

**THE EFFECT OF TRAINING ON STAFF PERFORMANCE AMONG PRIVATE SECONDARY
SCHOOLS IN MUKONO MUNICIPALITY, MUKONO DISTRICT**

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**A PROJECT REPORT SUBMITTED TO THE SCHOOL OF SOCIAL SCIENCES IN PARTIAL
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**UGANDA CHRISTIAN
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DECLARATION

I, hereby declare that I am the sole author of this report and it is my original work and that to the best of my knowledge, it has not been presented to any institution (s) either partially or in total for any academic award (s), publication (s), or other use (s). Where the works of others are quoted, appropriate references have been given.

I, therefore, present it to Uganda Christian University for consideration.



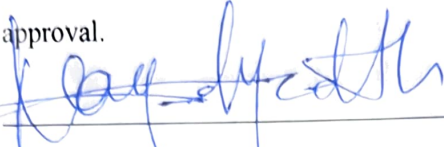
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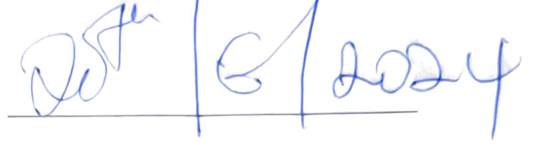
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APPROVAL

This report has been completed under my supervision and is ready for submission with approval.



Ms. Nagadya Edith
Supervisor



Date

DEDICATION

With special regard, I wish to dedicate this piece of work to my family who has always been there to support me in my education, my supervisor Ms. Nagadya Edith, My friends Ms. Ntambi Maggi, Ms. Namboozo Fulatu lastly my parents Mr. & Mrs. Kamara George William May the Almighty God richly bless you.

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God bless you all.

LIST OF ABBREVIATIONS

MoES	Ministry of Education and Sports
NESA	National Education Standards Agency
TWA	Theory of Work Adjustment
UACE	Uganda Advanced Certificate of Education
UCU	Uganda Christian University
UNEB	Uganda National Examinations Board
UNICEF	United Nations Children’s Emergency Fund
USAID	United States Agency for International Development

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ABSTRACT

The study aimed at assessing the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district. It specifically examined the effect of off-job training on Staff Performance among Private Secondary Schools, effects of on-job training on Staff Performance among Private Secondary Schools, and the strategies to improve staff performance among Private Secondary Schools in Mukono Municipality, Mukono district. This study adopted a descriptive research design. The study adopted both quantitative and qualitative approaches. The study collected data from 5 Head Teachers and 50 teachers at from the selected 5 private secondary schools in Mukono Municipality, Mukono district. The study used purposive and simple random sampling techniques. The study used qualitative and quantitative methods of data collection and these included interviews and questionnaire methods of data collection. Two types of analyses were conducted and these included quantitative and qualitative analyses. The study found out on-job training among Private Secondary Schools including job rotation at the school, mentoring done at the school, Job Instruction is practiced at the school, Internship Training opportunities are supported by the school, self-instructional training is supported by the school, apprenticeship is conducted at the school among others. Findings on Off-job training among Private Secondary Schools revealed use of classroom lectures, workshops and seminars are used, simulation is conducted, case studies are done, role-playing among others. Findings on Training and Staff performance among Private Secondary Schools showed that communication skills improves after training, training helps to reduce tension and conflict between them and other institutional members, training improves staff attitude towards work, boosts staff enthusiasm to work better, staff is able to achieve a measurable sense of ownership of the school among others.

In conclusion therefore, training and staff performance is significantly related as revealed by majority respondents during the study. The study recommends that private schools management needs to help staff to know what staff training is and make them understand the importance of it. The School Directors' department could explain to the teachers about the objectives of training and how they will benefit from the training. Meanwhile, the employees should be told how they can use what they learnt from the trainings in the future.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, scope of the study, significance, justification, theoretical framework, and conceptual framework.

1.1. Background to the Study

The notion of staff development is not a new idea across the world. During the early 1950's, General Electric started the Institute of Crotonville Staff Development while the Walt Disney established Disney University for staff training (Saleemi & Bogonko, 2019). This trend was followed by McDonald by establishing the Hamburger University to train managers in early 1960s. In the early 1970's, career development and planning efforts focused on employees who seemed to have great potential. It was a method for companies to nurture young workers for senior managerial positions and plan for their future (Rezle, 2020).

In 2015, African countries turned into a critical turning point in employee training due to the market crash. Nations embarked on a wide ranging program of private sector reforms which encouraged employees to do training with the aid of international institutions. This mainly involved off job training and on job training which have since then become the most popular training methods (Gerbman, 2019). The training of public servants dates way back to the era of colonialism which started effectively in 1900 whereby public servants were foreigners to Africa, representing colonial countries (Olum, 2021). The public service took over from the regime of colonialists was small and had limited objectives of ensuring good governance, order and law. After their independence, its structure and functions changed to creating the public service that is able to deliver quality, appropriate and timely services, facilitates growth of a wealth creating private sector and supports national development (Amisano, 2019).

Young (2018) defines training as a process of bringing an employee to the desired study of work performance by instruction and practice. To this, Guskey, (2019) argues that training is an important part of motivating people to give a committed performance. Many factors motivate staff including pay increases, rewards, promotions, etc. but training of employees plays a big role in capturing the commitment of workers. Contextually, Saleemi & Bogonko (2019) aligned that private schools with substantial support from the proprietors and other

private service providers put considerable effort to raise the capacities of its staff through training in the following forms; professional/ long-term training ranging from diploma to bachelors, short courses including induction and skill enhancement through workshops and seminars. It is believed that such kind of training has had an incredible effect on individual work performance.

In Uganda, the Private Schools department was inaugurated in 2008, consequent to the restructuring of the Ministry of Education and Sports to cater for the vibrant and ever-expanding private investment in education (Habyarimana et al., 2021). Since the government of Uganda decision in 1993 to liberalize the education sector, thousands of schools and institutions have been set up by private investors. In the secondary sub-sector, the number of private schools, at about 4000, is more than double the number of government-funded schools (Eremu & Nabusoba, 2018). The Private Schools department is charged with the overall coordination, regulation, policy formulation and guidance on all matters regarding these private schools and institutions. It is specifically vested with the powers to address issues and concerns in secondary schools. It is also the responsibility of the department to coordinate, initiate and implement policies and deal with matters pertaining to foreign students in Ugandan schools. The aim in this regard was to establish Uganda as an attractive destination for quality education in the region (Natamba, 2019).

According to Habyarimana et al., (2021), staff performance in private schools has been significantly fluctuating in the last 3 years (2021-2023). The varying staff performance is potentially linked to decreased input availability, as well as staff turnover among staff, low levels of motivation with factors such lack staff training and development policies in private schools. Habyarimana et al., study was undertaken with the aim of comparing the performance of private secondary schools as regards given indicators i.e. student teacher ratio, student classroom ratio, academic performance and enrollment rates. Secondary data was collected from Education Statistical Abstract (2016) and UNEB (2016) results. The results from the study revealed that there was a significant fluctuation among the private schools staff motivation and retention. Private secondary schools have higher staff turnover among staff, low levels of motivation with factors such lack staff training and development policies to stimulate better performance and academic performance among private secondary schools.

Private Secondary Schools in Mukono district with approximately 30,000 students where 54% are girls (www.rdt.net). The schools have of late had varying performance. In the last year (2023) UCE results, less than 50% students obtained a first grade. Although many factors could be responsible for this state of affairs, the deteriorating quality of teachers cannot be under looked. From the above records, it is clear that the performance in private secondary school has been poor. Reports indicated that Mukono district schools always ranked in the higher range of performance, in comparison to other districts in the region. Many have pointed to the quality of teachers as the major factor for the poor performance in final examinations. Teachers therefore need continuous training programmes. The study was conducted to look at the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district

1.2. Problem Statement

Across the world, organizations have sought to rely on improved skills, knowledge, and capability of the talented workforce to create competitive advantage (Shu-rung & Chun-chieh, 2017). It is a well-known factor that on the staff training enhances skills, knowledge and ultimately work performance and productivity in organizations (Cole, 2018). Staff performance among private secondary schools in Mukono district has however, declined despite the emphasis the Ministry of Education and Sports (MoES) and other agencies such as USAID, UNICEF, National Education Standards Agency (NESA) puts on employee training. The performance of employees is still wanting as evidenced in employee failure to meet their performance targets as observed in failure to have students in first grade or even second grade, failure to write reports, late coming, failure to address students' concerns (Sserukera and Bukenya, 2020). A lot of studies on staff training among organisation including one by Kyampeire (2019) on the role of on the Job Training on Employee Performance at Airtel Africa, then Jagero and Komba (2020) on the Relationship between Training and Employee's Performance in the Government Secondary Schools in Tanzania, no study has been conducted on the effect of Training on Staff Performance among Private Secondary Schools. Though staff training has been associated with a number of benefits as regards to work place performance, the effect of Training on Staff Performance among Private Secondary Schools in Mukono District had not been over emphasized.

It was upon such a background that this study was conducted to assess the effect of Training on Staff Performance among Private Secondary Schools in order to help in closing the existing knowledge gaps and provide important recommendations.

1.3. Objectives of the study

1.3.1. General objective

To assess the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district.

1.3.2. Specific Objectives

Thus, this study addressed the following specific objectives:

1. To identify the effect of off-job training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district.
2. To determine the effect of on-job training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district.
3. To establish the strategies to improve staff performance among Private Secondary Schools in Mukono Municipality, Mukono district.

