making him/herself better for that job through continuous in-service training the more he or she can influence performance of students.

But self-efficacy and in-service training are two different things in education and they influence students differently. For example, one may be naturally endowed in self-efficacy but this does not necessarily mean there is no longer need for professional development.

In another study entitled "The Relational Study on In-service Training, Teaching Effectiveness and Academic Performance of Students" carried out in Boji Owa Boji in Nigeria found out that, "teachers' knowledge of teaching approaches, application of theories

and principles of learning, their use of representations, models, analogies and diagrams to elucidate facts and concepts for students' meaningful and productive learning were enhanced by in-service training. Students' academic performance also improved as a result of in-service training of their teachers" (Asiyai, 2016, p.202). The study found out that there is a strong relationship between in-service training and students' performance but it has to be recognized that these studies were carried out in Nigeria not Uganda. In addition, the studies were interested in the relational aspect among in-service training, teaching effectiveness and academic performance of secondary school students' not how in-service training programmes influence teachers' performance.

Another study on the investigated the influence of teachers' teaching experience on the academic performance of public secondary school students in Mathematics and English Language in Ado-Odo/Ota and Ifo Local Government Areas in Ogun State, Nigeria (Oluwakemi & Olubanji, 2015). The descriptive research design was adopted with a study population comprised of all the 31 Senior Secondary Schools in two local government areas. The study considered a sample of 20 Schools from the population through application of simple random sampling technique, made up of 14 schools in Ado-Odo/Ota, and 6 schools in Ifo Local Government Areas. An inventory schedule was the instrument used for data collection. A total of four hundred questionnaires, or twenty questionnaires per school, were administered. The responses were analyzed through content analysis. A regression analysis and t-test were used to test the hypotheses generated for the study at 0.05 alpha levels.

The study findings revealed that teachers' teaching experience had significant influence on students' academic performance in Mathematics and English Language as measured by their performance in the Senior School Certificate (SSC) examinations and as

perceived by the respondents. The study revealed that schools having more teachers with above 10 years teaching experience achieved better results than schools having more teachers with 10 years and below teaching experience.

Another study, conducted on the effects of teachers' qualification on the performance of senior secondary physics students in Ekiti State in Nigeria, determined whether the status of teachers have any influence on performance of students in physics (Olowabi & Adedayo, 2012). The study employed a survey type of descriptive research design and the study sample was comprised of 100 Senior Secondary Schools Physics students in Ekiti State. The preparation and presentation of students in each school for 2009/2010 West African School Certificate Examination was done by teachers and the collected data were analyzed using inferential statistics.

The clash of the matter is, Olowabi and Adedayo (2012) based on the effects of teachers' qualification on the students' performance not the influence of teachers' performance on students' performance. The study also employed a survey design with a sample of 100 secondary schools' physics students in Nigeria which differs from Uganda where this current study was conducted and a study design employed by this current study was a case study as opposed to a survey design that was used in the previous study.

In Uganda, a study was conducted to assess the influence of performance monitoring on quality teaching and research in private Universities in Uganda. Specifically, the study investigated how performance tracking, performance reviews, performance dialogue, and consequence management influence quality teaching and research. A positivist approach and cross sectional survey designs were adopted for the study. Study findings revealed a positive contribution of performance monitoring to quality teaching and research. The study

concluded that staff performance monitoring practices in private universities are coercive and unsustainable in enhancing quality teaching and research. This study however, did not address the relationship between teachers' performance and that of students' performance; the locality of the research being based in a university set up also brings gaps that should be filled by the current study (Atwebembeire, et al., 2018).

2.3 Summary of the Review of Related Literature and Knowledge Gaps

The study reviewed the literature related to the in-service training programmes and their influence on teachers' performance on secondary schools from the global perspective in general as well as the regional and local perspective in Uganda and the knowledge gap that has been established is that, no particular research study from the literature review shows that a particular study was done on the influence of in-service training programmes and their influence on teachers' performance in secondary schools.

From the reviewed literature, it's clear that in-service training programmes influence teachers' performance. But there are other issues that may limit the fruitfulness of in-service training in schools. Most of the cited sources and their findings, though shedding light on in-service and its influence on teachers' performance, did not agree on the influence of in-service training on teachers' performance. This lack of agreement gave the current study an opening to go out into the field and research more about how in-service training programmes influenced teachers' performance with specific reference to Uganda and Kyenjojo District in particular.

In terms of contributions of in-service training programmes to teachers' performance in private schools from the reviewed literature, Junaid and Maka (2015) pointed out that in-

service training programmes can be an answer to the problem of recruiting unqualified teachers but the current study sought to find out the influence of in-service training programmes on qualified teachers who have been offering their professional services in a private secondary school in Kyenjojo District and hoped that in-service can be a tool for empowering of teachers with efficiency skills. For Bando and Li (2014), in-service can lead to improvement in schools. What these studies failed to address is whether in-service training programmes influence teachers' performance or not and this current study sought to investigate particularly the influence of in-service training on teachers' performance. Additionally, Asiyai (2016), pointed out that in-service can lead to professional development which is not focused on teachers' performance from the Ugandan perspective and this is a gap which the current study sought to fill by carrying out a research in a private school (St. Joseph's Hill Secondary School) in Kyenjojo District in western Uganda.

On how in-service training can help teachers to promote effective supervision of students, there have been varying opinions from various scholars. For instance, Shuaibu (2016) concentrated on how supervision is done in school more than on how in-service training can promote it. For Gunawardhen (2011), in-service training though vital, has not yielded any good fruit in terms of class supervision by teachers. This raises a question which the current study sought to address regarding the effectiveness of in-service training programmes in promoting effective supervision of students by teachers. Kiambia (2011) dwelt so much on obstacles to effective supervision in schools, but this is not the main concern of the current study. The study sought to find out how in-service training programmes promote effective supervision. Obstacles to effective supervision though

existing, call for a different study from this. Thus there is a gap that the new study had to fill.

In other findings from Eastern Uganda, the analysis was only based on SESEMAT programme (Komakech & Osuu, 2014). However, in-service training is broader than SESEMAT and the current study found it fit to look at in-service training in general and its influence on teachers' performance in a private secondary school in Kyenjojo District. The current study appreciates the efforts of various scholars towards the understanding of in-service training in education and sought to fill the gap left behind by previous researchers. The reviewed related studies have concentrated and focused much on particular subjects especially sciences and none of the empirical studies have taken into consideration all the subjects studied by students in secondary schools. This study sought to consider the influence of in-service training programmes on teachers' performance in all subjects at St. Joseph's Hill Secondary School in Kyenjojo District western Uganda.

The current study also appreciates the efforts and works of various scholars who have written on the issue of in-service training programmes and teachers' performance in schools. Their efforts revealed that there is a big body of knowledge in this area; the current study is not the first one, and it has borrowed much from the wisdom of past scholars with the aim of filling the knowledge gaps left behind in order to explore in-depth the issue of in-service training programmes and teachers' performance taking a case of St. Joseph's Hill a private secondary school in Kyenjojo District in western Uganda.

2.4 Chapter Summary

Literature review aimed to maximize the accuracy of determining need for thorough and critical selection of the most appropriate past activities. The study has selected the literature that falls within the objectives of the study; that gave a clear account of relevant past theoretical undertakings and tried to identify the importance of in-service training programmes in promotion of good performance. The next chapter dealt with the methodology of the study.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter presents the research design, target population, sample and sampling techniques for this study. It also captures methods and instruments of data collection, data collection procedures and analysis procedures, while explaining reliability and validity. Lastly, the chapter contains ethical considerations undertaken by the researcher during the study.

3.1 Locale of the Study

The study was carried out in Kyenjojo District, Western Uganda. Kyenjojo is one of the twelve districts which make up Western Region of Uganda. It borders Kyegegwa District to the East, Kamwenge District to the South, Kabarole District to the West and Kibaale District to the North.

According to Uganda Bureau of Statistics (UBOS), Kyenjojo District has total land area of 4,059.21 sq. km. It is divided into two counties: Mwenje North County which has a total area of 1,748.17 Sq. km and Mwenje South County with 2,311.04 Sq. Km (Kyenjojo District, 2009). Apart from the statistical information about Kyenjojo District, the researcher chose the area because of its continued poor performance in both Ordinary and Advanced level national examinations. The private secondary school chosen for a case study is located in Kyembogo village in Mwenje North County, one of the two counties of Kyenjojo. The school is adjacent to Kyembogo Primary School and Kyembogo trading Centre.

3.2 Research Design

This study employed a qualitative-method and a case study design was adopted. A case study research design is an investigation which carefully describes a phenomena. It entails recent events, important issues, in ways that unearth deeper understandings of a given phenomenon. A case study design provided the researcher with in-depth data about teachers' in-service training programmes at St. Joseph's Hill Secondary School, Kyenjojo District, Western Uganda. The researcher solicited detailed views about the phenomenon as a case at hand.

A case study design was used to explore in-depth programmes, event, activity, process and by approach, one or more individuals evaluation as advanced by Creswell (2014). Creswell further stresses that the case(s) are bounded by time and activity that help the researcher to collect detailed information that involves the use of a variety of data collection procedures over a sustained period of time. The study referred to the explanation given by Denzin and Lincoln (2000) that qualitative research as a process is defined by three interconnected activities such as: the gendered multi culturally situated researcher who approaches the project with a set of ideas, a framework (theory, ontology) that specified a set of questions (epistemology) that the researcher then examined in a specific way (methodology, analysis). The significant role of the researcher and the field notes gathered through the school and field visit played a crucial part in the coherent pattern that developed.

A case may be based on any number of units of analysis: an individual, a group of individuals, a classroom, a school (Mertens, 2015). In relation to the study, the researcher took a case of St. Joseph's Hill Secondary School in Kyenjojo District to study in-service

training programmes and their influence on teachers' performance. In this case, teachers' performance was measured in areas of: punctuality, commitment, absenteeism, involvement in co-curricular activities, time management, class activities such as; scheme of work, record of work, students' reports, examinations setting among others.

Qualitative paradigm in this study used a case study design since it was advantageous to the researcher in a sense that it helped the researcher in gathering in-depth data through the use of multisource approach to gather data for analysis which provided different kinds of supplementary information and served to couple one kind of information with another. This provided a cross check within the data to verify the validity of the research observations (Janesick, 2000).

