

Staff Development Programs and Teachers' Performance in Secondary Schools of Kabale Municipality, Uganda

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Abstract: *The study assessed the staff development programs and their influence on performance of teachers in secondary schools of Kabale Municipality. The study was guided by objectives which were; to identify staff development programs that enhance teachers' performance in secondary schools, to establish how staff development programs influence teachers' performance in secondary schools and to investigate challenges encountered by secondary schools in implementing staff development programs in secondary schools. The study espoused a cross-sectional survey research design with both qualitative and quantitative approaches and data was collected from 143 respondents. Data was analyzed using SPSS computer software (Version 20) and frequencies, percentages, mean and standard deviation were generated. Correlation analysis was done to establish the influence of staff development programs on teachers' performance in secondary schools of Kabale Municipality. From the findings, in service training, workshops and seminars, conferences were given for professional teachers to enrich themselves with new knowledge and ideas. The findings also revealed that inadequate training resources and qualified training personnel, inadequate funding for staff development programmes and poor relationship between staff and administrators limited the implementation of staff development programs in secondary schools in Kabale Municipality. The study established that a number of staff development programs such as in service training, workshops, seminars and conferences were conducted. The study therefore concludes that relevant staff development programmes improve teachers' performance. The study established that there is a positive significant correlation between staff development programs and teachers' performance. Based on the findings and conclusions from the study, the study recommends that head teachers should allocate more funds and time to their respective teachers to enable them to participate in staff development programs with a view to improving their role effectiveness.*

INTRODUCTION

Pigors and Myers (2013) define staff development programs as all efforts, strategies and courses of action deliberately taken to help and facilitate employees to achieve technical, academic and psychosocial development to enhance their contribution to the achievement of organizational goals and for mutual benefit.

Tiberondwa (2014) asserts that staff development programs include training, attendance of seminars, workshops, conferences and short courses within and outside the institution. They also include sabbatical leaves, promotions which are expected to lead to effective performance in activities and in education institutions, staff development programs primarily aim at improving employee competence as to ensure transfer of quality knowledge, skills are required attitudes of trainees as well as improved performance on the job in the various work situations.

Feng (2017) defines teachers' performance as the behavioural aspect that defines the way in which organizations, teams and individual employees get work done; it is the output record of a specific job function or activity at a given time.

Background of the Study

Historical Perspective

Staff development programs are not a new idea in the United States. General Motors established one of the first corporate universities in 1927 with the General Motors Institute (Gerbman, 2000). The concept was slow to catch on, but in the 1950s a variety of organizations followed the same path. During the 1950s General Electric established Crotonville Management Development Institute and Walt Disney began Disney University (Gerbman, 2000). McDonald's followed this trend with the establishment of Hamburger University to train its managers in the early 1960s (Garger, 2009). Despite these progressive organizations, employee development and career planning still experienced some growing pains. In the 1970s, career planning and development efforts were focused on young employees that seemed to have high potential. It was a way for companies to plan for the future and nurture young workers for senior management positions (Moses, 2009).

Although organizations could not offer the same commitment of the past with the market change in the 1980s, they could use employee development to support and retain employees who were not lost in the downsizing and restructuring (Moses, 2009). Employee development took a necessary shift from focusing on promotion to focusing on skill development (Feldman, 2010).

Different companies have established different types of employee development programs for a variety of reasons. In the early 1990s Sears Credit, a firm based out of Hoffman Estates, Illinois, underwent a major restructuring and responded with a career-development initiative. This new venture was done in order to align employees with their new and changing jobs, and to ensure that all employees were adding value to the company. They also felt they were not sharing career opportunities with employees and the knowledge and skills to take advantage of those opportunities (O'Herron and Simonsen, 2010). MelKleiman (2010) points out that the fundamentals of a good employee training program are: orientation, soft skills training, and technical skills training. These concepts are the general foundation for any employee development program.

Uganda was not alone in seeking to put into place a comprehensive education plan like Teacher Development and Management System which had at its core of improving the quality of teaching. There was a continuing need to improve the quality of education in Ugandan schools by improving pre-service and in-service teacher education and teacher education pedagogy (Verspoor, 2008). In secondary schools in Uganda, some of the existing challenges was the Teacher Development and Management System (TDMS) which began in 1994 (Ministry of Education and Sports, 2013). The programme was conceived as part of the outcomes of the Education Policy Review Commission and was characterised as in 'its conception undeniably Ugandan.

