

## ARTICLE

# How Effective is On-the-Job Training for Teachers in Private Schools of Addis Ababa, Ethiopia? Insights from Teachers and Directors

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## Abstract

This study explores the perceptions of teachers and directors regarding on-the-job training and professional development programs in private schools in Addis Ababa, examining their benefits, effectiveness, and implementation challenges. Employing a mixed-methods approach, the research utilized surveys for quantitative data and interviews for qualitative insights from educators. The findings indicate a generally positive perception of on-the-job training, with improvements noted in teaching skills, student engagement, and collaboration. However, challenges such as insufficient resources and time constraints hindered effective participation. While the training content was well-received, concerns regarding assessment and responsiveness to feedback were identified. This research informs Ethiopian policymakers about the effectiveness of on-the-job training for private school teachers, advocating for tailored programs and continuous professional development. By emphasizing the importance of resource allocation and stakeholder engagement, the findings aim to enhance teacher performance and improve student outcomes, while also encouraging further research into innovative training methods. Additionally, the study highlights the need for improved administrative support and feedback mechanisms to enhance training effectiveness and identifies areas for future research, particularly concerning resource allocation and time management strategies to strengthen training impacts.

**Keywords:** Benefits; Challenges; Effectiveness; On-the-job; Training

## 1. BACKGROUND OF THE STUDY

Training, particularly in the context of education, is a fundamental component of professional development for teachers [1]. It encompasses a range of activities designed to enhance knowledge, skills, and competencies necessary for effective teaching [2]. Traditional training methods often focus on theoretical instruction, which, while valuable, may not adequately prepare educators for the realities of the classroom [3]. This disconnect between theory and practice highlights the need for more practical approaches to teacher training [4]. On-the-job training (OJT) emerges as a solution, offering teachers the opportunity to learn in real-time and apply their skills directly within their teaching environments [5]. This method emphasizes experiential learning, allowing educators to refine their techniques while receiving immediate feedback [6].

On-the-job training is particularly beneficial in addressing the dynamic nature of modern education, where curricula and teaching methods are continually evolving [7]. OJT provides teachers with the flexibility to adapt to changes and challenges as they arise, making it a practical approach to professional development [8]. Furthermore, OJT fosters collaboration among educators, enabling them to share insights, strategies, and best practices [9]. This collaborative environment not only enhances individual teacher performance but also contributes to a collective improvement in the overall quality of education within a school [10]. However, the effectiveness of OJT can be influenced by various

factors, including the support provided by school leadership, the availability of resources, and the professional culture within the institution [11].

Despite its advantages, on-the-job training is not without challenges [12]. One of the primary concerns is the inconsistency in implementation and quality across different schools and training programs [13]. In some cases, OJT may lack structure or clear objectives, leading to varied experiences among teachers. Additionally, without proper guidance and support from experienced mentors or trainers, teachers may struggle to fully benefit from OJT opportunities [14]. It is also essential to consider the balance between teaching responsibilities and training commitments; teachers may find it challenging to engage in training while managing their classroom duties [15]. Thus, while OJT holds significant promise for enhancing teacher effectiveness, its success depends on careful planning, adequate resources, and a supportive learning environment [16].

The education system in Ethiopia has undergone significant transformations over the past few decades, shaped by historical, social, and political dynamics [17]. After the fall of the Derg regime in the early 1990s, the country embarked on a series of educational reforms aimed at improving access and quality [18]. The Ethiopian education system is structured into several levels, including pre-primary, primary, secondary, and higher education [19]. Despite substantial progress in enrollment rates, particularly at the primary level, challenges remain, especially in rural areas where access to quality education is often limited [20]. The disparities between urban and rural education, as well as between public and private institutions, continue to pose significant hurdles to achieving equitable educational outcomes [22].

Private schools have emerged as an essential component of the Ethiopian education landscape, particularly in urban centers like Addis Ababa [22]. They often attract families seeking higher-quality education due to perceived inadequacies in public schools [23]. Private institutions tend to have more resources, smaller class sizes, and innovative teaching methods, leading to higher academic performance among students [24]. However, the rapid growth of private schools has also raised concerns about quality assurance, teacher qualifications, and the overall effectiveness of educational practices within these institutions [25].

In this context, the importance of on-the-job training for teachers cannot be overstated. Effective teacher training is crucial for enhancing instructional quality and ensuring that educators are equipped with the necessary skills to meet the diverse needs of their students [26]. OJT provides teachers with immediate opportunities to apply new knowledge and techniques in real classroom settings, fostering a culture of continuous professional development [27]. This type of training allows educators to adapt their teaching strategies to evolving curricula and educational standards while receiving feedback from peers and supervisors [14].