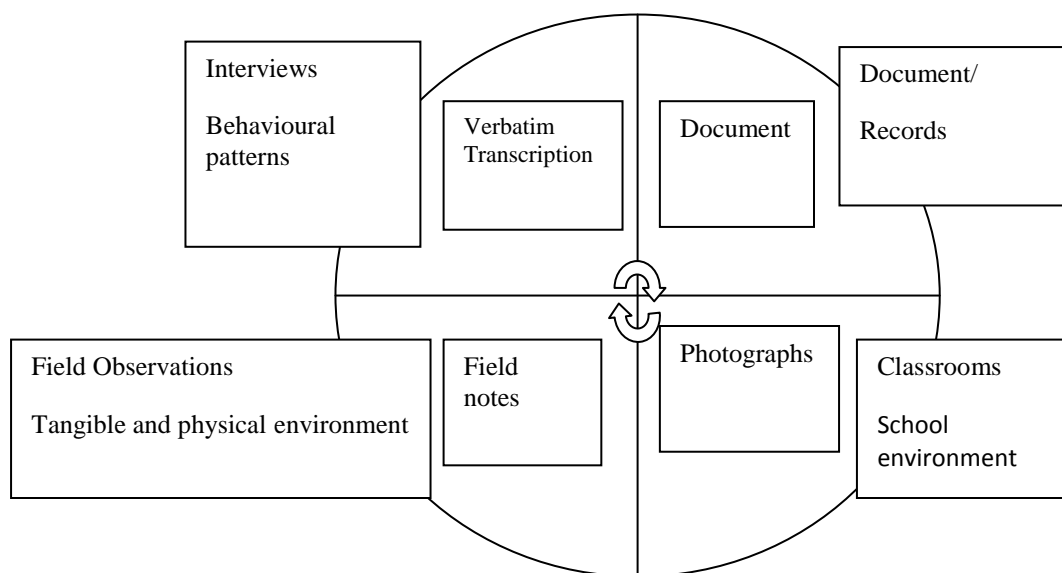


Figure 3 Multisource Method Research Design

(Source: Author 2018)

Figure 3 displays the multisource method research design that was used in this study based on the theory on methodological triangulation (Janesick, 2000). The role of the researcher as observer is an important piece of this puzzle that helped with putting the

supplementary information gathered from the multiple sources together (Baxter & Jack, 2008).

Furthermore, Sharan (2009) stressed that the qualitative paradigm helps to expand the researcher's capability to comprehend the problem under study through non-verbal as well as verbal communication procedures. He further stresses that the researcher is able to get clarity from the respondents for interpretation and also obtain unforeseen responses from the respondents. The researcher's choice for a case study design is supported by Mulwa (2013) who pointed out that a case study design is the most suitable method for the researcher to do an in-depth analysis. It also provided the researcher with ability to concentrate on a particular setting of St. Joseph's Hill Secondary School in Kyenjojo District and the selected target population.

3.3 Target Population

This study was carried out in Kyenjojo District Western Uganda and it centered on St. Joseph's Hill a private secondary school as the researcher's main target. The researcher's target population included St. Joseph's Hill a private secondary school (N=1), school administrators (head teacher, 3 deputy head teachers, director of studies and his assistant and 2 administrative advisors) of St. Joseph's Hill (N=8), teaching staff at St. Joseph's Hill (N=26), St. Joseph's students (N=250), District Education Officer of Kyenjojo District (N=1) and Inspector of schools of Kyenjojo District (N=1).

The school was considered as being appropriate because it is one of the beneficiaries of in-service training programmes. District Education Officer and Inspector of Schools in Kyenjojo District were considered because of oversight role they play in monitoring schools,

organizing in-service training programmes and implementing of government policies at the district level. They are in position to advise school administrators on best management practices and they plan for schools both private and public. Education Officers through the Ministry of Education and Sports, also develop curricula for in-service training programmes.

On a daily basis, inspectors of schools in Kyenjojo District ensure that schools adhere to the regulations and policies put in place by the government. They constantly visit schools to carry out monitoring and evaluation. They are also on the ground to ensure that teachers' and students' needs are met in schools. In relation to in-service training programmes, the inspectors supervise service providers. Through the office of the District Education Officer, they monitor and evaluate the effectiveness of in-service training programmes in relation to school or teacher performance. School administrators are targeted because of the role entrusted to them by the Ministry of Education and Sports to ensure that professional growth and development of teachers through in-service training. Administrators have the ability to fund and promote in-service training programmes as well as to ensure that teachers take the in-service training seriously.

Students were included in this study because they are the key focus when talking about teachers' performance in areas of students' supervision by teachers in regard to the new skills and knowledge acquired through in-service training. Also, the impact of in-service training is largely evaluated in reference to the impact it brings to the classroom experience in regard to teachers' performance such as improvement on their initial teaching methodology, time management (punctuality), assessment of students' class work among others. Lastly, teachers as a category, were considered in this study because they are the first beneficiaries of in-service training programmes. Their openness to the programmes and their

ability to practice what they learn are key when it comes to assessing the impact of in-service training on their performance.

3.4 Description of Sample and Sampling Procedures

The researcher employed non-probability sampling in relation to qualitative research and a case study design to sample the target groups in the study. Specifically, purposive sampling method to select the participants was used. Purposive sampling as Ralph (2008) noted is one technique that helps the researcher to choose participants whom he/she finds relevant since they have the required knowledge of the topic and they are in the relevant positions and possess characteristics relevant to the particular study.

3.4.1 District Education Officer

The District Education Officer in this study was selected purposively because of the central oversight role she plays in of all schools in Kyenjojo District. As a representative of the Ministry of Education and Sports, the Education Officer is key in planning and implementation of government policies related to teacher in-service training and it is within the jurisdiction of the Education Office that the suitability and effectiveness of in-service training programmes was assessed.

3.4.2 Inspector of Schools

In carrying out this study the researcher targeted inspector of schools as one of the participants during study. In this study, the researcher considered one (1) inspector of schools in Kyenjojo District who is in-charge of the Sub-County (Kyarusozi) where the selected school (St. Joseph's Hill) is located. As per job description, the inspector of schools

monitors schools both public and private to ensure that schools follow the policy and legal frame works guiding education. In relation to in-service training programmes, the inspector of schools ensures that such programmes take place in schools and are offered by certified service providers. The inspector was sampled purposively because of the roles he plays in the monitoring and evaluation of in-service training programmes.

3.4.3 School Administrators

The study targeted all the 8 administrators (the head teacher, 3 deputy head teachers of finance, academic and discipline, director of studies and his assistant and 2 administration advisors) of St. Joseph's Hill Secondary School. Purposive sampling was used as administrators were considered as providers and facilitators of in-service training programmes. Additionally, on a daily basis, they ensure that the learning process moves on smoothly. They (administrators) are the ones in charge of carrying out training needs assessment for teachers and facilitating teachers to attend in-service training programmes. They monitor and evaluate teachers' performance and make recommendations that might be translated into in-service training programmes. They are in position to either promote in-service training programmes in a school or hinder them.

3.4.4 Students

The students who were considered for the study were selected using purposive sampling. For representation of the total population of 250 students, the researcher solicited views from senior two, (N=6), senior three (N=9), senior five (N=4) and senior six (N=7) and this made a total of 26 students as the sample representative of 250 students in the school. From the perspective of Rubin and Babbie (2007) and Mulwa (2013) sample size is

determined by the population size. The smaller the population the bigger the sample and vice versa. They also noted that bigger samples may lead to repeat of data.

3.4.5 Teachers

The study targeted all 26 teachers at St. Joseph's Hill Secondary School. Teachers were sampled purposively because they are in better positions to give their perceptions about in-service training programmes and how these programmes are benefiting them in providing better performance in their service delivery at St. Joseph's Hill Secondary School and being the first beneficiaries of in-service training programmes.

In this study, teachers' performance and effectiveness could not be studied without their involvement in the study. Teachers were also in position to monitor and evaluate the effectiveness of in-service training programmes because they were the ones who attended them. Also in their teacher associations, they recommend content and methods of delivery to service providers and with this, the researcher gathered data about the influence of in-service training programmes on teachers' performance through interviewing teachers during the field study.

Table 1*Categories of Participants, and Research Sampling Technique*

Categories of Participants	Target Population	Percentage	Sample Size	Sampling Technique
District Education Officer	1	100	1	Purposive
Inspector of Schools	1	100	1	Purposive
School Administrators	8	100	8	Purposive
Students	250	12	30	Purposive
Teachers	26	100	26	Purposive
Total Participants	N=286		N=66	

Source: Researcher, November 2018

3.5 Description of Research Instruments

The researcher used two research instruments to collect data during the study. The study being a case study design, which generates qualitative data, the researcher used two research instruments that were vital in generating qualitative data. They were interview guides for DEO and Inspector of schools in Kyenjojo District, administrators and teachers of St. Joseph's Hill Secondary School and focus group discussions (FGDs) for selected students of St. Joseph's Hill Secondary School. These methods of data collection were helpful in collecting the required qualitative data in response to the research questions of the study. The research instruments that were used were helpful in complementing each other.

3.5.1 Interview Guide for DEO, DIS, Administrators and Teachers

An interview guide is a set of questions a researcher asks when interviewing participants as he or she intends to obtain data required during the field study in order to

meet the research questions of the study. It aids the researcher to understand the insights of the participants better because it is a social interaction which caters for participants willing to talk than write (Orodho, 2009).

The interview guide consisted of open ended questions as a way to encourage the participants to provide more open responses (Picho, 2014). This instrument aided the researcher during data collection from St. Joseph's Hill Secondary School's administrators, teachers and students. The instrument also aided the researcher in gathering data from DEO and Inspector of schools in Kyenjojo District. It contained questions set and based on the constructs in the independent and dependent variables. The instrument involved the use of semi-structured interviews that was used for gathering data from the District Education Officer, Inspector of Schools, school administrators and teachers. Mulwa (2013) stresses that semi-structured interviews employ a check list of questions which are flexible and it involves the application of interviewees to answer questions relevant to the study.

Thirty six participants were interviewed for this research. Key informants are people who are particularly knowledgeable about the inquiry setting and articulate about their knowledge, and whose insights can be helpful in assisting an observer in understanding events that have happened and reasons why those events happened. Siedman (2006) in support of the use of interviews noted that interviews have the ability to gather both verbal and non-verbal data which may be vital in understanding the research more.

3.5.2 Focus Group Discussion Guide for Students

Focused group discussion is an instrument that comprises of at most 10 respondents as stated by Herndon and Kreps (Herndon & Kreps, 1993). This instrument was useful to the

researcher as he was able to interview students (participants) and it enabled the researcher to obtain data during the field study as the researcher was able to discuss varieties of questions prepared on the topic under study. It was meant for the participants to provide their insights on the topics under discussions that were useful to the field researcher. In relation to in-service training programmes under study, FGD was of advantage to the researcher as he was in position to gather data about teachers' perception on the influence of in-service training programmes on teachers' performance.

Focus group discussion guides were used to obtain data on 30 students. The instrument provided the students (participants) an opportunity to share their views on in-service training programmes in a small group that allowed them to present their views about the training programmes their teachers attend and how they are of benefit to their teachers. From the perspective of Mulwa (2013), focus group discussions are effective in collecting qualitative data. The researcher was able to choose students as stated by Herndon and Kreps (1993) and this enabled the researcher to make up four focus group.

3.6 Validity and Reliability of Research Instruments

To test for appropriateness of the research process, the researcher was concerned with the procedure and tools which were used during the research undertaking. The different concerns were about validity [research aim, the design, method and research tools]. Furthermore, the researcher was also concerned with the ability of the research tools to be administered on different research participants while maintaining consistency of the research focus.

