OFF - THE - JOB PROFESSIONAL DEVELOPMENT AND TEACHERS' PERFORMANCE IN SECONDARY SCHOOLS IN LUBAGA DIVISION, KAMPALA DISTRICT, UGANDA

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ABSTRACT

This study investigated the influence of off - Job professional development and teachers' performance in secondary schools in Lubaga division Kampala District. The study used a descriptive cross - sectional survey design to collect data from 165 respondents who included Head teachers and teachers who were randomly and purposively selected. The study found that off - job professional development significantly enhance teacher's performance in the selected secondary schools in Lubaga division. It was thus concluded that, off-job training significantly influence teacher's performance in the selected secondary schools in Lubaga division Kampala district and that there was positive significant relationship between off-job professional development and teacher's performance in selected secondary schools in Lubaga division. The study recommended that government through the ministry of education and sports, School founders and administrators should provide opportunities for off – job professional development services and staff motivation strategies such as financial and none financial rewards, improved staff welfare among others to induce teachers' performance. School administration and management should implement off – job staff training by encouraging their staff to attend external seminars, workshops and refresher courses to equip them with more skills.

1. INTRODUCTION

World over, performance of teachers in educational institutions has proved to be a major challenge. In Uganda (Lubaga division, Kampala District in particular), teachers' performance appeared to be too low (Education Report, 2016). None the less, there was no empirical study carried out on off - job professional development practices and performance of teachers in secondary schools in Lubaga division, Kampala District as yet. Off – job professional development has been broken down into seminars, workshops. On the other hand, teacher's performance has been operationalized into teacher preparation, student evaluation, keeping record of works, punctuality, attendance commitment, student grades, efficiency, and effectiveness.

The background to the study was presented based on the historical, theoretical conceptual and contextual perspectives as suggested by (Amin, 2005). Historically the concept of teachers' performance in formal organizations dates back in the scientific management period. Mullins (2010) noted that initially managers were concerned with how best employees could execute their work. In line with the above, Armstrong (2009) observed that the idea of employees working as machines was criticized by many scholars leading to the behaviorist approach to work. Off-job professional development of staff also owes much with the behaviorist management period. Jennifer and Gareth (2006) noted that during the behaviorist management period, concerns on improving productivity focused on offering employees an opportunity for training. Studies on performance of employees (teachers) relating it to various independent variables were scanty, available ones include; Kiplagata, Lole and Makelwa (2012) in a study about teacher development and mathematics teachers' performance who established that teachers' development significantly related with mathematics performance of teachers in secondary in western Kenta region, revealed that Mathematics teachers provided with professional development could acquire skills to prepare and teach mathematics effectively than untrained teachers. The reviewed study was in university environment not in Secondary school context and specifically in Lubaga division, Kampala District which necessitated this study to investigate the relationship between off-job professional development and teachers' performance.

Harvie and Winful (2018) studied about enhancing teacher's performance through training and development in Ghana Education service and with use of descriptive results raveled that poor performance of teachers in mathematics teaching was due to failure to offer training and development opportunities to teachers. However, the study was not correlational to this study examined. Likewise in Kenya, Nzulwa, Oojebe and Chwuna (2016) in a study about utilization of continuous professional development and staff performance revealed that constant professional development of teachers significantly related with their job performance. The reviewed study applied descriptive methods of data analysis different from the correlational analysis this study applied and was in the context of Kenyan primary schools.

Regional wise the performance of teachers was fair in the colonial and the earlier day after colonialism. Ssekamwa (1990) for instance revealed that the respect that was accorded to a teacher during those days was high contributing to high teacher's job performance at all levels of education. This trend changed the mal administrative policies in the newly independent state. Teachers at different levels of education including secondary were continuously revealed as not performing as expected.

