



**Teachers' Continuous Professional Development Programs and Work Performance in
Government Aided Secondary Schools of Kashaari South Constituency,
Mbarara District, Southwestern Uganda**

Simon Twinamatsiko

20/BSU/MEAP/3096

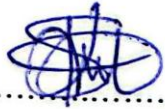
**A Research Dissertation Submitted to the Faculty of Education, Arts and Media Studies
In Partial Fulfillment of the Requirements for the Award of the Degree of Master of
Education Administration and Planning of
Bishop Stuart University**

September, 2025

Declaration

I, **Simon Twinamatsiko**, affirm that this dissertation is my original work and has not been presented to any other educational institution for any form of recognition or award.

Signature.....



Date.....

18/09/2025

Simon Twinamatsiko

20/BSU/MEAP/3096

Approval

This Dissertation titled “**Teachers’ Continuous Professional Development Programs and Work Performance in Government Aided Secondary Schools of Kashaari South Constituency, Mbarara District, Southwestern Uganda**” has been carried out under our supervision, and has been submitted for examination with our approval.

Signed... 
Dr. Kintu Denis (PhD)

Date... 

Signed... 
Dr. Bahati Ronald (PhD)

Date... 

Dedication

This research dissertation is dedicated to my beloved parents Yorokamu and Flavia, my dearest wife Grace and our children Samuel Trevor and Trinhah who bore my divided attention and care to them during the pursuance of my course.

Acknowledgements

I am so grateful to the Almighty God for giving me a precious gift of life to undertake this study. I give him all the Praise and Glory. It is my heartfelt desire to extend my appreciation to the following persons for their wonderful and treasured support that always gave me the courage to undertake this study. Dr. Kintu Denis and Dr. Bahati Ronald; my research supervisors for all their guidance, caring expertise and time throughout the period of this study. I cherish your friendly interactive discussions that inspired and guided me. I can never thank you enough for pushing me forward throughout my Masters journey. I also thank Dr. Basil Tibanyendera, Dr. Irene, Dr. Barigye and Dr. Richard Twebaze and all the academic staff of Bishop Stuart University who introduced and guided me in the MEAP program at BSU.

I will remain grateful to Collins for working with me through statistical analysis and Herman, Maureen and Christopher who accompanied me to the field, your best approach and introducing me in the field made my work much easier.

Special thanks go to my fellow classmates in the MEAP programme particularly Joseph, Isaac and Micheal with whom we discussed and encouraged me despite the hardships. I also appreciate my workmates at Rwantsinga High School, Francis Turyaheebwa, Nathan Katatubuuka, Amos Tuwangye, Emmanuel Katamba, Rauben Turyahikayo, Jimmy Mucunguzi, Baker Akantorana, Samuel Tusiime and former workplace Tropical S.S Bwizibwera Director Hope Twesigye, Bens Turyasingura, Evas Ninsiima and Saverino Ndyanabo.

Finally, let me acknowledge the District Education Officer Mbarara district for granting me permission to conduct this study in secondary schools and Headteachers for allowing me to carry out this study in secondary schools under their jurisdiction.

Table of Contents

Declaration.....	i
Approval	ii
Dedication.....	iii
Acknowledgements.....	iv
Table of Contents.....	v
Tables.....	ix
Abbreviations.....	x
Figure(s).....	xi
Abstract.....	xii
Chapter One: Introduction	1
Introduction	1
Historical Background.....	1
Theoretical Background	3
Conceptual Background	5
Contextual Background.....	6
Problem Statement.....	7
Purpose of the Study.....	8
Objectives of the Study	8
Research Questions	9

Hypothesis	9
Scope of the Study	9
Significance of the Study.....	10
Chapter Two: Literature Review	13
Introduction	13
Theoretical Review.....	13
Effectiveness of Teachers' Continuous Professional Development Programs	15
Level of Teachers' Work Performance in Secondary Schools.....	20
Teachers' Continuous Professional Development Programs and their Work Performance in Secondary Schools.....	23
Chapter Three: Methodology	31
Research Approach	31
Research Design	31
Target Population	31
Sample size	32
Sampling Strategy	32
Data collection methods	33
Questionnaires survey	33
Interviews	33
Data collection Instruments	33

Self-administered Questionnaire	33
Interviews Guide	34
Quality Control.....	35
Validity of the Instruments.....	35
Reliability	35
Data Collection Procedures	36
Data Management.....	37
Data Analysis.....	37
Quantitative data analysis.....	37
Qualitative data analysis.....	38
Ethical Considerations.....	38
Community Engagement Plan.....	38
COVID-19 Risk Management Plan:	39
Results dissemination Plan.....	39
Chapter Four: Anamysis and Interpretation of Results	41
Introduction	41
Response Rate	41
Presentation of the Demographic Characteristics of the Respondents	41
Effectiveness of teachers' CPD programs in government aided secondary schools.....	43
Level of teachers' work performance in government aided secondary schools.....	46

Relationship between Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools	49
Chapter Five: Discussion,Conclusions and Receommendations	52
Introduction	52
Discussion of findings	52
Effectiveness of teachers' continuous professional development programs in government aided secondary schools in Kashaari South Constituency Mbarara District	52
Level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District	54
Relationship between Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency Mbarara District.....	55
Conclusions	58
Recommendations	59
Areas of further research	59
References.....	60
Appendices.....	70
Appendix 1: Questionnaire for Teachers	70
Appendix 2: Interview Guide for Head teachers	77

Tables

Table 4.1:

Demographic data of the respondents44

Table 4.2:

Descriptive statistics effectiveness on teachers' CPDP45

Table 4.3:

Regression Analysis47

Table: 4.4

Descriptive statistics on the level of teachers' work performance48

Table 4.5:

Correlation between Teachers' Continuous Professional Development Programs and their work performance51

Table 4.6:

ANOVA^aResults52

Abbreviations

CPDP	Continuous Professional Development Programs
ESSP	Education Sector Strategic Plan
ICT	Information Communication Technology
MOES	Ministry of Education and Sports
NTP	National Teacher Policy
SESEMAT	Secondary Science and Mathematics Teachers

Figure(s)

Figure 1. Conceptual framework.....	12
-------------------------------------	----

Abstract

The study was titled Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency Mbarara District. The study was guided by three objectives; to determine the effectiveness of teachers' continuous professional development programs in government aided secondary schools, to measure the level of teachers' work performance in government aided secondary and to establish the relationship between Teachers' Continuous Professional Development Programs and their work performance in government aided secondary schools. The study adopted a sequential research design to gather information from the respondents. A sample of 165 respondents participated in the study. Data was collected from primary and secondary data sources. Questionnaires and interview guides were used as data collection instruments. Quantitative data was analyzed using Pearson correlation, linear regression model and ANOVA. Qualitative data was analyzed using thematic content analysis. From the findings, it was revealed that there is a significant positive effect of teachers' continuous professional development programs on their work performance in government aided secondary schools. Findings also revealed that the level of teachers work performance is moderate in government aided secondary schools in Kashaari South Constituency Mbarara District while teachers' continuous professional development programs showed a positive and significant relationship with teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District. It was concluded that there is a positive and significant relationship between teachers continuous professional development programs (TCPDPs) and teachers' work performance in government aided secondary schools in Kashaari South Constituency in Mbarara District. It was recommended that government-aided secondary schools in Kashaari South Constituency Mbarara District should offer regular opportunities for professional growth and skill enhancement and that headteachers should foster a sense of community belonging among staff members, encourage teamwork, and recognize and celebrate teachers' achievements.

Chapter One

Introduction

Introduction

This chapter covers the background of the study, problem statement, purpose of the study, objectives of the study, research questions, hypothesis, and scope of the study, significance and conceptual framework.

Historical Background

Globally, the importance of CPD programs in teacher effectiveness has gained considerable attention, especially in the context of improving educational quality. The UNESCO (2021) emphasized the significance of lifelong learning and professional development, highlighting that effective CPD programs to enhanced teaching practices and student outcomes. Recent research suggests that collaborative frameworks for teacher development foster better sharing of best practices, ultimately improving educational performance (OECD, 2022).

In the USA, the evolutions of CPD programs for teachers have been shaped heavily by reform movements since the 1980s. The No Child Left Behind Act (2001) and subsequently the Every Student Succeeds Act (2015) placed a strong emphasis on accountability, resulting in a push for personalized and sustained professional development. Contemporary CPD program models focus on mentoring, peer collaboration, and evidence-based practices (Gordon et al., 2021). Recent studies indicate that high-quality CPD programs are directly linked to improvements in student achievement, underscoring the necessity for investment in teacher training (Darling-Hammond et al., 2020).

In the UK, CPD programs have undergone significant changes since the introduction of the 2006 "Bercow Review," which acknowledged the importance of professional

development in enhancing teacher competencies. The Department for Education (DFE, 2021) introduced a framework for professional development that includes structured training and career progression. Research has shown that effective CPD programs, particularly when grounded in collaboration and sustained engagement, have a positive impact on both teacher performance and student learning outcomes (Cordingley et al., 2021).

The landscape of CPD in sub-Saharan Africa has presented unique challenges. Historically, many countries in the region have struggled with inadequate training resources and inconsistent policies regarding teacher professional development. However, recent initiatives aimed at aligning CPD programs with local educational standards reflect a commitment to improving teacher effectiveness (UNESCO, 2021). Programs that incorporate indigenous knowledge and community involvement are gaining traction and are seen as more relevant to local contexts, enhancing CPD's impact on work performance (Akyeampong, 2021).

In Uganda, Teachers' CPD programs have been guided by the National Teacher Policy established in 2019, focusing on improving teaching quality and educational outcomes (Ministry of Education and Sports, 2019). The introduction of Teacher Professional Standards signifies a move towards more structured CPD programs that emphasize continuous learning and assessment of teacher performance. A study by Muyinda et al., (2021) indicate that properly conceived CPD programs can enhance teacher motivation and effectiveness, thereby positively impacting student performance. Recent by evaluations by Kibera & Wandera, (2022) highlight the importance of ongoing support and community engagement in maximizing the effectiveness of CPD programs in Ugandan schools.

However, in Kashaari South Constituency, the emphasis on refresher training has gradually declined due to the rise of numerous private schools prioritizing academic

performance over professional growth (Tadeo, 2019). Consequently, this study aimed to explore the impact of continuous professional development on teachers' work performance in secondary schools.

Theoretical Background

This study was grounded in Malcolm Knowles' (1968) Adult Learning Theory, particularly the concept of "andragogy." This theory highlights that adults, including teachers, are most motivated to acquire and apply new knowledge when they perceive its immediate relevance to their work and personal objectives.

In the context of continuous professional development program (CPDP) for teachers, andragogy suggests that professional development activities should be designed to address the practical needs and everyday challenges teachers face. By offering meaningful, job-related learning experiences such as workshops, action research, or collaborative lesson planning CPDP initiatives can significantly enhance teachers' work performance.

Additionally, the theory emphasizes the importance of self-directed learning and autonomy among adult learners. When teachers are actively involved in setting their professional development goals and shaping the learning process, they are more likely to take ownership of their growth. This increases the likelihood of applying newly acquired knowledge and skills in their teaching practice, ultimately improving work performance.

Adult Learning Theory, with its focus on practical relevance, job-related applications, and learner autonomy, provides a valuable framework for understanding how CPDP can positively influence teacher performance in secondary schools. Based on these insights, the researcher sought to investigate whether similar outcomes could be observed in government-aided secondary schools in Kashaari South Constituency, Mbarara District, Western Uganda.

Malcolm Knowles' Adult Learning Theory, particularly the concept of "andragogy," emphasizes the specific ways in which adults learn differently from children. This theory informed and guided the researcher who studied the impact of Continuous Professional Development (CPD) programs on teachers' work performance in government-aided secondary schools. Here's how this theory influenced the research process:

Understanding Adult Learners

Self-Directedness: Knowles posits that adults are typically self-directed learners. The researcher considered how teachers in Kashaari South Constituency take the initiative to identify their learning needs, set goals, and engage in CPD programs. This understanding shaped the research questions, focusing on how teachers perceive their roles in professional development and their engagement in lifelong learning.

Experience as a Resource: Adults bring a wealth of prior experiences to the learning environment. The researcher explored how these experiences influence teachers' reception and application of CPD programs. It guided data collection techniques, such as interviews, that allowed headteachers to share their experiences and insights.

Designing the Research Methodology

Relevance of Learning: According to Knowles, adult learners are motivated when they perceive the material as relevant to their personal and professional lives. The researcher ensured that data collection instruments (like surveys or questionnaires) were aligned with the specific contexts and challenges faced by teachers in the schools under studied.

Problem-Centered Approach: The andragogical approach advocates for problem-solving rather than rote learning. In the research design, the researcher focused on how CPD programs address real teaching challenges faced by educators, allowing for assessments of the practicality and applicability of the training received.

Data Collection and Analysis

Engagement and Participation: Given that adult learners prefer participatory approaches, the researcher employed qualitative methods like interviews that encourage active participation. Incorporating teachers' voices in the research process led to richer insights into their experiences with CPD programs.

Feedback Mechanism: The researcher included follow-up discussions with teachers about their work performance post-CPD program to understand any changes or improvements. This aligns with the adult learning perspective that values feedback and continuous improvement.

Implications for Practice

Practical Applications: Knowles' theory emphasizes the application of knowledge. Thus, the researcher formulated recommendations that directly connect findings to actionable strategies for CPD programs in the Kashaari South Constituency. This may be particularly beneficial for policymakers and educational leaders aiming to enhance teacher performance.

