

TRAINING AND PERFORMANCE OF TEACHERS IN SELECTED PRIVATE SECONDARY SCHOOLS IN WAKISO DISTRICT, UGANDA

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ABSTRACT

This paper examined the effect of training on the performance of teachers in private secondary schools in Wakiso district, Uganda. The study adopted a descriptive, correlational, Cross-sectional survey design with quantitative approach utilized to collect and analyze data. Data was collected using semi-structured questionnaires from a sample of policy makers, Head teachers, and teachers from private secondary schools in Wakiso, Uganda. Data analysis was conducted employing descriptive, Pearson correlation, and structural equation model analysis. The results revealed an adjusted R square of .163, implying that 16.3% of the changes in teacher performance were explained by the training. Training is positively and significantly correlated with teacher performance in these schools. Teachers provided with training will increase their performance. These findings have Managerial implications for various stakeholders, including Headteachers, policy makers, government organs, and school administrators, highlighting the need for training of teachers in secondary schools. The study recommended organizing regular training, workshops, in-service training, seminars, and integration of e-learning programs to keep teachers fresh and increase their performance so that they continue to thrive in this competitive education system.

Keywords: Training, Teacher Performance, Private Secondary Schools, Secondary Teachers

1.0 INTROUCTION

The education sector is a fundamental driver of the nation's social and economic development (Astakhova et al., 2016; Valero, 2021). Teachers are essential in a country's national social, political, and economic development (Heri, 2022). Additionally, Teachers make a substantial contribution to Gross Domestic Product (GDP) by driving growth within the education services sector across numerous national economies. In Uganda, the education sector makes a greater contribution than 5.4% of the gross domestic product (UBOS-Statistical, 2020), Private secondary Schools are acknowledged for their key role in Uganda's national development plan

In this evolving education system and technology with highly increasing stiff competition of secondary schools want to remain operational. They have to invest in the training of teachers to acquire expertise, knowledge, and skills that will boost their effectiveness and efficiency in service delivery. (Thelma et al., 2024 & Gonzalez et al 2024). Schools should have initiatives and programs meant to strengthen the performance of teachers, impart new skills of teaching and general growth for both teachers and schools, and retain staff so as to be able to meet the school targets. (Astakhova et al., 2016; Valero, 2021), This, therefore, highlights that teacher

performance is a cornerstone in both public and private secondary schools. Teacher performance is the success in carrying out good and correct teaching, to produce quality graduates who are faithful, knowledgeable, and charitable (Lamatenggo & Sumar, 2023). Similarly, Mcgeachy & Daka, (2025) posit that without strong teacher performance, it is very hard to have a truly efficient and effective learning atmosphere, and the discipline of students will not be the best.

Teacher performance is key in the learning system, and the quality of education in schools depends more on people who provide it (teachers) and are the ones responsible in supporting the creation of an effective educational process, most importantly in molding disciplined attitudes and the quality of students' class results (Muzaki,2017)

Despite of the fact that teacher performance is the driver and determines the quality of both schools and students, it is entangled with issues of poor performance, culminating in to high teacher absenteeism in schools (Azabo & Asiimwe, 2023). Rampant teacher turnover, possibly due to improper administrative management systems which have failed to prioritize teachers in their respective institutions (Azabo & Asiimwe, 2023 : Onai & Ligembe, 2022)., Wakiso District UACE Results Report (2020) revealed that private schools particularly in rural settings have not addressed teacher issues which have made them to relax and fail to execute their duties diligently in teaching, assessment and participate in extra- co- curricular activities. Student's projects are not well supervised, further raising a public outcry about the poor performance of teachers. Given these challenges, this study sought to examine the effect of training and which involves one acquiring expertise, knowledge, and skills, on the teacher performance in private secondary schools, specifically, in Wakiso district in Uganda.