Moreover, research has consistently shown that well-trained teachers have a direct impact on student learning outcomes [28]. On-the-job training programs can help teachers develop critical competencies, such as classroom management, differentiated instruction, and the integration of technology into teaching practices [29]. These skills are increasingly vital in today's educational environment, where diverse student populations and rapid technological advancements shape the learning landscape [30].

Additionally, the support provided by school leadership plays a significant role in the success of on-the-job training initiatives [31]. Effective leadership fosters an environment that encourages collaboration, reflection, and shared learning among teachers [32]. By creating a supportive culture, school directors and administrators can help ensure that on-the-job training is not only implemented but also sustained over time [31], ultimately leading to improved educational practices and outcomes for students in Ethiopian private schools [22].

Despite the recognized importance of OJT, there are notable gaps in the existing literature regarding its effectiveness in the Ethiopian context. Much of the current research has focused on theoretical frameworks rather than empirical evidence from local settings. Additionally, there is a lack of comprehensive studies that assess the specific challenges and outcomes of OJT within Ethiopian private schools. Insights from teachers and school directors are often underrepresented, limiting our understanding of how OJT is perceived and enacted in practice. This study aims to address these gaps by critically evaluating the effectiveness of on-the-job training for teachers in Ethiopian private schools,

drawing valuable perspectives from both educators and administrators to inform future training initiatives and policy development.

### **1.1. Objectives of the Study**

**To Explore Perceived Benefits:** Investigate and document the perceived benefits of on-the-job training as identified by teachers and directors in Ethiopian private schools.

**To Evaluate Effectiveness:** Assess how teachers and directors evaluate the effectiveness of current on-the-job training programs, focusing on their impact on teaching practices and student outcomes.

**To Identify Implementation Challenge:** Identify and analyze the challenges faced by teachers and school leaders in the implementation of on-the-job training initiatives, including resource limitations and institutional support.

### **1.2. Research Questions**

- 1) What are the perceived benefits of on-the-job training in Addis Ababa's private schools?
- 2) How do teachers and directors in Addis Ababa's private schools evaluate the effectiveness of current training programs?
- 3) What challenges are faced in implementing on-the-job training in Addis Ababa's private schools?

## **2. THEORETICAL FRAMEWORK**

### **2.1. Adult Learning Theory: Andragogy**

Andragogy, as articulated by Malcolm Knowles, provides a robust framework for understanding the dynamics of on-the-job training (OJT) in educational settings [33], particularly in the context of Ethiopian private schools. This theory emphasizes the unique characteristics of adult learners, which are crucial to consider when assessing the effectiveness of OJT for teachers [34].

One of the key principles of andragogy is self-direction. Adult learners, including teachers, prefer to take charge of their own learning experiences [35]. In the context of OJT, this means that teachers in Ethiopian private schools may benefit more from training programs that allow them to choose their learning paths based on their specific classroom challenges and professional goals [36]. When teachers feel empowered to direct their own learning, they are more likely to engage deeply with the material and apply it effectively in their teaching practices [37]. This principle can be evaluated by exploring how much autonomy teachers perceive in their OJT experiences and how it impacts their professional development [38].

The emphasis on experience is another critical aspect of andragogy that directly relates to the effectiveness of OJT. Teachers bring a wealth of prior knowledge and experiences to their roles, which should be harnessed during training [39]. In Ethiopian private schools, leveraging these experiences can enhance the relevance and applicability of OJT. Understanding how teachers relate their past experiences to new training content can provide insights into the effectiveness of the OJT programs [40]. Moreover, if the training fails to connect with teachers' experiences, it may be viewed as irrelevant, undermining its impact.

Readiness to learn is particularly pertinent in assessing the effectiveness of OJT. Teachers are more motivated to engage in training when they perceive it as directly applicable to their immediate needs, such as addressing specific classroom challenges or improving student outcomes [41]. In the Ethiopian context, where teachers may face various obstacles, including limited resources and diverse student needs, assessing their readiness for OJT can provide valuable insights into the training's relevance and effectiveness [42]. This evaluation can help identify whether current OJT programs align with teachers' professional development needs [31].

Lastly, the problem-centered orientation of adult learning is crucial for the success of OJT in Ethiopian private schools [43]. Teachers are likely to engage more deeply with training that addresses real issues they encounter in the classroom. OJT that focuses on practical problem-solving can lead to immediate improvements in teaching practices. By examining the extent to which OJT programs are

designed around real-world challenges faced by teachers, the study can assess their effectiveness in fostering relevant skills and knowledge.

### **3. METHODOLOGY**

#### **3.1. Research Design**

This study employed a mixed-methods approach, integrating both quantitative and qualitative research methodologies. The combination of these methods allowed for a comprehensive exploration of the effectiveness of OJT for teachers in private schools in Addis Ababa. The quantitative component involved the collection and analysis of numerical data through surveys, enabling the identification of trends and patterns in perceptions of OJT effectiveness. The qualitative component included in-depth interviews with selected participants, providing richer insights into their experiences and perspectives regarding OJT programs. This dual approach ensured a more nuanced understanding of the subject matter, allowing for triangulation of data to enhance the reliability and validity of the findings.

