

**SCHOOL MANAGEMENT AND JOB PERFORMANCE OF TEACHERS IN  
GOVERNMENT AIDED SECONDARY SCHOOLS IN  
WESTERN UGANDA**

**BY**

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UNIVERSITY**

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## **DECLARATION**

I, Zikanga Kiyundo Dinensio declare that this dissertation is my work and has never been presented to any educational institution for any award. Where information was used from other sources, they were duly acknowledged by citing them.

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## APPROVAL

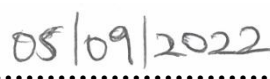
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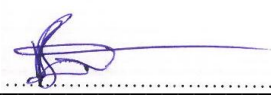
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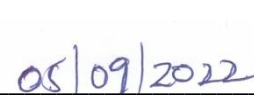
  
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## **DEDICATION**

This dissertation is dedicated to Kampala International University administration that sponsored my course, my course mates for their tireless effort in encouraging, comforting and assisting me. I cannot forget to mention Dr. Mugizi Wilson for his continuous scholarly advice to me to keep on track. This work is in addition dedicated to my family and my wife Mrs Faith Kiyundo in particular for inspiration, love and moral support rendered to me. May God bless them.

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## **ABSTRACT**

Key to improving education is having highly skilled and effectively performing teachers in all classrooms. Effective teachers enable students to develop attitudes and behaviours that are important for success in life. Teachers develop students learning self-efficacy, happiness and behaviour. Teachers who perform their teaching duties effectively deliver the subject matter effectively, cater for student differences, plan classroom instructional strategies, know individual students, assess student understanding and learning outcomes and collaborate with colleagues. Basing on the X and Y Theory, Herzberg's Two Factor Theory and Perceived Organisational Support Theory, this study investigated the relationship between school management and job performance of teachers in government aided secondary schools in Western Uganda. The study examined the relationship between supervisory practices and job performance of teachers in government aided secondary schools in Western Uganda, assessed the relationship between remuneration and job performance of teachers in government aided secondary schools in Western Uganda, and analysed the relationship between training and job performance of teachers in government aided secondary schools in Western Uganda. The study adopted objective and subjective research philosophies and used mixed research paradigm on a sample of 337 respondents. Data was collected using both the questionnaire and an interview guide. Data were analysed using quantitative and qualitative methods. The findings revealed that there a positive significant relationship between head teachers supervisory practices and job performance, that there was a positive but insignificant relationship between remuneration and job performance of teachers, and there was also a positive but insignificant relationship between training and job performance of teachers. Therefore, it was concluded that head teachers supervision is important for the job performance of teachers, low remuneration of teachers' impedes high job performance, and limited training opportunities hinder improved job performance of teachers. It was recommended that head teachers should provide effective supervision to teachers to ensure good job performance, stakeholders involved in management of schools such as government, head teachers and Boards of Governors should devise means of enhancing the remuneration of teachers, and avail training opportunities to them. The practical contribution of this study is that it proposes a model showing important school management practices that can enhance job performance of teachers. The practices are supervisor supervision behaviour, supervisor support, income security schemes and on-the-job training.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The background of the study contains systematically linked perspectives namely; Historical perspective which gives previous past overview of the study variables, theoretical perspective which shows a theory that underpinned the study, conceptual perspective that shows key variables and definition and the contextual perspective that shows the problem of the study at the ground.

#### **1.1 Background**

##### **1.1.1 Historical Perspective**

Teachers are the most important resource in schools and the quality of an education system of a country depends on the quality of its teachers (Mathew, Mathew, & Peechattu, 2017). Teachers are important as far as students learning and the development of human capital in them are concerned (Darling-Hammond, Flook, Cook-Harvey, Barron, & Osher, 2019). Teachers are the principal human resource in any education system. Therefore, as a human resource input, as the role of workers in production is similar to the role of machinery and other forces of production, teachers are required for the process of producing student learning outcomes (Ginsburg, 2017). Teachers play the role of transforming socioeconomic conditions of society by educating children equipping them with skills, knowledge and habits for survival in the ever changing world. As the role of workers in production is similar to the role of machinery and other forces of production, teachers are required for the process of producing children's learning outcomes (Mugizi & Amwine, 2020). Teachers have influence on not only test scores of students but also their social and emotional development, learning self-efficacy, happiness, their behaviours, knowledge and critical thinking development (Blazar & Kraft, 2017; Ginsburg, 2017). Quality teachers have a positive effect on students' accumulation of human capital and achievement (Mugizi, Tumuhaise, Samanya & Dafiewhare, 2019).

Therefore, key to improving education is placing highly skilled and effective teachers in all classrooms. Teachers have crucial roles to play in preparing young people not only to face the future with confidence but to build it with purpose and responsibility (Darling-Hammond, 2010). Therefore, having highly performing teachers is very important. Job performance of

teachers has been a matter of concern throughout history. For instance, the clergy in the 1700s in towns in the USA evaluated effectiveness of teachers. The clergy were considered logical choices for this role because of their extensive education and presumed ability to guide religious instruction in schools. Individual supervisors or supervisory committees were charged with monitoring the quality of instruction (Marzano, Frontier & Livingston, 2011). In 1837, in the United Kingdom the government appointed the first school inspectors to monitor the performance of teachers (Jeong, 2009). The Foster Education Act in 1870 in the UK set up School Boards and enlarged the inspectorate for effective supervision of performance of teachers. Teachers' pay depended on children's successful achievement in examination results including tests of reading and mental arithmetic. In 1976 in the UK the Great Debate about education started with the root concerns being the maintenance of educational standards and the provision of value for money. These concerns motivated and still motivate the UK more and more direct control over education through the use of performance indicators (Doherty, 2012).

In the latter part of the 19<sup>th</sup> century and the early part of the 20<sup>th</sup> century Frederick Taylor's scientific management penetrated into schools to ensure teachers job performance (Marzano, Frontier & Livingston, 2011). Originally published in 1916, Cubberley in his book *Public School Administration* of 1929 indicated that schools were in a sense factories in which the raw products (children) had to be shaped and fashioned into products to meet the various demands of life (Mathison & Ross, 2008). Specifications for manufacturing had to come from the demands of twentieth century civilisation and schools had to build pupils according to the specifications laid down. Cubberley laid out a set of principles for school administrators that emphasised measurement and analysis of data to ensure that teachers in schools were productive (Marzano et al., 2011).

Since the 1940s when UNESCO was established it has monitored performance of teachers assessing trends and developments in education and educational policies affecting their performance (Mayor, 2008). However, according to Hanushek and Ettema (2017) teachers productivity has declined since 1970 indicated by decline in scores of students. Symeonidis (2015) indicate that the trend of decline in the performance of teachers has been a global phenomenon in a number of countries in the western world, Asia and most of sub Saharan Africa especially in public schools. Taking the example of the USA, teacher performance has recently come under a great scrutiny and has triggered a hot political debate in many states.

To enhance teacher job performance, policy makers have advocated for abolishing teacher tenure to base job security on performance. States including Colorado, Florida and others have thus passed Bills to abolish teacher tenure. Others have lengthened the number of years teachers have to wait before becoming eligible for tenure (King-McKenzie, Bantwini & Bogan, 2013).

In the USA, since the 2000s education policies have focused on identifying and sanctioning individual teachers for poor student achievement, resulting in a culture that blames and shames teachers (Symeonidis, 2015). Due to weak performance of teachers, in 2001 States in the USA started to require that teachers be certified or that they be certified in the disciplinary content that they actually teach in classroom. In some states and school districts, teachers might not be licensed or certified to teach if they are deemed not satisfactory (Charteris, 2019). The Teach for America (TFA) agency has been established as an alternative certification program that intensively recruits and selects recent college graduates and midcareer professionals to teach in schools serving high-need students. Evaluation of the program has generally found positive effects of TFA teachers on job performance of teachers (Hansen & Sass, 2015). Value-added growth measures are used to analyse teacher effectiveness. This involves a statistical method used to measure teacher on the academic progress rates of individual students or groups of students from year to year (McConnell, J. Bruster & Smith, 2019).

In the UK, in the 2000s teacher morale was reported to be at the low ebb (Torrington, Earnshaw & Ritchie, 2003). As a measure to fight poor teacher job performance, since 2002 all schools and local authorities for centrally attached staff have been required to review annually the performance of teachers (Ward, Penny & Read, 2006). In Australia, the government in 2008 introduced the Teacher for Australia Program to fast track highly achieving graduates into teaching. The Australian Professional Standards for Teachers were also established to specify standards of teacher work and explicitly describe the aspects of higher-quality effective teaching in 21st-century schools. The standards lay out the knowledge, practice, and professional engagement that teachers must have throughout their careers (Mayer, Pechione & Merino, 2012). In many Asian countries teachers show low-high levels of performance and disinterest at work. In a country like Israel, it was common to find a teacher teaching in a disorganised classroom with a dirty floor and walls covered with old and worn teaching aids or decorations (Yariv, 2011). In Pakistan, teachers do not attend to



their classes in time and do not carry out lesson planning, and lack the initiative to improve their teaching methods hence encourage cramming of the materials by students. The teachers lack the effectiveness to improve their teaching methods (Ahmad, ur Rehman, Ali, Khan & Khan 2014; Ashraf et al., 2015). Therefore, underperformance of teachers is high.

