

**IMPACT OF POVERTY ON ACADEMIC PERFORMANCE OF LEARNERS IN
SELECTED SECONDARY SCHOOLS IN BUNGOKHO SOUTH SUB-COUNTY
MBALE DISTRICT**

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**UGANDA CHRISTIAN
UNIVERSITY**

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DECLARATION

I **Alukudo Naome Beatrice**, declare that this research report is my own work and it has never been submitted for any academic award in any Institution or University.

Signature:.......... Date: .....

APPROVAL

I certify that this research report was conducted under my supervision as the University Supervisor and it is now ready for submission with my approval.

Signature  Date 

Name: Mr Odongo Joseph

Supervisor

DEDICATION

I dedicate this work to my beloved family members my father Okware Edward and my mother Aswat Jessica and to All my brothers and sisters, above all to my dear Husband Okiru James and my son Okiru Elly Ceasor for the spiritual moral financial and social support you accorded me during my time of study am much grateful to you all.

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ABSTRACT

The study determined the effect of skills enhancement program on teachers' performance in Asinge Secondary School, Tororo District. The study was guided by research objectives which included examining the influence of on-job training on teachers' performance, finding out the influence of off-job training on teachers' performance and finding out the challenges teachers face in the performance of their duties in Tororo District Local Government. The study employed both primary and secondary collection method covering a study population of 75 but concentrated on a sample of 63 respondents who were purposely selected and simple random sampling were used to minimised biased results. Self administered questionnaires and interview guide were the main research instruments of the study. Data collected was analyzed using SPSS package which included the frequencies table, correlation, regression model and ANOVA.

The findings revealed that the knowledge and skills presented during mentorship are directly related to my job requirements, mentoring increases my confidence at the work place, and mentoring is part of the learning culture at our local government. In addition, workshops allow employees to actively participate in sharing powerful information at local government, workshops create for employee an effective learning opportunity, and the knowledge and skills i acquire from workshops are relevant to my job. Besides, the findings showed that Asinge Secondary School, Tororo District organizes trainings to enhance employee performance, retreats help employees to overcome fears, and stimulate me to work toward a shared goal at Mbale Municipal Council.

Conclusively, the researcher found out that Asinge Secondary School, Tororo District offer training to its non-teaching staff in form of off-job training, on-job training and mentorship which resulted into accomplishment of tasks in time, minimized organizational turn-over, good working relationship with the public, and harmony among staff. The researcher recommends that the authorities need to continue to train its staff, carry out mentorship programs, encourage team work, motivation and carry out training across all departments.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter described the background information to the research problem with some references. It included research problem, research questions, research objectives, and significance of the study.

1.1. Background of the study

Skills enhancement is known as the practice of improving existing knowledge, skills, exposure as well as an individual's abilities. Saleem and Mehwish (2016) contend that Skills enhancement is a well programmed enhancement of teachers' skills to efficiently execute processes and operate in particular situations. According to Laing (2016), Skills enhancement indicates knowledge improvement and capabilities of staff members which results into better performance of teachers'.

Off-the-job training refers to the training which organizations receive at a site that is outside their workplace (Saleem & Mehwish, 2016). It is mostly arranged to obtain learning needs of a particular group instead of the needs for an individual. Workshops, conferences, simulations, lectures and games are most common types of off-the-job training (Alipour, 2016). On-the-job training is a type of teachers' training obtained at the workplace for capacity building while carrying out the actual job (Alipour, 2016).

Training and development refer to the obtaining or transferring knowledge, skills and abilities (KSA) process needed to carry out a specific activity or function; so, the benefits of training and development both for Local Government and individual are strategic in nature and hence much wider. To meet the current and future challenges of Local Governments', training and development assume a wide range of learning actions, ranging from training of the individual for their present tasks and moreover, knowledge sharing to improve the Local Government horizon and customer service. Which focus on their career development and enrichment, thus expanding individual, group and teachers' effectiveness (Niazi, 2016).

The notion of Skills enhancement is not a new idea across the world. During the early 1950's, General Electric started that Institute of Crotonville Skills enhancement while the Walt Disney established Disney University for staff training (Gerbman, 2016). This trend as followed by McDonald by establishing the Hamburger University to train managers in early 1960s (Garger, 2017). In the early 1970's, career development and planning efforts focused on organization who seemed to have great potential. It was a method for companies to nurture young workers for senior managerial positions and plan for their future. In 1987, African countries turned into a critical turning point in teachers' development due to the stock market crash. Nations embarked on a wide ranging program of public sector reforms which encouraged organization to do training with the aid of international institutions. This mainly involved off job training and on job training which have since then become the most popular training methods (Gerbman, 2016).

Ballot et al (2020) asserts that French and Swedish Local Governments have 82 % and 67 % returned on investment on training respectively. In-service training has now surfaced as a strategy for sustaining and improving the effectiveness, efficiency and competitiveness of today's public sector workers. Therefore, changing the systems and procedures of performing the work is an obvious mission which has been stressed frequently and requires more serious efforts.

The beginning of the twentieth century and especially after World War II saw the widespread of training programs among Local Governments, involving more and more teachers' and also expanding in content (Luo, 2018). In the 1910s, only a few large companies such as Westinghouse, General Electric, and International Harvester had factory schools that focused on training technical skills for entry level workers. By the end of 1990, forty percent of the Fortune 500 firms in America had a corporate university or learning center (Meister, 2020). In addition USA, an estimated \$50 billion is spent annually on formal training, with an additional \$90 to \$120 billion on less-structure, informal training (Cekada, 2018).In 1910s, some corporations (General Electric, Westinghouse, and international Harvester) were having factory schools to train their teachers' in order to develop their technical skills as they realized the importance of training and development.

Within the context of education upon which this study was anchored, the United Kingdom (UK) has the second strongest higher education system in the world and its future economic strength

depends on the growth and competitiveness driven by the world-leading universities (Universities UK, 2018). The strength of the UK higher education system has been underpinned by its flexibility and responsiveness within a fast-changing global environment, leading to innovation across all activities and ensuring effectiveness in operation and delivery. It is also worth noting that the UK higher education has been highly successful to date in sustaining its global standing with significantly less investment (both public and private) than its competitor countries. Within the context of a changing economic and funding environment across the UK, therefore, the focus on effectiveness, efficiency, and value for money increases as it presents new challenges and opportunities for institutions (Universities UK, 2018).

Stone, (2020), pointed out that most Local Governments in United State started giving training to their teachers' , in 1910s, some corporations (General Electric, Westinghouse, International Harvester) were having factory schools to train their teachers' in order to develop their technical skills as they realized the importance of training and development. Although few researchers disagree about the importance of training and development on the success of Local Government because it involves huge cost that may affect prioritization. Training plays significant role in achieving teachers' objectives by keeping in view the interest of teachers' and Local Government.

Adesoji, (2013), noted that training in Nigeria could be traced back to 1960 when it was discovered that most of the top government and business positions were occupied by expatriates. The departure of the whites after independence gave rise to a big vacuum of capable indigenous human capital. This prompted the Federal Government of Nigeria to set up a Manpower Board in 1962 following the Ashby Commission's Recommendations. Furthermore, it has been acknowledged that a low skills base and the incapability of many civil servants are the main

The Tororo District Local Government which is the basic unit of local government is responsible for major functions and services previously carried out by the central government. District councils are responsible for functions and services including but not limited to: secondary, secondary, trade, special and technical education; hospitals other than hospitals providing referral and medical training; health centers, dispensaries and aid posts; the construction and maintenance of feeder roads; the provision and maintenance of water supplies; agricultural extension services, land administration and surveying; and community development. The Local

Governments Act was enacted in March 1997. Specifically, the act aims to consolidate and streamline the law on local government to be in line with the constitution, to give effect to decentralization and devolution of powers, functions, and services. It also provides for decentralization at all levels of local governments to ensure good governance, democratic participation, and control of decision making by the people. Lastly, it provides for the political and administrative set-up of local governments, the district public service, finance, and local elections.

In spite of the above, Martin, (2010), notice that teachers' performance keeps on deteriorating or decline due to harsh working conditions, delayed payment, lack of promotions and recognitions, promoting non-performing organization, harassments at work place, lack of career development, and disrespect between staff and management which affects teachers' performance. The purpose of this study therefore is to determine the effect of skills enhancement program on teachers' performance in Asinge Secondary School Tororo District.

