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**PROFESSIONAL DEVELOPMENT AND SOCIOECONOMIC WELL-BEING OF
TEACHERS IN SELECTED SECONDARY SCHOOLS**

CASE STUDY: JINJA CITY

A dissertation presented to

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**DIRECTORATE OF GRADUATE STUDIES, RESEARCH AND
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Master's Dissertation

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Abstract

This study investigated the relationship between professional development and the socio-economic well-being of teachers in selected secondary schools in Jinja City, Uganda. The study was guided by three specific objectives: (1) to examine the relationship between professional training and education and the socio-economic well-being of teachers; (2) to examine the relationship between continuous professional development activities—such as in-service training, peer collaboration, and mentorship—and teachers' socio-economic well-being; and (3) to explore how support systems, including administrative support, professional networks, and access to expert advice, contribute to teachers' socio-economic well-being.

A cross-sectional survey design using a mixed-methods approach was employed. Quantitative data were collected from 315 randomly selected teachers using structured questionnaires, while qualitative data were obtained from purposively selected headteachers, deputy headteachers, school inspectors, and district education officers through interviews. Quantitative analysis was conducted using SPSS, applying descriptive statistics, Pearson's correlation, and Regression coefficients, while qualitative data were analyzed through content analysis.

The findings revealed a statistically significant positive relationship between support systems and the socio-economic well-being of teachers ($r = .391$, $p < .001$), with support systems accounting for 15.3% of the variance in socio-economic well-being ($R^2 = .153$). The regression model indicated that support systems significantly predicted socio-economic well-being ($\beta = .592$, $p < .001$). Similar associations were observed with professional training and continuous development initiatives.

The study concluded that professional development and robust support systems are critical in improving the socio-economic well-being of teachers. It recommends increased investment in teacher training and development programs, strengthened institutional support mechanisms, and policy reforms aimed at improving teacher welfare for enhanced educational outcomes.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

The purpose of the study was to examine the relationship between Teacher's Professional Development (Independent variable) and the Socio-Economic Well-Being of teachers (Dependent variable) in selected secondary schools in Jinja City, Uganda. The chapter presents the introduction, background, and statement of the problem of the study. It also outlined the study's purpose and specific objectives. Additionally, the chapter includes the conceptual framework, significance, and justification of the study, along with its scope and the operational definitions of key terms used throughout the research.

1.2 Background of the study

1.2.1 Historical background

The socio-economic well-being of teachers has evolved differently across the globe, shaped by national policies, economic capacities, and societal attitudes toward the teaching profession. In the post-World War II United States, improvements in teacher welfare were driven largely by increased unionization, collective bargaining, and federal investment in education (Podolsky et al., 2020). Despite these gains, persistent disparities remain across states and districts, with teachers in under-resourced areas facing lower pay and limited benefits (Garcia & Weiss, 2020). In Europe, nations such as Finland continue to uphold strong systems that prioritize teacher well-being through competitive salaries, high professional autonomy, and robust welfare structures (Sahlberg, 2021). Conversely, economic challenges in countries like Greece have strained teacher compensation and morale, particularly during austerity periods (OECD, 2021).

In the Global South, especially across Africa, teacher socio-economic conditions often reflect broader developmental and governance challenges. In Nigeria, for instance, teachers frequently experience salary delays, inadequate remuneration, and poor working conditions, all of which affect motivation and retention (Okoye & Ololube, 2021). South Africa, although

having made progress since the end of apartheid, continues to witness stark inequalities between urban and rural teaching environments (Spaull & Kotze, 2020). In East Africa, Kenya has grappled with frequent teacher strikes over remuneration and employment terms, indicating systemic dissatisfaction with welfare provision (Wamalwa et al., 2021). Tanzanian teachers in rural areas face chronic underfunding, inadequate housing, and limited professional support, significantly impacting their job satisfaction (Mkumbuzi & Salim, 2022).

Uganda presents a similarly complex picture. While government initiatives such as salary enhancements and teacher incentive frameworks have aimed to improve teacher welfare, low pay, large class sizes, and resource constraints persist as major impediments to socio-economic well-being (Namutebi & Basaza, 2021). The situation is further nuanced at the sub-national level. In Jinja City, for example, secondary school teachers have benefited from some localized interventions, including access to training allowances and infrastructural improvements. However, challenges such as limited promotion opportunities, housing issues, and delayed transfers continue to undermine job satisfaction and economic security (Mwanguzi & Tumusiime, 2023). Overall, although incremental progress has been noted, the broader socio-economic landscape for teachers in Uganda remains precarious and in need of sustained policy attention.

Globally, teacher professional development has undergone significant evolution, particularly in the United States (USA). Initially centered on basic in-service training and summer institutes in the early 20th century, the 1950s witnessed the introduction of formal teacher education programs (Darling-Hammond, 2017). By the 1980s, there was a shift toward lifelong learning and continuous professional development (CPD), emphasizing workshops, seminars, and collaborative learning (Borko, 2014). In recent years, professional development has become more structured, focusing on reflective practice, mentorship, and the integration of technology (Desimone, 2019). Emerging trends include micro-credentialing and online professional learning communities, driven by technological advancements (Jones & Dexter, 2022).

In Europe, professional development for teachers traces back to the medieval guild system. The 19th century saw the establishment of teacher training colleges (European Commission, 2020). Following World War II, efforts to standardize teacher education culminated in the Bologna Process (1999), promoting a European Higher Education Area (EHEA). Current

professional development practices emphasize CPD, peer learning, and mobility programs like Erasmus+ (European Commission, 2015). Recent initiatives, such as digital up-skilling through platforms like e-Twinning, have further enriched teacher development (OECD, 2022).

In Nigeria, professional development became more structured in the 1980s with the introduction of in-service training programs (Nwachukwu, 2014). Recent efforts focus on integrating ICT in teacher training and addressing disparities in access to CPD opportunities (Adekola, 2022). Similarly, South Africa's Integrated Quality Management System (IQMS), implemented in the early 2000s, has undergone refinement to include mentoring and coaching elements (Adu & Ngibe, 2017). In Kenya, professional development gained momentum following the introduction of the 8-4-4 system in 1984 and recent competency-based curriculum reforms (MoE, 2023). In Tanzania, the Teacher Development and Management Strategy (TDMS), launched in 2008, has been enhanced to include digital learning tools and peer mentorship (Mosha, 2016).

In Uganda, teacher professional development has been shaped by initiatives like the Teacher Development Management System (TDMS) since the 1990s (Kiggundu & Nayimuli, 2019). Recent efforts include integrating ICT and competency-based training to address evolving educational demands (Altinyelken & Wajiga, 2023). In Jinja City, secondary schools have increasingly adopted CPD workshops focusing on pedagogical innovations and student-centered teaching, particularly in STEM education.

1.2 Theoretical background

Human Capital Theory, developed by economists like Gary Becker, posits that individuals and society derive economic benefits from investments in people, particularly through education and training. This theory suggests that education and training increase an individual's productivity and earnings, thereby enhancing their socio-economic well-being (Becker, 1964).

The study operates under key assumptions. First, it assumes that investments in professional training and education enhance teachers' skills and knowledge, making them more effective in their roles. Second, it posits that continuous professional development (CPD) is crucial for career growth, allowing teachers to stay updated with the latest educational practices, leading to better job performance and career advancement. Third, the study assumes that strong

support systems, including administrative support and professional networks, contribute to teachers' job satisfaction and stability, thus improving their socio-economic well-being. Lastly, it assumes a direct relationship between enhanced professional development (including training, CPD, and support systems) and the socio-economic well-being of teachers.

Human Capital Theory was chosen for this study for several reasons. Firstly, it is directly relevant to understanding how investments in education and professional development can improve teachers' effectiveness and socio-economic outcomes. Secondly, it provides an economic perspective that links professional development to financial and career benefits, which is central to this study's focus on socio-economic well-being. Lastly, numerous studies have validated the applicability of Human Capital Theory in educational contexts, demonstrating how professional development enhances teachers' productivity and economic status (Schultz, 1961; Psacharopoulos & Woodhall, 1997).

Human Capital Theory applies to this study by providing a framework to analyze how investments in teachers' professional development (through training, CPD, and support systems) can lead to improved socio-economic well-being. By examining the relationships between these elements, the study aims to show that better professional development opportunities can enhance teachers' skills and knowledge, leading to higher income levels, greater financial stability, improved job satisfaction, and better quality of life.

Investments in professional training and education allow teachers to acquire new skills and knowledge, increasing their productivity and effectiveness, which can lead to higher salaries and better career advancement opportunities, thereby improving their socio-economic well-being. Ongoing professional development ensures that teachers remain competent and adaptable in their roles, enhancing their job performance and satisfaction and leading to career growth and higher earnings. Finally, strong support systems provide the necessary resources and encouragement for teachers to thrive in their roles. Administrative support, professional networks, and access to expert advice can significantly improve teachers' job satisfaction and stability, contributing to their overall socio-economic well-being.

1.3 Conceptual background

Teacher's Professional Development refers to structured professional learning that aims to enhance educators' teaching practices and improve student learning outcomes. Effective TPD encompasses activities such as workshops, seminars, collaborative learning, and continuous education, all designed to refine teachers' skills and knowledge (Darling-Hammond, Hyler, & Gardner, 2017). In this study Teacher's Professional Development referred to the ongoing process of acquiring new knowledge, skills, and competencies through formal education, training, and supportive interactions within the professional community.

Professional Training and Education involve formal and informal learning experiences that equip teachers with the necessary skills and knowledge for effective teaching. This includes initial teacher education programs, ongoing training sessions, and advanced studies that contribute to a teacher's professional growth and instructional effectiveness (OECD, 2020). Professional training and education encompasses formal qualifications such as degrees and diplomas, as well as certifications that validate specific competencies. In this study Professional Training and Education referred to formal educational qualifications (degrees), additional certifications, participation in workshops, and seminars aimed at enhancing professional skills.

Continuous Professional Development (CPD) refers to the ongoing process by which teachers engage in learning activities to continually improve their teaching practices. CPD includes participation in workshops, peer collaborations, mentorship programs, and other learning opportunities that support teachers in adapting to evolving educational demands (OECD, 2020). Effective CPD is characterized as structured professional learning that results in changes to teacher practices and improvements in student learning outcomes (Darling-Hammond et al., 2017). This includes activities such as in-service training, peer collaboration, and mentorship programs, all of which contribute to a teacher's professional growth and instructional proficiency. In this study Continuous Professional Development referred to the ongoing learning activities including in-service training, peer collaboration, and mentorship programs that support teachers in their professional roles.

Support Systems in the context of TPD encompass the various forms of assistance provided to teachers to facilitate their professional growth. This includes administrative support, access to professional networks, mentorship opportunities, and resources that enable teachers to enhance their instructional practices (OECD, 2020). These systems encompass administrative support, professional networks, and access to expert advice, all of which create an

environment conducive to continuous improvement. Such support structures ensure that teachers have the necessary resources and guidance to effectively apply new skills and knowledge in their classrooms, thereby enhancing their teaching efficacy. In this study Support Systems referred to institutional and peer support mechanisms including administrative backing, professional networks, and access to expert advice that facilitate teachers' professional growth and well-being.

Socio-Economic Well-Being refers to the economic and social factors that influence an individual's quality of life, including income level, financial stability, job satisfaction, and opportunities for career advancement. For teachers, socio-economic well-being is linked to their compensation, work environment, and the recognition they receive, all of which can impact their motivation and effectiveness in the classroom (OECD, 2020). Socioeconomic status (SES) is often measured as a combination of education, income, and occupation, reflecting an individual's access to resources and their position within society (American Psychological Association, n.d.). In this study Socio-Economic Well-Being referred to the overall economic and social status of an individual, influenced by their income, financial stability, job satisfaction, quality of life, and career opportunities.

1.4 Contextual background

Teacher Professional Development (TPD) and the socio-economic well-being of teachers are critical factors influencing the quality of education in Jinja City, Uganda. Secondary school teachers in this region play a vital role in shaping student outcomes, yet they continue to face significant challenges that impact their socio-economic status and professional growth. Understanding the current status of TPD and the socio-economic well-being of teachers in selected secondary schools in Jinja City is essential for improving education quality and addressing teacher welfare concerns.

The socio-economic well-being of teachers in Jinja City remains a pressing issue. Teachers face numerous challenges, including low salaries, delayed payments, limited access to housing, and inadequate medical benefits (Najjuma & Byamugisha, 2020). These challenges affect their motivation, job satisfaction, and overall performance in schools. The local government has made some efforts to improve teachers' welfare through initiatives aimed at providing housing and financial support. However, these interventions have been inconsistent and insufficient to address the widespread issues faced by teachers (Altinyelken, 2010).

A study conducted by Uwezo (2016) revealed that many teachers in Jinja City struggle to meet their basic needs due to low remuneration. This economic instability often forces teachers to seek additional income through alternative means, such as small businesses or private tutoring, which can detract from their primary teaching responsibilities. Furthermore, rural-urban disparities within Jinja City affect teachers differently, with urban teachers having slightly better access to resources and opportunities compared to their rural counterparts (Najjuma & Byamugisha, 2020).

In addition to financial challenges, teachers in Jinja City also face limited career advancement opportunities. The lack of clear professional growth pathways and inadequate support systems contributes to low job satisfaction among teachers. This situation has led to a high turnover rate in some secondary schools, affecting the continuity and quality of education in the region (Uwezo, 2016).

Teacher Professional Development (TPD) in Jinja City has evolved over the past decade, with an increasing emphasis on improving teaching practices and student outcomes. Schools in Jinja City have implemented various TPD initiatives, including workshops, peer learning sessions, and mentorship programs (Altinyelken & Wajiga, 2023). However, the effectiveness of these programs varies across schools due to differences in funding, infrastructure, and leadership support. A significant challenge in implementing TPD in Jinja City is the limited availability of resources. Many secondary schools lack the necessary infrastructure, such as ICT facilities and learning materials, to support effective professional development (Najjuma & Byamugisha, 2020). Additionally, there is a lack of trained facilitators to lead TPD programs, which limits the scope and impact of these initiatives (Uwezo, 2016).

Despite these challenges, some schools in Jinja City have made strides in promoting continuous professional development. For example, schools that have partnered with non-governmental organizations (NGOs) and international education agencies have benefited from capacity-building programs that focus on modern teaching methods and digital literacy (Altinyelken & Wajiga, 2023). These programs have helped improve teachers' skills and confidence in delivering the curriculum more effectively.

Furthermore, there has been an increasing recognition of the need to align TPD programs with teachers' specific needs and local contexts. Schools are encouraged to adopt a more

localized approach to professional development, taking into account the unique challenges and opportunities in Jinja City (Najjuma & Byamugisha, 2020). This approach ensures that TPD initiatives are relevant and impactful, ultimately contributing to the socio-economic well-being of teachers.

1.3 Statement of the problem

In an ideal educational environment, teachers' socio-economic well-being would be supported through comprehensive professional development opportunities, including adequate professional training, continuous professional development (CPD), and robust support systems. These factors contribute to higher income levels, financial stability, job satisfaction, quality of life, and career advancement opportunities for teachers (OECD, 2019). However, in Secondary Schools in Jinja City, teachers face persistent challenges such as low pay, financial instability, inadequate job satisfaction, and limited career progression.

Despite the existence of professional development initiatives such as the Teacher Development Management System (TDMS) and local workshops organized by NGOs, these efforts have often been insufficient or poorly implemented, leaving teachers in financial difficulty with minimal opportunities for career growth (Najjuma & Byamugisha, 2020; Nkuna & Ssekyewa, 2021; Odoch, 2022). Research highlights that well-structured professional development programs enhance teaching practices, increase job satisfaction, and improve student outcomes (Darling-Hammond et al., 2017; OECD, 2019). Moreover, supportive working environments and continuous learning opportunities are essential for improving teachers' socio-economic well-being and career progression (Kennedy, 2014).

