

**CONTINUOUS PROFESSIONAL DEVELOPMENT AND
TEACHERS' PERFORMANCE IN GOVERNMENT SECONDARY
SCHOOLS IN OYAM DISTRICT, UGANDA**

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B.SC. EDUCATION (ECONOMICS)

**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF
GRADUATE STUDIES AND TRAINING FOR EXAMINATION IN
PARTIAL FULFILLMENT FOR THE AWARD OF THE DEGREE OF
MASTERS OF EDUCATION IN EDUCATION MANAGEMENT (MEM)
OF GULU UNIVERSITY**

OCTOBER, 2026

DECLARATION

I, Robert Owiny Ato, declare that this dissertation entitled "*Continuous Professional Development and Teachers Performance in Government Secondary Schools in Oyam District, Uganda*" is my original work and has not been presented to any institution for an award of any Degree.

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APPROVAL

I hereby certify that this dissertation entitled "*Continuous Professional Development and Teachers Performance in Government Secondary Schools in Oyam District, Uganda*" was developed under my supervision and is now ready for submission for examination.

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DEDICATION

I dedicate this dissertation to my beloved family, particularly my Mother Imat Albina Ato, wife, Jennifer Grace Apio and the children; Immaculate Akite, Emily Awee, Matin Ekom and Rogers Owani for their understanding, countless sacrifices, and constant support a bedrock upon which I have built my dreams especially in moments of fatigue, their faith in me renewed my strength. I am endlessly grateful for their presence in my life.

ACKNOWLEDGEMENT

I would like to express my heartfelt gratitude to my Supervisor, Professor Wilfred Lajul, for his invaluable guidance, mentorship and constructive feedback throughout this study. I also sincerely appreciate Dr. Gloria Lamaro for her consistent follow-up, encouragement and timely updates, which motivated me to remain focused throughout the research process. My appreciation also goes to my Lecturers, Mr. Ambrose E. Okot and Mr. John Charles Luwa, for their academic guidance and support, and to the District Education Officer of Oyam, Mr. Adea David, for granting permission to access government secondary schools for data collection. I am equally grateful to all school administrators, teachers and other participants who provided their time, cooperation and valuable information during the study. Finally, I acknowledge Simon Ocan, Research Assistant, for the support provided during the research process and data collection. To everyone who contributed directly or indirectly to the success of this study, I sincerely appreciate your support.

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ABSTRACT

This study examined the relationship between Continuous Professional Development (CPD) and teachers' performance in government secondary schools in Oyam District, Uganda. Specifically, the study examined the state of CPD, assessed the level of teachers' performance, and determined the relationship between CPD and teachers' performance in government secondary schools in Oyam District. A mixed-methods approach was employed using a case study research design. Data were collected from 217 participants using questionnaires and semi-structured interviews. The findings revealed a statistically significant, moderate positive relationship between the state of CPD and teachers' performance ($r = .326$, $p < .001$). The study also found a statistically significant, strong positive relationship between perceived teachers' performance and actual teachers' performance ($r = .562$, $p < .001$). Furthermore, a statistically significant, strong positive relationship was found between CPD and teachers' performance ($r = .604$, $p < .001$). Based on these findings, the study recommends that policymakers and education authorities in Oyam District strengthen the design, delivery and monitoring of CPD programmes to enhance their contribution to teachers' performance. Government secondary schools should also strengthen teachers' self-assessment practices through supportive supervision, feedback and reflective professional learning. In addition, schools should prioritise high-quality, sustained and contextually relevant CPD programmes that are closely aligned with classroom practice.

Keywords: Continuous Professional Development (CPD); Teachers' Performance; Government Secondary Schools; Professional Learning; Oyam District; Uganda.

CHAPTER ONE

INTRODUCTION

1.0 Overview

Continuous Professional Development (CPD) is important for improving teachers' knowledge, skills and professional competencies. Teachers are expected to continuously update their practices in response to curriculum changes, technological developments and changing learner needs (Cheng, 2023). Professional development can strengthen teachers' pedagogical skills and classroom practices (Hyler, 2017). Collaborative learning and professional support can also improve teachers' professional practice (Sabur, 2021). In Uganda, curriculum reforms have further increased the need for continuous teacher development (Sebbowa, 2021).

However, participation in CPD does not automatically guarantee improved Teachers Performance. Its effectiveness may depend on the relevance of training, practical application, follow-up support and the school environment (Friedman, 2023). Mentoring and peer learning can help teachers apply newly acquired knowledge (Iwata, 2021). Administrative support and teaching resources may also influence teachers' application of professional skills (Woodcock, 2023). This study therefore examined the relationship between CPD and Teachers Performance among teachers in government secondary schools in Oyam District.

1.1 Background of the Study

This section presents the historical, theoretical, conceptual and contextual backgrounds of the study. The historical background explains the development of teacher professional development and Teachers Performance (Ambon, 2024). The theoretical background presents the theory guiding the study (Nickerson, 2025). The conceptual and contextual backgrounds explain the study variables and the situation of CPD and Teachers Performance in Oyam District (Friedman, 2023).

1.1.1 The Historical Background

Teachers Performance has changed as educational philosophies, curriculum requirements and teachers' responsibilities have developed. Earlier education systems mainly viewed teachers as transmitters of knowledge, with performance associated with subject mastery and classroom

discipline (Aijaz, 2024). Later approaches placed greater emphasis on instructional methods, learner participation and assessment (Paridinova, 2023). These changes broadened the understanding of effective teaching beyond simple knowledge transmission (Sizhuo, 2023).

During the twentieth century, teacher preparation increasingly emphasised practical classroom skills and professional knowledge. Professional associations promoted continuing education and professional learning among teachers (Isabirye, 2025). In-service training also became an important means of improving teachers' classroom competencies (Ambon, 2024). CPD programmes consequently became more structured and focused on specific professional needs (Sabur, 2021).

Towards the late twentieth century, constructivist approaches increased attention to active learning, collaboration and learner participation. Teacher development consequently incorporated reflective practice, peer learning and mentoring (Anh-Thu, 2024). Lesson study provided opportunities for teachers to observe and improve teaching practices collaboratively (Iwata, 2021). Professional Learning Communities also encouraged teachers to share experiences and address classroom challenges collectively (Sabur, 2021).

In Uganda, teacher professional development developed alongside expansion and reform of the education system. Curriculum reforms increased expectations for learner-centred teaching, competency development and continuous assessment (Kan, 2021). Teachers therefore require continuous opportunities to update their professional knowledge and skills (Sebbowa, 2021). The historical development of CPD provides a basis for examining whether professional development is related to Teachers Performance among teachers in government secondary schools in Oyam District (Bazilio, 2019).

1.1.2 The Theoretical Background

This study was guided by Social Cognitive Theory (SCT), developed by Albert Bandura in 1986. The theory explains behaviour through interaction between personal factors, behaviour and the environment (Nickerson, 2025). It emphasises observational learning, modelling, self-efficacy and reinforcement (Bandura, 2023). These concepts are relevant to understanding how teachers may develop professional practices through CPD (Rodrigues, 2023).

Observational learning explains how individuals acquire knowledge and behaviours by observing others (Rodrigues, 2023). Teachers may observe experienced colleagues and adopt effective instructional practices (Bandura, 2023). Professional development can provide opportunities for teachers to observe, practise and discuss new teaching approaches (Woodcock, 2023). Such processes are relevant to understanding how CPD may influence Teachers Performance (Sabur, 2021).

Reciprocal determinism explains the interaction between personal factors, behaviour and environmental conditions (Woodcock, 2023). Teachers' knowledge and confidence may influence their teaching practices (Graham, 2022). At the same time, school leadership, teaching resources and the professional environment may influence teachers' ability to apply acquired skills (Koutroubas, 2022). Teaching practices may also influence classroom interaction and the learning environment (Detrich, 2022).

Despite its usefulness, SCT has limitations. It may place considerable emphasis on cognitive processes while giving less attention to emotional and biological influences (Velez, 2021). It may also provide limited explanation of cultural differences in learning and behaviour (Martyn, 2021). However, the theory was considered appropriate because CPD involves observation, modelling, practice and feedback (Bandura, 2023). It therefore provided a suitable theoretical basis for examining the relationship between CPD and Teachers Performance in Oyam District (Graham, 2022).

1.1.3 Conceptual Background

Continuous Professional Development was the independent variable in this study. It refers to the continuing process through which professionals acquire, update and apply knowledge, skills and competencies throughout their careers (Friedman, 2023). CPD may include formal training, professional reading, interaction with colleagues and reflection on work experiences (Friedman, 2023). It may also involve activities designed to improve teachers' knowledge, skills and professional attitudes (Tigistu, 2023).

In this study, CPD was examined through on-the-job training, off-the-job training, mentoring, coaching and professional learning activities. On-the-job training enables teachers to develop skills within their workplace (Friedman, 2023). Off-the-job training provides opportunities for workshops, seminars and courses outside the normal workplace (Tigistu, 2023). Mentoring and

coaching provide guidance and feedback that may strengthen teachers' classroom practices (Sabur, 2021).

Teachers Performance was the dependent variable in the study. It refers to the extent to which teachers effectively perform their professional responsibilities (Thion, 2023). It includes pedagogical effectiveness, professional conduct, classroom management and content knowledge (Mugizi, 2023). In this study, Teachers Performance was assessed through lesson preparation, lesson delivery, classroom management and learner assessment (Mugizi, 2023).

The study assumed that relevant CPD could improve teachers' knowledge, skills and confidence. Professional development can expose teachers to new methods and opportunities for practice and reflection (Bandura, 2023). Mentoring and collaborative learning may strengthen teachers' application of new practices (Iwata, 2021). However, administrative support, CPD content and availability of resources may influence the extent to which teachers apply acquired skills (Koutroubas, 2022).

1.1.4 Contextual Background

Oyam District is located in northern Uganda and has government secondary schools serving learners from different socioeconomic backgrounds. These schools operate under the national education system and implement policies of the Ministry of Education and Sports (MoES, 2024). Teachers are expected to meet professional standards relating to lesson preparation, teaching, classroom management and assessment (Nabunya, 2022). These expectations make CPD important for teachers in the district (Sebbowa, 2021).

In the Financial Year 2023/2024, Oyam District approved a budget of UGX 47.6 billion, compared with UGX 52.3 billion in 2022/2023 (MoFPED Report, 2024). Education received UGX 25.03 billion, making it the largest sectoral allocation (Oyam District Audit Report, 2024). Atapara Senior Secondary School also received UGX 150 million for staff housing (Oyam District Audit Report, 2024). However, education funding and infrastructure investment do not necessarily demonstrate that teachers receive adequate CPD (MoES, 2024).

The implementation of the Lower Secondary Curriculum has increased expectations for teachers. The curriculum emphasises learner-centred teaching and competency development (Kan, 2021). Teachers are also expected to use practical learning and continuous assessment

(Sebbowa, 2021). These requirements create a need for teachers to acquire new pedagogical competencies through appropriate professional development (Bazilio, 2019).

Academic performance also provides an important context for examining teaching and learning in Oyam District. In the 2023 Uganda Certificate of Education examinations, Oyam District was ranked 86th out of 176 districts, compared with 150th in 2022 (UNEB, 2024). However, examination performance cannot be attributed to teachers alone because learner achievement is influenced by several factors (Mugisha, 2021). The context therefore creates a need to examine CPD and actual Teachers Performance rather than assuming a direct relationship from examination results (Mugizi, 2023).

1.2 Statement of the Problem

Teachers in government secondary schools are expected to maintain professional standards including regular attendance, lesson preparation, subject mastery, effective lesson delivery, classroom management and learner assessment (Nabunya, 2022). The Government of Uganda and education stakeholders have introduced teacher development initiatives such as SESEMAT and STiR to strengthen teachers' professional competencies (Buteme, 2019). The Lower Secondary Curriculum has further increased the need for teachers to continuously update their knowledge and pedagogical skills (Kan, 2021). However, concerns about Teachers Performance continue to exist in government secondary schools in Oyam District, including late reporting, absenteeism, inadequate lesson preparation and inconsistent teaching practices (Mugisha, 2021). Although teachers participate in workshops, seminars, mentoring and other CPD activities, it remains unclear whether these opportunities are adequate, relevant and translated into improved Teachers Performance (Tigistu, 2023). There is particularly limited local evidence establishing whether CPD is associated with lesson preparation, lesson delivery, classroom management and learner assessment among teachers in government secondary schools in Oyam District (Mugizi, 2023). Without such evidence, school managers and education authorities may have limited information for determining which aspects of professional development require strengthening (MoES, 2024). Therefore, this study examined the state of CPD, assessed the level of Teachers Performance and determined the relationship between CPD and Teachers Performance among teachers in government secondary schools in Oyam District.

1.3 Purpose of the Study

The purpose of this study was to examine the relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District.