The Uganda national policy on education (2018), defines secondary education as the level of education that follows primary schools and precedes tertiary education. This stage aims to prepare individuals for meaningful participation in society and further education. Secondary education is tasked with offering all primary school graduates the opportunity to continue their studies, developing trained personnel in applied sciences, technology and commerce at a semiprofessional level and nurturing a generation that can think independently, respect others perspectives, value hard work and contribute positively to national goals, fostering good citizenship. Achieving these objectives requires efficient school management which involves the effective use of human resources among others to meet educational goals. Consequently, the management of secondary schools relies heavily on the optimal utilization of resources, particularly human resources.

In Wakiso, Uganda, private secondary schools are steadily expanding contributing to the broader education framework of the central region in Uganda. However, the diversity in management styles, school resources, and teacher expectations poses distinct staff welfare service challenges. Therefore, it becomes essential to investigate how one of the staff welfare aspects (training) employed by head teachers impacts teachers ' performance. This study aimed to explore the effect of training on teacher performance in private secondary schools in Wakiso district, Uganda, and provided insights into the staff welfare aspects responsible for driving teacher performance. By understanding these staff welfare aspects, school leaders can identify and adopt best practices, thereby enhancing teacher performance and contributing positively to the educational sector in Wakiso district, Uganda.

This research study is directed by the following research question:

RQ1: How does training impact teacher performance?

2.0 REVIEW OF LITERATURE

2.1 Theoretical Review

This study is underpinned by the Human capital theory to critically examine the relationship between training and teacher performance in Uganda's private secondary schools. This theory provided a robust firm foundation for understanding the effect of training on teacher performance. Human Capital Theory was advanced by Becker (1964). It assumes that individuals who invest in education and training increase productivity, knowledge, and skills about sources of finance, technical and managerial skills, and thus can justify higher earnings as a result of their investment in human capital than those who do not. Becker (1964) emphasizes that human beings are a form of capital that can be invested in through education, training, and experience. Human capital theory supports this present study in investigating how high-quality teacher training programs, improve teaching effectiveness, hence better student performance.

Becker (1964) posits that, improving knowledge and skills leads to better job performance, higher earnings and productivity. Therefore, Becker's human capital theory emphasizes that teacher training and development is not just a cost, but a necessary investment that improves the productivity of the education system and contributes to the economic growth of the country. The theory of human capital establishes a firm foundation for understanding how training enhance teacher performance in Ugandan private secondary schools. The Human capital theory emphasizes that education or training raises the productivity of teachers by imparting useful knowledge and skills, hence raising workers' future income by increasing their lifetime earnings. The theory still reveals that training a teacher enhances service improvement, hence facilitating the growth of the institution.

2.2 Teachers Performance.

The phenomenon of teachers' performance is a key element in determining the expansion and progress of a school. Performance is a broad idea that could have various meanings for various individuals from different angles a person has approached it from. (Ama & Alves, (2021) posit that performance is an activity in which an individual can accomplish the task assigned to him/her. Karegyeza, (2021) and Kigenyi & Kakuru, (2016) defined Performance as a behavioral element that defines how organizations, teams, individuals, and Workers do their tasks. It is the output record of a particular activity or job function at a precise moment in time. Likewise Wahyu et al. (2021) understand Teacher performance as the instructor properly carries out his/her duties. The caliber of teachers' work strongly influences the quality of the instruction and education process. The caliber of teachers' work will largely decide a lesson's success, which will impact the standard of schooling outcomes. Esber & Heller, (2020), Performance was also defined as the extent to which an employee and an organization's goals are met. Similarly, Teacher performance is the teacher's capacity to work according to the time setting, the quantity of work decided by the organization, and work quality. Further to that, Muzaki (2017) described teachers' performance as in form of lesson planning, participation in

extracurricular activities, supervision of student behaviour, counselling and guidance, staff meetings, teaching, regular evaluation of students, keeping track of the work completed, and student records, as well as time management. Under In this study, the performance of the teachers was operationalized as teaching preparation (lesson plans and schemes of work and preparation of teaching aids), assessment, and evaluation (setting examinations, marking and making corrections with students), participating in extra- co-curricular activities (sports, drummer, music, and oversight of students' projects). The present conceptualization of teacher performance was informed by numerous policy adjustments in education systems, teaching methodologies, and theories that demonstrate performance, such as social exchange theory (Homans,1958), Human Capital Theory by Becker (1964), among others.