#### **3.2. Participants**

The participants for this study included 300 teachers and 50 directors from 25 private schools in Addis Ababa.

##### **3.2.1. Selection Criteria**

**Teachers:** Participants were currently employed as teachers in one of the selected private schools, with at least one year of teaching experience. This criterion ensured that they had sufficient exposure to OJT and its impact on their teaching practices. Teachers from various subject areas and grade levels were included to capture a diverse range of perspectives.

**Directors:** School directors held administrative positions in the selected private schools and had experience overseeing teacher training initiatives. Their insights provided valuable information on the implementation and effectiveness of OJT programs from a leadership perspective.

##### **3.2.2. Sample Size and Demographics**

The sample consisted of 300 teachers and 50 directors, allowing for a robust analysis of the data. The teachers were selected using stratified random sampling to ensure representation across different subjects and grade levels, while the directors were purposively sampled to include those with relevant experience in OJT.

Demographic data, such as age, gender, years of teaching experience, and educational background, were collected to analyze how these factors may have influenced perceptions of OJT effectiveness.

#### **3.3. Data Collection Methods**

##### **3.3.1. Surveys or Questionnaires**

A structured survey was developed to gather quantitative data from teachers and directors. The survey included both closed-ended questions (using Likert scales) and some open-ended questions to capture additional insights. The questions focused on various aspects of OJT, including perceived benefits, effectiveness, and challenges faced during implementation.

Surveys were distributed electronically or in paper format, depending on the participants' preferences and access to technology. The goal was to achieve a high response rate to ensure the reliability of the data.

##### **3.3.2. Interviews**

In-depth interviews were conducted with a subset of participants, specifically 30 teachers and 20 directors, to gather qualitative data. These interviews were semi-structured, allowing for flexibility in exploring topics related to OJT while ensuring that key areas of interest were covered.

The interviews were conducted in person or via video conferencing, depending on participants' availability and comfort. Each interview was recorded (with consent) and transcribed for analysis. The

qualitative data helped to elucidate themes related to the experiences and perspectives of teachers and directors, providing context to the quantitative findings.

### **3.4. Data Analysis**

Data analysis consisted of both quantitative and qualitative components:

#### **3.4.1. Quantitative Data Analysis**

The survey responses were analyzed using statistical software, called SPSS version 25. Descriptive statistics, including the mean and standard deviation, were calculated to summarize the participants' demographics and their perceptions of the effectiveness of on-the-job training.

The mean was calculated by summing all the responses and dividing by the total number of responses, providing an average value for each variable. The standard deviation was computed to measure the dispersion of responses, indicating how much individual responses vary from the mean. This approach allows for a clear understanding of the data distribution and the overall trends in participant perceptions.

#### **3.4.2. Qualitative Data Analysis**

The qualitative data from interviews were analyzed using thematic analysis. Transcriptions were coded to identify recurring themes and patterns related to participants' experiences with OJT. This process involved open coding, followed by axial coding to connect related themes.

Thematic findings were illustrated with direct quotes from participants to provide depth and context to the analysis.

#### **3.4.3. Instrument Validity and Reliability**

The study's survey instrument demonstrated both validity and reliability, established through content validity and internal consistency reliability assessed by Cronbach's Alpha. A 5-point Likert scale was used, ensuring the items were relevant and accurately represented the constructs being measured.

**Table 1.** The Reliability of the Scales

Instrument	Cronbach's Alpha	Number of Items	Acceptability
Benefits	0.86	4	Acceptable
Effectiveness	0.91	4	Acceptable
Challenges	0.77	4	Acceptable

As shown in Table 1, the Cronbach's Alpha values for all variables exceed 0.7, specifically measuring at 0.86, 0.91, and 0.77. These results suggest that the instrument exhibits satisfactory internal consistency.

### **3.5. Ethical Considerations**

Ethical considerations were central to the research process, encompassing informed consent, confidentiality, and voluntary participation. Participants received detailed information about the study's purpose, procedures, and risks, allowing them to provide informed consent and withdraw at any time without penalty. To safeguard privacy, all data were anonymized with unique codes assigned to participants. Furthermore, participation was entirely voluntary, allowing individuals to decline any uncomfortable questions. These guidelines ensured the research respected participants' rights while providing valuable insights into the effectiveness of on-the-job training for teachers in Ethiopian private schools.

## **4. RESULTS**

### **4.1. Perceived Benefits of On-the-Job Training in Private Schools of Addis Ababa**

RQ1: What are the perceived benefits of on-the-job training in Addis Ababa's private schools?