1.4 Objectives of the Study

- i. To examine the state of Continuous Professional Development in government secondary schools in Oyam District.
- ii. To assess the level of Teachers Performance among teachers in government secondary schools in Oyam District.
- iii. To determine the relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District.

1.5 Research Questions

The study sought to answer the following questions:

- i. What is the state of Continuous Professional Development in government secondary schools in Oyam District?
- ii. What is the level of Teachers Performance among teachers in government secondary schools in Oyam District?
- iii. What is the relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District?

1.6 Significance of the Study

The study may help the student researcher deepen understanding of Continuous Professional Development and Teachers Performance. It may provide practical experience in conducting educational research and interpreting research findings. It may also contribute to the student's academic knowledge of teacher professional development.

The findings may help school management understand the relationship between Continuous Professional Development and teachers' classroom performance. They may guide schools in

strengthening mentoring, coaching, training and other professional learning activities. They may also support effective planning of teacher development programmes.

The study may provide useful evidence to policy makers on the implementation of Continuous Professional Development among secondary school teachers. The findings may support improvements in teacher training, professional learning and teacher support programmes. They may also inform efforts to strengthen teaching practices in government secondary schools.

The findings may provide Oyam District Local Government with information on the implementation of Continuous Professional Development in government secondary schools. The study may identify areas requiring additional resources, support and monitoring. Such information may support district planning for teacher professional development.

The study may provide useful reference material for future researchers interested in Continuous Professional Development and Teachers Performance. It may identify areas for further research in other districts and educational settings. The findings may also provide a basis for studies examining different approaches to teacher professional development.

1.7 Scope of the Study

This study covered the geographical, content and time scopes.

1.7.1 Geographical Scope

The study was conducted in Oyam District in northern Uganda. Oyam District is bordered by Omoro District to the north, Pader District to the northeast, Kole District to the east, Apac District to the south, Kiryandongo District to the southwest and Nwoya District to the west. The study focused on government secondary schools because they operate under the government education system and are required to implement national education policies (MoES, 2024). The geographical focus was therefore appropriate for examining CPD and Teachers Performance within the public secondary education system.

1.7.2 Content Scope

The study focused on the relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District.

CPD was examined through on-the-job training, off-the-job training, mentoring, coaching and professional learning activities (Friedman, 2023). Teachers Performance was examined through lesson preparation, lesson delivery, classroom management and learner assessment (Mugizi, 2023). These areas were selected because they correspond to important professional responsibilities of teachers (Thion, 2023).

1.7.3 Time Scope

The study covered the period from 2019 to 2024. This period was selected because it captures important developments in teacher professional development and curriculum implementation in Uganda (Kan, 2021). It also includes the period associated with the transition towards the Lower Secondary Curriculum and increased emphasis on competency-based teaching (Sebbowa, 2021). The period was therefore appropriate for examining teachers' experiences of CPD and Teachers Performance in government secondary schools in Oyam District (MoES, 2024).

1.8 Conceptual Framework

The conceptual framework illustrates the relationship between Continuous Professional Development and Teachers Performance, while recognising other factors that may influence this relationship.

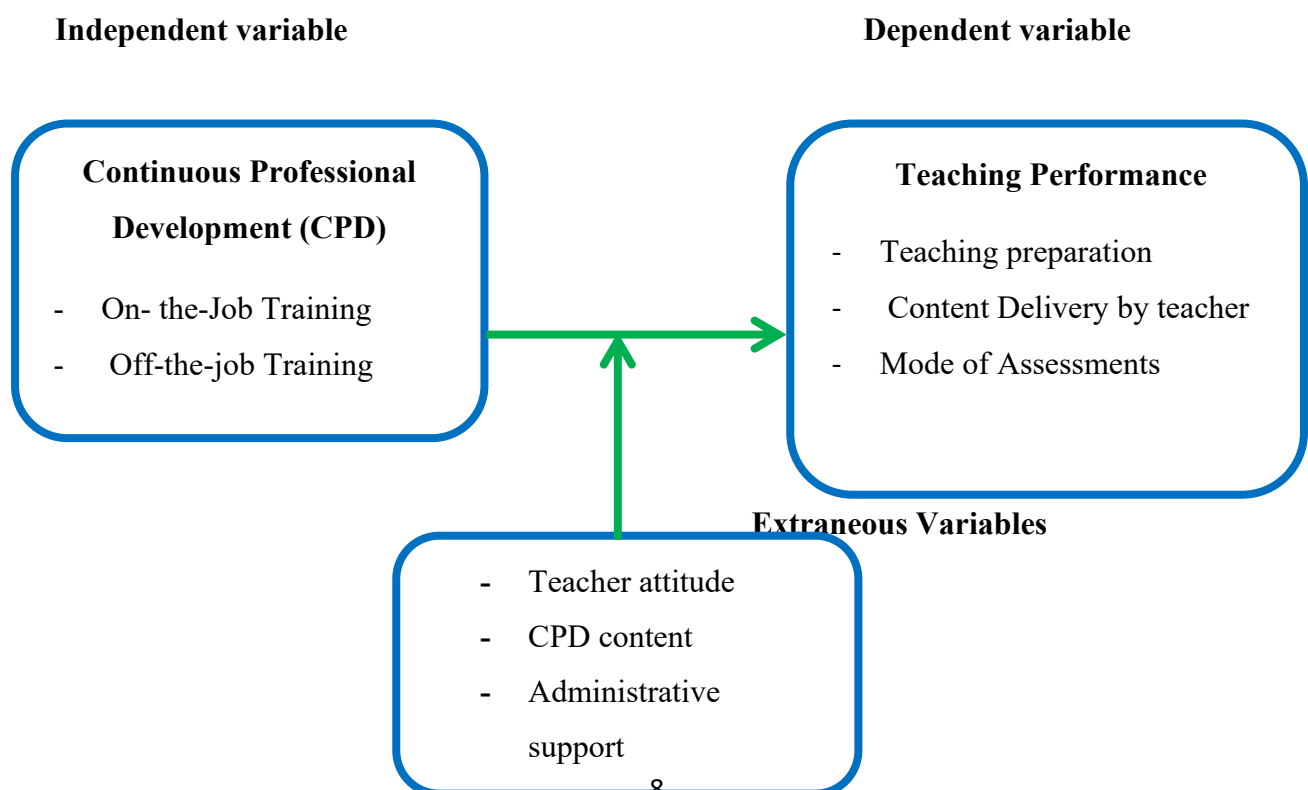


Figure 1.1: Depicting the Relationship between Continuous Professional Development and Teachers Performance of the teacher

Source: Adopted from the Chartered Institute of Personnel and Development (2024) and modified by the researcher

Figure 1.1 above illustrates the conceptual framework that was used to underpin this study, highlighting the dynamic relationship between three key variables: Continuous Professional Development (CPD) as the independent variable Teachers Performance as the dependent variable, and teacher factors, CPD content, and administrative support as extraneous variables. According to the Figure 1.1 CPD was further categorized into two distinct forms: on-the-job and off-the-job training. The framework suggested that consistent participation in both types of training can significantly enhance Teachers Performance. This improvement was observed in various aspects of teaching, such as lesson preparation, delivery methods, and assessment practices.

Importantly, the relationship between CPD and Teachers Performance may not occur in isolation. It was sought to be shaped by external or extraneous variables namely, individual teacher characteristics, the quality and relevance of CPD content, and the level of administrative support provided. These factors either facilitated or hindered the effectiveness and accessibility of CPD programs, thus influencing the extent of their impact on Teachers Performance. To mitigate the influence of these extraneous variables, the study employed randomization by selecting participants randomly from the broader population. This approach aimed to reduce selection bias to strengthen the validity of the findings.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature on Continuous Professional Development (CPD) and Teachers Performance among teachers in government secondary schools. The review covers the theoretical foundation, the state of CPD, the level of Teachers Performance, and the relationship between CPD and Teachers Performance. It also identifies gaps in the literature that justify the present study.

The review is guided by the three study objectives, which are to examine the state of CPD, assess the level of Teachers Performance, and determine the relationship between CPD and Teachers Performance among teachers in government secondary schools in Oyam District. Literature from international, Sub-Saharan African and Ugandan contexts is considered to establish existing knowledge and areas requiring further investigation.

2.1 Theoretical Review

The study is guided by Albert Bandura's Social Cognitive Theory (SCT), introduced in 1986. SCT explains human behaviour through the interaction of personal factors, behaviour and environmental conditions (Nickerson, 2025). The theory emphasises observational learning, self-efficacy, self-regulation and reciprocal determinism (Bandura, 2023). These concepts are relevant to CPD because teachers acquire professional knowledge and skills through observation, interaction and practice (Woodcock, 2023). However, limited literature applies SCT specifically to CPD and Teachers Performance among teachers in government secondary schools in Oyam District, creating a theoretical and contextual gap.

Observational learning is a central concept of SCT and explains how individuals acquire new behaviours by observing others (Bandura, 2023). During CPD activities, teachers may observe trainers, mentors and colleagues demonstrating teaching practices and later apply similar practices in their classrooms (Woodcock, 2023). Professional learning through observation may therefore strengthen teachers' instructional skills and classroom practices (Detrich, 2022). However, existing studies provide limited evidence on how observational learning during CPD

influences Teachers Performance among government secondary school teachers in Oyam District, creating an empirical gap.

Self-efficacy refers to an individual's belief in their ability to perform a particular task successfully (Woodcock, 2023). Teachers who gain knowledge and experience through CPD may develop greater confidence in using new teaching strategies (Bandura, 2023). Self-regulation may also enable teachers to monitor, evaluate and improve their instructional practices (Chou, 2024). However, limited research explains how CPD, teacher self-efficacy and Teachers Performance interact in government secondary schools in Oyam District, leaving a theoretical and contextual gap.

Reciprocal determinism explains the continuous interaction between personal factors, behaviour and the environment (Woodcock, 2023). In the school setting, teachers' knowledge and professional behaviour may influence classroom practices, while leadership, resources and working conditions may influence teachers' professional behaviour (Detrich, 2022). Bandura (2023) further explains that individuals and their environments continuously influence each other. However, there is limited evidence on how reciprocal determinism explains the relationship between CPD and Teachers Performance in Oyam District, creating an environmental gap.

SCT is useful to the study because it provides a framework for explaining how teachers learn, develop professional confidence and apply new knowledge in their classrooms (Bandura, 2023). The theory also explains the importance of interaction with colleagues, mentors and the school environment in shaping professional behaviour (Woodcock, 2023). Detrich (2022) indicates that SCT can support understanding of behavioural change in educational settings. However, limited studies demonstrate how these theoretical mechanisms operate within government secondary schools in Oyam District, creating a contextual application gap.

The theory informs the conceptualisation of the study because CPD provides opportunities for teachers to observe, practise and receive feedback, while Teachers Performance reflects the application of professional knowledge and skills in classroom activities (Bandura, 2023). Teacher factors, administrative support and availability of resources may influence how CPD knowledge is applied in practice (Woodcock, 2023). Chou (2024) explains that self-regulation can support individuals in monitoring and improving their behaviour. However, many studies

examine CPD participation without sufficiently explaining the behavioural mechanisms connecting professional learning to Teachers Performance, creating a theoretical gap.

Despite its usefulness, SCT has some limitations. Velez (2021) argues that the theory gives limited attention to biological and genetic influences on behaviour. Martyn (2021) also notes that the theory may give greater attention to cognitive processes than personality and emotional factors. Detrich (2022) nevertheless supports its usefulness in understanding behavioural change in educational settings. The present study therefore uses SCT because its focus on learning, behaviour and environmental interaction is relevant to CPD and Teachers Performance, while recognising these theoretical limitations.

The theoretical framework may also inform the recommendations of the study. If the findings establish a relationship between CPD and Teachers Performance, recommendations may emphasise mentoring, coaching, peer observation, professional collaboration, feedback and supportive school environments (Bandura, 2023). Such recommendations are consistent with observational learning, self-efficacy, self-regulation and reciprocal determinism (Woodcock, 2023). Chou (2024) further supports the importance of self-regulation in improving professional practice. However, limited CPD research explicitly links recommendations to theoretical mechanisms, creating a theoretical application gap that this study seeks to address.

2.2 Literature Review on the Study Objectives

2.2.1 On-the-Job and Off-the-Job Continuous Professional Development in Secondary Schools

Continuous Professional Development refers to ongoing professional learning activities intended to improve teachers' knowledge, skills and classroom practices (Ellen, 2023). CPD may include coaching, mentoring, lesson study, professional learning communities, workshops and online learning (Blazar, 2018). Desimone's framework identifies content focus, active learning, coherence, duration and collective participation as important features of effective professional development (Laura, 2019). However, much of the literature treats CPD broadly without sufficiently distinguishing the experiences of teachers in government secondary schools in Oyam District, creating a contextual gap.

