

## In-service training and teachers' performance in private secondary schools in Juba City Council, South Sudan, A cross-sectional study.

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### ABSTRACT

Page | 1

#### Background:

Teachers' competencies and performances in South Sudan are a major factor contributing to poor performance among candidates in national exams. This study assessed the relationship between in-service training and teachers' performance in private secondary schools in Juba City Council, South Sudan.

#### Methodology:

The study adopted a descriptive research design involving teachers in ten (10) selected private secondary schools in Juba city, and out of a population of 110, a sample of 86 was selected. The survey method, involving closed-ended questionnaires, and the interview method, using an interview guide, were used to collect data.

#### Results:

Out of 78 respondents, 56 (71.8%) were males, 22 (28.3%) were females, and 39.5% were aged 38-47 years. While 51.3% were Degree holders, 27.6 % were diploma holders, 17.1% were certificate holders, and 3.9% were master's or higher level of education. The most, 57.9% have worked in the teaching profession for 10-15 years. Findings depict that in-service training is a highly popular method of professional development of teachers in the selected secondary schools (Mean = 4.180 rated out of 5). There is a significant positive relationship between in-service training and teachers' performance ( $r = 0.624$ ,  $p\text{-value} < 0.05$ ). In- last five years, in-service training of teachers in universities has been emphasized and improved professional development (mean of 4.189 and standard deviation of 0.548, and 4.201 and standard deviation of 0.569), with the majority of teachers progressing their teaching careers through in-service training (mean of 4.561 and standard deviation of 0.719).

#### Conclusion:

In-service training affects teachers' performance. Increasing in-service training in private secondary schools significantly increases the likelihood of improving teachers' performance.

#### Recommendation:

Monitoring and evaluation of the learning process by head teachers of private secondary schools and the Ministry of Education and Instructions to make in-service training more productive and effective.

**Keywords:** In-service training, teachers' performance, private secondary schools, Juba City Council

**Submitted:** March 29, 2025 **Accepted:** October 01, 2025 **published:** October 30, 2025

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### BACKGROUND

#### Historical background

After the signing of the Comprehensive Peace Agreement (CPA) of 2005, the key areas of the transition agenda of South Sudan were education, health, economic transformation, and social welfare. Particularly, the education sector was wanting, with the country's illiteracy levels at an alarming rate of 71% as of 2008 statistics of the South Sudan Center for Census and Statistics. By 2011, the Ministry of General Education and Instruction reported that about 320 teachers in South Sudan government schools were foreigners. Training of South Sudanese teachers was hence a requirement to ensure that trained teachers would eventually replace the foreign teachers.

#### Conceptual background

Teacher Professional development, according to Priya and Sangeeta (2024), is gaining new skills through continuing education and career training after entering the workforce. It can include taking classes or workshops, attending professional or industry conferences, or earning a certificate to expand knowledge in their field.

According to Hollins (2011), integrating sustainability and equity into professional development programs is crucial because it ensures that teachers are not just subject matter experts but also advocates for a more just and sustainable world. By equipping teachers with the resources and knowledge to address these global issues in the classroom,

we lay the groundwork for a generation of students who are informed, empathetic, and empowered to make a difference. Teachers' competence can be improved through professional development programs that boost their teaching competencies and enable them to deliver in the midst of chaotic education settings common these days, and achieve the desired educational goals. What we do not know before this study is how teacher professional development has been perceived and considered in South Sudan in the last five years. The recently released exams from secondary schools in South Sudan Certificate of Secondary Education show declining students' performance nationwide wide which did not spare the schools in Juba city council, and the reason, which could have been but has not yet been confirmed that teacher's professional development is one of the reasons.

### Theoretical background

The study is underpinned by two theories: the continuous development theory and the motivation theory of Barham Maslow. The continuous improvement theory, which was originally a Japanese term, but eventually absorbed by many writers worldwide. According to quality gurus such as Ishikawa, Juran, Crosby, and others, quality services can be achieved by steadily training workers on the jobs they are doing and ensuring that they are more aligned, experienced, and reliable so that defaults will be reduced as much as possible.

The theory underpins the relevance of professional development of teachers as a practice that may enable them to learn contemporary 21st-century pedagogical, social, professional, and personal competences. By training teachers, Reeves (2010) echoed that great impact can be realized in student achievement, and high-impact professional learning requires four aspects of teaching, curriculum, assessment, and leadership.

### Contextual background

After the 2005 Comprehensive Peace Agreement (CPA) and subsequently the 2011 elections, all efforts focused on the rebuilding of South Sudan, through key primary sectors of agriculture, education, health, and infrastructural development. As of 2005, the illiteracy rate was 71% but it

steadily reduced to about 30% by 2023, according to the South Sudan National Bureau of Statistics (SSNBS) Report 2023, showing steady progress in the education sector. However, according to the Ministry of General Education and Instruction Report 2024, there is a national problem of a shortage of teachers in private secondary schools nationwide wide and those who are there are not professionally trained to guide learners well. This study focused on assessing the effect of in-service training and teachers' performance in private secondary schools in Juba City Council in South Sudan.