Creating Supportive Learning Environments: Finally, the theory underscores the importance of supportive and collaborative learning environments for adult learners. The researcher explored how existing support structures within schools (like mentorship or peer collaboration) impact the effectiveness of CPD programs.

Conceptual Background

Continuous professional development program (CPDP) for secondary school teachers refers to the ongoing process through which educators enhance their knowledge and skills to improve teaching practices and remain up-to-date with the latest educational research, trends, and best practices. It enables teachers to adapt to the evolving needs of students and the changing educational landscape. CPDP is closely associated with teachers' work performance, as it significantly influences their ability to deliver quality education. Teachers who actively participate in professional development are better prepared to tackle modern

educational challenges, implement innovative teaching methods, and tailor their approaches to meet students' diverse needs.

According to Weller and Weller (2002), CPDP involves brief courses and workshops aimed at providing educators with new insights into specific areas of their profession. However, in this study, CPDP refers to initiatives designed to help teachers gain additional qualifications or knowledge that align with modern educational methods. These programs may take place at different intervals and include workshops, seminars, and conferences. For the purposes of this research, CPDP was specifically defined as refresher workshops and further studies (upgrading).

Teachers' work performance reflects how effectively educators fulfill their primary responsibilities of imparting knowledge and facilitating learning, as well as their overall attitude toward the teaching profession and related duties (Owan, 2012). In Uganda, concerns have been raised about teachers' performance, particularly regarding instructional responsibilities. The poor performance of students in both standardized and non-standardized assessments suggests a possible link to teachers' work performance (Sseki, 2016). In this study, work performance was defined by key indicators such as the quality of instructional delivery, consistent class attendance, and the provision of guidance and counseling services.

Contextual Background

The research was conducted in government-aided secondary schools located in Kashaari South Constituency, Mbarara District, in southwestern Uganda. This area has previously been the subject of research by Babiita (2017) and Nyirabimana (2018), who highlighted the challenges surrounding teachers' continuous professional development program (CPDP) programs in the region. Various factors have been identified as contributing to poor teacher performance in this area. A significant issue is the persistent signs of

ineffective work performance, including the deliberate neglect or refusal to carry out essential tasks such as preparing lesson plans and schemes of work. Moreover, there have been cases where teachers intentionally avoided participating in co-curricular activities and disregarded guidelines and instructions issued by authorities, such as the Board of Governors (Nakiganda, 2016).

The objective of this study was to explore how continuous professional development affects teachers' work performance in government-aided secondary schools within Kashaari South Constituency, Mbarara District. Although researchers like Ssekomi (2018), Tumwesigye (2019), and Byangire (2017) have investigated the impact of CPDP on teacher performance in different contexts Constituency. but this study specifically addressed this issue in government-aided secondary schools in Kashaari South

Problem Statement

In an ideal context, teachers in government-aided secondary schools are expected to enhance their careers through continuous professional development programs (CPDP). This involves participating in refresher workshops, pursuing further studies (upgrading), developing innovative skills, and enhancing their careers through professional short courses. Engaging in activities such as inter-school discussions, debates, and seminars is also essential for acquiring modern skills (Mangkuprawira, 2019). Additionally, the government has introduced comprehensive education policies aimed at achieving universal basic education. These policies highlight the crucial role of well-trained teachers in fostering strong connections between schools and communities, supporting national development programs, and preparing the human resources needed for the country's growth.

Despite Uganda having a solid legal framework designed to support teachers' continuous professional development programs, many educators in government-aided secondary schools are perceived as underperforming. This is reflected in behaviors such as

lateness to school (18%), poor attitudes toward record-keeping (8%), low class attendance (21%), issues with self-discipline (16%), and reluctance to write notes (10%) or maintain attendance registers (11%). These issues hinder the achievement of educational goals, as noted in the Mbarara District CAO's Report for 2019/2020. Despite efforts by the government and other stakeholders to enhance the quality of teachers' performance, the anticipated improvements have not been fully realized.

This study was particularly significant due to the persistent challenges in improving teachers' performance and the limited success of past initiatives (Tabaro Richard, personal communication, 2019). The research aimed to explore the relationship between continuous professional development programs and teachers' work performance in government-aided secondary schools in Kashaari South Constituency, Mbarara District, Southwestern Uganda.

Purpose of the Study

The primary objective of this research was to explore the connection between the continuous professional development programs of teachers and their work performance within Government-Aided Secondary Schools in Kashaari South Constituency, Mbarara District.

Objectives of the Study

The study was guided by the following objectives;

1. To determine the effectiveness of teachers' continuous professional development programs in government aided secondary schools in Kashaari South Constituency Mbarara District
2. To measure the level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District

3. To establish the relationship between Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency Mbarara District.

Research Questions

The study was guided by the following questions;

1. What is the effectiveness of teachers 'continuous professional development programs in government aided secondary schools in Kashaari South Constituency Mbarara District?
2. What is the level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District?

Hypothesis

H₀: There is no significant relationship between Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency, Mbarara District.

Scope of the Study

Content Scope

The study aimed to examine the relationship between the Continuous Professional Development Programs (CPDP) of teachers and their work performance in government-aided secondary schools within Kashaari South Constituency, Mbarara District. Kashaari South is located in Mbarara district and is part of the greater Kashaari constituency before it was curved between north and south constituencies.

Geographical Scope

The research was conducted in government-aided secondary schools located in Kashaari South Constituency, Mbarara District, situated in Southwestern Uganda.

Time Scope

The research covered a timeframe that incorporates current information on the matter under investigation, namely teachers' work performance in Kashaari South Constituency, Mbarara district. The primary emphasis was on data from 2017 to 2022 to capture recent developments related to the study concepts.

Population Scope

The unit of analysis (study population) was the teachers and head teachers in government aided secondary schools in Kashaari South Constituency, Mbarara District.

Significance of the Study

The expected outcomes of this research are projected to provide valuable insights for various stakeholders in the field of education. For school administrators, the study aimed to emphasize the significance of offering timely support and resources for teachers as they endeavor to continuously enhance their expertise and skills. This is essential for keeping abreast of the evolving demands in the dynamic realm of education.

The Ministry of Education and Sports, in collaboration with district education officials, may gain valuable insights into the capabilities of head teachers in managing continuous professional development programs for teachers. This understanding may help in ensuring that teachers receive the necessary support to improve their performance.

The study's findings can also benefit students by contributing to better academic performance and the acquisition of new skills. When teachers participate in continuous professional development programs and possess modern instructional skills, students are likely to experience improved academic performance and gain essential life skills.

Additionally, other researchers may find the study's results valuable as a secondary data source for their future scholarly work.

Conceptual Framework

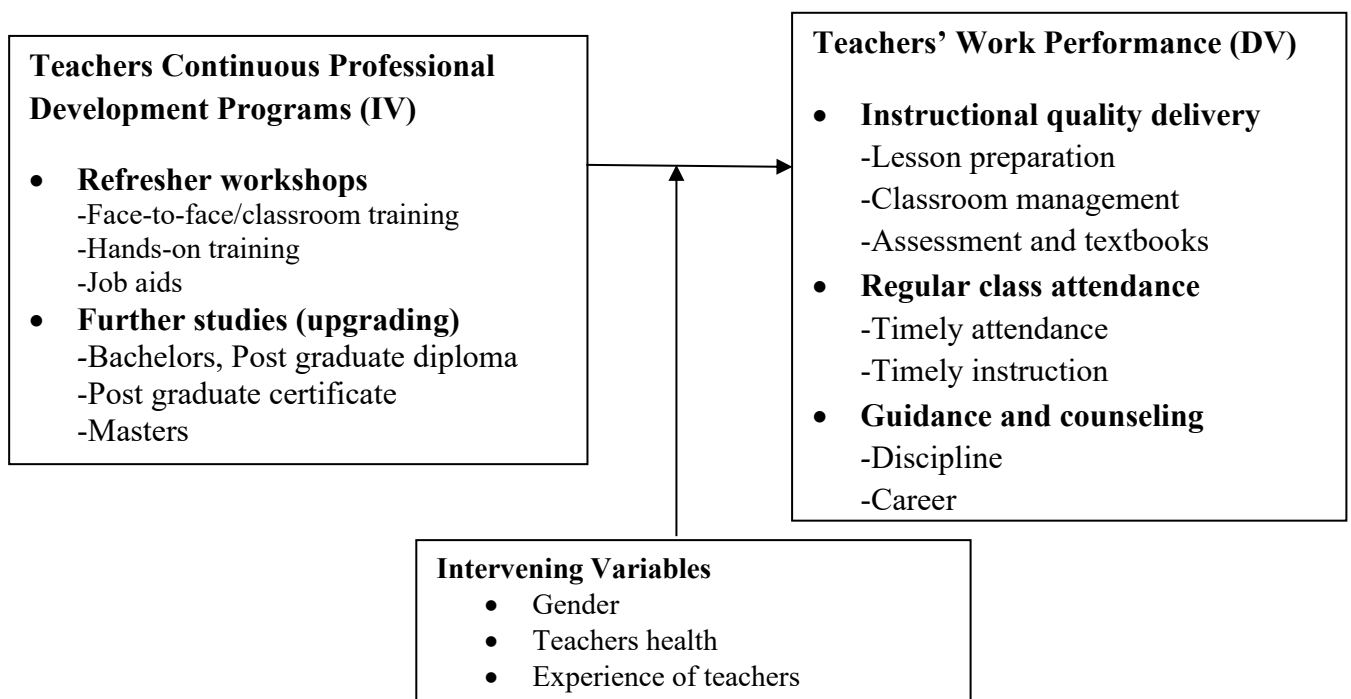


Fig 1: Conceptual Framework

Source: Researcher self-developed model 2022.

The conceptual framework was grounded on "Adult Learning Theory developed by Malcolm Knowles (1968) particularly the concept of "andragogy". This theory emphasizes that adults, including teachers, are most motivated to learn and apply new knowledge when they see its immediate relevance and application to their work and personal goals.

The framework presupposed that teachers' continuous professional development programs, which includes refresher workshops and further studies (upgrading) directly impacts their work performance. It also delineates components of teachers' work

performance, such as instructional delivery, maintaining regular class attendance and providing guidance and counseling.

Furthermore, the framework suggested that various factors, such as gender, teachers' health and experience; may influence both teachers' continuous professional development programs and work performance. These variables were presumed to contribute to shaping the relationship between continuous professional development programs and work performance among teachers.

Chapter Two

Literature Review

Introduction

This chapter presented literature related to the study variables. The literature was reviewed in sections/themes based on study objectives. It covers both theoretical, literature and empirical studies done in this area of study.

Theoretical Review

The study was based on "Adult Learning Theory developed by Malcolm Knowles (1968) particularly the concept of "andragogy". This theory emphasizes that adults, including teachers, are most motivated to learn and apply new knowledge when they see its immediate relevance and application to their work and personal goals.

In the context of Continuous professional development programs for teachers, andragogy suggests that professional development activities should be tailored to align with the practical needs and challenges that teachers encounter in their daily work. By providing opportunities for teachers to engage in meaningful, job-related learning experiences, such as workshops, action research, or collaborative lesson planning, Continuous professional development programs activities can directly impact teachers' work performance.

Furthermore, the theory of andragogy emphasizes the importance of self-directed learning and the autonomy of adult learners. When teachers have a say in their professional development goals and processes, they are more likely to take ownership of their learning and

apply new knowledge and skills in their teaching practice, ultimately enhancing their work performance.

Malcolm Knowles' concept of andragogy, introduced in 1968, has significantly shaped contemporary understandings of adult education. While initially positioned as a distinct pedagogical approach tailored for adult learners, recent scholarship continues to evaluate and expand upon Knowles' principles, especially in the context of diverse learning environments and digital transformations.

Recent scholars have revisited the core principles of andragogy, emphasizing its relevance and limitations in today's educational landscape. For instance, Wang and Kruger (2022) argue that while andragogical assumptions, such as the self-directed nature of adult learners, remain pertinent, they require contextual adaptation in online and informal learning environments. Their study highlights that the shift towards digital education platforms challenges traditional notions of self-direction and prior experience as extrinsic motivators, suggesting a need for broader frameworks.

Conversely, Roberts (2023) critically examines the universality of andragogical principles, questioning whether all adult learners engage with learning similarly across different cultural contexts. This critique underscores that Knowles' model, although influential, may need to incorporate cultural and socio-economic factors to remain relevant globally.

The application of andragogy in professional development and lifelong learning has garnered significant attention. Lee et al. (2021) demonstrate that the principles of self-directed learning and learner autonomy are increasingly associated with successful outcomes in workplace training programs, especially when integrating technology that fosters learner control. Additionally, Choi and Lee (2022) explore how digital platforms can facilitate or

hinder the foundational elements of andragogy, such as readiness to learn and motivation, emphasizing the importance of tailored approaches in adult education.

Recent theoretical advancements reflect a shift towards integrating andragogy with other learning theories. For example, Martinez (2024) proposes a hybrid model combining elements of andragogy with transformative learning theory to better account for identity development and critical consciousness in adult learners. This integration emphasizes that adult learning is not merely about acquiring skills but also involves transformative processes that are contextually driven.