In Africa, the challenge of decline in the performance of teachers is higher. There is decline in teacher effectiveness with teachers unable to equip learners with the skills, knowledge and dispositions needed in the globalized 21<sup>st</sup> century world (Care et al., 2018, Kafu, 2011, Ozoemena, 2013). Instead, the emphasis is frequently placed on passing exams in order to obtain certifications (Kellaghan & Greaney, 2020). Taking the example of South Africa, the country is grappling with large numbers of dysfunctional schools because of dispirited, demoralised and underperforming teachers (Pretorius, 2014). Zambia has the same problem. Accordingly, 36% of the teachers are always absent from schools leading to reduction in teaching and learning effectiveness in the schools. In Nigeria, a good number of teachers have been suspended from the profession because of absenteeism. Teachers sign the attendance registers and disappear from schools (Ugoani, 2016). Most teachers underperform and rarely go an extra mile to help schools achieve their educational goals (Akinwale & Okotoni, 2019). In public schools in Nigeria there is a tendency for teachers to devote more of their energies to trade-union matters for better conditions of service rather than attending to the pupils (Ozoemena, 2013).

In Kenya, teacher performance challenges including inadequate coverage of syllabus because of mismanaging and wasting quality time through delays to go to class. Some teachers spend very little of the stipulated time with learners in class during the lesson interactions (Khatete & Macharia, 2020). In Tanzania, teachers waste time moonlighting in several schools resultantly missing classes and failing to complete the syllabus or attend to students; engaging in small businesses such as shops and farming than dedicating the time to teaching. Especially in the rural schools, teacher absenteeism is high (Mulokozi, 2015; Timothy & Nkwama, 2017). Therefore, performance of schools in African countries is low.

In Uganda, formal education started with the coming of missionaries from 1877. However, teaching was being carried out under verandas. Later, missionaries established schools which necessitated the establishment of teacher training schools to train teachers who would become professionals and these were equipped with both content and pedagogical skills (Nabukenya, 2010). However, until 1962 when Uganda attained independence, education was modelled

along the British system of education as Uganda was a British protectorate (Namulondo, 2008). During the time, teachers were treated with very high regard and produced excellent performance. Teachers enjoyed good welfare that included housing, medical care, bread and tea during break time. In addition, the school environment was conducive for teachers motivating them to perform their duties as educators (Mazaki, 2017).

Nevertheless, Mazaki (2017) indicate that the period of 1971-1979 marked the beginning of decline in the job performance of teachers because the period was characterised by the turbulence of the regime which at the time affected all sectors of life including teacher's welfare. During the period and thereafter, the welfare of the teachers deteriorated affecting their performance characterised by poor time management, absenteeism, and inadequate lesson preparations and syllabus coverage, poor pupil discipline management and inadequate teaching methods. With respect to factors affecting performance of teachers, Bloom, Lemos, Sadun and Van Reenen (2015) explain that there are major disparities in the performance of teachers within and between countries. They point out that school management may be an important reason for such differences (Ramalepe & Zengele, 2014). Hence, this study investigated the relationship between school management and performance of teachers.

Contemporary management of schools can be traced from the classic management theories that are the Scientific Management Theory by Fredrick Taylor (1911), Bureaucratic Theory by Max Weber (1922) and Administrative Theory by Henri Fayol (1949). Taylor (1911) advocated for management to enhance performance of staff through scientific methods of work rather than relying on the rule of thumb; training workers, paying them based on merit and supervising them (Uddin & Hossain, 2015). Max Weber (1922) suggested management characterised by hierarchical structure with fixed rules, impersonal relationships, adherence to procedures, and specialised division of labour (Akindele, Afolabi, Pitan & Gidado, 2016). On his part, Henri Fayol (1949) proposed the basic managerial functions that included planning, organising, staffing, leading, coordinating and controlling (McNamara, 2009). The classic management theories all sought to improve performance at work. Therefore, the importance of school management is to implement practices that enhance performance such as supervision, remuneration and training as identified by the classic management theories. Therefore, managers of schools are required to transform schools into professional learning communities through effective management (Agih, 2015).

Management of schools should influence motivations and capacities of teachers, hence transforming schools into professional learning communities in which educators freely teach and learners freely learn. Effective school management understands how to transform educational practices and work collaboratively with teachers to achieve team goals and objectives (Ramalepe & Zengele, 2014). School management solves school problems, manages school programs and helps teachers to perform their jobs. Therefore, school management should ensure that there is supervision of teachers that they are well remunerated and offer them training such that they remain up-to-date to carry out their work effectively (Farah, 2013). This study thus investigated how school management supervision of teachers, remunerating them and offering them training influenced their performance.

### **1.1.2 Theoretical Perspective**

This study was underpinned by three theories, namely the X and Y Theory, Herzberg's Two Factor Theory and Perceived Organisational Support Theory. The X and Y Theory propounded by Douglas McGregor in 1957 (Lawter, Kopelman & Prottas, 2015) postulates that people are averse to working, lack ambition and a desire for responsibility, are selfish, resistant to change, and gullible (Gannon & Boguszak, 2013). Hence, the average employee is more efficient under strict supervision (Aithal & Kumar, 2016). Therefore, the supervision style required for X employees should be the hard approach of the supervisor being coercive, requiring close supervision and tight control (Gannon & Boguszak, 2013). Therefore, there is need for the supervisory behaviour that is strict in which the head teacher sets goals, sets standards and is directive. However, since this approach is dictatorial and may cause resentment amongst teachers, it was not used in studying school management and job performance of teachers but instead the study was guided by the Y Theory. The Y Theory postulates that work is as natural as play or rest, people are not inherently lazy, they have become that way as a result of experience. People will exercise self-direction and self-control in the service of the objectives to which they are committed (Aithal & Kumar, 2016). Y proposes that the role of management is not simply providing direction, but also to organize the employees such that they meet the objectives of the organisation (Gannon & Boguszak, 2013). The relevancy of this theory in this study is that it suggests that supervisors such head teachers have to employ supervision approaches that are supportive and communicative. The head teacher provides a motivating environment, coaches teachers and decentralises management. Equally, the head teacher is communicative by giving teachers honest

communication, shares information with them and provides feedback. Therefore, Y Theory was the basis for relating people supervision to performance of teachers.

Herzberg's (1959) Two Factor Theory also known as the Dual Factor Theory or Hygiene/Maintenance Theory of Motivation proposes that certain factors known as motivators or satisfiers in the workplace that cause job satisfaction, and a separate set of factors known as dissatisfiers cause dissatisfaction (Dartey-Baah & Amoako, 2011). The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2011). Hygiene factors are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction (Burton, 2012). Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits (Dartey- Baah & Amoako, 2011). On the other hand, motivating factors or satisfiers are factors intrinsic in the job and these factors act as forces of job satisfaction (Lee, 2017). These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Lee, 2017). Motivating factors motivate subordinates to take more interest in the work (Nabi, Islam & Dip & Hossain, 2017). This theory clearly shows remuneration as hygiene factors that might lead to employee performance. Therefore, the relevancy of Herzberg's Two Factor Theory was that it was the basis for examining the relationship between employee remuneration and employee job performance.

The Perceived Organisational Support Theory (POS) by Eisenberger, Huntington, Hutchinson and Sowa (1986) postulates that employees develop global beliefs concerning the extent to which the organisation values their contribution and cares about their well-being. Accordingly, employees perceive their organisation as supportive when they are rewarded beyond their contractual agreements (Boateng, 2014). Perceived Organisational Support Theory holds that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organisation values their contributions and cares about their well-being (Giorgi, Dubin & Perez, 2017). When employees feel that they are supported by the organisation, they reciprocate it with increased level of job satisfaction, commitment, better performance and high work efforts. A sense of reciprocity is created when employees feel that they are supported by organisation (Giorgi, Dubin & Perez 2017). Therefore, if the employer grants employees support in terms of training, they will reciprocate with positive attitude towards

work (Nasuridin, Hemd & Guat, 2008). POS proposes that supportive training might enhance job performance. Therefore, POS Theory was relevant in relating training to job performance of teachers.

Overall, while each of the three above theories point important aspects in management that are essential for enhancing performance of employees such as teachers. None of the three theories independently covers each of the three variables of supervision, remuneration and training. For instance, the X and Y theory emphasises supervision while the Two Factor Theory focuses on motivation that is remuneration and Perceived Organisational Support Theory advocates for development of workers through training. Therefore, basing on the propositions of the three theories, school management can enhance performance of schools through supervision, remuneration and training. Thus, this study basing on the three theories sought to establish the relationship between school management in terms of supervision, remuneration and training with performance of teachers.

### **1.1.3 Conceptual Perspective**

School management is the independent variable and performance the dependent variable. Defined, management is an integrating process by which authorised individuals create, maintain and operate an organisation in the selection and accomplishment of its aims (Godwin, Handsome, Ayomide, Enobong & Johnson, 2017). Management is also defined as getting things done through others (Ng, 2011). Therefore, management is the co-ordination of all resources including human resource of an organisation through the process of planning, organising, directing and controlling in order to attain objectives (McNamara, 2009). In this study, school management was operationalised according to Farah (2013) as the process of supervising teachers, remunerating them and offering them training such that they may achieve school objectives. Defined, the word supervision is a coinage from two Latin words that are “super” and “video.” super means “over” or “above”, while video means “to see”. Therefore, taken together, super-video simply means “to see from above” or to “oversee” (Avortri, Nabukalu & Nabyonga-Orem, 2019).