1.2. Problem Statement of the study

Shelley, (2019) stated that the government of Uganda has put in place programs like the Uganda Teacher Education and Development Project (UTEDP), teacher education curriculum review, teacher deployment strategy, public-private partnerships, teacher performance appraisal and development (TPAD), mentorship and coaching, in-service teacher training, national teacher policy, digital learning platforms, and ICT integration in teacher education aimed at improving teacher's performance.

However, despite the above interventions Adeyemo (2015) explains that teachers continuously face a number of challenges while performing their duties lack of resources, such as inadequate funding, outdated technology, or insufficient materials, lack of parental support can hinder a teacher's ability to effectively work with students, while overly involved parents may create additional stress and pressure, lack of respect from students, parents, or the wider community, struggle to maintain a healthy work-life balance due to the demanding nature of their profession. This can lead to burnout and affect their performance in the classroom. It is upon this state of affairs that the researcher intends to investigate the effect of skills enhancement program on teachers' performance in Asinge Secondary School, Tororo District.

1.3. General objective of the study

To find out the effect of skills enhancement program on teachers' performance in Asinge Secondary School, Tororo District.

1.3.2. Specific objectives of the study

- i. To examine the influence of on-job training on teachers' performance in Asinge Secondary School Tororo District.
- ii. To find out the influence of off-job training on teachers' performance in Asinge Secondary School Tororo District.
- iii. To find out the challenges teachers face in the performance of their duties in Tororo District Local Government.

1.4. Research Questions

- i. What is the influence of on-job training teachers' performance in Asinge Secondary School Tororo District?
- ii. What is the influence of off-job training teachers' performance in Asinge Secondary School Tororo District?
- iii. What challenges do teachers faces in the performance of their duties in Tororo District Local Government.?

1.5. Scope of the study

This section covered the subject, geographical and the time scopes.

1.5.1. Geographical scope

The study was carried out in Asinge Secondary School which is a school in Acinge A cell, Acinge ward, Kwapa Town Council, Tororo District, along Asinge Road in Eastern Uganda.

1.5.2. Content scope

This study was limited to the influence of staff training and teachers' performance. This covered content on on-job training, off-job training and challenges teacher's faces in the performance of their duties. The researcher interacted with literature, data, information relating to skills enhancement and teacher's performance.

1.5.3 Time scope

The research study covered a period of 3 years 2020-2023. The records of information for this period were reviewed to form basis for this study. The researcher interacted with information, literature, reports of the school covering 3 years that is to say 2021-2024.

1.6. Significance of the study

Management: The findings of this study may be useful to the managements of Tororo District Local Government, and other officials involved in training and implementation program of teachers' training to enhance their productivity and reduced teachers' turn-over.

Organization: The findings of the study may help teachers' realize the importance of being trained as it improves on their capacity hence commitment and respect to top management in the Local Government.

Future researchers: The study may help other researchers who may wish to carry out research on the same area under study as it provided secondary data information and as point of reference.

Researcher: The study may also help the researcher to gain knowledge and skills in report writing after the University which may earn her a living. The study may furthermore, help the researcher to graduate since its one of the requirements by Uganda Christian University for one to graduate.

1.7. Conceptual framework of the study

A conceptual framework is a theoretical structure that outlines the key concepts, relationships, and assumptions underlying a research study or a body of knowledge. It serves as a guide for understanding and organizing the components of a particular field of study or a specific research project.

Figure 1: Conceptual Framework

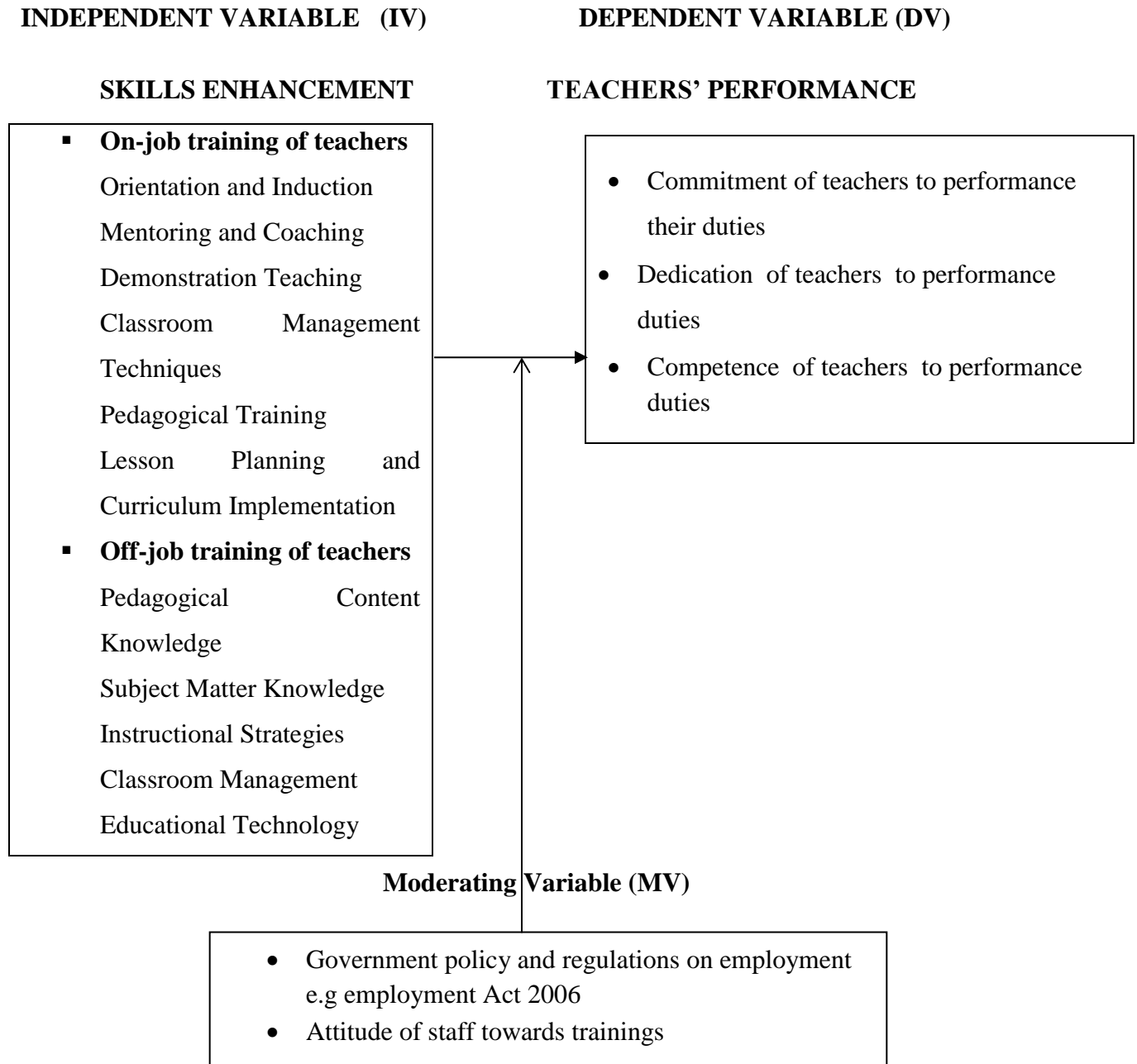


Figure I: Conceptual framework of the study

Source: Adopted from Abiodun AJ (2018) and modified by researcher (2024)

From the conceptual framework, it is conceptualized that on-the-job training (mentorship, job rotation, coaching), off-the-job training (workshops, conferences, scholarships) and teachers performance leading to commitment of teachers to performance their duties, dedication of teachers to performance duties and competence of teachers to performance duties. The moderating variable influences the independent variable leading to government policy and regulations on employment e.g employment Act 2006 and attitude of staff towards trainings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provided the theoretical base of the study. It also gives readers the result of other studies that are closely related to the study. It relates the study to the larger on-going dialogue in the literature about the topic, filling the gaps and extending prior studies.

2.1. Definition of key concepts

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge, and competency that are necessary to perform work effectively (Gordon 2016).