On-the-job CPD takes place within the school environment and may include mentoring, peer observation, coaching and professional learning communities (Blazar, 2018). Such activities

allow teachers to connect professional learning directly to classroom practice and receive feedback on their performance (Ellen, 2023). Coaching has also been associated with improvements in instructional practice when adequate support and implementation are provided (Kraft, 2018). However, limited evidence shows how frequently and effectively these on-the-job activities are implemented in government secondary schools in Oyam District, creating an empirical gap.

Off-the-job CPD may involve workshops, seminars, conferences and other training programmes conducted outside the normal classroom setting (Ayinselya, 2024). Such activities may expose teachers to new curriculum requirements, instructional strategies and professional knowledge (Onen, 2024). Panchi (2021) observes that participation in professional development does not always translate into observable classroom improvement. However, limited research examines whether off-the-job CPD in government secondary schools in Oyam District provides sufficient follow-up, practice and support for classroom application, creating an implementation gap.

Evidence indicates that CPD can improve teaching practice, although the magnitude of improvement differs across programmes (Jannika, 2025). Instructional coaching has shown positive effects on teaching practice, but programme design and implementation influence outcomes (Blazar, 2018). Artemio (2024) notes that many studies rely on teachers' self-reported experiences rather than direct classroom measures. This creates a methodological gap because the actual state and effectiveness of CPD among teachers in Oyam District cannot be adequately understood from participation or perception measures alone.

In Sub-Saharan Africa, CPD programmes face challenges involving resources, time, institutional support and follow-up (Ayinselya, 2024). In Uganda, CPD implementation has also been affected by limited alignment between professional learning and classroom practice (Onen, 2024). Evidence from Kenya indicates positive associations between in-service training, mentorship, collegiality and teacher performance, although cross-sectional designs limit causal interpretation (Musango, 2025). The gap remains that comparable evidence is limited for government secondary schools in Oyam District, particularly regarding how different CPD approaches are implemented and experienced by teachers.

The literature also indicates limited attention to differences among teachers based on experience, gender and school location (D'Lima, 2024). Subject-specific CPD, particularly at

secondary level, also receives less attention than general professional development (Panchi, 2021). Artemio (2024) identifies limited research on the cost and scalability of CPD programmes. These gaps suggest a need to establish the specific forms, accessibility and implementation of CPD among teachers in government secondary schools in Oyam District.

2.2.2 Level of Teachers Performance in Government Secondary Schools

Teachers Performance is generally conceptualised as a multidimensional construct involving instructional practice, teacher knowledge, pedagogical skills and learner outcomes (Jessalynn, 2023). Multiple measures are often recommended because no single measure can fully capture Teachers Performance (Courtney, 2023). Classroom observation, lesson preparation, classroom management and learner assessment are commonly used indicators of teacher performance (Nabukeera, 2024). However, differences in definitions and measurement approaches create a conceptual gap concerning how Teachers Performance should be assessed among teachers in government secondary schools in Oyam District.

Lesson preparation provides a basis for organising learning objectives, content, teaching methods and instructional materials. Classroom observation can assess how teachers translate preparation into actual teaching practices (Maher, 2024). White (2024) notes that observation tools may provide useful developmental feedback when appropriately designed. However, the literature provides limited district-specific evidence on the quality of lesson preparation and its relationship with broader Teachers Performance among secondary school teachers in Oyam District, creating a contextual gap.

Lesson delivery involves the methods teachers use to present content, engage learners and facilitate understanding (Milligan, 2023). Classroom management involves maintaining an environment that supports participation, discipline and effective use of instructional time (Nabukeera, 2024). Menendez (2017) highlights the negative implications of reduced instructional time for teaching and learning. However, limited research combines lesson delivery and classroom management when assessing Teachers Performance in government secondary schools in Oyam District, creating a measurement gap.

Learner assessment is another important dimension of Teachers Performance because teachers use assessment to establish learner understanding and provide feedback (Nabukeera, 2024). Professional development that includes practice-based feedback may strengthen teachers'

assessment and instructional practices (Ventista, 2023). Teacher self-efficacy has also been associated with classroom performance and instructional practices (Nakawesi, 2024). However, there is limited evidence on the extent to which teachers in government secondary schools in Oyam District effectively integrate learner assessment into their daily teaching practices, creating a contextual gap.

Measurement of Teachers Performance remains contested. Classroom observation can provide direct information about instructional practice, but reliability may depend on the quality of observation tools and rater preparation (Maher, 2024). Value-added models can measure teacher contributions to learner achievement but may provide limited guidance for improving classroom practices (Loeb, 2021). Taylor (2024) recommends approaches that connect performance assessment with developmental support. The gap is that there is limited evidence on appropriate combinations of teaching-performance indicators for government secondary schools in Oyam District.

Ugandan studies provide evidence on teacher performance, including lesson planning, classroom management, supervision and teacher self-efficacy (Nabukeera, 2024). Aja (2024) highlights the importance of performance monitoring and dialogue, while Nakawesi (2024) links teacher self-efficacy with Teachers Performance. However, these studies have different geographical and analytical focuses. The contextual gap therefore concerns limited evidence on the level of Teachers Performance specifically among teachers in government secondary schools in Oyam District.

2.2.3 Relationship Between Continuous Professional Development and Teachers Performance in Government Secondary Schools

CPD is conceptually linked to Teachers Performance because professional learning provides teachers with opportunities to acquire knowledge, develop skills and improve classroom practices (Ellen, 2023). Teachers Performance may be reflected through lesson preparation, lesson delivery, classroom management and learner assessment (Jessalynn, 2023). Blazar (2018) reports positive effects of instructional coaching on teaching practice. However, the literature does not consistently establish how specific CPD activities relate to specific dimensions of Teachers Performance, creating a conceptual gap addressed by the present study.

Learning-in-practice perspectives suggest that sustained and collaborative professional learning can support teachers through practice, feedback and reflection (Mgaiwa, 2024). Madelyn (2017) identifies active learning, sustained duration, coaching and school support as important characteristics of effective CPD. Wolfenden (2022) also highlights the influence of leadership, resources and implementation conditions. However, limited literature explains how these factors operate together within government secondary schools in Oyam District, creating a contextual gap.

Evidence generally indicates a positive but variable relationship between CPD and Teachers Performance. Blazar (2018) identifies positive effects of instructional coaching on teaching practice, while Ventista (2023) reports benefits associated with coaching, professional learning communities and practice-based feedback. Madelyn (2017) similarly identifies sustained professional learning and feedback as important conditions for improved teacher outcomes. However, differences in programme quality and implementation mean that the relationship may vary across contexts, creating an empirical gap concerning Oyam District.

Methodological limitations affect interpretation of the relationship between CPD and Teachers Performance. Jannika (2025) identifies methodological weaknesses that limit strong causal conclusions from professional development research. Artemio (2024) notes the frequent use of teacher self-reports rather than direct measures of classroom practice. Musango (2025) also highlights the limitations of cross-sectional designs. The methodological gap is therefore the limited use of district-specific evidence to establish the relationship between CPD and Teachers Performance among government secondary school teachers in Oyam District.

The literature further shows that CPD effectiveness may depend on content, duration, follow-up and opportunities for classroom application (Blazar, 2018). Subject-specific professional development receives less attention at secondary level than general professional development (Panchi, 2021). Ayinselya (2024) also notes that secondary education is underrepresented in rigorous CPD evaluations in Sub-Saharan Africa. This creates a content gap concerning how subject-relevant CPD influences Teachers Performance among government secondary school teachers in Oyam District.

There are also gaps concerning teacher characteristics and school conditions. Madelyn (2017) notes that many studies provide limited information on implementation fidelity and the actual amount of professional learning received by teachers. D'Lima (2024) identifies limited analysis

of differences based on teacher characteristics and school context. Wolfenden (2022) highlights challenges associated with scaling professional development in resource-constrained systems. These gaps support the need for a study that examines CPD and Teachers Performance within the specific institutional context of government secondary schools in Oyam District.

2.3 Summary of Literature Gaps

The literature reveals a contextual gap because many studies on Continuous Professional Development and Teachers Performance focus on countries outside Uganda or Ugandan districts other than Oyam. Ayinselya (2024) reports limited evidence on CPD in secondary education in Sub-Saharan Africa. Onen (2024) identifies challenges in Uganda, while Nabukeera (2024) provides evidence from other Ugandan settings. Therefore, limited evidence exists on CPD and Teachers Performance in government secondary schools in Oyam District.

A methodological gap also exists because many studies rely on teacher self-reports and cross-sectional designs (Artemio, 2024). Okumu (2023) notes limitations in measuring Teachers Performance without robust assessment approaches. Musango (2025) also observes limitations in establishing causal relationships from cross-sectional studies. The present study addresses this gap by examining specific CPD activities and Teachers Performance indicators among teachers in government secondary schools in Oyam District.

There is also a conceptual and empirical gap in how CPD and Teachers Performance are examined. Existing studies often discuss CPD generally without clearly distinguishing on-the-job and off-the-job activities (Ellen, 2023). Other studies use different measures of Teachers Performance, including classroom observation and teacher self-reports (Jessalynn, 2023). Therefore, the present study focuses on specific CPD activities and Teachers Performance indicators to establish their relationship within the context of government secondary schools in Oyam District.

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CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methodology used to examine Continuous Professional Development (CPD) and Teachers Performance among teachers in government secondary schools in Oyam District. It describes the research approach, design, study population, sampling procedures, data collection methods, research instruments, quality control, data analysis, measurement of variables, ethical considerations and limitations of the study.

3.1 Research Approach

The study adopted a mixed-methods research approach involving both quantitative and qualitative approaches. The quantitative approach generated numerical data on the state of CPD, Teachers Performance and the relationship between the two variables. The qualitative approach provided detailed views and experiences from selected education stakeholders regarding CPD and Teachers Performance. The two forms of data were analysed separately and integrated during interpretation to provide a more comprehensive understanding of the study problem.

3.2 Research Design

The study adopted a convergent parallel mixed-methods design. Quantitative and qualitative data were collected during the same general period, analysed separately and integrated during interpretation. The quantitative component used a cross-sectional survey to obtain information from teachers at one point in time. The qualitative component used interviews and observations to obtain detailed explanations of CPD practices and Teachers Performance. This design was appropriate because the quantitative findings provided measurable patterns, while the qualitative findings helped explain the reasons and experiences underlying those patterns.

3.3 Study Population

The study population comprised education stakeholders in government secondary schools in Oyam District. The sampling frame for teachers consisted of 220 teachers obtained from the relevant government secondary schools included in the study. In addition, the study involved

one District Education Officer, head teachers, deputy head teachers and selected students as qualitative respondents. Teachers formed the main population for the quantitative component because they directly participate in CPD activities and perform teaching duties.

3.4 Sample Size Determination and Selection

The study selected 141 teachers from the sampling frame of 220 teachers using simple random sampling. The 36 teachers constituted the quantitative respondents and were selected to provide information on CPD and Teachers Performance. The smaller teacher sample was complemented by purposively selected key informants and students who provided qualitative information. The use of different respondent categories supported triangulation of the findings.

Table 1: Distribution of Study Respondents

Category of respondents		Accessible population	Sample size	Sampling technique
District Education Officer		1	1	Purposive sampling
Head teachers	10	10	10	Purposive sampling
Deputy head teachers	10	10	10	Purposive sampling
Students	50	50	50	Purposive sampling
Teachers	220	141	141	Simple random sampling
Total	291	212		

Source: Primary Data, 2025

The table indicates that 141 teachers were selected from the sampling frame of 220 teachers through simple random sampling. The District Education Officer, head teachers, deputy head teachers and students were selected purposively because they had information relevant to CPD and Teachers Performance. The different respondent categories strengthened triangulation by allowing information from teachers to be considered alongside information from education administrators and learners.

3.5 Sampling Techniques and Procedures

The study employed simple random sampling and purposive sampling. Simple random sampling was used for teachers because they constituted the main quantitative respondent

group and could be identified from an available sampling frame. Purposive sampling was used for the District Education Officer, head teachers, deputy head teachers and students because the researcher required respondents with specific knowledge or experience relevant to the study.

3.5.1 Simple Random Sampling Technique

Simple random sampling is a probability sampling technique in which every eligible member of the sampling frame has an equal chance of being selected (Mweshi, 2020). Horton (2024) notes that the technique reduces the influence of researcher judgement during respondent selection. Mahmutovic (2022) further explains that random selection can reduce selection bias when an appropriate sampling frame is available.

In this study, a list of the 220 eligible teachers was obtained and each teacher was assigned a unique number. The numbers were entered into a random-number selection process, from which 36 teachers were selected. Where a selected teacher was unavailable or did not meet the inclusion criteria, another number was randomly selected from the remaining list. This procedure ensured that the researcher did not personally choose which teachers participated in the quantitative component.