2.3 Teacher Training

Teacher training programs are mainly divided into pre-service, in-service, induction, refresher, specialized, and online or blended formats, each serving distinct purposes in a teacher's professional lifecycle. Pre-service training (Initial Teacher Education) equips prospective teachers with subject knowledge and pedagogical skills before they enter the profession, typically offered through diploma, bachelor's, or postgraduate education programs (MOES, 2019). In-service training, often delivered as Continuous Professional Development (CPD), supports practicing teachers through workshops, seminars, and peer learning to improve instructional practices and adapt to curricular changes (Desimone, 2009). Induction programs orient newly recruited teachers to school culture and classroom realities, while refresher courses are short-term updates addressing curriculum reforms or emerging pedagogical needs (Guskey, 2002). Specialized training targets areas such as ICT integration, inclusive education, and school leadership, enhancing teacher capacity in response to specific educational demands (Enabel, 2020). Increasingly, online and blended learning platforms have become integral to teacher training, especially in reaction to disturbances like the pandemic, COVID-19 pandemic (World Bank, 2021). Together, these programs form a comprehensive framework for strengthening teacher competence and improving student learning outcomes.

Teacher training aims to improve employee skills, knowledge, and competencies for an organization's sustainable growth and development (Putra, 2025). Jona-Lasinio & Venturini (2024) describe training as a tool for improving job opportunities and work conditions of employees and increasing company productivity. Training is a continuous, structured process aimed at improving employees' knowledge, skills, and behavior to meet current and future job requirements effectively within an organization (Bashar et al., 2024; Braim, 2021). Training is an important and effective approach that is better for accomplishing organizational objectives and improving employee productivity. (Nor, 2025). Teacher development is also an approach schools utilize to enhance the performance of teachers, and continuously prioritizing professional development of teachers in schools enables facilitators to become better professionals by getting new skills and improving their competencies. Under this study, training was operationalized as identifying learning and training needs, planning training programs, training techniques, conducting training programs, and evaluating the training process (Armstrong,2003).

2.4 Training and Teacher Performance

Related to that, training of staff is typically associated with the improvement of performance, knowledge, and skills in their present job position (Oyekan, 2023).

Training is defined as a systematic process that enriches employee knowledge, skill, attitude, and expertise to finish regular tasks and successfully achieve organizational/institutional goals (Hosen et al., 2024). Furthermore, a prior study by Rahis (2025) found that training is a practice associated with the productivity of the Ministry of Health and Human Services staff, Maiduguri, Borno State. In addition, a study by Nor (2025), discovered that efficient instruction positively and significantly impacts government employees in Maiduguri, Borno State. Similarly, the study by Putra, (2025), reviewed the role of Human Resources Management (HRM) on employee performance, and results indicate that training positively and significantly impacts individual productivity and organizational performance. Similarly, Afroz & Muzaffar, (2023), surveyed the influence of training on the performance of public primary school teachers in Teso South Sub-County of Busia County. The purpose of the study was to determine how teacher preparation in public primary schools affected their effectiveness. The study's conclusions show that most respondents believed that training improved an employee's level of expertise. The study Objective was to establish the influence of training public primary school teachers on their performance. The study findings highlight that the majority of the respondents had the view that an employee's knowledge increased with training. Additionally, Subekti et al., (2024). Investigation about the Effects of Training and Professional Development on Competence Improvement. The study's objective was to explore the various elements of training, including digital competencies, that focus on improving the performance of teachers in Indonesia. The findings report the significance of ongoing training and professional development to improve teachers' competencies, especially in the face of new challenges such as technology integration. By identifying successful training programs in various studies, education systems can improve in efficiency. in improving teacher performance. Furthermore, Ahmad & Amin Moharken, (2018) conducted a study on How Training impacts the Performance of Government School Teachers of four districts, that is, Kathua, Reais, Pulwama, and Ganderbal) of Jammu and Kashmir. According to the study's findings, training practices improve performance. The studies mentioned above involved teachers in Jammu and Kashmir.