**Table 2.** Perceived Benefits of On-the-Job Training

No	Items	N	Mean	SD
1	On-the-job training has improved teachers' teaching skills.	350	4.22	0.88
2	On-the-job training has led to increased student engagement in the classroom.	350	4.43	0.71
3	On-the-job training has enhanced collaboration among teachers in the school.	350	4.52	0.92
4	On-the-job training has helped teachers apply new teaching strategies effectively in the classroom.	350	4.23	0.82
	Overall Average	350	4.35	0.83

### Improvement of Teaching Skills

The findings in Table 2 for Item 1, "*On-the-job training has improved teachers' teaching skills*," show a mean score of 4.22 and a standard deviation of 0.88. This suggests a strong agreement among respondents regarding the effectiveness of OJT in enhancing teaching skills. The high mean indicates that participants view OJT as significantly beneficial for their professional development, while the low standard deviation reflects a consensus in these perceptions. Similar to the quantitative data, one of the interviewees said:

*"On-the-job training has significantly improved my teaching skills. The training sessions offer practical strategies that I can apply immediately in the classroom, and I've noticed better student engagement as a result. My colleagues share this view; we all agree that these programs are essential for our professional growth. I believe on-the-job training is a key factor in enhancing our teaching capabilities."*

*(Interviewee 8, February 2023)*

From an Andragogy perspective, the findings highlight that on-the-job training is essential for teacher development in Addis Ababa's private schools. This aligns with adult learning principles, as it emphasizes practical, experiential learning that meets the needs of adult educators, supporting their continuous professional growth.

### Increased Student Engagement

The findings in Table 2 for Item 2, "*On-the-job training has led to increased student engagement in the classroom*," reveal a mean score of 4.43 and a standard deviation of 0.71. This indicates strong agreement among respondents regarding the positive impact of on-the-job training on student engagement.

A mean of 4.43 suggests that participants perceive OJT as highly effective in fostering greater student involvement during lessons. The low standard deviation of 0.71 indicates that there is a consensus among respondents, reflecting a shared belief in the benefits of OJT. Similar to the quantitative data, one of the interviewees said:

*"Since we started the on-the-job training, I've seen a noticeable increase in student engagement. The techniques we learned have helped me create more interactive lessons, and my students are participating more than ever. My colleagues have experienced similar results, which makes me confident that this training is truly making a difference."*

*(Interviewee 4, February 2023)*

From an Andragogy perspective, these findings indicate that on-the-job training is a key factor in boosting student engagement in private schools in Addis Ababa. This aligns with adult learning principles, which emphasize the relevance of practical, experiential training for educators. By recognizing the impact of such programs, we reinforce the need for ongoing investment in professional development that meets the needs of adult learners and enhances their effectiveness in the classroom.

### Enhanced Teacher Collaboration

The findings in Table 2 for Item 3, "*On-the-job training has enhanced collaboration among teachers in the school*," show a mean score of 4.52 and a standard deviation of 0.92. This indicates a very strong agreement among respondents regarding the positive effects of on-the-job training on teacher collaboration. A mean of 4.52 suggests that participants perceive OJT as highly effective in



fostering collaboration among teachers. The relatively low standard deviation of 0.92 indicates that there is a consistent belief among respondents about the benefits of these training programs in promoting teamwork and cooperation. Just like the numerical data, one of the interview participants expressed a similar sentiment:

*"The on-the-job training has really brought us together as a team. We now share ideas and strategies more openly, which has improved our teaching practices across the board. It feels like we're all working towards a common goal, and that has made a big difference in our collaboration."*

*(Interviewee 2, February 2023)*

From an Andragogy perspective, the high mean score in the quantitative data aligns with qualitative insights, indicating that on-the-job training is crucial for enhancing teacher collaboration. The strong agreement among respondents and their personal experiences highlight that these programs not only improve individual practices but also foster a collaborative culture. This synergy reinforces the need for ongoing investment in such training initiatives in private schools in Addis Ababa.

### **Effective Strategy Application**

The findings in Table 2 for Item 4, *"On-the-job training has helped teachers apply new teaching strategies effectively in the classroom,"* reveal a mean score of 4.23 and a standard deviation of 0.82. This indicates a strong agreement among respondents regarding the effectiveness of on-the-job training in facilitating the application of new teaching strategies.