Theoretical Perspective

Staff development programs involve training as one of the strategies for enhancing the capacity of teachers for improved performance. The study was therefore based on The Human Capital Theory by Schultz (2004) who postulates that education and training are a form of investment in human beings. The underlying belief then is that education creates assets in form of knowledge and skills which in turn increases the productivity of the worker. Schultz argued that skilled human resource has been able to acquire these skills as a result of staff development programs or investment in the existing human resource through appropriate on the job training both within and outside the organisation for example seminars, workshops, conferences and by creating conducive environment through appropriate welfare care promotion. The human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects.

The human capital perspective is illustrative of the employee's point of view. The theory states that employees are not costs, factors of production or assets but rather investors in a business. They invest their human capital and they expect a return on their investment. He also indicates that the predisposition for an employee to invest their time in an organisation is based on the sense of commitment. Such investment can reassure employees that the expenditure of their time in the organisation will contribute to their development and thus improve employee commitment and loyalty. Human capital theory justifies time spent at the workplace on regenerative activities for the employee. Training has thus added value to human resource hence become skilled. This research used Schultz's theory as a guide and proposes that by instituting staff development programs, the government aided secondary schools in Kabale Municipality can be able to enhance their daily operations and thus improve performance of their staff.

Contextual Perspective

A study done by Harris and Tim (2008) on teachers training, teachers quality and student achievement in the USA, came out with different answers on the issue. The study found no much relationship between more educated teachers and the performance of the students they teach. The study was very relevant but only that the structure and of teachers could not be directly concluded with one reason.

Staff training and development was seen as having or significant part to play in achieving and maintaining the survival and success of an organization. In the context of organizational environment to which the school is, the interaction among organizational learning culture, Job satisfaction, motivation to transfer learning, and turn over intention has not been explored extensively. A better understanding regarding staff development and performance of teachers in secondary schools especially in KabaleMunicipality would give important outcomes with demonstrated links to performance.

It has been observed that the performance of teachers in Uganda and Kabale Municipality in particular was deteriorating. Their performance is characterized by absenteeism, inadequate lesson preparation and rote-teaching; while the status of teachers and working conditions are also getting worse (Wandira, Onen & Kimoga, 2015). The Education for All Global Monitoring Report shared the consensus that inequality in education and quality of learning at secondary level is still poor, with millions of students leaving schools without basic skills (UNESCO, 2015). Yet, schooling quality ought to be a priority in every country for development to be meaningful (Jones, 2015; Roseline, 2015). Ntho and Lesotho Council of NGOs (2013) and Akinsolu (2017) assert that teachers are a critical resource and the key determinant of quality in education; and if they are unmotivated, then development in the nation

is doomed because education is a key instrument of social, economic and political transformation. This view is supported by Kosgei (2014) and Lyimo (2016) who opine that quality of education is the foundation of the wealth and security of every country. The role of teachers in quality education is recognized but as to why they no longer perform their duties as educators is still troubling.

The performance of teachers is critical to the survival of the quality of any education system (Khan & Mansoor, 2016; Awan & Asghar, 2017). Whether in educational or corporate settings, production processes are supported by a wellstreamlined system, with purpose-driven employees who are willing and determined to exert themselves to the maximum to surmount whatever challenges they encounter since the performance of organizations is dependent on employee performance (Khan & Mansoor, 2016; Veeraselvam, 2015). In the general view, secondary schools in Kabale Municipality have developed interest in igniting teachers' performance through staff development programs. MoES has also conducted annual in-service training of teachers mainly through SESEMAT (Secondary Science and Mathematics Teachers) Project across most of the districts in the country including Kabale Municipality. The aim of SESEMAT is to equip the mathematics and science teachers with suitable strategies which would aid in improving teachers' performance. However, there was still absenteeism, inadequate lesson preparation and rote-teaching; while the status of teachers and working conditions are also getting worse (Wandira, Onen & Kimoga, 2015).

Conceptual Perspective

Staff development program is a process designed to improve job understanding, promote more effective job performance and establish future goals for career growth. It helps staff in understanding their responsibilities. It is the opportunities available to new and experienced teachers and teaching assistants. These activities are designed to improve the quality of classroom instruction; enable individuals to grow professionally; introduce practitioners to the practical applications of research-validated strategies; and help teachers meet their license and salary differentials (Obanya, 2015).

Staff development programs can also be referred to as the processes, and activities through which every organization develops, enhances and improves the skills, competencies and overall performance of its employees and workers. The aim of staff development programs is to keep the staff up-to-date on the latest development in their fields, and enable them "brush up" their skills. It is the most effective training available to middle-level and top executives in the country. The purpose is to allow a member of staff supplement his/her basic knowledge and allow for an improved performance in the ways services are delivered (Ejiogu, 2010).

In-service trainings are essential work activities that contribute significantly to the overall effectiveness and profitability of schools. The effectiveness and success of a school lies on the people who form the workforce and work within the school (Onuka, 2012). The observation of Onuka (2012) is that in-service training is the developed human capital of a school that constitutes its performance. According to Amin (2013) in-service training is simply learning that is provided in order to improve performance on the present job.