## METHODOLOGY

### Research design

The research study used a descriptive study with both qualitative and quantitative approaches. The qualitative approach was used in light of the in-depth theoretical description of the variables. This design is preferred because it facilitated the collection of data needed from a representative sample of the target population, which involved in-depth discussions with the respondents.

### Study Population

A total population of 110 was considered, consisting of 1 Head teacher and 10 teachers from each of the 10 selected private secondary schools in Juba city. Head Teachers were selected using purposive sampling because they are the supervisors of the teachers and are considered to know the levels and needs of teacher professional development and teachers' performance. The teachers were selected because they are the categories that are the major subject matter of teachers' professional development, and their decisions on the same can influence the performance of students.

### Sample size and sampling techniques

#### Sample size

A sample size of 86 participants was selected (sample size selected based on Morgan table) among the head teachers and class teachers in ten selected private secondary schools' accessible population, and contains subjects, respondents, or interviewees (Mugenda, 2003).

**Table 1: Population, Sample, and Sampling Techniques**

| Category      | Population (N) | Sample size (n) | Sampling technique     |
|---------------|----------------|-----------------|------------------------|
| Head teachers | 10             | 8               | Purposive sampling.    |
| Teachers      | 100            | 78              | Simple random sampling |
| Total         | 110            | 86              |                        |

*Determined using Morgan's table*

### Sampling technique

Simple random sampling was used in selecting teachers, where each of them had an equal chance to be selected. This method was used to select class teachers of selected private

secondary schools. On the other hand, Purposive sampling was used in selecting Head teachers, to select head teachers; therefore, the main consideration in purposive sampling was judgmental, as to who would provide the best information to

achieve the objectives of the study. In this method, the said categories of people were sought to provide the required information based on their positions.

## Study Methods

### Surveys

Page | 3

A survey method was used, in which a self-administered questionnaire was used to collect primary data. A survey was done on teachers to collect quantitative data, which was analyzed quantitatively. A total of 78 questionnaires were issued to the 78 teachers.

### Interviews

Face to Face-to-face interviews were conducted with head teachers because they are the key informants. The interviews were used to collect qualitative data that was used to enrich and supplement the quantitative data, and will allow for the free flow of qualitative data from the head teachers.

## Data Collection Instruments

### Questionnaire

Data was collected by using a closed-ended questionnaire. The closed questionnaires were chosen because of their ability to reduce bias as responses are controlled, and this facilitated quantitative analysis. The questionnaires were designed according to the theme and objectives of the research based on the 5-point Likert Scale format.

### Interview guide

The interview guide was used in the collection of qualitative data during interviews with head teachers of selected private secondary schools. The interview guide is deemed appropriate since the aforementioned categories of respondents are considered to possess vital information. Further, the interview guide allowed the free flow of data from interviewees without any restriction.

## Data processing and analysis

### Data processing

After the collection of data, variables were coded according to each category of respondents. The data was then edited and coded before the detailed analysis with the help of a computer. The data was recorded, transcribed, and edited on a daily basis.

### Data analysis

The Quantitative data collected under the survey method and using the questionnaire were organized, coded, and entered into the computer with the help of IBM SPSS 20. The same was done with data from the open-ended questions after being grouped and given codes according to how related

they are. Using the same software, it was analyzed, and frequency tables, descriptive analysis tables using means and standard deviation, correlations using the Pearson correlation coefficient, and regression analysis using a linear regression model for clear presentation. With both the quantitative and qualitative data, general and key insights were discovered that help to draw the conclusions and recommendations.

The goal of qualitative data was to explain, describe, and interpret qualitative patterns in terms of words, numbers, matrices, pictures, sounds, or other forms of representation. After the collection of qualitative data via interviews, document reviews, or open-ended questions, a rigorous data analysis process was used. Qualitative data analysis: proposal stage. Having conducted an interview, transcription and organization of data were the first stage of analysis. This was followed by systematically analyzing the transcripts, grouping comments on similar themes, and attempting to interpret them and draw conclusions. Further verbatim quotations were taken.

## Validity and Reliability of the Research Instruments

### Validity

To ensure the validity of the instrument, the expert judgment method was used. After constructing the questionnaire, the supervisor was contacted, an expert in this area, to go through it to ensure that the instrument is clear, relevant, specific, and logically arranged. Expert judgement of the supervisor was used to verify the validity of the instruments, and the supervisors were contacted to evaluate the relevance of each item to the instrument of the objectives. And as recommended by Amin (2005), for the instrument to be valid, a CVI should be 0.7 or higher. A formula for Lawshe's was used to measure the validity of the instruments for the objectives.

$$CVR = (ne - N/2)/(N/2).$$

### Reliability

The instruments were pilot tested twice on the same subjects at a time interval of 30days. To ensure the reliability of the quantitative data, the Cronbach's Reliability coefficient for Likert scales test was performed. It was used as a measure of internal consistency or reliability of a psychometric test score for a sample of examinees. According to Sekaran (2003), a rule of thumb requires a reliability of 0.7 or higher before the instrument is used. Upon performing the test, the results that were 0.7 or above were considered reliable. Cronbach's Alpha test was employed to measure the reliability, while Lawshe's Content Validity Ratio was used to measure the validity of the research, and the table below summarizes the results.