3.6.1 Validity

The researcher sought to check on the appropriateness of the study in terms of research design, method, instruments used, and therein sampling procedure. The essence of validity of the research process was to ensure that the output had credibility and duly reflect the phenomenon as regards to in-service training programmes in Kyenjojo District of Uganda. The appropriateness of the research was achieved by research validity.

Validity is the measure of how accurately a test is, what it is supposed to measure and the results obtained (Mvumbi & Ngumbi, 2015). Validity is an important key to effective research. In order to ensure validity, the researcher sought for the help of experts both within the Catholic University and outside who are skilled in research and education to check and review the research instruments that the researcher used. This consultation was purposely meant to evaluate the research instruments against the research phenomenon and the research questions of the study. The researcher designed the research instruments under expert review of the supervisors.

The reason for consultation was to ensure that the research instruments meet professional requirements. Another reason for the researcher's consultation with the experts (expert review) was to ensure that the instruments have the capacity or ability to meet the research questions through the research participants. The validation of instruments was done in the following ways: first all tools namely, interview and focus group discussion guides, were shown to some of the researcher's colleagues studying masters at the Catholic University of Eastern Africa for review. Finally the researcher contacted scholars, who teach at Catholic University of Eastern Africa and the supervisors were consulted and the trial test of the instruments was piloted at micro level of few purposively selected sample. The data

collection instruments were validated in order to obtain relatively reliable responses. The validation of the data collection instruments was intended to make them clear and unambiguous.

3.6.2 Pilot Testing

In an opinion about conducting a successful pilot study that yielded reliable and credible data, 10% to 20% of the final target population was considered in the pilot study (Kasunic, 2004). The researcher selected a secondary school in Kyenjojo District with characteristics similar to the school that was considered. DEO, DIS, Administrators, teachers and students were selected purposively.

This was intended for using the designed tools for gathering the required data according to the research questions. Pilot testing helped in ensuring that the tools are simple, easily understood and formulated in understandable language. Errors and ambiguities identified during the pilot testing exercise provided the researcher an opportunity to monitor and evaluate the effectiveness of the research tools in gathering the required data on in-service training programmes and their influence on teachers' performance. Each of the tools was tested and interviews were held with participants serving in the capacity of DEO and Inspector of Schools as well as school administrators and teachers working in a particular school that the researcher selected by purposive sampling. Focus group discussion guides was tested on students in a school through the use of equal representation of students in terms of gender.

3.6.3 Reliability

To ensure that the research instruments were credible for use in more than one particular research setting, the researcher sought for means that the research instruments

could be reliably used for more than once, to different participants while giving the same standing. It therefore necessitated that the researcher had to be conscious on the dependability of the research instruments.

Kombo and Tromp (2006), define reliability as a measure of how consistent the results from a test are. An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same condition over a period of time. To test reliability of the research instruments, the researcher found it promising to use expert review as a method for testing the appropriateness of the research tools. A number of resourceful personnel are put in the acknowledgement of this thesis. It was in collaboration with the principal supervisor that the research objectives were allotted measurable elements. The different variables were based on to serve as context in inquiring about the status of the research phenomenon. For appropriateness of the research process, other points of research consultations were also given attention.

3.6.4 Credibility and Dependability of Qualitative Instruments

Credibility is confidence in the truth of the findings. It is demonstrated when participants recognize the reported research findings as their own experiences (Streubert & Carpenter, 2003). To ensure credibility, the researcher persistently observed and kept accurate and detailed field notes to note the variations in responses as data was collected. Dependability according to Holloway, (2005) is linked to consistency of findings. This means that if the study were repeated in a similar setting with the same participants, the findings would be consistent. It is also about showing that the findings are consistent and could be repeated. In qualitative research, the instruments to be assessed for consistency are the researcher and the participants involved in the study.

The researcher sought support from other professionals willing to provide scholarly guidance, such as members of academic and departmental staffs. Feedback from peers also helped the researcher to improve the quality of the inquiry findings. This means that the researcher when writing his report presented study findings to peers to receive their comments so as to obtain the perceptions of peers in developing the conclusion of the study.

3.7 Description of Data Collection Procedures

The researcher obtained a research clearance letter from the Catholic University of Eastern Africa (CUEA) that authorized him to proceed with the study. The research clearance acted as a tool to introduce the researcher to the District Education Officer and District Inspector of schools of Kyenjojo District where he carried out the study from and obtained permission and consent that allowed him to conduct his research at St. Joseph's Hill Secondary School. The researcher worked closely with the administrators in accessing teachers and students as part of his targeted population.

The researcher was able to carry out the interviews with the District Education Officer, Inspector of Schools, School administrators, students and teachers. His time allocation was convenient both to him and to the participants and the exercise did not disrupt the school activities which enabled him to obtain data. The application of Focus Group Discussions was successful for data collection through the assistance of the school administrators and the class teachers. The entire time for the FGDs was scheduled for two days which enabled the researcher to conduct the four FGDS. At the end of each working day, the journals gathered from the interviews and FGDs were organized for analysis. The

researcher made sure that all required data was gathered and he interviewed the participants. He also ensured that data was recorded well in a clear and readable manner.

The researcher created a checklist as a tool that enabled him to monitor and to evaluate the data collection exercise. This included note of the date, time and place of the interview and the office of the participant. The list also included a list of the students for the FGD noting their gender and the time the exercise was conducted and the journal in which details were recorded. All raw data were gathered and stored well and delivered to the data analyst.

The researcher used pattern matching which Yin (2009) suggests as a preferred strategy for case studies. The researcher also used emergent coding, pattern matching coding, and taxonomic coding as a methodological strategy. The theoretical framework helped with the pattern matching. To triangulate the findings and to acquire a deeper understanding of the functional role in relation with the institutional identity, multiple sources of qualitative data were used (Cresswell, 2007; Janesick, 2000). The following four data sources were used: field observations, individual interviews, documents reviewed and artifacts photographed.

3.8 Description of Data Analysis Procedures

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. This study used the strategy for doing research which involves an empirical investigation of a

particular contemporary phenomenon within its real life context using multiple sources of evidence (Janesick, 2000).

The theoretical paradigm was used in analysis of multisource data that helped the organization of the findings. The codes as they emerged from the data analysis were aligned according to the three components in the expectancy theory which are: expectancy, instrumentality and valence. The expectancy theory helped in seeking out patterns in all of the emergent codes from the content in the coding process. The data from all the sources were read for the first and then re-read for labeling of words and phrases which provided the sections and subsections for the organization of the subject matter.

The actions and activities were coded and indexed. The researcher looked for relevant information that answered the research questions that directed the study. The repetition of activities, thoughts and expressions were noted, underlined and color coded. The researcher also paid attention to what was surprising and to what was explicitly stated as important. The codes that categorized themes depended on the nature of the data. In this research a theme was conceptualized in the recurring statements throughout the interviews. The observations recorded in the descriptive field notes, the document and artifact analysis. The researcher looked for the repetition and for the significance of each theme (as to its weightage based on the pervasiveness of each theme throughout the different sources of data). Each major theme consisted of minor themes and sub themes. After the themes were identified the individual statements reflecting the themes were extracted from the transcripts and grouped under their respective themes. The researcher then closely examined these groups of statements. The repetitive words and phrases revealed the sub-groups within each theme.

These described the various facets of each theme. It helped the researcher to further understand the various factors within each theme. This also helped in understanding the relationship between the themes.

3.9 Ethical Considerations

For ethical consideration, a researcher has to consider the conduct of the research and attention has to be given to the ethical issues when carrying out research (Kombo, 2006). He further emphasizes that a researcher needs to protect his or her respondents, develop trust and promote integrity with the respondents. Additionally, during the field study a researcher has to adhere to the code of ethics at every stage of research conducted (Creswell, 2014). In this study, the researcher obtained a letter of authorization from the department of post graduate studies from the Catholic University of Eastern Africa that gave the researcher approbation to the District Education Officer and the Inspector of Schools in Kyenjojo district and at St. Joseph's Hill to carry out research.

In order for the research to meet the expected ethical requirements, the researcher considered informed consent, respect, justice, safety and confidentiality of all participants during the field study. Attention was given and it was followed up by the researcher. The participants who were involved in this study were informed about the purpose of the study and they were made aware that their participation in the study was voluntary with no attached payment. Consent of participants was obtained by completion of a consent form that was designed in a language that participants were familiar with and the form was signed before data collection started. The researcher also made sure that the education office was informed of the research and its intended purpose before visiting the selected private school.

The researcher conducted the interviews in a secure, quiet and in an open private environment. The researcher assured the participants of confidentiality during the data collection. The researcher further observed confidentiality of the participants throughout the study and he ensured that the dignity of all participants was taken care of throughout the study. The researcher also ensured that plagiarism is avoided through acknowledging sources of all information whether personal or literature used during this research study. He made sure that all sources of information were cited well using the APA 6th Edition. During data collection, analysis and discussion of the research findings, the researcher also made sure that there was objective use of information and only information that were found necessary and in line with the research questions were analyzed as per the field study. In doing so, the researcher was in line with Marsh (2007) who emphasized the need for a researcher to acknowledge sources of all information used in the study.

3.10 Chapter summary

This chapter has discussed the methodology used in the study, it has critically analyzed the research design, target population, the sample design, data collection techniques, validity and reliability test and the application package for data analysis. The next chapter gives the findings of the study.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION OF FINDINGS

4.0 Introduction

This chapter covers data analysis, presentation, interpretation and discussion of findings. The qualitative findings are presented in narrative form and discussed. The findings are discussed under the following themes: demographic information about participants, the types of in-service training programmes received, the contribution of in-service training to teachers' performance, the relationship between in-service training and teacher supervision and how teacher performance affect students' performance.

4.1 Demographic Information about the Participants

For this study, sixty six participants were selected; one was a district education officer;- another the district inspector of schools, plus eight school administrators, twenty six teachers and thirty students from Kyenjojo District, Western Uganda

Table 2

Demographic Information about the Participants

Participants	Male	Female	Frequency	Percentage
D.E.O		1	1	2
D.I.S	1		1	2
Administrators	6	2	8	12
Teachers	16	10	26	39
Students	15	15	30	45
TOTAL	38	28	66	100

Source: Field Research Data, November, 2018

From the above information, it is evident that the number of male participants was higher than that of their female counterparts. Out of a total sample of 66 participants, the majority were Male (38) and the female participants were only 28.

4.1.2 Experience and Age

The ages of the two government officers, the district education officer, a female and the district inspector of schools, a male, were 35 and 60 years respectively. The two officers had a work experience of over 10 years in their job category and more than three years working in Kyenjojo District. On the side, the school administrators, they were eight in number, two female and six male. Their ages ranged from thirty five to forty and had worked in the school for over five years as administrators.

Table 3

Experience and age

Participants	Total	Age	Experience
D.E.O	1	35-60	Over 10 years
D.I.S	1	35-60	Over 10 years
Administrators	8	35-40	Over 5 years
Teachers	26	30-45	Over 2 years
Total	36		

Source: Field Research Data, November, 2018

The teachers at St. Joseph's Hill were twenty six of whom sixteen were male while ten were female. Their age bracket was between thirty to forty five and they had all taught in the school for more than two years. It was deemed necessary that, before a research sample was allotted, the different clusters of population were known.