Workshop is an arrangement for people which enable organizations to have updated information on major issues with which organizations are concerned. Muzaffar, Salamat and Ali (2016) stated that the advantage of workshops is improvement of knowledge. During workshops, participants share ideas with different group members and learn from other group presentations.

Katarasibwa (2016) looked at teachers' performance as the extent to which teachers in a school achieve the requirements of their job in an effort to fulfill school objectives. Teacher performance must be geared towards promoting the process of teaching and learning for the benefit of the students. In this study, teacher performance was conceptualized as the extent to which the teacher achieves school objectives through lesson preparations which involve making schemes of work, lesson plans, record of work done, actual classroom teaching, assessment and evaluation of the learners, attending staff meetings, involvement in co-curricular activities, time management, counseling and guidance.

Staff development programs are essential if secondary schools have to deliver education services effectively and if schools' objectives have to be achieved. This conceptual background considers the school system on the contributions it makes and extent to which these contributions affect goal achievement in this case teaching staff job performance. Staff development programs consider how teaching staff would go under professional development through in-service training, refresher courses, workshops and seminars (Obanya, 2015).

Staff development program should be able to motivate and help improve the role perception of staff and also develop a proper attitude in them toward the public. When teachers are educated, their standards of living are likely to improve, since they are empowered to access productive ventures, which would ultimately lead to an improvement in their livelihoods. The role of education therefore, is not just to impart knowledge and skills that enable the beneficiaries to function as economy and social change agents in the society, but also to impart values, ideas, attitudes and aspirations important for natural development (Fullan, 2015).

The straightforward linkage between education and staff development programs is therefore the improvement of labour skills, which in turn increases opportunities for well-paid productive employment. This then might enable the citizens of any nation to fully exploit their potential positively (Obanya, 2015). Thus, this study became important to address key issues such as staff/teachers development programs in Uganda context and Kabale Municipality in particular to know how effective it would be, how it has been affecting the service delivery of teachers and the positive impact this had on teachers' performance in secondary schools.

Statement of the Problem

Staff development programs are meant to help teachers to increase their knowledge and perform their roles effectively since the quality of any educational system depends to a greater extent on its teachers (Fullan, 2015). Despite several and substantial initiatives by the Government of Uganda and its development partners to enhance the quality of secondary education such as provision of instructional materials like text books, infrastructural facilities, recruitment of more teachers, seminars and workshops like SESEMAT (Secondary Science and Mathematics Teachers)(Ministry of Education and Sports, 2015; Oonyu, 2016) the performance of teachers in secondary schools of Kabale Municipality has remained poor as it is characterized by poor time management, absenteeism, inadequate lesson preparation, failure to cover syllabus and inadequate teaching methods (Kabale Municipality Secondary Schools Progress Reports, 2018; Nairuba, 2015; Wandira, Onen & Kimoga, 2016). One pertinent question arises: is there value for money spent on secondary education specifically on teachers in secondary schools of Kabale Municipality in Uganda? Most troubling is: why do teachers in secondary schools in Kabale Municipality no longer perform their role as educators? (Uwezo, 2016; Ochwo, 2015). While a significant amount of research on education in Uganda exists (Namuddu, 2015; Nairuba, 2014; Wandira, Onen & Kimoga, 2015) research on the effect of staff development programs on teachers' performance in secondary schools of Kabale Municipality is thin. The issue of staff development programs and its influence on teachers' performance in secondary schools of Kabale Municipality is a pertinent issue for education scholars, policy makers, education practitioners, economic development experts and employers. If the issue of staff development programs and its effect on the performance of secondary schools in Kabale Municipality teachers is not treated with the seriousness it deserves through scientific research in order to inform policy, then the desire to have quality education and economic development in Uganda may become foreclosed (GoU, 2016). It is against this background that the study examined the extent to which staff development programs influence teachers' performance in secondary schools of Kabale Municipality.

Purpose of the Study

The main purpose of the study was to assess the staff development programs and their influence on performance of teachers in secondary schools of Kabale Municipality.

Objectives of the Study

1. To identify staff development programs that enhance teachers' performance in secondary schools.
2. To establish how staff development programs influence teachers' performance in secondary schools.
3. To investigate challenges encountered by secondary schools in implementing staff development programs in secondary schools.

RESEARCH METHODOLOGY

Research Design

Cross-sectional survey research design was used in the study. Both quantitative and qualitative research approaches were used in order to triangulate and broaden understanding of the influence of staff development programs on teachers' performance in secondary schools in Kabale Municipality.