Effectiveness of Teachers' Continuous Professional Development Programs

Research indicates that CPD programs effectively improve teachers' pedagogical skills and content knowledge when they are contextually relevant and involve active learning strategies (Kraft & Papay, 2021). For instance, a study by Darling-Hammond et al. (2021) highlights how sustained, collaborative CPD sessions foster reflective practice and lead to improved instructional strategies.

Several recent studies have linked teacher CPD programs directly to student achievement. Tuch (2022) found that teachers who participated in targeted peer-led CPD programs improved their instructional effectiveness, resulting in measurable gains in student performance across diverse subjects. Similarly, Kopp et al. (2020) demonstrated that ongoing training, particularly in formative assessment techniques, significantly enhanced student engagement and learning.

The effectiveness of CPD programs is also contingent on delivery methods. Digital and blended approaches gained prominence during the COVID-19 pandemic. Li and colleagues (2022) report that online CPD programs offer flexibility and broader access, but its success depends on interactive components and follow-up support. Moreover, Blazar and

Kraft (2022) emphasize that CPD programs rooted in adult learning theory and tailored to teachers' specific needs are more effective than generic training.

Despite positive findings, challenges persist, including limited resources, lack of institutional support, and the need for sustained engagement (Nguyen & Johnson, 2023). To maximize effectiveness, policymakers should prioritize ongoing, context-specific, and collaborative CPD programs initiatives, integrating reflective practice and feedback mechanisms.

Continuous professional training programs are not only essential in the education sector but also across diverse fields and organizations. These programs are particularly vital for educators as they significantly influence the quality of education. Teachers play a pivotal role in implementing educational reforms aligned with the National Philosophy of Education, and their effectiveness is closely tied to acquiring contemporary skills through ongoing professional training (Abaya, 2011). Based on the above view, the current study established that continuous professional development programs are influencing teachers' contemporary skills in doing their work in government aided secondary schools in Kashaari South Constituency.

The significance of teachers possessing a comprehensive understanding of the school curriculum, enhancing their skills to interpret changes in concepts, and effectively implementing the modified curriculum cannot be overstated. This is crucial for ensuring that students receive high-quality education and are adequately prepared for the challenges of the future. In this context, in-service training or staff development programs for teachers provide a pivotal role in facilitating the successful implementation of educational reforms (Anderson & Seashore, 2004). In relation to the above assertion, the current study established that continuous professional development programs help teachers in understanding of the school

curriculum and its effective implementation in government aided secondary schools in Kashaari South Constituency.

Over the years, in-service training, educational workshops, and seminars have been essential in driving changes in the teaching and learning landscape. Like other professions, teachers need to stay updated on the latest concepts, thoughts, and research in their field to support their continuous "lifelong learning" as educators, professionals, and individuals responsible for shaping the education of the upcoming generation. Actively involved teachers play a vital role in fostering the development of productive and dedicated citizens (Armstrong, 2001). In relation to the above, the current study established that continuous professional development programs includes educational workshops and seminars and whether they are essential in causing a positive change in teaching and learning in government aided secondary schools in Kashaari South Constituency.

According to Marsha and Naftaly (1999), providing in-service training to teachers through educational workshops and seminars is a critical component of enhancing the quality of education. While the Ministry of Education may organize numerous programs, the effectiveness of in-service training within schools should not be underestimated by school management and teachers. In this study, the researcher established whether continuous professional development programs are underestimated in value as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Marsha and Naftaly (1999) argue that ongoing professional development has the potential to elevate the professionalism of educators, empowering them to make substantial contributions to the objectives of their educational institutions. This development encompasses a broad spectrum of activities essential for the professional and personal growth of teachers, aiming to enhance their effectiveness, skills, knowledge, and motivation in their

professional roles. In this context, in-service training emerges as a promising avenue for improving instruction, encompassing goals, content, the training process, and the overall context. In this study, the researcher established that continuous professional development programs offers an avenue for improving instruction by teachers as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Ong (1993) discusses continuous professional development as encompassing all educational and personal experiences that contribute to an individual's increased competence and satisfaction in their professional role. The main goal is to equip teachers with new insights and instructional skills, specifically focusing on creating conducive learning environments to enhance their effectiveness in the classroom. In this study, the researcher established that continuous professional development programs offers individual teacher's increased competence and satisfaction in their professional role as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Continuous professional development programs are an essential aspect of a teacher's career, as it plays a crucial role in enhancing their teaching methodologies and overall effectiveness. According to Kazmi, Pervez, and Mumtaz (2011), Continuous professional development enables teachers to adopt a more systematic and logical approaches to their teaching style. This intentional process aims to improve the effectiveness of teachers collectively or individually in response to new knowledge, emerging ideas, and evolving circumstances, with the ultimate goal of directly or indirectly enhancing the quality of students' education. In this study, the researcher established that continuous professional development programs are effective in enhancing their teaching methodologies and overall effectiveness as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Abdul Rashid (1996) emphasizes that continuous professional development in education encompasses two primary components: meeting the learning needs of students and ensuring the personal and career growth of academic staff. This concept is integral to enhancing the professionalism of teachers and aligns with their goal of improving the quality of their work. Through continuous professional development, educators can critically evaluate the school culture, leading to positive changes in the working environment. Ekpoh, Oswald and Victoria (2013) conducted studies that demonstrate how teachers participating in continuous professional development programs exhibit improved effectiveness in various areas, such as subject knowledge, classroom management, teaching methods, and student evaluation. Similarly, research by Jahangir, Saheen and Kazmi (2012) underscored the significant role of in-service training in enhancing teachers' performance in schools. In this study, the researcher established that continuous professional development programs can evaluate the school culture, leading to positive changes in the working environment as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Continuous professional development programs provide teachers with opportunities to acquire new concepts, methods, and approaches to improve their job performance and career prospects. This ongoing process involves identifying and discussing the current and anticipated needs of individual staff members to address the institution's academic work and plans (Boyan, 2005). The Continuous professional development programs are deliberate and continuous, aiming to transform the attitude and skills of teachers, ultimately enhancing the overall work performance and influencing the procedures, approaches, and practices of teaching (Brookover, 2009). In this study, the researcher established continuous professional development programs can help teachers to acquire new concepts, methods, and approaches

to improve their job performance and career prospects as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Frederick and Stephen (2010), highlighted the importance of continuous professional development programs for teachers, emphasizing that it provides them with crucial skills in school management, evaluation techniques, and a deeper understanding of the content areas within their subjects. This underscores the need for educators and experts in the field of education to intensify their efforts in promoting and implementing these practices in schools. The aim is to enhance the overall effectiveness of development initiatives in educational institutions. Notably, the landscape of continuous professional development has evolved significantly, with a shift towards result-driven in-service training. In this study, the researcher established that continuous professional development programs provide them with crucial skills in school management, evaluation techniques, and a deeper understanding of the content areas within their subjects as expressed by the authors in government aided secondary schools in Kashaari South Constituency.

Level of Teachers' Work Performance in Secondary Schools

Abesiri (2021) explored how supportive school environments and professional development opportunities positively correlate with teachers' effectiveness in secondary schools. Similarly, Karanja et al. (2022) found that teacher motivation, enhanced through recognition and adequate resources, improves instructional quality and student engagement.

According to Mwangi (2020), continuous professional development programs' initiatives elevate teachers' pedagogical skills, thereby enhancing student learning outcomes. However, the study also notes challenges such as resource constraints and lack of institutional support.

Mwaura et al. (2021) noted that many secondary school teachers faced difficulties integrating technology due to limited training and infrastructural deficiencies, which adversely affected their performance levels. Conversely, those with prior experience and digital literacy demonstrated more resilience and maintained instructional quality.

A study by Otieno (2023) indicated that teachers' self-efficacy beliefs and attitudes towards teaching significantly influence their performance, especially in adapting to new teaching modalities. Moreover, effective teachers tend to foster positive classroom climates, which correlate with improved student achievement (Njeri & Njoroge, 2022)

According to Kuzu (2009), work plays a crucial role in human life as it represents a significant developmental task during adulthood. The transition to work and professional life is an integral part of the journey into adulthood, involving years of employment leading to retirement. Work has become an essential aspect deeply integrated into individuals' lives. In consideration of these factors, the researcher aimed to evaluate the work performance of teachers in government-aided secondary schools within Kashaari South Constituency, Mbarara District.

Beyond its economic dimension, work has diverse facets that contribute to an individual's development, such as facilitating survival, earning respect in the community, making societal contributions, and achieving a certain status that brings personal fulfillment and happiness (Demir, 2003). In the context of teachers in government-aided secondary schools in Kashaari South Constituency, Mbarara District, this study sought to explore the status of teachers and their roles in relation to these facets.

Work, as defined by Tinar (1996), is the activity of producing goods or services that underscores the specific utility of the output rather than the remuneration received. This definition highlights the importance of work in shaping the individual's working life and

contributing to elements of national power, as noted by Gudul (2010). The concepts of “work environment” and “organization of work” encompass both general factors, such as organizational and managerial characteristics, and factors relevant to individual workers.

In the context of teachers in government-aided secondary schools in Kashaari South Constituency, work performance can have a significant impact on their economic, cultural, and social life. Teachers’ work performance and productivity can be influenced by factors such as the work environment, organizational culture, and management practices. For example, a positive work environment can boost teachers’ morale and motivation, leading to improved teaching and learning outcomes. On the other hand, a poor work environment can lead to stress, burnout, and decreased productivity.

The quality of education is significantly influenced by the environment in which teaching and learning occur. However, there is a lack of consensus among experts and educators regarding the optimal work environment for teaching and enhancing the experience of teachers and teacher candidates. Educational environments for teachers and teacher candidates vary across countries, with some nations undergoing internal changes (Ozcan, 2011). In light of these findings, this study aimed to explore the influence of the school environment on teachers continuous professional development programs and whether this affect teachers’ work in government-aided secondary schools in Kashaari South Constituency.

According to Akin (2011), the roles of school administrators and teachers are crucial in shaping school functioning, setting goals, and establishing an effective and secure learning and teaching environment. To enhance the quality of work life, improve working conditions, and cultivate robust communication with students, parents, and colleagues, it is essential for school administrators and teachers to be engaged in their work and experience job satisfaction. School managers and teachers who prioritize work quality and favorable

working conditions often achieve desired success and maintain effective communication and work efficiency (Cote & Levin, 2000).

Teachers' Continuous Professional Development Programs and their Work Performance in Secondary Schools

According to Timperley et al. (2020), effective CPD programs fosters an environment where teachers can reflect on their practice and collaborate with peers, leading to improved instructional strategies and student engagement. This aligns with the findings of Kunter et al. (2021), who suggest that targeted CPD programs can significantly enhance teachers' pedagogical content knowledge, resulting in better educational outcomes.

A study by Desimone and Garet (2020) indicated that teachers who engaged in intensive, ongoing professional development were more likely to implement new strategies in their classrooms, leading to improved student learning outcomes. Furthermore, effective CPD programs been shown to increase teacher motivation and job satisfaction, which in turn can lead to enhanced work performance (White et al., 2022).

Ghasemizad et al., (2012), conducted a study in Kerman High schools to investigate the relationship between continuous professional development Programs (CPDP) for teachers, the quality of work life, job satisfaction, and teachers' productivity. The findings of the research indicated a significant correlation between initial training and teachers' productivity, as well as a notable association between continuous professional development and the quality of teachers' work life. These associations were found to be statistically significant at the $p < 0.01$ level. In this study, the researcher examined and found out that continuous professional development relates to teachers quality of work in Kashaari South Constituency as expressed by the author.

According to Edmonds (2001), the process of management encompasses various essential functions such as planning, organizing, staffing, controlling, and problem-solving. Effective school leaders, particularly head teachers, are tasked with the responsibilities of planning, coordinating, and facilitating work while also maintaining positive interpersonal relationships with staff, students, and subordinates. Furthermore, high-quality continuous professional development programs are believed to have the potential to enhance performance goals for schools and serve as connectors with other groups and higher management. Edmonds underscores the pivotal role of continuous professional development practices in school success, emphasizing their influence on employee behavior, program initiation, policy establishment, resource allocation, and motivation provision. The present study aimed to assess the impact of continuous professional development practices on the work performance of teachers in government-aided secondary schools in Kashaari South Constituency based on these insights.

In 2007, Brandt provided a summary of Andrew's research, which outlined the key characteristics of high-performing schools. These characteristics included maintaining high expectations, consistently monitoring student progress, and fostering a positive learning environment with clear goals. Effective headteachers were highlighted as playing a pivotal role in motivating both teachers and students to attain high academic standards. Additionally, a study by Brookover in 2009 focused on the success of elementary headteachers in Michigan who actively participated in various activities such as classroom visits, introducing innovative programs and teaching techniques to the staff, facilitating discussions on books related to school effectiveness, conducting small group meetings with teachers to evaluate student achievements, and organizing training programs to enhance teachers' effectiveness. Consequently, this study aimed to investigate whether headteachers in government-aided

secondary schools in KashaariSouth Constituency involve teachers in continuous professional development programs aimed at improving their effectiveness and overall performance.

Brandt (2007) provided a summary of Andrew's research, which outlined the key characteristics of high-performing schools. These characteristics included maintaining high expectations, consistently monitoring student progress, and fostering a positive learning environment with clear goals. Effective head teachers were highlighted as playing a pivotal role in motivating both teachers and students to attain high academic standards. Additionally, a study by Brookover (2009) focused on the success of elementary head teachers in Michigan who actively participated in various activities such as classroom visits, introducing innovative programs and teaching techniques to the staff, facilitating discussions on books related to school effectiveness, conducting small group meetings with teachers to evaluate student achievements, and organizing training programs to enhance teachers' effectiveness. Consequently, this study aimed to investigate whether headteachers in government-aided secondary schools in Kashaari South Constituency involved teachers in continuous professional development programs aimed at improving their effectiveness and overall performance.