3.5.2 Purposive Sampling Technique

Purposive sampling is a non-probability sampling technique in which participants are deliberately selected because they possess characteristics or information relevant to the research problem (Creswell, 2017). The technique is appropriate when the researcher requires information from participants with specific knowledge or experience that cannot be obtained adequately through random selection. In this study, purposive sampling was used to select the District Education Officer, head teachers, deputy head teachers and students.

The District Education Officer was selected because of their responsibility for education administration and supervision in the district. Head teachers and deputy head teachers were selected because they oversee teachers, school programmes and professional development activities. Students were included because they experience teachers' classroom practices directly and could provide additional perspectives on Teachers Performance. The selection was therefore based on relevance to the study rather than equal probability of selection.

3.6 Data Collection Techniques

The study used questionnaires, interviews and observation. Questionnaires generated quantitative data from teachers, while interviews provided qualitative information from selected respondents. Observation was used to obtain additional information on teaching practices and classroom conditions. Using these techniques enabled the researcher to compare information from different sources.

3.6.1 Questionnaire Survey

A questionnaire survey was used to collect quantitative data from the selected teachers. Questionnaires provide a standardised approach to collecting information from several respondents using similar questions (Berglund, 2017). The technique was appropriate because it allowed the researcher to collect information on CPD and Teachers Performance in a consistent manner. It also enabled respondents to provide information privately, which may encourage more independent responses (Barnett, 2020).

3.6.2 Interview Method

Interviews were conducted with the District Education Officer, head teachers, deputy head teachers and selected students. The interviews used open-ended questions that allowed respondents to explain their experiences and views in detail. The researcher used probing questions where clarification was necessary. This technique complemented the questionnaire findings by providing contextual explanations that could not be adequately captured through closed-ended questions.

3.6.3 Observation Method

Observation was used to obtain information about teaching practices and the classroom environment. The researcher used an observation checklist to record selected aspects of Teachers Performance, including lesson preparation, lesson delivery, classroom management and learner assessment. Observation provided an opportunity to compare reported information with observable teaching practices. This was important because reliance only on self-reported information may introduce social desirability bias.

3.7 Data Collection Instruments

The study used a self-administered questionnaire, interview guide and observation checklist. The instruments were developed according to the study objectives, research questions and conceptual framework.

3.7.1 Self-Administered Questionnaire

The questionnaire was administered to the selected teachers. It consisted of sections covering respondent characteristics, Continuous Professional Development and Teachers Performance. The questions were mainly closed-ended and measured using a five-point Likert scale ranging from Strongly Disagree to Strongly Agree (Bodine, 2022). The questionnaire was designed to obtain standardised information that could be coded and analysed statistically.

3.7.2 Interview Guide

The interview guide contained open-ended questions for the District Education Officer, head teachers, deputy head teachers and students. The questions focused on the availability, implementation and experiences of CPD and Teachers Performance. Probing questions were used where respondents provided information requiring further clarification. The interview guide enabled the researcher to obtain detailed explanations and examples from participants.

3.7.3 Observation Checklist

An observation checklist was used to record observable aspects of Teachers Performance. The checklist focused on lesson preparation, lesson delivery, classroom management, learner participation and assessment practices. Observation complemented questionnaire responses by providing information based on actual classroom practices. This helped strengthen triangulation of the findings.

3.8 Quality Control

The quality of the research instruments was ensured through validity and reliability procedures. The instruments were reviewed before data collection and were pre-tested to identify unclear questions, inappropriate wording and other weaknesses. The necessary corrections were made before the final administration of the instruments.

3.8.1 Validity

Validity refers to the extent to which a research instrument measures what it is intended to measure. The questionnaire, interview guide and observation checklist were developed according to the study objectives and conceptual framework. Two experts reviewed the instruments and assessed the relevance of the items. The Content Validity Index (CVI) was calculated to determine the adequacy of the questionnaire items, with a minimum acceptable value of 0.70 (Amin, 2005).

Table 2: Content Validity Statistics of the Study Instruments

No.	Expert	Computation	CVI
1	Expert 1	26/27	0.96
2	Expert 2	25/27	0.93

Source: Primary Data, 2025

The results in Table 3.2 indicate that both experts produced CVI values above the recommended threshold of 0.70. Expert 1 produced a CVI of 0.96, while Expert 2 produced a CVI of 0.93. The instruments were therefore considered sufficiently valid for collecting data on CPD and Teachers Performance.

3.8.2 Reliability

Reliability refers to the consistency of an instrument in measuring a construct across items and repeated applications (Haradhan, 2017). Middleton (2019) explains that a reliable instrument produces consistent measurements under similar conditions. The questionnaire was pre-tested in a government secondary school that was not included in the final study. The pre-test helped identify ambiguous questions and weaknesses in the structure of the instrument.

Cronbach's Alpha was used to assess the internal consistency of the questionnaire items. The results are presented below.

Table 3: Reliability Statistics of the Study Instruments

Variable	Cronbach's Alpha	Number of Items
State of Continuous Professional Development	0.705	6
Teachers Performance of Teachers	0.824	7
Continuous Professional Development and Teachers Performance	0.844	7

Source: Primary Data, 2025

The results in Table 3.3 indicate acceptable internal consistency across the study variables. The reliability coefficient for the state of CPD was 0.705, while Teachers Performance recorded 0.824. The relationship between CPD and Teachers Performance recorded 0.844. These values indicate that the questionnaire items had adequate internal consistency for the study.

3.9 Data Analysis

Quantitative and qualitative data were analysed separately and later integrated during interpretation. Quantitative data were coded and entered into SPSS, while qualitative interview information was organised according to the study objectives and emerging themes. The integration of the two forms of data enabled the researcher to compare numerical patterns with participants' explanations.

3.9.1 Quantitative Data Analysis

Quantitative data were coded and analysed using Statistical Package for the Social Sciences (SPSS), Version 27. Descriptive statistics, including frequencies, percentages, means and standard deviations, were used to summarise the state of CPD and the level of Teachers Performance. Inferential analysis was used to examine the relationship between CPD and Teachers Performance. Pearson correlation analysis was used to determine the direction and strength of the relationship between the two variables.

3.9.2 Qualitative Data Analysis

Qualitative data from interviews and observations were analysed thematically. The researcher first transcribed and organised the information, followed by coding of responses according to similarities and differences. Related codes were grouped into themes corresponding to the study objectives. The themes were then compared with the quantitative findings to identify areas of convergence, complementarity and divergence.

3.9.3 Integration of Quantitative and Qualitative Findings

The findings from the quantitative and qualitative components were integrated during interpretation. Quantitative results provided numerical evidence concerning CPD, Teachers Performance and their relationship, while qualitative findings provided explanations of the experiences and conditions underlying the results. Where the two sets of findings agreed, the evidence was considered convergent. Where differences occurred, the qualitative explanations were used to provide possible contextual understanding rather than replacing the quantitative results.

3.10 Measurement of Variables

The independent variable was Continuous Professional Development, measured through indicators including on-the-job training, off-the-job training, mentoring, coaching and professional learning activities. The dependent variable was Teachers Performance, measured through lesson preparation, lesson delivery, classroom management and learner assessment. The questionnaire used a five-point Likert scale consisting of 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree (Cheng, 2021).

The Likert scale was used because it provides a structured method of measuring respondents' levels of agreement with statements relating to the study variables. Memmedova (2024) notes that Likert scales are relatively easy for respondents to understand and are suitable for measuring attitudes and perceptions. The qualitative interviews and observations provided additional information to complement the Likert-scale responses.

3.11 Ethical Considerations

Ethical considerations were observed throughout the study to protect the rights, privacy and dignity of participants. Approval to conduct the study was obtained from the relevant academic authorities at Gulu University. The researcher also sought permission from the relevant education authorities and heads of participating schools before data collection.

Written informed consent was obtained from participants before they participated in the study. The researcher explained the purpose of the study, the procedures involved, the expected duration and the voluntary nature of participation. Participants were informed that they could decline to answer particular questions or withdraw from the study without penalty.

Confidentiality was maintained by avoiding the use of respondents' names on questionnaires and in the presentation of findings. Completed questionnaires and interview information were securely handled and used only for academic purposes. Interviews were conducted in locations that provided reasonable privacy.

Relevant ethical attachments were maintained as part of the research documentation. These included the university approval or introductory letter, permission from the relevant education authorities, informed consent forms, participant information sheets and copies of the research instruments. These documents provide evidence that the study followed the required ethical procedures.

3.12 Management of Conflict of Interest

The researcher recognised the possibility of conflict of interest because of employment within the education sector and the relationship that may exist between the researcher and some participants. To minimise this risk, the researcher separated his professional responsibilities from research activities. Participation was voluntary, and no teacher or school administrator was compelled to participate because of the researcher's employment position.

The researcher also avoided using official authority to influence participation or responses. Data collection procedures were applied consistently to all participants, and respondents were informed that their responses would remain confidential and would not affect their employment, professional evaluation or relationship with the researcher. Where possible,

research assistants supported the distribution and collection of questionnaires to reduce direct influence by the researcher.

The researcher-maintained objectivity during data collection, analysis and reporting. Responses were recorded and analysed based on the information provided rather than on personal expectations or professional relationships. These measures helped reduce the possibility of coercion, preferential treatment and researcher bias.

3.13 Limitations of the Study

The study was limited to government secondary schools in Oyam District, which may restrict the generalisation of the findings to private schools or secondary schools in other districts. Differences in school resources, management practices and teacher characteristics may influence CPD and Teachers Performance in other settings.

The study also relied partly on self-reported information from teachers, which may be affected by social desirability bias. Some respondents may have overstated their participation in CPD or their Teachers Performance. The researcher reduced this limitation by assuring respondents of confidentiality and by complementing questionnaire data with interviews and classroom observations.

The relatively small number of teachers selected from the available sampling frame may also limit the statistical generalisation of the quantitative findings. However, the qualitative component provided additional contextual information from education administrators and students. The use of mixed methods and triangulation therefore provided complementary evidence for interpreting the study findings.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter presents the findings on Continuous Professional Development (CPD) and Teachers Performance among teachers in government secondary schools in Oyam District.

4.2 Social Demographic Characteristics of Respondents

This section presents the demographic characteristics of the 141 respondents who participated in the study. The characteristics considered include gender, age, marital status, education level and teaching experience.

Table 4: Social Demographic Characteristics of Respondents

Characteristic	Category	Frequency	Percentage (%)
Gender	Male	96	68.1
	Female	45	31.9
Total		141	100.0
Age	21–30	42	29.8
	31–40	54	38.3
	41–50	29	20.6
	51–60	15	10.6
	Above 60	1	0.7
Total		141	100.0
Marital status	Married	114	80.9
	Single	25	17.7
	Divorced	1	0.7
	Widowed	1	0.7
Total		141	100.0
Education level	Diploma	42	29.8
	Degree	88	62.4
	Master's	11	7.8
Total		141	100.0
Teaching experience	0–5 years	47	33.3
	6–10 years	41	29.1
	11–15 years	23	16.3
	16–20 years	12	8.5
	Above 21 years	18	12.8
Total		141	100.0

The findings indicate that male respondents constituted the majority at 68.1%, whereas female respondents represented 31.9%. The representation of both gender groups provides perspectives from male and female teachers regarding CPD and Teachers Performance. However, the higher proportion of male respondents indicates that the teaching workforce represented in the study was predominantly male.

With respect to age, respondents aged 31–40 years constituted the largest group at 38.3%, followed by those aged 21–30 years at 29.8%. Teachers aged 41–50 years accounted for 20.6%, while those aged 51–60 years represented 10.6%. Only 0.7% of respondents were above 60 years. The distribution therefore indicates that most respondents were within the active professional age groups, with substantial representation of both relatively young and experienced teachers.

The marital-status distribution shows that married respondents constituted the largest proportion at 80.9%, while single respondents accounted for 17.7%. Divorced and widowed respondents each represented 0.7%. Although marital status is not a direct measure of Teachers Performance, the distribution provides useful background information about the respondents and demonstrates that the study included teachers with different personal circumstances.

Regarding educational qualifications, 62.4% of respondents held degree qualifications, 29.8% held diplomas and 7.8% held master's qualifications. The predominance of degree holders indicates that most respondents had attained the academic qualifications expected for secondary school teaching. The presence of teachers with diploma and master's qualifications also provides variation in professional and academic backgrounds relevant to understanding participation in CPD.

Teaching experience varied substantially among the respondents. Teachers with 0–5 years of experience constituted 33.3%, followed by those with 6–10 years at 29.1%. Respondents with 11–15 years represented 16.3%, those with 16–20 years represented 8.5%, while 12.8% had more than 21 years of experience. This distribution shows that the study included both early-career teachers and highly experienced teachers, allowing their experiences of CPD and Teachers Performance to be represented.