Study Population

The population of this study was 223 and comprised of teachers, non-teaching staff and head teachers from Ndorwa SS, Rock High School, St. Mary's Rushoroza and Kabale secondary schools.

Sample Size

Four secondary schools in Kabale Municipality were randomly selected. Among these schools, three were government secondary schools and one was a private school. The researcher used a sample size of 143 respondents that were drawn from the population of 223 because it was enough to provide adequate and relevant data for the study since it involved people who were affected by the

problem that was being investigated. The sample size was determined using Israel Glenn’s (2012) formula $n = \frac{N}{1+N(e)^2}$ where n was the sample size, N was the study population while e was the level of precision which is 0.05

$$n = \frac{223}{1+425(0.05)^2} = \quad n = \frac{223}{1+425(0.0025)} \quad n = \frac{223}{2.0625} = 143$$

Table 3.1: Distribution of Sample Respondents

Schools	Category	Population	Sample size	Total sample size
Rock High School	Head teacher	1	1	27
	Teachers	38	22	
	Non-teaching staff	4	4	
Ndorwa SS	Head teacher	1	1	30
	Teachers	40	25	
	Non-teaching staff	4	4	
St. Mary’s Rushoroza	Head teacher	1	1	43
	Teachers	65	38	
	Non-teaching staff	4	4	
Kabale SS	Head teacher	1	1	43
	Teachers	62	38	
	Non-teaching staff	4	4	
Total		223	143	143

Source: Records from the selected schools, 2021

Sampling techniques

Simple random sampling technique was employed to select teachers from four selected secondary schools. As a researcher, I requested for a list of names of teachers from the head master of each of the selected schools. Lists of teachers’ names were grouped into two, list for males and females and simple random sampling was performed on them by randomly selecting names of the respondents taking care of gender. A total of 123 teachers were recruited to provide data for the study. Simple random sampling was employed to avoid bias.

The study also employed purposive sampling to select four Head Teachers and 16 non-teaching staff from the four secondary schools. Purposive sampling was applied when collecting data from the head teachers and non-teaching staff because they are few and were directly in management of the schools hence expected to be knowledgeable about staff development programs and teachers’ performance. Purposive sampling, also referred to as judgment sampling, is a non-random sampling technique which is a deliberate choice of an informant due to the qualities the informant possesses (Tongco, 2007).

Data Collection Instruments

The main data collection instruments in this study were interview guide and questionnaires. **Questionnaires**
The researcher administered questionnaires to teachers from the selected secondary schools from Kabale Municipality. Questionnaires were used because they catered for confidentiality, collection of a lot of data in a short time with a large number of respondents who were geographically apart.

Interview Guide

The researcher also used interview guide to collect data from head teachers and non-teaching staff in order to obtain first-hand information to supplement on data collected using questionnaires. Interviews provided an opportunity for exploration and clarity of issues to enrich the content scope and establish new insights on staff development programs and teachers’ performance in secondary schools in Kabale Municipality.

Data Analysis

The researcher employed both quantitative and qualitative research paradigms in data analysis for purposes of methodological triangulation in order to enhance the validity and reliability of the study findings. Data collected from the field was entered in Microsoft excel for coding and later analysed using SPSS computer software (Version 20). Descriptive statistics such as frequencies,

percentages, mean, and standard deviation were used to generate reports for discussion. Correlation analysis was used to establish the influence between staff development programmes and teachers performance. Frequencies and percentages were also used to indicate whether staff development programmes had a high, moderate or low effect on the performance of teachers in selected secondary schools in Kabale Municipality while the mean was used to indicate the average score of a range of scores. Standard deviation was used to assess the degree of dispersion of the values around its mean, and was also employed in assessing the error to which the mean of the sample was subjected when estimating the mean of the population from which the sample was taken. Qualitative data analysis was done through thematic content analysis as was recorded during face-to-face interview and through observation. The researcher used a quick summary in analyzing qualitative data: he summarized key findings by noting down the frequent responses of the respondents during the interview on various themes concerning the influence of staff development programmes on teachers' performance.

DATA ANALYSIS AND DISCUSSION

Response Rate

The researcher started by ascertaining the response rate from both the interview and the returned questionnaire before undertaking the analysis in order to ensure that the findings are representative of the sample (Mugenda & Mugenda, 2003). Researchers (Baruch & Holton, 2008) contend that a high response rate assures accuracy and builds confidence in the results. Bearing this in mind, the response rate was computed and the findings are presented in Table 4.1

Table 4.1: Response Rate of Respondents

Category of respondents	Expected number	Actual number	
		Frequency	Percentage
Teachers	123	123	100
Head teachers	4	4	100
Non-teaching staff	16	6	37.5
Sample size	143	133	93

Source: Field Data, 2021

As indicated in Table 4.1, the expected sample size for the study was 143 but actual respondents were 133. This implies that 93% of the expected participants actually participated in the present research.