In Uganda several studies have indicated that the performance of teachers has been facing ups and downs leading to the provision of off-job professional development opportunities. For instance; the Government of Uganda 1992 observed that following the past history performance levels in Uganda's education sector had gone down. Owing to the same, Government of Uganda introduced universal Secondary education. Consequently Nkata (2001) showed that the programme was affected in 1996 by poor performance of teachers among others. Teacher capacities were low, there were challenges of high pupil teacher ratios, which created a need of Government establishing in service trainings. Consequently the performance of teachers in these secondary went down. High cases of teacher absenteeism, rampant students failures were registered among others teacher performance weaknesses. However to date the problem of teachers poor performance appeared still to be raising in the various universal secondary schools.

According to UNESCO, ICBA Report (2011), Lubaga division, Kampala

District Education Report (2016) teachers' performance in terms of preparation was low in terms of teachers not preparing schemes of work and lesson plans. Further, teacher's selection of teaching methods was also identified in the same report as being poor (NAPE Report, 2015). However, these reports were not empirical studies on how off-job professional development practices contribute to teachers' performance in secondary schools in Lubaga division, Kampala, Uganda.

2. LITERATURE REVIEW

2.1 Theoretical Review

The study was guided by Cognitive Learning Theory. The theory was developed by Schuell (1986). It states that learning is an active, constructive process, representations that mediate between instruction and learning. The theory further assumes that the learner constructs meaning from instruction rather than being recipient of meaning residing alone within instruction. Basing on this theory, teachers were perceived as constructive beings constructing meaning from professional development trainings both off and on job to enhance their job performance rather than being only recipients of this knowledge. If this is followed as per the theory, their performance enhances.

2.2 Review of related literature

2.2.1 Professional Development

Rehman, Jumni, Akhter, Christhi, and Ajmal (2011) identified that professional development can be thought of as a process designed to enhance the professional knowledge, skills and attitudes of educators so that they might in turn improve learning of students. Training is an important part of teacher preparation programs, especially for those aspects of teaching that are more skill-like in their conception, strategies and experiences. Likewise Ayeni (2011) observed that teachers' off-job professional development is important because of the need for them to perform better. In order to meet the challenging demands of their jobs occasioned by technological innovations, thus teachers must be capable and willing to continually update their content knowledge, skills and practices. The extent to which teachers in secondary schools in Lubaga division has undergone through off-job professional development was

not empirically established thus the need for this study investigate could significantly influence teachers' performance in secondary schools in Lubaga division, Uganda.

On the other hand Aslam (2013) in a study about analysis of off - job professional development practices for school teachers in Pakistan established that professional off the job development programs are not effective in secondary in Pakistan characterized with inflexible curriculum which ignored teachers' needs. Alfaki (2014) added that teachers always have something new to learn, something else to share with others, grant other strategy or resource to share teachers' experience and to be given time to learn frequently in a supportive manner on the job and off the job.

2.2.2 Performance of teachers

Dangara (2015) empirically revealed that teacher's performance bears issues related with checking student notes taking, notebooks, classroom visitation and students' performance at the end of the year. As teachers dedicate commit and serve as expected off the job, there are high chances for school improvement. Knight (2014) noted that performance of teachers at all levels of education is a critically essential in the realization of educational goals. Thus teachers at all levels of education have to work towards better job performance.

2.3 Off job training and performance of teachers

Reliman, Jumani, Akhter, Chisthi and Asmal (2011) identified that off - job professional development is an ongoing process that goes on continuously throughout the educational life of a teacher. Reading educational journals, participating in workshops, conferences while one carries on with discharging routine duties on the school leads to improved performance in the school. Ravuhali.F, Kutame, and Mutshaheni (2017) recommends that adequate financial rewards be put in place to encourage and motivate teachers when furthering their studies as part of continuing professional development. Meanwhile, Ofojebe Chukwuma (2015) in the study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant in- service trainings programmes determine the level of effectiveness and efficiency of staff. However, that study focused on higher education sector while this