Overall, the demographic profile indicates that the respondents differed in gender, age, marital status, academic qualification and teaching experience. The presence of these different

characteristics strengthens the description of the study sample and provides an appropriate background for interpreting subsequent findings on CPD and Teachers Performance among teachers in government secondary schools in Oyam District.

4.3 Descriptive Statistics

4.3.1 State of Continuous Professional Development

This section presents descriptive findings on the state of Continuous Professional Development among teachers in government secondary schools in Oyam District.

Table 5: State of Continuous Professional Development

Statement	SD (%)	D (%)	SD + D (%)	NS (%)	A (%)	SA (%)	A + SA (%)	Mean	Std Dev
1. I participated in an on-the-job CPD activity through workshops or mentoring in the past academic year.	2.1	6.4	8.5	2.1	39.0	50.4	89.4	4.13	0.943
2. On-the-job CPD activities are regularly organised in my school.	7.1	16.3	23.4	17.7	31.9	27.0	58.9	3.46	1.032
3. On-the-job CPD activities in my school are relevant to my teaching needs.	1.4	5.7	7.1	6.4	39.0	47.5	86.5	4.15	0.878
4. I attended an off-the-job CPD programme through external courses, seminars or conferences last year.	2.1	6.4	8.5	2.1	36.9	52.5	89.3	4.26	0.981
5. The off-the-job CPD activity I attended was funded by my school.	8.5	19.9	28.3	7.8	36.9	27.0	63.9	3.60	1.409
6. My school considers off-the-job CPD programmes essential for enhancing my teaching skills.	3.5	6.4	10.0	10.6	35.5	44.0	79.4	4.18	1.106
Average	10.2	14.3	7.8	36.5	41.4	77.9	3.96	1.058	

Note: SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly Agree.

The findings indicate that participation in on-the-job CPD was generally high among the respondents. Specifically, 89.4% agreed or strongly agreed that they had participated in an on-

the-job CPD activity through workshops or mentoring during the past academic year, compared with 8.5% who disagreed or strongly disagreed. The responses produced a high mean with relatively limited variation (mean=4.13, Std Dev=0.943), suggesting that participation in workplace-based professional development was common among the teachers.

The regular organisation of on-the-job CPD activities received comparatively lower responses. Although 58.9% of respondents agreed or strongly agreed that such activities were regularly organised in their schools, 23.4% disagreed or strongly disagreed and 17.7% were not sure. The item recorded a moderate mean with noticeable variation in responses (mean=3.46, Std Dev=1.032). This suggests that the frequency and consistency of school-based CPD activities differed across government secondary schools in Oyam District.

The findings further show that teachers generally considered on-the-job CPD activities relevant to their professional needs. A large majority of 86.5% agreed or strongly agreed that the activities were relevant to their teaching needs, while only 7.1% disagreed or strongly disagreed. The item recorded a high mean and the lowest standard deviation among the on-the-job CPD items (mean=4.15, Std Dev=0.878), indicating relatively consistent positive perceptions regarding the relevance of CPD activities.

Participation in off-the-job CPD activities was also high. A total of 89.3% of respondents agreed or strongly agreed that they had attended external courses, seminars or conferences during the previous year, while only 8.5% disagreed or strongly disagreed. This item recorded the highest mean among the six statements (mean=4.26, Std Dev=0.981), indicating that external professional development opportunities formed an important component of CPD among the teachers.

The findings on school funding for off-the-job CPD reveal greater variation in respondents' experiences. While 63.9% agreed or strongly agreed that the off-the-job CPD activity they attended was funded by their school, 28.3% disagreed or strongly disagreed and 7.8% were not sure. The item recorded a comparatively lower mean and the highest standard deviation (mean=3.60, Std Dev=1.409), indicating substantial differences in the extent to which teachers received school-based financial support for external professional development.

Finally, the majority of respondents, 79.4%, agreed or strongly agreed that their schools considered off-the-job CPD programmes essential for enhancing teaching skills, compared

with 10.0% who disagreed or strongly disagreed. The item recorded a high mean, although responses showed some variation (mean=4.18, Std Dev=1.106). Overall, the six CPD indicators produced an average mean of 3.96 and a standard deviation of 1.058 (mean=3.96, Std Dev=1.058), indicating a generally high state of CPD, although regular organisation and financial support differed across schools.

4.3.2 Correlation Analysis between the State of Continuous Professional Development and Teachers Performance

To determine the relationship between the state of Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District, a Pearson correlation analysis was conducted.

Table 6: Correlation between Continuous Professional Development and Teachers Performance

Variables	Statistic	Continuous Professional Development	Teachers Performance
Continuous Professional Development	Pearson Correlation	1	.326**
	Sig. (2-tailed)	—	<.001
	N	141	141
Teachers Performance	Pearson Correlation	.326**	1
	Sig. (2-tailed)	<.001	—
	N	141	141

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

Source: Primary Data (2025).

The results in Table 6 indicate a positive relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District. The Pearson correlation coefficient was positive and statistically significant ($r=.326$, $p<.001$). This means that teachers who reported greater participation in CPD activities also tended to report higher levels of Teachers Performance.

The magnitude of the correlation coefficient ($r=.326$) indicates a moderate positive association between the two variables. The finding suggests that improvements in CPD participation may be associated with improvements in Teachers Performance. However, the relationship is not

sufficiently strong to suggest that CPD alone explains differences in Teachers Performance among the teachers.

The statistical significance of the relationship is demonstrated by the p-value of less than .001. Since this value is below the 0.01 significance level, the null hypothesis that there is no significant relationship between CPD and Teachers Performance is rejected. The finding therefore provides statistical evidence of a significant association between CPD and Teachers Performance.

The positive direction of the relationship further indicates that higher levels of professional development are associated with higher Teachers Performance. Teachers who participate in activities such as on-the-job training, mentoring, workshops, seminars and other professional learning activities may therefore have greater opportunities to strengthen their teaching practices.

The finding also suggests that other factors may contribute to Teachers Performance because the correlation is moderate rather than very strong. Factors such as teacher experience, availability of teaching resources, school leadership, workload, motivation, classroom conditions and administrative support may also influence how teachers perform their professional responsibilities.

Overall, the correlation analysis establishes a statistically significant positive relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District ($r=.326$, $p<.001$, $N=141$). The result supports the study objective of determining the relationship between CPD and Teachers Performance and provides a basis for further discussion of how professional development may contribute to effective teaching.

4.3.3 Qualitative Insights on the State of Continuous Professional Development in Government Secondary Schools

To further explain and validate the quantitative findings, the researcher and research assistants conducted interviews with selected key informants from government secondary schools in Oyam District. The interview responses were coded and organised into three themes, namely CPD attendance, organisation of CPD training and relevance of CPD training.

Theme 1: CPD Attendance

Key informants were first asked whether teachers in their schools had attended on-the-job or off-the-job Continuous Professional Development training or activities during the previous year and what the training involved. The responses showed that teachers had participated in different professional development activities, particularly those related to curriculum implementation and classroom practices. Key informant 1 from School B explained:

“Yes, teachers have been attending certain trainings during the year. Most of the training activities were organised to help teachers understand the new lower secondary curriculum and how they were expected to implement it in their classrooms. The training gave teachers an opportunity to understand the new curriculum requirements, changes in the teaching approaches and the expectations for effective implementation at school level.”

The response indicates that curriculum implementation was an important area of CPD among teachers. Such training provides teachers with opportunities to update their knowledge and adapt their instructional practices to changing curriculum requirements. It also suggests that CPD activities were partly directed towards helping teachers respond to practical changes in the education system.

Key informant 12 from School E provided further information on the areas covered by CPD activities:

“Teachers attended trainings on different areas that are directly related to their daily teaching work. These included teaching strategies, lesson scheming, lesson planning and assessment of learners. The training helped teachers to understand how to prepare lessons, select appropriate methods of teaching and assess learners according to the requirements of the curriculum.”

This response demonstrates that CPD activities covered practical aspects of teaching rather than focusing only on general professional issues. Training in teaching strategies, lesson planning and learner assessment may help teachers strengthen their classroom preparation and instructional practices. It also corresponds with the Teachers Performance indicators examined in this study.

Another key informant described the importance of teachers participating in available professional development opportunities:

“Teachers have been attending different professional development activities whenever training opportunities are provided. Some of these activities are conducted within the school while others are organised outside the school. Teachers participate because they need to improve their knowledge, understand new education requirements and learn better ways of handling teaching, assessment and other responsibilities in the classroom.”

The qualitative responses therefore support the quantitative finding that participation in CPD was generally high. They show that teachers were exposed to both on-the-job and off-the-job activities covering curriculum implementation, teaching strategies, lesson preparation and assessment. However, participation appeared to depend partly on the availability and accessibility of training opportunities.

Theme 2: Organisation of CPD Training

The key informants were asked whether their schools were able to organise CPD training regularly and how frequently such activities were conducted. The responses indicated that some schools had established opportunities for school-based CPD, although the frequency and consistency differed between schools. Key informant 3 from School A reported:

“Yes, our school is able to organise Continuous Professional Development trainings for teachers, and we normally organise these trainings about three times in a year. The activities are planned around issues that teachers need to discuss or improve, and teachers are given time to participate and share their experiences about challenges they face in their teaching.”

This response suggests that some schools adopted a structured approach to CPD. Organising activities several times a year provides teachers with repeated opportunities to receive professional support and discuss challenges encountered during teaching. School-based CPD can also allow teachers to address common instructional challenges within their own school environment.

However, the experience was not the same across all schools. Key informant 7 from School F explained:

“At our school, CPD activities are not organised regularly throughout the year. They are usually organised once in a while depending on the availability of the opportunity, the people who are supposed to facilitate the training and sometimes the resources available to support the activity. Therefore, teachers may go for some time without having a formal CPD activity at school level.”

This response highlights possible differences in access to regular professional development. When CPD activities depend on facilitators, opportunities and available resources, teachers may not receive consistent professional support. Such irregularity may limit continuity in professional learning and reduce opportunities for teachers to follow up on issues identified during previous training.

Key informant 9 from School C similarly described variation in the organisation of CPD activities:

“We do organise CPD activities at school level, but the frequency is not always the same. Sometimes the school can organise an activity when there is a particular issue that needs to be addressed, while at other times teachers may participate in training organised at a higher level. This means that CPD is available, but it may not necessarily take place at the same intervals in every term.”

These responses provide a qualitative explanation for the quantitative finding that 58.9% of respondents agreed or strongly agreed that on-the-job CPD activities were regularly organised, while 23.4% disagreed or strongly disagreed. The qualitative evidence therefore suggests that CPD activities existed in the schools, but their regularity varied according to school-level planning, resources and external training opportunities.

Theme 3: Relevance of CPD Training

The key informants were further asked whether CPD training offered to teachers was relevant to their professional needs and how the training contributed to their teaching. The responses revealed mixed views, particularly regarding the extent to which teachers applied the knowledge and skills gained from training. Key informant 1 from School B explained:

“Some of the trainings offered to teachers do not always appear to be relevant to the actual needs of the teachers in the classroom. In some cases, teachers attend the training and receive

new information, but after returning to school they do not apply the knowledge they have gained in their teaching. Some teachers seem to be more interested in the allowances associated with the training than in using the knowledge and skills gained to improve their classroom practices.”

This response raises an important distinction between attending CPD and applying what is learned. Although participation in training may be high, its contribution to Teachers Performance may be limited when teachers do not transfer acquired knowledge into classroom practice. The finding therefore points to the importance of practical application and follow-up after professional development activities.

Key informant 4 from School D provided a similar observation:

“There are times when teachers attend CPD programmes because they have been selected or because the training provides an allowance, but this does not always mean that the knowledge gained will be used in the classroom. Some teachers return from training with new ideas, but there is limited follow-up to find out whether they have implemented those ideas. As a result, the actual benefit of some training activities may not be fully realised.”

This response indicates that the effectiveness of CPD may depend on activities undertaken after training. Follow-up mechanisms such as mentoring, classroom support, peer observation and professional discussions may help teachers translate newly acquired knowledge into classroom practice. Without such support, some benefits of professional development may not be sustained.

Another key informant emphasised the importance of linking CPD content to teachers’ actual classroom needs:

“CPD becomes more useful when the training addresses problems that teachers are actually experiencing in their classrooms. Teachers need training that helps them deal with issues such as lesson preparation, teaching methods, assessment of learners and classroom management. When the training is connected to these practical needs, teachers are more likely to understand its importance and apply what they have learned in their daily teaching.”

The qualitative findings provide further explanation for the quantitative result in which 86.5% of respondents agreed or strongly agreed that on-the-job CPD activities were relevant to their

teaching needs. While the quantitative findings show generally positive perceptions of relevance, the interviews indicate that relevance should also be reflected in the actual application of acquired knowledge and skills.