**Table 2: Validity and reliability of research instruments**

| Variable                          | Anchor | Cronbach Alpha Coefficient | Content validity index |
|-----------------------------------|--------|----------------------------|------------------------|
| In-service training               | 5point | .744                       | .710                   |
| Workshops and seminars            | 5point | .701                       | .725                   |
| Peer mentorship and collaboration | 5point | .703                       | .705                   |
| Teachers performance              | 5point | .719                       | .722                   |

*Source: Primary data*

The results in Table 2 show that the Cronbach Alpha coefficient and the Content Validity indices were above 0.700, indicating that the items/questions selected for the study were both valid and reliable.

### Ethical Consideration

To address the ethical issues, informed consent was sought from the respondent before any interview, and the issue of the questionnaire was addressed. The data was collected by use of reliable and valid tools, coded, and data collection tools which were burnt after data analysis to avoid any form of information misuse. Data was collected from head teachers and class teachers of selected schools. All citations and references to different authors were acknowledged. The confidentiality of the respondents was maintained, and their

privacy was protected at all times. Professionalism was ensured when interacting with the respondents.

## RESULTS

### Response Rate

Out of 86 members, 78 participated in the survey and were given a questionnaire, and 8 were scheduled for interviews. 76 questionnaires were returned were returned and all 8 head teachers participated in the interviews. This gives a response rate of 97.7%.

### Gender of the respondents

Respondents among the teachers who were given the questionnaires were required to indicate their gender by selecting their gender by choosing either male or female, and the following table summarizes the results.

**Table 3: Gender of the Respondents**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
|       | Male   | 56        | 71.8    | 71.8          | 71.8               |
| Valid | Female | 22        | 28.2    | 28.2          | 100.0              |
|       | Total  | 78        | 100.0   | 100.0         |                    |

*Source: Primary Data (2024)*

The information in Table 3 shows the total survey respondents among the teachers in selected private secondary schools. Out of the total of 78, 56 respondents (71.8%) were males, and the remaining 22 (28.3%) were females. This means that the majority of the respondents among the teachers were males.

This statistic of more males than females was attributed to the fact that this research was conducted in private

secondary schools, which statistically attracts more male staff than females.

### Age of the respondents

The questionnaire was issued the questionnaire among the teachers were requested to select their age groups, and the following table summarizes the results.

**Table 4: Age of the respondents**

|       |                  | Frequency | Perce nt | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|----------|---------------|--------------------|
|       | 18 – 27 years    | 3         | 3.9      | 3.9           | 3.9                |
|       | 28 – 37 years    | 26        | 34.2     | 34.2          | 38.2               |
|       | 38 – 47 years    | 30        | 39.5     | 39.5          | 77.6               |
| Valid | 48 – 57 years    | 13        | 17.1     | 17.1          | 94.7               |
|       | 58 years & above | 4         | 5.3      | 5.3           | 100.0              |
|       | Total            | 76        | 100.0    | 100.0         |                    |

*Source: Primary Data (2024)*

Table 4 shows how the age of the respondents among the teachers was distributed in various categories. The majority of the respondents, 39.5% were aged 38-47 years. This is followed by 34.2% who were aged 28 – 37 years, 17.1% in the age group of 48 – 57 years, 5.3% were in the age group of 58 years and above, and 3.9% in the age group of 18 – 27 years.

This distribution of respondents by age shows that the majority of the respondents were at least 28 years old, and those 28 years or more constituted 96.1% in total. Their views are considered more reliable because by virtue of their age, they are believed to be aware of the relevance of professional training on teachers' performance and hence are able to give reliable responses. And can provide proper guidance in the forthcoming elections.

### Education level of respondents

**Table 5: Education Level of respondents**

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
|       | Certificate      | 13        | 17.1    | 17.1          | 17.1               |
|       | Diploma          | 21        | 27.6    | 27.6          | 44.7               |
| Valid | Degree           | 39        | 51.3    | 51.3          | 96.1               |
|       | Master of higher | 3         | 3.9     | 3.9           | 100.0              |
|       | Total            | 76        | 100.0   | 100.0         |                    |

*Source: Primary Data (2024)*

Table 5 shows that the majority of the respondents among teachers, 51.3% were Degree holders, and these were followed by 27.6 % who were diploma holders, 17.1% were certificate holders, while 3.9% were master's or higher level of education.

The results show that the majority of the teachers were majorly degree and diploma holders, both contributing a sum of 78.9% of the total respondents.

This is an indication that most of the respondents were at least qualified with a bachelor's degree or diploma, an

indicator that they have undergone some professional development.

### Duration in teaching practice

The length of teachers' practice in private secondary schools was ascertained and summarized in the table.