particular one targeted secondary education context in Lubaga division, Kampala, Uganda. At the same note, Villages-Reimers (2010) argued that professional development through attending workshops, professional meetings, enhances the performance of teachers. Amadi (2016) observed that in-service training brings about curriculum change, innovation in teaching methodologies and provision of quality professional growth and development. It is worth observing that Amadi (2016)'s study was not empirical whereas this particular study was empirical in nature, hence it' was not only needed but also timely. Besides, Dewo, Enose and Tonny (2012) identified that in-service training courses were vital to salt the changing environment which renders absolute some of their original professional skills and knowledge. They help to build competences such as work planning, curriculum practices, curriculum management and personal view point's which help to improve on performance in teaching processes. Ozurumba and Amasuomo (2016) in a study about academic staff development and outcomes in state universities in South Nigeria revealed that a significant relationship exists between staff development and the productivity of academic staff in higher education institutions. This scenario was differing from that of teacher's job performance in secondary in the context of Lubaga Division.

This study established whether a similar situation exists with teachers in Lubaga division, Kampala District. Odinga (2010) studied staff development programs and lecturers' job performance at Moi University with use of Pearson's linear correlation method and established that promotion was very significantly related to job performance of lecturers in Makerere University. However, other aspects of academic staff like financial and non-financial motivations were not catered for raising a gape to be closed.

Stronge (2018) argues that teacher educators should focus on continuous development of teachers especially on what teachers can control such as their preparation, personality, and practices like student monitoring because such professional development aspects are important factors in the teacher's quality of teaching. However, much as off-job professional development is significant in promoting teacher performance, the type of professional development that most influences performance has not been identified hence providing a gap this research covered.

3. METHODOLOGY

3.1 Research Design

A cross sectional survey research design was adopted. This is the design which involves collecting data at one point in time. In so doing, time and financial constraints were saved. Hence it is friendly to academic studies. Further, the study involved both quantitative and qualitative approach. However, it was based more on the quantitative approach, to allow numerical expression of data (Amin, 2005). On the other hand, the qualitative approach was used to get in-depth views and perceptions of respondents about the study variables, enabling deeper understanding and strengthening the study results, (Cresswell, 2004). The study involved a number of 170 respondents, who included 165 secondary school teachers, 5 secondary school administrators in the selected secondary schools from Lubaga division, Kampala District. Teachers were involved because they were the ones whose performance was declining. Secondary school administrators were involved because they are responsible for determining off-job professional development opportunities to teachers. From a population of 205 teachers and 5 administrators Krejcie and Morgan 1970 Table of Sample Size Determination suggests a number of 165 teachers and 5 administrators as the sample size.

Table 3.1: Sample Size

No of Schools	Sch 1		Sch 2		Sch 3		Sch 4		Sch 5		Total Popn
	N	S	N	S	N	S	N	S	N	S	S
No. of Teachers	40	32	27	22	23	18	51		63	52	165
Administ-rators	1		1				1	1	1		5
Total sample (S)											170

Source: Primary data, 202

Table 3.1 indicates that the sample sizes for teachers was 165 and the 5 secondary school administrators, arrived at using Krejcie and Morgan

1970 Table of Sample Size determination.

3.4 SAMPLING TECHNIQUES

This study employed simple random sampling techniques and purposive sampling techniques. Teachers in this study were sampled using simple random sampling strategy depending on the extent to which they were available at the time of data collection. This technique was adopted since it is not easy to capture all teachers seated in office at once (Kakinda-Mbaaga, 2000). Hence with simple random sampling it was easy to capture all respondents at the convenience of the respondent within timelines they were found at campus.

Purposive sampling technique is the sampling strategy where the researcher chooses those respondents with confidential information that cannot be accessed from the rest of the study respondents. School administrators in the study were sampled using purposive sampling technique since they were the ones who were directly responsible for distributing development opportunities and assess the performance of teachers. Administrative staff in the study was useful since were also the ones with records on teachers' performance, thus they were most suitable to give all information required.