4.3.3 Teachers Performance in Government Secondary Schools in Oyam District

This section presents findings on the level of Teachers Performance among teachers in government secondary schools in Oyam District. Seven statements covering lesson preparation, classroom management, instructional clarity, differentiated teaching, learner assessment, self-evaluation and subject knowledge were used to assess Teachers Performance.

Statement on Teachers Performance	SD (%)	D (%)	SD + D (%)	NS (%)	A (%)	SA (%)	A + SA (%)	Mean	Std Dev
1. I always plan for my instructional materials and prepare for teaching in time.	0.7	2.1	2.8	1.4	39.7	56.0	95.7	4.46	0.761
2. I am able to maintain order among students whenever I am teaching.	0.7	2.1	2.8	1.4	39.7	56.0	95.7	4.48	0.703
3. I always maintain clarity in my teaching instructions when teaching.	0.7	1.4	2.1	6.4	42.6	48.9	91.5	4.51	0.743
4. I am able to use differentiated methods of teaching such that all learners are included in my class.	0.7	0.7	1.4	2.1	43.3	53.2	96.5	4.53	0.682
5. I always use formative and summative assessments to monitor learning among my students.	0.0	0.7	0.7	7.8	45.4	46.1	91.5	4.26	0.623
6. I always perform a self-evaluation of the teaching methods that I use for teaching.	31.2	29.1	60.3	0.7	20.6	18.4	39.0	2.66*	1.538*
7. I am well acquainted with the content of the subject that I teach.	0.0	0.7	0.7	2.1	43.3	53.9	97.2	4.57	0.613
Average	4.9	5.3	10.8	3.1	39.2	47.5	86.7	4.07	0.809

Note: SD = Strongly Disagree; D = Disagree; NS = Not Sure; A = Agree; SA = Strongly

The findings show that teachers generally demonstrated a high level of Teachers Performance across most of the assessed areas. Lesson preparation received strong support, with 95.7% of

respondents agreeing or strongly agreeing that they planned instructional materials and prepared for teaching in time. The item recorded a high mean with relatively limited variation (mean=4.46, Std Dev=0.761), indicating that timely preparation was a common teaching practice among the respondents.

Classroom management also recorded a high level of agreement, with 95.7% of respondents agreeing or strongly agreeing that they were able to maintain order among students during teaching. The item recorded a high mean and relatively low variation (mean=4.48, Std Dev=0.703). This suggests that maintaining classroom order was a strongly reported aspect of Teachers Performance among teachers in the study.

The findings further indicate strong performance in the clarity of teaching instructions. A total of 91.5% of respondents agreed or strongly agreed that they maintained clarity in their teaching instructions, while only 2.1% disagreed or strongly disagreed. The item recorded a high mean with moderate variation (mean=4.51, Std Dev=0.743), suggesting that teachers generally communicated instructional content and directions clearly during classroom teaching.

The use of differentiated teaching methods recorded particularly strong results. A total of 96.5% of respondents agreed or strongly agreed that they used differentiated methods to include all learners in their classes. The item recorded a high mean with relatively low variation (mean=4.53, Std Dev=0.682). This indicates that teachers generally reported adapting their teaching approaches to accommodate learners with different needs and abilities.

The findings on formative and summative assessment were also positive. A total of 91.5% of respondents agreed or strongly agreed that they used both forms of assessment to monitor learning among students. The item recorded a high mean and the lowest standard deviation among the valid teaching-performance items (mean=4.26, Std Dev=0.623), suggesting relatively consistent responses regarding the use of assessment in teaching.

Self-evaluation recorded a substantially different pattern from the other indicators. Only 39.0% of respondents agreed or strongly agreed that they always performed self-evaluation of their teaching methods, while 60.3% disagreed or strongly disagreed and 0.7% were not sure. Based on the reported response distribution, the estimated mean is 2.66 (Std Dev=1.538), indicating that regular self-evaluation was comparatively weak among the respondents. This finding

suggests a need for stronger reflective teaching practices through self-assessment, peer feedback and professional support.

Finally, subject-matter knowledge recorded the highest level of agreement, with 97.2% of respondents agreeing or strongly agreeing that they were well acquainted with the content of the subjects they taught. The item recorded a high mean with relatively low variation (mean=4.57, Std Dev=0.613). Overall, the findings indicate a generally high level of Teachers Performance, particularly in subject knowledge, differentiated instruction, instructional clarity, classroom management and lesson preparation, while self-evaluation represents a notable area requiring greater atten

4.3.4 Correlation Analysis between Teachers Performance and Actual Teachers' Performance in Government Secondary Schools in Oyam District

To determine the relationship between Teachers Performance and actual teachers' performance in government secondary schools in Oyam District, a Pearson correlation analysis was conducted.

Table 7: Correlation between Teachers Performance and Actual Teachers' Performance

Variables	Statistic	Teachers Performance	Actual Teachers' Performance
Teachers Performance	Pearson Correlation	1	.562**
	Sig. (2-tailed)	—	<.001
	N	141	141
Actual Teachers' Performance	Pearson Correlation	.562**	1
	Sig. (2-tailed)	<.001	—
	N	141	141

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

Source: Primary Data (2025).

The results indicate a statistically significant positive relationship between Teachers Performance and actual teachers' performance ($r=.562$, $p<.001$). This means that higher levels of Teachers Performance were associated with higher levels of actual teachers' performance among the respondents.

The correlation coefficient of .562 indicates a relatively strong positive association between the two measures. The finding suggests that teachers who demonstrate stronger teaching practices are also more likely to demonstrate better actual performance in their professional duties.

The statistical significance of the relationship is confirmed by the p-value of less than .001. Since $p < .001$ is below the 0.01 significance level, the observed relationship is statistically significant and provides evidence against the assumption that there is no relationship between the two measures.

The positive correlation further suggests that effective teaching practices are reflected in broader teacher performance. Areas such as lesson preparation, classroom management, clear communication, differentiated instruction and assessment may therefore be important components of teachers' overall performance.

The result also indicates that Teachers Performance and actual teachers' performance are related but not identical measures. The correlation is below 1.00, suggesting that other factors may also contribute to actual performance beyond the teaching practices captured in the assessment.

Overall, the findings establish a statistically significant positive relationship between Teachers Performance and actual teachers' performance among the 141 respondents ($r = .562$, $p < .001$). The finding provides quantitative evidence that stronger Teachers Performance is associated with better actual performance in government secondary schools in Oyam District. Pasted text

4.3.5 Qualitative Insights of Teachers Performance in Government Secondary Schools in Oyam District

To further explain the quantitative findings, the researcher and research assistants conducted interviews with selected key informants from government secondary schools in Oyam District. The interview responses were coded and organised around changes in teaching methods, teacher confidence, subject knowledge and classroom management.

Theme 1: Changes in Teaching Methods

Key informants were asked whether they had noticed changes in teachers' teaching methods after participating in CPD programmes. The responses showed different experiences across schools. Key informant 3 from School A reported:

"There is change in the method of teaching because they make attempts to have the lesson more student driven than what was there before. The teachers are increasingly trying to involve learners during lessons instead of relying entirely on the teacher-centred approaches that were commonly used before."

This response suggests that CPD may have contributed to changes in classroom approaches among some teachers. Increased use of learner-centred approaches may provide learners with greater opportunities to participate in classroom activities and engage with learning tasks.

However, the experience was not uniform across schools. A key informant from School G reported:

"No, I have not seen or noticed any changes in teaching methods. The teachers are still using the old knowledge and experience, and even after attending professional development activities, there has not been much noticeable change in the way some teachers conduct their lessons."

The contrasting responses suggest that participation in CPD does not automatically result in changes in teaching methods. The application of knowledge gained during training may depend on teacher commitment, follow-up support and the conditions under which teachers work.

Theme 2: Teacher Confidence

Key informants were also asked about teachers' confidence after participating in CPD programmes. Key informants 4 from School D, 6 from School G and 9 from School C reported improvements in teacher confidence. One informant stated:

"There has been much improvement in the confidence of teachers after attending the CPD programmes. This improvement has also been evidenced through lesson observation reports, where some teachers have demonstrated greater confidence when presenting lessons, interacting with learners and explaining subject content."

This response suggests that professional development may contribute to teachers' confidence in performing classroom responsibilities. Increased confidence may support teachers in presenting lessons, responding to learners and using different instructional approaches.

However, another key informant provided a more cautious assessment:

"Some teachers are confident due to the knowledge gained from the CPD programmes, but the improvement is not to the level that we expected. There are still teachers who require additional support to become more confident and to translate the knowledge gained from training into their classroom practice."

The response indicates that the effect of CPD on confidence may vary among teachers. While some teachers benefit considerably from professional development, others may require continued mentoring, supervision and practical support.

Theme 3: Subject Knowledge and Classroom Management

Key informants were asked whether CPD had helped teachers gain additional knowledge of their subject matter. Key informants 1 from School B and 3 from School A reported:

"It has relatively helped because teachers have gained new knowledge and expertise from the CPD programmes. However, most of the teachers do not always apply the knowledge and expertise obtained from the training in their classroom work, and this continues to contribute to challenges in school performance in Oyam."

This response suggests that CPD may improve teachers' subject knowledge, but the benefit depends on the extent to which new knowledge is applied. It also demonstrates the importance of linking professional development with classroom practice.

Regarding classroom management, key informants 2 from School H and 7 from School F provided contrasting views. One reported:

"It has improved, but teachers still need continuous support. Some teachers have become better at managing learners and maintaining order in their classrooms after attending CPD, but continued guidance is necessary to sustain these improvements and address remaining classroom management challenges."

In contrast, another informant stated:

“No, because I have witnessed one of the science teachers who attended CPD teaching students while others were sleeping in class, and the teacher was not even bothered. This shows that attending CPD alone does not always result in improved classroom management or effective application of what teachers learn during professional development.”

The qualitative findings therefore reveal both improvements and continuing challenges in Teachers Performance. They indicate that CPD may contribute to improved teaching methods, confidence, subject knowledge and classroom management, but the extent of improvement varies among teachers and schools.

4.3.6 The Relationship between Continuous Professional Development and Teachers Performance in Government Secondary Schools in Oyam District

This section presents respondents’ views on how CPD activities have influenced specific aspects of Teachers Performance. Seven statements were used to assess areas including lesson planning, assessment, student-centred teaching, differentiated instruction, professional conduct, collaboration and technology integration. Pasted text

4.3.7 Correlation Analysis between Continuous Professional Development and Teachers Performance

To determine the statistical relationship between Continuous Professional Development and Teachers Performance among teachers in government secondary schools in Oyam District, Pearson correlation analysis was conducted.

Table 8: Correlation between Continuous Professional Development and Teachers Performance

Variables	Statistic	Continuous Professional Development	Teachers Performance
Continuous Professional Development	Pearson Correlation	1	.604**
	Sig. (2-tailed)	—	<.001
	N	141	141
Teachers Performance	Pearson Correlation	.604**	1
	Sig. (2-tailed)	<.001	—
	N	141	141

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

Source: Primary Data (2025).

The findings indicate a statistically significant positive relationship between Continuous Professional Development and Teachers Performance ($r=.604$, $p<.001$). This indicates that higher levels of CPD were associated with higher levels of Teachers Performance among the teachers included in the study.

The correlation coefficient of .604 indicates a strong positive association between the two variables. The finding suggests that teachers who reported greater exposure to CPD activities also tended to report stronger Teachers Performance. The relationship therefore provides empirical support for the study objective examining the association between CPD and Teachers Performance.

The p-value was less than .001, which is below the 0.01 significance level. The relationship is therefore statistically significant at the 1% level. The evidence indicates that the observed association between CPD and Teachers Performance is statistically meaningful within the study sample.

The positive relationship is consistent with the descriptive findings, where respondents reported that CPD contributed to lesson planning, assessment, student-centred teaching, differentiated instruction, professional conduct and collaboration. These areas represent important components of effective teaching practice.

However, the correlation does not by itself establish that CPD causes improvements in Teachers Performance. Other factors may also contribute to Teachers Performance, including school leadership, teacher experience, availability of instructional resources, workload and school-level support.

Overall, the findings establish a strong, positive and statistically significant relationship between CPD and Teachers Performance among the 141 respondents ($r=.604$, $p<.001$). This result directly addresses the study objective of determining the relationship between Continuous Professional Development and Teachers Performance. Pasted text

4.3.8 Qualitative Insights into the Relationship between Continuous Professional Development and Teachers Performance

To further explain the quantitative findings, interviews were conducted with selected key informants from government secondary schools in Oyam District. The responses were organised into themes covering lesson planning, assessment and evaluation, teaching approaches, technology application and collaboration. Pasted text

Theme 1: Lesson Planning

Key informants were asked about the state of lesson planning after teachers attended CPD training. Key informants 2 from School H and 3 from School A reported:

“The lesson planning standard has improved especially for teachers who have attended CPD training. There are attempts on return from CPD training to prepare joint lesson plans, and teachers have become more conscious about preparing lessons and sharing ideas on how the lessons should be organised.”