Skills enhancement refers to the process of improving or developing one's abilities and competencies in a particular area. It involves acquiring new knowledge, refining existing skills, and expanding one's capabilities to become more effective and proficient in a specific field or domain.

Teachers' performance is defined as the outcome or contribution of teachers' to make them attain goals (Herbert, 2018)

On-the-job training, Adamu (2017) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advises the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much.

Off-the job training is a process of acquiring skill and knowledge at a location different from the teachers' office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 2015).

2.2. Influence of on-job training on employee performance

Job rotation and transfers (McCourt, 2015) as a way of developing employee skills within Local Government involves movements of employee from one official responsibility to another for example taking on higher rank position within the Local Government, and one branch of the Local Government to another. For transfers for example, it could involve movement of employee from one country to another. These rotations and transfers facilitate employee acquire knowledge of the different operations within the Local Government together with the differences existing in different countries where the Local Government operates. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

Khan et al (2016), on job training, team building& delivery style has positively related with employee performance as measured by empirical data. In health industry training and development has role like a back bone, it enhances the performance of employee. Thomas j. Watson (founder of IBM) said about the human resource, “you can get capital and erect buildings, but it takes people to build a business a business”. The study is to determine employee goals without human resource cannot be achieved in Asinge Secondary School Tororo Districtas most of the jobs have such type of orientation which cannot be performed without human capital.

Devanna, (2015), said that Coaching and/or mentoring, this involves having the more experienced employee coach the less experienced employee. It is further argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building. The practice is often applied to newly recruited graduates in the Local Government by being attached to mentor who might be their immediate managers or another senior manager. The study seeks to establish the validity of the above phenomena in Asinge Secondary School Tororo District.

Kanfer, (2017), states that orientation is yet another training and development method. This involves getting new employee familiarized and trained on the new job within an Local Government. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employee by the Local Government. They are further given a general overview of the employee working environment including for example working systems, technology, and office layout, briefed about the existing employee culture, health and safety

issues, working conditions, processes and procedures. The study seeks to find out whether the above research is concurrent with what is happening in Asinge Secondary School Tororo District.

Edwin, (2018), pointed that conference as a training and development method involve presentations by more than one person to a wide audience. It is more cost effective as a group of employee is trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals. The study is set to investigate whether such programs are implemented in Asinge Secondary School Tororo District.

Kraiger et al (2016) notes that the training process is expensive as it require more time and money and there is doubt if it has a positive relationship between training and employee performance. For on-job training to be effective, they need to be well planned, thorough and proper consistency between trainers. The study is to investigate as to whether Local Governments need to dedicate their efforts to on-job training to remain competitive in the technologically changing world. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

2.3. Influence of off-job training on employee performance

Hansson (2017) says that study materials are supplied and there is full concentration on learning new skills, knowledge, and behavior without distractions of ringing phones, instant messages, email notifications, or other staff. Off- the job training can be short term or long term. Short term trainings include workshops, conferences, and seminars. The is to establish whether Long term staff training in Asinge Secondary School Tororo District includes distance learning, case study, sabbaticals, master degree training, and Ph.D programs.

Wunsch and Olowu (2019). Off-the job training enables employee to transfer knowledge gained during training to actual job, develop problem solving and decision making skills. Off job training is usually conducted by academicians and professionals in a particular field to impart knowledge on the employees. It can be used to train any number of employees and for jobs that

involve risks. Off-job training event may conclude with a ceremony or certification award conferred by an industry expert, making the training session a memorable occasion that leads to improved employee morale, satisfaction and loyalty. The study is to find out whether effectiveness of the off-job training in Asinge Secondary School Tororo District involves assessing the participant's satisfaction, retention and on the job performance and impact on the Local Government.

Hansson (2017) asserts that off-the job training methods include lectures, conferences, workshops, seminars, sensitivity workshops and simulations exercises. Off-job training methods are quite expensive as they require a complete different set up away from the real workplace. The study is to determine whether the training method adopted in Asinge Secondary School Tororo District depends on factors such as the purpose of training, training budget, number of trainees, level of trainees, nature of the job for which training has to be imparted and the time available.

Ankita (2020) however is of the view that off-job training programmes lead to long term success in Local Governments. The Local Government by aligning its programme objectives to strategic goals ensures employees make an impact on the Local Government. Operational metrics such as customer satisfaction and other key performance indicators need to show employee improvement. The will find out whether off-the job training in Asinge Secondary School Tororo District enables employees changed behavior to enable Local Government achieve its strategic goals.

Odinga (2018) carried out a study on skills enhancement programs and job performance of lecturers of Moi University to determine the relationship between training and promotion of lecturers and job performance. A sample size of 152 lecturers was adopted. Simple stratified random sampling was used to identify the lecturers and self-administered questionnaires were used to collect data. The study is to determine whether training in Asinge Secondary School Tororo District is positively related with job performance like short courses, seminars, conferences, postgraduate diploma, Master degree, Ph.D programs, which are within the context of individual control, tend to increase job performance.

Ombui (2020) is of the view that the responsibility for designing career development education however lies with the worker. He further asserts that Local Governments sometimes may set some criteria and provides opportunities for the staff by offering options for career development training. The study is to find out whether career affects actors in career development, an individual, and the Local Government and creates relationships between them. The study seeks to establish the validity of the above phenomena in Asinge Secondary School Tororo District.

Off-the job training is conducted at a site away from the work environment and enables employees' full concentration on learning new skills, knowledge and behavior without distractions (Hansson, 2017). Further adds that off- the job training can be short term or long term and is conducted by professionals in a particular field to impart knowledge to employees. Knowledge is imparted using methods such as lectures, simulations, seminars, and workshops. The study is establish whether through off job training in Asinge Secondary School Tororo District employees have transfer knowledge gained during training to actual job, develop problem solving and decision making skills.

Pitfield (2020) the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. The study is to establish whether such programs exist in Asinge Secondary School Tororo District.

Raja et al (2016) Training and development is a very important tool for Local Government to compete in this challenging and changing world. Facing fierce competition and ever rapidly changing market environments, large corporations must find ways to improve productivity, efficiency, customer service, staff retention and other key drivers of corporate profitability (Training and development) need to they want to be more profitable and be competitive in the industry Besides supporting the Local Government, employees might recognize that most types of employee development initiatives provide them with benefits. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

Frost, (2018), most human resource professionals would agree that limiting employee liability when training employees is a very important aspect of employee development. Certain jobs

require training and certification in order for an employee to successfully execute the minimum job requirements related to that position. The proper documentation of employee development before or during the employee's completion of their job cannot only help follow and develop training, but also limit liability in the case of human error on the part of these employees. An example of how documented employee training could be helpful would be if a stockroom employee were assigned the position of forklift operator. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

McConnell (2016) advises that non-managers need to be trained in the scientific problem-solving process. This includes diagnosing, setting objectives, deriving alternate courses of action, evaluating different causes, selecting a course, and testing and implementing it. One of the major causes of mistakes in business is a lack of discipline in the non-manager's approach to problem solving. The study intends to establish whether this is also happening in Asinge Secondary School Tororo District.

McConnell (2016), companies that have an investment perspective of human resource management view training as an opportunity to increase long-term productivity. Furthermore, training may also be viewed as a solution to a number of problems, such as substandard quality resulting from skills deficiencies and the voluntary turnover of employees seeking more rewarding jobs. It may also reduce the involuntary turnover of employees who are terminated because of skills deficiencies and may provide a means of preventing skills obsolescence. The study intends to establish whether this is also happening Asinge Secondary School Tororo District.

2.4. Challenges teachers face in performing their duties

Tsaur and Lin, (2016) noted that teaching materials needs are a crucial component of working conditions. It is true that through classroom work, teachers tend to be satisfied to some extent. Some individual however contend that such satisfaction appear to lack a background. Furthermore noted that job satisfaction was not a good reason for a teacher to choose teaching carrier for the second time. They note further that although teachers could derive satisfaction though pedagogical practice, some aspects of the working conditions were not attractive enough

to make them choose carrier for the second time. The study is to determine whether such takes place in Asinge Secondary School Tororo District.

Mathis and Jackson (2018) assert that argue that the decline in working condition has been paralleled by the decline in the respect accorded to teachers. A successful school is the one based on the interaction between teachers and pupils (ibid).That interaction must be based essentially on a reciprocal respect. The study seeks to establish the validity of the above phenomena in Asinge Secondary School Tororo District.