The majority of the aforementioned studies were carried out beyond Uganda, and some were on primary schools and other concepts. For those geographical, conceptual, and contextual gaps. This study aimed to add to the body of literature by investigating how training affects teacher performance within the framework of a developing country, Uganda. It was hypothesized that,

H1: Training is significantly related to teacher performance.

3.0 METHODOLOGY

3.1 Research Design

The study employed a descriptive, correlational, and cross-sectional survey with both quantitative research approach. A descriptive design was adopted to answer questions of what, who, how, and when associated with the present study. (Etyang', 2018). The correlation design was adopted to test the relationship between the independent variable (training and the

dependent variable teacher performance), and this enabled the researcher to assess the strength of association between both constructs.

The study was cross-sectional design suitable to collected at a single point in time from a sample that represented the larger population. (Mazaki et al., 2017) & (Muhammad & Kabir, 2018). The cross-section design was selected for its efficiency and time effectiveness because it did not need follow-up with the respondents. Cross-sectional studies are particularly beneficial in situations where rapid data collection is required, without undermining the representativeness (Kigenyi & Kakuru, 2016:(Kivunja & Kuyini, 2017: Kiiza, 2021).

The survey design allowed the researcher to collect data from a large participant, enabling generalization of the findings to the wider population of interest. The study employed quantitative technique in data collection and data analysis.

3.2 Study area and Population

The study population mainly focused on 6461 private secondary school teachers within Wakiso district, Uganda. (Wakiso District Report,2020). The study concentrated on private teachers because their schools contribute 69% of the total secondary schools in Uganda (UBOS,2021). The population comprised 421 respondents, including Head teachers, District education office, District inspector of schools, Commissioners Ministry of Education, and teachers. The selection of this specific population was made because of their roles and responsibilities in the sector of education. Their heterogeneous offices, roles and responsibilities, expertise, and experience made them the right respondents for the study. Similarly, the selection ensured proper representation from different offices within the education sector, providing authentic and credible insights on the training and development policies and Teachers were the unit of analysis in this study.

Table 1: The study sample size

NO	Category of Respondents	Population	Sample Size	Sampling Method
01	Head Teacher	225	10	Systematic sampling technique.
02	District Education Officer (DEO)	01	01	Purposive sampling technique.
03	District Inspector of Schools	01	01	Purposive sampling technique.
04	Teachers	63	16	Simple random
05	Commissioner of Private Secondary Schools (MOE)	01	01	Purposive sampling technique
06	Assistant Commissioner, private Secondary schools (MOE)	01	01	Purposive sampling technique
07	Teachers (for quantitative data)	6461	363	Simple random and proportionate sampling
08	Teachers (in-depth interview)	30	04	Simple random sampling

Source: Wakiso District Local Government School Report, 2020, and Ministry of Education2023

Demographic results on respondents revealed the following: A sample of 363 teachers was obtained using the table of (Abdul & Bukhari, 2021). Descriptive statistics highlight those 316 teachers responded to the study questionnaires, indicating a response rate of 87.1%. 189(59.8%) were male, and 127(40.2%) were female in the table 1 below. The results of the research study stress that a bigger number was in the age bracket of between 26-33(47%) and those between 33-40 and above (33.5%). This proves that the study had the right respondents to provide literature on the subject under study. This was followed by working experience where teachers below 3 years were 87(27.5), teachers between 3-6 years were 119(37.7), and the rest above 6 years were 110(34.8) teachers. These were mature enough and provided important data on monetary allowances, training, and development in schools. In addition, the greatest level of education was a university degree, which made up 257(81.3) of their totals, followed by a Diploma, 33(10.4), The graduate was 18(5.7) This reveals that the questionnaire was well understood and provided the required information to the subject under investigation. Followed by the period of school existence, less than 10 years were 17(10.7), those between 10-20 years were 66(41.5), and schools over 20 years 76 which made up (47.8) indicating that 89.3% had knowledge and provided significant data on training, in private schools. Lastly, The character of schools. Day schools were 05 that made up (3.1%), Boarding schools only 10 (6.3%), Day and Boarding schools were the majority, making up 144(90.6%), all provided very important knowledge on the training of teachers in private schools.