This response indicates that CPD may strengthen teachers’ lesson preparation practices. Joint planning may also promote peer learning and provide opportunities for teachers to share teaching experiences and improve the quality of lesson preparation.

However, a contrasting view was provided by a key informant from School F:

“Despite continuously attending CPD, teachers have still failed to make lesson planning even after attending CPD. It has remained a challenge in most schools, because some teachers attend the training but do not consistently put the knowledge and skills gained into practice when preparing their lessons.”

The contrasting responses suggest that CPD does not produce uniform changes in lesson planning. While some teachers apply what they learn, others may continue to experience challenges in translating CPD knowledge into regular professional practice.

Theme 2: Assessment and Evaluation

Key informants were asked whether CPD activities had enhanced teachers’ assessment and evaluation techniques. Key informants 1 from School B and 4 from School D reported:

“Yes, setting and moderation of items and making marking guides are now done as team work. Teachers are able to discuss the assessment items together, review their quality and develop marking guides that provide a common basis for assessing learners’ work.”

This response suggests that CPD may have strengthened collaborative assessment practices. Working together to develop and moderate assessment items may improve consistency and provide teachers with opportunities to learn from one another.

However, a key informant from School F provided a different perspective:

“Most of the teachers mind about teaching but they put little effort into assessing how learning has taken place. When assessment is done, scenarios are sometimes picked from past papers without proper moderation for learners to attempt, and this limits the extent to which assessment can provide useful information about learners’ actual progress.”

This response indicates that challenges remain in the application of effective assessment practices. The finding is consistent with the quantitative result showing that 85.8% agreed that CPD had enhanced assessment and evaluation techniques, while 12.1% remained unsure.

Theme 3: Lesson Approaches

Key informants were asked whether teachers were able to apply student-centred learning approaches in the classroom. Key informant 1 from School B stated:

“Teachers are still behind the schedule, although some are trying to apply student-centred learning. However, most of them are still using the old curriculum approaches, which makes it difficult for all teachers to consistently implement the new approaches expected under the current curriculum.”

This response suggests that adoption of student-centred approaches was still developing. Although some teachers were attempting to implement the approaches, others continued to rely on traditional methods.

In contrast, a key informant from School A reported:

“Different teaching methods are being used, including group discussion and guided learning methods. These approaches give learners opportunities to participate in classroom activities, discuss ideas with their colleagues and receive guidance from teachers as they work through learning tasks.”

The two responses demonstrate variation in the implementation of student-centred approaches. This variation may explain why the quantitative findings showed high agreement that CPD had contributed to student-centred teaching, while the interviews revealed that implementation was not yet consistent across all schools.

Theme 4: Application of Technology

Key informants were asked about teachers' use of technology during teaching. Key informants 2 from School H and 9 from School C reported:

"Most teachers are computer illiterate and are still using old ways of teaching. This is because there are not enough computers in the schools, and even where a school has computers, teachers often face limitations with internet provision. These challenges make it difficult for teachers to use technology consistently in their classroom teaching."

The response provides an explanation for the comparatively lower quantitative rating for technology integration. Although 75.2% of respondents agreed or strongly agreed that CPD had enabled them to integrate technology into teaching, 18.4% were not sure and 6.4% disagreed or strongly disagreed. The qualitative evidence suggests that teacher skills, equipment availability and internet access may affect technology use.

Theme 5: Collaboration

Finally, participants were asked whether teachers were able to collaborate and work successfully in teams. Key informants 2 from School H and 5 from School I reported:

"Collaboration and team work is lacking due to individual interests and personalities. Tribalism is also another factor affecting most schools as far as collaboration is concerned. These challenges can make it difficult for teachers to work together consistently, share professional experiences and support one another in improving teaching practices."

The response suggests that collaboration among teachers may be affected by interpersonal and organisational factors. Although the quantitative findings showed that 91.5% of respondents agreed or strongly agreed that CPD had improved their ability to collaborate and work in teams, the qualitative findings indicate that challenges to sustained collaboration still exist.

Overall, the qualitative findings support the quantitative evidence of a positive relationship between CPD and Teachers Performance while also identifying areas where the application of

CPD remains uneven. Lesson planning, assessment, student-centred teaching, technology use and collaboration all showed evidence of improvement, but the interviews also highlighted challenges related to consistency, resources, follow-up and application of knowledge.

CHAPTER FIVE

DISCUSSIONS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary of major findings, conclusions, recommendations and suggestions for further research. The discussion is organised according to the three specific objectives of the study and relates the findings to the literature reviewed in Chapter Two. The chapter also explains the contribution of the study to knowledge by linking the empirical findings from government secondary schools in Oyam District with the existing understanding of Continuous Professional Development (CPD) and teachers' performance.

5.1 Discussions

The findings are discussed according to the specific objectives of the study. The discussion links the quantitative and qualitative findings with previous studies while highlighting areas of agreement, difference and new knowledge generated by the study.

5.1.1 The State of Continuous Professional Development in Government Secondary Schools

The study found that Continuous Professional Development was generally practiced among teachers in government secondary schools in Oyam District. The overall mean of 3.96 indicates that most respondents agreed that teachers participated in CPD activities. The findings showed particularly high agreement regarding the relevance of CPD activities, participation in professional learning and the importance of continuous professional development to teaching practice. However, variation in responses on some items suggests that access, regularity and implementation of CPD were not uniform across all teachers.

The findings are consistent with Ellen (2023), who conceptualises CPD as an ongoing process through which teachers develop professional knowledge, skills and practices. Blazar (2018) similarly found that professional development can improve instructional practice when it provides teachers with opportunities to develop and apply new knowledge. Jannika (2025) further indicates that effective professional learning can contribute to improvements in

classroom practice when it is sustained and connected to teachers' actual instructional needs. The present study therefore confirms that CPD remains an important component of teachers' professional development in the Oyam District context.

However, the findings also indicate that participation alone does not guarantee uniform professional development outcomes. Some responses showed lower levels of agreement concerning the regular organisation and availability of CPD activities. This is consistent with Onen (2024), who identifies challenges associated with teacher professional development in Uganda, including limited institutional support and difficulties in linking professional learning to classroom practice. Ayinselya (2024) and Panchi (2021) similarly note that CPD programmes in Sub-Saharan Africa may face challenges related to resources, continuity and implementation.

The findings further suggest that the state of CPD in Oyam District is influenced by the extent to which professional learning is connected to teachers' daily work. CPD that is relevant to classroom challenges provides greater opportunity for teachers to apply new knowledge and teaching approaches. This supports the argument that effective professional development should involve active learning, practical application, feedback and continued support rather than relying mainly on isolated training events (Laura, 2019; Ellen, 2023).

Overall, the study demonstrates that CPD exists at a relatively positive level in government secondary schools in Oyam District, but its implementation is not completely uniform. The finding is important because it moves beyond simply establishing whether CPD exists and shows that its state should also be considered in terms of regularity, relevance, participation and institutional support. This provides a contextual understanding of CPD within government secondary schools in Oyam District.

5.1.2 Teachers' Performance in Government Secondary Schools

The study found that teachers' performance was generally high across several dimensions, including lesson preparation, classroom management, clarity of instruction, differentiated teaching, assessment and subject knowledge. The high levels of agreement indicate that most teachers perceived themselves as performing important instructional responsibilities effectively. However, the finding on self-evaluation of teaching methods showed a

substantially lower level of agreement, suggesting that reflective evaluation of teaching practice remains an area requiring greater attention.

These findings are consistent with Jessalynn (2023), who conceptualises teachers' performance as a multidimensional construct involving instructional practices, pedagogical knowledge and professional responsibilities. Courtney (2023) similarly argues that teacher performance is better understood through multiple indicators rather than a single measure. The present findings support this view because teachers demonstrated strengths across several dimensions of instructional practice rather than in only one area.

The strong performance reported in lesson preparation, classroom management and differentiated teaching suggests that teachers are applying important pedagogical practices in their classrooms. Nabukeera (2024) similarly found that professional development, supervision and classroom observation are associated with performance indicators such as lesson planning, classroom management and assessment. The present study therefore provides evidence that these dimensions are also relevant to understanding teacher performance in government secondary schools in Oyam District.

However, the relatively weaker finding concerning self-evaluation indicates that teachers may have fewer opportunities or less consistent practices for systematically reflecting on their own teaching. Reflective practice is important because it allows teachers to identify strengths, recognise weaknesses and modify instructional approaches. The finding therefore suggests that teacher performance should not only be considered in terms of what teachers do during lessons but also their capacity to evaluate and improve their own practice.

The qualitative findings further reinforce this interpretation. Key informants reported that some teachers had improved their teaching methods and confidence following CPD, while other teachers continued to rely on previous teaching approaches. They also reported improvements in classroom management but noted that continued support was necessary. These findings indicate that performance improvements are present but may differ between teachers and schools.

The study therefore contributes contextual evidence that teachers in Oyam District demonstrate generally positive performance in core instructional activities, while reflective teaching and consistent application of acquired professional knowledge remain areas requiring

strengthening. This provides a more detailed understanding of teacher performance than relying only on a general assessment of effectiveness.

5.1.3 Continuous Professional Development and Teachers' Performance in Government Secondary Schools

The study established a statistically significant and strong positive relationship between Continuous Professional Development and teachers' performance in government secondary schools in Oyam District ($r = .604, p < .001$). This means that higher levels of engagement in CPD were associated with higher levels of teachers' performance. The finding provides empirical evidence that professional learning is closely related to teachers' instructional effectiveness in the study setting. Pasted text

The finding is consistent with Madelyn (2017), who describes CPD as sustained professional learning intended to strengthen teachers' knowledge, skills and professional practice. It also agrees with Jessalynn (2023), who views teachers' performance as a multidimensional construct that includes instructional practice and professional knowledge. The strong relationship observed in Oyam District therefore supports the broader literature that professional learning can contribute to improved teaching practice.

The qualitative findings provide further explanation of the relationship. Participants reported improvements in lesson planning, assessment and evaluation, use of student-centred approaches, differentiation and professional collaboration among teachers who participated in CPD. For example, key informants reported that lesson planning standards had improved among teachers who attended CPD, although some teachers continued to experience difficulties in preparing lesson plans. These findings suggest that CPD can influence specific aspects of teaching practice, but its application is not necessarily uniform across teachers and schools. Pasted text

The findings also showed that CPD was associated with improvements in professional conduct, teamwork and the use of technology, although technology integration remained constrained by limited computer literacy, inadequate equipment and internet challenges. This demonstrates that professional development operates within a wider school environment. Training may provide teachers with knowledge and skills, but the availability of resources, leadership

support, time and opportunities to apply those skills can influence the extent to which CPD translates into improved classroom practice.

The strong correlation should nevertheless not be interpreted as proof that CPD alone causes improvements in teachers' performance. The study design establishes an association rather than causation. Other factors, including school leadership, teacher motivation, workload, availability of teaching resources and monitoring systems, may also influence teachers' performance. This interpretation is consistent with the literature, which indicates that the effects of CPD vary according to programme design, implementation and institutional context (Madelyn, 2017; Wolfenden, 2022).

The study therefore adds new contextual knowledge by demonstrating a strong empirical association between CPD and teachers' performance specifically within government secondary schools in Oyam District. It also shows that the relationship is expressed through practical areas such as lesson planning, assessment, student-centred teaching, differentiation, professional conduct and collaboration. The findings consequently extend the discussion of CPD beyond participation alone to its relationship with specific dimensions of teachers' classroom practice.

5.2 Summary of Major Findings

The summary of the major findings is presented according to the three specific objectives of the study.

5.2.1 The State of Continuous Professional Development in Government Secondary Schools

The study found that CPD was generally practiced among teachers in government secondary schools in Oyam District. The overall mean of 3.96 indicated a generally positive state of CPD. However, differences in responses suggested that the regularity, accessibility and implementation of CPD were not uniform across all teachers and schools.

5.2.2 Teachers' Performance in Government Secondary Schools

The study found that teachers demonstrated generally high levels of performance in lesson preparation, classroom management, clarity of instruction, differentiated teaching, assessment

and subject knowledge. However, self-evaluation of teaching methods was comparatively weaker, indicating a need to strengthen reflective teaching practices.

5.2.3 Continuous Professional Development and Teachers' Performance in Government Secondary Schools

The study established a statistically significant and strong positive relationship between CPD and teachers' performance ($r = .604$, $p < .001$). This indicates that higher levels of CPD engagement were associated with higher levels of teachers' performance. The qualitative findings further showed that CPD was associated with improvements in lesson planning, assessment, teaching approaches, differentiation and professional collaboration. Pasted text

5.3 Conclusion

The conclusions are drawn directly from the findings and are organised according to the study objectives and the problem addressed by the study.