A mean of 4.23 suggests that participants view OJT as significantly beneficial in equipping teachers with the skills needed to implement innovative teaching approaches. The standard deviation of 0.82 reflects a moderate level of consensus among respondents, indicating that while most agree on the effectiveness of the training, there may be some variation in individual experiences. One of the interviewees shared a comparable viewpoint to the quantitative data:

*"The on-the-job training has been invaluable for me. I've learned new strategies that I can immediately implement in my lessons, and I've seen positive changes in student understanding and engagement. It has also encouraged my colleagues to try new methods, leading to a more dynamic classroom environment."*

*(Interviewee 5, February 2023)*

From an Andragogy perspective, the quantitative data, reflected in the high mean score, aligns with qualitative feedback from interviews, both indicating that on-the-job training is viewed as an effective way for teachers to implement new strategies in their classrooms. The strong statistical evidence, coupled with personal testimonials, highlights the importance of these training programs in enhancing teaching practices in private schools in Addis Ababa. This alignment underscores the necessity for continued investment in on-the-job training, which is vital for fostering innovative teaching methods and improving overall educational outcomes.

## **4.2. Evaluation of Current Training Programs by Teachers and Directors in Addis Ababa's Private Schools**

**RQ2:** *How do teachers and directors in Addis Ababa's private schools evaluate the effectiveness of current training programs?*

**Table 3.** Evaluation of Current Training Programs by Teachers and Directors

No	Items	N	Mean	SD
1	Current training programs effectively meet the professional development needs of teachers.	350	4.02	0.77
2	Teachers are satisfied with the content of the current training programs.	350	4.22	0.75
3	Current training programs provide adequate opportunities for practical application of skills learned.	350	4.33	0.95
4	The effectiveness of current training programs is regularly assessed and improved based on feedback.	350	2.98	0.88
	Overall Average	350	3.89	0.84

### **Meeting Development Needs**

The findings in Table 3 for Item 1, "Current training programs effectively meet the professional development needs of teachers," show with a mean score of 4.02 and a standard deviation of 0.77. This indicates a solid agreement among participants regarding the relevance and effectiveness of the current training programs in addressing teachers' professional development needs.

A mean score of 4.02 suggests that, on average, respondents believe the training programs are effective in meeting their professional development requirements. This score reflects a favorable perception, indicating that many teachers feel supported in their growth through these initiatives. The standard deviation of 0.77 indicates a relatively low level of variability, suggesting that most participants share similar views on the effectiveness of these programs. One of the individuals interviewed expressed a perspective that aligned closely with the findings derived from the quantitative data,

*"I find that the current training programs really do address what I need to grow as a teacher. The topics covered are relevant, and I've been able to apply what I've learned in my classroom. It's clear that the programs are designed with our professional development in mind."*

*(Interviewee 3, February 2023)*

Relating this analysis to Adult Learning Theory, the quantitative findings, bolstered by qualitative feedback from interviews, demonstrate that current training programs effectively meet the professional development needs of teachers. The strong mean score, along with a consensus among respondents, highlights the necessity of continuously refining these training initiatives to keep them relevant and beneficial for adult learners in private schools in Addis Ababa. This alignment of data indicates that ongoing investment in professional development is essential for fostering effective teaching practices and enhancing educational outcomes, reflecting the principles of Andragogy that prioritize the self-directed and practical learning needs of adult educators.

### **Teacher Content Satisfaction**

The findings in Table 3 for Item 2, "Teachers are satisfied with the content of the current training programs," indicate a mean score of 4.22 and a standard deviation of 0.75. This reflects a strong level of satisfaction among respondents regarding the relevance and quality of the training program content.

A mean score of 4.22 suggests that, on average, teachers feel positively about the training content, indicating that it meets their expectations and professional needs. This high level of satisfaction implies that the training programs are effectively aligned with the teachers' requirements for professional growth. The standard deviation of 0.75 indicates a low level of variability in responses, suggesting that most participants share a similar positive view of the training content. One respondent remarked,

*"I am very satisfied with the training content. It covers essential topics that are directly applicable to my teaching. I've learned new approaches that I can implement right away, which has made a noticeable difference in my classroom."*

*(Interviewee 5, February 2023)*

Relating this analysis to Adult Learning Theory, the quantitative data, supported by qualitative feedback, reveals that teachers are generally satisfied with the content of current training programs. The strong mean score and consensus among respondents indicate that these programs effectively address the needs of adult learners. This alignment underscores the importance of continuously maintaining and enhancing the quality of training content to ensure ongoing teacher satisfaction and professional development. In accordance with Andragogy principles, meeting the specific needs of adult educators is crucial for fostering a positive learning environment and supporting their growth in private schools in Addis Ababa.

### **Opportunities for Application**

The findings in Table 3 for Item 3, "Current training programs provide adequate opportunities for practical application of skills learned," reveal a mean score of 4.33 and a standard deviation of 0.95. This indicates a strong agreement among respondents regarding the effectiveness of training programs in allowing teachers to apply the skills they acquire.

