



CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD) AND TEACHER PEDAGOGICAL PERFORMANCE IN PRIVATE SECONDARY SCHOOLS OF KASANGATI TOWN COUNCIL, WAKISO DISTRICT, UGANDA

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Abstract:

The study focused on Continuous Professional Development (CPD) and Teachers' Pedagogical Performance in private secondary schools in Kasangati Town Council, Wakiso District. The specific objectives of the study included: (a) To explore teachers' perception of On-the-Job training in private secondary schools in Kasangati Town Council, Wakiso district (b) To explore teachers' perceptions of Off-the-Job training in private secondary schools in Kasangati Town Council, Wakiso district (c) To examine the relationship between On-the-Job training and teachers' pedagogical performance in Kasangati Town Council, Wakiso district (d) To examine the relationship between Off-the-Job training and teachers' pedagogical performance in private secondary schools in Kasangati Town Council, Wakiso district. An embedded mixed methods design was applied with a sample size of 236 respondents. A simple random sampling technique was used to select teachers, while purposive sampling was used to select headteachers in the selected private secondary schools in Kasangati Town Council. Quantitative data were collected using closed-ended questionnaires, while qualitative data were collected using interview guides. Quantitative data were analysed using descriptive and inferential statistics, while qualitative data were analysed using the thematic analysis technique. The descriptive findings of the study showed that private secondary schools in Kasangati Town Council had made deliberate efforts to conduct On-the-job training through Workshops, seminars and Refresher courses with an Average Mean of 4.4225 and a Standard Deviation of .60646. Furthermore, Off-the-job training through in-service training and Conferences with an Average Mean of 4.0516 and a Standard Deviation of .88603 had also been conducted. The study found a significant and moderate relationship

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between on-the-job training and teachers' pedagogical performance ($r = .536^{**}$, $p = 0.000$) and the p-value was less than 0.05. The findings suggest that on-the-job training enhances Teachers' Pedagogical Performance. The study further found that the coefficient of determination was $(r^2) = .253$, which means that on-the-job training explained 25.3 percent of the variation in teachers' pedagogical performance. The study also found a significant and moderate relationship between off-the-job training and teachers' pedagogical performance ($r = .656^{**}$, $p = 0.000$), and the p-value was less than 0.05. The findings suggest that off-the-job training enhances Teachers' Pedagogical Performance. The study further indicated that the coefficient of determination was $(r^2) = .325$, which means that off-the-job training explained 32.5 percent of the variation in teachers' pedagogical performance.

Keywords: on-the-job, off-the-job, professional, development, performance, training, pedagogy

1. Introduction

Continuous Professional Development (CPD) is widely recognized as a cornerstone for improving the quality of education through the enhancement of teachers' skills, knowledge, and pedagogical practices. CPD encompasses structured learning experiences—both formal and informal—that enable teachers to refine their instructional strategies and adapt to evolving educational demands (Zepeda, 2010; Russell, 2012). In Uganda, the Ministry of Education and Sports (MoES) has acknowledged the importance of CPD in its National Teacher Policy, emphasizing that professionalism entails the continuous acquisition of competencies necessary for effective teaching.

Empirical research conducted in Ugandan secondary schools reveals that teachers frequently enter classrooms without lesson plans, rarely employ learner-centered techniques, and focus predominantly on exam preparation rather than holistic learning (MoES, 2013; UNEB, 2012). Musaazi (2006) argues that pre-service training alone is insufficient to prepare teachers for the dynamic demands of modern pedagogy, reinforcing the need for robust CPD systems. However, institutionalized CPD remains weak, and many teachers lack access to ongoing support and mentorship (Campbell & Thomas, 2013; Mulkeen, 2010).

In response to global educational reforms, Uganda adopted a Competency-Based Curriculum (CBC) in 2020, aimed at shifting classroom practices from rote learning to skill-oriented, learner-centered instruction (Enabel, 2025). The government has since organized both on-the-job and off-the-job training programs to equip teachers with the requisite competencies for implementing the CBC. These trainings, structured around modules such as lesson planning, assessment, and ICT integration, are intended to empower educators to foster critical thinking and practical skills among learners (Masudi, 2024).