3.5 Data collection methods

The study involved the use of a questionnaire survey and interviews methods. Kothari (2004) defines the questionnaire survey method as one that involves the use of a set of questions printed in a defined order. This method was used since it was reliable and dependable for medium and large samples. It also gives respondents adequate time and autonomy from the interviewer bias and is also cheap (Mugenda & Mugenda, 2003). A survey was the main data collection method.

The interviews were mainly for school administrators. Interview were preferred because they would help triangulate data collected from survey method. They are also appropriate for exploring sensitive topics. Descombe (1983) holds the view that interviews aid in getting in-depth information, while Punch (2005) also argues that interviews are the most powerful tools for data collection. According to Amin (2005) the interview

gives more clarity and yields the biggest response. Interviews helped to collect information that cannot be directly observed or difficult to put in writing and will be used to solicit responses from top management, heads of departments and other key informants in the study.

According to Amin (2005), documentary review method involves carefully studying written documents such as text books, newspapers, journals, articles and so on. Documentary review was used to collect secondary data during the study.

3.6 Data collection instruments

3.6.1 Self-administered Questionnaire

A self-administered questionnaire for teachers was the main data collection instrument. The self-administered questionnaire was used in the study because the study respondents were literate hence were in position to fill the instrument without external interference. Further, it allows distribution of questionnaires to a big number of respondents within a limited time (Amin, 2005). The questionnaire was structured using a five (5) point Likert-scale, with items designed to examine how off-job professional development contributes to performance of teachers in Lubaga division, Kampala District. A five (5) point Likert scale of 1-Strongly agree, 2-Agree, 3-Not sure, 4-Disagree and 5-Strongly disagree was used.

3.6.2 Interview guide

Mugenda and Mugenda (1999) state that interviews are face to face encounters and lead to obtaining accurate information because the researcher can seek clarity and as such improves the relationship with the respondents although they are time consuming and require a lot of patience and good communication skills. An interview guide for school administrators particularly head teachers was the second data collection method. It involved open ended questions. The interview guide was used because it allowed deeper views and perceptions of respondents about the study variables (Cresswell, 2004).

3.7.1 Validity

Validity of instruments was ensured through the use of experts. These experts were senior lecturers. These were requested to rate items as either

relevant or irrelevant. A content validity index was calculated and the content validity obtained was 0.734 which was close to 1.00 which proved the items to be valid.

3.7.2 Reliability

Reliability of the instrument was established through the use of SPSS. Five instruments were pilot tested with teachers in Nakawa division, Kampala District Data collected was edited, coded and entered into computer using SPSS. After, the reliability values were computed using Cronbach's Alpha Co-efficient Method. The Cronbachs Alpha obtained was above 0.922 which was close to 1.00 which proved the variables to be reliable for data collection.

3.8 DATA ANALYSIS

Quantitative data from the field were analyzed at descriptive levels using frequencies, percentages, means and standard deviations. At bi-variate level the study hypotheses were tested using Pearson's Correlation Co-efficient index. This is because professional development aspects off-the-job was considered to be continuous or numerical variable. Once these related with a numerical or continuous dependent variable like teacher performance Pearson's Correlation Co-efficient index was preferred and adopted.

In analysis of qualitative data, patterns and connections within and between categories of data collected were established, mainly using the content analysis method. Data was presented in form of notes, word-for-word transcripts, single brief phrases and full paragraphs (Powell & Renner, 2003). Qualitative data was transcribed, coded using themes. Thus content analysis method was applied.

4. FINDINGS AND DISCUSSION

4.1 Back ground information of respondents.

The back ground information of respondents was presented according to marital status, Gender, educational qualification, age and working

experience of respondents as in the Tables below.

Table 4.1: Marital status of respondents

Responses	Frequency	Percentages
Married	89	54
Single	70	42
Others	06	04
Total	**165**	**100**

Source: Primary data, 2021

Table 4.1 shows that most of the respondents were married indicated by 54% of the responses.

The 42% of the responses were single while 4% of the respondents were in the category of others which included widows among others. The highest percentage (54%) revealed that most respondents were married which implies that they were responsible people.