Continuous professional development programs are essential in shaping the performance of teachers within the education sector. Boyan (2005) has consistently highlighted the critical characteristics of successful schools with regards to examination performance. These include the presence of a conducive learning environment free from disciplinary issues and vandalism, a school-wide focus on fundamental instructional skills, teachers maintaining high expectations for all students, a clear system of instructional objectives for monitoring and assessing student performance, and a headteacher serving as a strong programmatic leader with high standards, frequent classroom observations, discipline maintenance, and incentives for learning. Building on these findings, this study aimed to

investigate the type of leadership demonstrated by headteachers in overseeing continuous professional development programs in government-aided secondary schools in Kashaari South Constituency, Mbarara District.

According to Kent (1995), effective headteachers play a crucial role in supervising teaching and learning by ensuring that lessons are well-planned, engaging, and structured. This includes revising previous lessons, using a variety of teaching aids, and fostering positive relationships between teachers and students. The author emphasizes the importance of close supervision of teaching and learning by headteachers to ensure that these strategies are being implemented effectively. However, the study specifically investigated whether headteachers in government-aided secondary schools in Kashaari South Constituency, Mbarara District, actively support continuous professional development programs for their teachers. This is an important aspect of effective teaching and learning, as it helps teachers stay up-to-date with the latest research and best practices in education.

In his work, Mbiti (2007) underscores the significance of supervision in effectively managing personnel tactics. He highlights that headteachers are responsible for regularly overseeing the teaching and learning processes within the school. The success or failure of any organization is heavily reliant on its personnel, emphasizing the need for a robust supervision system to ensure that organizational goals are achieved. In high-performing schools, headteachers play a crucial role in providing clear guidance, identifying potential problem areas, and addressing issues before they escalate. Given these insights, the researcher aimed to evaluate whether headteachers in government-aided secondary schools in Kashaari South Constituency, Mbarara District consistently provided proper guidance to teachers regarding continuous professional development programs and address identified areas of weakness to enhance teachers' work performance.

In essence, learning communities are intentional entities characterized by their commitment to continuous improvement and the ongoing learning of adults, crucial for sustaining school success (Eaker and Dofour, 2006). The promotion of professional collaboration positively contributes to school culture and instructional improvement (Zepeda, 2007). Existing literature on school leadership highlights the critical role of the headteacher in fostering a positive school culture that promotes learning and engagement for both students and teachers (Goldring et al., 2006; Habegger, 2008). Building on these insights, this study aimed to investigate whether maintaining a positive school culture that supports continuous professional development programs was associated with improved teacher performance in government-aided secondary schools in Kashaari South Constituency, Mbarara District.

Hall (2002) contends that successful schools set themselves apart by fostering a culture that empowers and builds confidence in teaching, values both students and teachers, and collaborates with parents and community members to improve school effectiveness. This approach creates a sense of belonging and provides clear direction for all involved (Habegger, 2008). Highlighting the significance of instilling confidence in teachers to enhance their performance, this research aimed to assess the perceived value of the continuous professional development program for teachers and its impact on teachers' work performance in Kashaari South Constituency, Mbarara District.

To foster a positive school culture, effective headteachers must convey the school's vision, engage others in reshaping the organization, and express fundamental beliefs about learning. This can be achieved by developing proficient communication skills to build consensus and gain support among staff and faculty for policies, practices, and supportive systems aimed at achieving goals. According to Leithwood et al. (2004), effective headteachers recognize the importance of collaborative networks among educators for successful teaching and learning. To foster this collaboration, they allocate time for

collaborative work, actively encourage sharing and peer observation, and exemplify teamwork. In addition, effectively leading a school with high expectations for academic achievement necessitates establishing strong connections with families and other community entities that provide support for academic and social learning. The authors emphasize the importance of collaboration with key stakeholders. This study aimed to investigate the level of involvement of headteachers in their managerial roles in government-aided secondary schools in Kashaari South Constituency, Mbarara District, and its potential impact on teachers' work performance.

Olembo (1997) emphasizes the potential misuse of legal authority by frustrated headteachers, which could lead to the suppression of opposing practices and impact teachers' efficiency. The study also highlights the importance of strong and efficient leadership in consistently high-performing schools. Eshiwani's (1993) research further supports this by finding that such schools tend to have sound and efficient leadership, with competent headteachers being able to organize the learning process for students and motivate staff. Based on these insights, the study aimed to assess whether headteachers in government-aided secondary schools in Kashaari South Constituency, Mbarara District, effectively motivated their teachers through continuous professional development programs and organized student learning to enhance teachers' work performance.

Kathuri (1984) emphasizes that larger schools tend to attract more competent headteachers, who subsequently appoint better assistant teachers, contributing to effective administration and higher academic achievement. Eshiwani (1993) attributes students' poor results to headteachers lacking awareness of classroom activities, emphasizing the pivotal role of headteachers in closely monitoring all school activities. Kathuri underscores the importance of headteachers in effectively overseeing all school activities. Therefore, this study aimed to investigate whether headteachers in government-aided secondary schools in

Kashaari South Constituency, Mbarara District, actively monitored school activities and how this impacted teachers' work performance.

Ogawa and Hart (2005) investigated the influence of headteachers on instructional performance in schools and found that the headteacher variable accounted for a significant percentage of the variance in task performance, ranging from 2% to 8%. Kibowen (1985) also found that variations in examination performance among schools are linked to the extent to which headteachers organize the learning process for their pupils. Additionally, Kathuri (1984) explored the correlation between school administration and pupils' performance and found that effective administration positively influenced teacher and student morale, contributing to a more committed teaching staff and reduced disciplinary problems. This study aimed to investigate whether headteachers in government-aided secondary schools in Kashaari South Constituency, Mbarara District, placed an influence on instructional delivery of teachers and how this impacted teachers' work performance.

According to Muchira (2008), there is a significant correlation between headteachers' leadership styles and student achievement in secondary teacher colleges in Kenya. Specifically, the study found that headteachers with a master's degree exhibited higher leadership performance scores than those with a bachelor's degree, suggesting that higher education levels may lead to a more relations-oriented leadership style. Additionally, the study found that poor organizational and administrative structures in public ordinary secondary schools could impact students' academic performance, even in schools with highly qualified teachers and adequate facilities. This study aimed to investigate whether headteachers leadership styles in government-aided secondary schools in Kashaari South Constituency, Mbarara District, and correlated with teachers' work performance.

Chapter Three

Methodology

Introduction

In this chapter, a detailed account of how the study was conducted is presented. It provides insights into the research design, sampling methods, data collection techniques, and analysis procedures. It also shows how methods and techniques were chosen to enhance the credibility of the results. It presents ethical considerations related to this study, including informed consent, confidentiality, and the treatment of participants during and after data collection. In this section, the relevance of the study's methodology was provided arousing the reader's interest in the later sections of the study.

Research Approach

A mixed-methods approach was employed for both data collection and analysis. This approach encompassed the use of questionnaires for collecting, analyzing, and interpreting quantitative data, along with interviews for gathering qualitative data. This strategy was designed to mitigate the limitations associated with relying solely on one research approach. Consistent with the perspective of Kothari (2003), the mixed-methods approach was adopted to prevent bias in the study findings, as it integrates two approaches concurrently to complement each other.

Research Design

In this study, cross-sectional correlational research design was adopted. This design helped the researcher in determining the strength and direction of associations between variables and allowed the researcher to measure the degree of correlation between variables and understand if they were positively or negatively associated with each other.; And

thereafter, the researcher summarized, presented and interpreted the data collected which formed the basis for making conclusions and recommendations (Orodho, 2015).

Target Population

The research focused on teachers and head teachers within government-aided secondary schools located in Kashaari South Constituency, Mbarara District. Kashaari South Constituency comprises five (05) government-aided secondary schools. Therefore target population included teachers and head teachers. The inclusion of these participants was based on their possession of sufficient and pertinent information essential for the study.

Sample size

The sample size is a subject of the population that comprises members selected from the population. A sample in this case is a sub-set of the population. A sample size of 170 respondents was used. This was determined from the target population of 300 respondents determined with help of Krejcie and Morgan, (1970), pp.607 - 610) tables from the target population. Therefore, the sample comprised of 165 teachers and five head teachers, resulting in a total sample size of 170 respondents.

Sampling Strategy

Census sampling was employed to select the five government-aided secondary schools in Kashaari South Constituency, as there were only five such schools in the area. This approach ensured that each school had an equal opportunity to be included in the study. The selection of head teachers involved purposive sampling, chosen for its effectiveness in identifying participants with unique and comprehensive knowledge of the study subject, thereby yielding detailed and factual data.

For teachers, census sampling was used and covered all teachers within each of the five government-aided secondary schools. The researcher moved to each the selected

secondary school with pre-designed questionnaires. Every teacher found at the school at time collection was given the questionnaire upon their consent. Questionnaires were filled and upon completion, the research picked them from the teachers for further progress. This approach was selected to guarantee that every teacher has an equal opportunity to participate, thereby minimizing bias in the study findings.

Data collection methods

The researcher used the following methods to collect data;

Questionnaires survey

Quantitative data collection was achieved by use of questionnaire survey method. A structured questionnaire was used on teachers. This method was preferred because it was convenient and allowed respondents to be free while answering questions asked at their own free time without any inconvenience to their normal work schedule. This is in line with Mugenda and Mugenda (2003).

Interviews

Face to face interviews were used to collect data from Headteachers. The researcher asked questions while noting down the responses. Interviews were preferred because they enable the researcher clarify questions, allow the informants to respond in any manner they see fit, allow the interviewers to observe verbal and non-verbal behavior of the respondents and they reduce the anxiety so that potentially threatening topics are studied. This is in line with Kothari (2003).

Data collection Instruments

Self-administered Questionnaire

Teachers provided data through use of a self-administered questionnaire, chosen for its convenience and the assurance of respondent anonymity. This method ensures an

authentic and unbiased perspective, as respondents can consult records, minimizing errors associated with the researcher's presence. The questionnaire's structured items adhere to the approach advocated by Frank and Wallen (1990), promoting reliability and dependable findings.

The questionnaire was organized into four sections. The initial section captured demographic data, encompassing age, education level, years of teaching in secondary school, and school type. The second section employed an eight item Teacher Continuous Professional Development programs scale (TCPDs), validated at 0.78 with a reliability of 0.80. Levels of Teacher Continuous Professional Development programs were gauged on a five-point Likert scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

The third section incorporated an eight item teachers' work performance scale (TWPS) developed by Pamella (2013), validated at 0.83 with a reliability of 0.85. This section also utilized a five-point Likert scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1). The final section incorporated an eight item relationship scale between TCPDs and TWPS developed by Pamella (2013), validated at 0.73 with a reliability of 0.79. This section also utilized a five-point Likert scale: Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

Interviews Guide

Interview guide was used to collect data from with head teachers within selected government-aided secondary schools in Kashaari South Constituency to gather qualitative data. The utilization of an interview guide was favored, as it enables the researcher to extract detailed and accurate information from the respondents.

Quality Control

Validity of the Instruments

Validity refers to how well the results among the study participants represent true findings among similar individuals outside the study. Questionnaire was scrutinized by the supervisor and other 3 experts (lecturers). The questionnaire items were tested on language clarity, relevance and comprehensiveness. The researcher then proceeded to make adjustments if any.

A coefficient of validity index was computed using the formula below;

$$CVI = \frac{\text{No. of items regarded relevant}}{\text{Total No. of items}}$$

The Content Validity Index will be calculated as

$$CVI = \frac{n}{N}$$

Where $CVI = n/N$

CVI = Content Validity Index

n = The number of items indicated relevant

N = The total number of items in the questionnaire

$$CVI = 31/34 = 0.9$$

Based on Sekaran (2003), a coefficient of validity which is above 0.7 and less than 1 is regarded as acceptable and this would guide the study. The value was above 0.7 hence the questionnaire was regarded valid for data collection.

Reliability

Reliability refers to whether or not you get the same answer by using an instrument to measure something more than once (Sekaran, 2003). Reliability for each instrument will be assessed using Cronbach's Alpha coefficient. The questionnaires were presented with 4 people who did not take part in the actual study, to check for the flow of questions and relevance of responses in relation to the objectives of the study. Pretesting also helped the

researcher estimate the time each respondent would take to fill the questionnaires during the final data collection process. This is in line with Kothari (2003). To determine the reliability of the questionnaire, a pilot study was carried out on 4 respondents and their responses were entered into the computer using Statistical Package for Social Scientists (SPSS). The value of the reliability co-efficient was calculated using Cronbach's Alpha Co-efficient values. The scores found at 0.7 and above alpha values would indicate good credits hence better for use (Amin, 2005).

Results of the computation are summarized in the table below;

Case Processing Summary			
		N	%
Cases	Valid	04	100.0
	Excluded ^a	0	.0
	Total	04	100.0
a. Listwise deletion based on all variables in the procedure.			

Reliability Statistics	
Cronbach's Alpha	N of Items
.837	34

Since the value of the alpha co-efficient was greater than 0.7 at 0.83, the questionnaire was considered reliable for use in the data collection.