4.1.3 Gender

As a parameter of this case study on in-service training programmes at St. Joseph's Hill Secondary School, the researcher sought to know the gender of research participants. The responses for the gender are presented in table 4.

Table 4

Gender of participants

Category	Male	Female	Frequency	Percentage (%)
D.E.O		1	1	3
D.I.S	1		1	3
Administrators	6	2	8	22
Teachers	16	10	26	72
Total	23	13	36	100

Source: Researcher, November 2018.

The data collected on the gender of the above categories; revealed that, out of a total sample of 36 participants, the majority were Male (23) while the minority were with female (13). This indicates that the female members of the local community (Kyenjojo District) are not enthusiastic in about participating in the educational venture. This is attributed to cultural discrimination towards females in modern education

4.1.4 Teachers' Professional Training

Data presented and analyzed under this section was collected through interviews and a desk review of the recruitment records in the office of the Head Teacher. Findings revealed that a higher percentage of teachers in St. Joseph's Hill (54%) hold a Bachelors' Degree in Education, 27% hold Diplomas, 12% have Masters, and 7% hold other qualifications.

Table 5

Teachers Qualifications

Qualification	Frequency	Percentage (%)
Diploma	7	27
Degree	14	54
Masters degree holders	3	12
Others	2	7
Total	26	100

Source: Researcher, November 2018

Additionally, this data reveals that most of the teachers in the school had the minimum professional qualification to teach in secondary school. However, the 27% who hold Diplomas justify the need for in-service training and the 12% who hold masters and 7% who hold other qualifications may raise the question of whether or not teachers in the school have had opportunity to go for more training apart from the initial qualifications they had at the time of recruitment which in a way may have a drastic effect on both teachers' and students' performance.

4.1.5 Teachers' Working Experience

In an attempt to know how many years the teachers have served the school, the researcher checked records in the office of the Head Teacher. This information was vital since it would imply that, if they had worked for some time, it can be expected that they had opportunity to attend in-service training programmes organized within and outside the school. The findings showed that the majority of the teachers, represented by 58%, had a working experience of below 3 years, 31% had between 3-5 years of experience in the school and those between 6-10 years had a percentage of 11%. There were no teachers who had stayed with the school for more than 10 years. This data in relation to the topic of study may reveal that if teachers have not stayed in the school for a long time, it may imply that they have not had much exposure to in-service training programmes organized within or outside the school. Another factor that may account for this anomaly is that the majority of the teachers at St. Joseph's Hill are fresh teachers from colleges.

Table 6

Teachers work experience

Work Experience	Frequency	Percentage (%)
Below 3 years	15	58
5 years	8	31
6-10 years	3	11
10 years and above	-	-
Total	26	100

Source: Researcher, November 2018

4.1.6 Demographic Characteristics of the Students

At the time of focus group discussion, it was imperative for the researcher to know the demographic cluster of the research participants. Their different dissections are presented in table 6. The researcher under this title describes the nature of students who participated in the study based on class, gender, frequency and percentages and below were the results.

Table 7

The Demographic Characteristics of the students

Classes	Frequency	Percentage (%)
Senior two	5	17
Senior three	13	43
Senior five	3	10
Senior six	9	30
Total	30	100

Source: Researcher, November 2018

The data presented in this section arises from the Focus Group Discussions that were conducted by the researcher. The purpose of gathering this data was to reveal the level of participation of the students in the study. The highest frequency of students who participated in the exercise came from senior 3, followed by senior 6, in the third place senior 2 and lastly senior 5. Classes that did not participate in the study were senior one (1) and the senior four (4) though in the initial target group the research had targeted all students.

Senior one on advice of the administrators were not considered because they were new in the school and did not have much information about the school and the nature of programmes organized for the teachers. Senior four (4) were not in the school by the time the study was considered because they had finished their Uganda Certificate of Education (UCE) exams. These figures revealed that the Focus Group Discussions had small numbers that made them manageable, flexible and convenient for collecting the necessary data for the study. It then became necessary to find out about the types of in-service programmes offered at St. Joseph's Hill Secondary School.

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

The research sought information from the participants about whether they were aware of the in-service training programmes which take place in the different schools of Kyenjojo District. The response affirmed the awareness of the research participants. On the same note, it was necessary to know the types of in-service training programmes and their terms of management.

Accordingly, the local government educational agents (District Educational Officer and District Inspector of Schools) from Kyenjojo District explained the different types of in-service programmes offered in their District. This section meant to find out the types of in-service training programmes taking place both within and outside St. Joseph's Hill Secondary School. The "Training programmes are there and as a government we facilitate that knowing that *sic* teachers need advance skills in teaching as the world too changes. These trainings are always necessary" (Field Data, January 20th, 2018). The research revealed that there are different types of in-service programmes which take place in the

different schools in Kyenjojo District; the different types of in-service programmes are instituted by the Ministry of Education and Sports but implemented by District Education Officer and District Inspector of Schools.

4.2.1 Capacity Development Courses

This research found out that the education office, in conjunction with school administrators organizes Capacity Development Courses for teachers. The Capacity Development Programme covers the teachers' code of service, customer care and the teachers-parents relationship (DEO, January 20th, 2018). This confirms that Kyenjojo District educational 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 know and monitor the in-service programmes and whether or not teachers enroll for such programmes. The specific concern for in-service training was meant to produce well informed teachers prepared for successful teaching in secondary schools.

This therefore confirms the view that in-service training is being considered a management initiative to bring about patriotism and increased motivation for teachers. The other aspect in general is about general facilities for teachers towards gaining the organizational fit. It therefore, became necessary to find out the views of teachers in regards to their quest for in-service training (Field Data, January 20th, 2018).

Another participant from the department of agriculture recognized during the interviews 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, how to

open projects within the school and practical ways of teaching agriculture (Teacher No. 4, February 10th, 2018).

In addition to the training in organic farming, another participant shared her experience that the District Education Office, in collaboration with schools, organized training on innovation in teaching and learning. The participant pointed out that, in the training they were taught how to use local materials, how to be creative and to make learning enjoyable and practical (Teacher No. 5, February 10th, 2018).

The different modes of doing it are ad hoc 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 including SESEMAT.

4.2.2 Secondary Science Mathematics Teachers' In-service Training Programme

In regards to the In-service Training Programmes offered to teachers, according to the participants [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 described in the Uganda Constitution. Failure of the government to keep on training teachers means failure for 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 teacher/tutor, instructor education and training department at the ministry. Such like SESEMAT, are sponsored by the government of Uganda. According to

the District Inspector of Schools, they sometimes organize regional seminars and workshops for teachers. This finding tends to agree with the Komakech and Osuu (2014) study on the SESEMAT programme as an effective tool in enhancing the quality of teaching and learning science and mathematics in secondary schools. The findings revealed that the SESEMAT programme is one of the in-service programmes in Uganda. The researcher therefore acknowledged that indeed, there are in-service programmes that are being offered by the government as well as other programmes that are organized by schools individually.

The Deputy Head Teacher mentioned, that 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 non-science teachers (Teacher No. 2, February 10th, 2018).

This information is related to the literature review which notes that 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 the government's educational concerns in collaboration with the Ministry of Education and Sports. The goal is to provide guidelines, coordination and regulation so as to 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.

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 for 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 made 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.

4.2.3 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, that the education office offers these programmes is 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 No. 1, February 11th, 2018).

Some of the in-service training programmes mentioned are being conducted in collaboration with the teacher/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 identified workshops and seminars as it is in SESEMAT, the participant also 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 (Field Data, February 12th, 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). The need for professional development of teachers varies between nations and regions or even particular schools.

4.2.4 Luigi Gisani Teachers' In-service Programmes

The in-service training programmes organized by Luigi Gisani Institute were a source of empowerment to Kyenjojo Secondary School staff members. The Luigi Gisani's team members have trained a number of 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 these are held with a greater frequency than 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 the sense of continuity and the possibility of 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.

4.2.5 Justice and Peace In-service Training

Furthermore, teachers are given opportunity 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 to be able to instill values of peace and justice within the school community (Teacher No. 2, February 12th, 2018).

Another teacher pointed out that he had an opportunity of also 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 to be able to instill values of peace and justice within the school community (Teacher D, February 12th, 2018). It is envisioned that a school (either government or private schools) impacts the 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 is in practice and is applied from time to time in different schools within Kyenjojo district.

4.2.6 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 which is owned by the Brothers and Priests of the Congregation of Holy Cross, places a very strong emphasis on the idea that Holy Cross education involves 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 Data, February 13th, 2018).

The research affirmed 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 need to be put into perspective before in-service training programmes are 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 serve a need which is ad hoc. A point in question is about how often the different types of in-service programmes are offered.

It then became necessary to find out about the contributions of in-service training programmes to teachers' service delivery.

4.3 Contribution of In-Service Training Programmes to Teachers' Performance

From the researcher's perspective, in-service training programmes offered to teachers are meant to add value to the teaching profession but if this does not take place, a point in question may arise as to why the school administration should invest in the 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 when giving directions to the school community. The administrators' roles include ensuring that teachers receive necessary skill development that empowers them with the potential for sound performance in their teaching career. School administrators' duties require the use of skills from in-service training programmes concomitantly. This situation puts them in position to see whether a particular training has added value to the life of a teacher and learners.

Additionally, while participating in this research, the school administrators pointed out the contribution with regard to the students' learning process. "Some teachers have also been motivated to become facilitators to their peers" (Administrator 2, February 15th, 2018). 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 both inside 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 requires patience and understanding, being available for the learners as well as 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 1, February 15th, 2018). The researcher’s comments on the research output sought to know; why teachers would take in-service training for granted. There is a probability that teachers don’t feel they have 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, they seem ineffective on the side of both teachers and students. For instance students have continued to perform poorly in sciences. Often, the teachers attend the trainings without focusing on professional improvement and the majority of participants in the in-service training programmes consider the exercise (in-service training) as a wastage of their time’ (Deputy Head Teacher 2, February 16th, 2018).

The participant was led to wonder at the fact that, despite the great effort made to train a teacher as a member of the science department, the 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 (Deputy Head Teacher 3, February 17th, 2018).

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. However, the trainings have been vital in helping them find ground in their profession. Some, however, 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 (Director of Studies 1, February 17th, 2018).

The participant during the interview was optimistic that though fruits of in-service training may not be visible at the moment, with time they shall be 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 benefits 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, February 18th, 2018). 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, February 17th, 2018).

One teacher, based 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, February 20th, 2018).

During the interviews, one participant, who got an opportunity to attend a seminar on marking and setting organized by the District Education Office 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, February 20th, 2018).

Another participant (Teacher No.15, February 21st, 2018) mentioned that as a result of 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. However, 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, February 22nd, 2018).

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 would think and plan for them from the same angle, but the trainings assisted her to 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, February 23rd, 2018).