However, there remains a gap in understanding how the different aspects of professional development—such as training, CPD, and support systems—collectively influence the socio-economic well-being of teachers in Jinja City. While existing literature affirms the positive impact of professional development on teacher performance and student outcomes, the extent to which professional development directly improves teachers' economic stability, career satisfaction, and overall well-being in this specific context remains unclear. This study, therefore, examined the relationship between professional development initiatives and the socio-economic well-being of secondary school teachers in Jinja City, addressing the challenges in current interventions and identifying areas for improvement.

1.4 General objective of the study

To investigate the relationship between Professional Development and Socio-Economic Well-Being of teachers in Selected Secondary Schools, Jinja City.

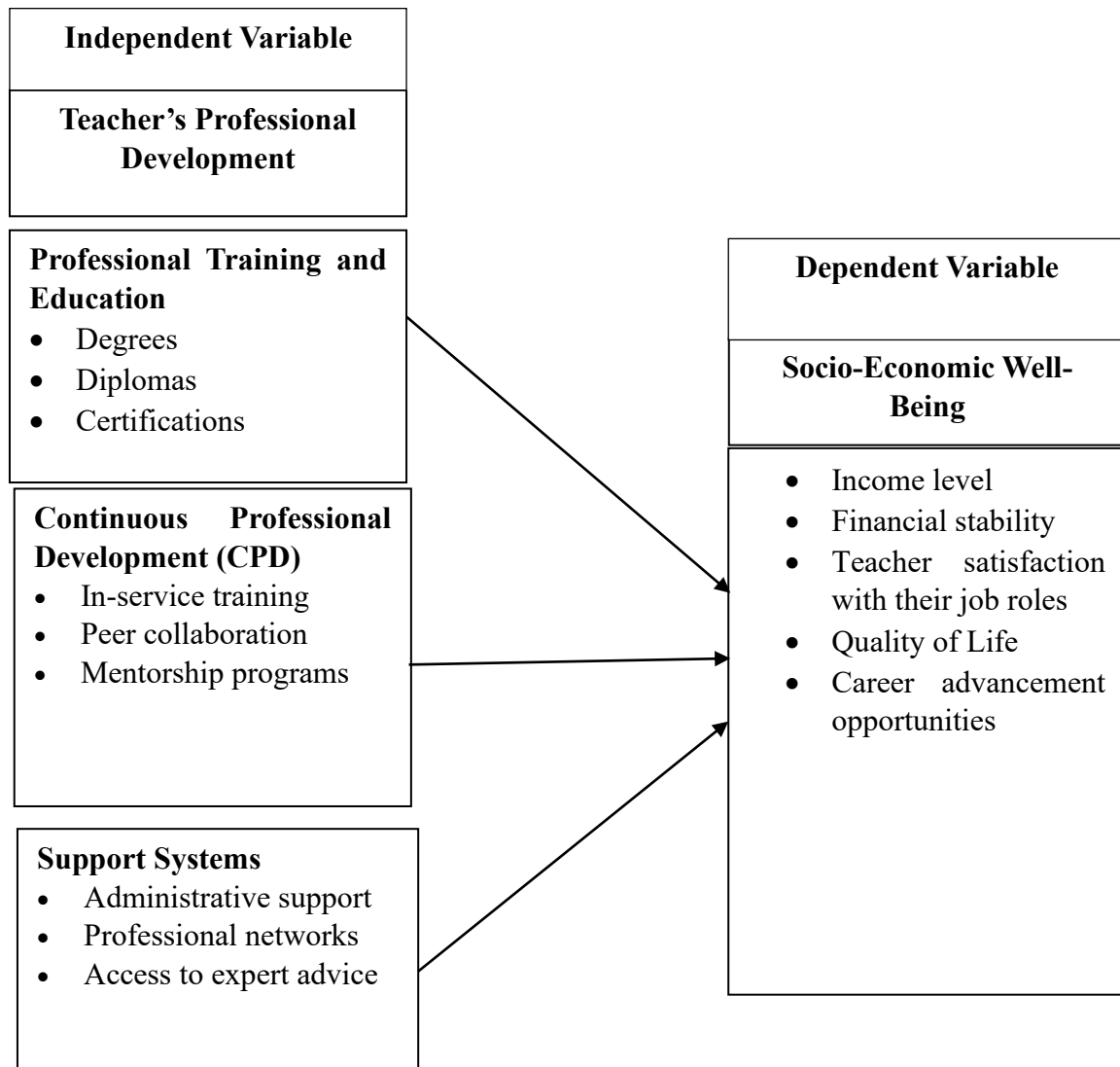
1.5 Specific objectives of the study

- i. To examine the relationship between Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City.
- ii. To examine the relationship between Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City.
- iii. To explore teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being in Secondary Schools in Jinja City.

1.5 Research questions

- i. What is the relationship between Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City?
- ii. What is the relationship between Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City?
- iii. What are teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being in Secondary Schools in Jinja City?

1.6 Conceptual framework



Source: Adopted from OECD (2019) and modified by the researcher

Figure 1.1: Conceptual framework

The conceptual framework posited that Teacher's Professional Development significantly influenced their Socio-Economic Well-Being. Teacher's Professional Development encompassed three primary facets: Professional Training and Education, Continuous Professional Development (CPD), and Support Systems. Professional Training and Education included formal degrees, diplomas, certifications, workshops, and seminars that enhanced teachers' knowledge and skills. CPD involved in-service training, peer collaboration, and mentorship programs that facilitated ongoing professional growth. Support Systems referred to the administrative support, professional networks, and access to expert advice that teachers received. The dependent variable, Socio-Economic Well-Being, was characterized by income

level, financial stability, teacher satisfaction with their job roles, quality of life, and career advancement opportunities. This framework suggested that comprehensive professional development initiatives improved teachers' socio-economic status by enhancing their skills, satisfaction, and opportunities for growth.

1.7 Scope of the study

1.7.1 Geographical scope

The study was conducted in selected secondary schools in Jinja City, Uganda. Jinja City provides a diverse educational environment, making it a suitable context for examining the professional development and socio-economic well-being of teachers. According to the Ministry of Education and Sports (MoES), Jinja City has 45 registered secondary schools, encompassing both Government aided and private institutions. The sample was drawn from this pool, with schools selected (10) to represent a range of socio-economic settings across the city. This approach was intended to ensure a comprehensive and representative understanding of the issues under investigation.

1.7.2 Content scope

The study focused on three main areas: investigating the relationship between professional training and education and the socio-economic well-being of teachers, including how these factors influenced income levels, job satisfaction, quality of life, and career advancement opportunities; exploring the relationship between ongoing professional development activities, such as in-service training, peer collaboration, and mentorship programs, and the socio-economic well-being of teachers; and examining how various support systems, including personalized support, networked learning communities, mentorship, and social networks, contributed to the socio-economic well-being of teachers. The study integrated these dimensions to provide a holistic view of how professional development and support systems influence teachers' socio-economic status.

1.7.3 Time scope

The research encompassed a period of 4 years from 2021 to 2025. This timeframe allowed for the collection of both retrospective and current data, providing a comprehensive view of the changes in the professional development and socio-economic well-being of teachers over that

period. Additionally, it enabled the inclusion of data reflecting recent changes or developments in educational policies and support systems following the COVID-19 pandemic.

1.8 Significance of the study

This study is of paramount importance to teachers in secondary schools in Jinja City as it aims to illuminate the relationship between professional development and their socio-economic well-being. By highlighting the impacts of professional training/education, continuous professional development (CPD), and support systems, the study can provide valuable insights into how these elements contribute to improved job satisfaction, financial stability, and career advancement opportunities. The findings can empower teachers to advocate for better professional development programs and support structures, ultimately enhancing their professional and personal lives.

For school administrators, this study offers crucial information on how to design and implement effective professional development programs that can positively impact teachers' socio-economic well-being. Understanding the specific needs and challenges faced by teachers in Jinja City can help administrators create targeted interventions that improve teacher performance, retention, and overall job satisfaction. This, in turn, can lead to higher quality education and better student outcomes.

Policy makers at the local and national levels can benefit significantly from the findings of this study. By providing evidence-based insights into the relationship between teacher professional development and socio-economic well-being, the study can inform the creation of policies and initiatives aimed at improving teacher training, CPD programs, and support systems. Effective policies can ensure that resources are allocated appropriately to enhance the professional and economic status of teachers, contributing to the overall improvement of the education system in Uganda.

Educational researchers may find this study valuable as it adds to the existing body of knowledge on teacher professional development and socio-economic well-being. The study's context-specific insights into secondary schools in Jinja City can serve as a basis for further research, enabling researchers to explore similar relationships in different regions or educational settings. Additionally, the study's findings can contribute to comparative studies and meta-analyses aimed at understanding the broader implications of professional development on teachers' socio-economic conditions.

Indirectly, students and parents stand to benefit from this study as well. Improved professional development and better socio-economic well-being of teachers can lead to more effective teaching and enhanced educational outcomes for students. For parents, this means their children are more likely to receive high-quality education, which can positively impact their academic performance and future opportunities. Ultimately, the study contributes to the overall goal of creating a more robust and effective education system that benefits all stakeholders.

1.9 Justification of the study

The professional development of teachers and their socio-economic well-being are critical factors that directly influence the quality of education. In Jinja City, secondary school teachers face numerous challenges, including inadequate professional development opportunities and poor socio-economic conditions. Addressing these issues is urgent because they impact not only the teachers' performance and job satisfaction but also the overall educational outcomes for students. Research indicates that effective teacher professional development can lead to significant improvements in teaching practices and student learning (Darling-Hammond et al., 2017). Therefore, understanding and improving the relationship between professional development and socio-economic well-being is essential for enhancing educational quality in Jinja City.

Furthermore, the urgency of this study is underscored by the growing recognition of the importance of teacher welfare in educational reforms globally. For instance, the OECD's TALIS 2018 report emphasizes the need for ongoing professional development and support for teachers to ensure high-quality education (OECD, 2019). In Uganda, despite various initiatives aimed at improving teacher conditions, significant gaps remain in effectively linking professional development to socio-economic well-being, making this study timely and critical.

While existing literature highlights the benefits of professional development for teachers, there is a notable lack of context-specific research that explores the direct relationship between various aspects of teacher professional development—such as professional training/education, continuous professional development (CPD), and support systems—and the socio-economic well-being of teachers in secondary schools in Jinja City. Most studies

have focused on broader national or regional perspectives without delving into the specific challenges and dynamics within local contexts.

This study aimed to fill this knowledge gap by providing empirical evidence on how professional development influences the socio-economic well-being of teachers in Jinja City. Specifically, it examined how professional training, CPD, and support systems contribute to income levels, financial stability, job satisfaction, quality of life, and career advancement opportunities for teachers. By doing so, the study offered valuable insights that can inform targeted interventions and policies tailored to the unique needs of teachers in this area.

Moreover, the findings from this study contributed to the broader body of knowledge on teacher professional development and socio-economic well-being, providing a basis for comparative studies and further research in other regions or educational contexts. This localized understanding is crucial for developing effective strategies that address the specific challenges faced by teachers in Jinja City, ultimately leading to improved educational outcomes.

1.10 Operational definitions

Teacher’s Professional Development: The ongoing process of improving teachers’ skills, knowledge, and effectiveness through formal and informal learning experiences, including reflective practices and engagement with professional communities (Villegas-Reimers, 2003; OECD, 2009).

Professional Training and Education: This refers to structured learning experiences such as earning degrees, certifications, and attending workshops or seminars, which are designed to enhance the instructional competence and qualifications of teachers (Guskey, 2002; Desimone, 2009).

Continuous Professional Development (CPD):CPD is defined as a lifelong process of learning whereby teachers engage in planned professional learning activities such as in-service training, peer collaboration, and mentoring to improve their teaching and student outcomes (Day & Sachs, 2004; Avalos, 2011).

Support Systems: These include administrative support, peer networks, mentoring, and access to professional resources that enhance teachers’ performance and development (Ingersoll & Strong, 2011; OECD, 2019).

Socio-Economic Well-Being: Socio-economic well-being encompasses both economic factors (such as income and job security) and social factors (like job satisfaction and work-

life balance) that contribute to an individual's quality of life and societal functioning (Diener & Seligman, 2004; OECD, 2013).

Income Level: Refers to the regular earnings teachers receive for their professional work, which significantly impacts their living standards and economic stability (ILO/UNESCO, 2006; UNESCO Institute for Statistics, 2016).

Financial Stability: The state of having predictable and secure income, minimal debt, and the ability to meet financial obligations, especially in the face of unexpected economic challenges (Lusardi & Mitchell, 2014).

Teacher Satisfaction with Job Roles: This is the level of contentment teachers experience regarding their professional duties, influenced by workload, recognition, autonomy, and school leadership (Dinham & Scott, 1998; Klassen & Chiu, 2010).

Quality of Life: A holistic measure encompassing physical health, mental well-being, social relationships, and environmental conditions that affect a teacher's overall life satisfaction (WHOQOL Group, 1998; Sirgy, 2002).

Career Advancement Opportunities: The availability and accessibility of pathways for professional progression, including promotions, leadership roles, and specialized responsibilities in the education sector (Borman & Dowling, 2008; OECD, 2019).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a theoretical review, as well as a review of literature on the study objectives of professional training/education, continuous professional development, and support systems in promoting Socio-Economic Well-Being of teachers. The chapter also includes a synopsis of the literature review.

2.1 Theoretical review

Human Capital Theory, which originated from the works of Gary Becker in the 1960s, is a fundamental concept that posits investments in education and training as contributors to the accumulation of human capital, subsequently enhancing individuals' productivity and earning potential (Mehta, 2024). This theory is chosen for its emphasis on the value of education and training in enhancing human capital, aligning with the study's focus on human capital development (Akunede et al., 2022). Human Capital Theory asserts that investments in human capital, such as education, training, and experience, can lead to improved productivity and efficiency among employees, ultimately contributing to economic growth (Mahmood et al., 2023). The study's focus on human capital development in Nigeria aligns with this theory, as it highlights the importance of education in enhancing individuals' skill levels and human capital (Akunede et al., 2022).

One of the key assumptions of Human Capital Theory is that individuals possess a set of knowledge, skills, experience, and attitudes that constitute a critical resource within organizations, shaping their future challenges and competitive edge (Ariffin & Nasruddin, 2021). This assumption underscores the significance of human capital as a valuable asset for organizations, emphasizing the role of individual attributes in driving organizational success. The theory also posits that human capital encompasses various elements such as skills, competencies, and experience, with education, training, and health recognized as core components (Tian, 2024). This highlights the multifaceted nature of human capital and the diverse factors that contribute to its development and enhancement.

Human Capital Theory suggests that investments in education play a crucial role in enhancing individuals' skill levels and human capital (Mehta, 2024). This emphasis on

education as a key factor in human capital development aligns with the theory's premise that education and training contribute to the accumulation of human capital, ultimately improving individuals' productivity and earning potential (Mehta, 2024). Furthermore, the theory indicates that organization-specific and general human capital are both essential to organizations, emphasizing the importance of skills and knowledge that are transferable across different contexts (Harris, 2024). This aspect of the theory underscores the value of diverse skill sets and experiences in enriching human capital within organizations.

The strength of Human Capital Theory lies in its recognition of the pivotal role that education, training, and experience play in enhancing individuals' productivity and efficiency (Mahmood et al., 2023). By emphasizing the value of human capital as a critical resource for organizations, the theory provides a framework for understanding how investments in human capital can lead to improved performance and economic growth. Moreover, the theory's focus on the development of skills and competencies aligns with contemporary perspectives on the importance of continuous learning and adaptation in a rapidly changing work environment (Tian, 2024). This adaptability is crucial for individuals and organizations to thrive in dynamic market conditions.

However, Human Capital Theory also has its weaknesses. One limitation is the potential oversimplification of the relationship between education and human capital development, as the theory primarily focuses on formal education and training (Akunede et al., 2022). This narrow perspective may overlook other factors that contribute to human capital, such as experiential learning, soft skills, and social capital. Additionally, the theory's emphasis on individual attributes may neglect the broader systemic factors that influence human capital development, such as organizational culture, social dynamics, and economic conditions (Ariffin & Nasruddin, 2021). By overlooking these contextual elements, the theory may provide an incomplete understanding of the complexities involved in human capital enhancement.