1.4. Research Questions

The study answered the following questions:-

1. What are the effects of off-job training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district?
2. What are effects of on-job training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district?
3. What are the strategies to improve staff performance among Private Secondary Schools in Mukono Municipality, Mukono district?

1.5. Scope of study

1.5.1. Content scope

The study generally assessed the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district. It specifically examined the effect of off-job training on Staff Performance among Private Secondary Schools, effects of on-job training on Staff Performance among Private Secondary Schools, and the strategies to improve staff performance among Private Secondary Schools in Mukono Municipality, Mukono district.

1.5.2. Time scope

The study considered a period between February 2024 to June 2024 while assessing the effect of Training on Staff Performance among Private Secondary Schools in Mukono district. The

study literature considered a period from 2015–2023 with sources such as documents like library research, journals, reports, newspapers and the internet.

1.5.3. Geographical scope

The study was conducted among Private Secondary Schools in Mukono Municipality, Central Uganda. Geographically, the study was conducted among primary schools in Mukono Municipality. Mukono Municipality is located at approximately 20kilometers East of Kampala (the Capital City of Uganda), and is situated along the highway which links Uganda to its Eastern neighbour Kenya. The area was selected because there have been several of education issues in areas of staff performance and learning outcomes among primary schools. The area was also selected because the researcher can easily access the institution for data collection, and it is his place of residence.

1.6. Justification

A lot of studies such as those by Akandwanaho (2019) on the impact of training on employee work performance in Highlands Government High school, and Lishchinsky (2019) on Israeli teachers' perceptions of mentoring effectiveness among Government High Schools in Israel. However, the above studies ignored the effect of Training on Staff Performance among Private Secondary Schools in Mukono district, hence a contextual gap. This prompted the researcher to pursue a study in order to address the gap identified above.

1.7. Significance

To different the Ministry of Education and Sports and other stakeholders, the study will uncover the effect of Training on Staff Performance among Private Secondary Schools in Mukono district. It will specifically reveal to them the effect of off-job training on Staff Performance among Private Secondary Schools, effects of on-job training on Staff Performance among Private Secondary Schools, and the strategies to improve staff performance among Private Secondary Schools in Mukono Municipality, Mukono district.

The findings of the study will be used to guide secondary school management in handling issues to streamline and improve staff development and training procedures, policy formulation and implementation.

The researcher also anticipates that, the study findings will benefit students because if teachers get skills for bridging the performance gaps, they will be readily available to assist students in both academic and personal matters, which increases students' performance.

To researcher and scholars, the study findings will further be useful to provide a basis of conducting further research and contributing to the body of knowledge.

The study is also a requirement for the partial fulfillment of the requirement for the award of a Post Graduate Diploma in Public Administration of Uganda Christian University (UCU).

1.8. Theoretical Framework

The study employed the Theory of Organisational Learning (Senge, 1990) and Theory of Work Adjustment (TWA) (Rene, England & Lofquist, 1964) as described below;-

1.8.1. Theory of Organisational Learning (Senge, 1990)

The study was guided by the theory of organisational learning developed by Senge (2020b). According to Senge, there are 5 elements in the formulation of the theory of organisational learning. They include; ‘personal mastery’ (mechanisms of individual studying and self-development), ‘thinking of systems’ (exploring wholes instead of parts that are individual) ‘team learning (creation of new forms of knowledge and shared studying), ‘management of models that are mental’ (learning and system change of cognitive models) and ‘establishing a vision that is shared’ (creation of a sense of purpose which is common). However, it was the linkage of systematic thinking with studying as another discipline instead of four other disciplines which followed an idea of organisational learning to take over an appeal that was enormous like a theory of organisational transformation and personal change. Senge (2020b) further noted that studying is impossible when there is no idea or restating the process whereby change is led by leaders.

Private Secondary Schools needs to have self-development and individual learning programs such as on the job, off the job and team building. These helped to improve the skills and competencies of staff members through shared learning and knowledge enhancement. Management at Private Secondary Schools acts as agents that lead change and facilitate team building programs to enable staff members improve the efficiency in the work done, effectiveness and good quality workload. This theory is relevant to the study because it highlights key elements of organisational learning and staff development such as individual leaning, cognitive models of system change as well as team learning which fosters shared learning and knowledge to create personal change and organisational transformation that is manifested through improved employee performance. However, the Theory of Organisational Learning does not clearly elaborate factors which affect the performance of employees. In

order to bridge this gap in the theory, the study was further underpinned by the Theory of Work Adjustment as indicated below.

1.8.2. Theory of Work Adjustment (TWA) (Rene, England & Lofquist, 1964)

The study was also anchored on the Theory of Work Adjustment (Rene, England & Lofquist, 1964). According to this theory, the more close one's capabilities such as experience, skills, knowledge attitude and behavior and attitude match organisational requirements, the more chances such a person is to carry out the job in a manner that is satisfactory to the employer. Similarly, when rewards or reinforcers of responsibility match with values which one seeks to have satisfied by working, the higher chances are for such as person to consider the job to be satisfying.

The theory of work adjustment's main principle is that an individual aims to obtain and maintain correspondences with the environment. Therefore, corresponding with the working environment may be explained by way of an individual fulfilling all that is required at the workplace and also the working environment providing what the individual requires. The theory agrees that correspondences between the environment and a person cannot be perfect due to the fact that a person can choose a career that is wrong and the working environment may not be perfect possibly because an individual made a wrong career choice or else employers recruited a candidate that is wrong.

Private Secondary Schools would train staff members to develop and adjust their skills, knowledge, attitude and behaviour for improved performance. Staff development is done through both on the job and off the job, reinforced with team building activities such as retreats, meetings and social gatherings. The team building initiatives offered to staff facilitate a conducive work environment for employees to perform well and fulfill their work requirements. Team building would further bridge that gap that may exist between the expectations of the organisation and the abilities of the staff member. The theory helps to inform the study on how staff development activities help both staff members and the organisation to adjust skills and competencies in order for employees to perform well.

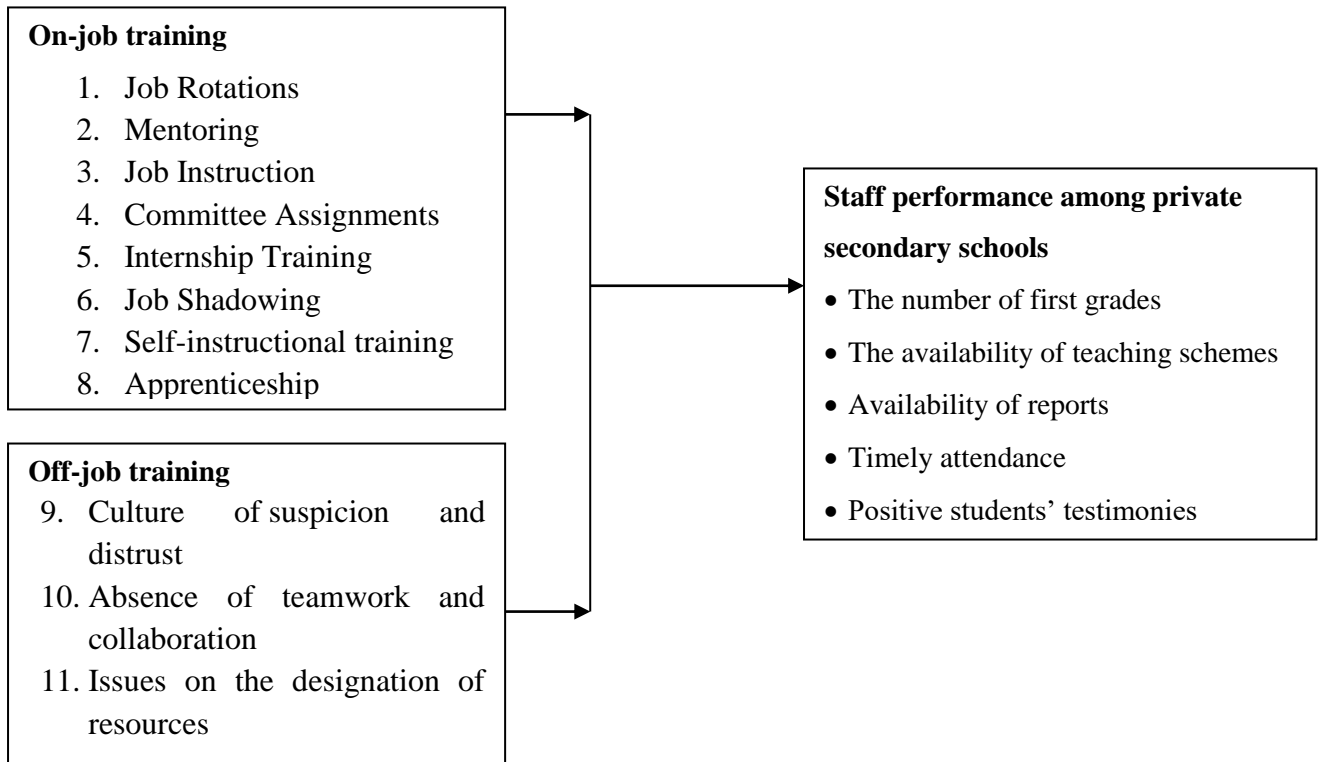
1.10. Conceptual Framework

Figure 1: Conceptual framework

The conceptual framework below shows the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district.

Independent Variable (IV)

Dependent Variables (DV)



Source: Modified from Ledgerwood (2019)

Shields and Tajalli (2011) defined a conceptual framework as an interconnected set of ideas about how a particular phenomenon functions or is related to its parts. The conceptual framework above shows the effect of Training on Staff Performance among Private Secondary Schools in Mukono district.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter presents the literature review constituting of an analysis of existing literature on the area of investigation. The researcher will review the related literature sources such as documents like library research, journals, reports, newspapers and the internet on the effect of Training on Staff Performance among Private Secondary Schools.