Despite these commendable efforts, a significant gap remains in the actual pedagogical performance of teachers, particularly in Kasangati Town Council. Observations and studies indicate that many teachers in this Town Council struggle to translate training into effective classroom practice. They often revert to traditional, teacher-centered methods, lack innovation, and fail to engage learners meaningfully (Kaweesi *et al.*, 2023). This disconnect between policy and practice undermines the goals of the CBC and raises concerns about the efficacy of CPD programs.

The challenges in Kasangati Town Council reflect broader systemic issues in Uganda's education sector. According to the CPD Framework developed by MoES, effective implementation requires a cycle approach involving needs assessment, planning, delivery, and evaluation. Yet, many schools lack the infrastructure, leadership, and monitoring mechanisms to sustain CPD initiatives. Without consistent follow-up and contextualized support, teachers are left ill-equipped to meet the pedagogical standards envisioned by the CBC. This study aims to carry out an in-depth investigation into Continuous Professional Development and teachers' pedagogical performance in order to come up with solutions that seem to be impeding effective teaching in private secondary schools in Kasangati Town Council, Wakiso district.

- 1) To explore teachers' perceptions of on-the-job training in private secondary schools in Kasangati Town Council.
- 2) To explore teachers' perceptions of off-the-job training in private secondary schools in Kasangati Town Council, Wakiso district
- 3) To examine the relationship between on-the-job training and teachers' pedagogical performance in private secondary schools in Kasangati Town Council
- 4) To examine the relationship between off-the-job training and Teachers' Pedagogical Performance in private secondary schools in Kasangati Town Council.

Null Hypothesis 1

There is no significant relationship between on-the-job training and teachers' pedagogical performance in private secondary schools in Kasangati Town Council, Wakiso District

Null Hypothesis 2

There is no significant relationship between off-the-job training and teachers' pedagogical performance in private secondary schools in Kasangati Town Council, Wakiso district

2. Conceptual Framework

Continuous Professional Development is the independent variable (IV) while Teacher Pedagogical Performance is the dependent variable (DV). Teacher Pedagogical Performance was measured in the form of preparation of schemes of work and lesson plans, delivery of content and Assessment of learners, while Continuous Professional

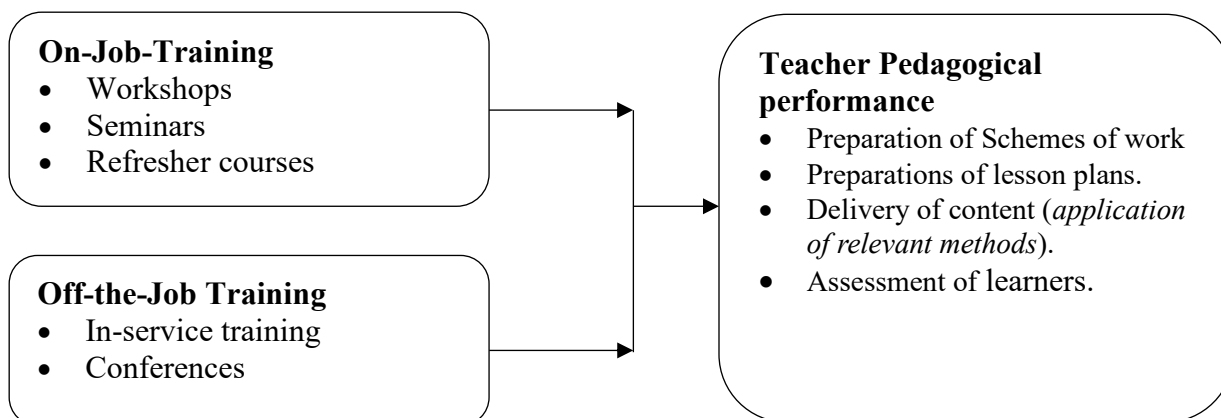
Development (CPD) was examined in relation to On-the-job training and Off-the-job training.