Table 4.2: Responses on Gender of respondents

Responses	Frequency	Percentages
Male	78	47
Female	88	53
Total	**165**	**100**

Source: Primary data, 2021

Table 4.2 shows that majority of the respondents in this study were female indicated by 53% of the responses while the 47% of the responses were Male. The involvement of both male and female respondents meant that the respondents in this study were selected without biasness. This implies that the respondents were selected without gender inequality.

Table 4.3 shows that majority of the respondents in this study were Bachelor's degree holders indicated by 53% of the responses. The 38% of the responses were diploma degree holders while the 9% of the responses were Master's Degree holders. This impplies that data in this study was collected from literate respondents who appropriately responded to the instruments

Table 4.3: Responses on highest Education qualification of respondents

Responses	Frequency	Percentage
Master's degree	15	09
Bachelor's degree	87	53
Diploma	63	38

Total 165 100

Source: Primary data, 2021

Table 4.4: Responses on age of Respondents

Responses	**Frequency**	**Percentage**
23-29 years	57	35
30-39 years	67	41
40-49 years	17	10
50 years and above	24	14
Total	**165**	**100**

Source: Primary data, 2021

Table 4.4 shows that 41% of the respondents were in the age category of 30-39 years. The 35% of the respondents were in the age category of 23-29 years, the 14% were in the age category of 50 years and above while the 10% of the respondents were in the age category of 40-49 years. This meant that data was collected from mature respondents who used their sound mind to consent to participate in this study.

Table 4.5: Responses on working experience of respondents

Responses	**Frequency**	**Percentage**
Below 4 years	50	30
5 -9 years	68	41
10 years and above	47	29
Total	**165**	**100**

Source: Primary data, 2021

According to Table 4.5 the 41% of the respondents had worked in the secondary schools in Lubaga division for 5-9 years .The 30% of the

respondents had served for 4 years and below while the 29% of the respondents had served in the secondary schools in Lubaga division for 10 years and above. This implied that all the respondents who participated in this study had enough experience and knowledge about the study variables.

4.3 Teachers' performance

The dependent variable in this study was teachers' performance and it was measured using nine quantitative questions and interview questions. The quantitative items were measured as 1.strongly disagree (SD), 2.Disagree (DA), 3.Neutral (N), 4. Agree (A) and 5.Strongly Agree (SA).

Table 4.6: Responses on Teachers Performance in Secondary schools in Lubaga division

Indicators	SD	D	N	A	SA	M	SD
I prepares schemes of work in the holidays	12%	10 %	17%	42 %	19 %	3.44	1.25
I prepare lesson plans before teaching any lesson	13 %	8%	14%	39 %	26 %	3.52	1.28
I always select appropriate teaching methods	10 %	10 %	18%	39 %	23%	3.55	1.22
I always update my lesson notes	12 %	14%	14%	38%	22%	3.45	1.26
I always give end of lesson exercises	11%	14 %	12%	37%	26%	3.52	1.28
I give timely feedback after evaluating my learners	13 %	9%	15%	36%	27%	3.72	2.64
I am always punctual for my lessons	10 %	11%	15 %	43 %	21 %	3.57	1.23
I always teach all my lessons	11 %	13%	12%	37%	27%	3.99	1.28

Source: Primary data, 2021

Table 4.6 shows that majority of the respondents agreed on the indicator that teachers in the selected secondary schools in Lubaga division prepared their schemes of work in the holidays indicated by 61% of

the responses. The 22% of the responses disagreed while the 17% of the responses were neutral. The mean of 3.44 out of 5.00 implies that respondents fairly agreed that teachers in the selected secondary schools in Lubaga division fairly prepared schemes of work in the holidays. This implies that teachers' preparation of schemes of work in the study area was good while the standard deviation of 1.25 meant that the views of the respondents did not differ.
The majority of the respondents indicated by 65% reported that teachers in the selected secondary schools in Lubaga division prepared lesson plans before teaching any lesson. The 21% disagree while the 14% of the responses were neutral. The mean of 3.52 meant that teachers' preparation of lesson plans before teaching any lesson in the selected secondary schools in Lubaga division was good while the standard deviation of 1.28 meant that the views of the respondents were similar.