2.1. On-job training and Staff Performance among Private Secondary Schools

On-the-job training is when new employees learn applicable skills for their role while in the workplace. It is a practical training method focused on a hands-on approach in a live or simulated training environment, typically under the guidance of a supervisor or mentor (Apple, 2018).

Job Rotations. Under the job rotation, employees are frequently juggled between different but associated jobs, with the idea of making them familiar with multiple job backgrounds (Melissa, 2017). This develops an out-of-the-box environment within the organization and keeps an energetic and unique air around the workforce. Instead of doing the same thing repeatedly, it helps create a rapport with different workers in the organization (Young, 2018).

Mentoring. Mentoring is the process wherein a senior or more experienced person, i.e., the mentor, is assigned to act as a guide, advisor, counselor, etc., to the one that needs the training, i.e., the mentee (Saleemi & Bogonko, 2019). A senior or a manager gives instructions to their immediate subordinate for them to carry out the needed function. A one-on-one training method, where the senior guiding a person is viewed as a mentor to the subordinate and guides him in every needed situation (Senge, 2020b).

Job Instruction. The trainer fabricates a structured training program in this process. The employee is provided with instructions on how to carry out the functions. During the initial steps, an overview of the job alongside the expected outcomes is defined for the trainee (Kyampeire, 2021). Throughout the process, the employees' capabilities needed for the tasks are tested by the trainer. Along the way, the employees perform the job as per their acquired skills, and if need be, they can ask for feedback and reviews as well (Rezle, 2020).

Committee Assignments. In committee assignments, trainees are required to find solutions for the actual organizational problems. All the trainees have to work together as one to find

and offer a solution to the said problem. This method also generates a sense of team spirit within the employees which eventually takes the whole organization towards its goals (Guskey, 2019).

Internship Training. Internships are a form of on the job training wherein students or freshers are trained professionally to start or enhance their skills and expertise (Gerbman, 2019). The theoretical knowledge gained in classrooms is executed practically here. Both theoretical and practical aspects are provided to the trainees in an internship environment (Agarwal, Corey and Magni, 2019).

Job Shadowing. As the term suggests, job shadowing is to become a literal shadow of a person doing the work. The trainee scrutinizes their trainer with clear focus and understands the work to be done by watching them (Chisholm, 2019). This helps a fresher in seeing what they are supposed to do. Even experienced employees can practice the shadowing method as they can learn new techniques, train their soft skills, and view everything work related from a different perspective (Gaboi, 2021).

Self-instructional training. While rehearsing the self-instructional method, the person learns and enhances their skill through their own guidance with the assistance of a diverse range of resources. It is a self-initiated system that trainees must take up independently (Rezle, 2020). The edge that on hands training has over others is that a person learns and enhances their skills at their own pace, and no trainer is interfering (Young, 2018).

Apprenticeship. In apprentice training, people requiring long-term learning are usually involved, from trainees in technical fields to trade and craft fields, who need quality training to become a professional. The fields in apprentice training need respectable skills and knowledge (Eremu & Nabusoba, 2018). Apprenticeship is a healthy fuse of on the job and classroom training and is carried out under professional supervision (Azara et al., 2018).

2.2. Off-job training and Staff Performance among Private Secondary Schools

Off the job training denotes any activity may it be a friendly advice or discussion, etc. from the superior to his subordinate. In most cases off the job training is informal in nature the discussion about any work related during tea and lunch breaks (Johnson & Johnson, 2018a). Off the job training is basically done after office hours and outside the organization in common. Off-the-job training takes many forms, often dependent on the industry or job (Melissa, 2017). Here are some off-the-job training methods:

Classroom lectures. Also known as the lecture method, classroom lectures often train white-collar or management-level employees. This type of off-the-job training takes place in a classroom-like environment and involves a trainer providing instruction in a lecture format (Azara et al., 2018). Trainees learn crucial skills needed for their jobs, get to know their job responsibilities and have the opportunity to get their questions answered by experts. In addition, classroom lectures may teach trainees the administrative or management aspects of their job, make them aware of certain procedures or provide them with instruction on a certain subject matter (Gaboi, 2021).

Audio-visual. Trainees who receive off-the-job training through an audio-visual method learn the material through the use of various media such as films, television, video and presentations (Guskey, 2019). Education institutions often use this method to help students remember the learning material more easily. In the corporate world, customer care center employers often administer this type of training to their employees to teach them how to interact and behave with customers (Tiberondwa, 2018).

Simulation. With the simulation method of off-the-job training, trainees get trained through equipment or a machine that resembles what they would use in the field or on the job. The simulation method helps them prepare for handling the equipment and machines in real life (Jagero and Komba, 2019). Typically, this training method is reserved for employees who handle expensive machinery or equipment. For example, an airplane pilot may undergo simulation training to help them get ready for flying an airplane. Since airplanes are expensive, an employer may not allow trainees to train using a real airplane in order to avoid costly damage or to avoid putting the trainee's life in danger. Instead, they'll use a simulator to keep costs low and keep the trainee safe (Coombe, 2017).

Vestibule training. Technical staff, office staff and employees who handle tools and machinery typically undergo vestibule training. Trainees learn about the equipment they'll use on the job. However, unlike on-the-job training, vestibule training takes place away from the workplace (Senge, 2020b). This means the tools and equipment used for vestibule training are available at the training location. Employers typically administer this type of training to introduce their employees to new or advanced tools and machinery they want them to use to perform certain duties related to their job (Young, I. P. (2018).

Case studies. With this method, trainees receive a situation or problem in the form of a case study that pertains to their field. In other words, they receive a written description of a real

situation that previously occurred (Amisano, 2019). They are then instructed to analyze the situation and provide their conclusions in a written format. Training instructors then review the pros and cons of each option to help trainees improve their decision-making skills (Chisholm, 2019).

Role-playing. Often reserved for customer service professions, role playing involves trainees taking on roles and acting out certain situations to help them better understand the learning concepts. Trainees act as if they're facing the situation and having to solve it without guidance or prior rehearsal (Gaboi, 2021). Role players have to quickly respond to the ever-changing situation and react as they would to the situation in real life. This off-the-job training method essentially involves realistic behavior in a hypothetical circumstance. Examples of situations trainees may face include hiring, discussing a workplace problem or making a sales pitch to a customer (Saleemi & Bogonko, 2019).

Programmed instructions. The programmed instructions method involves a series of steps with bits of knowledge and a mechanism for presenting the series and measuring the trainee's knowledge. Trainees receive questions in a sequence and receive a sign when they answer each question correctly (Jagero & Komba, 2019). Training instructors may use manuals or books to carry out this off-the-job training. The programmed instructions method is often used to teach information regarding subjects like math or physics (Lezotte, 2017).

Use of management games. Management games provide trainees with a fun and competitive way to learn. With this type of off-the-job training, trainees split up into teams of approximately five or six people. Each team then competes in a simulated marketplace. For example, they may have to decide how much inventory to maintain or how much to spend on advertising (Ferguson, 2018). It is worth noting that the teams do not have knowledge of the other teams' decisions. Management games help trainees get involved, while also developing their problem-solving skills and helping them with the planning process. Trainees also learn leadership, teamwork and organization skills as they have to organize their groups themselves and foster a sense of collaboration to get the job done (Snyder, 2019).

2.3. Strategies to improve training and staff performance among Private Secondary Schools

Develop, apply, measure and institutionalize standards for teacher professional development. We know from research what constitutes effective professional development. Despite this knowledge, within donor-funded humanitarian and development projects, there are no

standards defining quality professional development and too few qualified providers (Snyder, 2019). Without a shared and codified understanding of “quality” professional development, teachers are often subjected to mediocre, and in some cases, malign professional development that does not help them and that in fact wastes their time and donor money (Ahluwalia, 2018).

Create professional development opportunities that promote teacher collaboration. The research on teacher collaboration everywhere is unequivocal. Collaborating with colleagues and the culture of trust and knowledge sharing that collaboration produces has been linked to increased teacher effectiveness, improved student test-score gains, and teacher willingness to adopt new innovations (Johnson & Johnson, 2017a). But collaboration does not happen ex nihilo, people must have a reason to collaborate, be oriented on how to be a productive team and collaborative groups must, at least at first, be facilitated by a “more knowledgeable other (Jagero & Komba, 2019).

Provide teachers with ongoing support. Teacher support” is not monolithic, but rather a multilayered array of different types of assistance that help teachers successfully transfer learning from a professional development setting to a classroom setting. It can include administrative, instructional, resources, peer support, supervisory support and instructional support from a “more knowledgeable other. The research on ongoing teacher support notes that teachers who receive on-the-job support, guidance and feedback from a supervisors or a trained support person apply new skills and strategies more frequently and appropriately and adopt a more diverse range of instructional practices than teachers who do not receive such supports (Johnson & Johnson, 2018a).

Invest in high-quality teacher educators. Teacher educators or teacher trainers, in- or pre-service, are often the weakest link in the teacher education ecosystem. Implementing agencies eagerly inventory the shortcomings associated with many teacher training colleges and ministry of Education-run in-service providers (Kaplan & Evans, 2017). Teacher educators need the same skills as teachers, among these are deep content knowledge; different models of instructional strategies and assessment practices; learning and development of children and adults; clinical and supervision skills; the ability to model effective instructional and assessment practices; the ability and disposition to coach and support teachers and hold planned or informal meetings with teachers; and the ability to support teachers through

observations, feedback, modeling, workshops, coaching, and/or planned/informal meetings (Robertson, 2018).