3. Conceptual Framework

3.1 Independent Variable Dependent Variables

3.1.1 Continuous Professional Development Teacher Pedagogical Performance

Figure 1: Conceptual Framework



Source: Adopted from Satomi (2023) and modified by the researcher.

4. Literature Review

4.1 Teachers' Perceptions of On-the-Job and Off-the-Job Training

According to Bulut (2022), teachers tend to prefer in-service training activities that are embedded within their work environments, such as coaching, mentoring, and collaborative lesson planning, because these modalities offer contextual relevance and immediate applicability. Popova, Evans, and Arancibia (2016) emphasize that effective OJT interventions are those that incorporate continuous feedback, peer support, and structured reflection, which collectively enhance pedagogical efficacy and student learning outcomes. However, the literature also notes that the success of OJT is contingent upon institutional support and the presence of skilled facilitators (Veeman *et al.*, 1994).

Off-the-job training (OffJT), which includes workshops, seminars, and formal coursework conducted outside the school setting, elicits more varied perceptions among teachers. While some educators appreciate the opportunity to engage with broader theoretical frameworks and innovative practices, others critique OffJT for its lack of contextual relevance and limited follow-up integration into classroom practice (Kurugu, 2018). The disconnect between training content and classroom realities can diminish the perceived utility of OffJT, especially when training is generic or not tailored to specific subject areas. Nonetheless, Patel (2007) argues that OffJT plays a critical role in fostering

lifelong learning and professional renewal, enabling teachers to remain abreast of evolving educational paradigms and policy shifts.

Comparative studies suggest that teachers perceive OJT as more effective in enhancing job performance due to its experiential nature and immediate feedback mechanisms. Eze (2016) found that both male and female teachers in Enugu State, Nigeria, reported significant improvements in productivity following structured OJT and retraining programs. The study revealed that OJT fosters a sense of professional agency and motivation, particularly when teachers are actively involved in designing and evaluating the training modules. Conversely, OffJT was viewed as beneficial primarily for career advancement and certification purposes, rather than for day-to-day instructional improvement.

In synthesizing these perspectives, it becomes evident that teachers value training modalities that are participatory, context-sensitive, and sustained over time. The literature underscores the importance of integrating OJT and OffJT within a coherent professional development framework that recognises teachers as both learners and practitioners. As Erdem and Şimşek (2013) suggest, the optimal training model is one that blends the immediacy of OJT with the reflective depth of OffJT, thereby promoting holistic teacher development and systemic educational improvement.

4.2 On-the-job Training and Teachers' Pedagogical Performance

On-the-job training (OJT) has increasingly been recognized as a cornerstone of effective teacher professional development, particularly in contexts where pedagogical adaptability is essential. Popova *et al.* (2022) emphasize that in-service training programs that incorporate lesson enactment, subject-specific focus, and follow-up support yield significantly higher gains in student learning outcomes. These findings underscore the importance of embedding training within the actual teaching environment, allowing educators to refine their instructional techniques through iterative practice and contextual feedback. The immediacy and relevance of OJT make it a more potent tool than traditional, detached professional development models.

Empirical evidence further supports the positive correlation between OJT and enhanced pedagogical performance. Gull, Khan, and Jabbar (2022) conducted a study in Pakistan revealing that in-service training had a moderate but meaningful impact on teachers' job performance, particularly in areas such as instructional planning and delivery. Their findings suggest that when teachers are equipped with targeted, ongoing training, they demonstrate improved classroom management, curriculum implementation, and student engagement. Similarly, Olawumi (2021) found that teachers who participated in staff development programs in Nigeria exhibited significantly better performance than their non-participating counterparts, highlighting the transformative potential of structured, school-based training initiatives.

