

Training and Job Performance in Kasese District in Western Uganda

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Received: 22/08/2026

Accepted: 28/09/2026

Published: 10/10/2026

Abstract: The coherent study treasured the relationship between Training and Job Performance of Primary school teachers in Kasese District in Western Uganda. The research study engaged a cross-sectional and descriptive research design with qualitative paradigm. The academics used purposive sampling strategies to choose the reading materials for the research project study. A sample of 20 resources was selected from three Primary Schools for the purposes of carrying out a reasonable study. Data was garnered using documentary reviews and scrutinized utilizing content and thematic examination. The study findings revealed that Training significantly influences Job Performance of Teachers in primary schools in Kasese District. The study concluded that Employee training is a vital human capital investment that has a direct, positive impact on individual job performance and overall organizational productivity. From the study findings, the researchers recommended that Local Governments in the cosmos need to improve Goal Setting and Career Pathways using clear goal-setting frameworks and career development opportunities to boost teacher motivation, self-confidence, and job satisfaction. There is need to as well provide Adequate Instructional Resources by supplying teachers with necessary teaching tools, gender-responsive materials, and digital aids to make training practical in actual classrooms. Finally, enhancing Remuneration and Welfare by combining training initiatives with better pay and incentives to reduce teacher turnover and maintaining high morale can help improve the standards of Education in the world.

Keywords: Training, Job Performance, Primary Teachers, Uganda.

Cite this article: Emilio, B. & Deusedit, B. (2026). A Training and Job Performance in Kasese District in Western Uganda. *MRS Journal of Multidisciplinary Research and Studies*, 3(10), 1-4.

Introduction

In Britain, teacher training in Britain particularly in England under the Department for Education directly impacts job performance, retention, and classroom effectiveness through structured routes to Qualified Teacher Status (QTS). Trainees must meet the [Teachers' Standards](#), which define the baseline competence and professional practice required from the point of gaining QTS. Modern Initial Teacher Training heavily relies on school-led partnerships (such as university-school collaborations or employment-based paths like Teach First), allowing trainees to scale from observing to managing up to 80% of a full teaching timetable by the end of their preparation. Research indicates that teacher effectiveness climbs steeply during the first year on the job and plateaus around 3 to 5 years of experience, meaning early training quality heavily dictates how fast a teacher reaches peak performance. Full-time teachers in England average over 50 hours a week against contracted hours of 32.5, with excessive administration, data collection, and student behavior incidents cited as primary drains on day-to-day job performance and wellbeing. Secondary recruitment continues to track below government targets in most subjects, leading to a high reliance on non-specialist or unqualified teachers in disadvantaged areas. Performance management in English schools operates through regular supportive developmental appraisals, reserving formal capability procedures only for persistent underperformance (Ofojebe, 2020; Oso, 2019; Bowen, 2018 & Fehintola, 2017).

In Switzerland, teacher training in Switzerland is deeply integrated with practical classrooms and directly shapes high job

performance through rigorous cantonal standards and specialization. Pre-Primary & Primary requires a Bachelor's degree (180 ECTS) spanning multiple subjects with integrated practical internships. Lower Secondary requires a Master's degree (270–300 total ECTS) focusing on specific subject specializations and pedagogy. Vocational Education and Training (VET) is governed by specialized paths like the Swiss Federal University for Vocational Education and Training (SFIVET), combining industry expertise with professional teaching diplomas. Studies indicate that Swiss teacher preparation successfully bridges core content knowledge (CK) and pedagogical content knowledge (PCK), yielding consistent performance standards across different entry pathways. Beginning educators receive structured mentoring, professional counseling, and continuing education through local school networks and training universities to maintain high instruction quality. Swiss teachers average around 40 hours of work per week with clear distinctions between direct teaching hours (roughly 750–790 hours annually) and dedicated preparation time supporting sustainable job performance and high professional satisfaction (Emmanuel, 2029 & Dale, 2027).