Build instructional leadership at all levels of the educational system. School directors are second only to teachers as the most important school-level determinant of student achievement (Leithwood et al. 2004). They are responsible for the quality of teaching and learning in their schools. Yet too often we see poor instructional school leadership holding back teaching and learning. Schools in disadvantaged areas benefit tremendously when their lead learners, the head teacher and the school director, ensure that teachers are in their classrooms every day, covering the syllabus at an appropriate pace, instructing students in developmentally appropriate and engaging ways, and attempting to apply to their classes the knowledge and skills gained through professional development activities (Robertson, 2018).

Use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities. Technology, radio, mobile phones, TV and the Internet can offer teachers, even in low-resource environments, access to content, to curriculum, colleagues and a variety of learning experiences (Lezotte, 2017). To support the wise application of ICT the guide proposes three priority actions: Offer audio-learning to support teacher development in and with particularly difficult-to reach areas and populations. Promote the use of video for teacher self-study and to share models of intended practice. Provide teachers with access to teaching and learning resources through open content and help them integrate this content into their instruction (Burns and Lawrie, 2022).

In conclusion, teacher training is more important today than it has been in half a century. Education policy and practice are being radically transformed in American education, and teacher preparation programs in colleges and universities are being pressured to fall in line with the marketization and privatization schools. In teacher preparation this is evident by looking at proposals to privatize or deregulate the education of teachers, in the increasing reductive entry and exit tests for prospective educators, in differential funding to those teacher preparation institutions whose students score higher on high-stakes examinations, and the increasing growth of home schooling because of various reasons, but perhaps the desire to reject formal schooling and indeed professionally educated teachers.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter focuses on the research design and approaches that was adopted, description of the population, sampling strategies, data collection methods, and data analysis, ethical considerations and methodological constraints of the study.

3.1. Research Design

This study adopted a descriptive research design. The descriptive research design was based around collecting data which described events, and thereafter processed it in tabulations and other methods of analysis to provide meaningful information (Creswell, 2009). More specifically, it helped to answer the what, when, where, and how questions regarding the research problem rather than the why. The study adopted both quantitative and qualitative approaches. The quantitative approach was used because the study was based on variables that are measured with numbers and analyzed with statistical procedures. Qualitative approach was used as the study employed interviews to explore in-depth the understanding, views and attitudes of study respondents.

3.2. Description of the population

Maree (2015) defined a research population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common binding characteristic or trait. The study collected data from 5 Head Teachers and 50 teachers at from the selected 5 private secondary schools in Mukono Municipality, Mukono district. The target respondents have been selected because they have the necessary information needed for the study.

Table 1: Distribution of respondents by category

Target group	Population size	No. of Participants
Head teachers of private secondary schools	5	5
Staff of private secondary schools	50	45
Grand Total	55	50

Source: Primary data, 2024

3.3. Sampling strategies

Sampling is a means of selecting a given number of subjects from a defined population as representative of that population (Maree, 2018). A sample size refers to the number of items to be selected from the universe to constitute a sample (Borg & Gall, 2019). The study used purposive and simple random sampling techniques as described below:-

3.3.1. Purposive Sampling

A purposive sampling, also known as a judgmental sampling, is one that is chosen based on the community's knowledge and the purpose of the study, according to Amitav and Suprakash (2016). The researcher employed purposive sampling in order to collect a sample of 10 staff was selected from 5 private secondary schools in Mukono Municipality, Mukono district. A particular category of staff was picked by deliberate sampling according to the type of office. This strategy worked well because it enabled the selection of knowledgeable people who had pertinent information that was in-depth enough to enable the acquisition of a deeper grasp of the problem. The researcher needed to sample with a purpose in mind and look for certain, pre-defined groups of people in order to do this.

3.3.2. Simple Random Sampling

The study respondents were randomly chosen using a simple random sampling procedure. Maree (2017) defines simple random sampling as a technique where participants are chosen at random and only once to prevent bias that could impair the validity of the experiment's findings. This technique was employed because it allows for the impartial selection of responders, giving each participant an equal chance of being represented in the sample. The method was utilized to choose 45 staff from 5 private secondary schools in Mukono Municipality, Mukono district.

3.4. Methods of data collection

Data collection methods are ways used to collect data from the samples (Ofoyungu, 2017). The study used qualitative and quantitative methods of data collection and these included interviews and questionnaire methods of data collection.

3.4.1. Interview

Interview is any person-to-person interaction, either face to face or otherwise between two or more individuals with a specific purpose in mind. The study used an interview guide. The interview guide included a list of issues, topics for discussion points that serve as a reminder of what the researcher intends to cover in an in depth interview. The interview guide

contained open ended questions which were used to provoke responses of the participants to aid the researchers get the evidence on the problem under study. The researcher engaged in face to face discussions with 10 head teachers to probe for information on the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district. Responses from the interviews were recorded in notebooks for reference reasons during data analysis and presentation.

3.4.2. Questionnaire

A questionnaire is a series of questions on specific topics presented to respondents. The questionnaire provided a way of getting personal information from respondents that may not be readily obtainable if other methods of data collection such as interview or observation are used (Borg & Gall, 2018). The tool contained both open and close ended questions well designed according to the study objectives and formed into a questionnaire. Closed ended questions captured quantitative data while the open-ended question helped to capture qualitative data. Open-ended questions asked the respondents to provide their own opinions on the questions under study. The researcher administered the questionnaire to 45 staff from Private Secondary Schools in Mukono Municipality, Mukono district.

3.5. Data analysis

Data Analysis is the process of systematically applying statistical and logical techniques to describe, illustrate, condense, recap, and evaluate data (Minhye, 2019). Two types of analyses were conducted and these included quantitative and qualitative analyses. The following subsections explained the analyses in detail.

3.5.1. Quantitative Analysis

The analysis mainly consisted of descriptive statistics (frequencies and percentages) and inferential statistics (Spearman correlation, coefficient of determination and regressions). The frequencies and percentages were used to determine the respondents' views on the effect of Training on Staff Performance among Private Secondary Schools in Mukono district. Frequency counts of the responses will then be obtained, to generate descriptive information about the respondents that participated in the study and to illustrate the general trend of findings on the various variables that were under investigation. This involved the use of percentages, tables and charts because, according to Mugenda and Mugenda (2008), it helps to summarize large quantities of data whilst making the report reader friendly.

3.5.2. Qualitative Analysis

Responses from field interviews were analyzed using narrative and content analysis for qualitative data. Content analysis was used to edit qualitative data and reorganize it into meaningful shorter sentences. During qualitative analysis only the pieces of text relevant to the research questions was coded. The codes were then examined and thereafter fitted into a theme which themes were reviewed and modified. This was then presented as quotations to supplement the quantitative data in order to enhance interpretation of the results.

3.6. Ethical considerations

Ethical consideration is an important aspect in research since it is difficult to carry out any research without running into ethical issues like confidentiality, informed consent and right to privacy of the respondents (Moule & Goodman, 2015). It was concerned with the protection of respondents' autonomy, maximizing good outcomes while minimizing unnecessary risk to research assistants. In conducting the study, therefore, explanations about its aims were made to the respondents, so as to obtain their informed consent. As such, respondents participated in the study voluntarily and mention of their names was avoided. Anonymity of the respondents was assured and the data provide was treated with utmost confidentiality.

3.7. Methodological constraints

Limitations are the shortcomings, conditions or influences that cannot be controlled by the researcher that place restrictions on the research methodology and conclusions (Israel & Hay, 2016). This study acknowledges certain limitations.

Limited time. The study was faced with a challenge of limited time to beat the deadlines as stipulated in the time frame. This was solved by making a timetable for herself especially concerning when he was supposed to do the research.

Reluctance of the participants. Some of the participants were reluctant to respond. Uneasy and suspicious of the information was gathered and thinks that the data was used for other motives against them. However, this was solved by making a follow up onto the participants who were interviewed.

Lack of cooperation from participants. The study also anticipated lack of cooperation from participants, especially those who consider the information confidential and think that the study was for purposes of the study. The researcher therefore assured the participants of confidentiality of their information and that it was solely for academic purposes.

Fear of giving information. This limited the respondents from giving important information about the study problem. Other respondents were hesitant because they feared that engaging in the study could cause compromise job ethics. The basis was fear of lack confidentiality in the research process. This was solved when the researcher drew rapport and assured the respondents of confidentiality and that the study was for academic reasons.

CHAPTER FOUR

DATA PRESENTATION, INTERPRETATION AND DISCUSSION

4.0. Introduction

This chapter presents and discusses the results of analysis that has been done to look at the specific objectives of the study and in relation to the reviewed literature. The study was carried out using questionnaire with 45 staff of private secondary schools including Paul Mukasa SSS, Seeta High School, Mukono High Secondary School, Mukono Talent Secondary School and Zion High School, and 5 interviews with Head teachers of private secondary schools. The findings are presented with the help of tables for purposes of clarity and interpretation.

4.1. Response rate

Table 2: Response rate for quantitative data

Response Rate	Sample Size	
	Frequency	Percentage (%)
Questionnaires filled	45	100
Questionnaires not filled	00	0
Questionnaires expected to be filled	45	100
Interviews targeted	5	100
Interviews finished	5	100

Source: Primary data, 2024

From table 3 above a total of 50 (100%) respondents of whom 45 (90%) were teachers of the selected private secondary schools, and 5 (10%) were head teachers of the selected five schools who responded to the questionnaires and interviews, and all the respondents responded to the questions giving 100% response rate. The reason for the 100% response rate was due to the fact that the researcher had enough time to collect data and the respondents were eager to be involved in the study. More so the respondent was able to collect all the data because the researcher printed out more questionnaires and gave out these questionnaires to more respondents which helped in catering for those that hadn't responded to the questionnaires.