Despite its benefits, the implementation of OJT faces systemic challenges, particularly in low-resource settings. Popova *et al.* (2022) note that many large-scale professional development programs lack the key attributes associated with

effectiveness—namely, incentives for participation, opportunities for skill application, and sustained mentorship. Without these elements, OJT risks becoming perfunctory rather than transformative. Nonetheless, when thoughtfully designed and contextually grounded, on-the-job training remains a vital mechanism for elevating teachers' pedagogical competence and, by extension, student achievement.

4.3 Off-the-job Training and Teachers' Pedagogical Performance

Off-the-job pedagogical training, typically conducted outside the immediate school environment, has long been considered a foundational component of teacher professional development. It encompasses workshops, seminars, university coursework, and other structured learning experiences designed to enhance instructional competence. Konstantinou and Konstantinou (2021) argue that such training plays a decisive role in shaping teachers' effectiveness, particularly by deepening their understanding of didactic principles and educational psychology. Their study emphasizes that pedagogical and didactic training equips teachers with the theoretical frameworks necessary to navigate complex classroom dynamics and fulfill the broader mission of schooling.

However, recent debates have questioned the efficacy of off-the-job training in isolation, especially when divorced from practical application. Padillo *et al.* (2021) found that while teachers reported gains in instructional planning and subject knowledge following external professional development activities, these improvements did not consistently translate into enhanced classroom performance. The study revealed a disconnect between theoretical mastery and pedagogical enactment, suggesting that contextual factors and personal perceptions significantly mediate the impact of off-site training. This has led scholars to advocate for hybrid models that integrate off-the-job learning with in-situ mentoring and reflective practice.

Moreover, the relevance of off-the-job training is increasingly scrutinized in light of evolving educational demands. Okolie *et al.* (2021), in their ethnographic study of Nigerian TVET institutions, highlighted that many off-site training programs fail to address the nuanced realities of vocational teaching. They argue that without alignment to local pedagogical challenges and learner needs, such training risks becoming obsolete or superficial. Their findings underscore the importance of tailoring professional development to specific educational contexts, thereby enhancing its applicability and sustainability. This critique resonates with broader calls for adaptive, needs-based training frameworks that prioritize relevance over standardization.

Despite these critiques, off-the-job pedagogical training remains a vital element of teacher development when strategically implemented. Its strength lies in offering educators a space for intellectual renewal, exposure to innovative methodologies, and engagement with broader educational discourses. As Konstantinou and Konstantinou (2021) contend, the absence of such training can lead to pedagogical stagnation and diminished instructional quality. Therefore, the current discourse suggests a recalibration rather than a rejection—one that integrates off-the-job training within a continuum of professional learning that is both reflective and practice-oriented.

5. Methodology

5.1 Research Philosophy and Design

The study employed pragmatism as a research philosophy. This philosophical paradigm emphasises practicality, effectiveness and real-world application. It focuses on the research question and finding solutions that work in particular contexts rather than adhering to a specific methodology, hence aligning well with a mixed methods approach where both quantitative and qualitative methods can be applied (Creswell & Clark, 2011). An embedded mixed-methods design was used to carry out an in-depth investigation into Continuous Professional Development (CPD) and Teachers' Pedagogical Performance. Using this design, the primary data set was quantitative, supported by qualitative data. Embedded mixed methods design offers a strategic framework for integrating qualitative and quantitative data within a single study, where one method serves as the primary approach and the other provides supplementary insights (Creswell & Clark, 2018). According to *Schoonenboom* (2024), this design enhances the depth and contextual richness of research findings by allowing researchers to embed targeted qualitative data into a predominantly quantitative framework (or vice versa), thereby illuminating nuances that standalone methods might overlook.

5.2 Data Collection Methods and Research Instrument

5.2.1 Self-administered Questionnaire

A structured questionnaire with closed-ended questions for teachers was applied. This questionnaire was divided into two sections, A and B. Section A dealt with bio-data of participants, such as sex, age, and experience using nominal and interval scales. Section B covered the major variables of the study, such as On-the-job, Off-the-job training and Teachers' Pedagogical Performance.