In Africa, teacher training strongly improves job performance, instructional delivery, and student outcomes across Africa, though systemic resource constraints limit its full potential. In-service training and workshops help teachers use active learning, give constructive feedback, and upgrade digital or STEM skills. Trained educators show a direct positive link to improved student learning abilities and higher scores on national or external

exams. Professional development creates dynamic work climates, boosts teacher self-efficacy, and raises retention rates. Many sub-Saharan nations rely heavily on under-qualified or temporary contract teachers who receive only brief inductions. Schools often lack sufficient budgets, materials, and expert trainers to sustain continuous professional development (CPD). High student-to-teacher ratios and heavy workloads make it difficult for educators to regularly attend training programs (Afolabi, Anne, Best & Khan, 2020).

In Kenya, Teacher training directly improves job performance and student academic outcomes in Kenya, especially with the rollout of the Competency-Based Curriculum (CBC). Research shows trained teachers achieve significantly higher student mean scores (such as a 4.98 KCSE mean vs. 3.51 for untrained teachers. Continuous professional development and in-service training positively correlate with successful implementation of the Competency-Based Curriculum in primary and junior secondary schools. Teacher professional training accounts for roughly 22% of the successful implementation of the Teachers Service Commission (TSC) Teacher Performance Appraisal and Development (TPAD) policy. Ongoing capacity building equips educators with modern, learner-centered teaching methodologies, enhanced classroom management, and better assessment techniques. Many schools lack basic teaching aids, charts, and real-life learning linkages despite teacher training. Studies consistently recommend regular, mandatory in-service training alongside intrinsic and extrinsic motivation strategies (such as promotions and better working conditions) to sustain high task performance (Abdullah, Christina, & Lukas, 2019).

In Uganda, teacher training has a positive and significant impact on teacher job performance and student academic outcomes in Uganda, though its overall effectiveness is often limited by low motivation, poor remuneration, and inadequate instructional resources (Namiyingo, 2018). Trained teachers demonstrate better lesson delivery, deeper subject matter understanding, and improved classroom management skills. Studies in districts like Wakiso show that students taught by teachers who receive regular professional development or continuous training score an average of 13% higher in foundational literacy and numeracy assessments. Empirical research across various private and public schools confirms that staff training programs correlate positively with higher instructional effectiveness and teacher confidence. Many schools lack basic technical tools, up-to-date instructional materials, and digital infrastructure, preventing teachers from applying newly learned methodologies. Financial constraints, delayed pay, and poor working conditions often lower morale, leading to low commitment to professional development. Opportunities for in-service training are frequently irregular or underfunded, particularly in rural or government-aided public primary and secondary schools (Ganda, Adeyimi, & Angelina, 2018).

In Kasese District, teacher professional training in Kasese District, Uganda, has a strong positive effect on classroom instruction quality and student engagement, though its direct statistical impact on immediate exam scores can vary without matching resources. Research in Kasese primary schools indicates that systematic lesson preparation and structured output planning strongly correlate with teacher efficiency and performance variations. Teacher performance and student outcomes are often constrained by oversized classes (over 80% exceeding standard

guidelines), low or delayed remuneration, and limited instructional resources despite active training initiatives. Studies recommend combining one-off workshops with sustained mentorship, regular refresher courses, and local monitoring to translate training into measurable academic gains (Dale, 2017; Gotanga & Huma, 2020).

Methods and Materials

Data capturing

A cross sectional survey and Descriptive design was used to accumulate explanatory research information whereby qualitative data was gathered using surveillance notes and documentary reviews.

Selection of reading materials

The target reading materials for the study were selected purposively from the primary schools in Kasese district including schools in Bukonzo West County in western Uganda. 15 hard cover books were read and 5 e-resources were perused through for the purpose of getting information for the research project.

Documentary reviews

The investigator gathered information for the research study through reading a number of resources such as text books, journals, magazines, newspapers, Primary schools newsletters, Government briefs, periodicals and the internet world..

Data Analysis

Data was analyzed using content and thematic assessment. The information collected was organized into themes and sub-themes by putting them into meaningful categories. The investigator was cautious enough to avoid any grammatical mistakes. Conclusion was made following the series of actions. Passionate attention was used to recognize or minimize the effect of likely bias on the documents studied.