4.2. Findings on demographic characteristics of respondents

This section presents the general background information about the respondents in relation to their gender, age, level of education as shown in the table below;

Table 3: Background Information about the respondents

Item	Description	Frequency (n)	Percentage (%)
Gender	Male	28	56
	Female	22	44
	Total	50	100
Age	24-28 years	8	16
	29-33 years	18	36
	34-38 years	13	26
	Above 39 years	11	22
	Total	50	100
Level of education	Diploma	12	24
	Bachelors Degree	34	68
	Masters	4	8
	Total	50	100
Work experience	1-5 years	27	54
	6-10 years	16	32
	Above 10 years	7	14
	Total	50	100

Source: Primary data, 2024

Findings in table 4 above revealed that majority of the respondents selected from the five private secondary schools, 56% of the sample was made up of males, while females made up to 44%. This slight predominance of male beneficiaries may suggest a higher recruitment of male teachers than the females. Ensuring gender balance is crucial as it promotes equal opportunities for both male and female teachers.

Furthermore, the age distribution of respondents shows that the largest group is between 29-33 years old, representing 36%. This is followed by those aged 34-38 years, making up 26%, and those above 39% made 22%, and the youngest group, aged 24-28 years, at 16%. The study findings therefore carry an implication that majority teachers in the study were in

appropriate age ranges that guaranteed reasonable responses in regards to training and employee performance in private secondary schools in Mukono district.

In addition, concerning the level of education of the respondents, most (68%) of the respondents attained bachelors degree, those with diploma education accounted for 24%, followed by those with masters degree at 14%. The high percentage of bachelors degree holders reflect the emphasis that private secondary schools recruited trainable staff who had a much clear view of their career prospects.

Lastly, concerning their work experience, study findings show that almost half (54%) of the respondents have worked with the school for a period between 1-5 years. This is because many private secondary schools suffer staff turnover. Staff that had been at the schools for 6-10 years made 32%. Additionally, 14% of the respondents have been working with private schools for a period of 10 years. The significant percentage of long-term service in the schools suggests the staff commitment to the schools, thus motivation for the school to undertake staff training and development.

4.4. Descriptive Analysis

4.4.1 Findings on On-job training among Private Secondary Schools

The study involved analyzing on-job training among Private Secondary Schools. The 5 items measuring on-job training among Private Secondary Schools are presented in Table 4. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Table 4 presents a summary of the findings concerning respondents' views on on-job training among Private Secondary Schools.

Table 4: Showing responses on on-job training among Private Secondary Schools

Statements	Extent of agreement and disagreement					Mean	Std. Deviation
	SA	A	NS	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
There is job Rotation at the school	15	23	6	4	2	3.83	0.856
	30	46	12	8	4		
Mentoring is done at the school	17	22	7	2	2	3.96	0.974
	34	44	14	4	4		
Job Instruction is practiced at the school	16	25	4	3	2	3.97	0.975
	32	50	8	6	4		
Internship Training opportunities are supported by the school	15	27	3	3	2	3.72	0.720
	30	54	6	6	4		
Self-instructional training is supported by the school	14	27	3	4	2	3.54	0.354
	28	54	6	8	4		
Apprenticeship is conducted at the school	18	21	4	4	3	3.97	0.875
	36	42	8	8	6		
Lecturing is done at the school	22	18	5	3	2	3.89	0.899
	44	36	10	6	4		

Source: Primary data, 2024

From table 4 above, there are several strategies that private secondary schools undertake in on-job training, 46% stated that there is job rotation at the school. Responses noted that job rotation is of great benefit to staff members who get involved in terms of minimizing fatigue, and this definitely increases employees' motivation and satisfaction levels. 12% were not sure, 4% disagreed and 2% strongly disagreed. These made a mean value of 3.83 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.850. This carries an implication that Job rotation enables employees to comprehend various stages of product creation, how their efforts affect efficiency and the quality of production and customer service as well as how individual team members contribute to the process.

On if mentoring is done at the school, 44% of the respondents agreed, 34% strongly agreed with the statement with a mean value of 3.96 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.974. It was revealed during the study that mentoring helps to improve socialization, performance, provide support and complement other professional development activities. In other words, mentoring outcomes manifest themselves as changes in skills, knowledge and attitudes. 14% were unsure, 4% disagreed and strongly disagreed respectively. The study carry an implication that effective mentoring help teachers gain more confidence in their professional capability, translate educational theory into practice more effectively and develop improved communication skills.

Furthermore, on the statement that job Instruction is practiced at the school as agreed by 50% who agreed, 32% strongly agreed with a mean value of 3.97 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.975. In other words, training brings teachers to the desired work performance by instruction and practice. It was posited that schools should provide further training to mentors so that they can subsequently offer appropriate skills to new employees. 8% were unsure, 6% disagreed and 4% strongly disagreed. Through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This implies that job instruction allows teachers to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom.

More so, regarding to Internship training opportunities are supported by the school, 54% agreed and 30% strongly agreed with a mean value of 3.72 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.720. In this case, internships was observed as a form of on the job training wherein student-teachers are trained professionally to start or enhance their skills and expertise. The theoretical knowledge gained in classrooms is executed practically here. 6% were not sure and disagreed respectively. Only 4% strongly disagreed with the statement. This implies that internships are important in fostering the motivation of staff among private school.

In addition, responses revealed that self-instructional training is supported by the school, 54% of the respondents agreed with the statement, 28% strongly agreed with a mean value of 3.54 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.354. It was noted that while rehearsing the self-instructional

method, the person learns and enhances their skill through their own guidance with the assistance of a diverse range of resources. 8% disagreed, 6% were unsure, and only 4% strongly disagreed. In other words, it is a self-initiated system that trainees must take up independently.

Apprenticeship is conducted at the school is also one of the activities undertaken under the on-the-job training among private secondary schools in Mukono municipality. This is ascertained by 42% who agreed, and 36% who agreed with a mean value of 3.97 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.874. In apprentice training, people requiring long-term learning are usually involved, from trainees in technical fields to trade and craft fields, who need quality training to become a professional. 8% were not sure and disagreed respectively. Only 6% strongly disagreed. This implies that the fields in apprentice training need respectable skills and knowledge among teachers in secondary schools.

Finally, the lecturing component is done among private secondary schools as on-the-job training strategies. In this case, 44% of the respondents strongly agreed, 36% agreed with a mean value of 3.89 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.894. Lecture is an oral activity, the simplest of ways practiced for teachers' re-orientation programs. Lecture is suitable particularly for transmission of knowledge. 10% were not sure, 6% disagreed and 4% strongly disagreed. This implies that lecturing among private secondary schools is an important strategy for schools to undertake in order to motivate and improve staff performance.

4.4.1.1. Qualitative analysis

From the interviews conducted with the head teachers of the selected private secondary schools, they were asked to give their views on on-job training among Private Secondary Schools. The responses of these respondents are discussed below as follows;

The key informants reported different strategies for on-job-training among teachers. On job training is a type of employee training obtained at the workplace for capacity building while carrying out the actual job. The purpose of such training is to give an employee specific skills as well as knowledge in a particular area of work. During the interviews, one headmaster had this to say;

“On job training denotes the training which is carried out at the employees’ workplace or when the employees are actually working. The type of training includes; job rotations, mentoring, job instruction, committee assignments, internship training, job shadowing, self-instructional training, and apprenticeship. These are all used in schools during staff training.”

Another respondent said;

“On-the-job training involves the creation of a simulated work environment, and the emphasis is put on both learning and production. While practicing this method, employees get accustomed to the skills and knowledge that are required of them. They assist them in how to perform in an actual work environment and conditions that can arise.”

It was noted during the interviews that that on-the-job training goes by the principle of learning by doing, implying that the workers learn the job while performing it within the work environment. This type of training environment is beneficial for both the employees as well as the employers among private secondary schools in Mukono Municipality.

Table 4.4. Results of the Pearson Product Moment Correlation showing on-job training and employee performance among Private Secondary Schools

Variable	Employee Performance
On-job-training	Pearson correlation
	0.718**
	0.554
	N
	50

**correlation is significant at 0.718 levels (2-tailed)

The table above shows that there is a positive relationship between on-job training and employee performance among Private Secondary Schools, with a coefficient of correlation of 0.718. In other words, the level of performance of employees among Private Secondary Schools increases as on job training increases, and vice versa. This suggests that on-job training on employee performance among Private Secondary Schools.

4.4.2. Findings on Off-job training among Private Secondary Schools

The study involved analyzing off-job training among Private Secondary Schools. The 5 items measuring off-job training among Private Secondary Schools are presented in Table 5. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Table 5 presents a summary of the findings concerning respondents' views on off-job training among Private Secondary Schools.