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 instead of a teacher being motivated by grades and nothing else, Holy Cross education is meant to

produce a total person. That is, one educated intellectually and morally and who seeks to better the world he/she lives in (Teacher No. 21, February 23rd, 2018). He also stressed that training programmes have been vital in assisting teachers to prepare learners for both internal and external exams. Additionally, the participant also pointed out that from Luigi Gisani workshops teachers have learnt 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 and has thus facilitated creativity and innovation.

A close look at these contribution pointed out by various participants reveals that they are basically connected to teaching and learning. Out these, nothing much takes place. This begs the question, are these only needs of teachers?

The District Education Officer (DEO) expressed her disappointment with the impact of the in-service training Programmes like SESEMAT on the students and overall school's performance. The participant went further to explain that the key reason, for this is that most teachers are *ritual performers* in schools; some teachers, especially part-time teachers do not give exercises to students because they are always in a hurry to move to other schools. This denies them ample time for the learners (Field Data, January 20th, 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 six schools. So, no matter how many 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 in 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 presence in classes for lesson (Field Data, January 20th, 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 perspectives: that of the teachers and that of the students. Students, during the focus group discussions were asked to mention some positive contribution that would be made to their teachers 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, February 10th, 2018 [FGD]). 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 regarding the teachers' need for in-service training. It was emphasized 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, February 10th, 2018 [FGD]). The idea of the student No. 2 points out something crucial. Namely, 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, February 10th, 2018 [FGD]) cited the example of SESEMAT, a type of in-service training organized by the District Education Office for science teachers, and explained that these programmes have assisted teachers to learn more about revising and change of behavior. In relation to this, the participant felt that teachers in St. Joseph's Hill have learnt better ways of inspiring students to work hard, to conduct themselves well and also to look at education with a wider view that not only concentrates on grades but life in general (Student No.3, February 10th, 2018 [FGD]). From the perspective of the participant, it is SESEMAT that has improved revision as well as facilitating behavioral change in both teachers and students. How it has done so is one thing that still 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, February 11th, 2018 [FGD]). The participant further explained that teachers in St. Joseph's Hill have learnt to listen to students as well as to value them 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 are following the syllabus like never before (Student No. 13, February 11th, 2018 [FGD]).

It is through in-service training programmes that teachers have an opportunity to learn techniques of collaborative marking and reviewing of students' assignments (Student No.22, February 12th, 2018 [FGD]). 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, February 12th, 2018 [FGD]).

In-service training is one of the many avenues through which teachers learn from one another. The student acknowledged that the 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, February 12th, 2018 [FGD]).

One participant pointed out that in-service training programmes may assist teachers to 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 No. 9, February 12th, 2018 [FGD]).

In another group discussion with the participant from senior 3, one student acknowledged that in-service trainings can assist teachers to acquire more skills in approaching and answering questions (Student No.10, February 12th, 2018 [FGD]). In addition to this, one student added that the reason why they have been failing exams is that 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, February 12th, 2018 [FGD]). 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 so 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 there can be more of them on a regular 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 on the organizers of such training. Demanding that they improve on the contents of what they want to offer and avoid repetition of contents. It then became necessary to find out about the effectiveness of in-service training programmes on teachers-students supervision.

The findings revealed outcomes like 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, Ghumman 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 shows 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 intended to be met through execution of training sessions. It includes programmes like INSET, SESAMAT, Pliancy, and Luigi among others. There needs to be provision for interaction among trainees (teachers).

The research study, however pointed out that contribution 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 made 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 that the reasons for this have 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 are accompanied by enormous outcomes. All the positive outcomes are meant to improve on teachers' performance. However, non-significant impact comes about because of the following reasons:

1. emphasis on functional responsibility of teachers while in class;
2. a lack of teachers' professional traits as a result of overemphasis on specific the teaching of subjects being teachers' career (s) as opposed to teachers' holistic formation of trainees, e.g., as partly done by the Brothers of the Congregation of Holy Cross;
3. lack of consistency of teachers' performance;

4. 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 in improving teachers' performance. A special concern was about teachers' capabilities in supervision.

4.4 Effectiveness of In-service Training Programmes in Teachers' Supervision

The researcher under this section wanted to find out the extent to which in-service training programmes have contributed to effective supervision among teachers in St. Joseph's Hill. Below were the views of the various participants generated from interviews and Focus Group Discussions. What are the types of in-service training programmes provided at St. Joseph's Hill a private Secondary School in Kyenjojo District?

The participant pointed out that despite the trainings that the school organizes, teachers still work only when an administrator is present. The participant expressed his disappointment since this kind of attitude is not good at all and in fact demotivates the administration who are the organizers of the in-service training programmes (School Head Teacher, February 14th, 2018).

Administrator No. 2 (Deputy Head Teacher 1) had views which differed from those of the previous participant. He mentioned that, in terms of co-curricular activities during which teachers are expected both to participate as well as to supervise learners, teachers who love certain activities are the ones who attend while others generally don't. Students' supervision in a school environment touches all aspects.

The third participant during the interviews pointed out that, “Supervision becomes visible when teachers are required to do so but after that nothing is visible” (Administrator No. 3, February 13th, 2018). He went ahead to explain that it is not clear why fruits connected to effective teacher supervision among teachers are not yet visible despite the large amounts of money each year the administration invests in organizing in-service training programmes.

Another Administrator No. 4 (Deputy Head Teacher 3) not differing much from the previous administrators’ views explained that, “from the weekly reports one notices that there is still a gap in supervision despite trainings taking place and this is based on the fact that some teachers are not yet responsible” (Administrator 4, February 14th, 2018). The researcher reflecting on the view of the participant wonders why teachers despite the good trainings they receive continue to be irresponsible. The field research data therefore reveals that the teachers’ in-service training is operational but its instrumentality is not tallying with the training needs as expected by the trainees and the school administrators.

One teacher recognized the fact that in-service training programmes are meant to make teachers better in their profession but the attitude and personality of a particular teacher plays a significant role when it comes to teacher supervision (Teacher No. 1, February 19th, 2018). Some teachers, whether they underwent in-service training or not, do not need reminders when on duty, whereas others, no matter how many trainings they have undergone, remain poor in supervision. Thus, teachers can now proactively perform without intervention of school administrators. Otherwise it may not serve the purpose if teachers will continue to depend on their administration for operational directives.

Another teacher pointed out that, as a result of in-service training programmes she has attended, her involvement and participation in co-curricular activities has greatly

improved (Teacher No. 2, February 16th, 2018). She went ahead to state that, “Being with the learners in every moment of the school programmes makes sense to me nowadays and supervision of these activities has also improved.” Therefore, the researcher concluded that indeed teachers must take the first step to be accountable and dedicated to their work with none or minimal supervision.

One participant pointed out that in-service trainings have imparted a sense of responsibility in him (Teacher 3, February 13th, 2018). The teacher expressed that, from the trainings he has learnt extra skills in conducting supervision in school with understanding and concern for the entire school learning environment and other teachers as a result of in-service training, are now able to give feedback to learners. Some teachers claimed that it’s true some of their colleagues sometimes have to be supervised for them to do their work but there are some who don’t need such supervision.

One of the cluster groups from the field research data explained that from the various trainings organized by the school, teachers of St. Joseph’s Hill can now organize supervised exhibitions in school (Teacher No. 22, February 23rd, 2018). The participant highlighted that supervised exhibitions is a new thing within the school and teachers who are behind the project picked the zeal from the trainings. Another participant commented that various workshops on exam setting and marking introduced some teachers to good practices in exam supervision and St. Joseph’s Hill as a school today has some teachers who are now good in exam supervision and as a result of that, exam malpractices have reduced in the school. The teachers feel that they are more responsible than before compared to other years and all this is a result of the in-service programmes. On the other part, the district educational officer regretted that most teachers don’t practice what they are being taught at the workshops.

In relation to exam supervision, one participant highlighted that as a result of learning new ideas about supervision which some teachers have implemented, teachers now brief students before the exams, they prepare them well and help learners in ways they can deal with exam fever which has greatly improved exam supervision (Teacher No. 24, February 23rd, 2018).

From another perspective, one participant mentioned that ever since teachers started taking in-service training seriously, they are now more involved in the daily life of the students i.e., co-curricular activities (Teacher No.25, February 23rd, 2018). The participant went ahead to point out that teachers have even gone an extra mile to start mentorship programmes meant to mold students into better citizens.

The participant explained that most teachers do not practice what they learn from in-service programmes and so supervision is still a challenge to teachers. However, she appreciated the effort of agricultural teachers in some schools who have really supervised their students both in class and outside class especially by taking students to participate in garden work (DEO, January 20th, 2018).

The participant was clear that supervision of students by teachers is not effective and some teachers especially in government schools need to be supervised by Head teachers before they can provide supervision to students (District Inspector of Schools, February 20th, 2018). This view of the participant concurs with some school administrators who had mentioned during interviews that despite the trainings administrators need to make constant reminders plus moving around the school to see whether teachers are carrying out their

respective assignments. But what the participant did not explain is the reason teachers lack sense of self-motivation and zeal in all they do.

Among the students, one participant shared that as a result of in-service training done by teachers, relationship between teachers and students has improved. The participant based this on the fact that, previously some teachers used to use a lot of force in ensuring that things get done in the school which in a way had portrayed supervision as harassment. Teachers through the trainings are able to learn ways of doing supervision that may not look as if it is law enforcement (Student NO.4 February 10th, 2018 [FGD]).

Another participant highlighted that as a result of in-service training, teachers now take follow up and feedback seriously (Student No.6, February 10th, 2018 [FGD]). Furthermore, follow up by teachers is one thing that lacked in the school with some teachers working just to be paid and leave which was not good at all. From the perspective of the participant, teacher supervision calls for follow up and giving feedback about what is transpiring in the school.

Connecting supervision to school activities, a participant explained that as a result of in-service training, teachers in St. Joseph's Hill now organize supervised exhibitions most especially in the science department. For example, the department for agriculture has assisted students to come up with agricultural projects within the school under the supervision of a teacher. In addition to agricultural projects, some teachers have started mentorship clubs which have eased students' supervision (Student No.8, February 10th, 2018 [FGD]).

Listening and critically trying to understand the participant, it was not fully clarified whether all that is happening is a result of in-service training or other factors are behind the

changes. In the area of examination, the last participant stated that there is a great change in the way exams are set and supervised. Teachers now take time to prepare students for the exams and during the exams period some teachers give due attention to the entire exercise which has reduced exam malpractices in the school (Student No. 9, February 10th, 2018 [FGD]).

The question as to why exam malpractices were happening in the past remains unanswered and one cannot easily conclude that it is basically in-service training that has led to this change witnessed in the school.

A participant pointed out that in-service training has ability to improve learners' supervision by teachers if teachers learn how to give advice to students. The participant went ahead to mention that one of the challenges that they face as students is failure by teachers to learn better ways of giving advice to students but through in-service training, teachers have an opportunity to achieve this dream (Student No.10, February 10th, 2018 [FGD]).