Staff development Programmes in Selected Secondary Schools

The frequency table below shows the findings on staff development programmes in selected secondary schools in Kabale Municipality;

Table 4.2: Staff development Programmes in Selected Secondary Schools

Statement	SA	A	UD	D	SD	Mean	Std Dev
In service training is conducted for all teachers in my school	20(15.0%)	27(20.3%)	1 (0.8%)	47(35.3%)	38(28.6%)	2.58	1.46
Teachers usually go for refresher courses	28(21.1%)	50(37.6%)	4(3.0%)	32(24.1%)	19(14.3%)	3.27	1.40
Workshops and seminars are held for all teachers in my school	28(21.1%)	44(33.1%)	7(5.3%)	29(21.8%)	25(18.8%)	3.16	1.46
Provision of induction to newly qualified teachers	18(13.5%)	30(22.6%)	12(9.0%)	46(34.6%)	27(20.3%)	2.74	1.37

As it can be seen from Table 4.2 above, teachers reactions to in service training is conducted for all teachers in my school reveal that 15.0% of the teachers strongly agreed, 20.3% agreed, 0.8% were undecided, 35.3% disagreed and 28.6% strongly disagreed,

indicating that the majority (63.9%) of the teachers felt that in service training was not conducted for all teachers in my school. The scored mean value for this sub-construct was 2.58 and standard deviation was 1.46 signifying that provision of in service training for all teachers in my school was fairly satisfactory.

Table 4.2 also reveals that respondents' views on the second item, that is teachers usually go for refresher courses, the findings revealed that 21.1% strongly agreed, 37.6% agreed, 3.0% of the teachers undecided, 24.1% disagreed and 14.3% strongly disagreed with the statement that teachers usually went for refresher courses. Since majority of the respondents (58.7) of the respondents agreed, it implies that teachers in the selected secondary schools in Kabale Municipality went for refresher courses. The scored mean value for this item was 3.27 while the standard deviation was 1.40. This implied that the teachers usually went for refresher courses were satisfactory.

Workshops and seminars are held for all teachers in my school was strongly agreed by 21.1% of the teachers, 33.1% agreed, 5.3% of the teachers undecided, 21.8% disagreed while 18.8% strongly disagreed. The majority of the respondents (54.2%) felt that workshops and seminars were held for all teachers in my school. The scored mean value for this item was 3.16 and the standard deviation is 1.46 which shows that the workshops and seminars held for all teachers in my school were satisfactory.

Teachers views on provision of induction to newly qualified teachers indicates that 13.5% of the teachers strongly agreed, 22.6% agreed, 9.0% undecided, 34.6% of the teachers disagreed while 20.3% strongly disagreed. From the findings majority (54.9%) of the respondents disagreed implying that induction training given to newly qualified staff was fairly satisfactory. The scored mean value for this item was 2.74 which shows that provision of induction to newly qualified teachers was fairly satisfactory. The standard deviation was 1.37. This indicates there was some variation in the respondents' views on this item.

Influence of Staff Development Programmes on Teachers Performance in Selected Secondary Schools in Kabale Municipality

The findings on the influence of staff development programmes on teachers' performance in selected secondary schools in Kabale Municipality were presented in table 4.6;

Table 4.3: Influence of Staff Development Programmes on Teachers Performance in Selected Secondary Schools in Kabale Municipality

Statements	SA	A	UD	D	SD	Mean	Std Dev
In-service training improves on professional development	32(24.1%)	40(30.1%)	8(6.0%)	36(27.1%)	17(12.8%)	3.26	1.41
Seminar, workshops, and conferences are done to improve teachers teaching methods	55(41.4%)	60(45.1%)	3(2.3%)	10(7.5%)	5(3.8%)	4.13	1.03
Training programmes develop wide range skills and concepts than are needed to deal with immediate professional problems	37(27.8%)	60(45.1%)	15(11.3%)	15(11.3%)	6(4.5%)	3.80	1.10
Training programmes are conducted to increase teachers knowledge for better students' performance	40(30.1%)	59(44.4%)	10 (7.5%)	14(10.5%)	10(7.5%)	3.79	1.20
Participation in professional exams to improve teachers teaching methods	34(25.6%)	41(30.8%)	8(6.0%)	29(21.8%)	21(15.8%)	3.29	1.45
Provision of induction to newly qualified teachers improves teachers teaching methods	27(20.3%)	42(31.6%)	12(9.0%)	28(21.1%)	24(18.0%)	3.15	1.43

Source: Field Data, 2021

Table 4.3 reveals that on the first sub-construct, i.e. in-service training improved on professional development was strongly agreed by 24.1% of the teachers, 30.1% of the teachers agreed, 6.0% undecided, 27.1% disagreed while 12.8% strongly disagreed and the respondent scored meanvalue was 3.26. The implication is that the majority of the respondents (54.2%) agreed with the view that

in-service training improved on professional development. The scored mean value of 3.26 implies that in-service training improved on professional development that was satisfactory while the standard deviation of 1.41 implies there was variation in the responses.