Data Collection Procedures

The first step involved obtaining approval from the Research Ethics Committee of Bishop Stuart University (REC-BSU). Following this, the researcher secured an introductory letter from the Dean Faculty of Education, Arts and Media Studies at Bishop Stuart University. This letter was used to introduce the researcher to the District Education Officer (DEO) of Mbarara District, with the purpose of formally seeking permission to conduct the study.

The head teachers then facilitated the researcher's introduction to the teachers. The researcher articulated the purpose and scope of the study, securing verbal consent from the

teachers to participate. Following the respondents' consent, the researcher distributed questionnaires. Interviews were conducted by the researcher during the collection of filled questionnaires, with prior appointments made with the head teachers. Once questionnaires were completed and interviews conducted, the researcher collected the questionnaires from the participants and expressed gratitude for their participation.

Data Management

The information gathered from teacher-filled questionnaires underwent a thorough validation process to guarantee precision and comprehensiveness. Simple descriptive statistics were used to present demographic data for teachers. Also, following validation, the data was encoded and input into the SPSS-27.0 software for subsequent statistical examination. Each questionnaire item was assessed using a 5-point Likert scale. Mean scores and standard deviations were calculated, serving as the foundation for result interpretation.

As for qualitative data obtained from interviews, the content was transcribed and structured based on emerging themes to facilitate a methodical analysis.

Data Analysis

Quantitative data analysis

The researcher utilized descriptive statistics, such as percentages and means, to present the socio-demographic characteristics of teachers. In order to determine the effectiveness of teachers' continuous professional development programs in government aided secondary school in Kashaari South Constituency Mbarara District, descriptive statistics and regression analysis (summary regression model) was used as the first objective. For the second objective which was to measure the level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District, descriptive statistics were used. The third objective was to establish the relationship between Teachers' Continuous Professional Development Programs and their work performance in

government aided secondary school in Kashaari South Constituency Mbarara District and this was measured using Pearson Correlation Coefficient.

Qualitative data analysis

Thematic analysis was utilized to examine qualitative data in this study. This methodology entailed identifying key themes derived from the research objectives and systematically gathered data to maintain a coherent storyline in the report. To convey participants' perspectives, direct quotes were employed using the narrative analysis technique, as recommended by Hsieh (2005).

Ethical Considerations

Considering that this study involved human participants, the researcher sought approval from the Research Ethics Committee (REC) at Bishop Stuart University. The researcher provided a detailed explanation to the participants regarding the study's objectives. Assurance was given to participants regarding the complete confidentiality of their responses. Inclusion in the study was contingent upon obtaining their consent, and participants were clearly informed of their right to withdraw from the study without any consequences before or during its course.

Community Engagement Plan

Firstly, the researcher identified key Community Stakeholders who would be impacted by or have an interest in the research for example in this study the researcher identified stakeholders such as teachers, and head teachers. The researcher scheduled initial meetings or workshops with stakeholders like teachers and head teachers to introduce research and its objectives and goals and how it could be of great significance.

Furthermore, the researcher worked collaboratively with the community stakeholders to define the scope of the research and its relevance to their needs and concerns. Community

involvement in the research process was encouraged by recruiting community members as research participants or volunteers, where appropriate.

Finally, the researcher ensured that research materials, presentations, and reports were accessible to the community, including those with disabilities, and were available in multiple languages if necessary.

COVID-19 Risk Management Plan:

The researcher developed and communicated clear health and safety protocols for all research activities. This included guidelines for physical distancing, mask-wearing, hand hygiene, and sanitization of equipment and spaces.

An open and transparent communication with research participants and community was maintained regarding COVID-19 safety measures and any changes to the research plan due to the pandemic.

The researcher developed contingency plans for various COVID-19 scenarios, such as outbreaks or changes in local regulations. This necessitated that research activities be adapted or postponed as needed.

Furthermore, the researcher made sure he stayed up-to-date with local and national COVID-19 regulations and guidelines by ensuring that all research activities comply with these regulations.

Finally, the researcher reviewed and updated research ethics protocols to account for COVID-19-related considerations, including informed consent processes for remote interactions.

Results dissemination Plan

The results of this study were disseminated to the community through distribution of the copies of research findings to the following:

Office of the District Education Officer and school administrators of the respective secondary schools in Kashari South Mbarara District were provided with copies to act as a reference for further supervision and monitoring.

Published copy was made available as a way of disseminating results to the community Library of Bishop Stuart University, Faculty of Education, Arts and Media Studies as reference by students doing related undergraduate and postgraduate studies.

A final reference copy was submitted to the research supervisors.

Chapter Four

Analysis and Interpretation of the Results

Introduction

This chapter deals with the presentation, analysis and interpretation of data gathered from sample population on the relationship between Teachers' Continuous Professional Development Programs and Work Performance in Government Aided Secondary Schools of Kashaari South Constituency, Mbarara district in accordance with study objectives.

Response Rate

For this study, the response rate is the ratio of the actual number of respondents versus the targeted population. Out of the 170 respondents that were sampled to participate in the study, only 165 filled the questionnaires. The response rate was $165/170 \times 100 = 97\%$. The researcher based on Amin (2004)'s recommendations that in a survey, a response rate of over 70% should yield valid findings. Accordingly, the researcher's response rate was 97% which was above what Amin (2004) recommended and hence yielded valid responses. The good response rate is attributed to the importance attached to the issue of Teachers' Continuous Professional Development that it has been an issue of concern to the stakeholders, hence respondents getting interest in participating in the study.

Presentation of the Demographic Characteristics of the Respondents

This section provides basic background information pertaining to sample population that helps to know the overall information of the respondents with the assumption that it might have some kind of relationship and shed light on Teachers' Continuous Professional Development Programs and Work Performance in Government Aided Secondary Schools. Accordingly, the characteristics of the study groups were examined in terms of age,

education, years of teaching and school type. The summary of data is presented in the table here under in Table 4.1;

Table 4.1:

Demographic data of the respondents (n=165)

Variables	Values	Frequency	Percent (%)
Age	Below 30 years	8	4.0
	30-39 years	86	52.0
	40-49 years	62	39.0
	50 and above years	9	5.0
Education	Diploma	100	61.0
	Degree	56	34.0
	Post graduate	7	4.0
	Masters	2	1.0
Years of teaching	Less than a year	19	12.0
	2 years	26	16.0
	3 years	41	25.0
	Above 3 years	79	47.0
School type	Boarding only	2	1.0
	Day only	35	21.0
	Boarding& day	128	78.0

Source: Primary Data 2024

Overall, majority (52.0%) of the respondents were in the age range 30–39. The researcher was also inquisitive to determine the highest level of academic qualification that the respondent held, overall (61.0%) of the respondents had diploma level of education, 34.0% of the respondents had degrees while the (4.0%) possessed post graduate level in education. This shows that most of the respondents were literate and hence were capable to explore the relationship between Teachers' Continuous Professional Development and Work Performance in Government Aided Secondary Schools.

Majority of the respondents (47%) had spent above 3 years teaching with the least having less than a year. Although they had spent some long period in teaching profession, their work performance was still low giving an impression of the magnitude of the among secondary school teachers in government aided schools in Mbarara district. Also, the majority of the respondents (78.0%) were teaching in day and boarding secondary schools followed by day only (21%) as the least was boarding only with (1.0%).

Effectiveness of teachers' CPD programs in government aided secondary schools

Respondents were asked to give their opinions on statements about the effectiveness of teachers' continuous professional development programs in government aided secondary schools and details were presented in table 4.2;

Table 4.2:

Descriptive statistics effectiveness on teachers' CPDP

Statements	SA	A	NS	D	SD	Mean SD
The CPD programs have significantly improved my teaching skills.	141(85%)	24(15%)	0(0%)	0(0%)	0(0%)	3.5±0.80
I am able to apply new teaching strategies learned from CPD programs in my classroom.	105(64%)	60(36%)	0(0%)	0(0%)	0(0%)	3.0±0.46
The CPD programs are well-structured and relevant to my subject area.	138(82%)	27(18%)	0(0%)	0(0%)	0(0%)	4.7±0.64
The CPD programs provide adequate resources for implementing new teaching methods.	131(79%)	34(21%)	0(0%)	0(0%)	0(0%)	1.1±0.47
The feedback from CPD program facilitators has been constructive and useful.	119(72%)	45(28%)	0(0%)	0(0%)	0(0%)	2.9±1.16
CPD programs have led to a noticeable improvement in student learning outcomes.	125(76%)	40(24%)	0(0%)	0(0%)	0(0%)	3.5±0.81
The CPD programs encourage collaborative learning and sharing of best practices among teachers.	127(77%)	38(23%)	0(0%)	0(0%)	0(0%)	2.0±0.45
The CPD programs are reflective of current educational research and trends.	133(81%)	32(19%)	0(0%)	0(0%)	0(0%)	4.6±0.65
The CPD programs have helped me to better address the diverse needs of my students.	110(67%)	55(33%)	0(0%)	0(0%)	0(0%)	1.1±0.46
The CPD programs have been effective in enhancing the quality of education provided by our school.	124(75%)	41(25%)	0(0%)	0(0%)	0(0%)	2.8±1.15

Source: Primary Data 2024

Note: The scale (1-3) indicates low, (2-3) indicates moderate and that the scale (3-5) indicates high. Further to note, the standard deviation (SD) scores less than one (<1) suggest commonalities in responses and that above one (>1) suggest divergences in views of the respondents.

From table 4.2, respondents gave their opinions on the effectiveness of teachers' continuous professional development programs in government aided secondary schools and the first statement was that the CPD programs have significantly improved my teaching skills; mean was 3.5 which implied high agreement. Standard deviation was 0.80 which implied commonality of responses. I am able to apply new teaching strategies learned from CPD programs in my classroom, mean feedback was 3.0 which implied high agreement among the respondents. The CPD programs are well-structured and relevant to my subject area; mean value was 4.7 which implied high agreement while standard deviation (SD) was 0.64 which meant commonality in views among the respondents.

The CPD programs provide adequate resources for implementing new teaching methods; mean was 1.1 which implied low support for the statement. The feedback from CPD program facilitators has been constructive and useful; mean value was 2.9 which implied moderate support for the statement. SD was 1.16 which meant divergence of views among the participants. CPD programs have led to a noticeable improvement in student learning outcomes; mean figure was 3.5 which meant high support for the statement. SD obtained was 0.81 which implied commonality of views among the participants. The CPD programs encourage collaborative learning and sharing of best practices among teachers; mean value was 2.0 which meant moderate agreement among participants. SD feedback was 0.45 which implied commonality of views among the participants.

The CPD programs are reflective of current educational research and trends; mean value was 4.6 which implied high agreement among participants. SD got was 0.65 which

implied commonality of responses. The CPD programs have helped me to better address the diverse needs of my students; mean figure was 1.1 which implied agreement and SD was 0.46 which implied commonality in views. The last but not the least statement was that, the TCPD programs have been effective in enhancing the quality of education provided by our school; mean was 2.8 which meant moderate agreement among the participants as SD was 1.15 which implied divergent views among the participants. NB: There was no participant who reported NS, D and SD on the effectiveness on teachers' CPD programs.

Also, the study used linear regression model to determine the linear statistical relationship between the independent and dependent variables of this study and results are presented in table 4.3;

Table 4.3:

Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.831 ^a	0.690	0.688	0.774

Predictors: (Constant), Refresher workshops and further studies (upgrading)

The model summary results in table 4.3 revealed that Teachers Continuous Professional Development accounted for 68.8% variation in teachers' work performance. This is indicated by an adjusted R-square value of 0.688. The regression results show that R was 0.688 showing a positive relationship between independent and dependent variables (Teachers continuous professional development and work performance in Kashaari South Constituency, Mbarara District).

Qualitative results are in line with quantitative results whereby when asked about hands on training has been integrated into schools' CPD programs, one of the headteachers indicated that easy conception of scenario-based tasks are given to teachers which widen their

thinking abilities. He further said that “*I believe that CPD programs are vital as they help teachers to understand how to help learners do project work*” (Head teacher, Interview, June 2024).

Level of teachers’ work performance in government aided secondary schools

Respondents were asked to give their opinions on statements about the level of teachers’ work performance in government aided secondary schools and details were presented in table 4.4;

Table: 4.4

Descriptive statistics on the level of teachers’ work performance

Statements	SA	A	NS	D	SD	Mean SD
I consistently deliver high-quality instruction that meets the curriculum standards.	122(74%)	43(26%)	0(0%)	0(0%)	0(0%)	2.5±0.80
I am well-prepared for each class, with all necessary materials and lesson plans.	95(58%)	70(42%)	0(0%)	0(0%)	0(0%)	3.0±0.46
I maintain regular attendance and punctuality for all my classes.	118(72%)	47(28%)	0(0%)	0(0%)	0(0%)	4.7±0.64
I provide timely and constructive feedback to students on their academic performance.	131(79%)	34(21%)	0(0%)	0(0%)	0(0%)	2.1±0.47
I effectively manage classroom behavior to create a conducive learning environment.	129(78%)	36(22%)	0(0%)	0(0%)	0(0%)	2.9±1.16
I demonstrate a strong commitment to the academic success and well-being of my students.	125(75%)	40(25%)	0(0%)	0(0%)	0(0%)	1.1±0.47
I effectively use technology and other resources to improve instructional delivery.	127(77%)	38(23%)	0(0%)	0(0%)	0(0%)	3.0±0.44
I regularly assess and adapt my teaching methods to meet the diverse needs of students.	143(87%)	22(13%)	0(0%)	0(0%)	0(0%)	4.5±0.63
I contribute to the school’s extracurricular activities and events.	148(90%)	17(10%)	0(0%)	0(0%)	0(0%)	2.1±0.48
I communicate effectively with parents and guardians regarding student progress.	114(69%)	51(31%)	0(0%)	0(0%)	0(0%)	2.8±1.15

Source: Primary Data 2024

Note: The scale (1-3) indicates low, (2-3) indicates moderate and that the scale (3-5) indicates high. Further to note, the standard deviation (SD) scores less than one (<1) suggest commonalities in responses and that above one (>1) suggest divergences in views of the respondents.