Generally, supervision can be defined as referring to “overseeing, to superintend or to guide and stimulate the activities of others, with a view of their improvement (Thakral, 2015). Supervision refers to guiding the activities of people who perform the work including planning, organising, directing, and controlling the work and the activities of subordinates or employees (Currall, Towler, Judge & Kohn, 2005). In this study, supervision was defined in

terms of supervisor supervision behaviour (Gilbreath&Karimi, 2012), supervision support (Azeez, 2017) and supervision communication (Mustamil, Yazdi, Syeh& Ali, 2014).Remuneration refers to the total compensation package that an employee receives in exchange for the services he/she has rendered to the employer. Normally, this comprises of monetary rewards, also known as wage or salary, as well as various complementary benefits that are increasingly becoming a popular remuneration mechanism (Kajungu & Mugisha, 2015).

Hameed, Ramzan, Zubair, Ali and Arslan (2014) state that remuneration refers to output and the benefits that employee receive in the form of pay, wages and rewards. However, in this study basing on Herkenhoff (2002), remuneration referred to basic pay, protection programmes and bonuses and allowances. Training is the planned intervention that is designed to equip employees with skills to enhance their job performance (Truitt, 2011). In this study, basing on Abdullah (2011), training was defined as referring to on-the-job training and off-the- job training. With respect to performance of teachers, it refers to the duties performed by teachers at a particular period in the school system aiming at achieving goals of a school (Zeichner & Liu, 2010). In this study, performance of teachers was conceptualised basing on Amin, ullah Shah, Ayaz and Atta (2013) as referring to classroom teaching, management of students, discipline and regularity and interpersonal relations.

Classroom teaching is an interactive process, primarily involving classroom talk which takes place between teachers and learners and occurs during certain definable activities (Rajagopalan, 2019). Student management concerns issues related to supervising students and academic discipline (Tobin, 2014). Discipline and regularity refers to the effort by teachers to ensure that students come to school regularly, attend classes in time, complete syllabus in time and maintain discipline in the class (Amin et al., 2013). According to Erozkan (2013), interpersonal relations are behaviours and tactics a person uses to interact with others effectively. Therefore, teachers' interpersonal relationships are about how teachers interact with students and colleagues.

#### **1.1.4 Contextual Perspective**

The context of the study was western Uganda. This is one of the four regions of Uganda that are central, Eastern, Northern and Western. In Western Region there are 9,951 teachers distributed among 326 government aided schools. This is approximately 31 teachers per school (Ministry of Education Annual Performance Review, 2021). To enhance performance

of teachers, the government of Uganda and schools have put mechanisms to enhance it. These mechanisms include supervision, remuneration and training. With respect to supervision, each school has a head teacher and deputy head teacher. Besides, District/ Municipal council inspectors carry out supervision through inspection of schools. Board of Governors (BOG) supplement supervision of inspectors while head teachers are responsible for implementing the recommendations of inspectors (Wakutile, 2019). Every school is supposed to be inspected at least once in two years in national-full inspection and there are routine/ short inspections to monitor new policy priorities, flying visits is a quick type of inspection, for example, sudden visit of a school because of collapse of a building and follow-up inspection happens to monitor whether recommendations of the regular inspections have been implemented within 18 months or not (Hossain, 2017).

The government has also made effort to improve remuneration of teachers and overtime salaries of teachers have been improving and there has been support to teachers Savings and Credit Cooperatives (SACCOs). There have also been attempts to construct houses for them to provide decent accommodations (Mazaki, 2017). Teachers are also guaranteed of retirement benefits including a monthly pension commensurate with a teachers rank, salary and length of service, and a gratuity paid at the beginning of the retirement (Namara & Kasaija, 2016). With respect to training for teachers, in 2004 the Ministry of Education, Science, Technology, and Sports, with the support of the Japan International Co-operation Agency (JICA), started the in-service Science and Mathematics teacher training program (SESEMAT) to skill teachers. SSEMAT programme has been hailed as an effective tool in enhancing the quality of teaching and learning of science and Mathematics in secondary schools (Achana, Adhiambo& Ndeke, 2019).

Despite the above intervention measures in form of supervision, remuneration and training, performance of teachers remained poor. In government aided schools in western region as in other parts of Uganda, teaching did not conform to the standards set by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEB], 2018). Teachers consistently reported late for duty, some teachers hardly appeared at schools and had poor relations with fellow teachers among others. Many teachers in secondary schools in Uganda hardly prepared schemes of work and lesson plans; and neither conducted sufficient practical lessons or gave time for remedial classes for academically weak students (Ministry of Education & Sports [MoES],

2019). These kinds of pedagogical practices led to poor performance of many students in the national examinations - year after year yet the teachers were supervised by school authorities during their course of duties (UNEB, 2020). The above contextual background showed that performance of teachers was poor despite the different school management interventions. This contextual evidence led to the unanswered empirical question as to what was the relationship between school management and performance of teachers. This gap attracted the attention of this study leading to the investigations about the relationship between school management and performance of teachers.

## **1.2 Statement of the Problem**

Parents, education practitioners and policymakers concur that the key to improving education is having highly skilled and effectively performing teachers in all classrooms (Lerner, 2019). Effective teachers enable students to develop attitudes and behaviours that are important for success in life. Teachers develop students learning self-efficacy, happiness and behaviour (Blazar, & Kraft, 2017). Teachers who perform their teaching duties effectively deliver the subject matter effectively, cater for student differences, plan classroom instructional strategies, know individual students, assess student understanding and learning outcomes and collaborate with colleagues (Darling-Hammond, Flook, Cook-Harvey, Barron & Osher, 2019). Recognising the importance of teachers, the government of Uganda and schools have put mechanisms to enhance it. These mechanisms include supervision, remuneration and training. For instance, District/ Municipal council inspectors carry out supervision through inspection of schools and head teachers supervise teachers in the schools (Bagaya, Ezati, Wafula & Rasmussen, 2020; Mpaata, Lubogoyi & Okiria, 2017; Okia, Naluwemba & Kasule, 2021; Tayebwa, Ssempala & Nachuha, 2021). Board of Governors (BOG) supplement supervision of inspectors while head teachers are responsible for implementing the recommendations of inspectors (Makaaru, Cunningham, Kisaame, Nansozi & Bogere, 2015).

Besides, the government has also made effort to improve remuneration of teachers and overtime salaries of teachers have been improving (Talemwa, 2016). Teachers are also guaranteed of retirement benefits (Namara & Kasaija, 2016). Also, the Ministry of Education, Science, Technology, and Sports has implemented in-service Science and Mathematics teacher training program (SESEMAT) to skill teachers (TEMM, 2012).



Despite the above intervention measures, teaching in schools in south-western Uganda did not conform to the standards set by the National Curriculum Development Centre [NCDC] and the Directorate of Education Standards [DES] (Uganda National Examination Board [UNEB], 2018). Consistently teachers reported late and did not effectively execute all their professional duties like making schemes of work, lesson plans and performing weekly duty and neither conduct sufficient practical lessons or give time for remedial classes for academically weak students. Over the years, poor performance of teachers has been reflected in the dismal performance of students in Uganda National Examinations Board (Ahumuza, 2019; Kyayemagye & Kintu, 2020; Mugizi, Mujuni & Dafiewhare, 2019). A large number of teachers reported late and not execute their entire profession such as performing weekly duty (Bushenyi District Education Officer Report [DEO], 2018). UNEB reports indicated that pedagogical practices used teachers led to poor performance of many students in the national examinations - year after year (UNEB, 2020). With respect to schools management, it was also poor. Head teachers practiced autocratic management in the managing of teachers (Ayebare, 2018), provided low or no remuneration besides government pay yet a number of schools were not under the universal education system and provided limited training opportunities to teachers (Mazaki, 2017; Mugizi, Musinguzi & Dafiewhare, 2019). If the problem of poor performance teachers remained and school management remained, there would be a decline in standards of living affecting the quality of human capital produced in the country. Therefore, to address the problem of poor performance of teachers, this study examined the factors relating to it specifically looking at school management.

### **1.3 Purpose of the Study**

This study investigated the relationship between school management and job performance of teachers in government aided secondary schools in Western Uganda.

### **1.4 Objectives of the Study**

Specifically, this study;

- i. Examined the relationship between supervisory practices and job performance of teachers in government aided secondary schools in Western Uganda.
- ii. Assessed the relationship between remuneration and job performance of teachers in government aided secondary schools in Western Uganda.
- iii. Analysed the relationship between training and job performance of teachers in government aided secondary schools in Western Uganda.

## **1.5 Research Questions**

The study was guided by the following research questions;

- i. What is the relationship between supervisory practices and job performance of teachers in government aided secondary schools in Western Uganda.?
- ii. What is the relationship between remuneration and job performance of teachers in government aided secondary schools in Western Uganda.?
- iii. What is the relationship between training and job performance of teachers in government aided secondary schools in Western Uganda?.