Findings revealed that seminars, workshops and conferences were done to improve teachers teaching methods was strongly agreed by 41.4% of the respondents, 45.1% of the teachers agreed and 2.3% undecided, 7.5% disagreed while 3.8% strongly disagreed. The scored mean value for this sub-construct was 4.13 and the standard deviation was 1.03. Since majority of the respondents agreed (86.5%), it implies that seminars, workshops and conferences were done to improve teachers' performance in terms of improved teaching methods. The mean value of 4.13 implies that seminars, workshops and conferences were done to improve teachers' performance in terms of improved teaching methods was very satisfactory, while the standard deviation of 1.03 implies higher variation in the responses.

It was also revealed in the table that training programmes develop wide range skills and concepts than are needed to deal with immediate professional problems was strongly agreed by 27.8% of the teachers, 45.1% agreed, 11.3% undecided 11.3% disagreed while 4.5% strongly disagreed. The scored mean value for this sub-construct was 3.80 and the standard deviation was 1.10. The implication of the findings is that training programmes develop wide range skills that help in enhancing problem solving by teachers in selected secondary schools in Kabale Municipality. The mean value of 3.80 implies that training programmes were satisfactorily done to develop wide range of skills that improve teachers' performance in terms of problem solving while the standard deviation of 1.10 implies higher variation in the responses.

Table 4.3 clearly reveals that 30.1% of the teachers strongly agreed, 44.4% of the teachers agreed, 7.5% were undecided, 10.5% disagreed while 7.5% strongly disagreed that training programmes are conducted to increase teachers' knowledge for better students' performance. The scored mean value for this item was 3.79 and the standard deviation was 1.20. The findings mean that majority of the respondents (74.5%) agreed with the statement that training programmes are conducted to increase teachers' knowledge for better students' performance. The scored mean value of 3.79 implies that training programmes were conducted to increase teachers' knowledge for better students' performance. The standard deviation implies there was much variation in the responses.

More still, participation in professional exams to improve teachers teaching methods was strongly agreed by 25.6% of the teachers, 30.8% of the teachers agreed, 6.0% undecided, 21.8% disagreed while 15.8% strongly disagreed. The mean score value for this item was 3.29 and the standard deviation was 1.45 implying that teachers were involved in professional exams to improve on their teaching methods.

The table above shows that management carried out induction training to newly qualified teachers to improve on teachers teaching methods was strongly agreed by 20.3% of the teachers, 31.6% agreed, 9.0% undecided, 21.1% disagreed while 18.0% strongly disagreed. The findings imply that the management of the selected schools organized induction training for their newly recruited staff improved their performance. The mean value for this parameter was 3.15 and the standard deviation was 1.43 indicating that induction training of new staff enhanced their performance.

Table 4.4: Correlation between Staff Development and Teachers' Performance

		Staff development	Teachers' performance
Staff development	Pearson Correlation	1	0.684**
	Sig. (2-tailed)		.000
	N	133	133
Teachers performance	Pearson Correlation	0.684**	1
	Sig. (2-tailed)	.000	
	N	133	133

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Field Data, 2021

The table shows that Pearson's Correlation Coefficient for teachers' performance and staff development programmes was $r = 0.684$ which was positive meaning that as staff development programmes increase, teachers' performance also increases. The probability value is 0.000 which is less than $\alpha = 0.01$ suggesting a significant correlation. Therefore, staff development is significantly and positively related to teachers' performance at the one percent level of significance.

Challenges Schools Meet in Implementing Staff Development Programs in Kabale Municipality

Table 4.5 shows the challenges schools meet in implementing staff development programs in Kabale Municipality

Table 4.5: Challenges Schools Meet in Implementing Staff Development Programs in Secondary Schools of Kabale Municipality

Statements	SA	A	UD	D	SD	Mean	Std Dev
There is inadequate training resources and qualified training personnel	45(33.8%)	43(32.3%)	6(4.5%)	27(20.3%)	12(9.0%)	3.62	1.37
Inadequate funding for staff development programmes	42(31.6%)	61(45.9%)	5(3.8%)	14(10.5%)	11(8.3%)	3.82	1.22
Lack of time due to personal commitment	22(16.5%)	70(52.6%)	8(6.0%)	23(17.3%)	10(7.5%)	3.53	1.18
Poor relationship between staff and administrators	17(12.8%)	39(29.3%)	22(16.5%)	44(33.1%)	11(8.3%)	3.05	1.21
Lack of interest in staff development programs in some teachers	27(20.3%)	50(37.6%)	11(8.3%)	28(21.1%)	17(12.8%)	3.32	1.35