5.2.2 Interview Guide

The interview guide was used in order to get in-depth information as advanced by Oben (2021). This method was used to gather qualitative data from 10 head teachers of private secondary schools in Kasangati Town Council in Wakiso district.

5.3 Data Analysis

The study used both quantitative and qualitative data analysis methods. Thus, inferential statistics were used to analyse the data collected through closed-ended questionnaires. Pearson Correlation Product Moment was employed to: (i) examine the relationship between on-the-job training and teachers' pedagogical performance (ii) examine the relationship between off-the-job training and teachers' pedagogical performance. The thematic analysis technique was used to analyse qualitative data generated from the interviews with key informants.

6. Results and Discussion

6.1 Response Rate

Out of a total of 216 questionnaires which were administrated to the respondents, 213 of them were returned for analysis. This translates to a 99% return rate of the questionnaires. According to Amin (2005), a response rate of more than 70% is suitable enough for a study.

Table 1: Returned Rate of Data Collection Tools

| Instrument | Target Response | Actual Response | Response Rate (%) |
|-----------------|-----------------|-----------------|-------------------|
| Interview Guide | 20 | 17 | 85% |
| Questionnaire | 216 | 213 | 99% |
| Total | 236 | 230 | 92% |

Source: Primary data (2024).

6.2 Profile of the Respondents

The demographic characteristics for the 213 respondents were examined, presented, and later used to make systematic conclusions as presented below.

Table 2: Descriptive Statistics of Demographic Characteristics of the Respondents

| | | Frequency (n) | Percent (%) |
|---------------------------------------|--------------------|---------------|-------------|
| Sex of the Respondents | Male | 115 | 53.7 |
| | Female | 98 | 46 |
| Age of the respondents | Below 30 years | 63 | 29.4 |
| | 31-44 years | 100 | 46.7 |
| | 45 years and above | 50 | 23.9 |
| Working experience of the respondents | Below 5 years | 60 | 28 |
| | 6-10 years | 77 | 36.5 |
| | 11 years and above | 76 | 35.5 |

Source: Primary data (2024).

In terms of gender, Table 2 shows that the majority of the respondents were male 115 (53.7%), and 98 (46%) were female. The results show that the views of both males and females were captured in this study. In relation to the age of the respondents, Table 6 illustrates that the majority of the respondents were aged between 31 and 44 years, representing 100 (46.7%), followed by respondents aged below 30 years, representing 63 (29.4%), and lastly, those aged 45 years and above, representing 50 (23.9%). Table 6 also demonstrates that the majority of the respondents had a working experience of 6-10 years, representing 77 (36%), followed by 11 years and above, representing 76 (36.5%), followed by those with a working experience of below 5 years, representing 60 (28%).

6.3 Results on Research Objective 1: Teachers' Perception of On-the-Job Training in Private Secondary Schools in Kasangati Town Council, Wakiso District

Table 3: On-the-Job Training in Private Secondary Schools in Kasangati Town Council

| Items | Mean | Std. | Interpretation |
|---|---------------|---------------|----------------|
| Workshops | | | |
| The knowledge acquired from the workshops helps me to prepare quality schemes of work. | 4.6667 | .51089 | Very high |
| The knowledge acquired from the workshops helps me to prepare quality lesson plans. | 4.4977 | .57153 | Very high |
| The workshops held at school have helped me to deliver content using the practical methods of teaching | 4.4836 | .55454 | Very high |
| Through workshops, I am able to manage assessment of learners | 4.4836 | .57130 | Very high |
| Seminars | | | |
| The seminars conducted every term helped me to prepare quality schemes of work. | 4.5540 | .63182 | Very high |
| Using knowledge gained from seminars, I can make quality lesson plans. | 4.4554 | .63997 | Very high |
| Using knowledge gained from seminars, I can make use of various instructional techniques, resources, and skills to engage learners and facilitate their understanding of the subject matter. | 4.4225 | .60646 | Very high |
| Using knowledge gained from seminars, I am able to utilize the skills attained to assess learners effectively. | 4.4272 | .63737 | Very high |
| Refresher Trainings | | | |
| Using knowledge gained from refresher training, I can make quality schemes of work as required every term. | 4.3897 | .69587 | Very high |
| Using the knowledge acquired through refresher training, I can make quality lesson plans for every lesson. | 4.2066 | .75520 | Very high |
| Using the knowledge gained from refresher courses, I can use various instructional techniques, resources, and technologies to engage learners and facilitate their understanding of the subject matter. | 4.3099 | .61256 | Very high |
| Using knowledge gained from refresher courses, I can prepare quality assessment of learners. | 4.2770 | .60912 | Very high |
| Grand mean and Std. | 4.4225 | .60646 | Very high |