**Table 6: Designation of the respondents**

|       |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|------------------|-----------|---------|---------------|--------------------|
|       | 5 years or less  | 1         | 1.3     | 1.3           | 1.3                |
|       | 6 - 10 years     | 20        | 26.3    | 26.3          | 27.6               |
| Valid | 10 - 15 years    | 44        | 57.9    | 57.9          | 85.5               |
|       | 16 years & above | 11        | 14.5    | 14.5          | 100.0              |
|       | Total            | 76        | 100.0   | 100.0         | 200.0              |

*Source: Primary Data (2024)*

Table 6 shows that the majority of the respondents have worked in the teaching profession for 10-15 years, and this

is followed by those teachers who have been teaching in private secondary schools for 6-10 years, 14.5 % for 16 years or above, and 1.3% for 5 years or less. This result shows that the majority of teachers have worked in private secondary schools for 10-15 years, hence possess some experience and might have experienced and witnessed some professional development methods over the years they have been teaching in private secondary schools.

### Survey results on teachers' performance in private secondary schools

During the survey, respondents were requested to indicate the extent to which they agree with the statements related to indicators of teachers' performance. They were required to choose among 5 options on the Likert scale, where 1- strongly disagree (SD), 2- Disagree (D), 3- Not sure (NS), 4- Agree (A) and 5- Strongly Agree (SA). The mean values were then determined using SPSS v.20.0, and interpretation was based on the mean to indicate: very low for a mean range between 1 and 1.8, low for a mean between 1.8 and 2.6, moderate for a mean between 2.6 and 3.4, high for a mean between 3.4 and 4.2, and very high for a mean between 4.2 and 5.0. The following table summarizes the results.

**Table 7: Descriptive analysis of teachers' performance in private secondary schools**

|                                                                                                            | N  | M<br>in<br>. | M<br>ax<br>. | Mean         | Std.<br>Dev. | Interpre-<br>tation |
|------------------------------------------------------------------------------------------------------------|----|--------------|--------------|--------------|--------------|---------------------|
| <b>Teachers' punctuality</b>                                                                               |    |              |              |              |              |                     |
| When teachers keep time in class, their performance is considered good                                     | 76 | 2            | 5            | 4.092        | 0.726        | High                |
| Time management of teachers is highly empathized with the administration of my school                      | 76 | 1            | 5            | 4.113        | 0.622        | High                |
| At this secondary school teacher's punctuality has been emphasized by the administration                   | 76 | 1            | 5            | 4.255        | 0.785        | Very high           |
| <b>Mean of means</b>                                                                                       |    |              |              | <b>4.153</b> | <b>0.711</b> | <b>High</b>         |
| <b>Attendance of students</b>                                                                              |    |              |              |              |              |                     |
| When students like attending classes, it indicates They like what the teacher is teaching                  | 76 | 3            | 5            | 4.171        | 0.345        | High                |
| In my school, the students' attendance has been good for the last five years                               | 76 | 3            | 5            | 4.282        | 0.298        | Very high           |
| <b>Mean of means</b>                                                                                       |    |              |              | <b>4.227</b> | <b>0.322</b> | <b>Very high</b>    |
| <b>Students' outcomes</b>                                                                                  |    |              |              |              |              |                     |
| We measure students' performance as an indicator of teacher's performance                                  | 76 | 1            | 5            | 3.700        | 1.042        | High                |
| Effective teachers are those who teach students and pass the national exams                                | 76 | 3            | 5            | 4.270        | 0.561        | Very high           |
| For the last five years, the students' outcome has been satisfactory in my school                          | 76 | 1            | 5            | 4.110        | 0.762        | High                |
| <b>Mean of means</b>                                                                                       |    |              |              | <b>4.027</b> | <b>0.610</b> | <b>High</b>         |
| <b>Lesson plan compliance</b>                                                                              |    |              |              |              |              |                     |
| Teachers are required to prepare and give a lesson plan                                                    | 76 | 2            | 5            | 4.119        | 0.723        | High                |
| Preparation and use of the lesson plan ensure that been highly regarded by the administration of my school | 76 | 1            | 5            | 4.036        | 0.567        | High                |
| Teachers who prepare lesson plans are considered as high performers                                        | 76 | 2            | 5            | 4.349        | 0.541        | Very high           |
| <b>Mean of means</b>                                                                                       |    |              |              | <b>4.168</b> | <b>0.610</b> | <b>High</b>         |



|                                                                                                        |        |   |   |                   |                   |              |
|--------------------------------------------------------------------------------------------------------|--------|---|---|-------------------|-------------------|--------------|
| <b>Scheme of work compliance</b>                                                                       |        |   |   |                   |                   |              |
| Teachers are required to prepare and have a Scheme of work                                             | 7<br>6 | 1 | 5 | 3.9<br>40         | 0.8<br>90         | High         |
| Preparation and use of the Scheme of Work has been highly regarded by the administration of my schools | 7<br>6 | 1 | 5 | 4.0<br>20         | 0.7<br>63         | High         |
| Teachers who prepare a Scheme of work and follow It is considered high-performance                     | 7<br>6 | 1 | 5 | 4.1<br>10         | 0.9<br>94         | High         |
| <b>Mean of means</b>                                                                                   |        |   |   | <b>4.02<br/>3</b> | <b>0.88<br/>2</b> | <b>4.023</b> |
| <b>Overall Mean of Means</b>                                                                           |        |   |   | <b>4.1<br/>0</b>  |                   | <b>High</b>  |

*Source: Primary Data (2024)*

Table 7 shows the descriptive analysis of teachers' performance under the four attributes of teachers' performance.