From table 4.4 respondents gave their opinions on the level of teachers' work performance in government aided secondary schools and the first statement was that, I consistently deliver high-quality instruction that meets the curriculum standards; mean value got was 2.5 which implied moderate agreement. SD was 0.80 which meant commonality of views. I am well-prepared for each class, with all necessary materials and lesson plans, mean was 3.0 which implied high agreement among the participants. I maintain regular attendance and punctuality for all my classes; mean value was 4.7 which implied high agreement among the participants.

Another statement was that I provide timely and constructive feedback to students on their academic performance; mean value was 2.1 which mean moderate agreement. SD was 0.47 which implied common agreement among the respondents. I effectively manage classroom behavior to create a conducive learning environment; a mean feedback of 5.0 was obtained which implied general agreement. I demonstrate a strong commitment to the academic success and well-being of my students; mean was 2.9 which meant moderate agreement.

I effectively use technology and other resources to improve instructional delivery; mean feedback was 1.1 which implied low agreement. SD was 0.47 which meant commonality of views. I regularly assess and adapt my teaching methods to meet the diverse needs of students; mean was 3.0 which meant moderate agreement among the participants. I contribute to the school's extracurricular activities and events; mean feedback was 4.5 which

implied high agreement among the participants and SD was 0.63 which implied common views among the participants as well. In the last statement that I communicate effectively with parents and guardians regarding student progress; mean value got was 2.8 which implied moderate agreement. SD was 1.15 which implied divergent views among the participants. NB: There was no participant who reported NS, D and SD on the level of teachers' work performance.

Qualitative results are in agreement with quantitative results whereby when asked about how face to face training enhanced teachers instructional strategies, one of the teachers had this to say *"I believe that face to face training allows for real time feedback, questions and discussions which can lead to deeper understanding and classification of complex concepts"* (Teacher, Interview, June 2024).

Also when asked about how they ensure timely attendance, one of the teachers said *"I always ensure that I work on the time frame as planned which enhance my work performance"* (Teacher, Interview, July 2024). Furthermore, when about how refresher workshops align with current needs of teachers in secondary schools, one of the headteachers said *"Refresher workshops have helped teachers to perceive and adapt to the new teaching strategies while facilitating the learners in the new lower secondary curriculum, use of the computers, skills in teaching and academic records keeping"* (Headteacher, Interview, July 2024). On the same issue, another headteacher asserted that *"Refresher workshops especially the one in line with the new lower secondary curriculum help the teachers to learn how to implement the new competence based curriculum"* (Headteacher, Interview, July 2024).

When asked about evaluate instructional quality delivered by teachers; one of the headteacher interviewee said that *"Through having instructional materials especially the*

books of the new lower secondary curriculum the teachers have been able to deliver quality work in line with the new curriculum).(Headteacher, Interview, July 2024).

Relationship between Teachers’ Continuous Professional Development Programs and work performance in government aided secondary schools

A Pearson correlation coefficient was run in order to establish if there is a relationship between Teachers’ Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency Mbarara District and results are presented in Table 4.5;

Table 4.5:

Correlation between Teachers’ Continuous Professional Development Programs and their work performance

Correlations

		Teachers, CPD	Work performance
Teachers’ CPD	Pearson Correlation	1	.571**
	Sig. (2-tailed)		.000
	N	165	165
Work performance	Pearson Correlation	.571**	1
	Sig. (2-tailed)	.000	
	N	165	165

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

Source: Primary data, 2024

Table 4.5, shows correlation results between Teachers’ Continuous Professional Development Programs and their work performance in government aided secondary school in Kashaari South Constituency Mbarara District. Findings reveal the Pearson correlation is significant ($r = .571$, $p < 0.01$). Therefore, Teachers Continuous professional development showed a positive and significant relationship with teachers’ work performance.

Therefore, the null hypothesis that “*there is no significant relationship between Teachers’ Continuous Professional Development and their work performance in government*

aided secondary school in Kashaari South Constituency, Mbarara District” was rejected while the alternative hypothesis that *“there is a significant relationship between Teachers’ Continuous Professional Development and their work performance in government aided secondary school in Kashaari South Constituency, Mbarara District”* was considered.

Qualitative results are in agreement with quantitative results whereby when asked about how refresher courses, contribute to teachers ongoing professional development, the majority of the teachers indicated that, refresher course help them in learning new ideas which enhance their professional work of teaching students. One of the teachers asserted that *“I formalize myself with schools and priorities through understanding the school’s mission, vision and strategic objectives”* (Teacher, Interview June 2024).

When asked how schools monitor and address issues related to class attendance, headteachers unanimously indicated; daily class lesson attendance monitoring books signed by teachers and class councilors, physical class monitoring to identify classes with or without teachers in attendance, fixing times for lesson commencement and their due durations and remanding teacher who dodge lessons as well as use of TELA phones.

Table 4.6:

ANOVA^a Results

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	547.230	3	182.410	304.670	0.000b
	Residual	246.071	411	0.599		
	Total	793.301	414			

a. Dependent Variable: Teachers’ work Performance

b. Predictors: (Constant), Refresher workshops and further studies (upgrading)

ANOVA results shown in table 4.6 indicates that F statistic = 304.207 and the p-value = 0.000 hence the model can be described as being statistically significant considering the P value which is less than $\alpha=0.05$. This indicates that the overall model is statistically

significant at 5% significance level. This implies that the model is a good fit and can successfully predict the dependent variable.

Chapter Five

Discussion, Conclusion and Recommendations

Introduction

This chapter presents discussion, conclusions and recommendations on Teachers' Continuous Professional Development programs and their work performance in government aided secondary schools in Kashaari South Constituency Mbarara district by comparing what was established in this study with what other scholars and theorists have established before in the literature review. It helped to draw conclusions as well as recommendations and other areas for future research. The discussion was based on the study objectives.

Discussion of findings

This research was carried out basing on three objectives. Findings in relation to these objectives were thus obtained. In this section, these findings are further discussed to check their relevance and contribution to existing literature. The discussions are aligned to study objectives in relation to key findings obtained from data analysis process.

Effectiveness of teachers' continuous professional development programs in government aided secondary schools in Kashaari South Constituency Mbarara District

The regression analysis results revealed the presence of significant effect of teachers' continuous professional development programs in government aided secondary schools (Table 4.3). This showed that Teachers Continuous Professional Development programs accounted for 68.8% variation in teachers' work performance which implied that the remaining variations of 31.2 are accounted by others factors. This implies that improvement in teachers professional development in terms of providing necessary support, helping in resolving problems, listening to the teachers' concerns, appreciating their contributions, promoting teamwork, providing opportunities for growth and communicating effectively and

an improvement in supervisory support in terms of the supervisor providing clear instructions, acknowledging the efforts of teachers, offering constructive feedback, respecting their opinions, encouraging professional growth, maintaining an open-door policy and advocating for teachers well-being, results can lead to a tremendous improvement in teachers work performance in government-aided secondary schools in Kashaari South Constituency Mbarara District. Furthermore, an improvement in coworker support in terms of the co-workers being supportive, respecting others' opinions, collaborating effectively, fostering a positive work environment, sharing knowledge and expertise and communicating openly, as well as an improvement in cognitive support in terms of the organization providing necessary resources, encouraging innovation, valuing teacher input, investing in their training, promoting a learning culture, fostering adaptability and supporting work-life balance results into better work performance among teachers in government-aided secondary schools.

Findings conquer with Abaya (2011) who asserts that continuous professional training programs are not only essential in the education sector but also across diverse fields and organizations. These programs are particularly vital for educators as they significantly influence the quality of education. Teachers play a pivotal role in implementing educational reforms aligned with the National Philosophy of Education, and their effectiveness is closely tied to acquiring contemporary skills through ongoing professional training.

Findings are also in agreement with Armstrong (2001) who says that over the years, in-service training, educational workshops, and seminars have been essential in driving changes in the teaching and learning landscape. Like other professions, teachers need to stay updated on the latest concepts, thoughts, and research in their field to support their continuous "lifelong learning" as educators, professionals, and individuals responsible for shaping the education of the upcoming generation. Actively involved teachers play a vital role in fostering the development of productive and dedicated citizens.

As a researcher, I suggest that conducting thorough needs assessment to understand the specific professional development needs of teachers in the area, developing targeted CPD programs that are relevant to the curriculum, teaching methodologies, and the local context, partnering with local universities and teacher training colleges to develop and deliver CPD programs, implement mentorship programs where experienced teachers support novice teachers, offering a variety of CPD programs, including workshops, online courses, and in-class training, utilizing technology to enhance teachers' work performance, establish a system for ongoing support and follow-up after CPD Program sessions, implement a robust evaluation system to assess the impact of CPD programs, fostering a supportive school culture that encourages continuous learning and create incentives for teachers who engage in CPD Programs activities would enhance the effectiveness of teachers' continuous professional development programs in government aided secondary schools in Kashaari South Constituency Mbarara District.

Level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District

Using descriptive statistics, findings revealed that the level of teachers work performance is moderate in government aided secondary schools in Kashaari South Constituency Mbarara District (Table 4.4). This is indicated by a mean score of 5 in all the statements which indicated a general agreement. This implies that improvement in self-efficacy in terms of teachers being able to successfully perform their jobs, being confident in their ability to handle tasks, effectively solve problems, ability to accomplish difficult tasks, having the skills necessary to perform well, meeting the demands of the job and believing they can overcome challenges, an improvement in optimism in terms of generally expecting positive outcomes, remaining hopeful even in difficult situations, believing things will turn out well, focusing on the bright side of things, seeing setbacks as temporary, viewing

challenges as opportunities and maintaining a positive outlook on life and an improvement in resilience in terms of bouncing back quickly from setbacks, adapting well to change, remaining composed under pressure, staying focused in challenging situations, maintaining a positive attitude, persevering in the face of obstacles, all result into an increase in teachers work performance in government-aided secondary schools in Kashaari South Constituency Mbarara District.

Findings are in line with Kuzu (2009) who says that work plays a crucial role in human life as it represents a significant developmental task during adulthood. The transition to work and professional life is an integral part of the journey into adulthood, involving years of employment leading to retirement. Work has become an essential aspect deeply integrated into individuals' lives.

Findings are also supported by Demir (2003) who says that beyond its economic dimension, work has diverse facets that contribute to an individual's development, such as facilitating survival, earning respect in the community, making societal contributions, and achieving a certain status that brings personal fulfillment and happiness.

As a researcher, improving the level of teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District is vital and I suggest that following here under would help; implement regular and structured continuous professional development (CPD) programs that focus on pedagogy, classroom management, and subject matter expertise. Tailoring these programs to meet the specific needs of teachers in Kashaari South can empower them with the skills and confidence necessary for effective teaching. Strengthen leadership within the schools by providing training for headteachers and administrators. Effective leadership can create a supportive environment that encourages teachers to perform at their best. Leaders should be trained in fostering a collaborative, empowering school culture that values teacher input and feedback. Establish clear

performance standards and expectations for teachers, ensuring they understand what is required for effective teaching. This can be achieved through well-defined job descriptions, performance appraisals, and regular feedback. Implement a robust system for monitoring and evaluating teacher performance. This can include classroom observations, peer reviews, and self-assessments. Providing constructive feedback based on these evaluations can help teachers identify areas for growth and improvement. Ensure that teachers have access to adequate teaching resources, including textbooks, teaching aids, and technology. Having the right tools can significantly impact their ability to deliver quality education and engage students effectively.

Relationship between Teachers' Continuous Professional Development Programs and work performance in government aided secondary schools in Kashaari South Constituency Mbarara District

Study results found out that Teachers Continuous professional development programs showed a positive and significant relationship with teachers' work performance in government aided secondary schools in Kashaari South Constituency Mbarara District (Table 4.5). This was indicated by the Pearson correlation that was significant ($r = .571$, $p < 0.01$).

These findings are in agreement with Ghasemizad et al., (2012) who conducted a study in Kerman High schools to investigate the relationship between continuous professional development programs (CPDP) for teachers, the quality of work life, job satisfaction, and teachers' productivity. The findings of the research indicated a significant correlation between initial training and teachers' productivity, as well as a notable association between continuous professional development and the quality of teachers' work life. These associations were found to be statistically significant at the $p < 0.01$ level.

Findings are also in line with Boyan (2005) who asserts that Continuous professional development programs are essential in shaping the performance of teachers within the education sector. He has consistently highlighted the critical characteristics of successful schools with regards to examination performance. These include the presence of a conducive learning environment free from disciplinary issues and vandalism, a school-wide focus on fundamental instructional skills, teachers maintaining high expectations for all students, a clear system of instructional objectives for monitoring and assessing student performance, and a headteacher serving as a strong programmatic leader with high standards, frequent classroom observations, discipline maintenance, and incentives for learning.