3.3 Sampling Design

Both probability and non-probability sampling techniques were employed. District Education Officer, Commissioner of private secondary schools (Mowes), and Assistant Commissioner were all selected purposively because of their knowledge in the education sector by virtue of their offices (Taherdoost et al., 2016).

In addition, systematic sampling, a probability sampling method, was employed in this study. This technique involves selecting participants at fixed intervals from a randomly ordered population (Haute, 2021). Specifically, the researcher selected head teachers from a large population using a fixed periodic interval of 22, meaning every 22nd individual was chosen to participate. This strategy worked well since it was straightforward and effective, particularly when handling a large population.

Similarly, simple random sampling, another probability sampling technique, was utilized to select participants from the general population. This method was chosen to guarantee that every candidate had an equal chance of being chosen, thereby minimizing bias and enhancing the generalizability of the study's findings to private secondary schools. Through this approach, the study was able to gather comprehensive insights on to the impact of training on secondary private school teachers' performance.

3.4 Data Collection

Data were collected using methods involving face-to-face interviews and the administration of closed-end structured questionnaires. The tools used to get the data were an interview guide and a questionnaire that enabled the study to get quantitative insights from the respondents.

3.5 Reliability and Validity

A structured questionnaire was used in order to gather information for this research study on training. Before the main data collection, a pilot test was conducted to identify and eliminate unclear or poorly constructed items. The findings demonstrated that the questionnaire was both valid and reliable. Specifically, the construct of training yielded a Cronbach's alpha coefficient of 0.883, indicating high internal consistency. These findings imply that the instrument effectively measured the intended construct, thereby minimizing the likelihood that observed patterns were due to measurement error. Consequently, the findings can be reasonably generalized to a broader population. The evaluation of content validity was done utilizing the Content Validity Index (CVI), confirming that the instrument was suitable for explanatory research. The variables exhibited excellent validity and reliability, as evidenced by Cronbach's alpha values of 0.883 or higher and composite reliability scores above 0.865. Additionally, the Average Variance Extracted (AVE) values exceeded 0.5, and the Variance Inflation Factor (VIF) scores were all above acceptable thresholds. These statistics affirm that the scale items were appropriate and reliable for data collection, as detailed in the results below.

Table 2: Reliability and Validity

<i>Variable</i>	Cronbach Alpha	CR	AVE	VIF
Training and	.883	.909	.588	1.847
Teacher Performance	.865	.906	.678	2.069
CR - Composite Reliability				
AVE- Average Variance Extracted				
VIF-Variance Inflation Factor				

3.6 Data Management and Analysis

3.6.1 Quantitative Analysis

Analysis and management of data were screened to measure and check the credibility of the instrument. Data was then entered in SPSS 23 and Smart Pls 4.0 for data analysis. Analysis was utilized in order to assess the degree and pattern of missingness. The analysis focused on the missingness pattern to determine if the data were absent completely and at random. SPSS 23 software was employed to capture and enter the data for further analysis. Therefore, the direct effect results of Training, and teacher performance are shown in Table 5.

3.7 Ethical Consideration

This study is part of my PhD research on training in private selected secondary schools in Uganda for the Doctor of Business Management degree at Ndejje University, received ethnic approvals from the Uganda National Council of Science and Technology (UNCST), Mengo Hospital Research Ethnic Committee (MHREC), and DEO) of Wakiso district, which facilitated data collection. Every participant gave their verbal informed consent. after they were fully briefed on the study's purpose and objectives. To ensure accurate responses, the researcher designed the questionnaire in simplified English to avoid confusion or misinterpretation

This study. From the start of this study, the researchers adhered to all the required ethical standards that enabled the study group to respect and protect respondents' rights. Various Concerns about ethics were prioritized to ensure quality results at every stage of data collection, processing, and during the analysis phase, as elaborated. Permission from all categories of respondents was secured. Respondents were briefed about the study's goals, and informed consent was acquired to prove their willingness to take part in the research.