Under the attribute of teachers' punctuality, it was explained that when teachers keep time in class, their performance is considered good. It is rated high with a mean of 4.092 and a standard deviation of 0.726. Time management of teachers is highly emphasized by the administration of the school, and is rated high with a mean of 4.113 and a standard deviation of 0.622. Secondary school teachers' punctuality has been emphasized by the administration, rated very high with a mean of 4.255 and a standard deviation of 0.785. Hence, based on the mean of 4.153, it is deduced that punctuality of teachers is an indicator of teachers' performance and has been emphasized in the private secondary schools.

Under the attribute of attendance of students, the descriptive analysis when students like attending classes, it indicates they like what the teacher is teaching is high with a mean of 4.171 and a standard deviation of 0.345. In the school, the student's attendance has been good for the last five years, rated very high, 4.282, and standard deviation of 0.298. Hence, based on the mean of 4.027, it is deduced that attendance of students is an indicator of teachers' performance and has been emphasized in the private secondary schools.

Under the attribute of students' outcomes, the measure of students' performance as an indicator of teachers' performance was rated high, with a mean of 3.700 and a standard deviation of 1.042. Effective teachers are those who teach students and pass the national exams, which are rated very high with a mean of 4.270 and standard deviation of 0.561; and for the last five years, the students' outcomes have been satisfactory in my school, which is rated high with a mean of 4.110 and standard deviation of 0.762. Hence, based on the mean of 4.168, it is deduced that students' outcomes are a high indicator of teachers' performance and have been emphasized in the private secondary schools.

Under the Lesson plan compliance, teachers are required to prepare and have a lesson plan rated high with a mean of 4.119, and a standard deviation of 0.723. Preparation and use

of lesson plan has been highly regarded by the administration of my school is rated high with a mean of 4.036 and standard deviation of 0.567, and teachers who prepare lesson plans are considered as high performers, rated 4.349 and standard deviation of 0.541. Hence, based on the mean of 4.112, it is deduced that Lesson plan compliance is a high indicator of teachers' performance and has been emphasized in the private secondary schools.

Further, the scheme of work compliance indicator of teachers performance, it is shown by the results that teachers are required to prepare and have a Scheme of work is rated high with a mean of 3.940 and standard deviation of 0.890, preparation and use of Scheme of work ensure has been highly regards by the administration of my schools, rated very high with a mean of 4.020 and standard deviation of 0.763, and, teachers who prepare Scheme of work and follow it are considered high performance, rated high with a mean of 4.110 and standard deviation of 0.994. Hence, based on the mean of 4.023, it is deduced that the Scheme of work compliance is a high indicator of teachers' performance and has been emphasized in the private secondary schools. Overall mean rating of 4.10, rating the performance of the teachers in private secondary schools has been high, as per the statistics based on teachers.

### Interviews teachers' performance in secondary school

On punctuality, All the interviewees agree that punctuality of teachers is a performance indicator in private secondary schools in Juba city and one of them said that "..... *time management is a key performance attribute of teachers in our school..... we even have attendance lists for teachers to ensure that they keep time.* And another added that "*we cannot tell the students to keep time when us are not punctual..... remember we are inspirations to those students...*". This confirms that teacher punctuality is a measure of performance, and it is generally high among most teachers in private secondary schools where the study was conducted.

On attendance of students, 70% of the interviewees were in affirmative that when teachers teach well, students like

learning. One of them even said that, “Students will lose morale when they are subjected to teaching by a bad teacher, and it is in that regard that attendance of learners is key to learners’ performance.” Another said that Teachers are more liked when they keep time. We always encourage them to keep time. On students’ results, the interview results were affirmative. All the interviewees (100%) mentioned that students’ result indicates students’ performance and progress. Teachers’ performance is shown by the performance of learners in private secondary schools in Juba City.

On lesson plan compliance, the results of the interviews are also in support of the survey results, where interviewees all accept that all teaching in private secondary schools by the teachers should be guided by a lesson plan and create objectivity, focus, and time management in teaching.

On periodic scheme of work compliance, interview results concur with the survey results in that all 10 interviewees recognized the need for every teacher to have a periodic scheme of work so that it guides teaching by the teacher. One of the interviewees was even quoted. “It is a

professional requirement for teachers to have a termly scheme of work to guide teaching in the whole term... it helps teachers to set targets and be able to work toward achieving them...”

### Teachers’ in-service training and teachers’ performance in private secondary schools

Respondents were requested to indicate the extent to which they agree with the statements related to how in-service training affects teachers’ performance. They were required to choose among 5 options on the Likert scale, where 1- strongly disagree (SD), 2- Disagree (D). 3- Not sure (NS). 4- Agree (A) and 5- Strongly Agree (SA). The mean values were then determined using SPSS v.20.0, and interpretation was based on the mean to indicate: very low for a mean range between 1 and 1.8, low for a mean between 1.8 and 2.6, moderate for a mean between 2.6 and 3.4, high for a mean between 3.4 and 4.2, and very high for a mean between 4.2 and 5.0. The following table summarizes the results.