A mean score of 4.33 suggests that participants feel that the training programs effectively facilitate practical application, which is crucial for translating theoretical knowledge into real



classroom practice. This high score reflects a positive perception of the training's relevance and utility. However, the standard deviation of 0.95 indicates a moderate level of variability in responses, suggesting that while many teachers feel positively, there may be some differing opinions about the adequacy of practical opportunities provided. The viewpoint shared by one of the interviewees closely mirrored the findings obtained from the quantitative data:

*"The current training programs do a great job of providing hands-on opportunities. I've been able to practice new techniques during the sessions, which has made it easier to implement them in my classroom. However, I think there could be even more focus on real-life applications."*

*(Interviewee 7, February 2023)*

Relating this analysis to Adult Learning Theory, the findings indicate that current training programs are perceived as effective in providing practical application opportunities. The strong mean score reflects general satisfaction, while the moderate standard deviation suggests that some participants feel less supported. This underscores the need to enhance practical components to ensure all teachers benefit equally. In line with Andragogy principles, improving these elements is crucial for fostering relevant and effective professional development in private schools in Addis Ababa.

### **Regular Effectiveness Assessment**

The findings in Table 3 for Item 4, *"The effectiveness of current training programs is regularly assessed and improved based on feedback,"* reveal a mean score of 2.98 and a standard deviation of 0.88. This indicates a neutral perception among respondents regarding the assessment and improvement of training programs based on participant feedback.

A mean score of 2.98 suggests that, on average, teachers do not strongly agree or disagree about the regular assessment of training effectiveness. This score indicates a lack of confidence in the mechanisms for evaluating and enhancing training programs, suggesting that many respondents may feel that feedback is not sufficiently incorporated into program improvements. The standard deviation of 0.88 reflects some variability in responses, indicating differing opinions on this matter among participants. The following perspective articulated by one of the interview participants closely resembled the results obtained from the quantitative data.

*"I feel that while the training is helpful, there isn't enough follow-up on how effective it really is. It would be great to see more changes made based on our feedback to ensure the programs are meeting our needs."*

*(Interviewee 1, February 2023)*

Relating this analysis to Adult Learning Theory, the findings indicate significant concerns about the assessment and improvement processes of current training programs. Many teachers are uncertain if their feedback leads to tangible changes, highlighting the need for better evaluation mechanisms. Establishing clear feedback channels and regular assessments is essential to ensure programs are responsive to adult learners' needs. This aligns with Andragogy principles, emphasizing the importance of learner input in enhancing professional development in private schools in Addis Ababa.

### **4.3. Challenges in Implementing On-the-Job Training in Addis Ababa's Private Schools**

**RQ3:** What challenges are faced in implementing on-the-job training in Addis Ababa's private schools?

**Table 4.**Challenges in Implementing On-the-Job Training

No	Items	N	Mean	SD
1	There are insufficient resources available to effectively implement on-the-job training.	350	4.32	0.92
2	Time constraints hinder teachers from fully participating in on-the-job training.	350	3.98	0.99
3	Administrative support for on-the-job training is lacking in my school.	350	2.10	0.88
4	There is a lack of clear objectives for on-the-job training programs in my school.	350	1.87	0.77
Overall Average		350	3.07	0.89

### **Insufficient Training Resources**

The findings in Table 4 for Item 1, "*There are insufficient resources available to effectively implement on-the-job training,*" show a mean score of 4.32 and a standard deviation of 0.92. This indicates a strong agreement among respondents regarding the lack of resources necessary for the effective implementation of on-the-job training programs. A mean score of 4.32 suggests that participants perceive the scarcity of resources as a significant barrier to the success of on-the-job training initiatives. This high level of agreement reflects a widespread concern among teachers and directors about the adequacy of resources, which may include financial support, materials, and training facilities. The standard deviation of 0.92 indicates a moderate level of variability in responses, suggesting that while many share this concern, there might be some differing opinions regarding the extent of the resource shortages. One respondent noted, "*I believe that the effectiveness of our on-the-job training is hindered by a lack of resources. We often don't have access to the materials or support we need to fully implement what we learn.*" (Interviewee 2, February 2023).

Relating this analysis to Adult Learning Theory, the findings reveal a critical issue regarding resource availability for on-the-job training. The strong mean score reflects a consensus among respondents that insufficient resources hinder the effectiveness of these programs. This highlights the necessity for schools to allocate more resources and support, which aligns with Andragogy principles that emphasize the importance of providing adult learners with the necessary tools and environment for success. By ensuring adequate resources, private schools in Addis Ababa can enhance the effectiveness of on-the-job training and better support teachers in their professional development.

### **Time Constraints Impacting**

The findings in Table 4 for Item 2, "*Time constraints hinder teachers from fully participating in on-the-job training,*" reveal a mean score of 3.98 and a standard deviation of 0.99. This indicates a general agreement among respondents regarding the impact of time constraints on their ability to engage fully in on-the-job training programs.