Table 5: Showing responses on off-job training among Private Secondary Schools

Statements	Extent of agreement and disagreement					Mean	Std. Deviation
	SA	A	NS	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
Use of classroom lectures	18	21	4	4	3	3.75	0.869
	36	42	8	8	6		
Workshops and seminars are used	17	22	7	2	2	3.79	0.845
	34	44	14	4	4		
Simulation is conducted	16	25	4	3	2	3.75	0.940
	32	50	8	6	4		
Case studies are done	14	27	3	4	2	3.92	0.820
	28	54	6	8	4		
Role-playing	15	23	6	4	2	3.89	0.845
	30	46	12	8	4		
Programmed instructions	22	18	5	3	2	3.92	0.820
	44	36	10	6	4		

Source: Primary data, 2024

Table 5 represents the descriptive statistics on Off-job training among Private Secondary Schools. According to the study findings 42% of the respondents agreed and 36% strongly agreed that the schools make use of classroom lectures as a strategy of off-the job training for its teachers. This carried a mean value of 3.75 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.869. Teachers are supported to attend university lectures by the schools. This type of off-the-job training takes place in a classroom-like environment and involves a trainer providing

instruction in a lecture format. 8% were not sure, and disagreed respectively, and 6% strongly disagreed. This implies that private secondary schools consider staff training as through classroom lectures as one important aspect of staff development.

When it comes to the use of workshops and seminars among private secondary schools in Mukono district, 44% agreed, and 34% strongly agreed with the statement with a mean value of 3.79 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.845. Staff members undertook short course trainings workshops, seminars and conferences while others are assigned mentors and coaches to acquire knowledge aimed at improving performance. In addition, 14% were not sure, 4% disagreed and strongly disagreed respectively. This implies that workshops and seminars are important in stimulating staff development among private secondary schools in Mukono district.

Additional responses revealed that the school conducts simulation as agreed by 50% and 32% who strongly agreed with the statement with a mean value of 3.75 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.940. This method of training is undertaken on a site outside the actual workplace for a specific period of time. 8% were not sure, 6% disagreed and 4% strongly disagreed. The main reason why training is carried out at another place other than the workplace is to provide an environment that is free of stress where employees can concentrate only on learning. The study carries an implication that simulation is a familiar form of off job training technique which the secondary schools in Mukono district.

When it comes to case studies among private secondary schools in Mukono, 54% agreed and 28% strongly agreed that with this method, trainees receive a situation or problem in the form of a case study that pertains to their field with a mean value of 3.92 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.820. In other words, they receive a written description of a real situation that previously occurred. 8% disagreed, 6% were not sure, and 4% strongly disagreed. The training uses case studies to because it allows the use of a single aspect to make judgement of the entire classroom. The study carries an implication that case studies are important as trainers and schools use them economically.

Regarding to the use role-playing during training, 46% of the respondents agreed and 30% strongly agreed with a mean value of 3.89 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.845. In this aspect, often involves trainees taking on roles and acting out certain situations to help them better understand the learning concepts. Trainees act as if they're facing the situation and having to solve it without guidance or prior rehearsal. 12% were not sure, 8% disagreed and 4% strongly disagreed. This implies that role play is important in helping teachers become hands on.

4.4.2.1. Qualitative analysis

The key informants reported different strategies for off-job-training among teachers. Many employers offer training to help their employees improve performance. Off-the-job training can help employees develop necessary professional skills. Understanding what off-the-job training is, what it entails and how it can benefit one's career can give a better idea of what to expect with this learning style. During the interviews, one headmaster had this to say;

“I can say that off-the-job training refers to an education method where teachers learn more about their job for the latest advancements in their field at a location away from their workplace. This type of training essentially helps teachers perform their job more efficiently.”

Another respondent said;

“On-the-job training o-the-job training can take place near the workplace or somewhere further away, such as at a resort or at a training center. When teachers hold training away from the workplace, it helps minimize distractions so teachers can fully focus on the material they are learning.”

It was noted during the interviews that during this type of training, teachers express their views and opinions and explore new ideas to bring to the workplace. Before the conclusion of the training, employees typically receive some form of evaluation. For example, they may receive an evaluation that tests their understanding of the knowledge the instructor taught them during the o-the-job training. The evaluation measures the performance and participation of each trainee.

Table 4.6. Results of the Pearson Product Moment Correlation showing off-job training among Private Secondary Schools

Variable	Productivity of employees
Off-job training	Pearson correlation
	0.729**
	0.654
	N
	74

**correlation is significant at 0.729 levels (2-tailed)

The table above shows that there is a positive relationship between off-job training and employee productivity among Private Secondary Schools, with a coefficient of correlation of 0.729. In other words, the level of productivity of employees among Private Secondary Schools increases as the off-the-job training is increased, and vice versa. This suggests that the off-the-job training can play an important role in the productivity of employees among Private Secondary Schools.

4.4.3. Findings on Training and Staff performance among Private Secondary Schools

The study involved analyzing training and Staff performance among Private Secondary Schools. The 5 items measuring training and Staff performance among Private Secondary Schools are presented in Table 6. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Table 6 presents a summary of the findings concerning respondents' views on training and staff performance among Private Secondary Schools.

Table 6: Showing training and staff performance among Private Secondary Schools

Statements	Extent of agreement and disagreement					Mean	Std. Deviation
	SA	A	NS	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
Communication skills improves after training	18	21	4	4	3	3.95	0.831
	36	42	8	8	6		
Helps to reduce tension and conflict between them and other institutional members	17	22	7	2	2	3.83	0.856
	34	44	14	4	4		
The sense of focus towards meeting the school's goals and objectives is increased	16	25	4	3	2	3.85	0.869
	32	50	8	6	4		
Training improves staff attitude towards work	15	27	3	3	2	3.96	0.974
	30	54	6	6	4		
Boosts staff enthusiasm to work better	14	27	3	4	2	3.97	0.975
	28	54	6	8	4		
Staff is able to achieve a measurable sense of ownership of the school	15	23	6	4	2	3.55	0.569
	30	46	12	8	4		
Through training staff is able to learn about their weak areas and by this, they are able to work towards correcting them.	22	18	5	3	2	3.72	0.720
	44	36	10	6	4		
Staff learn to cope with certain work problems	17	22	7	2	2	3.85	0.869
	34	44	14	4	4		
Staff training enables them to obtain more knowledge and information about their work, careers and professions	18	21	4	4	3	3.83	0.886
	36	42	8	8	6		
Training increases employees' innovativeness in execution of tasks and assignments of the school	17	22	7	2	2	3.80	0.380
	34	44	14	4	4		

Source: Primary data, 2024

From table 6 above, presents indicators of training and Staff performance among Private Secondary Schools, 42% agreed that communication skills improves after training. 36%

strongly agreed, 8% were not sure and disagreed respectively This carried a mean value of 3.95 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.381. Only 3% strongly disagreed. It was found that a newly recruited staff member may be properly groomed and educated to qualify becoming a future leader. People who have leadership traits may also be trained to understand the dynamics of a team and work towards enhancing their interpersonal communications skills and performance. The study carries an implication that schools need to ensure improved communication through staff training.

On the statement that staff training helps to reduce tension and conflict between them and other institutional members. This was connoted by 44% who agreed, 34% strongly agreed with statement with a mean value of 3.83 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.856. Staff training is a strong technique to break down impediments as well as solve conflicts between employees. 14% of the respondents were not sure, 4% strongly disagreed and disagreed respectively. Activities of staff training motivate staff members and improve their skills that have positive effects on profits and performance of the school. The study carries an implication that schools need to reduce tension and conflict among staff and the school through staff training.

From the study responses, 50% of the respondents agreed that the sense of focus towards meeting the school's goals and objectives is increased through staff training, 32% strongly agreed with the statement with statement with a mean value of 3.85 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.869. 8% were not sure, 6% disagreed and 4% strongly disagreed. It was noted from the study that it is important for organizations to provide employees with staff development programs to achieve the organisational goals in an improved manner. The findings carry an implication that staff training as a practice involves providing employees with opportunities for improving their skills, knowledge and performance in regard to organisational values and goals and in line with the employees' needs and interests.

On the statement that training improves staff attitude towards work, 54% of the respondents agreed, 30% strongly agreed with a mean value of 3.96 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.974. 6% were not sure and disagreed respectively. Only 4% strongly disagreed. It was noted that staff training indicates knowledge improvement and capabilities of staff members which results

into better performance of employees. Many secondary schools train staff members to develop and adjust their skills, knowledge, attitude and behaviour for improved performance. This implies that schools should improve staff attitude by undertaking staff training for improved performance of the schools.

In addition, 54% of the respondents agreed with the statement that staff training boosts staff enthusiasm to work better. 28% of the respondents strongly agreed, 8% disagreed, 6% were not sure, and only 4% strongly disagreed with a mean value of 3.97 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.974. It was noted that the verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize more successful teachers. The study findings carry an implication that staff training is important in boosting the interest of teachers to provide better services among schools.

Further still, on the statement that staff is able to achieve a measurable sense of ownership of the school because of staff training. 46% of the respondents agreed, 30% strongly agreed, 12% were unsure. This a mean value of 3.55 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.569. It was noted from the study that staff training helps employees to build various skills; leadership, communication and interpersonal skills among others. It creates a sense of ownership for employees and they feel supported to manage various tasks at the workplace. 8% disagreed and 4% strongly disagreed. The study findings carry an implication that through training, staff members acquire a deeper understanding of what they are expected to do and hence learn as much as possible, which improves their performance.

It was further identified from the study that through training staff is able to learn about their weak areas and by this, they are able to work towards correcting them. This was ascertained by 44% who strongly agreed, 44% agreed. This carried a mean value of 3.72 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.972. In this case, staff training leads to employees' success by enhancing performance as well as addressing their own weaknesses and strengths. 10% were not sure, 6% disagreed and 4% strongly disagreed. Findings carry an implication that training programs enable employees to know how much the company values staff members as well as with interest in their development which leads to high productivity.