**Table 8: Results on the in-service training method of teachers’ professional development in secondary school**

|                                                                                                                                    | N  | M in. | M ax. | Me an        | Std . Dev | Interpretatio n |
|------------------------------------------------------------------------------------------------------------------------------------|----|-------|-------|--------------|-----------|-----------------|
| In-service training is considered a major area of professional development                                                         | 76 | 1     | 5     | 4.045        | 0.458     | High            |
| In- last five years, in-service training of teachers in universities has been emphasized and has improved professional development | 76 | 3     | 5     | 4.189        | 0.548     | High            |
| The majority of teachers have progressed their teaching careers through in-service training                                        | 76 | 4     | 5     | 4.561        | 0.719     | Very high       |
| In-service training is sponsored by others organization,                                                                           | 76 | 3     | 5     | 4.201        | 0.569     | Very high       |
| The school administration ensures that in Service programs do not interfere with teachers' work at school.                         | 76 | 2     | 5     | 3.894        | 0.518     | High            |
| In-service training is one of the ways of development customers                                                                    | 76 | 1     | 5     | 4.187        | 0.422     | High            |
| <b>Mean of means</b>                                                                                                               |    |       |       | <b>4.180</b> |           | <b>High</b>     |

Source: Primary Data (2024)

Table 8 shows the descriptive analysis of the use of In-service training as a method of professional development of teachers in the selected private secondary schools. The results show that from teachers’ data, in service training is considered as a major area of professional development is rated high with a mean of 4.045 and standard deviation of

0.458, In- last five years, in-service-training of teachers in universities has been emphasized and improves professional development rated high with a mean of 4.189 and standard deviation of 0.548 and 4.201 and standard deviation of 0.569.



Further, the results shows that majority of teachers have progressed their teaching careers through in service training rated very high with a mean of 4.561 and standard deviation of 0.719, In service training is sponsored by other organization is rated very high with a mean of 0.518 and in service training is one of the ways of development customers is rated high with a mean of 4.187 and Standard deviation of 0.422.

In addition, the school administration ensures that in-service programs don't interfere with teachers' work at school is rated very high with a mean of 3.894, and a standard deviation of

Overall, based on the mean of means of 4.180, it is deduced that in-service training, a method of professional development, has been highly regarded and recognized as a method of professional development.

**Table 9: Correlation analysis of in-service training method and teachers' performance in secondary school**

|                |                       |                         | In-service training | Teachers' performance |
|----------------|-----------------------|-------------------------|---------------------|-----------------------|
| Spearman's rho | In-service training   | Correlation Coefficient | 1.000               | .624**                |
|                |                       | Sig. (2-tailed)         | .                   | .000                  |
|                |                       | N                       | 76                  | 76                    |
|                | Teachers' performance | Correlation Coefficient | .624**              | 1.000                 |
|                |                       | Sig. (2-tailed)         | .000                | .                     |
|                |                       | N                       | 76                  | 76                    |

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

**Source: Primary Data (2024)**

The results in Table 9 show that there is a significant positive relationship between in-service training and teachers' performance ( $r = 0.624$ ,  $p\text{-value} < 0.05$ ). This implies that increasing the use of in-service training in secondary schools significantly increases the likelihood of improving teachers' performance.

### Regression analysis of in-service training and teachers' performance

Regression analysis was used to assess whether there is a linear relationship between in-service training and teachers' performance. The following table summarizes the results.

**Table 10: Regression Coefficients of in-service training and teachers' performance**

| Model                                                                                                     |                     | Standardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|-----------------------------------------------------------------------------------------------------------|---------------------|---------------------------|------------|---------------------------|-------|------|
|                                                                                                           |                     | B                         | Std. Error |                           |       |      |
| 1                                                                                                         | (Constant)          | .567                      | .261       |                           | 2.935 | .004 |
|                                                                                                           | In-service training | .448                      | .092       | .679                      | 7.064 | .000 |
| F=56.109, Sig = .000, R=616, R square = .379. adjusted R square = .361, Std. Error of the Estimate = .223 |                     |                           |            |                           |       |      |

Table 10 shows that there is a linear relationship between teachers' professional development through in-service training and teachers' performance ( $F=56.109$ ,  $\text{sig. } 0.000$ ,  $R=0.616$ ,  $R\text{ Square}=0.379$ , and using the value of adjusted  $R\text{ square}$  of 0.361, it can be deduced that a unit change in in-service training leads to a positive change in teachers' performance by 0.361%. This shows that the teachers' professional development through in-service training affects teachers' performance in selected private secondary schools.

### Interviews on the in-service training method of teachers' professional development in secondary schools.

During the interviewees all interviewees agree that in-service training is the formal method of professional training and the major training method that allows teachers to pursue their careers to greater heights.

One of them emphasized that "... all teachers need to upgrade through in-service if they are to be recognized for bigger positions in education administration."

Another added that “....in service training is the formal training teachers must undergo when pursuing...”

In-service training methods of professional development improve teachers’ performance.