The respondents agreed on the item that teachers in the selected secondary schools in Lubaga division always selected appropriate teaching methods indicated by 62% of the responses. The 20% of the responses disagreed while the 18% of the responses were neutral. The mean of 3.52 meant that teachers in the selected secondary schools in Lubaga division fairly selected appropriate methods before teaching while the standard deviation of 1.28 meant that the views of the respondents did not differ.

The respondents fairly agreed that teachers in the selected secondary schools in Lubaga division always updated their lesson notes indicated by 60% of the responses. The 26% of the respondents disagreed while the 14% of the responses were neutral. The mean of 3.52 meant that the respondents fairly agreed that teachers in the selected secondary schools in Lubaga district updated their lesson notes. The standard deviation of 1.28 implied that the views of the respondents did not differ.

The majority of the respondents indicated by 63% of the responses agreed on the indicator that teachers in the selected secondary schools in Lubaga division always gave end of lesson exercises to their learners. The 25% of the responses disagreed on this indicator while the 12% of the responses were neutral. The mean of 3.52 implies that teacher's provision of end of lesson exercises to their learners was good while the standard deviation of 1.28 meant that the views of the respondents did not differ.

The respondents agreed on the item that teachers in secondary schools in Lubaga division gave timely feedback after evaluating their learners indicated by 63% of the responses. The 22% of the respondents disagreed while the 15% of the responses were neutral. The mean of 3.72 meant that the respondents agreed that provision of feedback by teachers after evaluating their learners was good while the standard deviation of 2.64 meant that the views of the respondents were related.

The majority of the respondents agreed on the indicator that teachers in the selected secondary schools in Lubaga Division were always punctual for their lessons indicated by 64% of the responses. The 21% of the responses disagreed while 15% of the responses were neutral. The mean of 3.57 implied that respondents agreed that teachers in the selected secondary schools in Lubaga division were fairly punctual for their lessons. While the standard deviation of 1.23 meant that the views of the respondents were similar.

The respondents on the question that teachers in the selected secondary schools in Lubaga division always taught all their lessons indicated by 64% of the responses .The 24% of the responses disagreed while the 15% of the responses were neutral. The mean of 3.99 meant that teachers in the selected secondary schools in Lubaga division fairly taught all their lessons. The mean of 1.28 meant that the views of the respondents were related. The study generated average responses using responses on teachers' performance in selected secondary schools.

Table 4.7: Table 4.7: Average Responses on Teachers' performance in Secondary schools In Lubaga division.

Statistic		Value
Mean		28.70
95% Confidence interval	Lower	27.25
	Upper	30.16
Median		32.44
Standard deviation		9.47
Range		42.22
Skewness		-0.221

Source: Primary data, 2021

Table 4.7 shows that the mean of 28.70 at the 95% confidence interval between 27.25-30.16 bounds. This shows that teacher's performance in the selected secondary schools in Lubaga division was fair. The standard deviation of 9.47 implies that the views of the respondents did not differ while the negative skewness of -0.221 meant that teachers' performance in the selected secondary schools in Lubaga division was fair.

The researcher in an interview investigated on the performance of teachers in the study area and found that it was good. When asked to comment on the performance of teachers in the secondary schools in Lubaga division a respondent said: Performance of teachers in secondary schools was good. Another respondent said: performance in this school was fair. The above views meant that the performance of teachers in the selected secondary schools in Lubaga division was good. However, this was not in agreement with quantitative results that revealed that performance was fair.

4.8 Off-job Professional development

The independent variable in this study was Off-job professional development and was conceptualized as off- the- job training that include in-service training, refresher courses, workshops, conferences and seminars. Interview items also supplemented quantitative data.