Source: Field Data, 2021

From the table inadequate training resources and qualified training personnel was strongly agreed by 33.8% of the teacher respondents, 32.3% agreed, 4.5% undecided, 20.3% disagreed while 9.0% strongly disagreed. The mean score value for this item was 3.62 and the standard deviation was 1.37 implying that the selected secondary schools did not have adequate training resources to cater for all their staff. From the findings, it can be seen that the majority of the respondents (66.1%) agreed implying that training resources were inadequate to improve on teachers' performance.

Inadequate funding for staff development programmes was strongly agreed by 31.6% of the teachers, 45.9% of the teachers agreed, 3.8% undecided, 10.5% disagreed while 8.3% strongly disagreed. Since the mean value for this item is 3.82 and the standard deviation is 1.22, it implies that high costs were involved during in service training which refrained some staff from getting involved in training and this affected their performance. The findings are in agreement with

From the table, lack of time due to personal commitment was strongly agreed by 16.5% of the teachers, 52.6% of the teachers agreed, 6.0% undecided, 17.3% disagreed while 7.5% strongly disagreed. The mean and the standard deviation for this item was 3.53 and 1.18 respectively. Since majority of the respondents agreed, it implies that personal commitment limited effective in-service training and this reduced teachers' performance.

Furthermore, poor relationship between staff and administrators was strongly agreed by 12.8% of the respondents, 29.3% agreed, 16.5% undecided, 33.1% disagreed, 8.3% strongly disagreed. The mean score for this item was 3.05 and the standard deviation was 1.21 which implies that poor relationship between staff and administrators hindered effective implementation of staff development programmes and this affected teachers' performance in the selected secondary schools in Kabale Municipality.

Lastly, 20.3% of the teachers strongly agreed with lack of interest in staff development programs in some teachers, 37.6% agreed, 8.3% undecided, 21.1% disagreed while 12.8% strongly disagreed. The implication of the above findings is that some teachers' performance was affected by their lack of interest in participating in staff development programmes.

Teachers Performance in Selected Secondary Schools in Kabale Municipality

The table shows the level of agreement on teachers' performance in selected secondary schools in Kabale Municipality;

Table 4.6: Teachers Performance in Selected Secondary Schools in Kabale Municipality

Statements	SA	A	UD	D	SD	Mean	Std Dev
There is improvement in teaching methods	46(34.6%)	67(50.4%)	3(2.3%)	12(9.0%)	5(3.8%)	4.03	1.04
There is better professional performance	36(27.1%)	75(56.4%)	5(3.8%)	10(7.5%)	7(5.3%)	3.92	1.04

There is increased interest in work and teachers try to teach overtime to finish their work	52(39.1%)	48(36.1%)	3(2.3%)	22(16.5%)	8(6.0%)	3.86	1.27
Teachers are encouraged to work beyond average performance	32(24.1%)	74(55.6%)	5 (3.8%)	16(12.0%)	6(4.5%)	3.83	1.07
There is high quality work skills due to exploitation of individual skills	32(24.1%)	69(51.9%)	12(9.0%)	15(11.3%)	5(3.8%)	3.81	1.05
Teachers become innovative	32(24.1%)	87(65.4%)	6(4.5%)	5(3.8%)	3(2.3%)	4.05	0.80

Source: Field Data, 2021

Table 4.6 reveals that there was improvement in teaching methods was strongly agreed by 34.6% of the teachers, 50.4% of the teachers agreed, 2.3% undecided, 9.0% disagreed while 3.8% strongly disagreed and the respondent scored mean value was 4.03. Since majority of the teachers represented by (85%) agreed, it implies that teachers who were involved in staff development programmes improved their teaching methods. The scored mean value of 4.03 implies that there was improvement in teaching methods among teachers who were involved in staff development programmes. The standard deviation of 1.04 implies there was variation in the responses.

Findings revealed that there was better professional performance was strongly agreed by 27.1% of the teachers, 56.4% of the teachers agreed, 3.8% undecided, 7.5% disagreed while 5.3% strongly disagreed. The scored mean value for this sub-construct was 3.92 and the standard deviation was 1.04. Since majority of the respondents agreed (83.5%), it implies that there was better professional performance. The mean value of 3.92 implies that there was better professional performance while the standard deviation of 1.04 implies higher variation in the responses.