## DISCUSSION

### Page | 10 Findings on Bio data

The results on the gender of the respondents show that the total survey respondents among the teachers in selected private secondary schools. Out of the total of 78, 56 respondents (71.8%) were males, and the remaining 22 (28.3%) were females. This means that the majority of the respondents among the teachers were males. This statistic of more males than females was attributed to the fact that this research was conducted in private secondary schools, which statistically attracts more male staff than females.

The results on the age of the respondents among the teachers’ members were distributed in various categories. The majority of the respondents, 39.5% were aged 38-47 years. This is followed by 34.2% who were aged 28 – 37 years, 17.1% in the age group of 48 – 57 years, 5.3% were in the age group of 58 years and above, and 3.9% in the age group of 18 – 27 years. This distribution of respondents by age shows that the majority of the respondents were at least 28 years old, and those 28 years or more constituted 96.1% in total. Their views are considered more reliable because by virtue of their age, they are believed to be aware of the relevance of professional training on teachers’ performance and hence can give reliable responses. And can provide proper guidance in the forthcoming elections.

On education level, the results show that the majority of the respondents among teachers, amounting to 51.3% were Degree holders, and these were followed by 27.6 % who were diploma holders, 17.1% were certificate holders, while 3.9% were master's or higher level of education.

The results show that the majority of the teachers were majorly degree and diploma holders, both contributing a sum of 78.9% of the total respondents. This is an indication that most of the respondents were at least qualified with a bachelor's degree or diploma, an indication that they have undergone some professional development.

On duration spent in teaching service, the results show that the majority of the respondents have worked in the teaching profession for 10-15 years, and this is followed by those teachers who have been teaching in private secondary schools for 6-10 years, 14.5 % for 16 years or more, and 1.3% for 5 years or less. This result shows that the majority of teachers have worked in private secondary schools for 10-15 years, hence possess some experience and might have experienced and witnessed some professional development methods over the years they have been teaching in private secondary schools.

## Teachers’ performance in private secondary schools

Teachers’ performance has been studied under four attributes that are teachers’ punctuality, students’ attendance, students’ outcomes, lesson plan compliance, and scheme of work compliance.

The results of the survey show that punctuality of teachers is an indicator of teachers’ performance and has been emphasized in the private secondary schools, and when teachers keep time in class, their performance is considered good. Secondly, time management of teachers is highly emphasized by the administration of my school, and at this secondary school, teachers’ punctuality has been emphasized by the administration.

All the interviewees agree that the punctuality of teachers is a performance indicator in private secondary schools in Juba city. This confirms that teacher punctuality is a measure of performance, and it is generally high among most of the teachers in private secondary schools where the study was conducted.

Secondly, teachers’ performance was also considered under the attributes, and the survey results show that descriptive analysis when students like attending classes attendance of students, it indicates they like what the teacher is teaching. In the school, the students’ attendance has been good for the last five years. The results show that attendance of students is an indicator of teachers’ performance and has been emphasized in the private secondary schools.

The majority of the interviews, that is 70% of the interviewees, were in affirmative that when teachers teach well, students like learning. Students will lose morale when they are subjected to teaching by a bad teacher, and it is in that regard that attendance of learners is key to learners’ performance. Further, Teachers are more liked when they keep time. We always encourage them to keep time.

Under the teacher’s performance attribute of students’ outcomes, effective teachers are those who teach students and pass the national exams, and for the last five years, the students’ outcomes have been satisfactory in my school. Hence, based on the mean of 4.168, it is deduced that students’ outcomes are a high indicator of teachers’ performance and have been emphasized in the private secondary schools.

These were supported by all the interviewees, who all mentioned that students’ result indicates students’ performance and progress. Teachers’ performance is shown by the performance of learners in private secondary schools in Juba City.

Under the Lesson plan compliance, the results have shown that the lesson plan compliance is a high indicator of teachers’ performance and has been emphasized in the private secondary schools. The teachers appreciate the requirement to prepare and have a lesson. Preparation and use of lesson plans has been highly regarded by the administration of their schools, and teachers who prepare and use lesson plans are considered high performers. The results of the interviews are also in support of the survey

results, where interviewees all accept that all teachings in private secondary schools by the teachers should be guided by a lesson plan and create an objective focus, and time management in teaching.

Under the attribute of the scheme of work compliance indicator of teachers' performance. The performance of the teachers in private secondary schools has been high, as per the statistics based on teachers. It is shown by the results that teachers are required to prepare and have a Scheme of work, and that the preparation and use of the Scheme of work has been highly regarded by the administration of my schools, and teachers who prepare the Scheme of work and follow it are considered high performers.

This is supported by the interview results, where all 10 interviewees recognized the need for every teacher to have a periodic scheme of work to guide their teaching.

The results confirm that it is a professional requirement for teachers to have a termly scheme of work to guide teaching throughout the term, and that this helps teachers set targets and work toward achieving them.

### **In-service training and teachers' performance**

The descriptive analysis of the use of In-service training as a method of professional development of teachers in the selected private secondary schools. The results show that, from teachers' data, in-service training is considered a major area of professional development. In- last five years, in-service training of teachers in universities has been emphasized and improved professional development.