Table 4.8: Responses on off the job training for teachers in the selected secondary schools in Lubaga division

Indicators	SD	D	N	A	SA	M	SD
I always have opportunities for study leave	25 %	35%	13 %	15%	12 %	2.53	1.32
I always get study leave with pay	26%	29 %	16%	16%	13%	2.58	1.34
I always attend seminars	22%	33 %	16%	18%	11%	2.63	1.30
My school always send me to attend conferences	25%	29 %	16%	17%	13%	2.64	1.35
I always attend workshops in my area of subject specialization	22%	31 %	15%	19%	1 3 %	2.70	1.35

According to Table 4.8 majority of the respondents indicated by 60% disagreed on the item that teachers in the selected secondary schools always had the opportunities for study leave. The 27% of the responses agreed while the 13% of the responses were neutral. The mean of 2.53 meant that teachers in the selected secondary schools had low opportunities for study leave while the standard deviation of 1.32 implied that the views of the respondents did not differ. While the respondents on the item that teachers in the selected secondary schools always got study leave with pay disagreed indicated by 55% of the responses. The 29% of the respondents agreed while the 16% of the responses were neutral. The mean of 2.58 implies that teachers in the selected secondary schools in Lubaga division had low opportunities of study leave with pay while the standard deviation of 1.34 meant that the views of the respondents were similar.

The respondents disagreed indicated by 55% of the responses. The 29% of the respondents agreed while the 16% of the respondents were neutral. The mean of 2.63 meant that seminar attendance by most teachers in secondary schools in Lubaga division was low while the standard deviation of 1.30 implies that the views of the respondents were related.

The respondents indicated by 54% disagreed on the item that teachers in the selected secondary schools always sent them to attend conferences. The 30% agreed while the 16% of the respondents were neutral. The mean of 2.64 implied that sending teachers to attend conferences in the study area was low while the standard deviation of 1.35 implies that the views of the respondents were related.

The respondents indicated by 53% disagreed on the item that teachers in the selected secondary schools always attended workshops in their area of subject specialization. The 32% agreed while the 15% of the responses were neutral. The mean of 2.70 meant that teacher's attendance of workshops organized in their area of specialization was low while the standard deviation of 1.35 implies that views of the respondents did not differ.

Table 4.9: Average responses on off -job training in secondary schools in Lubaga division

Statistic		Value
Mean		10.94
95% Confidence interval	Lower	10.16
	Upper	11.71
Median		9.80
Standard deviation		5.05
Range		16.80
Skewness		-0.88

Source: Primary data, 2021

Table 4.9 shows the mean of on the average responses on off job training of teacher in secondary schools of 10.94 at the 95% confidence interval between 10.16-11.71 bounds. This indicated that off the job training in the selected secondary schools in Lubaga division was fairly done. The standard deviation of 5.05 implies that the views of the respondents did not differ while the negative skewness of – 0.887 meant that off the job training (professional development) for teachers in the selected secondary schools in Lubaga division was poor.

Table 4.10: Responses on Relationship between off the job training and teachers Performance using Pearson's Correlation coefficient

		Off the job training	Teachers Performance
Off the job training	Pearson Correlation Sig(2-tailed) N	1 165	-0.006 0.0437 165
Teachers Performance	Pearson Correlation Sig(2-tailed) N	- 0.006 0.0437 165	1 165

Correlation is significant at the 0.05 Level (2-tailed)

Table 4.10 shows Pearson's correlation where r was – 0.006 and the significance or P-Value was 0.0437 which was less than 0.05 at the 0.05 levels while the number of respondents was 165 .This implied that there was a significant relationship between off the job training and teachers

performance in the selected secondary schools in Lubaga division.

4.11 Relationship between Professional development and Teachers performance

The study generated average responses on professional development (off –job training results were recorded in Table 4.11

Table 4.11: Average responses on professional development of secondary school teachers

Statistic		Value
Mean		25.03
95% Confidence interval	Lower	23.33
	Upper	26.74
Median		24.20
Standard deviation		1.11
Range		39.20
Skewness		+0.412

Table 4.11 shows the mean of 25.33 at the 95% confidence interval at 23.33 -26.74 bounds. This meant that teacher's professional development in the study area was fair. The standard deviation of 1.11 meant that the views of the respondents did not differ. While the positive skewness of + 0.412 meant that teacher's professional development in Lubaga division was not good.