## **1.6 Research Hypotheses**

The study tested the following research hypotheses;

- i. There is a relationship between supervisory practices and job performance of teachers in government aided secondary schools in Western Uganda.
- ii. There is a relationship between remuneration and job performance of teachers in government aided secondary schools in Western Uganda.
- iii. There is a relationship between training and job performance of teachers in government aided secondary schools in Western Uganda.

## **1.7 Scope of the Study**

### **1.7.1 Geographical Scope**

The geography of the study was western Uganda particularly in the sub regions of Ankole, Bunyoro-Kitara, Kigezi and Rwenzori. This area had 326 government aided schools. This geographical scope was selected because while there was a problem of poor performance of teachers, there was lack of empirical evidence on the factors relating to it particularly with regard to school management. Teachers, district inspectors of schools and district chairpersons of head teachers formed the units of analysis. This area was chosen because consistently teachers over the years there was performance of teachers reflected in the dismal performance of students in Uganda National Examinations Board and a number of former giant schools declining as a result if poor performance in national examinations.

### **1.7.2 Content Scope**

The content scope of the study was on school management the independent variable and performance of teachers the dependent variable. School management was studied in terms of supervision, remuneration and training. Supervision was considered under supervision

behaviour, supervision support and supervision communication. Remuneration was looked at in terms of basic pay, protection programmes and bonuses and allowances. Training was studied considering on-the-job training and off-the- job training. The dependent variable of performance of teachers was studied in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations.

### **1.7.3 Time Scope**

The time scope of the study was 2019 February to 2020 April. This was the time when the data was collected from the field (schools) and data analysed. This was because the study was cross sectional necessitating collecting of data on what was going on at the particular time. This helped to examine issues about school management and performance of teachers as they were happening during the time.

## **1.8 Significance of the Study**

This study will be of great significance in the promotion of the education sectors in Uganda and beyond. This is because the study will be useful for policy makers, inspectors, head teachers, Schools Management Committees, teachers and the body of knowledge in the following ways;

To the policy makers including the Ministry of Education and Sports, the Executive and Members of Parliament, the study provides important information on supervision, remuneration and training requirements for teachers in government aided schools. If the findings of the study are accessed, they will be the basis for formulating policies on the same to enhance performance of teachers.

To inspectors of schools the findings of the study provides an understanding on the role of head teachers in supervising teachers. This information will be important for inspectors of schools as they supervise because they might guide them as they carry out inspection of schools.

To the head teachers, the study identifies the best supervisory styles, remuneration and training requirements. The recommendations of the study can be benchmarked by head teachers as they manage schools. This will enable them to enhance job performance of teachers in the schools.

To the teachers, the study identifies their level of performance and what they are expected to carry out in the schools. Therefore, teachers should be able to rate their performance. Thus,

teachers will assess their performance as a basis for improving how they have been carrying out their jobs in the schools.

To the body of knowledge, the study contributes to literature and identifies theories that explain school management and performance of teachers. Therefore, the study will form a basis for future research on school management and performance. This is because basing on the limitations that emerged from this study, future researchers should be able to further investigate the relationship between school management and performance of teachers.

## **1.9 Structure of the dissertation**

This study comprises five chapters starting with the Introduction through to Discussion, Conclusions and Recommendations. Chapter one titled the Introduction of the study, is the first chapter and covers background, statement of the problem, objectives, research questions, scope and significance. The second chapter is Literature Review and covers the theoretical review, conceptual framework and review of related literature. Chapter Three is on Methodology used in the study and includes research philosophies, paradigms, research design, population, sample, sampling techniques, data collection sources, data collection tools, research procedure, data quality control, data management and analysis, and ethical considerations.

Chapter Four presents the results which include background characteristics of the respondents and the dependent variable which is job performance of teachers and variation in job performance of teachers according to background characteristics. The chapter also presents findings on the independent variables namely supervisory practices, remuneration and training follow basing on the order of the study objectives with descriptive results presented first and then inferential analyses. Chapter five is the presentation of the discussion, conclusions, recommendations and limitations and recommendations for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter is the literature review and includes the theoretical review, review of related literature and emerging gaps. The theoretical review is on the X and Y Theory, Herzberg's Two Factor Theory and Perceived Organisational Support Theory. The review of related literature is presented in themes basing on the order of the research objectives.

#### **2.1 Theoretical Review**

Three theories, namely, the X and Y Theory, Herzberg's Two Factor Theory and Perceived Organisational Support Theory underpinned this study. X and Y Theory was the basis for supervision (first independent variable), Herzberg's Two Factor Theory informed remuneration (second independent variable) and Organisational Support Theory informed training (the third independent variable). The X and Y Theory by Douglas McGregor in 1957 explain that supervision should take the X and Y approaches. The X Theory expounds that to harness human energy to organizational requirements, the task of management is to organise, direct, control, and modify the behaviour of employees as otherwise employees might become passive or even resistant to work. The underpinnings of the X Theory are that people are averse to working, lack ambition and a desire for responsibility, are selfish, resistant to change, and gullible. Therefore the conventional wisdom is that people need to be and indeed prefer to be led by others (Gannon & Boguszak, 2013). The X Theory deduces that the average employee is more efficient under strict supervision behaviour and (Aithal & Kumar, 2016). Hence, the supervision style required for X employees should be the hard approach of the supervisor being coercive, requiring close supervision and tight control (Gannon & Boguszak, 2013).

Nevertheless, at the heart of McGregor's argument is the notion that the managers' assumptions/ attitudes represent potentially self-fulfilling prophecies. The manager who believes that people are inherently lazy and untrustworthy will treat employees in a manner that reflects these attitudes. Hence, if employees sense that there is little in the job to spur their involvement, will exhibit little interest and motivation hence poor work performance (Kopelman, Prottas & Davis, 2008). Nevertheless, the X Theory proposes the need for

vigilant supervision of employees. Therefore, in organisations such as schools, this calls for supervisor behaviour and support that involves goals setting, standards setting, coaching and directing. Therefore, the X Theory was the basis for relating supervision behaviour and support, and job performance of teachers. However, X theory is not enough with respect to explain the supervision support. Therefore, the Y Theory was used to underpin supervisor support.

The Y Theory postulates that to some employees work is as natural as play or rest, people are not inherently lazy, they have become that way as a result of experience. People will exercise self-direction and self-control in the service of the objectives to which they are committed. People have potential. Under proper condition they learn to accept and seek responsibility. They have imagination, ingenuity and creativity that can be applied to work. Theory Y assumes that people in the work force are internally motivated, enjoy their work, and work to better themselves without a direct reward in return (Aithal & Kumar, 2016). Y proposes that the role of management is not simply giving direction but to organize the employees such that they meet the objectives of the organisation. This is because people are not passive and it is the responsibility of management to provide opportunities for the development of their employees, to release their potential by creating the conditions so that people can harness their efforts to achieve organisational objectives (Gannon & Boguszak, 2013).

Conversely, Theory Y style suggests a supervising style that is tough to uphold in reality. This is because Y proposes that core with the right support and the right environment, self-directed employees will be able to perform their jobs well. Nonetheless, because every individual is different from one another, creating an environment which fits all might not be very practical in organisations (Kopelman, Prottas & Davis, 2008). However, on the positive note, Y suggests that supervisors have to employ supervision approaches that evoke the best out of the employees. Such include supervision support and communication. With supervision support, the supervisor provides a motivating environment and decentralises activities. With communication, the supervisor provides honest communication and shares information with employees. Therefore, Y Theory was the basis for relating people supervisor support and communication to employee performance. While, X and Y Theory provide the basis for supervision, they do not explain the importance of remuneration and training. This thus led to the introducing of Herzberg's Two Factor Theory.

Herzberg's (1959) Two Factor Theory also known as the Dual Factor Theory or Hygiene/Maintenance Theory of Motivation proposes that certain factors known as motivators or satisfiers in the workplace that cause job satisfaction, and a separate set of factors known as dissatisfiers cause dissatisfaction (Dartey-Baah & Amoako, 2011). The theory indicates that Hygiene Factors are extrinsic to the job and do little contribution to provide job satisfaction and their absence cause dissatisfaction but their presence is not motivating but only prevents dissatisfaction. The hygiene factors meet man's needs to avoid unpleasantness but do not motivate them to take more interest in the work or get engaged in their work (Tan & Waheed, 2011). Hygiene factors when provided create a favourable environment for motivation and prevent job dissatisfaction. They are related to the conditions under which a job is performed. When an employer is unable to provide enough of these factors to his employees, there will be job dissatisfaction (Burton, 2012).

Nevertheless, Dartey-Baah and Amoako (2011) indicate that if hygiene factors are provided, they will not necessarily act as motivators. They will just lead employees to experience no job dissatisfaction. Such hygiene factors are; company's policies and administration, supervision, working conditions, interpersonal relations with supervisors and other subordinates, salary, job security, status, personal life, and employee benefits. On the other hand, motivating factors or satisfiers are factors intrinsic in the job and these factors act as forces of job satisfaction. They create positive and a longer lasting effect on employee's performance and are related to work itself (intrinsic). Adequate provision of such factors, the satisfiers make employees happy with their jobs because they serve man's basic needs for psychological growth (Lee, 2017).