In the context of the study on human capital development in Secondary Schools in Jinja City, Human Capital Theory offers valuable insights into the determinants and challenges of human capital development (Akunede et al., 2022). By highlighting the role of education in enhancing individuals' skill levels and human capital, the theory provides a framework for understanding how investments in education can lead to improved human capital outcomes. The study can leverage the theory's emphasis on the value of education and training to design interventions that promote human capital development among individuals in Secondary Schools in Jinja City. Moreover, by considering the theory's focus on the multifaceted nature

of human capital, the study can adopt a holistic approach to human capital development, encompassing diverse skill sets and experiences to enhance overall productivity and economic growth.

2.2 Teacher's Professional Development and Socio-Economic Well-Being of teachers

2.2.1 Professional Training/Education and Socio-Economic Well-Being of teachers

Professional training and education are essential for the socio-economic well-being of teachers. Research by Afroz (2024) highlights the importance of continuing professional development (CPD) in improving teaching quality in higher education. It suggests that organizing professional development workshops, internal and external training, and CPD can enhance teacher excellence. Additionally, financial incentives such as salary increases and promotions linked to teacher professional development can act as strong motivators for educators (Afroz, 2024). This is in line with the findings of (Alshumaimeri, 2023), which stress the significance of exploring professional learning experiences that equip teachers with the necessary skills for effective teaching. Most existing studies focus on general or broad educational contexts, with limited research specifically examining the relationship between professional training/education and the socio-economic well-being of teachers in secondary schools in Jinja City. There is a need for localized studies that address the unique challenges and dynamics within this specific context. This is therefore, the concern of this study.

In the field of language teaching, professional development activities are crucial for enhancing teachers' understanding and teaching skills. Workshops and seminars are key activities that help improve teachers' competencies and awareness (Purwati, 2024). Furthermore, workshops and seminars can help dispel neuromyths in educational settings, positively influencing teachers' pedagogical decisions (Rousseau, 2021). Meletiou-Mavrotheris (2024) further emphasizes the importance of continuous teacher professional learning in STEM fields, highlighting the impact of epiphanies on shaping teacher education perspectives and practices. While studies like those of Afroz (2024) and Rachmajanti et al. (2021) highlight the positive impacts of professional development, there is a lack of comprehensive analysis on how different aspects of professional training/education directly influence various components of socio-economic well-being, such as income levels, financial stability, job satisfaction, quality of life, and career advancement opportunities.

Enhancing teachers' competencies through training programs like workshops and seminars is vital for ensuring the effectiveness of the education system. Biwott et al. (2022) underscore

that improving teacher competencies through regular training is crucial for meeting the goals and objectives of the education system. Similarly, Weiss et al. (2023) discuss the importance of professional identification early in a teacher's career, emphasizing the role of autonomy support in fostering professional growth.

Moreover, the positive impact of professional development on teachers' qualifications and students' learning outcomes is well-documented (Rachmajanti et al., 2021). (Rachmajanti et al., 2021) suggest that professional development positively affects both teachers' qualifications and students' learning achievements. This is further supported by (Bhandari, 2022), who highlights that mentoring practices enable teachers to enhance their strategies for improving students' proficiency.

Financial literacy is also a critical aspect of teachers' socio-economic well-being. Practices such as financial literacy workshops and training sessions can help teachers make informed financial decisions, leading to individual financial well-being (Abaya et al., 2021). While Abaya et al. (2021) emphasize the importance of financial literacy for teachers; there is a lack of research on how integrating financial literacy training into professional development programs can enhance the overall socio-economic well-being of teachers. Additionally, allocating budgets for teachers to participate in conferences, workshops, and seminars is crucial for developing their professional competence (Kadel, 2021). Although financial incentives are mentioned as motivators for professional development (Afroz, 2024), there is limited research on the specific types of financial incentives that are most effective in encouraging teachers to engage in professional development activities and how these incentives impact their socio-economic well-being.

2.2.2 Continuous Professional Development and Socio-Economic Well-Being of teachers

Continuous professional development through in-service training, peer collaboration, and mentorship programs plays a vital role in enhancing the socio-economic well-being of teachers. Research indicates that in-service teacher training is essential for maintaining high standards in teacher preparation programs (Qaisra & Haider, 2023). Collaborative learning for professional development has been shown to positively impact the financial and physical sustainability of schools (Sandar & Kálmán, 2022). Mentorship programs embedded within teacher training can help teachers, especially indigenous women, develop leadership identities and navigate the challenges of the teaching profession (Prado, 2023). Moreover, mentorship networks for STEM teachers have been found to improve teacher retention rates

(Alemdar et al., 2022). Most studies focus on broad or international contexts. There is a lack of localized research specifically examining CPD and its relationship to the socio-economic well-being of teachers in secondary schools in Jinja City. Context-specific studies are essential to address the unique challenges and dynamics of this region.

Financial literacy among teachers is crucial for their socio-economic well-being. Activities such as seminars and training can assist teachers in making informed financial decisions, ultimately leading to individual financial well-being (Abaya et al., 2021). Mentorship, especially during challenging times such as the COVID-19 pandemic, has been linked to improvements in teachers' professional accomplishments and overall school systems (Haidusek-Niazy et al., 2023). Effective mentorship has been shown to help new teachers handle the stresses associated with teaching practice programs and induction into the teaching profession (Khosro, 2024). Additionally, mentorship experiences of National FFA Officers have been found to predict effective mentorship and contribute to the preparedness and confidence of teachers (Shellhouse, 2021). While the literature highlights the benefits of CPD, there is a need for a comprehensive analysis of how various aspects of CPD (in-service training, peer collaboration, mentorship) directly influence specific components of socio-economic well-being, such as income levels, job satisfaction, quality of life, and career advancement opportunities.

The effectiveness of implementation strategies, such as group mentorship programs, can significantly improve teachers' delivery of programs like HIV prevention, showcasing the importance of mentorship in professional development (Wang et al., 2022). Addressing stress among teachers, especially during crises like the COVID-19 pandemic, requires targeted interventions and support mechanisms, including mentorship programs (Parthasarathy et al., 2022). Teacher preparation programs often pose financial barriers, highlighting the need for reforms to ensure equitable access to teacher training (Dennis, 2021). Abaya et al. (2021) mention the importance of financial literacy, but there is limited research on how integrating financial literacy training into CPD programs can enhance overall socio-economic well-being.

Formal mentorship, particularly through induction programs at the school level, can bridge potential gaps in teacher education and provide valuable support from experienced teachers (Hightower et al., 2021). Financial literacy programs for teachers covering various aspects of financial management are essential for their financial well-being and accountability

(Fernando, 2023). Teacher professional development, supported by mentorship and collaborative practices, serves as a catalyst for faculty development and overall improvement in educational institutions (Adarkwah et al., 2021). The integration of mentorship with teacher induction processes is crucial for the holistic development of teachers and the sustainability of educational practices (Cruz et al., 2022). While mentorship is widely discussed, the literature lacks detailed exploration of comprehensive support mechanisms that combine mentorship with financial, instructional, and programmatic support to enhance CPD effectiveness.

Challenges such as financial constraints can hinder school-based teacher training programs, emphasizing the need for adequate resources and support for effective training (Alawi, 2024). Understanding the training needs of faculty, including virtual coaching and financial stability, is essential for their professional development and motivation (Tomas & Tiquia, 2022). Interdisciplinary teaching of financial literacy in schools requires effective teacher training to ensure the successful implementation of financial education programs (Sel, 2022). Mentorship programs for in-service teachers, especially in mathematics, science, and technology, have been shown to uplift teaching skills and enhance professional development (Sibanda & Amin, 2021).

The introduction of new education programs like financial literacy and entrepreneurship education necessitates adjustments in teachers' practices, highlighting the importance of continuous professional development through workplace learning (Langdal, 2023). Collaborative relationships with historically black colleges and universities can provide academic, financial, and mentorship interventions to support underrepresented students (Hudson et al., 2021). Assessing financial freedom among teachers is crucial for enhancing their work satisfaction and overall life quality (Flores et al., 2023). Strengthening pathways into the teaching profession with adequate financial, instructional, and programmatic support can improve teacher retention rates and reduce turnover in districts (Bland et al., 2023).

Retired public school teachers, especially unmarried Filipina teachers, may face financial challenges post-retirement, underscoring the need for financial planning and support mechanisms for educators (Bolo, 2023). The impact of secondary education on financial literacy levels emphasizes the role of experiential learning in enhancing financial knowledge among students (Böhm et al., 2021). Student mentorship programs have been shown to

influence academic performance and discipline among students, highlighting the importance of mentorship interventions in educational settings (Maina&Kariuki, 2021). Near-peer mentorship programs can address gender-based inequities in STEM education by providing support and guidance to students in need (Kuchynka et al., 2022).

Barriers to effective mentorship, such as lack of interest and formal training, can hinder the success of mentorship programs, necessitating structured support and incentives for mentors (Faloye et al., 2021). Mentorship interventions have been identified as predictors of discipline among students, emphasizing the need for mentorship programs to support student development (Kariithi et al., 2022). Music mentorship programs can positively impact teacher retention and professional development, showcasing the benefits of mentorship in educational settings (Vaughan-Marra& Baumgartner, 2022). Professional support mechanisms like mentorship programs have been effective in enhancing job satisfaction and commitment among healthcare workers, leading to improved retention rates (Rawas, 2023).Faloye et al. (2021) and other studies mention barriers like lack of interest and formal training in mentorship. There is a need for research on how to overcome these barriers and incentivize effective mentorship programs.

National policies on financial education play a crucial role in the successful implementation of financial literacy programs in schools, highlighting the importance of teacher preparation in this domain (Lučić et al., 2021). Pre-service teachers' mentorship experiences during teaching practice programs can significantly impact their professional development and teaching efficacy (Jita&Munje, 2021). Strength-based mentoring programs can cultivate novice teachers and sustain meaningful education practices, contributing to the overall quality of teacher training programs (Peens, 2022). Technology-based bullying interventions in schools require financial resources and program flexibility to ensure sustainability and effectiveness (Midgett et al., 2021).

Effective mentor-mentee relationships can enhance professional development and motivation among teachers, emphasizing the need for structured mentorship programs in educational settings (Abdulrahman & Kara, 2022). Leadership in early childhood education can promote financial and social education, providing valuable skills and competencies to educators (Noor, et al., 2023). The role of mentorship programs in supporting career decisions and professional development among residents in various fields underscores the significance of mentorship in guiding career pathways (Jordan, 2024). Voice of EFL mentor teachers can

shape mutual professional development through mentorship programs, fostering a culture of collaboration and growth among educators (Tanjung et al., 2021).

Corporate foundations and community centers can play a vital role in expanding financial support for mentorship programs, especially for low-income students, to promote academic success and well-being (Lee et al., 2021). Mentorship programs can address neglect and depression among adolescents in low-income families, highlighting the need for comprehensive support systems in educational settings (Lee et al., 2021). Mentorship programs for internationally educated nurses can address concerns related to program pace and financial issues, ensuring a smooth transition into new educational environments (Cruz et al., 2022). Peer teaching programs can provide financial benefits to peer teachers, enhancing their skills and expertise in educational settings (Engels et al., 2021).

STEM intervention programs focusing on academic support, mentorship, and research experiences can significantly impact the academic and professional development of students, emphasizing the importance of holistic support mechanisms in education (Timothee et al., 2023). Mentorship programs for healthcare providers can improve reproductive, maternal, and newborn care, addressing challenges related to limited financial incentives and resources for mentees (Malik & Jayabalan, 2022). Geo-mapping of pediatric dermatologists can promote diversity and equity in dermatology through improved mentorship of underrepresented students (Hill, 2023). Strengthening mentorship programs for teachers and students is essential for promoting academic success, professional development, and overall well-being in educational settings (Isangula et al., 2022).

2.2.3 Support Systems and Socio-Economic Well-Being of teachers

Support systems are essential for enhancing the socio-economic well-being of teachers by providing them with the necessary resources, networks, and expert advice to excel in their profession. The literature highlights various forms of support systems that contribute to the professional development and overall well-being of teachers. Greenhow et al. (2021)

emphasize the importance of personalized and social support for teachers, especially during challenging times like the COVID-19 pandemic. This personalized support can come in the form of long-term resources and training tailored to individual needs (Greenhow et al., 2021; Pan & Chen, 2023) discuss the concept of networked learning communities (NLCs) as a means to promote teachers' receptivity to change, indicating that collaborative networks can facilitate professional growth and adaptation to new teaching methodologies (Pan & Chen, 2023). There is a lack of localized research specifically examining the relationship between support systems and the socio-economic well-being of teachers in secondary schools in Jinja City. Context-specific studies are essential to address the unique challenges and dynamics of this region.

Furthermore, delves into the significance of teachers collaborating in informal professional learning activities, highlighting the role of interactions with other educators and stakeholders in advancing professional skills (Fütterer, 2024; Akiri & Dori, 2021) shed light on support methods such as mentorship by experienced teachers, participation in professional development workshops, and engagement in mentoring networks, all of which contribute to the growth of both novice and experienced STEM teachers (Akiri & Dori, 2021). These support mechanisms not only enhance teaching skills but also foster a sense of community among educators.

In addition to direct mentorship and training, leveraging curricular and student resources is crucial for sustaining effective teaching practices. Ko (2021) emphasizes the importance of utilizing various resources, including social, material, and intellectual tools, to support disciplinary learning in classrooms (Ko, 2021). Moreover, engaging with experts, such as university researchers and teaching specialists, can enrich teachers' learning experiences by incorporating research findings and expertise into their teaching practices (Huang et al., 2021). The literature often treats support systems in isolation. A comprehensive analysis that integrates various support mechanisms (personalized support, NLCs, mentorship, social networks) and their collective impact on socio-economic well-being is needed.

Social networks also play a vital role in teachers' professional development and well-being. Alarabi (2024) discusses how social networks can help teachers stay informed about educational trends, connect with peers and experts, share resources, and enhance their reflective practices (Alarabi, 2024; Forte et al., 2021) highlight the role of web-based systems in facilitating networking and communication among teachers for professional development (Forte et al., 2021). These platforms provide avenues for collaboration, knowledge sharing, and ongoing support for educators. There is a need for more quantitative studies that measure

the specific impact of different support systems on various aspects of socio-economic well-being, such as income levels, job satisfaction, and career advancement.

Moreover, the literature underscores the importance of continuous learning and adaptation, especially in challenging circumstances like the COVID-19 pandemic. Matherne (2023) explores how building strong relationships with students can help early career teachers maintain a positive outlook on teaching during stressful periods (Matherne, 2023; Marcelo, 2023) discusses how social networks, such as Twitter, enable educators to connect, share practices, and support each other, emphasizing the role of these platforms in professional development (Marcelo, 2023). The literature lacks an intersectional approach that considers how support systems impact teachers differently based on factors such as gender, ethnicity, and years of experience. This is particularly important in diverse educational settings like Jinja City.

2.3 Summary of literature review

The literature review reveals that professional development and support systems are crucial for the socio-economic well-being of teachers. Research highlights the significance of continuous professional development (CPD), personalized support, networked learning communities (NLCs), and mentorship in enhancing teaching quality, job satisfaction, and financial stability. Studies emphasize the need for localized research, particularly in specific contexts like secondary schools in Jinja City, to address unique challenges and dynamics. Financial incentives and literacy, collaborative learning, and leveraging curricular resources are identified as key factors in promoting teachers' professional growth and socio-economic status. However, gaps remained in understanding the long-term and integrated impacts of these support systems, the role of financial incentives, and the intersectional effects based on gender, ethnicity, and experience. This review underscored the necessity for comprehensive, context-specific studies to develop effective support mechanisms for teachers' socio-economic well-being.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter explains the framework within which the research was carried out. The chapter discusses the research design, study population, sample size and sampling techniques, data collection instruments, research instrument validity and reliability, research procedure, and data analysis.