Table 4.12: Relationship between off job professional development and teachers' performance using Pearson correlation coefficient

		Professional development	Teacher Performance
Professional development	Pearson correlation Sig (2-tailed) N	1 165	0.50 0.478 165
Teachers performance	Pearson correlation Sig (2-tailed) N	0.50 0.478 165	1 165

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

Table 4.12 shows Pearson correlation coefficient where r =- 0.50, significance or P-value was 0.478 and the number of respondents was 165. This meant that there was a significant relationship between off job professional development and teacher's performance in the study area.

5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussions of study findings

The study found the mean of above 3.00 for all the indicators on teacher's performance. This implied that teacher's performance in the selected secondary schools was good while the standard deviation was below 2.0 for all the nine indicators. This implied that the views of the respondents did not differ. In relation Dangara (2015) empirically revealed that teacher's performance bears issues related with checking student notes taking, notebooks, classroom visitation and students' performance at the end of the year but did not investigate the performance of teachers in this study area the gap the study covered.

The study found the mean of 28.70 at the 95% confidence interval between 27.25-30.16 bounds for the average responses on teacher's performance. This shows that teacher's performance in the selected secondary schools in Lubaga division was fair. In the same line Hague, Alan, Ghani and Abdullah (2011) observed that performance of teachers is central to school improvement. Knight (2014) noted that off-job performance of teachers at all levels of education is a critically essential in the realization of educational goals.

5.2 Off - job training and teacher's performance

Table 4.13 shows Pearson's correlation where r was – 0.006 and the significance or P-Value was 0.0437 which was less than 0.05 at the 0.05 levels while the number of respondents was 165 .This implied that there was a significant relationship between off the job training and teachers performance in the selected secondary schools. In the sameline Reliman, Jumani, Akhter, Chisthi and Asmal (2011) identified that off the job professional development is an ongoing process that goes on continuously throughout the educational life of a teacher but did not explore the relationship between off –job training and teacher's performance.

The mean for all the indicators on off the job training was above 2.50. This meant that off the job training was fairly conducted in the study area. Yet Ravuhali.F, Kutame and Mutshaheni (2017) recommends that adequate financial rewards be put in place to encourage and motivate teachers when furthering their studies to enhance continuing off-the-job professional development. In the same line Ofojebe Chukwuma (2015) in a study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant in service trainings programmes determine the level of effectiveness and efficiency of staff.

When the researcher investigated through in-depth interviews the effectiveness of off the job training for teachers in the selected secondary schools in Lubaga division respondents reported that it gave teachers opportunity to acquire more skills for handling and assessing their learners implying a significant relationship between off- the job professional development and teachers' performance. In agreement Chukwuma (2015) in a study about utilization of continuous professional development for academic staff effectiveness in higher education sector in contemporary Nigeria showed that constant in service trainings programmes determine the level of effectiveness and efficiency of staff. However, this study was on higher education sector while this study targeted secondary education in Lubaga division, Kampala District context. In the same line Villages-Reimers (2010) argued that professional development through attending workshops, professional meetings, enhances the performance of teachers.

5.3 CONCLUSIONS

The study concluded than- job training significantly enhance teacher's performance in secondary schools in Lubaga division, Kampala district through provision of seminars, refresher courses, workshops, conferences and in-service training opportunities.

5.4 RECOMMENDATION

The government through the ministry of education and sports, School founders and administrators should implement use diverse staff

motivation strategies such as staff development through off external seminars, refresher courses, workshops, conferences and in-service trainings to equip the staff with more skills.

AUTHORS' DECLARATION

We declared that this study is an original research by our research team and we agree to publish it in the journal.

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