Furthermore, the principle of privacy and confidentiality throughout the whole research journey was emphasized and respected. The responders' names were not disclosed and participating secondary schools were requested and don't show up anywhere in this report. The researchers reassured participants that their answers would be kept confidential and would only be used for academic purposes. Plagiarism is another critical key principle that researchers noticed and respected way back from the commencement of this study to the time of the final report writing step. The researcher acknowledged all the past scholars' literature that identified and seemed to be crucial and relevant to the researcher's survey study (Cacciattolo, 2021).

4.0 RESULTS

The study's aim was to investigate the impact of training on about the effectiveness of teachers in Ugandan's private secondary schools. The summary of the Descriptive Results, correlation, and structural equation model is presented, and concludes with a review of the findings.

4.1 Descriptive Results

A descriptive analysis was conducted to summarize the characteristics of the research sample with the findings presented in Table:3. The mean scores were analysed using the following scale 1.00(very low),1.81-2.60 (low),2.61-3.40 (moderate), 3.41-4.20 (high) and 4.21-5.00 (very high).

Table 3: Summary of descriptive statistics on training and teacher performance.

Variables	T-Values	Mean	Standard Deviation
Training	4.475	3.513	0.785
Teacher Performance	6.450	3.909	0.606

Source: Primary data,2024

The summary of descriptive results in Table 3 shows the Standard Deviation of how respondents evaluated their own training. (mean=3.513, standard deviation=0.785, t-value =4.475 at a 0.01 significance level. Training t-Value:4.475.

The high t-value implies that training has a statistically significant effect. In most research, a t-value greater than 2 (approximately) is considered significant at the threshold of 0.05.

This means the result is unlikely due to chance. On table 3, Mean: 3.513 implying that, on average, respondents rated training at moderately high levels, where the standard deviation of 0.785 indicates moderate variability in participants' responses. Some teachers rated training higher or lower than the average, but the replies were grouped together around the mean.

Teacher performance, t -value=6.450 high, showing that teacher performance is highly statistically significant. Mean=3.909 and this concludes that teacher performance was rated very highly on average, and standard deviation=0.606, meaning participants' responses regarding teacher performance were more consistent in general.

4.2 Correlation Results

Teachers' performance was examined using Pearson (r), which was also used to determine the connection between training and Teacher performance and also to find out the direction's strength of these relationships.

Table 4: Pearson Correlation on training and teacher performance

	Mean	SD	Training	Teacher Performance
Training	3.513	0.785	1.000	
Teacher Performance	3.909	0.606	.452**	1.000

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis in Table 3 highlights a moderate positive relationship between training and teacher performance in private secondary schools in Uganda. Pearson correlation coefficient ($r=.452^{**}$, $p<.05$). indicating the pivotal role of training associated with good teacher performance. Additionally, a structural model was run in the next sub-section to confirm whether the relation is predictive or not.

4.3 The Structural Equations Model (SEM).

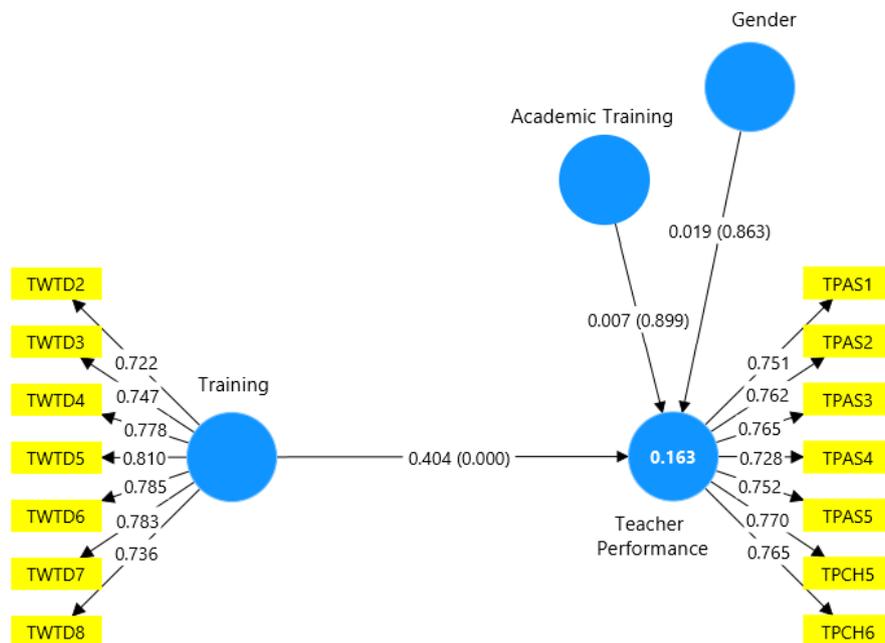
Table 5: Results of the structural equations model