Another participant pointed out that through in-service trainings, teachers learn better ways of how to organize good student discussions. The participant emphasized the fact that students' learning depends on a number of factors and the ability of students to have good discussions under the guidance of teachers. Good discussions call for good supervision from teachers which sometimes is lacking and this can only be addressed by in-service training (Student No. 12, February 11th, 2018 [FGD]).

The previous participant highlighted that in addition to teachers learning how to organize discussion groups for students, teachers learn more ways of becoming more involved in students' lives both within the classroom and outside and this is what supervision is all about (Student No.13, February 11th, 2018 [FGD]). From the perspective

of the participant, in-service training programmes, if embraced well and with an open heart, can improve teachers' supervisory skills.

Teacher-Student supervision requires both teachers and students to be aware of the value of consultation. From the explanation, teachers' service which entails supervision in the school has failed to bear fruit because some students have not yet seen the value of consultation (Student No. 16, February 11th, 2018 [FGD]). Accordingly, sometimes teachers are available for consultation but some students do not take the initiative to consult and the blame is passed on the teachers. This therefore shows that teachers are not in solidarity with the reality on the ground as regards to students' progress.

Furthermore, another participant explained that as a result of in-service training programmes, some teachers have become more supportive in co-curricular activities (Student No.17, February 11th, 2018 [FGD]). The participant went ahead to explain that this change in perspective can only be attributed to in-service training programmes because previously some teachers could not even bother to attend co-curricular activities.

The only way teachers can gain more tactics in supervising students is through regular attendance of in-service training programmes organized both within and outside the school (Student No. 21, February 12th, 2018 [FGD]). The research reveals that learning does not end, but it seems that some teachers find attending training time consuming. This denies them an opportunity to learn more tactics in supervising students. On the same note, teachers who have had opportunities to attend trainings have even improved their coordination skills about involvement in school activities and some teachers do collaboratively plan with their students.

Another student pointed out that as a result of teachers attending in-service training facilitated by the Congregation of Holy Cross, students' response to the dress code has improved greatly (Student 22, February 12th, 2018 [FGD]). An emphasis was made on ways of enforcing supervision among the students without necessarily having teachers taking the monitoring. Ad hoc monitoring of students by teachers had previously affected compliance with the dress code but as a result of in-service training teachers now supervise students by being role model.

During the field data collection, the discussions relayed some information that supervision is not about teachers following up with whatever students are doing, it requires teachers to learn more on how to share knowledge with students. This implies that teachers need to be involved in every school activity so as to play an oversight role in the school (Student No.23, February 12th, 2018 [FGD]). The students acknowledged that sometimes there is lack of supervision on the side of the teachers that denies students a sense of direction. Also he emphasized that trainings have not covered much on the theme of supervision. Remarks by Kiambia (2011) puts teacher-student effective supervision as an instructive measure that ought to be offered by overall schools' management. This affirms that effective supervision comes about through a number of measures, that is, management in totality (policies, school administrators, teaching and support staff) and thereby providing motivation unto organizational citizenship.

The findings from the field especially from the school administrators, DEO, DIS and some students revealed that, supervision is still poor despite the numerous trainings. One participant had mentioned that supervision at times becomes only visible when teachers are required by administration or when an administrator is present. The DEO mentioned that,

teachers don't practice what they learn. These findings in summary try to point out that INSET programmes have not been effective in bringing about students' supervision. These findings correspond to the findings of Gunawardhen (2011) whose findings had revealed that INSET programmes had not had much effect on teacher skills and improvement.

In conclusion, the following remarks can be noted. The claim that in-service programmes have helped teachers since they address a number of issues and not only one issue is not correct as to teaching being a call for many. Teachers are expected to be responsible and take the front line in fulfilling their duties without supervision. The students on their side projected how such workshops and seminars can profit their relationship with teachers, make them enjoy classes, especially the sciences, help teachers to be more vibrant and enjoy helping the students. In summary the teachers have been blamed for not having dedication in their duties. Responsibility has featured a lot from the participant and it is high time the authorities should weed out such teachers.

It was then befitting to find out on the impact of teacher's educational instruction (s) on student's performance.

4.5 The Impact of Teachers' Educational Instruction on Students' Performance

The researcher sought to find out whether there is congruence between the teacher performance accruing from in-service training and students' performance unto students' academic performance. The first participant among administrators was disappointed by what is happening in the school. As administrators, they have continued to invest in teachers while aiming at achieving excellence in the school performance but from the side of the students nothing much has improved in their performance (Filed Data, February 25th, 2018). The

participant however was not sure whether the lack of improvement on the side of the students is to be blamed solely on factors which have not been established.

The second participant however explained that students' performance, if viewed from another perspective, has actually improved. For instance, students' response to school activities like liturgy, manual work, and response to the bell has grown (Administrator 2, February 17th, 2018). From the perspective of the participant, students' performance in those areas has improved but there may be a question as to what encompasses performance. This is what is not clear, because some focus on grades in exams while others focus on the entire life of the students.

Another administrator, explaining how teacher performance as a result of in-service trainings has boosted students' performance, pointed out that SESEMAT trainings attended by science teachers have assisted in changing attitudes of students towards science subjects. In addition, pre SESEMAT exams have gained much acceptance from the side of the students (Administrator 3, February 17th, 2018). The participant based his position on previous years where students did not love doing science subjects because they had a perception that they are reserved for the geniuses and this is what SESEMAT training has managed to deal with.

The last participant under this section, argued that, at the moment, it's quite hard to evaluate the contribution of in-service training on students' performance. This is because training sometimes takes time to cause change that can be transferred to students, because some teachers do not love their profession and if this is the case, how will they bring about improved performance among the students (Administrator 4, February 17th, 2018). From the

views of the participant, it is still hard to say students' performance has improved because of in-service training of teachers.

A teacher explained that, prior to workshops, there was little follow up on the academic performance of the students, but, as a result of in-service training, teachers are now keener to follow up. They have also taken a step by encouraging students to work hard and where possible, teachers are now more available for consultation than never before (Teacher No. 20, February 21st, 2018).

A participant pointed out that, as a teacher, her involvement and participation in co-curricular activities, like sports, has improved performance in these programmes (Teacher No. 21, February 24th, 2018). The participant explained that in-service training opened her eyes to see that students' performance calls on a teacher to be involved in every cycle of the students' learning process. This has facilitated academic performance in national and internal school examinations. Related to this, is a sense of self-motivation that students have embraced, for instance, revising and discussing among themselves.

Another participant learnt from the in-service training programmes the value of team work in promoting students' performance. The participant explained that students now are performing well with the best in senior 2 having an average of 96%. Each teacher on duty takes the initiative of inviting others to assist during exams preparation (Teacher No. 24, February 22nd, 2018). This kind of attitude has promoted team work in learning, making teaching easy and enjoyable. Teachers have also learnt alternative methods of correcting students, for instance assigning a task instead of corporal punishments that tend to affect students' performance.

One participant attested that from the in-service training programmes like the workshops facilitated by Luigi Gisani and by the Brothers of Holy Cross, the participant realized the value of leading by example when it comes to supervision within the school. From the perspective of the participant, leading by example has brought a sense of awareness that one is watching and learning from what a teacher does (Teacher No. 23, February, 2018). The participant mentioned that skills gained from in-service training programmes, especially on the theme of how to deal with students have helped teachers be more available for consultation by learners thereby motivating them to do their best. Apart from that, the participant explained that, at least now, students have learnt the purpose of being in school.

A participant during the interviews mentioned that from the trainings she has learnt how to prepare students well in advance before exams which has reduced tension and exams fears among students (Teacher No. 10, February 22nd, 2018). The participant went ahead to explain that prior preparation has made students more focused on their performance.

One participant pointed out that, as a result of in-service training programmes organized both within and outside the school, the participant has learnt as part of supervision to make expectations clear and communicating acceptable behavior for the students. The participant went ahead to explain that one reason why students' performance was poor in the school was because expectations for both teachers and students were not clear. Students would just stick to the syllabus without being prepared in what is expected of them in a particular subject (Teacher No. 17, February 22nd, 2018).

A participant quoted the example of SESEMAT workshops that encouraged teachers to form SESEMAT groups in schools. Using knowledge from the trainings assisted the

participant in designing and supervising science clubs in St. Joseph's Hill. The participant went ahead to explain that as a result of this experience, numbers of those doing sciences have gone up and performance in practical papers has improved because of motivation from teachers. (Teacher No. 18, February 19th, 2018).

Studying the nature and attitudes of learners towards certain school activities has eased supervision as one participant pointed out. The participant further explained that understanding attitudes has assisted the school to come up with various ways of motivating learners to be actively involved in all school activities and from the side of the teacher, a participant explained that a sense of maturity among students in growing for instance they form discussion groups where they seek guidance of teachers (Teacher No. 18, February 27th, 2018).

One participant from the agricultural department, who had attended workshops on organic farming, learnt practical ways of teaching agriculture. The participant explained that as a result of the trainings, agricultural projects have been opened in the school which keep students busy and more focused on their studies both outside and inside the classroom (Teacher No. 19, February 19th, 2018). This, from the perspective of the participant, has also boosted performance in agriculture.

One of the peers differed from previous participants who had mentioned that in-service training has boosted performance among students. The participant strongly pointed out that this has not yet been fully realized in the school because of the teacher-student ratio. The participant explained that the number of students compared to that of teachers is very high which denies students enough attention that could have boosted their performance. Apart from this the participant also mentioned that acquisition of a skill depends on the

frequency of the programme and the openness of the recipient to content presented but some students are not yet fully open to academics (Teacher No.11, February 24th, 2018).

Teachers on the other side gave a promising feedback about how they are improving after attending such programmes. They mentioned how they are available for consultations with students, the startup of team work and how students are prepared for exams.

The participant pointed out that in-service trainings have led to improvement in Agriculture teachers' performance and this has at least helped students to improve their performance in agriculture as a subject. The participant wanted to compare previous years, when in-service training was not much centered on agriculture, with the current trend where the office has organized programmes purposely for agricultural teachers (Field Data, January 20th, 2018).

Though the previous participant recognized that in-service training has led to improvement in performance of agriculture as a subject, the participant pointed out that in-service training has not affected students' performance positively because teachers have not yet put much effort in attending in-service training programmes like seminars, workshops and SESEMAT (Field Data, January 20th, 2018). However, the participant did not shed more light on why teachers do not put much effort in attending the trainings.

The researcher, while in a focus group discussion asked students how the in-service training programmes provided to teachers have boosted their performance. The following are their responses. The first participant pointed out that in-service training programmes are about learning more about how to interact with learners. It's also about teachers' daily interaction with students as a means to boost students' performance (Student No.1, February

10th, 2018 [FGD]). The participant went ahead to explain that students' levels of public speaking have improved as well.

Another response was that, as a result of teachers' exposure to trainings, teachers learnt how to orient students for learning outcomes (Student No. 2, February 10th, 2018 [FGD]). Student examination preparation approach was not previously done well which affected overall performance. It has been attested that after the teachers' in-service training workshops, there was an improvement based on students' exam approach that eventually led to an improvement in students' performance.