3.2 Research design

This study employed a cross-sectional survey design, a widely used approach in educational and social research to collect data at a single point in time from a diverse group of respondents (Creswell & Creswell, 2023). The cross-sectional survey design involved gathering data from a sample that represented a larger population, allowing the researcher to identify patterns, relationships, and differences among variables without the need for repeated observations over time (Flick, 2022). This design was particularly valuable in understanding the current status of a phenomenon, as it enabled the collection of data from multiple respondents with varying characteristics and experiences within a defined period.

A cross-sectional survey design was appropriate for this study because it allowed for the examination of the socio-economic well-being of teachers across secondary schools in Jinja City by collecting data from various stakeholders, including teachers, deputy head teachers, head teachers, district education officers, and inspectors. These respondents came from different socio-economic backgrounds, educational experiences, and levels of involvement in education management, making a cross-sectional survey an ideal choice for capturing their diverse perspectives (Bryman, 2021). This design enabled the researcher to assess the relationships between professional training/education, continuous professional development, and support systems, as outlined in the study objectives, without requiring longitudinal data collection.

One of the key advantages of a cross-sectional design was that it allowed for the analysis of multiple variables simultaneously, providing insights into complex relationships within a short timeframe (Babbie, 2021). For instance, this study explored how professional training, continuous professional development, and support systems influenced teachers' socio-economic well-being at a specific point in time. Additionally, the design was cost-effective

and time-efficient, making it feasible for a study that required data collection from a wide range of respondents across various schools in Jinja City (Cohen, Manion, & Morrison, 2020).

Moreover, a cross-sectional survey design was well-suited to inform policy and practice in education, as it provided a snapshot of the current state of teachers' socio-economic well-being. The findings were used to guide interventions aimed at improving the working conditions, professional development opportunities, and support systems for teachers in secondary schools. This approach aligned with the study's aim to provide actionable recommendations for stakeholders in the education sector.

The study adopted a mixed-methods approach, integrating both qualitative and quantitative methodologies to achieve a comprehensive understanding of the relationship between professional development, support systems, and the socio-economic well-being of teachers in secondary schools in Jinja City. A mixed-methods approach was particularly suitable for exploring complex social phenomena as it allowed for triangulation, thereby enhancing the validity and reliability of the findings (Creswell & Plano Clark, 2018). The combination of these two approaches ensured that the strengths of each method were utilized while compensating for their individual limitations.

The quantitative component of the study focused on collecting numerical data to examine the relationships outlined in the study objectives. Specifically, it assessed the relationship between professional training/education and the socio-economic well-being of teachers and the relationship between continuous professional development and teachers' socio-economic well-being. To achieve this, structured surveys were administered to teachers in secondary schools in Jinja City, and the data were analyzed using statistical methods to test the hypotheses derived from these objectives. The use of quantitative methods ensured that measurable evidence was gathered to provide a clear understanding of the extent of these relationships (Bryman, 2021).

In contrast, the qualitative component of the study explored teachers' perceptions of the role of support systems in enhancing their socio-economic well-being. Qualitative methods, such as interviews and focus group discussions, were used to gather rich, detailed narratives from teachers. This allowed the study to capture the subjective experiences and contextual factors that influenced teachers' socio-economic well-being. Qualitative data helped explain the underlying factors that may not be easily quantified, providing deeper insights into how support systems affected teachers' livelihoods (Patton, 2015).

By combining quantitative and qualitative approaches, the study aimed to strengthen its findings through methodological triangulation. Triangulation allowed for the validation of results by cross-referencing data from different sources and methods, ensuring that qualitative insights supplemented the quantitative results for a more holistic understanding of the research problem (Johnson, Onwuegbuzie, & Turner, 2022). This approach not only helped meet the study objectives but also provided actionable recommendations to improve the socio-economic well-being of teachers in Jinja City.

3.3 Study population

The study population referred to the group of individuals from whom data were collected to address the research objectives. In this study, the total population comprised 1,376 respondents, including teachers, headteachers, and deputy headteachers from secondary schools in Jinja City. Respondents were from 10 schools, both Government aided and private Schools. It also included a City Education Officer and a School Inspector from Jinja City. This population was selected because these stakeholders played a critical role in the education sector and were directly involved in professional training, continuous professional development, and the implementation of support systems within schools. Their perspectives were essential in understanding how these factors influenced the socio-economic well-being of teachers, which was the core focus of the study.

The choice of this study population was justified by the need to gather data from both frontline educators and education administrators who had firsthand experience and knowledge of the factors affecting teachers' socio-economic well-being. Teachers were central to this study because they were the primary beneficiaries of professional development programs and support systems, and their well-being directly impacted their performance and student outcomes. Including head teachers, deputy head teachers, and inspectors ensured that the study captured a holistic view of the challenges and opportunities related to professional development and support systems in schools (Bryman, 2021).

According to Cohen, Manion, and Morrison (2020), a well-defined study population ensured that research findings were relevant, reliable, and generalizable to the broader context. The inclusion of various categories of respondents allowed for triangulation of data, where insights from different stakeholders could be compared to validate the findings and ensure the accuracy of conclusions (Creswell & Creswell, 2023).

The large sample of teachers (384), selected using simple random sampling, ensured that the quantitative data collected were representative of the wider teacher population in Jinja City. This was essential for achieving statistical reliability and ensuring that the results could be generalized to other teachers in similar settings (Flick, 2022). Simple random sampling minimized bias and ensured that every teacher had an equal chance of being selected, thereby improving the validity of the study's findings (Babbie, 2021).

In contrast, the purposive sampling method used to select headteachers, deputy headteachers, the City Education Officer, and the School Inspector was justified by the need to target individuals with specialized knowledge and decision-making roles in the education sector. Purposive sampling was often used in qualitative research to ensure that respondents had the relevant experience and insights necessary to address the research questions (Patton, 2015). These individuals had a broader understanding of policy implementation, professional development programs, and support systems, making their perspectives valuable for the study.

3.4 Determination of sample size

The researcher stratified the population in this study by category (Teachers, Head teachers, Deputy Head teachers, School Inspectors, and City Education Officers), and then the numbers below were chosen. According to Daniel (2010) and Machin, Campbell, and Walters (2007), to calculate the sample size for a population of 1,280 teachers, the researcher used the following formula:

$$n = (z^2 * p * (1 - p)) / e^2$$

where:

- n is the sample size
- z is the z-score associated with the desired level of confidence (e.g., 1.96 for a 95% confidence level)
- p is the estimated proportion of the population that has the characteristic of interest (if unknown, 0.5 can be used as a conservative estimate)
- e is the desired margin of error (expressed as a proportion of the total population)

Assuming a 95% confidence level, a margin of error of 5%, and a conservative estimate of $p=0.5$, we can plug in these values into the formula and calculate the sample size:

$$n = (1.96^2 * 0.5 * (1 - 0.5)) / 0.05^2$$

$$n = 384 \text{ Teachers}$$

Table 3.1 Population, sample size, and sampling techniques

Category	Target Population	Sample size	Sampling technique	Data collection method	Data collection tool
City Education Officer	1	1	Purposive sampling	Interview	Interview guide
Inspector of Schools	1	1	Purposive sampling	Interview	Interview guide
Head teachers	32	5	Purposive sampling	Interview	Interview guide
Deputy head teachers	64	10	Purposive sampling	Interview	Interview guide
Teachers	1280	384	Simple random sampling	Questionnaire survey	Questionnaire
Total	1376	401			

Source; Jinja City Education Department database, 2024

3.5 Sampling techniques

Sampling techniques refer to the procedure used by the researcher to choose the necessary study sample (Kombo & Tromp, 2006). The following simple random sampling and purposive sampling techniques were used:

3.5.1 Simple random sampling

The study employed simple random sampling to select a sample of 384 teachers from a total population of 1,280 teachers in secondary schools in Jinja City. Simple random sampling was defined as a process where each member of the population had an equal and independent chance of being selected (Taherdoost, 2016). This technique ensured that the sample was representative of the target population, thereby improving the generalizability of the study's findings. In this study, random numbers were generated for all 1,280 teachers, and the numbers were folded, thoroughly mixed, and 384 were randomly drawn. This approach

ensured that bias was eliminated and every teacher had an equal chance of being included in the sample (Creswell & Creswell, 2023).

The choice of simple random sampling aligned with the quantitative research approach used in the study to examine the relationships outlined in the study objectives. The quantitative data collected through structured questionnaires allowed for statistical analysis to determine the relationships between professional training, continuous professional development, and socio-economic well-being among teachers. The random selection of teachers ensured that the data collected was representative of the broader teacher population, which was essential for achieving valid and reliable results (Flick, 2022).

One of the key advantages of simple random sampling was that it helped reduce selection bias and ensured that the sample reflected the characteristics of the overall population (Bryman, 2021). This was particularly important for the quantitative component of the study, where the goal was to establish generalizable findings that could be applied to the larger population of teachers in Jinja City. According to Babbie (2021), using random sampling enhanced the credibility of research findings by ensuring that they were not skewed by pre-selection bias or researcher influence.

The use of structured questionnaires with the randomly selected teachers provided the study with quantitative data that was analyzed to address the study objectives. For example, the survey collected data on teachers' professional training, participation in continuous professional development programs, and perceptions of support systems, as well as their socio-economic well-being. The data collected through this process enabled the researcher to test the hypotheses and identify patterns and relationships between these variables (Cohen, Manion, & Morrison, 2020).

Additionally, simple random sampling aligned well with the positivist research paradigm, which underpinned the study. The positivist paradigm emphasized objective measurement and statistical analysis to draw conclusions based on empirical evidence. Random sampling supported this paradigm by ensuring that the data collected was unbiased, reliable, and valid (Taherdoost, 2016).

3.5.2 Purposive sampling

The study utilized purposive sampling to select key informants, including Head teachers, Deputy Head teachers, School Inspectors, and City Education Officers in secondary schools in Jinja City. Purposive sampling, also referred to as judgmental sampling, involved the deliberate selection of respondents based on their expertise, experience, and knowledge about the subject under study (Etikan, Musa, & Alkassim, 2016). This technique ensured that the researcher could obtain in-depth, relevant, and contextual insights from participants who had direct involvement in educational management and policy implementation.

Purposive sampling was particularly aligned with the qualitative research approach, which sought to gather rich, detailed, and context-specific data that may not be captured through quantitative methods alone (Creswell & Poth, 2018). In the study, interviews with purposively selected informants provided qualitative data to complement the quantitative data collected from teachers. These key informants were responsible for policy execution, professional development programs, and support systems, making their insights essential for understanding how these factors influenced the socio-economic well-being of teachers.

The use of purposive sampling was justified because the key informants possessed unique insights and experiences that were crucial for addressing the study's objectives. For example, headteachers and deputy headteachers provided information about school-level implementation of professional development programs, while City Education Officer and School Inspector offered insights into policy-level challenges and interventions. This technique allowed the researcher to target specific individuals who were best positioned to provide relevant and accurate data (Palinkas et al., 2015).

Although purposive sampling did not guarantee a representative sample (Bryman, 2021), its strength lay in its ability to provide deep insights and detailed narratives from those most knowledgeable about the research problem (Flick, 2022). This was particularly valuable for understanding qualitative aspects of the study, such as teachers' perceptions of support systems. By interviewing experienced administrators, the researcher was able to contextualize quantitative findings and develop a more holistic understanding of the issues affecting teachers' socio-economic well-being.

Moreover, purposive sampling was suitable for exploratory research where the goal was to gain in-depth insights rather than broad generalizations. According to Taherdoost (2016),

purposive sampling was effective when the researcher's goal was to explore the "why" and "how" questions, which was crucial for the qualitative aspects of the study. In this case, the researcher explored how professional development and support systems impacted teachers' socio-economic well-being, as perceived by key stakeholders in education.

The data collected from the purposively selected informants supported and explained the findings from the quantitative data. For instance, while survey data from teachers revealed trends in socio-economic well-being, interviews with headteachers and education officers helped explain why these trends occurred and what interventions were effective in improving teachers' well-being (Cohen, Manion, & Morrison, 2020).

3.6 Data collection methods

The researcher collected data using both qualitative and quantitative methods. The following methods were used to gather study findings: questionnaires and interviews.

3.6.1 Questionnaire survey

A questionnaire was used as a structured data collection tool consisting of a series of questions that were carefully designed, tested, and refined to gather relevant information from respondents (Creswell & Creswell, 2023). Questionnaires were particularly effective for collecting quantitative data from a large population within a short timeframe (Bryman, 2021). In this study, a questionnaire was administered to teachers in secondary schools in Jinja City to address the study's quantitative objectives. Given the large number of teachers (1,280) in the target population, the questionnaire allowed the researcher to efficiently collect comprehensive and standardized data.

The questionnaire consisted of both closed-ended and open-ended questions to gather a range of responses. Closed-ended questions obtained structured responses that were quantified and statistically analyzed, while open-ended questions allowed respondents to provide more detailed and nuanced insights about their experiences and perceptions (De Vaus, 2019). This approach ensured that the data collected was both rich and relevant to the study's objectives, particularly in exploring the relationship between professional training, continuous professional development, support systems, and socio-economic well-being.

Administering the questionnaire to 384 randomly selected teachers helped ensure that the findings were generalizable to the broader teacher population in Jinja City (Taherdoost, 2016). Additionally, the anonymity provided by the questionnaire encouraged respondents to give honest and accurate responses (Flick, 2022). According to Kumar (2020), questionnaires are useful for collecting data on attitudes, beliefs, and behaviors, making them suitable for this study, which aimed to explore teachers' socio-economic well-being in relation to professional development.

3.6.2 Interviews

Structured interviews were conducted with Headteachers, Deputy Headteachers, School Inspector, and City Education Officer to collect qualitative data. An interview guide with open-ended questions was developed to ensure that all respondents were asked standardized questions, allowing for consistency and comparability of responses while also giving informants the opportunity to elaborate (Creswell & Poth, 2018).

The interviews were particularly aligned with Objective 1.5.3, which aimed to explore teachers' perceptions of the role of support systems in enhancing their socio-economic well-being. These interviews uncovered context-specific factors that influenced well-being, such as leadership practices, resource allocation, and professional development initiatives (Flick, 2022).

The structured interviews allowed key informants to provide detailed and comprehensive data based on their firsthand experience. For instance, headteachers shared insights on school-level strategies, while education officers discussed broader policy implications. This method complemented quantitative findings and enabled the researcher to explore emerging themes and clarify ambiguities (Palinkas et al., 2015).

3.7 Data collection instruments

The following study instruments were used to collect data for the study: questionnaires and interview guides.

3.7.1 Questionnaire

The questionnaire used in this study primarily consisted of closed-ended questions designed to collect quantitative data from teachers. These questions were easy to complete, time-

efficient, and kept respondents focused on the topic (Bryman, 2021). The structured nature of closed-ended questions ensured consistency in responses, which was crucial for achieving the study's quantitative objectives (Creswell & Creswell, 2023).

A five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was used to measure teachers' perceptions and experiences. The questionnaire was divided into sections: demographic characteristics and key variables—professional training, CPD, support systems, and socio-economic well-being. This organization allowed for logical data collection and meaningful analysis (De Vaus, 2019).

3.7.2 Interview guide

The interview guide consisted of open-ended questions administered to Headteachers, Deputy Headteachers, School Inspector, and City Education Officer. These questions were aligned with the qualitative objectives of the study, especially regarding support systems. The guide enabled participants to elaborate on their experiences and identify critical factors influencing teachers' well-being. Data gathered through interviews explained and supplemented trends identified through the survey (Palinkas et al., 2015).

3.8 Quality management of data collection instrument

Data quality control in this study involved the measurement of validity and reliability of instruments.