Further, the results show that the majority of teachers have progressed their teaching careers through in-service training. In addition, the school administration ensures that in-service programs don't interfere with teachers' work at school, and in-service training is one of the ways of developing teachers.

The results show that there is a significant positive relationship between in-service training and teachers' performance ( $r = 0.624$ ,  $p\text{-value} < 0.05$ ). This implies that increasing the use of in-service training in private secondary schools significantly increases the likelihood of improving teachers' performance.

The interviewees all agree that in-service training is the formal method of professional training and the major training method that allows teachers to pursue their careers to greater heights.

The results suggest that all teachers need to upgrade through in-service if they are to be recognized for bigger positions in education administration. In-service training is the formal training that teachers must undergo when pursuing.

The study concurs with the study of Omar (2014), who also supported the in-service training as a method of teachers' professional training in any field is a process that teaches new techniques and builds capacity with behavior in people to fulfill their tasks in accordance with the job standard, and makes the job more efficient in productivity. He also emphasized that the activities of education, knowledge, and skill upgrading are defined as consistent learning that was

created to retrain teachers, make them fit for dynamic technology, and increase their proficiency. Consistent re-education activities are regarded as an important part of the educational process because they can aid in the acquisition of new methodologies and the upgrading of content levels acquired from educational institutions.

Accordingly, the study further concurs with the study of Mugiraneza (2020), the activity of upgrading knowledge and skills is assistance provided to teachers and education administrators in order to improve their capacity and upgrade their skills and knowledge in their functions.

The study also concurs with the study of Kapur et al (2008) and Richter & Trier (2014), and Keshavarzi (2012). In particular, Kapur et al (2008) emphasized that in-service training considers practice and theory, as well as how this process has been influenced by the learners' cultural, economic, social, and political determinants.

The study is further consistent with other studies like Musa and James (2022), who concluded that in-service teacher training activities are viewed as a long-term investment in improving teachers' professionalism and skills. To create an effective education system, activities to improve educators' knowledge and skills with an emerging approach to the educational process should be established. In-service teacher training activities assist educators in acquiring current skills and techniques that make education more efficient and effective.

### **Conclusion**

In-service training is considered a major area of professional development. In- last five years, in-service training of teachers in universities has been emphasized and improved professional development. Further, the results show that the majority of teachers have progressed their teaching careers through in-service training. In addition, the school administration ensures that in-service programs do not interfere with teachers' work at school, and in-service training is one of the ways of developing teachers.

The results conclude that there is a significant positive relationship between in-service training and teachers' performance implies that increasing the use of in-service training in private secondary schools significantly increases the likelihood of realizing teachers' performance.

### **Recommendation**

The head teachers of private secondary schools need to establish strategies for effective in-service training on teacher performance in private secondary schools is critical. In-service training requires strong collaboration among stakeholders, teachers, school leaders, and government officials in charge of education, so that its policy for teachers is designed and followed.

The Ministry should ensure monitoring and evaluation of the learning process to make it more productive and effective. School leaders should ensure that teachers' attendance at in-service training is monitored and evaluated using an in-

service training attendance book, removing any barriers that may prevent teachers from attending the training. The government, through the Ministry of Education and Instruction, should play an important role in planning, organizing, and implementing in-service teacher training. This study recommends that the government develop a clear policy governing in-service teacher training. Monitoring and evaluation should be used to assess the outcomes of in-service training.

### Acknowledgement

I would like to begin by expressing my gratitude and appreciation to the Almighty God for keeping me healthy during my studies, as without his mercy, achieving this would have been impossible.

Special thanks go to my beloved Dad, Mr. Serugendo Paul, and Mum, Ntawutavugwa Treza, who enrolled me in the education system right from childhood up to this great time. Your care, guidance, and inspirations encouraged me to work harder to achieve this greater educational goal.

I am indebted to my supervisor, Dr. Dang George, for his guidance, support, and expertise, which helped me conduct my research within the given period. I appreciate his prompt and constructive feedback throughout this process.

Particular thanks to my family, especially my wife, Ms. Nakajoga Brenda, for their continuous support and understanding during my research and project writing. Not only did they put smiles on my face, but they also continuously reminded me of my goals and academic objectives. Their love, encouragement, and belief in me kept me motivated.

I also want to thank all the respondents, the teachers, and head teachers in selected private secondary schools, for taking the time to fill out my questionnaires and allocate time in the interviews, which contributed to the completion of my report.

Lastly, I am grateful to my friends and colleagues who offered help, support, and encouragement when needed during my studies.

### List of abbreviations

|       |                                                |
|-------|------------------------------------------------|
| CPA   | : Comprehensive Peace Agreement                |
| SSCCS | : South Sudan center for census and statistics |
| CPD   | : Continued Professional Development           |
| SSNBS | : South Sudan National Bureau of Standards     |
| HRD   | : Human Resource Development                   |
| TSC   | : Teachers' Service Commission                 |

### Source of funding

The study was not funded.

### Conflict of interest

The author declares no conflict of interest.

### Author contributions

**JMV** - Study developer and principal investigator

**GD** - Supervised the study

### Data availability

Data is available upon request.

### Informed consent

There was full disclosure; full comprehension, and respondents voluntarily consented to participate in the study.

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