Additionally, participants' views were that, as a result of teachers' exposure to in-service training programmes like SESEMAT, their ability to explain and handle difficult topics has improved. They can now explain well to students who come for consultation (Field Data, February 24th, 2018). Because of teachers learning the art of explaining subject content with confidence and skill, students' performance in exams is improving as well as their ability to explain to their fellow students.

While in attendance at teachers' in-service workshop(s), emphasis is put on content management with regards to learning preparedness for students. Specifically, for such areas like setting and marking of examinations, teachers are taught how to present content to students. "At St. Joseph's Hill, teachers who have undergone the in-service training programmes are facilitating students on questions and answer approach" (Student No. 4, February 10th, 2018 [FGD]). The participant went ahead to explain that previously the rate of failure in exams among students was high because students did not know how to approach questions but with teachers' now taking time to explain what is expected of a

student, performance has improved. This therefore shows that there is good output and teachers' motivation after undergoing the in-service training workshops.

Another derivative for students' successful performance is a result of motivation and encouragement of students by teachers. For example, a number of mentorship clubs have been opened in the school as an initiative of teachers who have undergone the in-service training programmes (Field Data, February 24th, 2018). The participant explained further that in-service training for teachers has not only motivated teachers in their profession, but students as well, who are benefiting from teachers through receiving daily encouragement to work hard. This has boosted their performance in all school activities for instance co-curricular activities. In conclusion, another participant pointed out that as a result of in-service training by teachers, time management of both teachers and students has improved, as well as their response to school programmes (Field Data, February 25th, 2018). The participant mentioned that prior to in-service training; there was a kind of negative attitude and lack of zeal in attendance to school programmes. Certain activities would start late because of poor time management and this had also affected the way students utilize their time in school but all this has improved. Students attend activities not because they are mandatory but because they see them beneficial to their lives.

The findings from the administrators reveal that the administrators are in wonderland asking themselves why they spend a lot of money to take teachers to such seminars yet there is no improvement from students. It is a concern from the administrators, especially when they see their students' performance deteriorating day in day out.

Some administrators mentioned that students' performance in St. Joseph's Hill continues to be poor despite the holding of in-service training programmes. But from the

perspective of teachers who teach sciences, programmes like SESEMAT have led to an increase in number of those doing sciences and an improvement in agriculture. However, from the perspective of the District Inspector of Schools nothing much has been achieved from INSET programmes related to academic performance because teachers have not put in much effort in attending INSET programmes.

It is definite that the performance of a secondary school depends on how effective teachers can be in monitoring and evaluation of the school's operations including "students' supervision by teachers." For example, use of instructional materials (Shuaibu, 2016) is considered a blessing in African context. Students' supervision needs to be considered as a responsibility of corporate leadership. Effective leadership capabilities need to be considered as achieved not through a one off training but as a continuous training programme.

Furthermore, teachers' in-service training serves to develop teachers for functional performance in regards to their respective discipline. However, students' performance in a school and particularly, in a private secondary school requires multi-disciplinary measures. Also, performance of teachers and therein, students requires teachers' continuous formation. For teachers to impact on overall students' performance requires continued appreciation of organizational behavior and collaborative management of a school as an educational entity.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary, conclusion and recommendations drawn from the findings of the study of in-service training and teachers' performance in St. Joseph's Hill Secondary School in Kyenjojo District, and areas for further research.

5.1 Summary of the Research Study

This study has examined the contribution of in-service training programmes to teachers' performance in St. Joseph's Hill SSS, Kyenjojo District. On inquiring about the types of in-service training, the participants mentioned the following as the types of in-service training: Secondary Science Mathematics Teachers (SESEMAT), Uganda Science Education Programmes (USEP), Capacity Development Courses (CDC), Luigi Gisani In-service Training, Workshops and Seminars organized by Brothers of the Congregation of Holy Cross and Peace and Justice In-service Training organized by the Diocese of Fort Portal.

Secondly, participants' responses to question of the contribution of in-service training on teachers' performance were as follows: the training has helped teachers to improve on their schemes of work, their lesson planning, and their relationships with fellow teachers, the students and their parents; time management and classroom control, have also improved; the programmes have motivated some teachers to become INSET facilitators; they have boosted teachers' confidence and teachers acquired skills in marking and setting

of exams. However, the same study observed that some teachers took INSET programmes for granted.

Thirdly, participants' responses in regard to how effective the training programmes for teachers on students' supervision included the following: teachers are performing well in supervising students during preps, group discussions, and in co-curricular activities. However, teachers are still effective mostly when administrators are present and, without administrators, teachers do not work on their own and need to be reminded constantly by the school administrators. Additionally, some teachers only work to be paid and they do not practice what they learn from the training.

On inquiring about how teachers' performance affects students' performance, the research discovered that performance of students in science subjects has continued to be poor with the exception of a slight improvement in agriculture as a subject.

5.2 Conclusions

The researcher has a number of observations to make. According to research objective one, it was found that there are different forms of in-service training going on both within the school and outside the school and that these include SESEMAT, USEP, and CDC as well as others. However, their frequencies are only once or twice in a year which denies teachers from having frequent training.

The research also showed that many teachers do attend in-service trainings but their impact is not reflected back in their classroom. Research also found out that most teachers are ritual performers, in the sense that they do not practice what they study during the training programmes and therefore they simply go to attend as a part of school programme.

In regards to effectiveness of teacher's supervision, the research finding can be studied in light of the conclusion 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 make constant reminders when something needs to be done.

In exploring the impact of in-service training on students' performance, the study concludes that despite the exposure of teachers to in-service training programmes like SESEMAT, USEP, CDC, 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.

5.3 Recommendations of the Study

Based on the major findings of this study, this current study recommends the following:

5.3.1 Teachers

In regards to teachers' in-service training and stakeholders, specific players such SESEMAT, the Holy Cross Congregation and others need to design programmes tailored to the particular needs of a particular school conceived after a comprehensive training needs assessment. According to the findings, some of the teachers cried foul on the organizers of such training who need to improve on the contents of what they want to offer and avoid

repetition of contents. It then became necessary to find out about the effectiveness of In-service training programmes on teacher-student supervision.

5.3.2 School administrators

School administration should create and equip departments for needs assessment and, in particular, staff development. Their role will be to research and recommend particular needed trainings. On the other side, school administrators need to do more motivation management as one of the tools to boost teachers' performance. This is a requirement for on-going evaluation and assessment of the impact of in-service training programmes on teachers' performance. This should be done in a participatory way.

As regards in-service providers, they should design training programmes and discuss with school administrators the 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.

5.3.3 Students Leaders

There is also a need to organize in-service training for student leaders because their actions have also have an impact on students' performance.

5.3.4 The Ministry of Education and Sports

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 in government and private schools. Additionally,

Ministry of Education and Sports should design particular training programmes that cater for the particular needs of individual subjects so that teachers of arts subjects may also benefit.

5.4 Areas for Further Research

- i. A study also needs to be conducted on the role of District Education Officers in the promotion of effective supervision for secondary school performance.
- ii. A study should be done on the current gaps in teacher training and their impact on the quality of teachers in the field.
- iii. Research need to be done on what can make in-service training both fruitful in the life of teachers and visible to the administrators of St. Joseph's Hill secondary school.

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APPENDICES

Appendix 1: Letter to the Head Teacher of St. Joseph's Hill

BR. ACHANA MORRIS, CSC,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA,

NAIROBI, KENYA.,

Dear sir/Madam, Rev, Br

RE: RESEARCH VISIT TO YOUR SCHOOL

I am a post graduate student from the Catholic University of Eastern Africa. I am currently carrying out a study on the influence of in-service training on teachers' performance: A case Study of St. Joseph's Hill Kyenjojo District.

I have identified your school as a research are of study and wish to request for an opportunity to administer interviews with your administration, teachers and students. The information to be gathered in this study is for academic purposes and information that will be shared with me will be treated with utmost confidentiality.

Your assistance will be highly appreciated

Thank you for your cooperation

Yours faithfully,

Br. Morris Achana, CSC

Research student

Appendix 2: Letter to the District Education Officer Kyenjojo District

BR. ACHANA MORRIS, CSC,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA,

NAIROBI, KENYA.

Dear sir/Madam,

RE: VISIT TO THE DISTRICT EDUCATION OFFICES

I am a post graduate student from the Catholic University of Eastern Africa. I am currently carrying out a study on the influence of in-service training on teachers' performance: A case Study of St. Joseph's Hill Kyenjojo District.

In this study, I intend to conduct interviews with school administrators of St. Joseph's Hill, teachers, students and at the district education office level am targeting the District Education Officer plus the District Inspector of School. The information to be gathered in this study is for academic purpose and information that will be shared with me will be treated with utmost confidentiality.

I request for your cooperation during this entire exercise.

Thank you for your cooperation

Yours faithfully

Br. Morris Achana, CSC

Research student

Appendix 3: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER

Section A: Types of In-service programmes provided by the Education Office in Kyenjojo

1. Does your office provide/organize any in-service training programmes for teachers in the district?
2. Can you mention some of the in-service training programmes offered to teachers?
3. How frequent do these programmes take place in the District?
4. When are in-service training programmes organized in the district?
5. Are there any user-fee charged for attending the in-service training programmes?

Section B: Contribution of in-service training programmes to teachers' performance in the district

6. What contributions do in-service training programmes add to teachers' performance in the District?

Section C: In-service training programmes and effective student supervision

7. How effective have in-service training programmes been in promoting effective student supervision in schools in the district?
8. How does the education office ensure that in-service training programmes promote effective students' supervision?

Section D: How teachers' performance affect students' performance in the district?

9. How does teachers' performance affect students' performance in the district?

Appendix 4: Interview Guide for Inspector of Schools

Section A: Types of In-service programmes provided by the Education Office in Kyenjojo

1. Can you mention some of the in-service training programmes which the education office organizes for schools in the district?

Section B: Contribution of in-service training programmes to teachers' performance in the district

2. What contributions do in-service training programmes add to teachers' performance in schools?

Section C: In-service training programmes and effective student supervision

3. How effective are in-service training programmes in promoting effective student supervision in schools in the district?
4. How does your office ensure that in-service training programmes promote effective students' supervision?

Section D: How teachers' performance affect students' performance in the school?

5. How does teachers' performance affect students' performance in the school?

Appendix 5: Interview Guide for School Administrators

Section A: Types of In-service programmes provided by the Education Office in Kyenjojo

1. What kind of in-service training programmes does the school administration organize for teachers?
2. How frequent do these programmes take place in school?

Section B: Contribution of in-service training programmes to teachers' performance in the district

3. What contributions do in-service training programmes add to teachers' performance in the school?

Section C: In-service training programmes and effective student supervision

4. How effective have in-service training programmes been in promoting effective student supervision in schools?
5. How does your office ensure that in-service training programmes promote effective students' supervision?

Section D: How teachers' performance affect students' performance in the school?