As a researcher, to enhance the relationship between teachers' continuous professional development programs (CPDP) and their work performance in government-aided secondary schools in Kashaari South Constituency, Mbarara District, several strategies can be implemented. The focus should be on creating a supportive environment that fosters professional growth while directly linking CPDP to improved teaching outcomes. Design CPDP that are explicitly linked to performance goals and standards. By ensuring that the training addresses specific areas of improvement identified through performance evaluations, teachers can see a direct impact on their work performance as a result of their professional development activities. Incorporate active learning strategies into CPDP sessions. Workshops that encourage collaboration, problem-solving, and peer teaching can enable teachers to practice new skills in a supportive environment, leading to greater transfer of knowledge into their classrooms. Encourage teachers to engage in reflective practice as part of their CPDP. Providing time and structures for teachers to reflect on their teaching experiences and the application of new skills can enhance their understanding and lead to improved performance in the classroom. Base CPDP content on evidence-based teaching practices that have been shown to improve student outcomes. Ensuring that professional development is grounded in

research can increase teachers' confidence in applying new methods, which can enhance their performance and foster opportunities for collaboration among teachers, such as peer observations and co-teaching arrangements. Building a culture where teachers can learn from one another helps them to apply knowledge gained from CPDP more effectively and encourages a supportive community focused on improvement.

Conclusions

The study concluded that continuous professional development (CPD) programs for teachers have a notable positive impact on their work performance in government-aided secondary schools in Kashaari South Constituency Mbarara district. This suggests that investing in the training and skill enhancement of teachers could lead to improved educational outcomes.

The study further concluded that Teachers' work performance in government-aided secondary schools in Kashaari South Constituency, Mbarara District, was assessed to be at a moderate level. This indicates that while there is room for improvement, teachers are functioning adequately to carry out their roles in government-aided secondary schools in Kashaari South Constituency, Mbarara District,

It was concluded that there exists a positive and significant correlation between the professional development of teachers and their work performance in government aided secondary schools in Kashaari South Constituency Mbarara District. This indicates that as teachers engage in professional development activities; their work performance is likely to improve, supporting the importance of ongoing training and development initiatives.

Recommendations

The study found a significant effect of continuous professional development programs on teachers' work performance. This indicates that participation in CPD programs positively influences how teachers perform their roles in the classroom. Thus school should fully support teachers in the accessibility and utilization of CPD programs by teachers.

Results revealed that the level of teachers' work performance in government-aided secondary schools in Kashaari South Constituency, Mbarara District, is moderate. The researcher recommends that while teachers are functioning at an acceptable level, there is potential for improvement through leveraging active participation or involvement in CPD programs whenever opportunities come their way.

Findings also indicated a positive and significant relationship between continuous professional development and teachers' work performance. This study recommends that as teachers engage more in professional development opportunities, their performance in teaching also improves hence they should fully embrace CPD programs.

The findings underscore the importance of continuous professional development for enhancing teachers' effectiveness in government-aided secondary schools. While the current level of performance is moderate, targeted CPD programs could play a crucial role in further improving educational outcomes in the region

Area(s) of further research

In this study, the variables of teachers' continuous professional development programs contributed 68.8% towards work performance in government-aided secondary schools in Kashaari South Constituency Mbarara district; further research should explore other determinants of work performance among teachers.

References

- Abaya, J. (2011). *How Secondary School Principals Build Trust in Kenya Secondary Schools*. St Louis: The University of Missouri.
- Abdul Rashid, C.P (1996), *Vanderbilt Assessment of Leadership in Education; Technical Manual*, Vanderbilt University.*Application*. New York: Macmillan publishing company.
- Abesiri, F. (2021). Effects of school environment on teachers' performance in secondary schools. *International Journal of Education and Management Studies*, 11(2), 45-52.
- Akin, J.A. (2011). *Educational Management Theory and Practice*, Nairobi University Press.
- Akyeampong, K. (2021). "Teacher Development in Sub-Saharan Africa: A Critical Review," *International Journal of Educational Development*, 81, 102-113.
- Anderson, S. E. & Seashore, K. L. (2004). *Review of Research; How Leadership Influences Student Learning*, University of Minesota and university of Toronto.
- Armstrong, M. (2001). *A Handbook of Human resource Management Practice*. London and New York: Kogan page publisher.
- Babiita, R. (2017). *Family environment and student discipline in Kampala*. Unpublished masters of Education foundation dissertation, Uganda, Kampala, Makerere University.
- Blazar, D., & Kraft, M. A. (2022). Teacher professional development effects on instructional practice: A review of the current state of evidence. *Educational Researcher*, 51(4), 231-246.
- Boyan, N. J. (2005). *Hand book of Research on Educational Administration* ;London: Longman.

- Brandt, C. (2007). Leadership and Student Achievement: and a Conversation with Richard Andrews, *Education Leadership* P. 45
- Brooker, W. B. Beady, C. & Wisenbaker (2009). *School Social Systems and Students Achievement: Schools make a Difference*, New York Praeger.
- Brookover, W. (2009). *Changes in Schools Characteristics: A Coincidence with Changes in Student Achievement*. Occasional Paper no.17 East Lansing Michigan Institute of research on teaching, Michigan University way ed.181:005.
- Byangire, M. (2017). Effects of head teachers' behavior on students' discipline in selected government aided secondary school. Kabarole District. Uganda. Unpublished, MED Dissertation, Uganda, Kampala, Makerere University.
- Campbell, D. (1999). *Introduction to Educational Administration* 3rd edition Allyn Bacon Inc. Boston.
- Choi, S., & Lee, H. (2022). Digital Platforms and Adult Learning: Challenges and Opportunities for Andragogy. *Journal of Adult Education*, 39(2), 45-60.
- Cordingley, P., et al. (2021). "The Impact of Collaborative CPD on Teachers' Practice: A Systematic Review," *Educational Research Review*, 29, 100-115.
- Cote, F.O & Levin, V.J. (2000). Effective communication management and the performance of tertiary institutions in Cross River State, Nigeria. *International Journal of Current Research*, 10(7): 72019–72023.
- Cote, J. & Levine, C., (2000). Attitude Versus Aptitude: Is intelligence or Motivation more Important for Positive Higher Education Outcomes? *Journal of Adolescent Research*, 15, 58-80.

- Darling-Hammond, L., et al. (2020). "How High-Quality Professional Development Increases Student Achievement," *School Effectiveness and School Improvement*, 31(1), 112-123.
- Darling-Hammond, L., et al. (2021). The right to learn: A blueprint for creating equitable and effective education systems. *Educational Leadership*, 78(8), 16-22
- Davies et al., S. (2005). *Organizational Behaviour; Concepts Controversies, and Applications*, 6th Edition, New Delhi; pp. 13.
- Davies, B. & Ellison, L. (2005). *The New Strategic Direction and Development of the School*, London: Routledge/Falmer Press
- Demir, J. (2003). Management and leadership issues for school building leaders. *International Journal of Educational Leadership Preparation*, 9(1): 1-14.
- Department for Education (DFE). (2021). "Professional Development for Teachers: A Framework for Practice."
- Desimone, L. M., & Garet, M. S. (2020). "Effective Professional Development." *Educational Policy*, 34(2), 323-353.
- Eaker, P.&Dofour,K. (2006). "Strategies Adopted by Secondary School Principals to Address The Rising Cost of Education: A Case Study of Kuresoi District,Nakuru County." Unpublished M.Ed. Thesis, Kenyatta University.
- Edmonds, R. R. (2001). *Search for Effective Schools*; NIE, East Lansing, MI. The Institute for Research on Teaching, College of Education, Michigan State University
- Ekpoh, O. & Victoria, L. (2013). *School-based management as a school reform: taking stock*. Thousand Oaks, CA: Corwin.

- Eshiwani, C.O. (1993) Leaders' communication pattern: A predictor of lecturers' job performance in Nigeria. *International Journal of Educational Leadership and Management*, 4(2): 103-126.
- Eshiwani, G.S. (1993). *Education in Kenya since Independence* Nairobi: Government Printers.
- Frank, J.&Wallen, K. (1990).*How to design and evaluate research in education (Vol. 7)*. New York: McGraw-Hill.
- Frederick, S.K & Stephen, A.C. (2010).*Learning – Focused Leadership and Leadership Support; Meaning and Practice in Urban Systems*, University of Washington.
- Ghasemizad, A. M. & S. Bagheri, (2012).A study of the relationship between teachers and principals' spiritual leadership, quality of work life, job satisfaction and productivity. *American Journal of Scientific Research*, 4(9): 11-20.
- Goldring et al, L.K. (2006).*Leadership; Investigating the links to improved student learning*; University of Minnesota and University of Toronto.
- Gordon, C., et al. (2021). "Redesigning Teacher Professional Development to Meet 21st Century Learning Needs," *Journal of Educational Leadership*, 78(4), 27-43.
- Gudul, W.A. (2010). *Instructional Media in Teaching English to Young Learners*.(Published Bachelor's Degree Report).Indonesia University of Education, Indonesia.
- Habegger, J.O. (2008). *Human Resource Management, Marching on or Marchingout? In the Realities of Human Resource Management; Managing the Employment Story*, and K. Buckingham: Open UniversityPress; 3 – 32
- Habegger, T. (2008). (Second edition) *Managing Pupil Behavior: Improving the Classroom Atmosphere*.New York: Rout ledge.

- Hsieh, V. (2005). *Research methodology: methods and techniques* (2nded.) New age international (P) limited. New Delhi.
- Jenkins, B. J. (2009). Influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools in Entebbe municipality, Wakiso District, Uganda. A Thesis Submitted to the School of Graduate Studies, Bugema University.
- Karanja, G., Muthoni, M., & Wanjiku, N. (2022). Motivation and teacher performance in secondary schools in Kenya. *Journal of Educational Research*, 16(4), 189-204.
- Kathuri, F.N. (1984). *Foundations of Behavioral Research*, 3rd Edition, New York: Holt, Rinehart and Winston.
- Kazmi, P. & Mumtaz, M. (2011). Major causes of declining quality of education in Nigeria from administrative perspective: A case study of Dekina local government area. *Canadian Social Science*, 6(3): 183-198.
- Kent, D.E (1995). *Education Administration Today*. Ohio: Charles E. Margill Publishing Company.
- Kibera, E., & Wandera, S. (2022). "Assessing the Effectiveness of Uganda's Teacher Professional Development Programs," *Journal of Education and Practice*, 13(3), 56-65.
- Kibowen, R.B. (1985). Influence of interpersonal relationship on the administrative and teaching performance among faculty administrators. *Asia Pacific Journal of Education, Arts and Sciences*, 1(3): 35–39.
- Kopp, C., et al. (2020). The impact of formative assessment training on classroom practice and student achievement. *Journal of Educational Measurement*, 57(3), 355-370.

- Kraft, M. A., & Papay, J. P. (2021). Teachers' professional learning: Perspectives on growth and development. *Teachers College Record*, 123(2), 1-34.
- Kunter, M., Klusmann, U., & Baumert, J. (2021). "The Role of Pedagogical Content Knowledge in Teacher Development." *Teaching and Teacher Education*, 98.
- Kuzu, L.K. (2009). *Educational Administration Today*, Columbus Charles E Merric Publishing Co.
- Lee, J., Kim, S., & Park, J. (2021). Self-Directed Learning in Workplace Training: An Empirical Study. *International Journal of Lifelong Education*, 42(3), 275-290.
- Leithwoodetal , R, Hoy, A. W., & W. K. Hoy. (2004). *Instructional leadership: A research-based guide to learning in schools*. Boston, MA: Allyn and Bacon.
- Li, H., et al. (2022). Effectiveness of online teacher professional development during COVID-19: A systematic review. *Computers & Education*, 185, 104472.
- Little, K. (1994); Kelly, L.&McDiarmid, (2002). *The Skills Training Theory*, Pearson Publishing Press.
- Mangkuprawira, A. (2019). The relationship between leadership styles of Hashemite university department chairs and job satisfaction as reported by department faculty members. *University of Sharjah Journal for Humanities & Social Sciences*, 5(2): 101-124.
- Marsha, H.&Naftaly, B. (1999), *Communication between principals and teachers in successful schools*. A Thesis Submitted to the Department of Education, Umeå University.

- Martinez, R. (2024). Integrating andragogy with Transformative Learning: A Hybrid Framework for Adult Education. *Adult Education Quarterly*, 74(1), 88-105.
- Mbarara District CAO's Report, 2019/2020). Education department, Mbarara district local government
- Mbiti, D. (2007). *Foundations of School Administration*, Nairobi Oxford University Press.
- Ministry of Education and Sports. (2019). "National Teacher Policy," Uganda.
- Muchira, D.R. (2008). *Business Research Methods* (6th edition); New Delhi: McGraw- Hill.
- Murphy, L & Terry, S. (2008). *Making Sense of Leading Schools: The Principals of Leadership*, University of Washington.
- Mwangi, J. (2020). The impact of professional development on secondary school teachers' performance in Kenya. *Journal of Teacher Education and Practice*, 8(3), 112-127.
- Mwaura, P., Karanja, P., & Kamau, L. (2021). Teachers' adaptation to online teaching during COVID-19 pandemic in Kenya. *Education and Information Technologies*, 26(6), 6549- 6564.
- Nakiganda, I. (2016). Leadership styles and their effects on the management of primary teachers "college, (PTCs) in Uganda. Unpublished ED MGT, Uganda, Kampala, Makerere University.
- National Development Plan (NDPII) 2015/16-2020, Ministry of Finance Planning and Economic Development Kampala, Uganda.
- Nguyen, T., & Johnson, S. (2023). Overcoming barriers in teacher professional development: A systematic review. *Review of Education*, 11(1), 50-75.