In addition, satisfiers also motivate employees in their work. These factors are achievement, recognition for accomplishment, increased responsibility, opportunity for growth and development, and creative and challenging work (Lee, 2017). Motivating factors motivate subordinates to take more interest in the work. They raise efficiency and productivity of employees. Motivating factors are essential in order to provide job satisfaction and in order to maintain a high level of job performance. Employees will not have job satisfaction if the motivating factors are not provided in sufficient quality by the employer (Nabi, Islam & Dip & Hossain, 2017). This theory clearly identifies factors that motivate work employees leading to employee performance. Therefore, Herzberg's Two Factor Theory was the basis for examining the relationship between employee remuneration and employee job performance.

However, while Herzberg's Two Factor Theory explained remuneration, it did not point out the importance of training. Thus, for training, the study adopted the Perceived Organisational Support Theory.

The Perceived Organisational Support Theory was advanced by Eisenberger, Huntington, Hutchinson and Sowa (1986). The core concept behind the Perceived Organisational Support Theory is perceived organisational support, which is based on the relationship of employees and organisation. Roemer and Harris (2018) defined Perceived Organisational Support as an employee's perception that the organisation values his or her contribution and cares about the employee's well-being. Perceived Organisational Support Theory postulates that employees develop global beliefs concerning the extent to which the organisation values their contribution and cares about their well-being. Employees perceive their organisation as supportive when they are rewarded beyond their contractual agreements. Perceived organisational Support Theory also postulates that employees develop perceptions of support to meet socio-emotional needs and to determine the organisation's readiness to reward increased efforts made on its behalf (Viot & Benraiss-Noailles, 2018).

Perceived Organisational Support Theory indicates that perceived organisational support strongly depends on employees' attributions concerning the organisation's intent behind their receipt of favourable or unfavourable treatment. In turn, perceived organisational support initiates social exchange process wherein employees feel obligated to help the organisation achieve its goals and objectives and expect that increased efforts on the organisation's behalf will lead to greater rewards (Kurtessis et al., 2017). Perceived Organisational Support Theory holds that in order to meet socio-emotional needs and to assess the benefits of increased work effort, employees form a general perception concerning the extent to which the organisation values their contributions and cares about their well-being (Caesens, Stinglhamber, Demoulin, De Wilde & Mierop, 2018). When employees feel that they are supported by the organisation, they reciprocate it with increased level of job satisfaction, commitment, better performance and high work efforts. A sense of reciprocity is created when employees feel that they are supported by organisation (Guan et al., 2014).

Perceived Organisational Support Theory is influenced by various aspects of treatment of employees by the organisation and its managers, including provision of training and pay among others. This judgment is made through the process of personification (Nasurdin, Hemd & Guat, 2008). This is the employees' tendency to assign humanlike characteristics to



the organisation that supports the development of perceived organisational support (Gokul, Sridevi & Srinivasan, 2012). Employees tend to view actions taken by agents of the organisation as indications of the organisation's intention as a whole (Knies, Leisink & Kraus-Hoogeveen, 2018). Perceived organisational support is directly linked with three categories of favourable treatment received by employees, such as, organisational rewards and favourable job conditions, fairness and supervisor support, in return favourable outcomes are achieved such as job satisfaction (Kim, Hur, Moon & Jun, 2017). Since training of employees represents discretionary treatment by the organisation that is likely to benefit the employee, it serves as an indicator that the organisation cares about its employees' well-being and therefore is counted on for subsequent rewards (Nasurdin, Hemdi & Guat, 2008). Such positive evaluation enhances employees' judgment about organisational support (Yew 2011) affecting performance of the employee.

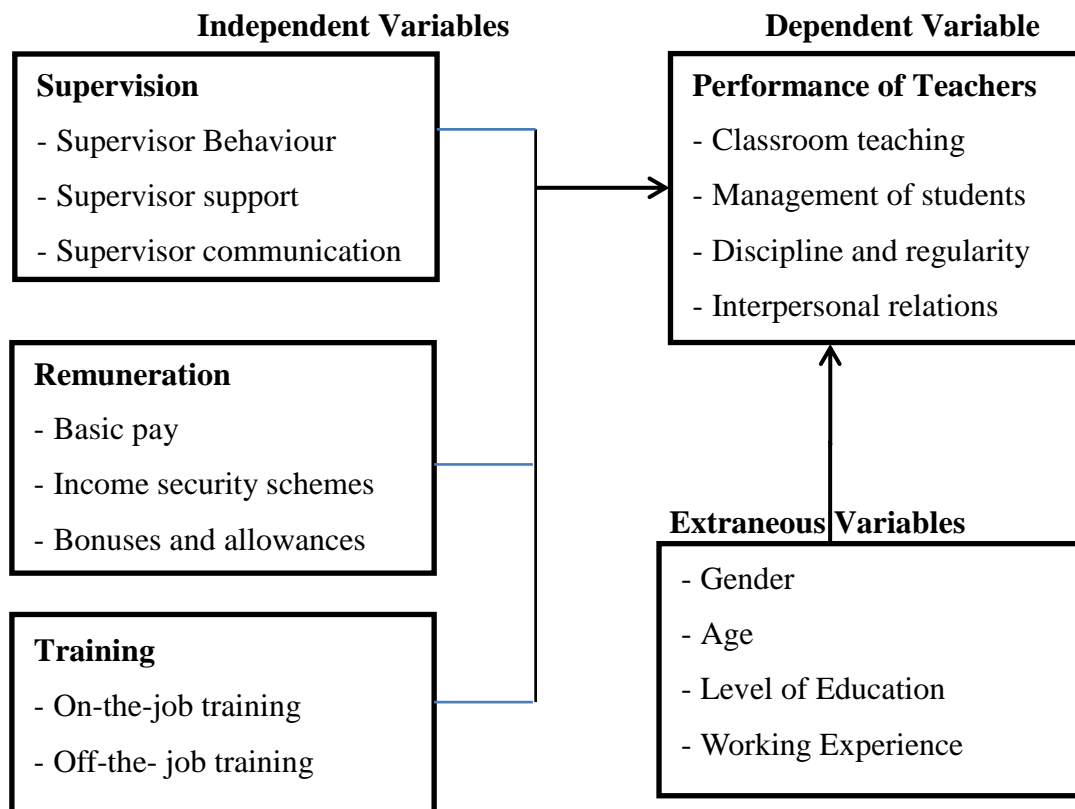
Nevertheless, the weakness of Perceived Organisational Support Theory is that employees hold the organisation partly responsible for abusive treatment by managers not regarding the managers as individuals. This is because employees might identify supervisors with the organisation (supervisor's organisational embodiment) (Eisenberger et al., 2014). Therefore, expected abusive treatment is associated with low perceived organisational support and consequently with retribution against the organisation in form of counterproductive work behaviour directed against the organisation and lowered in-role and extra-role performance (Shoss, Eisenberger, Restubog & Zagenczyk, 2013). However, overall Perceived Organisational Support Theory revealed that perceived organisational support is reciprocated with increased level of job performance. This theory thus was the basis for relating provision of training opportunities to teachers and their job performance.

Generally, whereas each of the three above theories point out important aspects in management that are essential for enhancing performance of employees such as teachers, none of the three theories independently covers each of the three variables of supervision, remuneration and training. For instance, the X and Y theory emphasises supervision while the Two Factor Theory focuses on motivation that is remuneration and Perceived Organisational Support Theory advocates for development of workers through training. Therefore, basing on the propositions of the three theories, school management can enhance performance of schools through supervision, remuneration and training. Thus, this study basing on the three

theories sought to establish the relationship between school management in terms of supervision, remuneration and training with performance of teachers.

## 2.2 Conceptual Framework

The theories above suggest that school management measures like supervision, hygiene factors such as remuneration and support to teachers in form of training relate to performance of teachers. The conceptual framework (Figure 2.1) describes the relationship between school management and performance of teachers.



**Figure 2.1: Conceptual Framework Relating School Management and Performance of Teachers**

**Source:** The conceptual framework was developed basing on review of literature using ideas obtained from Abdullah (2011), Amin et al. (2013), Gilbreath and Karimi (2012), Herkenhoff (2002), and Mustamil et al. (2014).

The framework (Figure 2.1) shows that there is a relationship between school management and performance of teachers. The framework shows that school management is in terms of supervision, remuneration and training. The framework conjectures that each of the school management constructs namely supervision, remuneration and training independently relate

to performance of teachers. The framework suggests that supervision is in terms of supervisor supervision behaviour, supervision support and supervision communication. The framework shows that remuneration is in terms of basic pay, protection programmes and bonuses and allowances while training covers on-the-job training and off-the- job training. Performance of teachers which is the dependent variable is described in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations. However, the framework further shows that there extraneous variables namely gender, age, level of education and working experience.

## **2.3 Review of Related Literature**

### **2.3.1 Head Teachers Supervision and Job Performance of Teachers**

The word supervision is a coinage from two Latin words that are “super” and “video.” Super means “over” or “above”, while video means “to see”. Therefore, taken together, super-video simply means “to see from above” or to “oversee” (Avortri, Nabukalu & Nabyonga-Orem, 2019). Generally supervision can be defined as referring to “overseeing, to superintend or to guide and stimulate the activities of others, with a view of their improvement (Honig & Rainey, 2019). Supervision encompasses supervisor supervision behaviour (Langs & Dorpat, 2018), supervision support (Azeez, 2017) and supervision communication (Mustamil, Yazdi, Syeh& Ali, 2014).Supervision is guiding the activities of people who perform the work including planning, organising, directing, and controlling the work and the activities of subordinates or employees (Currall, Towler, Judge & Kohn, 2005). Azeez (2017), Gilbreath and Karimi (2012) and Mustamil, Yazdi, Syeh and Ali (2014) identify supervision in terms of supervisor supervision behaviour, supervision support and supervision communication. Here under is a review of the related literature on relationship between the supervision variables of supervision behaviour, support and communication with performance of teachers. The review of related literature involves analysis and criticism.