3.8.1 Validity of research instruments

The extent to which the tools utilized during the study measured the issues intended to be measured was referred to as validity (Amin, 2005). The instruments were developed under the close supervision of the supervisor to ensure their validity. After the questions were designed, one-tenth of the teachers in the sample pre-tested them. Sample selected for the pre-test was not part of the main sample of the study. This helped in identifying ambiguous questions in the instruments and re-aligning them to the study objectives. Construct and content validity tests were used to determine the validity of the instruments. Pre-testing measures were employed to establish content validity. This was followed by a validity measurement analysis generated using the content validity index computation formula provided below:

$$\text{CVI} = \frac{\text{Number of items regarded relevant}}{\text{Total number of items}} \times 100$$

Total number of items

$$\text{CVI} = \frac{31}{33} \times 100 = 94\%$$

33

A Content Validity Index (CVI) of 94% indicates that the research instruments had a very high level of content validity, with most items accurately reflecting the intended constructs. This suggests that the tools were well-aligned with the study objectives and suitable for collecting valid and reliable data.

3.8.2 Reliability of research instruments

Reliability refers to the degree to which a measuring instrument consistently produces stable and dependable results when the same group of respondents is evaluated under identical conditions (Amin, 2005). In this study, internal consistency reliability was examined using Cronbach's coefficient alpha (Cronbach, 1951), which assesses the extent to which items within a scale are correlated, indicating the coherence and uniformity of the instrument. The coefficient alpha value ranges from 0 to 1, with values closer to 1 signifying higher reliability (Tavakol & Dennick, 2011). According to Cronbach (1951), and supported by Nunnally (1978), a coefficient alpha value of 0.70 and above is considered acceptable for established research, while values above 0.60 may be deemed adequate for exploratory studies (Amin, 2005).

To establish reliability, the researcher conducted a pilot test using the teacher questionnaire on a sample of respondents from secondary schools in Jinja City that were not part of the main study sample but possessed similar characteristics. This approach minimised bias and ensured the instruments were suitable for the target population. The pilot data were analysed using SPSS 27 to compute Cronbach's alpha for each major section of the questionnaire—Professional Training/Education, Continuous Professional Development, Support Systems, and Socio-Economic Well-Being. All computed alpha values exceeded the minimum acceptable threshold of 0.70, indicating that the instrument demonstrated strong internal consistency and was therefore reliable for data collection in the main study.

3.9` Data collection procedure

After successfully defending the proposal, the researcher received an introductory letter from Uganda Martyrs University, which legitimized the researcher's access to the respondents. The researcher then requested approval from the headteachers of the selected secondary schools to interview the respondents. The questionnaires were distributed by research assistants to the target group, which comprised the schools' teachers. After collecting the data, it was processed and analyzed, and the researcher produced a written report.

3.10 Data processing and analyses

Data from both quantitative and qualitative sources was analyzed.

3.10.1 Quantitative data analysis

Using SPSS 27, data collected in the field were sorted, edited, coded, and entered into the computer. This package aided the researcher in presenting data by producing tables, graphics, and frequency tables. SPSS assisted the researcher in generating descriptive statistics such as means and standard deviations at the univariate level. Pearson's correlation coefficient from the SPSS data analysis package was used to assess the relationship between Teacher's Professional Development and the Socio-Economic Well-Being of teachers in selected secondary schools in Jinja City. This method was favored over graphical representations because it standardized the variables; thus, changing the scale or unit of measurement had no effect on the value (Amin, 2005). The Regression coefficients technique was used to determine the extent of the effect of Teacher's Professional Development on the Socio-Economic Well-Being of teachers in selected secondary schools in Jinja City.

3.10.2 Qualitative data analysis

In the process known as content analysis, an objective coding scheme was applied to data derived from interviews. Words were used in qualitative data analysis to make narrative statements about how data categories or themes were related. Following the establishment of themes, categories, and trends, the data were examined to determine the adequacy, credibility, usefulness, and consistency of the information.

3.11 Measurement of variables

Variables were varied to demonstrate how each classification of questions in the instruments used was handled to obtain the required information. The categorical variables were tested using the nominal scale, with numbers assigned to each category only to distinguish similar objects within a category from elements in a different category. The non-categorical variables were investigated, and the narrative was tailored to the study's goals. This helped determine the relationship between Teachers' Professional Development and the Socio-Economic Well-Being of teachers in selected secondary schools in Jinja City. The ordinal measurement scale, composed of discrete variables, was used by the researcher. This scale included variables that generated rankable responses. Since the study employed a five-point Likert scale, the level of agreement was ranked, with responses ranging from strongly disagree to strongly agree.

3.12 Ethical considerations

This study upheld the highest ethical standards to ensure the protection, dignity, and welfare of all participants. Prior to data collection, ethical clearance was obtained from the Uganda Martyrs University Research Ethics Committee. Participation in the study was entirely voluntary, and respondents were fully informed of the nature, purpose, procedures, potential risks, and anticipated benefits of the research. Written informed consent was obtained from each participant, and they were assured that they could withdraw from the study at any point without any consequences or need for justification.

Confidentiality and anonymity were strictly maintained throughout the research process. Personal identifiers such as names, specific job titles, and school names were not used in the final report. Data were coded and securely stored in encrypted digital folders and password-protected files. Physical documents were kept in locked storage accessible only to the researcher. All information collected was used solely for academic purposes and was not disclosed to unauthorized persons.

Efforts were made to minimize any form of psychological or emotional discomfort among participants. The research instruments were designed to avoid intrusive or sensitive questions, and participants had the option to skip questions they were not comfortable answering. In addition, interviews were conducted in a professional and respectful manner, ensuring that respondents felt safe and supported throughout the process.

Moreover, after data collection, participants were given the opportunity to ask questions and receive clarification regarding the study. Where applicable, a summary of the findings was shared with interested participants or institutions, thus promoting transparency and reciprocity. Finally, special ethical attention was paid to ensure that no participant felt coerced or obliged to participate, particularly in school settings where power dynamics may have existed. The research thus adhered to principles of respect, autonomy, beneficence, and justice in line with established ethical guidelines for social research.

3.13 Limitations

While every effort was made to ensure the successful execution of the research, several constraints arose that could have affected the data collection process and the overall implementation of the study. First, limited availability of respondents, especially headteachers, deputy headteachers, and district officials, posed a challenge. Their busy schedules and administrative responsibilities delayed the completion of some interviews and reduced the depth of responses. The researcher mitigated this by scheduling interviews well in advance and providing flexible options for engagement.

Second, there was a potential risk of non-response or low response rates from some teachers due to reluctance to participate, survey fatigue, or lack of interest. This affected the representativeness of the sample to some extent. To address this, the researcher engaged school administrators to sensitize participants about the importance of the study and assured them of confidentiality and academic intent. Additionally, data collection assistants were trained to encourage participation and assist with clarification where needed.

Third, logistical challenges such as transportation limitations and time constraints arose, especially when covering a wide range of schools within Jinja City. These challenges impacted the researcher's ability to reach all selected participants within the planned timeframe. To counter this, the research team developed a well-structured data collection schedule and allocated sufficient resources for mobility and communication.

Fourth, technical issues with data collection tools, such as incomplete questionnaires or errors in recording interview responses, affected the quality of data collected in some instances. The researcher pretested all tools and trained research assistants to minimize errors. Continuous supervision and spot checks were employed during data collection to ensure data integrity.

Fifth, bias in self-reported data emerged, particularly on sensitive topics such as socio-economic well-being. Some respondents provided socially desirable responses or withheld negative experiences. The study countered this through triangulation, using both qualitative and quantitative tools, and by ensuring anonymity to encourage honest and open responses.

Finally, unforeseen external disruptions, such as school closures or public health concerns, occasionally impacted fieldwork. The researcher developed a contingency plan that allowed for rescheduling or alternative modes of data collection (e.g., phone interviews) where necessary.

Despite these constraints, proactive planning, effective communication with stakeholders, and adaptive field strategies helped ensure the study's successful completion and the credibility of its findings.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS OF FINDINGS

4.1 Introduction

The study investigated the relationship between Teachers' Professional Development and Socio-Economic Well-Being in Selected Secondary Schools in Jinja City. Specifically, the study examined the relationship between Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City; the relationship between Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City; and explored teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City. This chapter presents the response rate and the findings according to the study objectives.

4.2 Response rate

The response rate was calculated to find out if the sample size was sufficient for supporting valid conclusions. The researcher also drew on the response rate to indicate the extent of participation of the targeted sample. The findings were as follows:

Table 4.1: Response Rate

Instrument	Expected Sample	Acquired Sample	Response Rate
Questionnaire	384	300	78%
Interview Guide	17	15	88%
Total	401	315	79%

Source: Primary Data

The overall response rate for the study was 78.55%, with a total of 315 participants responding out of an expected 401. Specifically, the questionnaire had a response rate of 78.13% (300 out of 384), while the interview guide achieved a higher response rate of 88.24% (15 out of 17). These response rates indicate a high level of participant engagement and cooperation, particularly in the qualitative component. A response rate above 70% is generally considered adequate for minimizing non-response bias and ensuring the reliability of findings. Therefore, the sample obtained is considered robust and representative enough to

support valid conclusions regarding the relationship between professional development factors and the socio-economic well-being of teachers in Jinja City.

4.3 Background variables

This section presents the demographic features of respondents including sex and age of respondents.

4.3.1 Sex of respondents

Table 4.1: Sex of respondents

	Frequency	Percent
Male	190	63
Female	110	37
Total	300	100

Source: Primary data

The gender distribution of the study participants, which shows that 63% were male (190 respondents) and 37% were female (110 respondents), reveals a gender imbalance in the teaching workforce in the selected secondary schools in Jinja City. For instance, male teachers may have greater representation in leadership roles or receive more training opportunities, which could enhance their socio-economic status compared to their female counterparts.

4.3.2 Age group of respondents

Table 4.2: Age group of respondents

	Frequency	Percent
20-30 years	98	33
31-40 years	92	31
41-50 years	67	22
51 years plus	43	14
Total	300	100

Source: Primary data

The age distribution of the respondents reveals a relatively youthful teaching workforce in the selected secondary schools in Jinja City, with the majority falling within the 20–30 years (33%) and 31–40 years (31%) age brackets. Together, these two groups constitute 64% of the

total sample, indicating that most teachers are in the early to mid-stages of their professional careers. Teachers aged 41–50 years represent 22% of the sample, while those aged 51 years and above make up the smallest proportion at 14%. This distribution suggests that any analysis of the relationship between professional development and socio-economic well-being should consider how age and career stage might influence access to development opportunities, income levels, and long-term economic security. Younger teachers may be more actively engaged in professional development as they build their careers, whereas older teachers may focus more on stability and retirement planning, which can differentially impact their socio-economic well-being.

4.4 Empirical findings

The views of the respondents were rated on a 5-point Likert scale as Strongly Agree (SA) = 5, Agree (A) = 4, Not sure (N) = 3, Disagree (D) = 2 and strongly disagree (SD) = 1. These findings are presented in line with the study objectives below:

4.4.1 Socio-Economic Well-Being of teachers in Jinja City

Table 4.3: Responses on Socio-Economic Well-Being of teachers in Jinja City

Socio-Economic Well-Being of teachers	Percentage Response (%)					Mean	Std dev
	SD	D	N	A	SA		
My current income level is sufficient to meet my basic needs	33% (101)	25% (75)	11% (32)	23% (69)	8% (23)	2.46	1.359
I am financially stable in my teaching profession	30% (89)	30% (91)	9% (28)	22% (65)	9% (26)	2.50	1.357
I am satisfied with my current job role as a teacher	14% (42)	17% (49)	7% (22)	42% (127)	20% (60)	3.38	1.345
My job provides me with a good quality of lifestyle	20% (60)	19% (58)	12% (35)	36% (109)	13% (40)	3.03	1.374
I have ample opportunities for career advancement within the teaching profession	9% (27)	13% (41)	14% (42)	44% (131)	20% (59)	3.51	1.209
My income level reflects the effort I put into my teaching responsibilities	34% (103)	22% (67)	10% (31)	24% (70)	10% (29)	2.52	1.411

I feel secure in my financial future as a teacher	30% (89)	19% (57)	13% (41)	28% (83)	10% (30)	2.69	1.402
I am content with the work- life balance my teaching job allows me to have	16% (47)	16% (47)	11% (34)	41% (122)	16% (50)	3.27	1.338

Source: Primary data

The analysis of responses on the socio-economic well-being of teachers in Jinja City presents a nuanced view of their financial and professional satisfaction within the teaching profession.

A substantial proportion of teachers, 58% (33% strongly disagreed and 25% disagreed), reported that their income is not enough to meet their basic needs. Only 31% agreed or strongly agreed, while 11% remained neutral. The mean score of 2.46 (on a 5-point Likert scale) and a standard deviation of 1.359 suggest a general dissatisfaction with income sufficiency, with some variation in opinion. This, points to a serious concern regarding the adequacy of teachers' remuneration in meeting essential living expenses, which could affect their economic stability and morale.

A similar pattern is observed in financial stability, where 60% of respondents (30% strongly disagreed and 30% disagreed) indicated they do not feel financially stable in their profession. Only 31% expressed agreement, and 9% were undecided. With a mean of 2.50 and standard deviation of 1.357, these results reinforce the concern that most teachers perceive their financial status as unstable. This financial instability may influence job satisfaction, stress levels, and teachers' ability to invest in their own professional growth.

Unlike financial aspects, job satisfaction appears more positive. A total of 62% (42% agreed and 20% strongly agreed) reported satisfaction with their current roles, while only 31% expressed dissatisfaction. The mean score of 3.38 and standard deviation of 1.345 indicate a moderately high level of satisfaction, with relatively low variability. This suggests that despite economic challenges, many teachers still find intrinsic value and fulfillment in their teaching roles.

Responses to this item were more balanced, with 49% agreeing or strongly agreeing that their job supports a good quality lifestyle, while 39% disagreed or strongly disagreed. The mean score of 3.03 and standard deviation of 1.374 reflect a neutral to moderately positive

perception. The mixed responses suggest that while some teachers benefit from a comfortable lifestyle through teaching, a significant proportion do not, possibly depending on factors like school type, additional income sources, or family responsibilities.

This item received the most positive responses, with 64% agreeing or strongly agreeing and only 22% expressing disagreement. The mean score of 3.51 and the relatively low standard deviation of 1.209 indicate strong agreement with less variation in opinion. This implies that teachers generally perceive the teaching profession in Jinja City as offering meaningful opportunities for upward mobility and career progression, which is a crucial component of long-term professional satisfaction and retention.

A significant 56% (34% strongly disagreed and 22% disagreed) felt that their earnings do not match the effort they exert in fulfilling teaching responsibilities. Only 34% reported agreement, while 10% were neutral. The mean score of 2.52 and standard deviation of 1.411 highlight a shared sentiment of under-compensation, with some teachers perhaps feeling undervalued despite the demands of their work. This dissonance can lower motivation and reduce commitment to quality teaching.

Financial insecurity appears widespread, as 49% of respondents disagreed or strongly disagreed with feeling secure in their financial future, compared to 38% who felt secure. The mean of 2.69 and standard deviation of 1.402 suggest a low-to-moderate level of confidence in long-term financial well-being. These findings may reflect concerns over retirement benefits, lack of savings, or future cost-of-living pressures, all of which could deter teachers from viewing the profession as a sustainable career path.

A majority of respondents (57%) agreed or strongly agreed that their teaching job supports a satisfactory work-life balance, while 32% expressed dissatisfaction. The mean score of 3.27 and standard deviation of 1.338 reflect moderate agreement. This suggests that despite financial constraints, teaching still allows a degree of flexibility or manageable workload, enabling teachers to balance professional duties with personal and family commitments, which may contribute to overall job satisfaction.