On the statement that staff learn to cope with certain work problems through training, 44% strongly agreed, 34% agree with a mean value of 3.85 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.856. Staff training helps the teachers to cope with practicalities of teaching, managing groups of students and adjusting to school environment. The induction programs are organized locally through attachment, seminars, and workshops for various cadres of the school staff. 14% were unsure, 4% disagreed and strongly disagreed respectively. The study findings carry an implication that staff training would help the teachers to be equipped with the basics as they get used to classroom environment and get initiated.

On the statement that staff training enables them to obtain more knowledge and information about their work, careers and professions, 42% agreed, 36% strongly agreed with a mean value of 3.83 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.856. 8% were not sure, and disagreed respectively. Only 6% strongly disagreed. It was revealed that training allows employees to learn new ideas and techniques by interacting with more knowledgeable people and can be used to advance their career or improve their working methods. In addition, seminars allow employees to get inspiration from presenters who motivate them to improve their performance. The study carries an implication that training help staff members to acquire new knowledge and ideas on among schools which contributes to improved performance.

Finally, 44% of the respondents agreed that training increases employees' innovativeness in execution of tasks and assignments of the school, 34% strongly agreed. This carried a mean value of 3.80 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.382. This shows that innovative teacher 14% were not sure, 4% disagreed and strongly disagreed respectively. The study carries an implication that through teacher professional development, teachers learn new teaching strategies to improve the quality of instruction. This allows them to make changes in the way they teach their students, incorporating innovative teaching methods in the classroom. It teaches them how to work with a variety of learning styles, since not all students learn the same way.

4.4.3.1. Qualitative analysis

Form the interviews, it was noted that staff training resulted in change in job interest positively among teachers. In other words, training usually aims at making the job held by an employee more interesting. The respondents were asked to indicate the level to which they felt that the training had improved their performance. It was revealed that training resulted in change of their job interest positively.

Interviews conducted with head teachers revealed that training resulted in change in job behaviour positively among schools staff. The end result of any training and development programme is to ensure that there is a change in job behavior on the part of the trainees. Therefore, the respondents were also asked to indicate the level to which they felt that the training had resulted in change in job behavior positively.

Table 4.8. Results of the Pearson Product Moment Correlation showing staff training and staff performance among Private Secondary Schools

Variable	Productivity of employees
Staff Training	Pearson correlation
	0.707**
	0.658
	N
	74

**correlation is significant at 0.707 levels (2-tailed)

The table above shows that there is a positive relationship between staff training and staff performance among Private Secondary Schools, with a coefficient of correlation of 0.707. In other words, the level of productivity among Private Secondary Schools increases as the staff training increases, and vice versa. This suggests that the staff training can play an important role in the productivity of employees at among Private Secondary Schools.

4.4.4. Strategies to improve staff performance among Private Secondary Schools

The study involved analyzing training and Staff performance among Private Secondary Schools. The 5 items measuring training and Staff performance among Private Secondary Schools are presented in Table 7. The items were scaled using the five-point Likert scale where code 1 = Strongly Disagree, 2 = Disagree, 3 = Undecided, 4 = Agree and 5 = Strongly Agree. Table 7 presents a summary of the findings concerning respondents' views on training and staff performance among Private Secondary Schools.

Table 7: Showing strategies to improve staff performance among Private Secondary Schools

Statements	Extent of agreement and disagreement					Mean	Std. Deviation
	SA	A	NS	D	SD		
	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)	Freq. (%)		
The school should develop, apply, measure and institutionalize standards for teacher professional development.	18	21	4	4	3	3.85	0.869
	36	42	8	8	6		
The school should create professional development opportunities that promote teacher collaboration.	17	22	7	2	2	3.95	0.940
	34	44	14	4	4		
The school should provide teachers with ongoing support.	16	25	4	3	2	3.96	0.974
	32	50	8	6	4		
The school should invest in high-quality teacher educators	15	27	3	3	2	3.97	0.975
	30	54	6	6	4		
The school should build instructional leadership at all levels of the educational system.	14	27	3	4	2	3.55	0.569
	28	54	6	8	4		
The school should use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities	15	23	6	4	2	3.72	0.720
	30	46	12	8	4		

Source: Primary data, 2024

Table 7 represents the descriptive statistics on strategies to improve staff training and performance among Private Secondary Schools. From the table above, the statement that schools should develop, apply, measure and institutionalize standards for teacher professional development. In other words, schools should enforce the practice of training for performance planning not only at the beginning of the term but also as a continuous process throughout the

academic year in the school received agreement from 42% of respondents, 36% strongly agreed, 8% were not sure, and disagreed respectively. Only 6% of the respondents strongly disagreed. This carried a mean value of 3.85 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.869. This indicates that enforcing performance planning should be undertaken to ensure that staff can be motivated to work better at the school.

Furthermore, the statement that schools should create professional development opportunities that promote teacher collaboration. This can be done to improve the practice of performance monitoring by cultivating a user friendliness of the performance monitoring system was agreed upon by 44%, and agreed upon by 34% of respondents, while 14% were not sure, and 4% disagreed and strongly disagreed respectively. The study findings carry an implication that performance monitoring is important in ensuring staff are able to practice their roles at school for better school performance.

More so, regarding the statement that schools should provide teachers with ongoing support. This will help to ensure making the practices of training for staff performance reviewing more meaningful to the teachers, 50% agreed and 32% strongly agreed, with a mean value of 3.95 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.940. While 8% were not sure, 6% disagreed and 4% strongly disagreeing. These findings imply that the school needs to promote staff training, make it ongoing and review more the practice more frequently to make it attractive for teachers to undertake.

Similarly, 54% agreed and 30% strongly agreed that schools should invest in high-quality teacher educators. This carried a mean value of 3.96 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.974. In addition, 6% were not sure, and disagreed respectively and 4% strongly disagreed. Teacher educators or teacher trainers, in- or pre-service, are often the weakest link in the teacher education system. This highlights that schools should capitalize in high-quality teacher instructors in order to improve on performance of the staff and the school.

In addition, the statement that schools should build instructional leadership at all levels of the educational system was agreed upon by 54% and strongly agreed upon by 28%. This carried a mean value of 3.55 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.569. Only 8% disagreed and 6 were not

sure, and 4% strongly disagreed. They are responsible for the quality of teaching and learning in their schools. Yet too often we see poor instructional school leadership holding back teaching and learning. This indicates that schools that have good leaders are most likely going to have their staff trained because the leaders care about the quality of the teachers.

Finally, the notion that the school should use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities was agreed upon by 46%, and strongly agreed upon by 30%, with 12% who were not sure, 8% disagreed and 4% strongly disagreed. This carried a mean value of 3.72 close to four which indicated that the respondents agreed (high) on the five point Likert scale used, with std. deviation of 0.720. From the study findings, it can be implied that technology, radio, mobile phones, TV and the Internet can offer teachers, even in low-resource environments, access to content, to curriculum, colleagues and a variety of learning experiences.

4.4.4.1. Qualitative analysis

Findings from the interview revealed the need to address training of employees, private secondary schools should develop multiple packages of human resource policies and practices that match their employment satisfaction. So, there is need to establish and strengthen schools' collaboration with other training institutions so as to make timely plans for the training of employees with reliable teaching methods.

During the interview, a respondent said;

“Schools should enforce the practice of training for performance planning not only at the beginning of the term but also as a continuous process throughout the academic year in the school. They should improve the practice of performance monitoring by improving the user friendliness of the performance monitoring system. The school should ensure the making the practices of training for staff performance reviewing more meaningful to the teachers.”

Another respondent said;

“The school should maintain refresher trainings for its teachers. There is need for creation of opportunities in areas of education for teacher training and performance. Schools directors should assess and evaluate employees at all levels through some training.”

It was finally revealed that there is need to tackle existing avenues in accessing training opportunities in the work place. There is need to design effective training activities the first step in the instructional design process.

4.5.3. Multiple Regression Coefficients of the effect of Training on Staff Performance among Private Secondary Schools in Mukono Municipality, Mukono district

The raw and standardized regression coefficients of the predictors together with their t-statistics are as shown in table 4.14.

Table 4.14: Training and Staff Performance among Private Secondary Schools

Model	Unstandardized		Standardized		t	Sig.
	Coefficients		Coefficients			
	B	Std.Error	Beta			
1 (Constant)	4.241	1.307			3.245	.000
On-the-job training	.130	.063	.223		2.064	.038
Off-the-job training	.266	.104	.093		2.558	.002
Staff performance	.109	.048	.089		2.271	.014

a. Dependent Variable: Staff performance

The estimates of the regression weights, t-statistics and the p-values for the relationship between training and Staff Performance among Private Secondary Schools are presented in table 4.15.

The model above clearly shows a significant positive relationship between the predictor variables and staff performance. The estimated coefficients show the contribution of each independent variable to the change in the dependent variable. According to the regression equation established, holding all independent factors a constant then employee performance of state corporations is average (4.241). This constant is significant in the model as it has $p=.007$ which is less than the 5% level of significance taken for this study.

The coefficients table results further indicate that an increase in job training by one unit would lead to increase in staff performance by 0.130 units. Results further indicate that an increase in the on-the-job training by one unit would lead to increase in employee performance by 0.266 units. The results also show that an increase in on-the-job training by one unit would lead to increase in employee performance by 0.186. Then, an increase in the employee performance by one unit would lead to increase in other factors by 0.109.

Regression analysis further formed a basis for testing the hypothesis adopted in this study. This was done by considering the p-values corresponding to each variable of interest in Table 4.15. The benchmark for this study for failure to reject or failure to accept the null hypothesis was a level of significance of 5 percent. If the p-value was less than 5 percent the null hypothesis failed to be accepted and the alternate hypothesis would fail to be rejected. Also, if the p-value was greater than 5 percent the null hypothesis.