It was also revealed in the table that there was increased interest in work and teachers try to teach overtime to finish their work was strongly agreed by 39.1% of the teachers, 36.1% agreed, 2.3% undecided and 16.5% disagreed while 6.0% strongly disagreed. The scored mean value for this sub-construct was 3.86 and the standard deviation was 1.27. The implication of the findings is that teachers had interest in their work and which improved their performance.

The table clearly reveals that 24.1% of the teachers strongly agreed, 55.6% of the teachers agreed, 3.8% were undecided, 12.0% disagreed while 4.5% strongly disagreed that teachers were encouraged to work beyond average performance. The scored mean value for this item was 3.83 and the standard deviation was 1.07. The findings meant that majority of the respondents agreed with the statement that teachers were encouraged to work beyond average performance. The scored mean value of 3.83 implies that teachers were encouraged to work beyond average performance. The standard deviation of 1.07 implies there was much variation in the responses.

More still, there was high quality work due to exploitation of individual skills was strongly agreed by 24.1% of the teachers, 51.9% of the teachers agreed, 9.0% undecided, 11.3% disagreed while 3.8% strongly disagreed. The mean score value for this item was 3.81 and the standard deviation was 1.05 implying that there was high quality work due to exploitation of individual skills.

The table above shows that teachers became innovative was strongly agreed by 24.1% of the teachers, 65.4% agreed, 4.5% undecided, 3.8% disagreed while 2.3% strongly disagreed. The findings imply that teachers in the selected schools who were involved in staff development programmes became innovative. This was indicated by the mean value of 4.05 and the standard deviation of 0.80.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Staff Development Programs in Selected Secondary Schools in Kabale Municipality

The study established that a number of staff development programs such as in service training, workshops, seminars and conferences were available in the selected secondary schools but staff were not all fully participated in those development programs. The staff development programs undertaken were relevant because they provided knowledge and skills thus improving staff performance. However, some headteachers were dissatisfied with the performance of some staff. The study therefore concludes that relevant staff development programs improve teachers' performance and service delivery.

Influence of Staff Development Programs on Teachers' Performance in Secondary Schools in Kabale Municipality

The study established that there is a positive significant correlation between staff development programs and teachers' performance since the Pearson's Correlation Coefficient 0.684. It was revealed that the reasons why some staff participated in staff development programs were to acquire knowledge and skills and also to be efficient and effective at their work.

Staff development programmes like, seminars, workshops conferences, which are within the context of individual control, would increase performance of teachers in selected secondary schools in Kabale Municipality. More still, staff training programmes could improve on professional development. In addition, staff development programs such as seminars, workshops and conferences were done to improve teachers teaching methods. Training programs developed wide range skills and concepts than are needed to deal with immediate professional problems and that training programs are conducted to increase teachers' knowledge for better students' performance.

Challenges Met in the Implementation of Staff Development Programs in Selected Secondary Schools in Kabale Municipality

Even though it was important to undertake staff development basing on the reasons stated above, there was however a lack of support, poor relationship between teachers and administrators, limited time, inadequate funds for teachers to fully participate in staff development programs which corrodes the effect of staff development on teachers' performance.

Recommendations

Based on the findings and conclusions from the study, the researcher came up with the following recommendations:

Staff Development Programs in Selected Secondary Schools in Kabale Municipality

Schools should be equipped with better teaching and learning resources so that teachers can keep abreast with the latest developments in the teaching profession. Serving headteachers should be retrained with a view to radically changing their attitudes towards staff development programs. That said and done, teachers' effectiveness is likely to improve.

The study recommends that the selected secondary schools should provide opportunities for training and development to all staff.

The study revealed that the most popular staff development programs included taking in service training, participating in workshops, seminars and education conferences. The study recommends that head teachers should allocate more funds and time to their respective teachers to enable them to participate in staff development programs with a view to improving their role effectiveness.

Influence of Staff Development Programs on Teachers' Performance in Secondary Schools in Kabale Municipality

On the relationship between staff development programs and teachers' performance, the study recommends that, there is need for policy makers and administrators to strengthen and revise the staff development programs policy that all staff shall be encouraged through training to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their organization believes in employee development through training and actually supports it.

Challenges Met in the Implementation of Staff Development Programs in Selected Secondary Schools in Kabale Municipality

The study recommends that the selected secondary schools should carry out a needs assessment to determine the training needs of staff and the types of courses required by teachers to improve their performance.

The study recommends that management of secondary schools should provide further training on the implementation of staff development programs so that they can subsequently offer appropriate skills to new employees on how to write quality research reports. This is because some of the mentors require more capacity building for them to impart adequate skills for the mentees. This would ensure that new recruits acquire knowledge and skills that boost their performance.

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