Flippo (1984) opines that Teachers need good accommodation (houses), peaceful environment, good transport, physical condition of school, classroom building, libraries, offices, desks, chairs, textbooks, chemical and laboratory equipment's and moderate workload. The current school environments are a reward-scarce setting for a professional work and often seem to work against teachers best efforts to go professionally and improve teaching. The study seeks to find out whether the above research is concurrent with what is happening in Asinge Secondary School Tororo District.

ESIT (1984) observed that efforts need be done to ensure that all schools and colleges have in their vicinity, an adequate number of teachers' quarters. He also adds that the government needs to regulate the amount of rent paid by teachers such that it is not above 10% and that it is never as higher as that paid by other civil servants. But housing/accommodation is a big problem to teachers in different areas as many secondary and secondary school do not have teachers' houses and no house rent is provided to them. In urban areas, teachers are forced to look for houses to rent with meager income. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

McConnell (2016) advises that emphasizes on the importance of secondary education to all children aged seven years. Secondary education is the fundamental and foundation in transmission of culture, believes, ethics and moral characteristics of people of Tanzania. It prepares individual to be self-managed and self-reliance. These objectives cannot be achieved if there is no enough classrooms to accommodate pupils and provide good chances for teachers to move and guide pupils clearly on what to do. Many secondary schools have no enough

classrooms and teachers. The study intends to establish whether this is also happening in Asinge Secondary School Tororo District.

McConnell (2015), Explored the use of Teachers Resource Centre(TRUs) in Mbeya and Kilimanjaro regions and discovered that teacher do not use (TRCs) frequently due to various reasons one of them being denied permission by their leaders to attend any programme conducted in TRCs because of shortage of teachers in their Schools. Komba (1991) points out that many primary school teachers in Tanzania may teach for more than fifteen years without any opportunity to improve their knowledge through any in-service training. This is also the case among organizations in Asinge Secondary School Tororo District.

Robotham (2015) found out that the shortage of qualified teachers is translated into enlarged class size, lack of access to higher level courses and poor teaching. Thousands of children in developing countries are taught throughout their school careers by parade of teachers without any preparations in the field they teach. These shortages thought are largely a problem of distribution rather than of absolute numbers. This is also the same among organization in Asinge Secondary School Tororo District.

Crawford in Adamu (2017), observed that in some Education institutions there is delay of payment of subsistence allowance, holiday allowance, and transfer allowance. The delay of teachers' payment affects the delivery of quality education. Liberman, (2015) echoes that monetary incentives could hardly raise work morale among the school teachers. He argues that salaries are not always a good indicator of status because an employee can obtain higher status through other ways. The study seeks to find out whether the above research is concurrent with what is happening in Asinge Secondary School Tororo District.

Mathis and Jackson (2018) assert that there are three secondary considerations when designing training. They are determining states that teachers have frustrations because of unsupportive classroom environment, community, financial conditions, shortage of teaching and learning resources, ineffectiveness of parent participation in learning of their children, and less involvement in curriculum change and poor performance of students in the examinations. The study seeks to find out whether the above research is concurrent with what is happening in Asinge Secondary School Tororo District.

Flippo (2014) adds that on the other hand, promotions are also among the most important rewards in an organization and as such, they must be allocated in a way that gives hope and motivation to a maximum number of employees. Emphasizing even further on the validity of promotion as a direct device of raising employees' status. Obanya, (2019) argues that promotion is a principal means of growth in the occupational status. Apart from the benefits obtained in the process of promoting teachers, still some teachers within the teaching force believe that there are some elements of discrimination in the whole process of promotion. This is also the case among organizations in Asinge Secondary School Tororo District.

Page et al (2006) states that approximately 20 percent of beginning teachers leave the teaching profession in America after their probationary period because of increased paper work, unresponsive administration, student indiscipline, delay of salary increments, low professional status, and late promotions. Gervas (2012) reports that some of the newly recruited teachers, most of whom have been posted in various rural schools in the country had abandoned their work station, while others were reported to have a 24 hours termination notice, after being subjected to work in deployable conditions, delay in salary, and payment of allowance. The study intends to establish the validity of the above scenario in Asinge Secondary School Tororo District.

2.5. Conclusion

The reviewed literature reveals that Skills enhancement is necessary for employee performance. In line with Alipour(2016), on the job training provides employees with knowledge and skills at their workplace. In addition, “off-the job training is designed to achieve the learning needs of a group” which are shared instead of the needs of an individual. “Computer based training, games, lectures and simulations are the most familiar forms of off job training technique”. However, most of the research has been carried out in other countries and no empirical research has been carried out in Asinge Secondary School Tororo District. Therefore it is against this background that the researcher intends to carry out research to find out the contribution of Skills enhancement on employee performance in Asinge Secondary School Tororo District.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter presents the methodology applied while conducting the study. It therefore described the research design, methodology and procedures used in the study. The chapter further focused on study population, sample size, sampling techniques, data collection techniques, reliability and validity and data analysis, ethical considerations and limitations of the study.

3.1. Research Design

These studies adopted a descriptive research design and adopt both quantitative and qualitative design. The quantitative methods were preferred because they provide the significance of the research question. The qualitative methods were used to compromise the quantitatively collected data. The qualitative research design was used for descriptive data like quotations, citation and observed data was difficult to be quantified on the other hand the quantitative design was used where data needed to be analyzed by using percentages rating to reach the conclusion.

3.2. Area of the study

The study was carried out in Asinge Secondary School which is a school in Acinge A cell, Acinge ward, Kwapa Town Council, Tororo District, along Asinge Road in Eastern Uganda.

3.3. Study population

The study involved a population of 75 persons which comprised of Head-teacher (1), human resource manager (1), Teachers (40), Board of Governance (46). These were selected because of their knowledge and experience about the topic of study.

3.4. Sample size

The sample size was determined using Slovene formula which involved a sample of 63 respondents who comprised of Head-teacher (1), human resource manager (1), Teachers (34), and Board of Governors (27) all were selected from the population of 75 as a representative of all.

N is the number of respondents

e^2 error in sampling

$$n=N/1+Ne^2$$

$$n= 75/1+75*0.05^2$$

$$n= 75/1+0.1875$$

$$n= 75/1.1875, n= 63$$

Table 3.1: Showing the sample size

Respondents	Population	Sample size	Sampling Technique
Headteacher	1	1	Purposive sampling
Human resource manager	1	1	Purposive sampling
Board of governors	33	27	Simple random sampling
Teachers	40	34	Simple random sampling
Total	75	63	

Source: Primary Data, (2024)

3.5. Sampling Techniques

Harish, (2013) stated that a sampling technique is an identification of the specific process by which entities of the sample have been selected.

3.5.1. Purposive sampling

Hendricks, (2013) states that purposive sampling is non-probability sample that is selected based on characteristics of a population and the objective of the study. The study used purposive sampling technique targeting the various key informants with experience about the topic under study of the human resource manager and headteacher. This because it offered the respondents time to respond to the questions at their own time and approaching their offices at convenient times only.

3.5.2. Simple random sampling

Johnson, (2016) defined simple random sampling as a subject of a statistical population in which each member of the subject has an equal probability of being chosen. The technique ensured that

all respondents had equal chances of being selected and it minimized on biasness in sample selection. It was used in selecting a sample of board of governors and teachers.

3.6. Data collection techniques

Lucey, (2005) defined data collection method as the process of gathering and measuring information on targeted variables in an established systematic fashion, which then enables one to answer relevant questions and evaluate outcomes. Data collection is a component of research in all fields of study including physical and social sciences, humanities, and business. The data collection instruments were employed such as questionnaires.

3.6.1 Surveys Method

The questionnaire was used on the basis that the variables under study couldn't be observed for instance the views, the opinions perception and feelings of the respondents. The method was used while selecting headteachers, human resource manager, teachers, this was because it covered wide information within the shortest time and on large population without necessarily requiring the presence of the researcher, besides the respondents could read and write. However, it was only applied to respondents who can read and write leaving out those who cannot read and write yet they would have been resourceful in research under the topic of study.