According to the study findings in Table 3, based on the grand (mean =4.4225, Std =.60646), the On-the-Job Training in Private Secondary Schools in Kasangati Town Council, Wakiso District is very high. The grand mean falls within the “very high” category based on the provided legend, indicating that the on-the-job Training in Private Secondary Schools is very positive.

6.3.1 Workshops

Turning to organizing workshops, the study results in Table 7, based on the (highest mean of 4.6667, std of .51089), indicate that there was a very high level of perception that Private Secondary Schools have organized staff workshops to develop their skills and competences for effective classroom delivery. The results suggest that workshops have enabled teachers to learn about new teaching methods, technologies, and research findings, which improves their pedagogical performance.

6.3.2 Seminars

In reference to seminars, the study results in Table 7, based on the (highest mean of 4.5540, std of .63182), indicate that there was a very high level of perception that Private Secondary Schools have organized staff seminars to develop their skills and competences for effective classroom delivery. The results suggest that seminars have enabled teachers to learn about new teaching methods and technologies which improve their pedagogical performance.

6.3.3 Refresher Trainings

In relation to refresher trainings, the study results in Table 7, based on the (highest mean of 4.2770, Std of .60912), indicate that there was a very high level of perception that Private Secondary Schools have created a supportive environment to facilitate refresher trainings to develop teachers' skills and competences for effective classroom delivery. These positive perceptions of On-the-Job Training are encouraging and suggest that the On-the-Job Training provided in Private Secondary Schools is effective in enhancing teachers' skills and knowledge in problem-solving, active participation in various learning activities and application of acquired competencies in ideal situations.

The above results suggest that Continuous Professional Development (CPD) is essential for educators to remain at the top of their field. It helps teachers broaden their knowledge, improve their teaching skills, and keep abreast with education trends that benefit their students. The findings of the study supported the notion of Nassazi (2013), who highlighted that On-the-job training is given to administrative staff while conducting their regular work at the same workplaces. Yet, Off-the-job training is conducted at a place away from the work environment to enable teachers to concentrate on learning new skills, knowledge and behaviour (Njoki, 2015). On-the-job training programs have a significant influence on improving the teachers' teaching practices, overall educational quality and students' outcomes.

The triangulation of qualitative data and quantitative data indicates that On-the-job training has a positive influence on Teachers' Pedagogical Performance in private secondary schools in Kasangati Town Council, Wakiso District. It implies that teachers are able to demonstrate the competencies developed during the teaching and learning process.

6.4 Results on Research Objective 2: Teachers' Perception of Off-the-job Training in Private Secondary Schools in Kasangati Town Council, Wakiso District