### **2.3.1.1 Supervisor Supervision Behaviour and Job Performance of Teachers**

Supervisory behaviour ranges from extremely autocratic, with all decision made at the top to the extremely democratic with decision made by employee or subordinate at the lowest level (Heller, 2019). Such behaviours of supervisors can have a significant influence on employees' morale and their work behaviour affecting employees' psychological well-being. Supervisors can be a key influence on what employees experience at work and their work outcomes including performance (De Carlo, Dal Corso, Carluccio, Colledani & Falco, 2020). Scholars (e.g. Aryan, 2015; Asmus, Karl, Mohnen & Reinhar, 2015; Atambo, Kabare, Munene & Nyamwamu, 2012; Bradler, Dury, Neckermannz & Non, 2016; Ibok & Umana, 2013; López-Cabarcos, Vázquez-Rodríguez & Quiñoá-Piñeiro, 2022; Teo & Low, 2016) have carried out studies on Supervisor supervision behaviour and employee performance. For instance, Aryan (2015) examined the impact of the supervisor's behaviour of recognition on employee's performance using employees of public and private sector banks in Punjab and Haryana in India. Their findings indicated that the supervisor's behaviour of recognition had a positive significant influence on performance of the employees.

Asmus et al. (2015) examined the influence of the Supervisor supervision behaviour of goal-setting on employee performance in an industrial production process using staff of a training factory for energy productivity at the Technische Universität München, Munich, Germany. The findings revealed that the supervisor's behaviour of goal setting improved workers' performance in industrial workplaces. Atambo et al. (2012) examined the relationship between the Supervisor supervision behaviour of employee recognition and performance with medical services staff drawn from Kenyatta National Hospital as units of analysis. Their results revealed that the Supervisor supervision behaviour of recognising the employee's accomplishments translated into improved performance both at the individual and organisational levels.

Bradler et al. (2016) reported the results from a controlled field experiment designed to investigate the causal effect of public recognition on employee performance with employees doing data-entry task as the study sample. The findings indicated that recognition increased subsequent performance substantially and particularly so when recognition was exclusively provided to the best performers. De Carlo et al. (2022) we examined how positive supervisor behaviors improved employee performance among Italian employees. The results showed that supervisor integrity and responsible behaviors had a positive effect on employee performance.

Ibok and Umana (2013) examined the effect of supervisory behaviour namely supervisor contingent, supervisor upward influencing behaviour, achievement oriented behaviour and supervisor arbitrary and punitive behaviour sales force performance of the sales force of Micro Finance banks in Akwa Ibom and Cross River State in Nigeria. The findings indicated that all the supervisory behaviour had a statistically positive and significant relationship with performance of the sales force. López-Cabarcos et al. (2022) examined the effect of supervisor behaviors on employees' job performance in small and medium companies in the industrial sector in Galicia, Spain. The results revealed that supervisor behavior led to employee job performance.

Teo and Low (2016) sought to find out whether goal setting had an impact on employee effectiveness and ultimately improving organisation effectiveness with employees of a business company as units of analysis. The results showed that supervisors' goal setting behaviour had a positive impact on employee effectiveness.

Precisely, the literature above showed that scholars had expended significant effort to investigate the relationship between supervision behaviour and employee performance. The analysis of the literature showed there was a relationship between supervision behaviour and performance of employees. However, the weakness of the literature was that contextual gaps emerged from it. For instance, all the studies were all done in contexts other than those of schools and all outside Uganda. For instance, the study by Atambo et al. (2012) was done in a hospital while the studies by Ibok and Umana (2013) and Ibok and Umana (2013) were done in financial institutions. These institutions presented different working environments from those of schools hence their findings were not applicable in schools. These contextual gaps made it imperative for this study to be carried out in the context of schools and in Uganda to seek to establish the relationship between Supervisor supervision behaviour supervision and employee performance in the education sector.

#### **2.3.1.2 Supervisor Support and Job Performance of Teachers**

Supervisor support is the employees' views concerning the degree to which their supervisors value their contributions and care about their well-being (Mohamed & Ali, 2016). Frear, Donsbach, Theilgard and Shanock (2018) indicate that based on the norm of reciprocity, enhanced supervisor support makes employees feel obligated to care about the organisation's welfare and helps the organisation reach its objectives. Supervisor support is the employees' views concerning the degree to which their supervisors value their contributions and care

about their well-being. As agents of the organization, supervisors are responsible for directing and evaluating employees' job performance. Thus, employees often view their supervisor's feedback as indicative of the organization's orientation toward them (Mohamed & Ali, 2016). Perceived supervisor support defines the degree to which a subordinate feels that he or she is supported and respected by his/her supervisor. It also involves the supervisor willingness to help the subordinate (Gok, Karatuna & Karaca, 2015). Tuzun and Kalemci (2012) indicate that based on the norm of reciprocity, enhanced supervisor support makes employees feel obligated to care about the organisation's welfare and helps the organisation reach its objectives.

Supervisor support increases employees' effort-outcome expectancy, which makes employees believe that their efforts will be rewarded in the future hence increased job performance (Tuzun & Kalemci, 2012). Different scholars (e.g. Azman, Sieng, Ajis, Dollah & Boerhannoeddin, 2009; Miao & Kim, 2010; Okia et al., 2021; Pousa & Mathieu, 2014; Saleem & Amin, 2013; Utrilla, Grande & Lorenzo, 2015) have related supervisor support and employee performance. Azman et al. (2009) measured the effect of the supervisor's role in training programs on job performance using staff of a state library in Sarawak, Malaysia. Using regression, they established a positive significant relationship between supervisor support and job performance. Miao and Kim (2010) investigated the correlation between perceived organisational support and employee job performance using employees of state-owned enterprises in China. Their findings indicated a positive correlation between perceived organisational support and employee job performance. Mohamed and Ali (2015) analysed the relationship between perceived organisational support and employee performance. Accordingly, this was because employees having good perceptions about their employers and viewing their employers as being generally caring about their well-being influence their job performance in a positive way. A study done by Okia et al. (2021) in the Eastern Uganda sub region of Teso examined the status of support supervision and performance of primary school teachers. Their findings revealed that support supervision offered by head teachers did not significantly enhance performance of teachers. Park, Kang and Kim (2018) examined the relationship between supervisor support, and job performance in educational organizations in the USA. The findings indicated that supervisor support relate to job performance.

Pousa and Mathieu (2014) investigated the influence of supervisor support in terms of employee coaching on employee performance using business-to-business salespersons working in Latin America and frontline employees from a service organisation in Canada. Their regression findings showed that coaching had a positive and significant influence on performance of employees. Saleem and Amin (2013) investigated the impact of supervisory support on employee performance using faculty members of the Universities of Faisalabad in Pakistani as units of analysis. Their regression results revealed a strong positive and significant relationship between supervisory support and employee performance. Utrilla et al. (2015) analysed the effect of the supervisory role of coaching in both employees' development and organisational performance using human resource managers of Spanish firms. Structural modelling results indicated that coaching had an influence on both individual performance and organizational performance.

Analysis of the above related literature suggested that scholars made significant effort to relate supervisor support and employee performance. Indeed, the literature above revealed that supervisor support related to performance of employees. However, the criticism of the literature is that it raised contextual and methodological gaps. Contextually, none of the studies was carried out in the Uganda context with the studies (e.g. Pousa& Mathieu, 2014; Utrilla et al., 2015) carried out in the Western World and studies (e.g. Azman et al. 2009; Miao & Kim, 2010; Mohamed & Ali, 2015; Saleem& Amin, 2013) carried out in Asia. At methodological level, all the studies used the quantitative approach limiting in-depth analysis of the findings. These gaps made it crucial for this study in the context of schools in Uganda using a mixed research approach to seek to investigate whether supervisor support affected performance of teachers.

### **2.3.1.3 Supervisor Communication and Job Performance of Teachers**

Communication is the process of meaning creation with respect to how people create meaning and how messages are understood by the recipients (Van Ruler, 2018). Communication is a way or an approach through which messages are passed on from one person to the other (Nwagbara, Oruh, Ugorji & Ennsra, 2013). When both the speaker and the recipient understand themselves in a manner that brings engagement, understanding and collaboration rather than mere sending information from one point to the other, then there is effective communication (Smith & Taylor, 2006). Therefore, effective communication is the process in which intended meaning of what is being said is transmitted in a way that the

hearer makes sense of that. It is an engagement process which is bidirectional and not a liner process (Nwagbara et al., 2013).

Communication is important because it plays a central role in ensuring employees' organisational effectiveness. If organisational communication is inadequate, it results in dissatisfaction hence employee turnover. Communication in the organisation should motivate employees to meet organisational goals. In addition, supervisors should be open to ideas with the ability to listen and pay attention enabling solving job-related problems (Gülнар, 2007). Essentially, relationships grow out of communication, and the functioning and survival of organisations results from effective relationships among individuals and groups. Organisational capabilities are also developed and enacted through intensely social and communicative processes (Jones, Watson, Gardner & Gallois, 2004; Forzo, 2013).