A mean score of 3.98 suggests that participants recognize time limitations as a significant factor affecting their participation in training. This score indicates that many teachers feel that their ability to attend and benefit from on-the-job training is compromised due to competing responsibilities, such as teaching loads and administrative tasks. The standard deviation of 0.99 shows a moderate level of variability in responses, indicating that while most respondents share this view, there are some differing opinions about the extent of the impact. The viewpoint expressed below by one of the interview participants closely paralleled the findings derived from the quantitative data: "*I really want to participate in the on-the-job training, but my schedule is packed. It's often difficult to find the time to attend all the sessions, and I feel like I'm missing out on valuable opportunities.*" (Interviewee 7, February 2023)

Relating this analysis to Adult Learning Theory, the findings reveal a significant concern regarding time constraints that hinder effective participation in on-the-job training. The mean score indicates that teachers collectively recognize this challenge, underscoring the need for schools to adopt flexible scheduling or alternative training formats that fit their busy schedules. Addressing these time-related issues is essential for maximizing the effectiveness of on-the-job training programs. This aligns with Andragogy principles, which emphasize the importance of accommodating adult learners' needs and circumstances to enhance their engagement and professional development in private schools in Addis Ababa.

### **Lack of Administrative Support**

The findings in Table 4 for Item 3, "*Administrative support for on-the-job training is lacking in my school,*" reveal a mean score of 2.10 and a standard deviation of 0.88. This indicates a strong disagreement among respondents regarding the lack of administrative support for on-the-job training initiatives.

A mean score of 2.10 suggests that, on average, teachers do not perceive a significant lack of administrative support, indicating that they feel adequately supported by their school leadership in terms of on-the-job training. This low mean score reflects a positive view of the administrative role in promoting and facilitating training opportunities. The standard deviation of 0.88 indicates a moderate

level of variability in responses, suggesting that while most teachers agree on the presence of support, there may still be some differing opinions. One respondent noted, *"I believe that our administration actively supports on-the-job training. They encourage us to participate and often provide the resources we need to make the most of these opportunities."* (Interviewee 4, February 2023)

Relating this analysis to Adult Learning Theory, the findings indicate a positive perception of administrative support for on-the-job training. The low mean score suggests that teachers feel adequately supported by their administration, which is vital for the successful implementation of training programs. This positive alignment reinforces the importance of ongoing administrative backing, which is crucial for fostering a conducive learning environment. In line with Andragogy principles, strong administrative support enhances adult learners' engagement and motivation, ultimately improving the effectiveness of on-the-job training initiatives in private schools in Addis Ababa.

### **Unclear Training Objectives**

The findings in Table 4 for Item 4, "There is a lack of clear objectives for on-the-job training programs in my school," reveal a mean score of 1.87 and a standard deviation of 0.77. This indicates a strong disagreement among respondents regarding the presence of clear objectives for on-the-job training.

A mean score of 1.87 suggests that, on average, participants do not perceive a lack of clear objectives in their training programs. Instead, this low score indicates that teachers generally feel that the objectives for on-the-job training are well-defined and understood. The standard deviation of 0.77 reflects a low level of variability in responses, suggesting that most respondents share a similar positive view on this aspect. The viewpoint expressed by one of the interview participants in the following statement bore a striking resemblance to the findings drawn from the analysis of the quantitative data, *"I believe the objectives of our on-the-job training are quite clear. We know what is expected of us, and that helps us focus on our goals during the training sessions."* (Interviewee 4, February 2023)

Relating this analysis to Adult Learning Theory, the findings reveal that teachers perceive the objectives of their on-the-job training programs as clear and well-defined. The low mean score indicates a consensus among respondents regarding the structured nature of the training. This positive perception underscores the importance of maintaining clear objectives, which are essential for ensuring that on-the-job training effectively meets the professional development needs of adult learners. In accordance with Andragogy principles, having well-defined goals enhances engagement and relevance, ultimately supporting teachers' growth and effectiveness in private schools in Addis Ababa.

## **5. DISCUSSION**

The findings from the analyzed items provide valuable insights into teachers' perceptions of on-the-job training and current training programs in private schools in Addis Ababa. Overall, the data indicate a generally positive view of the effectiveness and relevance of these training initiatives, while also highlighting areas that require attention and improvement. This aligns with Adult Learning Theory, particularly Andragogy, which emphasizes the importance of recognizing adult learners' perceptions and experiences as central to effective training [44].

The strong mean scores for items related to on-the-job training—such as the improvement of teaching skills (mean = 4.22), increased student engagement (mean = 4.43), and enhanced collaboration among teachers (mean = 4.52)—demonstrate a consensus among educators about the benefits of these programs. This finding supports previous research suggesting that on-the-job training effectively enhances teaching practices and fosters a collaborative school culture [45]. According to Andragogical principles, such positive outcomes are expected when training is relevant and immediately applicable, as noted in Hilpert, & Husman [46], where teachers reported significant improvements in both student engagement and their teaching skills after participating in structured training.