4.4.2 Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

Table 4.5: Responses on Professional training /education

Professional training /education	Percentage Response (%)					Mean	Std dev
	SD	D	N	A	SA		
the education degrees I hold adequately prepare me for my current teaching role	2% (6)	5% (16)	3% (8)	39% (117)	51% (153)	4.32	.912
I frequently participate in professional certification programs relevant to my teaching field	1% (4)	3% (9)	4% (10)	52% (157)	40% (120)	4.27	.777
the workshops attend significantly enhance my teaching skills	1% (4)	2% (6)	3% (9)	42% (126)	52% (155)	4.41	.764
I believe seminars I attend contribute to my professional growth as a teacher	2% (6)	2% (5)	2% (5)	43% (130)	51% (154)	4.40	.785
my formal education (degrees) is directly applicable to the subjects I teach	2% (5)	4% (13)	3% (10)	41% (123)	50% (149)	4.33	.866
I have access to opportunities for further education that align with my career goals	4% (12)	11% (3)	11% (33)	48% (143)	26% (79)	3.81	1.069
the training programs I attend are effective in improving my classroom management skills	1% (4)	2% (5)	4% (12)	52% (155)	41% (124)	4.30	.743
am satisfied with the variety of professional development opportunities available to me	7% (21)	12% (36)	7% (22)	52% (154)	22% (67)	4.30	1.149

Source: Primary data

The findings indicate that the majority of secondary school teachers in Jinja City perceive their academic qualifications as highly relevant to their instructional roles. Quantitatively, 153 teachers (51%) strongly agreed and 117 (39%) agreed that their educational qualifications prepared them adequately for teaching, resulting in a high mean score of 4.32

and a low standard deviation of 0.912. This strong consensus is corroborated by qualitative responses where several teachers affirmed that most schools have qualified professionals who are competently delivering content. However, others pointed out that while teachers are trained, many still desire to upgrade from lower qualifications like Grade III or Grade V to degree or postgraduate levels. This shows that while baseline training is adequate, aspirations for further professional advancement remain unmet for many. This aligns with Afroz (2024), who emphasizes that continuous professional development (CPD) significantly enhances teaching quality and can be linked to positive economic outcomes such as promotions and salary increments. The alignment between qualifications and assigned teaching subjects, as reported by 91% of the respondents, supports findings from Meletiou-Mavrotheris (2024) and Rachmajanti et al. (2021), who argue that professional learning directly strengthens classroom effectiveness and learner achievement.

Engagement in ongoing professional certification programs was also widely reported. A total of 120 teachers (40%) strongly agreed and 157 (52%) agreed that they are actively involved in certification aligned with their teaching areas, with a mean of 4.27 and a standard deviation of 0.777. This suggests that professional growth is a cultural norm among many educators. Verbatim responses revealed that although “many teachers are upgrading,” this experience is uneven, with some institutions well-equipped to support these efforts and others lagging behind. These insights affirm that teachers recognize the value of continuous learning but face institutional disparities in the process. This supports Alshumaimeri (2023) and Weiss et al. (2023), who assert that professional identification and early career support through training bolster teachers’ long-term professional stability and socio-economic standing. However, the qualitative data revealed disparities in access and institutional support, reflecting Mehta’s (2024) argument that while education adds to human capital, structural limitations can hinder the realization of its benefits.

Workshops were highly regarded for their effectiveness in enhancing pedagogical practice. Of the respondents, 155 (52%) strongly agreed and 126 (42%) agreed that workshops are beneficial, yielding the highest mean score of 4.41 and a standard deviation of 0.764. These findings are supported by qualitative data, where teachers recommended that workshops be brought directly into schools and conducted regularly. One participant remarked: “You pick a topic that teachers need to know and train them internally.” This underscores the need for decentralized and school-based capacity-building sessions that are contextually relevant and accessible. These findings are in line with Purwati (2024) and Rousseau (2021), who highlight the importance of structured learning forums in equipping teachers with practical

skills and current methodologies. Teachers in the study noted that such platforms not only improved competencies but also exposed them to innovations, with one respondent stressing the value of ICT-oriented training. This supports the position by Bhandari (2022), who underscores how mentoring and targeted capacity building improve both instructional quality and learner outcomes.

Similarly, seminars were viewed as valuable platforms for professional development, with 154 teachers (51%) strongly agreeing and 130 (43%) agreeing, generating a mean of 4.40 and a standard deviation of 0.785. Interviewees highlighted that seminars expose teachers to innovations and enable reflection on practice. One teacher stated that seminars “provide ICT skills and open up new methods of teaching,” demonstrating how such forums contribute to adapting to modern classroom demands. These sessions, therefore, not only enhance teacher competence but also build morale and connectivity among educators.

Regarding alignment between academic qualifications and subject assignments, 149 respondents (50%) strongly agreed and 123 (41%) agreed that their qualifications match their current teaching subjects. This was reflected in a high mean of 4.33 and a standard deviation of 0.866. In qualitative interviews, teachers emphasized that when they are assigned to teach subjects they are qualified in, they perform with greater confidence and efficiency. This alignment is a cornerstone of quality education delivery, suggesting that teacher deployment in Jinja City is largely appropriate and supportive of effective instruction.

Access to further education, however, presented more nuanced responses. While 143 teachers (48%) agreed and 79 (26%) strongly agreed that they could pursue further training, 33 (11%) disagreed, 12 (4%) strongly disagreed, and 33 (11%) were neutral. The lower mean of 3.81 and the highest standard deviation in this category (1.069) point to significant variability. Financial constraints were the most cited barrier, with many teachers not on government payroll and therefore unable to fund their education. Others mentioned lack of study leave, heavy workloads, and limited government sponsorships. One teacher shared, “Even those who want to go for full-time study can’t get leave due to the ceiling system.” These challenges resonate with the limitations of Human Capital Theory as discussed by Ariffin and Nasruddin (2021), who argue that the theory often fails to account for systemic and economic hindrances that impede human capital development. Thus, while the aspiration for further education exists, enabling mechanisms such as sponsorship, flexible study programs, and institutional leave policies remain underdeveloped. These findings suggest that while motivation for professional advancement exists, systemic and economic barriers severely limit access.

Training programs were found to significantly enhance classroom management. A combined 279 respondents (93%) either strongly agreed or agreed, yielding a mean of 4.30 and the lowest standard deviation of 0.743. Interview responses emphasized that training equips teachers with strategies to manage discipline, handle diverse learners, and maintain engagement. One respondent affirmed, “The training helps in managing classroom behavior and improving discipline.” This shows that beyond content delivery, teacher training impacts practical classroom realities, contributing to smoother operations and learner outcomes.

However, responses regarding satisfaction with available professional development opportunities were more mixed. While 154 teachers (52%) agreed and 67 (22%) strongly agreed, 36 (12%) disagreed and 21 (7%) strongly disagreed. Teachers emphasized the value of training in managing discipline, handling learner diversity, and improving engagement, supporting Biwott et al. (2022), who argue that teacher competencies are fundamental to effective education delivery. The Human Capital Theory’s emphasis on skill acquisition and productivity (Mahmood et al., 2023) is validated by this finding, as improved classroom management is a tangible output of increased human capital. The mean remained high at 4.30, but the standard deviation rose to 1.149—the highest among all items—indicating diverse experiences. Qualitative data revealed that satisfaction levels often depend on subject specializations, school support, and pay structures. For instance, science teachers, whose pay was recently enhanced, expressed higher job satisfaction, while arts teachers felt marginalized. As one teacher put it, “We attended the same classes, but our colleagues in sciences are earning much more.” This reflects the critique of Human Capital Theory’s tendency to generalize outcomes of education without acknowledging sector-specific disparities (Tian, 2024). While the theory assumes a linear relationship between education and income, the reality in Jinja City shows that pay structures and government policy heavily mediate this link.

The relationship between education level and socio-economic well-being was also widely acknowledged. Teachers stated that higher qualifications often lead to better pay, social networks, and opportunities. Interview findings support this, with high levels of agreement on the economic benefits of education. However, some respondents pointed out that qualifications do not always translate into higher earnings due to discrepancies in salary scales and deployment. One respondent observed: “Some teachers with master’s degrees still earn like graduate teachers.” This highlights that while education enhances socio-economic status, structural inequities must be addressed to realize its full benefits.

It was necessary to find out if there was a relationship between Professional Training/Education and Socio-Economic Well-Being of teachers. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in table 4.6.

Table 4.6: Correlation between Professional Training/Education and Socio-Economic Well-Being of teachers

Correlations

		Professional Training/Education	Socio-Economic Well-Being of teachers
Professional Training/Education	Pearson Correlation	1	.227**
	Sig. (2-tailed)		.000
	N	300	300
Socio-Economic Well-Being of teachers	Pearson Correlation	.227**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The Pearson correlation analysis results indicate a positive and statistically significant relationship between professional training/education and the socio-economic well-being of teachers in Jinja City ($r = 0.227$, $p < 0.05$). Although the strength of the relationship is weak, the significance level ($p = .000$) confirms that the association is unlikely to have occurred by chance. This implies that teachers who engage more actively in professional training and education tend to report higher levels of socio-economic well-being. The finding suggests that continued investment in professional development initiatives—such as certifications, workshops, and further education—may contribute positively, albeit modestly, to improving teachers' financial stability, job satisfaction, and quality of life. However, the relatively low correlation coefficient also indicates that other factors beyond professional training may have a stronger influence on socio-economic well-being.

Table 4.7: Model summary**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.227 ^a	.051	.048	.99768

a. Predictors: (Constant), Professional Training/Education

Source: Primary data

The model summary results indicate that professional training/education accounts for a modest proportion of the variance in the socio-economic well-being of teachers, as shown by the R Square value of 0.051. This means that approximately 5.1% of the variation in teachers' socio-economic well-being can be explained by their level of professional training and education. The adjusted R Square of 0.048 slightly adjusts for the sample size, confirming the model's explanatory power remains limited but valid. The standard error of the estimate (0.99768) suggests a relatively wide spread of actual values around the predicted values, which implies that while professional training/education is a significant predictor (as seen in the earlier correlation), it only explains a small portion of the outcome. Other unmeasured factors—such as school funding, salary scale, workload, and external economic conditions—likely contribute more substantially to teachers' socio-economic well-being.

Table 4.8: Coefficients on Professional Training/Education and Socio-Economic Well-Being of teachers**Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.238	.423		2.929	.004
	Professional Training/Education	.401	.100	.227	4.017	.000

a. Dependent Variable: Socio-Economic Well-Being of teachers

Source: Primary data

The regression coefficients table indicates that professional training/education has a positive and statistically significant effect on the socio-economic well-being of teachers. The unstandardized coefficient ($B = 0.401$, $p = .000$) implies that for every one-unit increase in professional training/education, there is an expected 0.401 unit increase in the socio-economic well-being score, holding other factors constant. The standardized coefficient ($Beta = 0.227$) reinforces the earlier correlation result, showing a modest effect size. The t-value of 4.017 and the highly significant p-value ($p < .001$) confirm the strength and reliability of this relationship. Additionally, the constant (intercept) value of 1.238 indicates the predicted level of socio-economic well-being when professional training/education is zero. Overall, the analysis confirms that professional training/education significantly contributes to improving teachers' socio-economic conditions, though its impact is limited in magnitude, suggesting the presence of other influential variables.

4.4.3 Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

Table 4.9: Responses on Continuous Professional Development

Continuous professional development	Percentage Response (%)					Mean	Std dev
	SD	D	N	A	SA		
I regularly engage in in-service training to improve my teaching practices	2% (7)	7% (22)	7% (21)	55% (165)	29% (85)	4.00	.927
peer collaboration at my school helps me develop professionally	3% (8)	2% (5)	5% (16)	53% (161)	37% (110)	4.20	.830
mentorship programs at my school positively impact my teaching abilities	1% (3)	3% (9)	6% (16)	50% (151)	40% (121)	4.26	.775
I have access to continuous professional development opportunities tailored to my needs	2% (7)	12% (36)	11% (34)	53% (158)	22% (65)	3.79	.990
in-service training sessions I attend are relevant to the challenges I face in	5% (16)	7% (21)	6% (18)	56% (168)	26% (77)	3.90	1.034

the classroom							
I actively seek feedback from colleagues to enhance my professional development	1% (2)	4% (12)	6% (19)	54% (163)	35% (104)	4.18	.774
mentorship from senior teachers or administrators has helped me grow in my teaching career	1% (4)	4% (11)	6% (19)	41% (124)	48% (142)	4.30	.847
continuous professional development activities I engage in contribute to my career progression	1% (3)	2% (7)	3% (8)	52% (155)	42% (127)	4.32	.730

Source: Primary data

The findings demonstrate that there is a vibrant culture of professional development among teachers in Jinja City, with a significant number of teachers actively engaged in in-service training programs. Quantitative data shows that 165 teachers (55%) agreed and 85 (29%) strongly agreed that they regularly participate in CPD activities such as in-service training, while only 7 (2%) strongly disagreed, 22 (7%) disagreed, and 21 (7%) were neutral. This item recorded a mean of 4.00 and a standard deviation of 0.927. Interviews confirmed this trend, with teachers explaining that although training timelines vary depending on organizers, sessions such as those led by SESMAT are commonly conducted, particularly during school holidays. Others added that most schools schedule at least one training session per term. Interview responses affirm that NGOs particularly ENABEL, a Belgium NGO, found in Jinja organizes quarterly CPD sessions for teachers. This NGO has even facilitated a few excellent teachers for CPD sessions out of Uganda. This suggests that while participation in CPD is widespread, there is a lack of uniformity and structured programming across schools, which could impact the consistency of teacher preparedness. While participation is widespread, the lack of structured programming mirrors concerns in the literature about inconsistency in CPD access (Dennis, 2021; Alawi, 2024). The variability in training timelines and provider coordination points to a fragmented approach that may reduce the equitable benefits of CPD for all teachers.

Peer collaboration emerged as a highly valued component of continuous professional development. According to the quantitative results, 161 teachers (53%) agreed and 110 (37%) strongly agreed that collaborating with colleagues positively influences their professional growth. Only 8 (3%) strongly disagreed, 5 (2%) disagreed, and 16 (5%) were neutral,

yielding a mean score of 4.20 and a standard deviation of 0.830. Qualitative data supported these findings, with teachers acknowledging that informal interactions and collegial sharing of knowledge help them navigate the demands of curriculum reforms and daily instructional tasks. This highlights the importance of promoting school-based professional learning communities, which foster not only collaboration but also a sense of ownership and shared responsibility in teaching. Teachers in Jinja City emphasized the value of informal feedback and idea-sharing in navigating curriculum implementation challenges, a practice indicative of professional learning communities. These communities, if institutionalized, can become cost-effective and sustainable alternatives to formal CPD interventions, especially in resource-constrained contexts (Sibanda & Amin, 2021).

Mentorship also plays a significant role in teacher development. The survey data shows that 151 respondents (50%) agreed and 121 (40%) strongly agreed that mentorship has enhanced their teaching competencies, with a mean of 4.26 and a standard deviation of 0.775. Very few respondents—only 3 (1%) strongly disagreed and 9 (3%) disagreed—reported otherwise. Interviews revealed that mentorship from experienced colleagues is particularly vital during the implementation of the new lower secondary curriculum, where trained mentors are helping others adapt to changes in scheming and lesson planning. These findings point to mentorship as a strategic tool for building teacher capacity, especially in a context where structured pre-service training may not sufficiently prepare educators for emerging curriculum demands. These findings are consistent with Prado (2023) and Alemdar et al. (2022), who highlight mentorship as crucial for teacher identity formation, retention, and professional resilience. Moreover, mentorship programs that support early-career teachers and those navigating new policies directly respond to concerns raised by Hightower et al. (2021) and Khoso (2024) regarding the inadequacy of initial teacher preparation. In Jinja City, the informal yet effective mentorship systems in schools point to a scalable model for developing teacher capacity in low-resource environments.

Despite general satisfaction with CPD access, alignment to individual career needs received a more moderate rating. About 158 respondents (53%) agreed and 65 (22%) strongly agreed that available CPD opportunities match their personal goals, while 36 (12%) disagreed, 7 (2%) strongly disagreed, and 34 (11%) were neutral. This item had a mean score of 3.79 and a standard deviation of 0.990—the lowest and most variable across the dataset. Qualitative responses shed light on this misalignment: teachers mentioned that only a few are selected to attend trainings, limiting broader school-wide impact. Furthermore, teachers nearing retirement expressed less interest in CPD, while others noted that some programs are generic

and not tailored to their teaching subjects. This suggests a need for differentiated and inclusive CPD planning that responds to individual trajectories and departmental needs. These insights echo concerns raised by Cruz et al. (2022) and Tomas and Tiquia (2022), who argue that professional development must be needs-driven, inclusive, and strategically tailored. In the absence of individualized CPD pathways, teachers may experience diminished returns on professional engagement, which undermines both instructional quality and economic mobility.