	B	S.e	T values	P values	95% bcci
Training → Teacher Performance	.404	.050	8.039	.000	0.296,0.492

The structural equation model was also adopted to illustrate the relationships among constructs using the Bootstrapping technique with 5000 samples with a two-tailed test, (Hair et al, 2022). The results show that the Training has a significant and positive effect on the teacher performance ($\beta = .404$, $p<.05$), a clear indication that when schools make it a point to identify training needs, address them appropriately and couple this with personal development initiatives for the teachers, these same teachers shall improve their teaching and instruction outputs for the learners.

The direct effects of the model in the present study indicates that teacher performance revealed that 16.3% of the variance in teacher performance is explained by training.

Illustration in Figure 1.



Source: Measurement Model.

Figure 1 illustrates the key indicators and their corresponding item loadings that best represent teacher performance. According to the approach, training is a crucial predictor of the overall construct, supported by the seven items have factor loadings. ranging from 0.722 to 0.810. Compared to the Exploratory Factor Analysis (EFA) results for teacher performance, only two items were left out from the final model. The retained items include: “The school has a well-defined training and development policy to support effective implementation (TWTD2),” “Training needs are professionally identified within the school (TWTD3),” “The school fosters a supportive regulatory environment and offers appropriate incentives for training participants (TWTD4),” “An annual training plan is developed based on identified teacher needs (TWTD5),” “Training needs assessments are consistently and thoroughly conducted from initiation to implementation (TWTD6),” “Identification of training needs is handled professionally (TWTD7),” and “The school evaluates training programs to determine their effectiveness in achieving intended learner outcomes (TWTD8).”

Additionally, the model in Figure 1 identifies academic training and gender as control variables within the study.

5.0 DISCUSSION OF FINDINGS

This section presents, analyzes, and interprets the results within the broad context of the theoretical and conceptual frameworks that underpinned the study. Additionally, it uses the reviewed literature to address the research questions, aiming to conclude the impact of training on teacher performance in selected private secondary schools in Uganda.

The findings of this research study highlight training as a critical factor influencing teacher performance in selected private secondary schools in Uganda. Teachers who regularly receive in-service training in professional areas from colleges and universities lay the foundational

pedagogical, subject-matter, and professional competencies. In Uganda, institutions such as Kyambogo University and National Teacher Colleges play a central role. Studies reveal that teachers who undergo comprehensive pre-service training demonstrate stronger classroom management, curriculum delivery, and learner-centered methodologies. The results are in line (Oonyu, 2012, and Kajubi, 2015). However, disparities in quality and curriculum content across institutions sometimes lead to uneven performance levels among newly recruited teachers.

In addition, teachers who normally receive workshops, refresher courses training, often organized by the school administration, Ministry of Education and Sports (MoES) or supportive NGOs, enhance ongoing teacher competence and enables teachers to adapt to curriculum reforms (for example the Lower Secondary Curriculum), integrate ICT in teaching, and use inclusive education strategies. The observation is in line with Kajubi (2015), who confirms that teachers who receive regular in-service training perform better in lesson planning, instructional delivery, and learner assessment. This form of training mitigates professional stagnation and encourages reflective practice.