Teachers' satisfaction with the content of current training programs (mean = 4.22) further reinforces the notion that these initiatives address their professional development needs effectively. This is consistent with studies indicating that relevant and practical training content is crucial for teacher satisfaction and engagement [47]. However, the notable gap in regular assessment and improvement of these programs, reflected in a mean score of 2.98, indicates a lack of responsiveness to

teachers' feedback. This contrasts with other research emphasizing the necessity of continuous improvement based on participant input [48], which is a fundamental aspect of Adult Learning Theory that advocates for ongoing evaluation and adaptation of learning experiences to meet adult learners' evolving needs [49].

The findings also highlight challenges in implementing on-the-job training, particularly concerning insufficient resources (mean = 4.32) and time constraints (mean = 3.98). The strong agreement on resource challenges aligns with existing research that identifies resource availability as a critical factor influencing the effectiveness of training programs [50]. Additionally, the acknowledgment of time constraints resonates with Day, & Gu, [51] findings, which noted that teachers often struggle to balance professional development with their existing teaching responsibilities. Addressing these logistical barriers is essential for creating an environment conducive to adult learning, as Andragogy emphasizes the importance of accommodating adult learners' circumstances [52].

Interestingly, the perception of administrative support for on-the-job training (mean = 2.10) was notably positive, indicating that most respondents do not view support as lacking. This contrasts with the general trend in educational research, which often highlights insufficient administrative support as a barrier to effective training implementation [53]. Furthermore, the low mean score for the lack of clear objectives (mean = 1.87) suggests that teachers feel the objectives of their training programs are well-defined. This finding supports effective training practices and aligns with literature emphasizing the necessity of clear objectives for successful professional development programs [54], which is vital in Adult Learning Theory for ensuring that adult learners understand the purpose and goals of their training [55].

## 6. CONCLUSION

This study aimed to identify the benefits of on-the-job training, evaluate the effectiveness of existing training programs, and explore the challenges associated with their implementation. The findings indicate that on-the-job training is generally viewed positively by educators, with strong agreement on its benefits for improving teaching skills, increasing student engagement, and enhancing collaboration among teachers. However, challenges such as insufficient resources and time constraints were also identified, alongside concerns regarding the regular assessment and responsiveness of training programs to feedback.

To build on this research, future studies should explore the specific types of resources that would most effectively support on-the-job training and investigate strategies for mitigating time constraints faced by teachers. Additionally, further research could examine the relationship between administrative support and the success of training initiatives, as well as explore ways to enhance the feedback mechanisms that inform program improvements. By addressing these areas, researchers can contribute to the ongoing development of effective professional training programs that meet the evolving needs of educators and ultimately improve educational outcomes in Addis Ababa and beyond.

## 7. RECOMMENDATIONS

**Targeted Policy Development:** Education policymakers in Ethiopia should utilize the findings of this study to assess the effectiveness of current on-the-job training programs. Specific case studies should be analyzed to identify best practices and enhancements that can lead to improved teaching quality and student outcomes.

**Tailored Program Design:** Insights from teachers and school directors should inform the creation of training programs that directly address the unique challenges faced by private schools. These programs should be designed to be practical and relevant, potentially drawing on comparative analyses with successful initiatives in similar contexts.

**Structured Professional Development:** Schools should establish clear pathways for ongoing professional development, emphasizing the importance of continuous training and support for teachers. Implementing mentorship and peer collaboration programs that have been effective in other educational settings can foster a culture of lifelong learning.

**Strategic Resource Allocation:** Understanding the impacts of on-the-job training will enable school administrators to allocate resources more effectively. By prioritizing training initiatives that demonstrate significant improvements in teacher performance and student learning, schools can optimize their professional development investments.

**Enhanced Stakeholder Engagement:** Engaging teachers and school directors in the training development process is crucial for enhancing program effectiveness. Their feedback can help create a collaborative environment that promotes shared ownership of professional development. Examining existing stakeholder engagement practices in similar educational environments may provide valuable insights.

**Focused Future Research:** The findings may encourage further research into specific elements of on-the-job training, such as mentorship, peer collaboration, and technology integration. Investigating these aspects within Ethiopia's educational framework can lead to a deeper understanding of how to enhance teacher effectiveness.

**Culturally Relevant Training Programs:** It is essential to consider the cultural and contextual factors unique to Addis Ababa when developing training programs. Ensuring that these programs align with local teaching practices and educational values will enhance their effectiveness. Comparative studies with training initiatives in similar cultural contexts could yield additional insights.

By implementing these recommendations with a focus on specific policy contexts and comparative analysis, stakeholders in the education sector can create a more effective and responsive training environment for teachers in Addis Ababa's private schools.

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