3.6.2 Interviews

It is an organized conversation aimed at gathering data about a particular topic. This was a method where a research interviews respondents to obtain information on the issue of computer literacy in this case. The interviews during this research were used while selecting board of governors. This because the tool provided first hand and vital information which other tools couldn't provide like clarity, feelings and expression, it provided immediate answers to the question, and correction of errors or mistakes was possible. On the other hand the tool was costly, time consuming, some behaviors or characteristics of the respondent may go un-noticed, some vital information may not be given for security reasons, (Andrew, 2015).

3.7. Research instrument

This was used to obtain information about the topic understudy which influence of Skills enhancement on employee performance in Asinge Secondary School Tororo District.

3.7.1. Interview guide

This was used to obtain information from the respondents like feeling, opinions, response, historical data and related information about the topic under study and the research objectives.

3.7.2. Questionnaire

The questions were closed ended to allow respondents in put their own opinion without any influence from the research could lead to fruitful proposal and report writing. The respondents were responded to questions in inform of strongly agree, agree, undecided, disagree, and strongly disagree at their own will without due influence.

3.8. Data quality control

Data quality control entailed ensuring acceptable level of reliability and validity of the research instruments. To control data quality, the researcher endeavoured to attain validity and reliability coefficients of at least 70%

3.8.1. Reliability

Reliability is an instrument which was used to describe the overall consistency of a measure. A measure is said to have a high reliability if it produces similar results under consistent conditions, (Neil, 2016). The issue of reliability was ensured through the appropriate random sampling and a purposive sampling technique as another indication of reliability in this study. Also the study included supervisor's comments and advice on the influence of Skills enhancement on employee performance. Consequently, all the statements under each variable shall be subjected to this test, if proven to be above 0.9, and then declared reliable.

3.8.2. Validity

Validity refers to the degree to which study accurately reflect or assesses the specific concepts the researcher is attempting to measure (Fidel, 2020). The types of validity include internal validity which clearly indicates the principles of cause and influences in research, External validity which clearly focus on the influences of research that can be generalized. In this study internal validity was invariably applied to test the influence of Skills enhancement on teacher's performance.

3.9. Research procedure

Upon obtaining an introduction letter from the head of department Social Science of Uganda Christian University to Asinge Secondary School Tororo District, the researcher contacted the different respondents to understand their time tables and thereafter made arrangement of meeting them to deliver the questionnaires at their places of convenience. The researcher personally delivered them to the respondents to ensure maximum monitoring and response.

3.10. Data Presentation and Analysis

After data collection, the researcher will proceed by coding, editing, checking and analyzing. The data was edited to check on the accuracy, reliability, consistency and completeness. The researcher ensured the validity and reliability of the mentioned research instruments through field pre-test and guidelines by the lecturers. The researcher used both qualitative and quantitative data analysis techniques.

3.10.1 Quantitative Data

In handling all the objectives of the study, the researcher used a computer package SPSS where data was entered, edited, cleaned and sorted. This program was used to do uni-variate and bi-variate analysis to obtain descriptive data in form of frequencies, percentages, mean and standard deviations since it will be a five likert questionnaire and this helped to give the general response towards each question in the likert scale through the mean values. In establishing the relationships among variables, bi-variate multivariate analysis in form of Pearson correlation and regression analysis where necessary were used to ascertain the magnitude of effect the dependent variable has on independent variable (Cresswell, 2016). In correlation and regression analysis, the level of significance was $P=0.05$. Dobson, (2002) stress that it was important to examine relationships within the data correlations or regressions. Through correlation measures, relationships can be studied in depth, limited only by the data available to the researcher. The main goal of regression analysis is to determine the ranking of the regressors or an explicit quantification of the relative importance of each regressor for the response.

3.10.2 Qualitative data

Data analysis of qualitative data in the three objectives of the study used content analysis where each piece of work answered in the interview guide was read through thoroughly to identify themes where it belongs. The number of times each answer appears was counted to obtain the number of responses in each respect.

3.11. Ethical Considerations

The researcher respected the dignity of the respondents and treated the information given by them with uttermost confidentiality and for the research purpose only. The researcher was keen not to ask provocative questions to the respondents especially questions concerning private life and even those which degrade some body's dignity.

Permission was sought from the respondents before approaching their home and working premises and at their convenient times only. Issues of bribes, undue influence, and cohesion were strongly avoided by the researcher and false and misleading information was critically subjected to validity test to check on the error rate in the research.

Confidentiality, the researcher kept the information obtained or given by the respondents from the field as confidential and for academic purpose only unless asked otherwise by the law or government.

The researcher respected the dignity of the respondents by not asking provocative questions to the respondents especially questions concerning private life and even those which degrade their dignity and the respondents were given the freedom to ignore items that they may not wish to respond.

CHAPTER FOUR

PRESENTATION OF THE ANALYSIS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter presents the findings of the study. Discussion and analysis of the different responses to some key questions was also done in this chapter following the research objectives as seen below;

4.1. Response Rate

$$= \frac{60}{63} * 100 = 95$$

4.2. Back ground information of respondents

This section shows the gender of the respondents, marital status, age bracket, highest level of education attained, and the duration spent in service at Asinge Secondary School Tororo District as explained below;

4.2.1. Gender of the respondents

The respondents were asked to state their gender and the response obtained is explained below

Table 4.1: Showing the gender of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Male	32	50.8	50.8	50.8
Female	31	49.2	49.2	100.0
Total	63	100.0	100.0	

Source: Primary Data, (2024)

From the table 4.1, above showed that 50.8% respondents were male as majority and 49.2% respondents as female came least. This was an indication that the institute had employed more of male as opposite to their counter parts the female.

4.2.2. Age of the respondents

Under this section the respondents were asked to stated or tick their appropriate years from birth today and data was collected using questionnaires;

Table 4.2: Showing the age of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
18-25 years	6	9.5	9.5	9.5
25–30 years	32	50.8	50.8	60.3
31-35 years	14	22.3	22.2	82.5
36-40 years	4	6.4	6.4	88.9
above 40 years	7	11.1	11.1	100.0
TOTAL	63	100.0	100.0	

Source: Primary Data, (2024)

From the study carried out in table 4.2, 50.8% respondents as the majority were between the age of 25-30 years, 22.2% respondents were between 31-35 years, above 40 years came third with 11.1% response, 9.5% respondents were under 25 years, and 6.3% respondents were between 36-40 years. This implied that majority of the respondents were between the age of 25-30 years since they are the most working age and most productive eager to work to achieve organizational set goals and targets.

4.2.3. Marital status of the respondents

This section respondents were asked to state their marital status as explained below

Table 4.3: Showing the marital status of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Single	20	31.7	31.7	31.7
Married	32	50.8	50.8	82.5
Divorced	6	9.5	9.5	92
Separated	5	8.0	8.0	100.0
TOTAL	63	100.0	100.0	

Source: Primary Data, (2024)

In the above table 4.3, 50.8% of the respondents as the majority were married, 31.7% of the respondents ranked second as single, 9.5% of the respondents came third as divorced and 7.9% of the respondents came least as being separated. This showed that majority of the respondents were married who work hard to meet family demands and their own basic necessities of life.

4.2.4. Academic qualification of the respondents

The respondents were asked about their academic qualification and analysis

Table 4.4: Showing the academic qualifications of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	6	9.5	9.5	9.5
Diploma	34	54.0	54.0	63.5
Degree	23	36.5	36.5	100
Masters	0	0	0	100
Total	63	100.0	100.0	

Source: Primary Data, (2024)

From the table 4.4, 54.0% of the respondents had attained diploma holders, 36.5% of the respondents were degree holders, 0% of the respondents were masters holder and 9.5% of the respondents had attained certificates. This was an indication that majority of the respondents who work with Asinge Secondary School Tororo District value education as an important factor which has led to better service delivery and quality of products in the company.

4.2.5. Work experience of the respondents

This section covered the experience of the respondents

Table 4.5: Showing work experience of the respondents

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Less than one year	15	23.8	23.8	23.8
1-2 years	32	50.8	50.8	74.6
5-10 years	14	22.2	22.2	96.8
10 years and above	2	3.2	3.2	100
TOTAL	63	100.0		

Source: Primary Data, (2024)

From the field research in table 4.5, 50.8% of the respondents as the majority had worked for a period between 1-2 years, 23.8% of the respondent worked for a period less than one year, 22.2% of the respondents had worked for a period between 5-10 years, and 3.2% of the respondents had worked for a period of 10 years and above. This was an indication that majority of the respondents had worked for a period of not more than two years.