Results

Galan (2020) noted that employee training has a direct, statistically significant positive impact on job performance by upgrading workforce competencies, motivation, and problem-solving capacity. Teacher training has a direct, positive correlation with improved classroom management, instructional delivery, and student academic performance. Human Capital Theory by Theodore Schultz (1961) Views training as a critical investment that builds workers' knowledge, reduces stress, and increases commitment.. Behaviorism Theory by John B. Watson in (1913) anchors studies on pre-service and in-service training to measure observable changes in teacher habits like syllabus coverage and classroom attendance. Job Demands-Resources (JD-R) Model by Evangelia Demerouti, Arnold B. Bakker, Friedhelm Nachreiner, and Wilmar B. Schaufeli (2001): Explains how professional training acts as a critical job resource that mitigates stress, prevents burnout, and fosters long-term job satisfaction

Albert (2018) opined that Pre-service training Equips educators with foundational pedagogical skills, correlating positively with daily classroom attendance and structured syllabus coverage. In-service training (retraining/workshops) Keeps educators updated on modern teaching methodologies, digital tools, and curriculum adjustments, yielding strong positive impacts on overall job performance and professional retention. Regular training updates subject-matter knowledge and hones interactive teaching strategies. Professional development programs build a

dynamic work climate, raising staff commitment and lowering teacher turnover. Research notes that while teaching experience builds student assessment competency, it requires constant reinvigoration through modern technological and pedagogical training to prevent stagnation

Equipping teachers with modern coping mechanisms and efficient classroom management tools mitigates workplace stress and fatigue. Regular teacher training directly improves instructional delivery, classroom management, and student academic performance. Teacher Training is a formal process of imparting instruction, modern methodologies, and practice to bring an educator to a desired level of professional capability. It spans pre-service foundations, mandatory induction, and continuous in-service professional development. Job Performance is the multidimensional execution of a teacher's duties, measured through effective syllabus coverage, innovative teaching strategies, classroom control, and accurate student evaluation (Picho, 2017 & Murwanashyaka, 2024).

Discussion

From the findings, the study established that Training greatly influences Job Performance of Primary Teachers in the cosmos. This implied that more governments in the world increased the Budget for training primary teachers in their countries for better job performance in education. The findings are in agreement with Adelabu (2020) who conducted a study on Teacher education in Nigeria and found out that countries that prioritized giving incentives to teachers for better performance have been able to easily realize growth and development. However, Cara (2021) conducted a study on School Environment in India and found out that poor work relations among school workers can lead to poor performance. This can culminate into a state of underdevelopment in a nation

Conclusion

Employee training is a vital human capital investment that has a direct, positive impact on individual job performance and overall organizational productivity. Training systematically builds the knowledge, skills, and attitudes required to bridge the gap between standard expectations and actual output. Well-designed programs increase worker confidence, job satisfaction, and engagement, which in turn lower absenteeism and turnover rates. Long-term organizational competitiveness, innovation, and profitability rely on continuous training initiatives that align employee capabilities with corporate goals. Training effectiveness depends heavily on conducting proper pre-training assessments and post-training evaluations to ensure relevance and address specific skill deficiencies

Recommendations

Governments in the cosmos need to periodically organize workshops and seminars on Continuous In-Service Professional Development (CPD) programs while focusing on modern pedagogical skills, foundational literacy, and numeracy.

Ministries of Education in the world need to strengthen School Leadership and Supervision by encouraging head teachers to provide constructive feedback, supportive mentorship, and collaborative environments rather than relying solely on punitive appraisals.

Local Governments in the cosmos need to improve Goal Setting and Career Pathways using clear goal-setting frameworks and career development opportunities to boost teacher motivation, self-confidence, and job satisfaction.

There is need to as well provide Adequate Instructional Resources by supplying teachers with necessary teaching tools, gender-responsive materials, and digital aids to make training practical in actual classrooms.

Finally, enhancing Remuneration and Welfare by combining training initiatives with better pay and incentives to reduce teacher turnover and maintaining high morale can help improve the standards of Education in the world.

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