Table 5: Off-the-Job Training in Private Secondary Schools

| Items | Mean | Std. | Interpretation |
|--|---------------|---------------|----------------|
| In-service training | | | |
| In-service training enables teachers to develop schemes of work that are aligned to modern teaching practices, making learning more engaging and effective for students. | 4.3944 | .63273 | Very high |
| In-service training enables teachers to develop lesson plans that are aligned to modern teaching practices, making learning more engaging and effective for students. | 4.3380 | .66468 | Very high |
| In-service training helps teachers to improve the quality of instruction immediately and in the long term | 4.3756 | .62175 | Very high |
| In-service training programs help teachers enhance continuous process of re-examination and revision of the learning program. | 4.2594 | .62617 | Very high |
| Teachers have attended teaching and learning workshops and seminars. | 3.9953 | .71210 | Moderate |
| Teachers have participated as presenters or resource persons during workshops | 2.4883 | 1.28713 | Very low |
| Conferences | | | |
| Teachers always engage in professional development sessions, workshops and presentations focused on pedagogy every term. | 4.0516 | .88603 | High |
| Teachers get the chance to network with colleagues and educational experts through conversations and interactions with peers | 4.4085 | .78146 | Very high |
| Conferences help in stimulating discussions that can boost morale and motivation, leading to increased interest and liveliness in the classroom. | 4.3521 | .70239 | Very high |
| Teachers have participated conferences as resource persons in teaching and learning workshops/ seminars/ conferences | 2.4883 | 1.28713 | Very low |
| Grand mean and Std. | 4.0516 | .88603 | High |

According to the study findings in Table 5, based on the grand (mean =4.0516, Std =.88603), the Off-the-job Training in Private Secondary Schools in Kasangati Town Council, Wakiso District is high. The grand mean falls within the “very high” category based on the provided legend, indicating that the Off-the-Job Training in Private Secondary Schools is very positive.

6.4.1 In-service training

In relation to In-service training, the study results in Table 5, based on the (highest mean of 4.3944, std of .63273), indicate that there was a very high level of perception that Private Secondary Schools in Kasangati Town Council, Wakiso District have organized In-service training programs to develop teachers' skills and competencies for effective classroom delivery. The results suggest that workshops have enabled teachers to learn about new

teaching methods, technologies, and research findings, which improves their pedagogical performance.

6.4.2 Conferences

In relation to conferences, the study results in Table 5 based on the (highest mean of 4.4085, Std of .78146) indicate that there was a very high level of perception that Private Secondary Schools in Kasangati Town Council, Wakiso District have organized staff conferences to develop teachers' skills and competences for effective classroom delivery. The results suggest that the conferences have enabled teachers to learn about new teaching methods, technologies, and research findings, which improves their pedagogical performance. The findings indicate that Private Secondary Schools in Kasangati Town Council, Wakiso District have a very positive perception of Off-the-Job Training. These positive perceptions of Off-the-Job Training are encouraging and suggest that the Off-the-Job Training provided in Private Secondary Schools are effective in enhancing teachers' skills and knowledge in problem-solving, active participation in various learning activities and application of acquired competencies in ideal situations. However, it is important to note that this assessment is based on self-report measures, and additional objective measures or external evaluations could provide further validation of the

Research objective 3 of this study was to establish the relationship between On-the-Job training and Teachers' Pedagogical Performance in private secondary schools. The objective was analyzed using Pearson's correlation coefficient. The findings are summarized in Table 4.

Table 4: Relationship between On-the-job Training and Teachers' Pedagogical Performance

| Description | Measurements |
|--|--------------|
| Pearson Correlation | .536** |
| P-value | .000 |
| Coefficient of Determination (r ²) | .253 |
| N | 213 |
| **. Correlation is significant at the 0.01 level (2-tailed). | |

Source: Primary data.

In Table 4, the study found a significant and moderate relationship between on-the-job training and teachers' pedagogical performance ($r = .536^{**}$, $p = 0.000$). The p-value is less than 0.05. The findings suggest that on-the-job training enhances Teachers' Pedagogical Performance. The study further found that the coefficient of determination (r^2) = .253, which means that on-the-job training explains 25.3 percent of the variation in teachers' pedagogical performance.

Research Objective 4 of this study was to establish the relationship between off-the-job training and Teachers' Pedagogical Performance in private secondary schools. The objective was analyzed using Pearson's correlation coefficient. The findings are summarized in Table 6.