6. How does teachers' performance affect students' performance in this school?

Appendix 6: Interview Guide for Teachers**Section A: Types of In-service programmes provided by the Education Office in Kyenjojo**

1. What kind of in-service training programmes does the school organize for teachers?
2. How frequent do these programmes take place in school?

Section B: Contribution of in-service training programmes to teachers' performance in the district

3. What contributions do in-service training programmes add to teachers' performance in the school?

Section C: In-service training programmes and effective student supervision

4. How effective have in-service training programmes been in promoting effective student supervision in the school?
5. As a teacher what have you done to ensure that in-service training programmes you have attended promote effective students' supervision?

Section D: How teachers' performance affect students' performance in the school?

6. How does your performance as a teacher affect students' performance in this school?

Appendix 7: Focus Group Discussion Guide for Students

**TOPIC: IN-SERVICE TRAINING PROGRAMMES AND THEIR INFLEUNCE ON
TEACHERS' PERFORMANCE IN ST.JOSEPH'S HILL SSS-KYENJOJO
DISTRICT, UGANDA**

Name of the Researcher: Achana Morris, CSC

This study is purely for academic purposes and it's in partial fulfilment of an award for a Master's Degree in Education Administration and Planning. I am interested in your opinion regarding the above mentioned topic. You will be asked to answer a few questions and your answers will be recorded for further use in finalizing this study. If there are any questions posed to you during the study that cause discomfort or embarrassment or feel are infringing on your privacy, you are free not to respond.

Participation in this study is voluntary and participants remunerated for participating in the study.

Participant's Consent:

I understand the nature of this study and agree to participate.

Participant's Signature

Date

Section A: Demographic information of Participants

Number of FGD Participants:

Class of Participants:

Number of Male Participants:

Number of Female Participants:

Focus Group Discussion Guide

Section A: Types of In-service programmes provided to teachers in the school

- a) If you are to recommend training programmes which programmes would you recommend for your teacher?

Section B: Contribution of in-service training programmes to teachers' performance

- b) What contributions do in-service training programmes add to teachers' performance in the school?

Section C: In-service training programmes and effective student supervision

- c) As a student do you think in-service training for teacher improves students' supervision?

Section D: How teachers' performance affect students' performance in the school?

How does the performance of a teacher affect your performance as a student?

Appendix 8: Consent Form**TOPIC: IN-SERVICE TRAINING PROGRAMMES AND THEIR INFLEUNCE ON TEACHERS' PERFORMANCE IN ST. JOSEPH'S HILL****Name of the Researcher: Achana Morris, CSC**

This study is purely for academic purposes and it's in partial fulfillment of an award for a Master's Degree in Education Administration and Planning. I am interested in your opinion regarding the above mentioned topic. You will be asked to answer a few questions and your answers will be recorded for further use in finalizing this study. If there are any questions posed to you during the study that cause discomfort or embarrassment or you feel are infringing on your privacy, you are free to not to respond.

Participation in this study is voluntary and participants remunerated for participating in the study.

Participant's Consent:

I understand the nature of this study and agree to participate.

Participant's Signature

Date

Appendix 9: Copy of CUEA Research Authorization Letter



THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

CUEA/DVC-ACAD/FOE/PGSE/Research/001/Nov2017

Date: 7th November, 2017

The Head teacher,
St. Joseph's Hill Secondary School,
Kyenjojo District,
Western, Uganda.

Dear Sir/Madam,

RE: MORRIS ACHANA

REG. NO. MED/1028075

I am writing to introduce to you **Morris Achana** who is a final year Masters of Education Degree student with specialization in Educational Administration and Planning at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist him to accomplish his academic research requirements.


Morris has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/thesis submitted during the final year of studies.

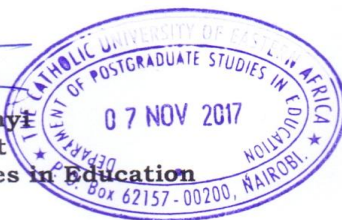
Accordingly, Morris's research proposal has been approved. He will conduct research on the following topic:

“In-Service Training Programmes and their Influence on Teachers' Performance in A Private Secondary School in Kyenjojo District, Western Uganda.”

Thanking you in advance for any assistance you give to Morris.

Sincerely,




Fos

Dr. Marcella Momanyi
Head of Department
Postgraduate Studies in Education

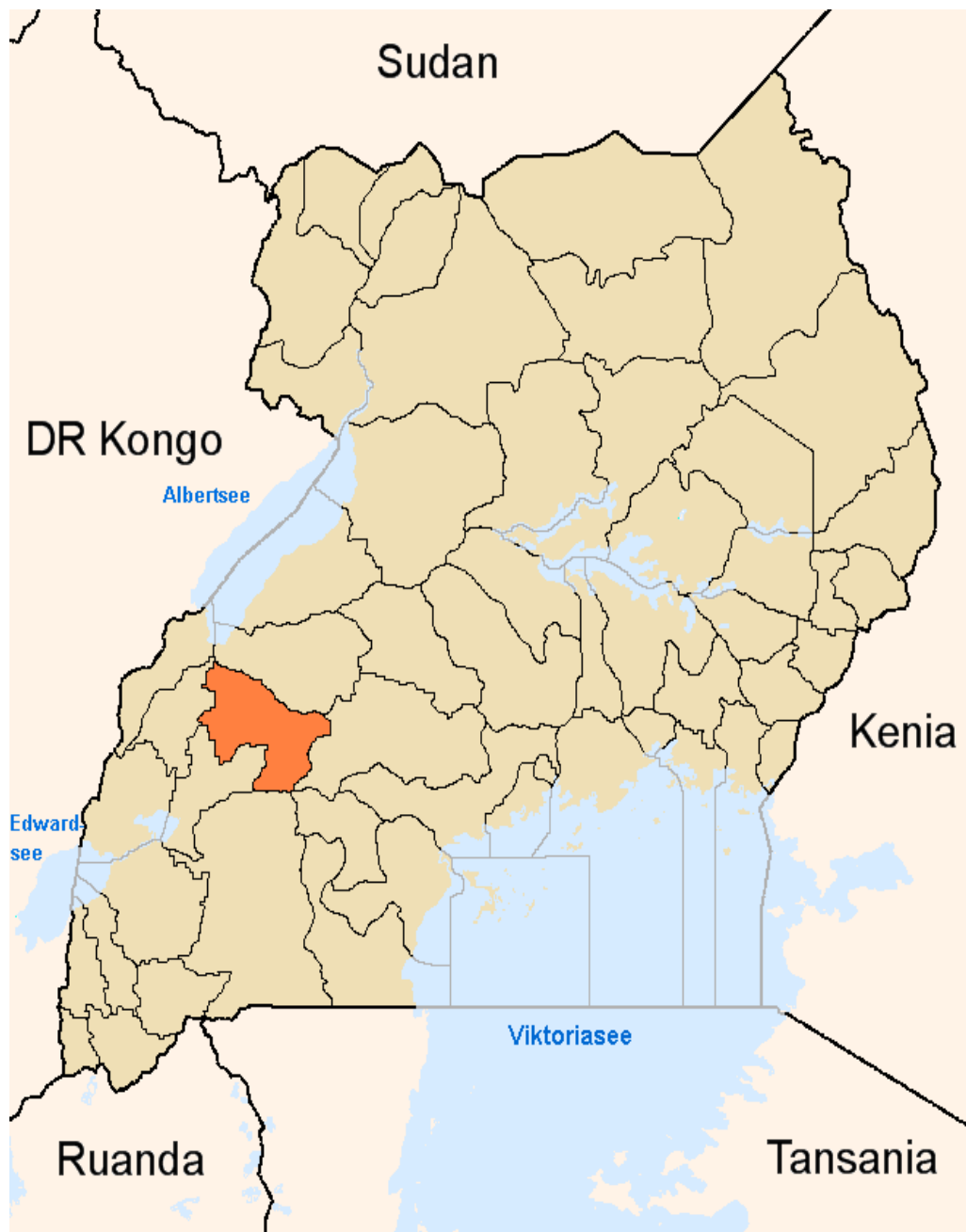


Appendix10: Copy of the Research Letter: The District Education Officer

<p> CAO'S OFFICE: 0772568423 C/MAN'S OFFICE: 0782227924 DEO'S: 0772669575 SEO'S: 0772430494 Email:kyenjojodistrict@gmail.com </p>		<p> KYENJOJO DISTRICT LOCAL GOVERNMENT P. O. BOX 1002, KYENJOJO </p>
<p>THE REPUBLIC OF UGANDA</p> <p>OFFICE OF THE DISTRICT EDUCATION OFFICER</p>		
<p>In any correspondence concerning</p> <p>This subject please quote: Ref. Educ</p>		<p>Date: 8th November 2017</p>
<p>Head teacher, St Joseph's Hill Kyembogo SSS, P.O.Box 226, KYENJOJO</p>		
<p>RE: PERMISSION TO CONDUCT RESEARCH AT ST JOSEPH'S HILL SSS IN KYENJOJO DISTRICT</p>		
<p>This letter serves to introduce to you Br. Achana Morris who wishes to carry out his research at your school. His research topic is on In-service Training Programs and Teacher Performance in a Private Secondary school in Kyenjojo district, Western Uganda.</p>		
<p>He is a student at Catholic University of Eastern Africa, studying a Master's degree in Education Administration and Planning. He has presented to me his research instructions and research Identity Card and his research is purely for academics.</p>		
<p>Any assistance given to him is highly appreciated</p>		
<p><i>Tibakanya</i> Tibakanya Gertrude District Education Officer/Kyenjojo</p>		
		

Appendix 11: Copy of the Research Letter: St. Joseph's Hill Secondary School Head Teacher

	<p>ST. JOSEPH'S HILL SSS KYEMBOGO-KYENJOJO DISTRICT</p>	
<p>St. Joseph's Hill SSS P. O. Box 226, Fort</p>	<p>stjosephshill@gmail.com</p>	
<p>13th November, 2017.</p>		
<p>DISTRICT EDUCATION OFFICER KYENJOJO DISTRICT, UGANDA</p>		
<p>Dear Madam,</p>		
<p>RE: <u>CLEARANCE OF BR. MORRIS ACHANA, CSC:</u></p>		
<p>In correspondence on the request made to me in writing and in line of your letter of permission granted to the Br. Morris Achana, CSC presented to me by the student named thereof. I write to inform you I have acknowledged it, that the management of St. Joseph's Hill SSS has assented to it. During his research, he will be required to work under the academics office and/or other staff as may be assigned to him from time to time.</p>		
<p>I wish him a fruitful research and studious environment with us as he labours in pursuit of higher academic achievement.</p>		
<p>Yours faithfully,</p>		
		
<p>Br. Joseph Kaganda, CSC</p>		
<p>HEAD TEACHER.</p>		
<p>HEADTEACHER ST. JOSEPH'S HILL S.S. KYEMBOGO P. O. BOX 226, FORTPORTAL</p>		

Appendix 12: Map of Uganda

Appendix 13: Map of the Study Area/Kyenjojo District