4.3. The influence of on-job training on employee performance in Asinge Secondary School Tororo District

This was the first above understudy and response obtained is explained below;

Table 4.6: Showing the influence of on-job training on employee performance in Asinge Secondary School Tororo District

Response	SA	A	U	D	SD
The knowledge and skills presented during mentorship are directly related to my job requirements	29(46.0%)	27(42.9)	5(7.6%)	2 (3.0)	0%
Mentoring increases my confidence at the work place	20(31.7%)	30(47.6%)	7(10.6%)	0%	6(9.1%)
Mentoring is part of the learning culture at our local government.	23(36.5%)	12(19.0%)	8(12.7%)	9(14.3%)	11(17.5%)
Job rotation helps me to understand the different steps that go into service delivery.	14(22.2%)	23(36.5)	7(11.1%)	5(7.9%)	14(22.2%)
Job rotation enables me to gain experience in various departments of the local government.	19(30.2%)	17(27.0%)	8 (12.7%)	4(6.3%)	15(23.8)
Job rotation decreases the amount of boredom and monotony experienced I experience at the workplace.	14(22.2%)	20(31.8%)	8(12.7%)	15(23.8%)	6(9.5%)

Source: Primary Data, (2024)

The findings in table 4.6 above, revealed that 46% of the respondents strongly agreed, 42.9% of the respondents agreed, 7.6% of the respondents were undecided, 3.0% disagreed, and 0% of the respondents strongly disagreed. This implied that the knowledge and skills presented during mentorship are directly related to my job requirements as evidenced by the majority of the respondents who strongly agreed (46.0%).

31.7% of the respondents strongly agreed, 47.6% of the respondents agreed, 10.6% of the respondents were undecided, 0% of the respondents disagreed, and 9.1% of the respondents strongly disagreed. This means that majority of the respondents with 47.6% agreed that mentoring increases my confidence at the work place.

12.7% of the respondents were undecided, 19.0% of the respondents were agreed, 36.5% strongly agreed, 14.3% of the respondents were disagreed, 17.5% of the respondents were strongly disagreed. This implied that majority of the respondents strongly agreed with 36.5% that mentoring is part of the learning culture at our local government.

Furthermore, 22.2% of the respondents were strongly agreed, 36.5% of the respondents were agreed, 11.1% of the respondents were undecided, 7.9% of the respondents were disagreed, and 22.2% of the respondents were strongly disagreed. This implied that job rotation helps me to understand the different steps that go into service delivery.

30.2% strongly agreed, 27.0% agreed, 12.7% were undecided, 6.3% of the respondents disagreed, and 23.8% strongly disagreed. This implied that detecting and reporting of job rotation enables me to gain experience in various departments of the local government as the majority of the respondents with 30.2% strongly agreed.

22.2% strongly agreed, 31.8% of the respondents agreed, 12.7% disagreed, 12.1% of the respondents were undecided, and 9.5% strongly disagreed. This implied that job rotation decreases the amount of boredom and monotony experienced I experience at the workplace.

In line with Khan et al (2016), on job training, team building& delivery style has positively related with employee performance as measured by empirical data. In health industry training and development has role like a back bone, it enhances the performance of employee. Thomas j. Watson (founder of IBM) said about the human resource, “you can get capital and erect buildings, but it takes people to build a business a business”.

Table 4.7: Showing the influence of on-job training on employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.096 ^a	.009	.008	1.33407

a. Predictors: (Constant), on job training

b. Dependent: employee performance

Source: Primary Data, (2024)

Table 4.7 gives R^2 of 0.9% implying that on-job training has less effect on employee performance as represented by r squared of 0.009% while other factors influencing employee performance account for the highest Percentage of 0.991%. This means that other factors that influence the employee performance accounts to only approximately 99.1%.

Table 4.8: ANOVA showing the influence of on-job training on employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.959	1	.959	.539	.466 ^a
	Residual	103.225	58	1.780		
	Total	104.183	59			

a. Predictors: (Constant), on-Job training

b. Dependent Variable: Employee performance

Source: Primary Data, (2024)

From the above table 4.8, showed that there was less significance between on-job training and employee performance being represented by 0.466 (46.6%), while other factors account for 0.534 (53.4%).

4.4. The influence of off-job training on employee performance

The respondents were asked several questions as explained below;

Table 4.9: Showing the influence of off-job training on employee performance

Response	SA	A	U	D	SD
Workshops allow me to actively participate in sharing powerful information at Local government	18(28.6%)	26(41.3%)	3(5.0%)	9(14.3%)	7(11.1%)
Workshops create for me an effective learning opportunity.	18(30.0%)	32(50.8%)	4(6.3%)	7(11.1%)	2(3.2%)
The knowledge and skills I acquire from workshops are relevant to my job.	28(44.4%)	25(39.7%)	3(4.8%)	5(7.9%)	2(3.2%)
Seminars provide me with practical strategies in can implement for improved performance	27(42.9%)	8 (12.7%)	0%	18(28.6%)	10(15.8%)
Seminars allow employees to get updated information on key issues on local government	21(35.0%)	10(15.0%)	7(11.7%)	19(31.7%)	6(3.3%)
Through conferences, I am able to learn different approaches to improve performance.	3(36.5%)	5(23.9%)	4(6.3%)	6(25.4%)	5 (7.9%)

Source: Primary Data, (2024)

The findings in table 4.9 above, 28.6% of the respondents strongly agreed, 41.3% of the respondents were agreed, 5.0% of the respondents were undecided, 14.3% of the respondents

were disagreed and 11.1% of the respondents were strongly disagreed. This implied that workshops allow me to actively participate in sharing powerful information at Local government.

30.0% of the respondents were strongly agreed, 50.8% of the respondents were agreed, 6.3% of the respondents were undecided, 11.1% of the respondents were disagreed and 3.2% of the respondents were strongly disagreed. This revealed that 50.8% of the respondents agreed that workshops create for employees an effective learning opportunity.

44.4% of the respondents were strongly agreed, 39.7% of the respondents were agreed, 4.8% of the respondents were undecided, 7.9% of the respondents were disagreed and 3.2% of the respondents were strongly disagreed. This implied that 44.4% of the respondents strongly agreed that the knowledge and skills acquired from workshops are relevant their job.

42.9% of the respondents were strongly agreed, 12.7% of the respondents agreed, 0% of the respondents were undecided, 28.6% of the respondents were disagreed and 15.8% of the respondents strongly disagreed. This portrayed that 42.9% of the respondents strongly agreed that seminars allow employee to get updated information on key issues on local government.

35.0% of the respondents were strongly agreed, 15.0% of the respondents agreed, 11.7% of the respondents were undecided, 31.7% of the respondents disagreed, and 3.3% of the respondents strongly disagreed. This implied that seminars encourage employees to work in a team.

36.5% of the respondents strongly agreed, 23.9% of the respondents were agreed, 6.3% of the respondents were undecided, 25.4% of the respondents disagreed, and 7.9% of the respondents strongly disagreed. This implied that through conferences, employees are able to learn different approaches to improve performance.

Table 4.10: Showing the influence of off-job training on employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.174 ^a	.030	.014	1.34986

a. Predictors: (Constant), off-job training

Source: Primary Data, (2024)

Table 4.10 above reveals that there was partial relationship between off-job training and employee performance as reflected by 3% as shown by r squared of 0.30. Apart from audit other factors influence employee performance at only 97% or r squared of 0.97. According Wunsch and Olowu (2019). Off-the job training enables employee to transfer knowledge gained during training to actual job, develop problem solving and decision making skills. Off job training is usually conducted by academicians and professionals in a particular field to impart knowledge on the employees. It can be used to train any number of employees and for jobs that involve risks. Off-job training event may conclude with a ceremony or certification award conferred by an industry expert, making the training session a memorable occasion that leads to improved employee morale, satisfaction and loyalty. The study is to find out whether effectiveness of the off-job training in Asinge Secondary School Tororo District involves assessing the participant's satisfaction, retention and on the job performance and impact on the Local Government.