Table 6: Off-the-job Training and Teachers' Pedagogical Performance

| Description | Measurements |
|--|--------------|
| Pearson Correlation | .656** |
| P-value | .000 |
| Coefficient of Determination (r ²) | .325 |
| N | 213 |
| **. Correlation is significant at the 0.01 level (2-tailed). | |

Source: Primary data.

In Table 6, the study found a significant and moderate relationship between off-the-job training and teachers' pedagogical performance ($r = .656^{**}$, $p = 0.000$). The p-value is less than 0.05. The findings suggest that off-the-job training enhances Teachers' Pedagogical Performance. The study further found that the coefficient of determination (r^2) = .325, which means that off-the-job training explains 32.5 percent of the variation in teachers' pedagogical performance.

6.5 Null Hypothesis One: There is no significant relationship between on-the-job training and Teachers' Pedagogical Performance

The study found a moderately significant relationship between on-the-job training and teachers' pedagogical performance in private secondary schools in Kasangati Town Council ($r = .536^{**}$, $P = 0.00$). P-value is less than 0.05. This implies that the Null hypothesis was rejected, and so the alternative hypothesis applied. The findings of the study concurred with the finding of Najjemba (2018), who found a positive and significant relationship between On-the-job training and Teacher Pedagogical Performance.

6.6 Null Hypothesis Two: There is no significant relationship between Off-the-job training and Teachers' Pedagogical Performance

The study found a moderately significant relationship between off-the-job training and teachers' pedagogical performance ($r = .656^{**}$, $P = 0.000$). The P value is less than 0.05, implying that the null hypothesis was rejected and the alternative hypothesis applied. The findings of the study concurred with Najjemba (2018), who found a positive and significant relationship between Off-the-job training and Teacher Performance.

7. Conclusion and Recommendations

7.1 Conclusion

Research objective 1 sought to explore teachers' perception of On-the-Job training, and based on the grand (mean = 4.4225, Std = .60646), the On-the-Job Training in Private Secondary Schools in Kasangati Town Council is very high. This is because the grand mean falls within the "very high" category based on the provided legend, indicating that the on-the-job Training in Private Secondary Schools is very positive.

Similarly, Research objective 2 sought to explore teachers' perception of the Off-the-Job training, and based on the grand (mean = 4.0516, Std = .88603), the Off-the-Job

training in private secondary schools in Kasangati Town Council was high. This is because the grand mean falls within the “very high” category based on the provided legend, indicating that the Off-the-Job training in private secondary schools was very positive.

Research objective 3 sought to examine the relationship between On-the-Job training and teachers’ pedagogical performance, and the study found a significant and moderate relationship between on-the-job training and teachers’ pedagogical performance ($r = .536^{**}$, $p = 0.000$). The p-value is less than 0.05. The findings suggest that on-the-job training enhances Teachers’ Pedagogical Performance. The study further found that the coefficient of determination was (r^2) = .253 which means that on-the-job training explains 25.3 percent of the variation in teachers’ pedagogical performance.

Research objective 4 sought to examine the relationship between Off-the-Job training and teachers’ pedagogical performance, and the study found a significant and moderate relationship between off-the-job training and teachers’ pedagogical performance ($r = .565^{**}$, $p = 0.000$), where the p-value is less than 0.05. The findings suggest that Off-the-Job training enhances teachers’ pedagogical performance. The study further found that the coefficient of determination was (r^2) = .325 which means that off-the-job training explains 32.5 percent of the variation in teachers’ pedagogical performance.

7.2 Recommendations

Proprietors and managers of private secondary schools in Kasangati Town Council should create a supportive environment to facilitate On-the-job training through organizing more workshops, seminars and Refresher courses aimed at increasing Teachers’ Pedagogical Performance.

Secondly, proprietors and managers of private secondary schools should also create a supportive environment to facilitate Off-the-job training through organizing in-service training and Conferences aimed at increasing Teachers’ Pedagogical Performance.

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Conflict of Interest Statement

The authors declare that they have no known competing conflict of interest that could have appeared to influence the work reported in this article

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