The first objective of the study sought to investigate the influence of staff training on the employee performance among secondary schools in Mukono Municipality. This was established by determining Pearson correlations of refined data. The results showed that there was a moderate positive significant correlation between staff training and employee performance ($r = 0.490$, $P < 0.05$). Regression analysis conducted proved that there was a positively significant influence of on-the-job training on employer performance as indicated by the values $P1 = 0.130$, $t = 2.064$, $p < 0.05$. Hypothesis testing conducted at 95% confidence level on on-the-job training confirmed its significant influence on employee performance hence the null hypothesis is rejected.

Finally, the study sought to establish the influence of off-the-job training on employee performance among private secondary schools in Mukono Municipality, Mukono district. Pearson correlation was conducted and the findings indicated that there was a moderate significant correlation between off-the-job training and employee performance ($r = 0.513$, $P < 0.05$). Regression analysis was also conducted and the results showed a positively significant influence of off-the-job on employee performance as indicated by the values $P2 = 0.266$, $t = 2.558$, $p < 0.05$. Further hypothesis testing conducted at 95% confidence level confirmed that off-the-job had a statistically significant influence on employee performance hence null hypothesis is rejected.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the summary and description of findings derived from the study. The chapter also provides findings, conclusions and recommendations for policy as well as recommendations for further research.

5.1. Summary of Findings

Study findings on on-the-job training showed that there is a positive relationship between on-job training and employee performance among Private Secondary Schools, with a coefficient of correlation of 0.718. In other words, the level of performance of employees among Private Secondary Schools increases as on job training increases, and vice versa.

The findings reveal that on-the-job training involves the creation of a simulated work environment, and the emphasis is put on both learning and production. While practicing this method, employees get accustomed to the skills and knowledge that are required of them.

Furthermore, study findings on off-the-job training shows that there is a positive relationship between off-job training and employee productivity among Private Secondary Schools, with a coefficient of correlation of 0.729. In other words, the level of productivity of employees among Private Secondary Schools increases as the off-the-job training is increased, and vice versa. This suggests that the off-the-job training can play an important role in the productivity of employees among Private Secondary Schools.

Finally, study findings revealed a positive relationship between staff training and staff performance among Private Secondary Schools, with a coefficient of correlation of 0.707. In other words, the level of productivity among Private Secondary Schools increases as the staff training increases, and vice versa. This suggests that the staff training can play an important role in the productivity of employees at among Private Secondary Schools.

5.2. Conclusions

The study aimed at assessing the effect of Training on Staff Performance among Private Secondary Schools in Mukono district. It specifically examined the effect of off-job training on Staff Performance among Private Secondary Schools, effects of on-job training on Staff Performance among Private Secondary Schools, and the strategies to improve staff performance among Private Secondary Schools in Mukono district. In conclusion therefore, training and staff performance is related in a way that communication skills improves after training, training helps to reduce tension and conflict between them and other institutional members, the sense of focus towards meeting the school's goals and objectives is increased, training improves staff attitude towards work, training boosts staff enthusiasm to work better, staff is able to achieve a measurable sense of ownership of the school, through training staff is able to learn about their weak areas and by this, they are able to work towards correcting them, staff learn to cope with certain work problems, staff training enables them to obtain more knowledge and information about their work, careers and professions, and training increases innovativeness in execution of tasks and assignments among teachers.

5.3. Recommendations

From the above discussions of findings and conclusion, the following measures are recommended below;-

The study further recommends that management among private secondary schools organizes regular workshops for staff members in different departments to train them in better teaching practices and performance. This is because, most workshops have previously focused at other areas of implementation yet there is need to enhance methods in preparing better teaching skills. These will allow members to actively participate in sharing information as well as acquire more skills relevant to their jobs for improved teaching skills and performance.

The study recommends that management among private secondary schools organizes team building retreats at departmental level to enable members share and discuss matters such as communication skills at the workplace. This is because, retreats have previously been organized for the entire organisation without paying specific attention to departments. This will help to solve problems among staff members and enhance their performance.

Private schools management needs to help staff to know what staff training is and make them understand the importance of it. The School Directors' department could explain to the teachers about the objectives of training and how they will benefit from the training.

Meanwhile, the employees should be told how they can use what they learnt from the trainings in the future.

The school should increase the communication between management and employees by getting feedback from employees in order to know what they like and what can be improved in the trainings to get better outcomes. And trainers can also observe while conducting trainings, some teachers would not express themselves even though they do not feel satisfied with the trainings. Moreover, the director of studies should attend the trainings themselves to find out the problems and how they would feel when they are trainees. To understand each other better will bring better results for the trainings.

School management should guide employees to realize that improving themselves is the main aim of the training. The main purpose of staff training in the case of a school is to improve teachers' qualities in order to provide better education services, but teachers did not consider self-development as the most important reason for trainings, therefore, they should be led to the right direction, which is to improve themselves and customer service but not for competition or promotion and other reasons.

Finally, from this study, the importance of staff training in education is discovered, and in order to help the private schools to solve current problems in staff training as discussed above, possible suggestions are provided. To improve the recent situation needs time and it requires the co-operation of both management team and teaching staff.

5.4. Areas for further research

Further study may be conducted on;

- 1) The effect of rewards on staff performance among private secondary schools in Mukono.
- 2) The effect of performance management on the performance of private secondary schools rural areas of Uganda.
- 3) The effect of team building on teachers' performance among private secondary schools in Uganda

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APPENDICES

Appendix I: Questionnaire

For selected Staff of Private Secondary Schools

Dear sir/madam

My name is Kamara; I am a Masters student of Master of Education at Uganda Christian University. I am conducting a study on “the effect of Training on Staff Performance among Private Secondary Schools in Mukono district.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A. Bio Data

Please tick the most appropriate answer

1. Gender

a) Male b) Female

2. Age

a) 24-28 years b) 29-33 years

c) 34-38 years d). Above 39 years.....

3. Level of education

a) Diploma b) Bachelor Degree

c) Masters degree d) Any other, specify:.....

4. How long have you worked as a teacher?

- a) Less than 1 year b) 1-5 years
 c) 6-10 years d) Above 10 years

Note: In the following sections, rate your degree of agreement on each statement under each objective using a scale of 5(Strongly Agree), 4(Agree), 3(Not sure), 2(Disagree) and 1(Strongly Disagree).

Section B: On-job training and Staff Performance among Private Secondary Schools

Statements		Responses				
S/No.	On-job training among Private Secondary Schools	5	4	3	2	1
1.	There is job Rotations					
2.	Mentoring is done					
3.	Job Instruction is practiced					
4.	Committee Assignments is done					
5.	Internship Training is conducted					
6.	Job Shadowing is done					
7.	Self-instructional training					
8.	Apprenticeship is conducted					
9.	Lecturing					
10.	Planned work activities/programs					
11.	Others (please specify.....)					
S/No.	Off-job training among Private Secondary Schools	5	4	3	2	1
1.	Use of classroom lectures					
2.	Workshops and seminars are used					
3.	Simulation is conducted					
4.	Conducts entry training					
5.	Case studies are done					
6.	Role-playing					
7.	Programmed instructions					

8.	Use of management games					
9.	Others (please specify.....)					

Statements		Responses				
S/No.	Staff performance among Private Secondary Schools	5	4	3	2	1
1.	Communication skills improves after training					
2.	Helps to reduce tension and conflict between them and other institutional members					
3.	The sense of focus towards meeting the school's goals and objectives increased,					
4.	Training improves staff attitude towards work					
5.	Boosts staff enthusiasm to work better.					
6.	Staff is able to achieve a measurable sense of ownership of the school.					
7.	Through training staff is able to learn about their weak areas and by this, they are able to work towards correcting them.					
8.	Staff learn to cope with certain work problems.					
9.	Staff training enables them to obtain more knowledge and information about their work, careers and professions.					
10.	Training increases employees' innovativeness in execution of tasks and assignments of the school.					
11.	Others (please specify.....)					

Section C: Strategies to improve staff performance among Private Secondary Schools

S/No.	Strategies to improve staff performance among Private Secondary Schools	5	4	3	2	1
1.	The school should develop, apply, measure and institutionalize standards for teacher professional development.					
2.	The school should create professional development opportunities that promote teacher collaboration					

3.	The school should provide teachers with ongoing support					
4.	The school should invest in high-quality teacher educators					
5.	The school should build instructional leadership at all levels of the educational system.					
6.	The school should use Information and Communication technology (ICT) to provide access to content, professional development and professional learning communities.					
8.	Others (please specify.....)					

Thank you very much for your cooperation

Appendix II: Interview guide

With the Head Teachers

Dear respondent,

My name is Kamara; I am a Masters student of Master of Education at Uganda Christian University. I am conducting a study on “the effect of Training on Staff Performance among Private Secondary Schools in Mukono district.” You have been specifically selected to participate in this study and the information collected shall be purely for academic purpose and treated with the highest level of confidentiality. The success of this study shall greatly dependent on your response. Your cooperation shall highly be appreciated.

Section A: Introductions

1. Tell me about yourself (*gender, age, level of education*)
2. How long have you worked in that position?
3. What do you know about staff training?
4. What do you know about staff performance?
5. Tell about on the job training among Staff Performance in Private Secondary Schools.
6. Briefly tell me what you know about off the job training among in Private Secondary Schools?
7. According to you, what are the effects of off-job training on Staff Performance among Private Secondary Schools in Mukono district?
8. In your opinion, what are effects of on-job training on Staff Performance among Private Secondary Schools in Mukono district?

9. In your view, what are the strategies to improve staff performance among Private Secondary Schools in Mukono district?

Thank you for the cooperation