Similarly, those who are given access to Induction programs before entering class by the school administration aim to bridge the transition from training to professional practice. In the Ugandan context, structured induction remains weak and inconsistent, especially in rural and private schools. However, in schools where properly implemented, induction enhances early-career teacher confidence, classroom preparedness, and alignment with school culture and expectations. Without adequate induction, new teachers face professional isolation, negatively affecting performance and retention (Nabeta & Aguti, 2019).

Relatedly, School administration that provides regular refresher courses helps to update teachers on current educational trends, pedagogical approaches, and policy changes. These are especially relevant given Uganda's frequent curriculum revisions and the global push for competency-based education. Therefore, teachers who attend such courses demonstrate increased adaptability and effectiveness in delivering contemporary content. However, limited funding and logistical constraints hinder the scalability and regularity of these courses, particularly in hard-to-reach districts. The results are consistent with Wambi et al, (2024), who assert that, the vast majority of teachers putting

Curriculum Based on Competencies (CBC) in the lower secondary classes in Uganda missed adequate orientation and induction on the current curriculum. it is, therefore, hereby concluded that teachers' preparedness is considerably low. On that note, therefore, the extent to which CBC is implemented in the lower secondary classes is below the desired national standards and expectation.

Furthermore, School administrations that organize Specialized training programs to teachers in areas of special needs education, STEM, or ICT integration develop niche competencies in line with national interests, including education and digital literacy. In Uganda, therefore, training programs run by organizations like UNESCO and USAID have equipped teachers with skills to support learners with disabilities and improve science instruction. Research indicates that teachers who receive such training show improved learner outcomes and instructional innovation. The findings are in agreement with Nyiramukama (2025), who demonstrates that equipping school leaders with digital proficiencies, institutions can better adapt to evolving

educational demands, enhance teacher and student engagement, and safeguard school resources.

6.0 CONCLUSION

The purpose of this paper is to examine whether training guarantees good teacher performance in private secondary schools in Uganda. The results highlight that the relationship between training and teacher performance was found to be positive and significant in private secondary schools in Uganda. Therefore, the model guarantees a strength of training in predicting teacher performance in private secondary schools in Uganda. It is on this note that teacher performance will cease to be a challenge if educational institutions provide systematic training to their teachers.

7.0 STUDY IMPLICATIONS

7.1 Theoretical implications

The results signify the application of the Human capital theory in explaining teacher performance. The findings support this analogy by illustrating how training enhances morale, motivation, and other capabilities, ultimately leading to excellence in employee performance (Becker 1964). Adopting that strategy will minimize substandard teaching and assessment methods will be minimized hence improving employee productivity and institutional performance.

7.2 Policy implications

Government to attain its perspective plans of 2040, Teacher training policy that all private teachers in educational institutions in the country should be instituted to instruct headteachers, managers, institution owners, always to provide training programs to the teachers, like seminars, workshops, free short courses, so that teachers acquire standard skills, knowledge, expertise, experience for better teaching performance.

The government, through district heads, should take control of monitoring and supervising teachers to ensure that employers are fulfilling and implementing teacher training policies.

The government should also offer cost-free courses to all private teachers in this new secondary school curriculum to train them on aspects such as new teaching methods, assessments, and the evaluation of students.

7.3 Managerial implications

For private educational institutions to have motivated teaching staff that is reliable and committed to their work, with no absenteeism. Headteachers and school administrators should implement training and development programs, such as mentors and in-service programs, to refresh teachers and retain them for a long time. The school management should adopt monetary allowance strategies such as medical, transport, accommodation, performance, and extra time, among others, to keep the staff stable on the ground to achieve its intended aims and objectives.

8.0 LIMITATION

This study employed a cross-sectional survey method as it specifically focused on private senior secondary schools in Wakiso district, implying that the findings may not be generalized to the entire country. Therefore, caution should be taken while applying the study's findings, particularly in light of regional comparisons.

9.0 FUTURE RESEARCH DIRECTION

Future studies should consider a longitudinal research approach while exploring additional factors like guidance and counselling, staff discipline, leadership development, flexitime, medical facilities, and accommodation as predictors of employee performance to provide a more comprehensive understanding of teacher performance.

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