When assessing the practical relevance of in-service training, the majority of teachers found the content applicable to their classroom realities. Specifically, 168 teachers (56%) agreed and 77 (26%) strongly agreed that CPD addresses their day-to-day teaching challenges, leading to a mean of 3.90 and a standard deviation of 1.034. However, some—16 (5%) strongly disagreed, 21 (7%) disagreed, and 18 (6%) were neutral—expressed dissatisfaction. Interviews highlighted that continuous training has directly influenced how teachers prepare lesson plans and scheme under the new curriculum. One teacher remarked, “The way we used to scheme in the old curriculum has changed; CPDs helped us adapt.” These findings illustrate the importance of context-specific training, particularly during curriculum transitions, and underscore the value of real-time professional support. This finding is consistent with Langdal (2023), who notes that workplace learning is essential when educational policies shift, especially in fields like entrepreneurship and financial literacy. The practical orientation of CPD in Jinja City—though uneven—demonstrates that when aligned with real classroom demands, CPD enhances both instructional effectiveness and teacher confidence.

The findings also highlighted that teachers actively seek feedback as part of their growth process. A total of 163 respondents (54%) agreed and 104 (35%) strongly agreed that peer feedback contributes to their professional development, with only 2 (1%) strongly disagreeing, 12 (4%) disagreeing, and 19 (6%) remaining neutral. The item yielded a high mean of 4.18 and a low standard deviation of 0.774. This reflects a reflective culture among educators who view their colleagues as critical resources for improving their practice. In qualitative responses, teachers emphasized that informal conversations and feedback exchanges enhance their instructional strategies and increase their confidence in addressing student needs. This aligns with Abdulrahman and Kara (2022) and Tanjung et al. (2021), who affirm the importance of mentor-mentee relationships and peer mentoring in fostering reflective practice. Such feedback loops are essential in enhancing teaching efficacy, building

morale, and promoting innovation within schools. In Jinja City, this reflects a grassroots mechanism of professional development that complements formal CPD.

Mentorship from senior teachers and school leaders was further confirmed to be a major enabler of teacher growth. Quantitative results showed that 142 (48%) strongly agreed and 124 (41%) agreed that such mentorship had a positive impact on their teaching careers. Only a small number—4 (1%) strongly disagreed, 11 (4%) disagreed, and 19 (6%) were neutral—had contrary views. This item recorded a high mean of 4.30 and a standard deviation of 0.847. Teachers noted that mentorship often fills gaps where formal training is lacking, especially in curriculum interpretation, pedagogy, and classroom assessment. The findings reaffirm that peer mentorship is not only practical but also cost-effective and scalable, particularly in resource-constrained settings. These findings corroborate those of Shellhouse (2021) and Wang et al. (2022), who emphasize the capacity of structured mentorship to bridge professional gaps and support role progression. Given the resource limitations in many schools, leveraging senior teachers as mentors is both a practical and impactful strategy for enhancing CPD outcomes.

Finally, CPD activities were widely acknowledged as contributing significantly to teachers' career progression and socio-economic well-being. A total of 155 (52%) agreed and 127 (42%) strongly agreed that the trainings they attended helped them move forward professionally, resulting in the highest mean score of 4.32 and the lowest standard deviation of 0.730. Interviewees described how CPD led to promotions, salary adjustments, or leadership roles, particularly for those with specialized qualifications or who actively participated in curriculum implementation efforts. While some teachers acknowledged that not all workshops provide monetary allowances, the majority emphasized the long-term economic value of the knowledge and opportunities gained. These findings confirm that CPD is a crucial driver of both professional empowerment and economic resilience for teachers. This finding aligns with Adarkwah et al. (2021), who argue that professional development is a catalyst for both institutional improvement and individual mobility. Although not all CPD activities are accompanied by direct financial rewards, the long-term impact on job security, leadership opportunities, and professional identity is substantial. Moreover, these results support the call by Flores et al. (2023) and Hudson et al. (2021) for integrated support mechanisms—including financial, instructional, and mentorship interventions—to strengthen pathways into the teaching profession.

It was necessary to find out if there was a relationship between Continuous Professional Development and Socio-Economic Well-Being of teachers. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in table 4.10.

Table 4.10: Correlation between Continuous Professional Development and Socio-Economic Well-Being of teachers

Correlations

			Continuous Professional Development	Socio-Economic Well-Being of teachers
Continuous Professional Development	Pearson Correlation		1	.278**
	Sig. (2-tailed)			.000
	N		300	300
Socio-Economic Well-Being of teachers	Pearson Correlation		.278**	1
	Sig. (2-tailed)		.000	
	N		300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The correlation results reveal a positive and statistically significant relationship between continuous professional development (CPD) and the socio-economic well-being of teachers in Jinja City, with a Pearson correlation coefficient of 0.278 ($p = .000$). This indicates a moderate but meaningful association, suggesting that as teachers engage more actively in CPD activities—such as in-service training, peer collaboration, mentorship, and feedback-seeking—their socio-economic well-being tends to improve. The significance level ($p < 0.05$) confirms that this relationship is not due to random chance. While the correlation is not strong, it does suggest that CPD plays an important role in enhancing factors such as job satisfaction, income-related perceptions, and career advancement opportunities, all of which contribute to the broader socio-economic well-being of teachers.

Table 4.11: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.278 ^a	.077	.074	.98397

a. Predictors: (Constant), Continuous Professional Development

Source: Primary data

The model summary shows that continuous professional development (CPD) accounts for a small but meaningful proportion of the variance in the socio-economic well-being of teachers, as reflected by an R Square value of 0.077. This means that CPD explains approximately 7.7% of the variation in teachers’ socio-economic well-being. The adjusted R Square of 0.074—which corrects for sample size—confirms the model’s consistency, while the standard error of the estimate (0.98397) indicates moderate variability between the observed and predicted values. Although the explanatory power is relatively modest, the result supports the view that CPD activities make a statistically relevant contribution to improving teachers’ socio-economic conditions, such as financial security, professional satisfaction, and career growth. Nonetheless, the majority of variance in well-being is likely explained by other external or institutional factors.

Table 4.12: Coefficients on Continuous Professional Development and Socio-Economic Well-Being of teachers

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.804	.428		1.880	.061
	Continuous Professional Development	.514	.103	.278	4.995	.000

a. Dependent Variable: Socio-Economic Well-Being of teachers

Source: Primary data

The regression coefficients indicate that continuous professional development (CPD) has a positive and statistically significant effect on the socio-economic well-being of teachers in Jinja City. The unstandardized coefficient (B = 0.514, p = .000) suggests that for every one-unit increase in CPD engagement, there is an expected 0.514 unit increase in the socio-

economic well-being score, assuming all other factors are held constant. The standardized beta coefficient (Beta = 0.278) indicates a moderate effect size, and the t-value of 4.995 confirms the statistical significance of this relationship. Although the intercept (0.804) is not statistically significant ($p = .061$), the strong significance of CPD ($p < .001$) emphasizes its important role. These results imply that teachers who actively participate in CPD activities—such as workshops, mentorship, peer collaboration, and feedback mechanisms—are more likely to experience improved socio-economic outcomes, including financial satisfaction, professional recognition, and career progression.

4.4.4 Support Systems and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

Table 4.13: Responses on Support Systems

Support systems	Percentage Response (%)					Mean	Std dev
	SD	D	N	A	SA		
I receive sufficient administrative support to carry out my teaching responsibilities effectively	4% (12)	6% (19)	6% (18)	59% (176)	25% (75)	3.94	.961
I am part of professional networks that enhance my teaching practices	1% (3)	7% (20)	11% (32)	56% (169)	25% (76)	3.98	.848
I have access to expert advice when faced with challenges in my teaching role	2% (7)	9% (26)	9% (26)	50% (152)	30% (89)	3.97	.971
my school's administration provides the necessary resources for my professional development	3% (9)	9% (28)	8% (23)	46% (139)	34% (101)	3.98	1.030
I feel supported by my colleagues in my professional growth	1% (3)	3% (10)	4% (12)	54% (163)	38% (112)	4.24	.763
I can easily access professional networks that contribute to my development as a teacher	3% (8)	6% (18)	9% (27)	61% (184)	21% (63)	3.92	.881
expert advice on teaching strategies is readily available to me when needed	4% (13)	9% (28)	15% (43)	51% (153)	21% (63)	3.75	1.028

the support systems at my school help me achieve professional goals	4% (11)	6% (17)	7% (21)	58% (175)	25% (76)	3.96	.939
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Source: Primary data

The findings show that the majority of teachers in Jinja City perceive school administrations as generally supportive of their professional duties. Quantitatively, 176 teachers (59%) agreed and 75 (25%) strongly agreed that they receive adequate administrative support, while only 12 (4%) strongly disagreed, 19 (6%) disagreed, and 18 (6%) remained neutral. This produced a mean score of 3.94 and a standard deviation of 0.961. Qualitative responses confirmed that school heads often provide facilitation for teachers to attend workshops, especially when formal invitations are presented. Some teachers noted, “If you have a workshop and provide an invitation letter, the school facilitates your attendance.” However, it was also noted that administrative support varies by school, suggesting that while many administrators are proactive, some may lack the resources or policy guidance to ensure uniform support across the city. These findings support Ko (2021), who underscores the significance of leveraging school-level administrative and curricular resources in sustaining effective instructional practices. However, the qualitative data also revealed disparities in administrative support across schools, echoing concerns by Greenhow et al. (2021) and Marcelo (2023) that institutional support tends to be uneven, particularly in less-resourced or rural environments.

Participation in professional networks was widely reported and seen as instrumental to enhancing teaching practice. A total of 245 respondents (81%) affirmed their involvement in such networks, with 168 (56%) agreeing and 75 (25%) strongly agreeing. Only a small portion—3 (1%) strongly disagreed, 20 (7%) disagreed, and 32 (11%) were neutral. The mean score was 3.98, with a standard deviation of 0.848. Qualitative accounts highlighted that subject-specific groups—like agriculture or sciences—often organize peer-led retooling or workshops, with support from school administrations or institutions like UNEB. These networks serve as vital platforms for sharing experiences, interpreting curriculum updates, and maintaining a sense of professional identity. Their accessibility, however, may vary depending on school leadership, funding, and district-level coordination. This is consistent with the work of Pan and Chen (2023), who advocate for networked learning communities (NLCs) as vehicles for enhancing teacher adaptability and receptivity to educational change. The findings also corroborate Fütterer (2024), who highlights the benefits of informal learning through peer-led communities. In Jinja City, such networks provide a space not only for knowledge exchange but also for building a shared professional identity—an outcome that directly contributes to job satisfaction and teacher retention.

Access to expert advice was another key area explored. According to the data, 152 teachers (50%) agreed and 89 (30%) strongly agreed that they have access to expert support when facing instructional challenges. Meanwhile, 7 (2%) strongly disagreed, 26 (9%) disagreed, and 26 (9%) were neutral. The mean score was 3.97 with a standard deviation of 0.971. Respondents noted that schools often invite facilitators to guide staff, especially during new curriculum implementation. Yet, disparities exist—teachers in less-resourced or more rural schools indicated they were less likely to benefit from expert advice regularly. This inconsistency highlights the need for a formal system through which experienced professionals or master trainers can be more systematically deployed across schools. These findings align with Huang et al. (2021), who argue that access to domain experts enhances teacher competencies by bridging classroom practices with educational research. However, as noted in both the quantitative and qualitative data, access remains inconsistent, with rural schools and underfunded institutions often excluded from such opportunities. This mirrors findings by Akiri and Dori (2021) that highlight disparities in mentorship and training access, particularly in STEM education.

In terms of access to professional development resources, 139 respondents (46%) agreed and 101 (34%) strongly agreed that their schools provide relevant materials and tools. A minority—9 (3%) strongly disagreed, 28 (9%) disagreed, and 23 (8%) were neutral—expressed concerns. The mean score of 3.98 and standard deviation of 1.030 suggest general satisfaction, but with moderate variability. Teachers mentioned that in some schools, ICT tools and reference materials are made available, while in others, these are limited due to financial constraints or lack of prioritization. These disparities may hinder uniform professional growth and limit the effectiveness of CPD activities in under-resourced institutions. These results reinforce Ko's (2021) assertion that material resources are integral to effective disciplinary learning. Nonetheless, disparities in resource distribution due to financial constraints were frequently cited, underscoring the need for systemic investment in professional development infrastructure. This is in line with recommendations by Forte et al. (2021), who stress the role of web-based and institutional systems in reducing access gaps.

The study also revealed robust collegial support structures within schools. A total of 275 teachers (92%) expressed positive sentiments, with 163 (54%) agreeing and 112 (38%) strongly agreeing that they receive meaningful support from fellow teachers. Only 3 (1%) strongly disagreed, 10 (3%) disagreed, and 12 (4%) remained neutral. This item recorded the highest mean score of 4.24 and the lowest standard deviation of 0.763, indicating strong consensus. Teachers emphasized how peer collaboration enhances lesson planning, team

teaching, and sharing of classroom management strategies. Such support builds morale and reinforces a collegial professional culture, which is crucial for coping with reform pressures and maintaining instructional quality. This finding strongly supports the literature on the role of social and professional networks in fostering reflective teaching, resilience, and innovation (Alarabi, 2024; Abdulrahman & Kara, 2022). Teachers in the study described peer collaboration as a central mechanism for lesson planning, classroom management, and emotional support, particularly during curriculum reforms. This shared support system promotes equity and professional morale and is crucial for navigating educational transitions in resource-constrained settings.

In addition, ease of access to professional networks was highly rated. About 184 teachers (61%) agreed and 63 (21%) strongly agreed that they can readily access such platforms. The remaining responses included 8 (3%) strongly disagreeing, 18 (6%) disagreeing, and 27 (9%) being neutral. The mean score of 3.92 and standard deviation of 0.881 suggest a favorable perception with slight variability. Professional associations, regional subject panels, and government-led clusters were cited as key access points, although geographical disparities and school-level organization may limit access for some teachers.

Notably, the availability of expert advice had a slightly more mixed response. While 153 (51%) agreed and 63 (21%) strongly agreed that expert support is accessible when needed, 13 (4%) strongly disagreed, 28 (9%) disagreed, and 43 (15%) were neutral. The mean of 3.75 and standard deviation of 1.028 indicate more variation. Qualitative responses noted that although some schools are proactive in inviting facilitators and curriculum experts, others face challenges—particularly when there's over-reliance on internal staff or when external experts are unavailable due to budget constraints or centralized training systems. This aligns with Marcelo (2023) and Matherne (2023), who emphasize that social and digital networks can provide inclusive access to professional development—provided infrastructure and policies support them equitably. In Jinja City, disparities in access due to funding and coordination highlight the need for centralized mechanisms to ensure that all teachers benefit from networking opportunities.

Finally, most teachers indicated that their school's support systems help them achieve professional goals. A combined 251 respondents (58% agreed and 25% strongly agreed) expressed satisfaction with these systems. Only 11 (4%) strongly disagreed, 17 (6%) disagreed, and 21 (7%) were neutral. The mean score of 3.96 and standard deviation of 0.939 suggest a generally strong perception of institutional support mechanisms, including professional development plans, evaluation and feedback frameworks, and leadership

encouragement towards career progression. From the interviews conducted, on the influence of these support systems on economic well-being, teachers affirmed a positive relationship. Some noted that they receive facilitation such as transport, meals, or allowances during CPD events. One respondent stated: “Organizers are paid, and teachers who help in logistics such as meals and handouts are also given allowances.” Furthermore, those who participate in retooling or curriculum development activities, such as UNEB workshops, reported higher job satisfaction and confidence, translating into improved teaching quality and, in some cases, career advancement or promotion. This demonstrates that well-structured support systems can provide both professional and financial benefits, directly influencing socio-economic stability.