Table 4.11: ANOVA showing the influence of off-job training on employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.301	1	3.301	1.812	.184 ^a
	Residual	105.682	58	1.822		
	Total	108.983	59			

a. Predictors: (Constant), off-job training

b. Dependent Variable: Employee performance

Source: Primary Data, (2024)

Findings in table 4.11 above, showed that off-job training influence employee performance represented by the significance level of 0.184 which was 18.4% which also affect employee

performance because it creates fear, hard work among staff, accomplishment of tasks, and minimized fraud and embezzlement.

4.5. The challenges affecting teachers’ performance in Tororo District Local Government

This was the third objective under study and responses obtained are explained below;

Table 4.12: The challenges affecting teachers’ performance in Tororo District Local Government

Response	SA	A	U	D	SD
Teachers face challenges in managing classroom behavior	25(39.7%)	14 (22.2%)	5(7.9%)	7 (11.1%)	12(19.0%)
Teachers provided with adequate resources and support to effectively teach their subjects	18(28.6%)	17 (27.0%)	4 (6.3%)	14 (22.2%)	10 (15.9%)
Teachers experience high levels of stress due to heavy workloads	9 (14.3%)	16 (25.4%)	8 (12.7%)	13 (20.6%)	17(27.0%)
Teachers experience challenges in engaging students in the learning process	22(34.9%)	10 (15.9%)	9 (14.3%)	8 (12.7)	14 (22.2)
Teachers feel that their training adequately prepared them for the realities of the classroom	25 (39.7)	14 (22.2%)	7(11.1%)	12 (19.0)	5 (7.9%)
Teachers face challenges in maintaining discipline and order in the classroom	32(50.8%)	24(38.1)	5 (7.9%)	2 (3.2%)	0%
Teachers have access to professional development opportunities to enhance their teaching skills	17(27.0%)	18 (28.6%)	4 (6.3%)	14 (22.2%)	10 (15.9)

Source: Primary Data, (2024)

From field study in table 4.12 above, 39.7% of the respondents strongly agreed, 22.2% of the respondents agreed, 7.9% of the respondents were undecided, 11.1% of the respondents

disagreed, and 19.0% of the respondents strongly disagreed. This implied that teachers face challenges in managing classroom behavior.

28.6% of the respondents strongly agreed, 27.0% of the respondents agreed, 6.3% of the respondents were undecided, 22.2% of the respondents disagreed, and 15.9% of the respondents strongly disagreed. This was an indication that teachers provided with adequate resources and support to effectively teach their subjects.

Furthermore, 14.3% of the respondents strongly agreed, 25.4% of the respondents agreed, 12.7% of the respondents were undecided, 20.6% of the respondents disagreed, and 27.0% of the respondents strongly disagreed. This implied that teachers experience high levels of stress due to heavy workloads.

About, teachers experience challenges in engaging students in the learning process, 34.9% of the respondents strongly agreed, 15.9% of the respondents agreed, 14.3% of the respondents were undecided, 12.7% of the respondents disagreed, and 22.2% of the respondents strongly disagreed. This implied that teachers experience challenges in engaging students in the learning process majority strongly agreed with 34.9%.

39.7% of the respondents strongly agreed, 22.2% of the respondents agreed, 11.1% of the respondents were undecided, 19.0% of the respondents disagreed, and 7.9% of the respondents strongly agreed. This implied that teachers feel that their training adequately prepared them for the realities of the classroom as evidenced by 39.7% of the respondents who strongly agreed.

50.8% of the respondents strongly agreed, 38.1% of the respondents agreed, 7.9% of the respondents were undecided, 3.2% of the respondents disagreed and 0% of the respondents were undecided. Thus an indication that teachers face challenges in maintaining discipline and order in the classroom.

27.0% of the respondents strongly agreed, 28.6% of the respondents agreed, 6.3% of the respondents were undecided, 22.2% of the respondents disagreed, and 15.9% of the respondents strongly agreed. This implied that teachers have access to professional development opportunities to enhance their teaching skills.

4.6. Qualitative data

Interviews with Teachers:

Mr. Okello, a mathematics teacher, shared his experience: "The skills enhancement program has been transformative. The training sessions on pedagogy and subject content deepened my understanding and improved my teaching methods. I feel more confident in the classroom, and my students' performance has noticeably improved."

Ms. Akello, an English teacher, attributed the program's success to its practical nature: "The hands-on training equipped me with tangible strategies to manage my classroom effectively. I learned how to create engaging lessons and differentiate instruction to cater to diverse learner needs. My students are more motivated, and their participation has increased."

Mr. Ochieng, a science teacher, emphasized the impact on his subject knowledge: "The subject-specific training modules helped me update my content knowledge. I can now explain complex concepts more effectively and provide real-world examples, which has led to better student comprehension and higher exam scores."

Interview with the Headteacher, Mr. Okoth:

"The skills enhancement program has brought about a noticeable improvement in teacher performance. Our teachers are more confident and enthusiastic about their roles. The program's focus on both pedagogical skills and subject content has resulted in better lesson delivery and student engagement. We've seen a positive impact on exam results, with pass rates increasing across the board."

Interview with District Education Officer, Ms. Atim:

"The skills enhancement program implemented in Asinge Secondary School is a great success story. We've received positive feedback from teachers, students, and parents. The teachers' improved performance has translated into better student outcomes, as evidenced by the school's rising academic performance. We plan to replicate this model in other schools across the district."

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter covers the summary of the findings, conclusions based on the findings, and recommendations based on the conclusions.

5.1 Summary of the findings

The findings revealed that the knowledge and skills presented during mentorship are directly related to my job requirements, mentoring increases my confidence at the work place, mentoring is part of the learning culture at our local government, job rotation helps me to understand the different steps that go into service delivery, job rotation enables me to gain experience in various departments of the local government, job rotation decreases the amount of boredom and monotony experienced i experience at the workplace.

The study revealed that workshops allow employees to actively participate in sharing powerful information at local government, workshops create for employee an effective learning opportunity, the knowledge and skills i acquire from workshops are relevant to my job, seminars provide me with practical strategies in can implement for improved performance, seminars allow employees to get updated information on key issues on local government, seminars encourage me to work in a team, through conferences, employees are able to learn different approaches to improve performance, offers me an opportunity to attend lectures and acquire training for better performance and lectures help to improve my competencies and carry out work effectively.

The findings show that teachers face challenges in managing classroom behavior, teachers provided with adequate resources and support to effectively teach their subjects, teachers experience high levels of stress due to heavy workloads, teachers experience challenges in engaging students in the learning process, teachers feel that their training adequately prepared them for the realities of the classroom, teachers face challenges in maintaining discipline and order in the classroom, teachers have access to professional development opportunities to enhance their teaching skills and teachers experienced difficulties in differentiating instruction to meet the diverse needs of their students.

5.2. Conclusion

5.2.1. The influence of on-job training on employee performance in Asinge Secondary School Tororo District

In conclusion, the findings revealed that the knowledge and skills presented during mentorship are directly related to my job requirements, mentoring increases my confidence at the work place, mentoring is part of the learning culture at our local government, job rotation helps me to understand the different steps that go into service delivery, job rotation enables me to gain experience in various departments of the local government, job rotation decreases the amount of boredom and monotony experienced i experience at the workplace. In agreement with Khan et al (2016), on job training, team building& delivery style has positively related with employee performance as measured by empirical data. In health industry training and development has role like a back bone, it enhances the performance of employee. Thomas j. Watson (founder of IBM) said about the human resource, “you can get capital and erect buildings, but it takes people to build a business a business”.

5.2.2. The influence of off-job training on employee performance in Asinge Secondary School Tororo District.

It can be concluded that workshops allow employees to actively participate in sharing powerful information at local government, workshops create for employee an effective learning opportunity, the knowledge and skills i acquire from workshops are relevant to my job, seminars provide me with practical strategies in can implement for improved performance, seminars allow employees to get updated information on key issues on local government, seminars encourage me to work in a team, through conferences, employees are able to learn different approaches to improve performance, Asinge Secondary School Tororo District offers me an opportunity to attend lectures and acquire training for better performance and lectures help to improve my competencies and carry out work effectively. In relation to Frost, (2018), most human resource professionals would agree that limiting employee liability when training employees is a very important aspect of employee development. Certain jobs require training and certification in order for an employee to successfully execute the minimum job requirements related to that position. The proper documentation of employee development before or during the employee’s completion of their job cannot only help follow and develop training, but also limit liability in the case of human error on the part of these employees. An example of how documented

employee training could be helpful would be if a stockroom employee were assigned the position of forklift operator.