Berger (2008) expounds that communication helps individuals and groups coordinate activities to achieve goals, and it is vital in socialisation, decision-making, problem-solving and change-management processes. Internal communication also provides employees with important information about their jobs, organisation, environment and each other. Accordingly, communication can help motivate, build trust, create shared identity and spur engagement; it provides a way for individuals to express emotions, share hopes and ambitions and celebrate and remember accomplishments. Communication is the basis for individuals and groups to make sense of their organisation, what it is and what it means. A number of scholars (e.g. Asuquo & Ekpoh, 2018; Femi, 2014; Forzo, 2013; Giri & Kumar, 2010; Gülнар, 2007; Hee, Qin, Kowang, Husin & Ping, 2019; Irad, Muis & Rasjid 2020; Lee & Chuang, 2013; Moghtader & Aziz, 2019; Nwosu, 2017; Saleem & Perveen, 2017; Stacho, Stachová, Papula, Papulová & Kohnová, 2019; Owan & Agunwa, 2019; Owusu-Boateng & Jeduah, 2013; Udo et al., 2018) have studied supervisor communication and employee job performance.

In their study, Asuquo and Ekpoh (2018) investigated the influence of communication and motivation on teachers' job performance using a sample of teachers in Calabar Education Zone in Nigeria. Their findings revealed that communication significantly influenced teachers' job performance in public secondary schools. Femi (2014) examined the relationship between communication and workers' performance with workers of selected organisations in Lagos State, Nigeria as units of analysis. The findings of the study revealed that there existed a relationship between effective communication and workers' performance.



Forzo (2013) sought to demonstrate the influence of internal communication on employee job performance using employees of an NGO located in Kumbo, Bui Division in the North West Region of Cameroon. The findings revealed that internal communication had a significant impact on the overall performance and productivity of employees.

Giri and Kumar (2010) analysed the impact of organisational communication and job performance with employees working at different managerial levels in various organisations in India as units off analysis. Their finding indicated that organisational communication had a positive significant effect on performance of the employees. Gülnar (2007) investigated the extent of the relationship between communication satisfaction and job satisfaction using research assistants of Selcuk University in Turkey as units of analysis. Regression results indicated that communication satisfaction factors namely horizontal communication, media quality and organisational integration had a positive significant relationship with job satisfaction hence job performance. Hee et al. (2019) examined the impact of horizontal communication, downward communication and upward communication that impact employee performance in a property development company in Malaysia. Their results indicated that communication had a significant positive impact on employee performance.

Irad et al. (2020) sought to determine the effect of communication on performance of employees of Hasanuddin University central office in Indonesia. Their analysis established that communication had a positive and significant effect on employee performance. Lee and Chuang (2013) explored the relationship between communication satisfaction and organisational outcome using employees working in a steel corporation in Taiwan. Their results revealed higher the level of communication satisfaction led to higher the level of job performance. Moghtader and Aziz (2019) investigated the relationship between communication skills level with job performance of primary school teachers in Urmia in Iran. The results of their analysis indicated existence of a positive and significant relationship between communication skills with teachers' job performance.

In a study seeking to find out the extent to which principals' communication strategies contributed to teachers' work performance in secondary schools, Nwosu (2017) used teachers in public secondary schools in Ikenne Local Government Area of Ogun State. Statistic test results showed that there was positive significant relationship between principals' communication strategies and teachers' job performance. Saleem and Perveen (2017) studied the impact of formal and informal communication in organizations using employees of

government and private organizations in Gilgit-Baltistan in Pakistan. Their data analysis indicated that communication had a significant influence on the performance of employees in the organizations. Stacho, Stachová, Papula, Papulová and Kohnová (2019) conducted a study on effective communication and organisational competitiveness based on the employees of Slovak organisations, Hungary. Correlation analysis indicated a significant positive influence between organisation communication and employee performance.

In connection to the above, in a study involving employees of non-governmental organisations in Kabul in Afghanistan, Stanikzai (2017) examined the impact of effective organisational communication on performance. Using regression, the study indicated a direct link between effective communication and organization performance. In a study investigating principals' administrative competence and teachers work performance, Owan and Agunwa (2019) used teachers in Calabar Education zone Nigeria. Their findings indicated that the principals' communication competences significantly related to teachers' work performance. Owusu-Boateng and Jeduah (2013) carried out a study seeking to identify the effect of organisational communication on the performance of employees in banks in the Tamale Metropolis in Ghana. Using descriptive statistics, they established that adequate communication enabled efficient performance of one's duties. In the final analysis, the related literature above revealed that scholars had made significant effort to relate supervisor communication and employee job performance. The analysis suggested that supervisor communication was imperative for performance of employees.

Udo, Kanu, Ihechituru and Ogochukwu (2018) examined the influence of communication on employee performance using workers in the small and medium scale industry. Their hypothesis test results indicated. However, the weakness of the literature was that it presented contextual and conceptual gaps emerged. Contextually, none of the studies was carried out in the Ugandan context. Conceptually all the studies studied communication in terms of organisational communication and not supervisor communication. These gaps made it necessary for this study in the context of Uganda to seek to establish the relationship between supervisor communication and performance of teachers.

### **2.3.2 Remuneration and Job Performance of Teachers**

Remuneration refers to the total income of an individual and may comprise a range of separate payments determined according to different rules (Buchan, Thompson & O'May, 2000). On their part, Hameed, Ramzan, Zubair, Ali and Arslan (2015) state that remuneration refers to output and the benefits that employees receive in the form of pay, wages and also same rewards. Further, Herkenhoff (2002) indicates that remuneration refers to any direct or indirect payments made to employees such as basic pay, protection programmes and bonuses and allowances. Kajungu and Mugisha (2015) explain that remuneration is the total compensation package that an employee receives in exchange for the services he/she has rendered to the employer. Normally, this comprises monetary rewards, also known as wage or salary, as well as various complementary benefits that are increasingly becoming a popular remuneration mechanism. Complementary benefits include merit pay also known as performance pay, commissions, allowances and salary top ups, lunch allowances, hard-to-reach and hard-to-stay allowances among others (Phillips & Gully, 2012). According to Urbancová and Šnýdrová (2017), a stimulating remuneration system and a wide and more diverse range of employee benefits provide organizations with a competitive advantage over the others in the labour market. Accordingly, an interesting system of employee benefits together with a right remuneration system improves the name and competitiveness of the organization in the labour market. According to Herkenhoff (2002), remuneration covers basic pay, protection programmes and bonuses and allowances. Below follows the review of related literature on relationship between the remuneration variables of basic pay, income security and schemes allowances with performance of teachers. The review of related literature includes analysis and criticism.

#### **2.3.2.1 Basic Pay and Performance of Teachers**

Basic pay is the amount of pay (the fixed salary or wage) that constitutes the rate for the job. It may be varied according to the grade of the job or the level of skill required. The base rate is the amount of pay (the fixed salary or wage) that constitutes the rate for the job. It may be varied according to the grade of the job or the level of skill required (Armstrong, 2007). Basic pay or salary is the most obvious reward employees receive at work. Basic pay is the pay in terms of hourly wage, a rate of wage for each unit produced, known as piece work rate or rate of wage per month or year is called a salary. Salary includes cash and non-cash payment. In non-cash payment an employee can receive house and transport facility and some other non-monetary benefits (Xinping, Shafi, Hua & Nazeer, 2015). Studies (e.g. Afful-Broni,

2012;Dike, 2020; Hameed, Ramzan, Zubair, Ali &Arslan, 2014; Ibrar & Khan, 2015; Kwak& Lee, 2009; Ojeleye, 2017; Odunlami & Asabi, 2014; Onu, Akinlab i& Fakunmoju, 2014; Saani, 2013; Sardjana, Sudarmo & Suharto, 2019; Subroto, 2013; Tornikoski, 2011; Waga & Simatwa, 2014; Wekesa & Nyaroo, 2014) have investigated basic pay and employee performance.

Afful-Broni (2012) related motivation and job performance using staff of University of Mines and Technology, Tarkwa, Ghana. Using descriptive statistics, the findings revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance at the University. Dike (2020) assessed the effect of remuneration as a device for increasing employee performance using employees of Bottling Companies in Nigeria as units of analysis. The findings indicated that remuneration had a significant role in increasing workers performance. In relation to the above, Hameed et al. (2014) investigated the impact of compensation on employee performance using employees from different banks of Pakistan. Regression results showed that salary had a positive significant impact on employee performance.

On their part, Ibrar and Khan (2015) studied the impact of reward on employee performance of academic staff of Malakand private school. Their findings revealed a positive significant relationship between rewards (extrinsic and intrinsic) and employees' job performance. The literature above reveals that rewards relate to employee job performance. However, contextually, all the studies above were carried out side the Ugandan context and using quantitative approaches. This study using mixed research approaches will thus investigate the relationship between basic pay and performance of teachers. Getachew (2016) in a study on the relationship between rewards system and employee performance using employees of a commercial Bank in Ethiopia reported a positive relationship between extrinsic rewards and employee performance.