5.3.1 The State of Continuous Professional Development in Government Secondary Schools

The study concludes that Continuous Professional Development is generally practiced in government secondary schools in Oyam District. However, the level and consistency of implementation vary among teachers and schools. Therefore, the existence of CPD opportunities does not necessarily mean that all teachers receive the same level of professional learning, support and opportunities to apply newly acquired knowledge.

5.3.2 Teachers' Performance in Government Secondary Schools

The study concludes that teachers in government secondary schools in Oyam District generally demonstrate positive performance in key instructional activities, particularly lesson preparation, classroom management, clarity of instruction, differentiated teaching, assessment and subject knowledge. Nevertheless, the relatively weaker practice of self-evaluation indicates that reflective practice should receive greater attention as part of efforts to strengthen overall teachers' performance.

5.3.3 Continuous Professional Development and Teachers' Performance in Government Secondary Schools

The study concludes that CPD is significantly and strongly associated with teachers' performance in government secondary schools in Oyam District. The finding demonstrates that professional learning is an important component of improving instructional practice. However, CPD should not be considered in isolation because its contribution to teachers' performance is also dependent on supportive leadership, adequate resources, manageable workloads, follow-up and opportunities for teachers to apply what they learn.

Taken together, the findings indicate that the challenge addressed by the study is not simply the presence or absence of CPD, but the extent to which CPD is implemented consistently and translated into effective classroom practice. The study therefore concludes that strengthening the quality, continuity and practical application of CPD can contribute to improved teachers' performance in government secondary schools in Oyam District.

5.4 Recommendations

- i. The study recommends that the Ministry of Education and Sports, Oyam District education authorities and school administrators strengthen the planning, coordination and monitoring of Continuous Professional Development (CPD) in government secondary schools. CPD activities should be regular, relevant to teachers' classroom needs and supported through mentoring, coaching, peer learning and follow-up.
- ii. School administrators should strengthen school-based professional learning by providing teachers with opportunities for collaborative lesson planning, peer observation, feedback and reflection. This may improve consistency in CPD participation and help teachers apply the knowledge and skills acquired during professional development activities.
- iii. Government secondary schools in Oyam District should strengthen teachers' performance through regular self-evaluation, lesson observation and constructive feedback. Particular attention should be given to reflective teaching practices because the study identified self-evaluation of teaching methods as a relatively weaker area of performance.
- iv. The Ministry of Education and Sports and school administrators should improve the conditions that enable teachers to apply knowledge gained through CPD. This includes providing adequate teaching and learning resources, supporting access to appropriate

technology, managing teacher workloads and strengthening school leadership support for professional learning.

5.5 New Knowledge Generated by the Study

The study contributes new knowledge by providing empirical evidence on the relationship between CPD and teachers' performance in government secondary schools in Oyam District, a context that is less represented in the existing literature. The study established a strong positive relationship between CPD and teachers' performance ($r = .604$, $p < .001$), demonstrating the importance of professional learning within this specific district context.

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The study also adds knowledge by showing the specific areas of teaching practice through which CPD is reflected. These include lesson planning, assessment and evaluation, student-centred teaching, differentiation, professional conduct and collaboration. The qualitative evidence indicates that CPD can support these practices while also showing that application may remain uneven where teachers face resource, technology and institutional challenges.

A further contribution is the identification of reflective teaching as an area requiring greater attention. Although teachers reported strong performance in several instructional areas, self-evaluation of teaching methods was comparatively weaker. This suggests that future CPD programmes should not focus only on acquiring new teaching techniques but should also strengthen teachers' ability to reflect on, evaluate and continuously improve their own classroom practice.

5.6 Suggestions for Further Studies

- i. Further studies should examine the barriers that limit teachers' access to and participation in CPD in rural and underserved areas such as Oyam District. Particular attention could be given to funding, time, availability of training opportunities, transport, teaching workload and access to professional learning resources.
- ii. Further research should also examine the role of school leadership in determining whether CPD translates into improved teachers' performance. Such studies could investigate how supervision, mentoring, feedback, resource allocation and school management practices influence the application of knowledge gained through CPD.

- iii. Future studies could employ longitudinal designs to examine whether improvements associated with CPD are sustained over time. This would provide stronger evidence on changes in teachers' performance before, during and after participation in CPD programmes and would address the limitation of relying primarily on cross-sectional evidence.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Research Study on Continuous Professional Development and Teachers' Teachers Performance in Government Secondary Schools in Oyam District, Uganda

Dear Respondent

I am **Robert Owiny Ato**, a student at Gulu University, pursuing a degree of Masters of Education in Education Management (MEM). I am conducting a research study to understand the relationship between Continuous Professional Development and Teachers' Teachers Performance in Government Secondary Schools in Oyam District, Uganda. The purpose of this study is to gather information on the topic and provide proposals to improve policies and interventions on Continuous Professional Development and teachers' Teachers Performance in Oyam District, and Uganda as a whole.

Your Participation: Your honest responses to the questions in this questionnaire are crucial to the success of this study. However, you may choose not to answer any question that makes you uncomfortable.

Confidentiality and Consent: I promise to keep your responses confidential to any extent possible. Access to your information will be restricted to authorized individuals only.

Right to withdraw from the study: You have the right to withdraw from the study at any time without penalty or consequence. Your participation is voluntary, and you may decline to participate or withdraw from the study and you will not be penalized in anyway whatsoever

Contact information: If you have any questions, concerns, or complaints, please contact me at **0777 – 340122**.

Statement of Consent/Assent

I understand the requirements of participating in this study, including confidentiality and my right to withdraw. By signing this form, I indicate that I have been informed about the study and voluntarily agree to participate.

Signature: _____ Date: _____

Signature of Research Assistant: _____ Date: _____

SECTION A. Demographic and Social Characteristics of the Respondent (tick only the appropriate box).

1. Gender

- a. Male ☐
- b. Female ☐

2. Age Group

- a. 21 – 30 Years ☐
- b. 31 – 40 Years ☐
- c. 41 – 50 Years ☐
- d. 51 – 60 Years ☐
- e. Above 60 Years ☐

3. Marital status

- a. Married ☐
- b. Single ☐
- c. Separated ☐
- d. Divorced ☐
- e. Widowed ☐
- f. Widower ☐

4. Highest level of education

- a. Diploma ☐
- b. Degree ☐
- c. Masters ☐
- d. PhD ☐

5. Number of years spent teaching with a Government Secondary School

- a. 0 – 5 years ☐
- b. 6 – 10 Years ☐
- c. 11 – 15 Years ☐
- d. 16 – 20 Years ☐
- e. Above 21 Years ☐

SECTION B:

THE STATE OF CONTINUOUS PROFESSIONAL DEVELOPMENT IN GOVERNMENT SECONDARY SCHOOLS IN OYAM DISTRICT

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1=Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

S/N	STATEMENTS	1(SD)	2(D)	3(NS)	4(A)	5(SA)
S1	I participated in one of the on-the-job activities through workshops, mentoring in the past academic year					
S2	On-the-job CPD activities are regularly organized in my school					
S3	The on-the-job CPD activities in my school are relevant to my teaching needs					
S4	I attended one of the off-the-job CPD programs through external courses, seminars and conferences last year					
S5	The off-the-job CPD activity which attended was funded by my school					
S6	My school considers off-the-job CPD programs as very essential for enhancing my teaching skills					

SECTION C:

TEACHERS PERFORMANCE OF TEACHERS IN GOVERNMENT SECONDARY SCHOOLS IN OYAM DISTRICT

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1=Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

S/N	STATEMENTS	1(SD)	2(D)	3(NS)	4(A)	5(SA)
EF1	I always plan for my instructional materials and prepare for teaching in time					
EF2	I am able to maintain order among students whenever I am teaching					
EF3	I always maintain clarity in my teaching instructions when teaching					
EF4	I am able to use differentiated methods of teaching such that all learners are included in my class					
EF5	I always use formative and summative assessments to monitor learning among my students					
EF6	I always perform a self-evaluation of the teaching methods that I use for teaching					
EF7	I am well acquainted with the content of the subject that I teach					

SECTION D:

THE RELATIONSHIP BETWEEN CONTINUOUS PROFESSIONAL DEVELOPMENT AND TEACHERS PERFORMANCE OF TEACHERS IN GOVERNMENT SECONDARY SCHOOLS IN OYAM DISTRICT

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1=Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

S/N	STATEMENTS	1(SD)	2(D)	3(NS)	4(A)	5(SA)
D1	CPD activities has improved my lesson planning skills					
D2	CPD activities has enhanced my assessment and evaluation techniques as a teacher					
D3	CPD activities has contributed to my use of student-centered teaching methods while teaching in class					
D4	CPD activities has improved my ability to differentiate instruction for learners with diverse needs					
D5	As a teacher CPD activities has enhanced my professional conduct and ethics					
D6	CPD activities has improved my ability to collaborate and work with different teams of teachers					
D7	I have been able to integrate technology into my teaching as a result of CPD programs					

SECTION E:

TEACHERS' TEACHERS PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS IN OYAM DISTRICT

Please indicate the extent to which you agree with the following statements by ticking.

Key: 1=Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A) and 5= Strongly Agree (SA)

S/N	STATEMENTS	1(SD)	2(D)	3(NS)	4(A)	5(SA)
TTP1	I always align my lesson plans with the secondary school curriculum					
TTP2	I set clear objectives for each lesson that I conduct					
TTP3	I always start my lessons with a review of previous lessons					
TTP4	When I am teaching, I encourage student participation throughout my lesson					
TTP5	I use varied teaching strategies including group work and discussions when teaching					
TTP6	I use both formative and summative assessments to check the level of understanding of students on the lessons learnt					
TTP7	I adjust my instructions based on assessment results					

APPENDIX II: KEY INFORMANT INTERVIEW GUIDE

RESPONDENTS: DISTRICT EDUCATION OFFICER, HEAD AND DEPUTY HEAD TEACHERS, AND STUDENTS

Research Study on Continuous Professional Development and Teachers Performance of the teachers in Government Secondary Schools in Oyam District; Uganda

Objective of Discussion: To establish the state of Continuous Professional Development, examine the Teachers Performance of teachers and the relationship between Continuous Professional Development and Teachers Performance of Teachers in Government Secondary schools in Oyam District.

NB: For the following sub-sections, please justify the reasons for your responses

1. Objective One: To establish the state of Continuous Professional Development In Government Secondary Schools in Oyam District

- i. Has any of teachers attended any on-the-job or off-the-job Continuous Professional Development training or activity in the previous year? If yes what was this training or activity about?
- ii. Is your school able to organise Continuous Professional Development trainings for teachers regularly? If yes how often are these trainings organised?
- iii. Are the Continuous Professional Development trainings offered to teachers relevant to them? If yes, how has these trainings been relevant?

2. Objective Two: Teachers' Teachers Performance in Government Secondary Schools in Oyam District

- i. Have you noticed any changes in the teaching methods of your teachers after they participated in Continuous Professional Development programs? If yes, what kind of changes have you noticed?
- ii. What can say about the confidence of your teachers in regards to their teaching after attending Continuous Professional Development programs?
- iii. Do you think CPD has helped teachers in your school to gain more knowledge on their subject matter content? If so, how has it helped?
- iv. Do you think the classroom management skills of your teachers have improved as a result of attending CPD programs? If so, how has it helped?

3. Objective Three: Continuous Professional Development and Teachers Performance of the teachers in Government Secondary School in Oyam District

- i. What can you say about the state of lesson planning done by your teachers after attending Continuous Development trainings?
- ii. Do you think the CPD activities conducted by your school have enhanced teachers' assessment and evaluation techniques? If yes, how has their skills been enhanced.
- iii. Are teachers in your school able to apply student-centered learning while teaching in the classroom?
- iv. Are teachers in your school able to differentiate instruction for learners with diverse needs?
- v. What can you say about the use of technology by teachers in your school while teaching?
- vi. Are teachers in your school able to collaborate with one another and work in teams successfully?

4. Teachers' Teachers Performance in Secondary Schools in Oyam District

- i. Do teachers in your school align their lesson plans with the secondary school curriculum?
- ii. Are the teachers in your school able to set clear objectives for every lesson that they conduct?
- iii. What can you say about the teaching methods of teachers in your school?
- iv. How is assessment of students learning outcome conducted by your teachers?
- v. Are the teachers in your school able to adjust their instructions based on assessment results of students' learning outcomes

Appendix III: SAMPLE SIZE DETERMINATION GUIDE BY KREJCIE AND MORGAN 1970

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	355
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	373
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	225	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: N is population size; S is sample size

Source: Krejcie and Morgan (1970), *Determining sample size for research activities, Educational and Psychological Measurement*, 30,608, Sage Publications