5.2.3. The challenges teachers face in the performance of their duties in Tororo District Local Government.

In conclusion therefore, the findings showed that teachers face challenges in managing classroom behavior, teachers provided with adequate resources and support to effectively teach their subjects, teachers experience high levels of stress due to heavy workloads, teachers experience challenges in engaging students in the learning process, teachers feel that their training adequately prepared them for the realities of the classroom, teachers face challenges in maintaining discipline and order in the classroom, teachers have access to professional development opportunities to enhance their teaching skills and teachers experienced difficulties in differentiating instruction to meet the diverse needs of their students. In support with Mathis and Jackson (2018) assert that there are three secondary considerations when designing training. They are determining states that teachers have frustrations because of unsupportive classroom environment, community, financial conditions, shortage of teaching and learning resources, ineffectiveness of parent participation in learning of their children, and less involvement in curriculum change and poor performance of students in the examinations.

5.3. Recommendations

Researcher recommends that good working conditions need to be encouraged as a way of retaining employee and minimize employee turn-over has been minimized.

Researcher recommends that training need to be encouraged among staff as this leads to commitment among staff and attainment of organizational goals.

Researcher recommends that mentorship by the elders need to be encouraged as it encourages staff to work hard towards achieving the set goals.

Researcher further recommends that mentorship creates confidence and trust among staff therefore it need to be exercised all the time.

Researcher recommends that harmony between non-teaching staff and good working relationship need to be exercised to create the link between the institution and the public.

The researcher recommends that off-job training need to be carried on since it improves on skills and knowledge of employee.

Researcher recommends that training need to cut across all departments as this creates good working conditions among staff and superiors.

Researcher recommends that training need to be effected since it enable employees to performance to their capacity.

5.4. Areas of further research

- I. The effect of training on organizational performance
- II. The effect of mentorship on employee performance

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear respondent,

My name is **ALUKUDO NAOME BEATRICE REG NO. J22/MUC/BPAM/028**, I am a student of Uganda Christian University pursuing a Bachelor’s Degree in Public Administration and Management and would like to collect information on the topic “effect of skills enhancement program on teachers’ performance in Asinge Secondary School Tororo District” All responses to the questions will be kept confidential and your participation is highly appreciated.

SECTION A:

DEMOGRAPHIC

Please tick where applicable:

For those questions with no suggestions given please write in the blank spaces provided.

BACKGROUND INFORMATION

1) Gender Male Female

2) Age bracket
Under 25 years 25–30 years 31-35 years 40 years
Above 40 years

3) Marital status
Single Married Divorced Separated

4) Experience
Less than one year 1-2 years 3-4 years 5-10 years
10 years and above

5) Academic qualification
Certificate diploma degree Masters

In the next section, please indicate your level of agreement or disagreement by selecting the most suitable response to the following statements that cover on-the-job training, off-the-job training, team building and employee performance.

SECTION B: The influence of on-job training teachers' performance in Asinge Secondary School Tororo District.

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree (SA) Agree, (A) Undecided, (U) Disagree (D) and Strongly disagree (SD).*)

	statement	SD	D	U	A	SA
1	The knowledge and skills presented during mentorship are directly related to my job requirements					
2	Mentoring increases my confidence at the work place					
3	Mentoring is part of the learning culture at our local government.					
4	Job rotation helps me to understand the different steps that go into service delivery.					
5	Job rotation enables me to gain experience in various departments of the local government.					
6	Job rotation decreases the amount of boredom and monotony experienced I experience at the workplace.					

SECTION C: The influence of off-job training teachers' performance in Asinge Secondary School Tororo District.

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree (SA) Agree,(A) Undecided,(U) Disagree(D) and Strongly disagree(SD)*).

	statement	SD	D	U	A	SA
1	Workshops allow me to actively participate in sharing powerful information at Local government					
2	Workshops create for me an effective learning opportunity.					
3	The knowledge and skills I acquire from workshops are relevant to my job.					
4	Seminars provide me with practical strategies in can implement for improved performance					
5	Seminars allow me to get updated information on key issues on local government					
6	Seminars encourage me to work in a team					
7	Through conferences, I am able to learn different approaches to improve performance.					
8	Asinge Secondary School Tororo District offers me an opportunity to attend lectures and acquire training for better performance					
9	Lectures help to improve my competencies and carry out work effectively.					

SECTION C: The challenges teachers face in the performance of their duties in Tororo District Local Government.

For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale: (*Strongly Agree (SA) Agree,(A) Undecided,(U) Disagree(D) and Strongly disagree(SD).*)

	Statement	SD	D	U	A	SA
1.	Teachers face challenges in managing classroom behavior					
2.	Teachers provided with adequate resources and support to effectively teach their subjects					
3.	Teachers experience high levels of stress due to heavy workloads					
4.	Teachers experience challenges in engaging students in the learning process					
5.	Teachers feel that their training adequately prepared them for the realities of the classroom					
6.	Teachers face challenges in maintaining discipline and order in the classroom					
7.	Teachers have access to professional development opportunities to enhance their teaching skills					
8.	Teachers experienced difficulties in differentiating instruction to meet the diverse needs of their students					

THANK YOU SO MUCH

APPENDIX II: INTERVIEW GUIDE FOR HEADTEACHERS AND DISTRICT EDUCATION OFFICER

Dear Respondents;

My name is **ALUKUDO NAOME BEATRICE REG NO. J22/MUC/BPAM/028**, I am a student of Uganda Christian University pursuing a Bachelor's Degree in Public Administration and Management and would like to collect information on the topic "effect of skills enhancement program on teachers' performance in Asinge Secondary School Tororo District" All responses to the questions will be kept confidential and your participation is highly appreciated

- i. How do you believe on-the-job training programs contribute to a teacher's overall effectiveness in the classroom?
- ii. In what ways can on-the-job training help teachers improve their instructional practices and pedagogy?
- iii. Can you describe a specific instance where on-the-job training had a significant impact on your teaching approach or classroom management strategies?
- iv. Are there any unexpected or surprising ways in which off-job training has influenced your teaching practice? Describe a situation where the training had a ripple effect on various aspects of your teaching performance.
- v. How do off-job training experiences help teachers develop a growth mindset and embrace continuous learning? Discuss the impact this mindset has on teacher performance and student engagement.
- vi. How do the expectations and demands of the teaching profession impact teachers' mental health and well-being?
- vii. In what ways do societal changes and evolving educational landscapes influence the challenges teachers face in the classroom?
- viii. What specific challenges do teachers encounter in their daily routines, and how do these challenges vary across different educational contexts (e.g., urban, rural, under-resourced schools)?
- ix. How do teachers navigate the balance between their own professional development and the demands of their daily teaching responsibilities?

THANK YOU FOR YOUR DISCUSSION



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To ASINGE SECONDARY
SCHOOL:

Request granted
ASINGE SEC. SCHOOL-KWAPA
P. O. BOX 678, TORORO (U)
30 AUG 2024
DEPUTY HEADTEACHER
ACADEMICS

Dear Sir/Madam,

Re: Academic Research

Christian greetings!


We are honored to introduce to you Mr. Mrs./Miss ALUMINA NADINE BETRICE
Of Registration Number J22/mic/10001025 pursuing a Masters'
Degree/Postgraduate Diploma / Bachelor's Degree
BACHELORS DEGREE

He/ she is required to carry out academic research on the topic
EFFECT OF SKILLS ENHANCEMENT PROGRAM FOR TEACHERS
PERFORMANCE IN ASINGE SECONDARY SCHOOL:

and thereafter produce a well bound hard cover research report (**MAROON**) in color for undergraduate and three (**BLACK**)copies for Postgraduate students as a university requirement for the award of a degree/diploma in the academic discipline that he / she is pursuing.

We shall be grateful for the help you may offer to him or her accordingly.
Thank you.

Yours faithfully,


.....
Mr. Akampurira Timothy
Academic Registrar

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16 AUG 2024
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