- Njeri, R., & Njoroge, J. (2022). Teachers' self-efficacy and classroom climate as determinants of performance in secondary schools. *African Journal of Education and Practice*, 10(1), 23-37.
- Nyirabimana, P.(2018).Influence of culture on discipline in secondary schools.Unpublished, MED dissertation, Uganda, Kampala Makerere University.
- OECD. (2022). "Supporting Teacher Professional Development," Teaching and Learning in the 21st Century: Insights from the OECD Calling for Action.
- Ogawa, J. & Hart, W. (2005), *The English Language Teachers Handbook in Africa*. Nairobi: Heinmann.
- Ogawa, K. (2010). *Universal Primary Education Policy and Quality of Education in Sub-Saharan Africa: Case Study of Ghana, Kenya, Malawi and Uganda*. Graduate school of International Co-operation studies, Kobe University.
- Olembo, J.O., Wanga, P.E.& Karagu, N.M.(1988) *Management in Education..* Nairobi: ERAP
- Ong, M.C. (1993). *Leadership of Student Learning; Redefining the Teacher as a Leader*, Institute of Educational Leadership. Washington DC.
- Orodho, O. (2005).*Research methods Nairobi*: Pauline Publications Africa.
- Otieno, A. (2023). Factors influencing teachers' performance during remote learning: Evidence from secondary schools. *International Journal of Educational Development*, 90, 102602.
- Owan, M. (2012). *The Relationship between Organized Resources and Educational Practices*. New York: Lyons Group.

- Owan, V.J., 2012. Some causes of poor performance of pupils in primary school mathematics. A case study in Akamkpa Local Government Area of Cross River State, Nigeria. NCE Project Submitted to School of Education, Cross River State College of Education, Akamkpa. Available from <https://goo.gl/NTTxqc>.
- Pamella, M. (2013). *Education Research*. Whiteplains. New York: Longman.
- Roberts, A. (2023). Cultural Considerations in Adult Learning Theories: Beyond Knowles' Andragogy. *International Journal of Educational Research*, 109, 102-113.
- Ronald, D. (2004). Analysis of the School Preferred Reading Program in Selected Los Angeles Minority Schools, preferred for the Los Angeles United States School District. Santa Monica: Carlifonia road Corporation.
- Saheen, M. & Kazmi, D. (2012) *The social systems theory*. Retrieved on 5th February, 2013.
- Sseki, J.C. (2016). Educational development and administration in Uganda 1900–1970. Selected topics, Uganda, Kampala, Longman Ltd.
- Ssekomi, A. (2018), Disciplinary attitude of orphaned and parented students towards school administration, in Kampala day secondary school, unpublished MED dissertation, Uganda, Kampala, Makerere University.
- Tabaro, R. (2019). Personal communication during stakeholders 'consultative meeting, Mbarara District headquarters Council Hall
- Tadeo, G.W. (2019). "The impact of Head teachers instructional leadership on student Academic Performance," Unpublished Ph.D. Dissertation, Teachers college, Columbia University.
- Thompson, S. (1992). An Examination of the Culture-gaps of a Rural School Division. Unpublished Master's Thesis, University of Saskatchewan, Saskatoon, Canada

- Timperley, H., Benade, L., & McLaughlin, T. (2020). "Effective Professional Development: Insights from Research." *Review of Educational Research*, 90(3), 385-433.
- Tinar, E. (1996). *7 Steps to Effective Instructional Leadership*, Thousand Oaks, CA: Corwin Press, Inc.
- Tuch, S. (2022). Peer-led professional development and student achievement: Evidence from longitudinal data. *Journal of School Leadership*, 32(1), 102-118.
- Tumwesigye, A. (2019). Causes of Unrest in Government aided secondary schools in Ntungamo district. Unpublished MED dissertation, Uganda, Kampala, Makerere University.
- UNESCO. (2021). "The Importance of Continuous Professional Development for Teachers," Global Education Monitoring Report
- Wang, Y., & Kruger, U. (2022). Digital Transformation and Adult Learning: Reassessing Andragogical Principles. *Adult Learning Studies*, 36(4), 312-329
- Weller, L.D. & S.J. Weller, (2002). *The assistant principal: Essentials for effective school leadership*. Thousand Oaks, CA: Corwin Press.
- White, C., Smith, J., & O'Connell, M. (2022). "Motivation and Job Satisfaction in Secondary School Teachers." *Journal of Education and Work*, 35(4), 386-401.
- Zepeda, R. (2007). *Linguistics and the Teacher*. London: Routledge Press.

Appendices

Appendix 1: Questionnaire for Teachers

Dear Teacher,

I am Simon Twinamatsiko, a student at Bishop Stuart University carrying out research about *“Teachers’ Continuous Professional Development Programs and their Work Performance in Government aided Secondary Schools in Kashaari South Constituency Mbarara District”* for academic purposes. The purpose of this survey is to gather your perspectives and insights regarding the subject matter being investigated. The information given in this questionnaire is very important and contributes a lot to this study. It is mainly for academic purposes and will be treated with utmost confidentiality.

You have been selected to participate in this study because the researcher expects you to have adequate knowledge about the study. As such, you are requested to take some minutes off your time and fill this questionnaire. Your free and frank expression of your opinion will be most helpful. There is no wrong answer to any item in this questionnaire; instructions are provided on how to give your opinion. The information that you will give will be treated with utmost confidentiality and under no circumstances will it be personalized.

Do not write your name on the questionnaire.

Thank you so much for your cooperation,

.....

Section A: Socio-Demographic Data

1. What is your age bracket?

Below 30 ☐

Between 30 – 39 ☐

Between 40 – 49 ☐

50 and above ☐

2. What is your highest level of education?

Diploma ☐

Undergraduate Degree ☐

Post Graduate Diploma ☐

Masters Degree ☐

3. How many years have you been in the teaching profession?

Less than a year ☐

1 year ☐

2 years ☐

3 years and above ☐

4. What type is your school?

Boarding only ☐

Day only ☐

Boarding and day ☐

Section B: Effectiveness of Teachers' Continuous Professional Development Programs

4. How do refresher workshops contribute to your ongoing professional development, and can you provide an example of how one has impacted your teaching practice?

.....I
n what ways has face-to-face or classroom training enhanced your instructional strategies compared to online training formats?

.....
What job aids have you found most useful in applying new knowledge or skills gained from CPD programs, and why?

5. Reflecting on your postgraduate studies, what specific insights or skills have you integrated into your professional practice?

.....
How do you measure the impact of CPD programs on your teaching effectiveness, and what indicators do you look for?

Section C: Level of Teachers' Work Performance in Secondary Schools

6. How do you ensure that the learning areas you teach are delivered with high instructional quality, and what methods do you use to assess this?

.....

.....

.....

How does regular attendance impact your ability to deliver the curriculum effectively, and what strategies do you employ to maintain consistent attendance?

.....

.....

.....

In what ways do you manage your time to ensure timely attendance, and how does this reflect on your overall work performance?

.....

.....

.....

How do you integrate guidance and counseling into your approach to discipline, and what outcomes have you observed?

.....

.....

.....

Can you share an experience where your guidance and counseling made a significant difference in a student's behavior or choices?

.....

.....

.....

How do you align your professional development goals with the expected performance levels in your school, and what impact has this alignment had on your work?

.....

.....

.....

Section D: Relationship between Teachers' Continuous Professional Development Programs and Work Performance in Secondary Schools

How do you rate the following statements concerning the relationship between teachers' continuous professional development programs and work performance in secondary schools. Where 5=strongly agree, 4=agree, 3=undecided, 2=disagree, and 1=strongly disagree.

S/n	Statements	5	4	3	2	1
	Effectiveness of teachers' continuous professional development programs					
1	The CPD programs have significantly improved my teaching skills.					
2	I am able to apply new teaching strategies learned from CPD programs in my classroom.					
3	The CPD programs are well-structured and relevant to my subject area.					
4	The CPD programs provide adequate resources for implementing new teaching methods.					
5	The feedback from CPD program facilitators has been constructive and useful.					
6	CPD programs have led to a noticeable improvement in student learning outcomes.					

7	The CPD programs encourage collaborative learning and sharing of best practices among teachers.					
8	The CPD programs are reflective of current educational research and trends.					
9	The CPD programs have helped me to better address the diverse needs of my students.					
10	The CPD programs have been effective in enhancing the quality of education provided by our school.					
	The level of teachers' work performance					
1	I consistently deliver high-quality instruction that meets the curriculum standards.					
2	I am well-prepared for each class, with all necessary materials and lesson plans.					
3	I maintain regular attendance and punctuality for all my classes.					
4	I provide timely and constructive feedback to students on their academic performance.					
5	I effectively manage classroom behavior to create a conducive learning environment.					
6	I demonstrate a strong commitment to the academic success and well-being of my students.					
7	I effectively use technology and other resources to improve instructional delivery.					
8	I regularly assess and adapt my teaching methods to meet the diverse needs of students.					
9	I contribute to the school's extracurricular activities and events.					

10	I communicate effectively with parents and guardians regarding student progress.					
----	--	--	--	--	--	--

Thank You for Your Cooperation

Appendix 2: Interview Guide for Head teachers

QUESTIONS

1. How do refresher workshops align with the current needs of teachers in your school?
2. In what ways has hands-on training been integrated into your school's CPD programs, and with what results?
3. How does the school support teachers pursuing further studies such as Bachelors, Postgraduate diplomas/certificates, or Masters?
4. How do you evaluate the instructional quality delivered by teachers, particularly in new learning areas?
5. How does the school monitor and address issues related to teachers' class attendance and punctuality?
6. Can you provide an instance where a teacher's involvement in guidance and counseling significantly impacted a student's life?

Thank you

Appendix 3: BSU -REC Letter

BISHOP STUART UNIVERSITY

P.O.BOX 9, MBARARA

Tel: 0772 512551

Website: www.bsu.ac.ugE-mail: rec@bsu.ac.ug/info@bsu.ac.ug**RESEARCH ETHICS COMMITTEE****19/04/2024**

To: TWINAMATSIKO SIMON

BISHOPSTUARTUNIVE
RSITY 0772344741**Type:** Regular Review**Re: Teachers' Continuous Professional Development and Work Performance in Government Aided Secondary Schools of Kashaari South Constituency**

This is to inform you that the **Bishop Stuart University (BSU) REC** at its 26th held on **18/04/2024** reviewed the Regular Review of the above-named study. The committee noted the following that need to be addressed;

1. Proposal submission should be to BSU-REC for ethical approval not faculty of education. check your face page
2. Across-sectional research design is a quantitative design, there are specific designs under mixed-method research approach. Read about them.
3. Specify the criteria for sampling and show how you arrived at the sample size
4. How do you plan to disseminate the findings of your study? Include it in your proposal
5. The purpose of the Informed Consent Form is to introduce the participant to your research so that they give you consent to participate in your study when they are informed on all aspects of your research as guided in the form.
6. What will a small token of 5000 compensate for?
7. The statement of benefits is not the study's significance. Revise your entire informed consent form.

8. Your budget doesn't have compensation for participants. Please factor this in
9. Summarize the consent form to make it user friendly. The language used in the consent must be simple and understandable to all participants.
10. You must clearly label your documents and the version of your submissions should be clear in digit sequence 1, 2, 3, etc not words
11. Upon re-submission, you must attach a protocol with track changes to ascertain that you really addressed all REC comments, attach a clean revised protocol and a signed compliance report

No.	Document Title	Language	Version Number	Version Date
1	Protocol	English	1	2024-03-25
2	Data collection tools	English	1	2024-03-25
3	Informed consent form for the recruitment of research participants	English	1	2024-03-25
4	Compliance Report	English	1	2024-03-25
5	Approved Application Letter to Submit to REC	English	1	2024-03-25



Yours Sincerely

Godfrey Rukundo

For: Bishop Stuart University (BSU) REC

Appendix 4: Introductory Letter

BISHOP STUART UNIVERSITY
P.O BOX 09, MBARARA

Office Tel: 0772590865
Mob Tel: 0782873086

**DIRECTORATE OF GRADUATE STUDIES,
RESEARCH AND INNOVATIONS**

mail: prg@bsu.ac.ug
dgsri@bsu.ac.ug
/ebsite: www.bsu.ac.ug

23rd May, 2024

To Whom It May Concern

Dear Sir/Madam,

RE: INTRODUCTORY LETTER FOR MR. TWINAMATSIKO SIMON

This is to introduce to you **Mr. Twinamatsiko Simon** a student of Bishop Stuart University pursuing Master of Education Administration and Planning, Reg. No; **20/BSU/MEAP/3096** who is conducting his Masters' Research in Kashari County, Mbarara District.

His research topic is **"Teachers' Continuous Professional Development and Work Performance in Government Aided Secondary Schools of Kashari South Constituency"**

Any assistance rendered to him is highly appreciated

Yours faithfully





Dr. Johnson Atwiine (PhD)
For Ag. Director, Directorate of Graduate Studies, Research and Innovations,
Bishop Stuart University