Despite these positive experiences, several gaps in support systems were identified. The most prominent challenge is lack of financial facilitation. Interview findings revealed that while teachers are expected to attend workshops, many are not funded by the school or Ministry, making it difficult for them to cover transport or lunch. Additionally, issues of unfair selection for training—where only a few teachers benefit repeatedly—and the absence of rotation among schools hosting CPDs were flagged. Some respondents also pointed out professional pride and reluctance to collaborate as barriers: “Some teachers feel they know more than others, and this affects performance during CPDs”. These gaps can hinder equitable participation and reduce the effectiveness of existing support systems.

Specific examples were provided where support systems had clear positive impacts on job satisfaction and quality of life. Teachers shared how trainings, especially during curriculum reforms, significantly enhanced their instructional competence and classroom confidence. One teacher shared: “After the UNEB retooling, I didn’t remain the same.” Others pointed out that the exposure and recognition received during such programs led to new roles, responsibilities, and social recognition, all contributing to improved self-worth and livelihood. This echoes findings by Akiri & Dori (2021) and Shellhouse (2021), who argue that mentorship and training play a critical role in career development and retention. The study findings also demonstrate that tangible incentives—such as transport refunds, meals, or facilitation fees—enhance teacher motivation and contribute directly to their socio-economic well-being.

To strengthen support systems and enhance socio-economic well-being, teachers proposed several recommendations. Chief among these was the need for centralized, government-funded CPD programs. Respondents argued that the Ministry of Education should institutionalize training programs with clear schedules for each school term. Others proposed

that school heads be supported through conditional grants or loans earmarked for teacher development. This would eliminate the practice of cost-sharing among teachers, which disproportionately affects lower-paid staff. Ultimately, a policy-driven, well-resourced, and inclusive approach to support systems would ensure equitable access and maximize both professional and economic outcomes for secondary school teachers in Jinja City.

It was necessary to find out if there was a relationship between Support Systems and Socio-Economic Well-Being of teachers. The study used the Pearson Product Moment correlation coefficient technique. The findings are displayed in table 4.14.

Table 4.14: Correlation between Support Systems and Socio-Economic Well-Being of teachers

Correlations

		Support Systems	Socio-Economic Well-Being of teachers
Support Systems	Pearson Correlation	1	.391**
	Sig. (2-tailed)		.000
	N	300	300
Socio-Economic Well-Being of teachers	Pearson Correlation	.391**	1
	Sig. (2-tailed)	.000	
	N	300	300

** . Correlation is significant at the 0.05 level (2-tailed).

Source: Primary data

The correlation results indicate a moderate and statistically significant positive relationship between support systems and the socio-economic well-being of teachers in Jinja City, with a Pearson correlation coefficient of 0.391 ($p = .000$). This suggests that as teachers experience stronger support systems—such as administrative backing, access to resources, mentorship, peer collaboration and professional networks—their socio-economic well-being tends to improve. The significance level ($p < 0.05$) confirms that this association is highly reliable and not due to chance. Compared to other predictors like professional training or CPD, support systems demonstrate a stronger relationship with teachers’ well-being, highlighting their critical role in influencing factors such as financial satisfaction, job stability, and professional

fulfillment. Strengthening institutional support structures could, therefore, yield considerable improvements in the overall socio-economic status of teachers.

Table 4.15: Model summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.391 ^a	.153	.150	.94267

a. Predictors: (Constant), Support Systems

Source: Primary data

The model summary shows that support systems explain a significant portion of the variance in the socio-economic well-being of teachers in Jinja City. The R Square value of 0.153 indicates that approximately 15.3% of the variation in socio-economic well-being can be attributed to the presence and effectiveness of support systems. The adjusted R Square of 0.150 confirms the stability of the model after adjusting for sample size, while the standard error of the estimate (0.94267) reflects a moderate level of deviation between predicted and actual values. Compared to other predictors such as professional training and CPD, support systems demonstrate a stronger explanatory power, underscoring their importance in influencing teachers’ financial satisfaction, job security, and overall well-being. This finding highlights the value of institutional support—including administrative backing, peer networks, and access to resources—as a key determinant of socio-economic outcomes for teachers.

Table 4.16: Coefficients on Support Systems and Socio-Economic Well-Being of teachers

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.571	.325		1.758	.080
Support Systems	.592	.081	.391	7.340	.000

a. Dependent Variable: Socio-Economic Well-Being of teachers

Source: Primary data

The regression coefficients indicate that support systems have a positive and statistically significant effect on the socio-economic well-being of teachers in Jinja City. The unstandardized coefficient ($B = 0.592$, $p = .000$) shows that for every one-unit increase in support systems, there is an expected 0.592 unit increase in the socio-economic well-being score, assuming all other variables are held constant. The standardized beta coefficient ($Beta = 0.391$) indicates a moderate to strong effect size, and the high t-value of 7.340 further confirms the robustness and statistical significance of the relationship. Although the intercept ($B = 0.571$) is not statistically significant ($p = .080$), the overall model reveals that support systems—such as administrative assistance, access to resources, peer and mentorship support—are crucial contributors to improving teachers' financial satisfaction, job security, and overall well-being. Among the tested predictors, support systems appear to have the strongest influence on socio-economic well-being.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter presents a comprehensive discussion, conclusion, and recommendations based on the findings of the study on the relationship between professional training/education, continuous professional development, support systems, and the socio-economic well-being of secondary school teachers in Jinja City.

5.2 Summary of findings

5.2.1 Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

The findings reveal that professional training and education positively influence the socio-economic well-being of secondary school teachers in Jinja City, with 90% of respondents affirming the relevance of their qualifications to their teaching roles. Teachers reported that workshops, seminars, and certification programs significantly enhanced their skills and career prospects. Quantitative analysis showed a significant though weak positive correlation ($r = .227, p < .05$), with training explaining 5.1% of the variance in socio-economic well-being. However, disparities in access, funding, and leave policies were noted as key barriers to further education.

5.2.2 Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

Regarding the second objective, continuous professional development (CPD) activities—such as in-service training, peer collaboration, mentorship, and feedback—were broadly embraced, with a moderate positive correlation ($r = .278, p < .05$) and 7.7% variance explained. CPD

was credited for improving teaching practices, curriculum adaptation, and career advancement, though challenges remained in aligning CPD to individual teacher needs and ensuring equitable participation.

5.2.3 Teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being in Secondary Schools in Jinja City

For the third objective, support systems demonstrated the strongest relationship with socio-economic well-being ($r = .391$, $p < .05$), explaining 15.3% of the variance. Teachers highlighted administrative facilitation, peer support, access to expert advice, and participation in professional networks as key enablers of job satisfaction, financial resilience, and professional growth. Nonetheless, gaps in equitable facilitation, training rotation, and support consistency across schools were identified. Collectively, the study confirms that while all three factors significantly contribute to socio-economic well-being, support systems exert the greatest influence, followed by CPD and then professional training/education.

5.3 Conclusion

5.3.1 Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

The study concludes that professional training and education play a vital role in enhancing the socio-economic well-being of secondary school teachers in Jinja City. Teachers largely perceive their academic qualifications as relevant and applicable to their teaching roles, with high levels of satisfaction reported regarding the impact of degrees, workshops, and seminars on professional growth. However, the modest correlation and limited variance explained suggest that while professional education is foundational, its socio-economic impact is constrained by systemic factors such as limited access to further education, lack of study leave, and unequal financial facilitation. Therefore, while educational attainment is necessary for teacher effectiveness and upward mobility, it must be complemented by institutional support and equitable access to continuous learning opportunities to fully translate into socio-economic gains.

5.3.2 Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

Teachers actively engage in CPD activities such as in-service training, peer collaboration, mentorship, and feedback mechanisms, which are instrumental in enhancing teaching competence, classroom adaptation, and career progression. However, variability in the alignment of CPD programs with individual career goals and inconsistencies in access—especially for teachers nearing retirement or in under-resourced schools—diminish the full potential of CPD. Nonetheless, the study concludes that CPD serves as an effective tool for professional empowerment and economic resilience, particularly when it is context-sensitive, needs-driven, and equitably implemented.

5.3.3 Teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being in Secondary Schools in Jinja City

The study concludes that support systems exert the most substantial influence on the socio-economic well-being of secondary school teachers in Jinja City. Teachers reported that administrative support, peer networks, access to expert advice, and resource availability are crucial in enabling them to fulfill their professional responsibilities and achieve career advancement. Support systems were found to directly impact teachers' financial satisfaction, job stability, and morale. However, disparities in facilitation, inconsistent access to expert advice, and unequal training opportunities remain key challenges. The study affirms that robust, inclusive, and well-funded institutional support mechanisms are essential for improving not only teacher performance but also their overall socio-economic status.

5.4 Recommendations

5.4.1 Professional Training/Education and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

The Ministry of Education and Sports, in collaboration with school administrations, should provide scholarships, study leave, and subsidized postgraduate programs to enable teachers—especially those holding lower-level qualifications—to upgrade their education and improve their professional and socio-economic standing.

Teacher training institutions and universities should revise and tailor their education programs to ensure stronger alignment with the competencies required in the secondary school curriculum, thereby improving the direct applicability of degrees to teaching roles.

Establish a structured national framework for regular professional certifications; ensuring teachers are routinely retooled in emerging pedagogical methods and subject-specific innovations that enhance both instructional quality and career progression.

5.4.2 Continuous Professional Development and Socio-Economic Well-Being of teachers in Secondary Schools in Jinja City

The Ministry of Education should create a national CPD policy that ensures all schools follow structured, termly CPD schedules based on teacher needs assessments and aligned with national curriculum priorities.

Schools and education authorities should adopt transparent selection criteria and rotation systems for CPD participation to ensure all teachers—including those in rural and low-resourced schools—benefit equally from training opportunities.

Link CPD completion to measurable career incentives such as promotion, salary increments, or leadership appointments. This would motivate continuous engagement and reinforce the economic value of professional development.

5.4.3 Teachers' perceptions of the role of Support Systems in enhancing their Socio-Economic Well-Being in Secondary Schools in Jinja City

School administrations should institutionalize mentorship programs, peer collaboration platforms, and regular staff feedback sessions to enhance professional growth and morale, particularly during curriculum reforms.

Government and development partners should allocate conditional grants to schools specifically for teacher support, covering transport, meals, and materials for CPD and workshop attendance to reduce the financial burden on teachers.

Create regional support centers equipped with expert advisors, teaching resources, and digital learning platforms to provide ongoing professional guidance and reduce disparities between urban and rural schools in accessing support systems.

5.5 Areas for further research

Based on the study findings, future research should explore the influence of non-institutional factors—such as household income, community perceptions of teachers, and private tutoring opportunities—on the socio-economic well-being of secondary school teachers, which were not fully captured in this study. Additionally, comparative studies across urban and rural districts could help uncover geographic disparities in access to professional development and

support systems. Further investigation into gender-specific experiences within professional training, CPD participation, and access to administrative support could provide deeper insights into equity and inclusivity in the teaching profession. Longitudinal studies examining the long-term socio-economic impact of continuous professional development and educational upgrades on teacher career trajectories would also be valuable in informing sustainable teacher development policies.

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APPENDIX A: Questionnaire for Teachers

Dear Respondent,

I am Josephine Bichachi, a student at UMU. To facilitate the completion of the study, I kindly request that you take a few minutes to participate in this research study. Once you agree, I kindly request that you complete the questionnaire whenever it is most convenient for you. The focus of this study is aimed at investigating the relationship between Teacher’s Professional Development and Socio-Economic Well-Being of teachers in Selected Secondary Schools in Jinja City. All information provided will be treated with utmost confidentiality. Your participation in this study is voluntary but I will be glad if you accept to participate in it. Thank you for your cooperation.

Sincerely,

Josephine Bichachi

SECTION: A

I. Demographics:

Please fill and tick (√) where applicable.

1. Sex

- Male
- Female

2. Age group

- 16-19 years
- 20-30years
- 31-40years
- 41-50years
- 51-plus

Section B: Teacher’s Professional Development

Please use the rating scale 1-5 as provided below to select an option that you consider most appropriate. Tick (√) the most appropriate number.

1. Strongly disagree 2. Disagree 3. Not sure 4. Agree 5. Strongly agree

A	Professional Training/Education	SD	D	NS	A	SA
		1	2	3	4	5
1	The educational degrees I hold adequately prepare me for my current teaching role					

2	I frequently participate in professional certification programs relevant to my teaching field.					
3	The workshops I attend significantly enhance my teaching skills.					
4	I believe that seminars I attend contribute to my professional growth as a teacher					
5	My formal education (degrees) is directly applicable to the subjects I teach.					
6	I have access to opportunities for further education that align with my career goals.					
7	The training programs I attend are effective in improving my classroom management skills.					
8	I am satisfied with the variety of professional development opportunities available to me.					
B	Continuous Professional Development	SD	D	NS	A	SA
		1	2	3	4	5
9	I regularly engage in in-service training to improve my teaching practices					
10	Peer collaboration at my school helps me develop professionally					
11	Mentorship programs at my school positively impact my teaching abilities.					
12	I have access to continuous professional development opportunities tailored to my needs					
13	In-service training sessions I attend are relevant to the challenges I face in the classroom					
15	I actively seek feedback from colleagues to enhance my professional development.					
16	Mentorship from senior teachers or administrators has helped me grow in my teaching career.					
17	Continuous professional development activities I engage in contribute to my career progression.					
C	Support Systems	SD	D	NS	A	SA

		1	2	3	4	5
18	I receive sufficient administrative support to carry out my teaching responsibilities effectively.					
19	I am part of professional networks that enhance my teaching practices.					
20	I have access to expert advice when faced with challenges in my teaching role.					
21	My school's administration provides the necessary resources for my professional development.					
22	I feel supported by my colleagues in my professional growth.					
23	I can easily access professional networks that contribute to my development as a teacher.					
24	Expert advice on teaching strategies is readily available to me when needed.					
25	The support systems at my school help me achieve my professional goals.					
D	Socio-Economic Well-Being of teachers	SD	D	NS	A	SA
		1	2	3	4	5
26	My current income level is sufficient to meet my basic needs.					
27	I am financially stable in my teaching profession.					
28	I am satisfied with my current job role as a teacher.					
29	My job provides me with a good quality of life.					
30	I have ample opportunities for career advancement within the teaching profession.					
31	My income level reflects the effort I put into my teaching responsibilities					
32	I feel secure in my financial future as a teacher.					
33	I am content with the work-life balance my teaching job allows me to have.					

I greatly appreciate your assistance!

Appendix B: Interview guide

1. How would you describe the current state of professional training and education among secondary school teachers in Jinja City?
2. In your opinion, how does the level of education (degrees, certifications) of teachers impact their socio-economic well-being?
3. What are the common challenges teachers face in accessing further education and professional training opportunities?
4. Can you provide examples of how professional training has influenced the job satisfaction or financial stability of teachers in this region?
5. How do you think professional training programs could be improved to better support the socio-economic well-being of teachers?
6. How often do teachers in Jinja City participate in continuous professional development activities such as in-service training, peer collaboration, or mentorship programs?
7. In what ways does continuous professional development impact the socio-economic well-being of teachers?
8. What barriers do teachers face in accessing or participating in continuous professional development programs?
9. Could you share instances where continuous professional development has led to noticeable improvements in teachers' quality of life or career advancement?
10. How can continuous professional development initiatives be tailored to enhance the socio-economic well-being of teachers?
11. What types of support systems (administrative support, professional networks, access to expert advice) are currently available to teachers in secondary schools in Jinja City?
12. How do these support systems influence the socio-economic well-being of teachers?
13. What are the gaps or challenges in the current support systems that may hinder teachers' professional growth or well-being?
14. Can you provide specific examples where support systems have had a positive impact on teachers' financial stability, job satisfaction, or overall quality of life?
15. What recommendations would you make to strengthen support systems in order to better support the socio-economic well-being of teachers in this area?

Thank for your cooperation