Hoole and Hotz (2016) explored the relationship between total rewards and performance using employees in financial institutions in Gauteng in South African. Their findings indicated that extrinsic rewards as part of the total reward system had a positive and significant relationship with employee performance. On their part, Kwak and Lee (2009) examined the effects of fringe benefits in the compensation package on performance of the Korean firms. The findings of the study revealed that fringe benefits were significantly associated with performance. Relatedly, Odunlami and Asabi (2014) examined the effect of

compensation management on employees' performance of entire staff of an organisation in the food and beverage sub-sector of the manufacturing industry in Nigeria. Their findings ANOVA findings revealed that compensation was a significant determinant of employee performance.

In same vein, Ojeleye (2017) explored the impact of remuneration on employees' performance of Abdul Gusau polytechnic and state college of education in Zamfara state, Nigeria. The findings revealed existence of a strong and positive relationship between remuneration and employees' performance. Salary/wage and bonus/incentives served as a form of motivation to the employees. Onu et al. (2014) in a study exploring the influence of some part of motivational factors (remuneration, recognition and incentives) on employees' performance in Nigeria using staff of Babcock University as units of analysis made findings in agreement with the findings of the above authors. The findings of the study revealed that there existed a strong positive and significant relationship between incentives and remuneration with job performance. In relation to the above, Saani (2013) investigated the influence of compensation and teacher supervision on teacher work performance with head teachers and teachers in private basic schools in the Ashaiman community of Tema, Ghana as units of analysis. Regression results indicated that compensation had a positive significant effect on work performance. However, non-financial compensations contributed more to teachers work performance than financial compensations.

In their study, Sardjana et al. (2019) analysed the effect of remuneration on employee performance with staff from different sectors that included Medicine, Profession, Psychology, Work Safety and Health Associate Degree, Midwifery Associate Degree and higher education as units of analysis. The findings showed that remuneration affected employee performance significantly. Singh (2016) analysed the impact of intrinsic and extrinsic motivators on employee performance using postgraduate students from a Midwestern university in the USA. The findings revealed that extrinsic rewards in terms of money had the least effect on employee performance. On their part, Subroto (2013) studied the influence of teacher's income on their performance in Surabaya City in Indonesia. The findings indicated that teachers' salaries not only influenced their performance but also the quality of education. Similarly, Tornikoski (2012) analysed the role of a total reward package on fostering expatriate affective commitment of the Finnish Association of Business School Graduates working abroad at the time. The descriptive statistics and correlation results

showed a positive and strongly significant relationship between total reward package and expatriate employee commitment hence job performance.

Wekesa and Nyaroo (2014) examined the effect of compensation on performance of public secondary school teachers in Eldoret Municipality Uasin Gishu County, Kenya. Their descriptive results indicated that compensation had an effect on performance of teachers in public secondary schools. Teachers with poor compensation policy in place were demoralised leading to poor task performance and negatively affecting the productivity of teachers in schools. Analysis of the literature above indicated that there was a significant effort by scholars to examine the relationship between basic pay and performance of employees. The literature showed that there was a relationship between basic pay and performance of employees. Nevertheless, the weakness of the related literature was that it possessed contextual gaps. For instance, none of studies was carried out in the Ugandan context. Besides, only a few of the studies were carried out in primary schools (e.g. Saani, 2013; Waga & Simatwa, 2014) with a number of studies carried out in universities and secondary schools (e.g. Afful-Broni, 2012; Onu et al. 2013; Tornikoski, 2011; Wekesa & Nyaroo, 2014) with others in sectors such as the manufacturing sector and banking. These gaps called for this study to find out whether there was a relationship between basic pay and job performance of teachers in government aided secondary schools in Uganda.

#### **2.3.2.2 Employee Income Security Schemes and Performance of Teachers**

Income security is the perceived stability and continuance of one's income while on the job and after leaving the job. Within the classic Maslow's hierarchy of needs, the notion of security occupies the second tier of the model, suggesting that it is even a more sophisticated need than the fundamental physiological concerns (Mugizi, Bakkabulindi & Bisaso, 2015). Income security fears can lead to several negative consequences, including decreased satisfaction and a greater propensity to leave one's job. By perceiving insecurity about the job on the part of the employee, the psychological contract, that is, the agreement between the organisation and an employee about their beliefs regarding the terms of employment is violated (Peene, 2009). In other words, the perceived mutual obligations between employer and employee may be perceived as violated by the organisation. Employees depend on the organisation so if they lose faith in the dependability of the organisation, there will be low level of job performance (Mugizi et al., 2015).

Different scholars (e.g. Chirumbolo & Areni, 2005; Chukwunenye & Amgbare, 2010; Hameed et al., 2014; Luchak & Gellatly, 2002; Lucky, Minai & Hamzah, 2014; Ma, Liu, Liu & Wang, 2016) have examined the relationship between employee income security schemes and performance of employees. For instance, Chirumbolo and Areni (2005) investigated the influence of job insecurity on job performance and absenteeism. Regression analysis indicated job insecurity was negatively correlated with job performance and positively with absenteeism. On the contrary, Chukwunenye and Amgbare (2010) examined staff welfare and organization's productivity, using Patani Local Government Council in Delta State, Nigeria. Staff welfare was considered in terms of free medical treatment, protection against occupational hazards, provision of recreational facilities and convenience. The findings revealed that staff welfare was grossly neglected at the council with working environment in terms of office accommodation and furniture, working materials, monetary incentives and reliable health and safety facilities poor leading to low morale or job satisfaction was low among the employees leading to low job performance.

On their part, Hameed et al. (2014) measured the impact of compensation on employee performance with employees from different banks of Pakistan as units of analysis. Their regression results indicated that indirect rewards such as social security, health insurance, retirement plan and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Likewise, Luchak and Gellatly (2002) examined the incentive effects of a final-earnings pension plan on employees' job satisfaction using employees in a large, unionized public utility company in Canada. The findings revealed that satisfaction was also lower among those who perceived a higher likelihood of being declared redundant while conversely, employees who perceived greater support were more effective. Similarly, Lucky et al. (2014) examined how job security affected the organisational performance in a Multiethnic Environment. The study revealed that particularly in a multiethnic environment where different ethnic groups were a majority in some organisations resulting to low job security among the minority groups, job security had a significant effect on organisational performance.

In relation to the above, Ma et al. (2016) investigated the effects of job security on work performance in Chinese employees using supervisor-subordinate dyads from a Chinese air transportation group. A multi-group analysis also showed that there was a positive significant relationship between job security and employee work performance. On the other hand,

Muogbo (2013) investigated the impact of employee motivation on organisational performance of selected manufacturing firms in Anambra state in Nigeria. The results showed that there existed a positive significant relationship between employee motivation in terms of good working conditions, fringe benefits, promotion and security and organisational performance. However, both studies showed that job security influenced employee job performance. Nonetheless, the studies were carried out in the Chinese and Nigerian contexts. Therefore, this study will thus be carried out in the Uganda context to establish whether the employee security arrangements relate to teachers job performance.

In the final analysis, the related literature above showed that scholars had made significant effort to relate income security and employee performance. The literature indicated that protection programmes related to performance of employees. However, a significant criticism to this literature is that it revealed contextual and methodological levels. At contextual level, all studies were biased outside Uganda with the studies (e.g. Luchak and Gellatly, 2002; Lucky et al., 2013) carried out in the Western World, studies (Hameed et al., 2014; Ma et al., 2016) in Asia and studies (e.g. Chukwunye & Amgbare, 2010; Muogbo, 2013) in the rest of Africa. At methodological level, all the studies adopted the quantitative approach. These gaps call for this study using both mixed research approaches to investigate the relationship between income security and job performance of teachers in Government aided secondary schools in Western Uganda.

### **2.3.2.3 Bonuses and Allowances and Job Performance of Teachers**

Bonuses is compensation over and above the amount of pay specified as a base salary or hourly rate of pay offered to employees a positive reinforcement mechanisms giving additional utility to motivate a greater level of effort (Ojeleye, 2017). Bonuses are an addition payment an employee receives for exerting greater effort and exceeding standardized production (Amah et al., 2013). Bonuses are short term incentives in the period immediately preceding its award (Oloke et al., 2017). Bonuses take that form of individual bonus schemes, and collective bonus schemes which are all based on profit generated (Boachie-Mensah & Dogbe, 2011). On the other hand, allowances are additions to basic pay for special circumstances or features of employment (e.g. working unsocial hours). They may be determined unilaterally by the organization but they are often the subject of negotiation. The main types of allowances are location allowances, overtime payments, shift payments,



working conditions allowances and stand-by or call-out allowances made to those who have to be available to come in to work when required (Armstrong, 2007).

There are number of scholars (e.g. Abdullah & Wan, 2013; Alam, Saeed, Sahabuddin & Akter 2013; Khan, Zarif & Khan, 2011; Mehta, 2014; Muchai & Benson, 2012; Njanja, Maina, Kibet & Njagi, 2013; Olubusayo, Ibidunni & Olokundun, 2014; Osibanjo, Adeniji, Falola & Heirsmac, 2014; Park & Sturman, 2016; Wasiu & Adebajo, 2014) that have studied bonuses and allowances and performance of teachers. For instance, Abdullah and Wan (2013) investigated the relationships between non-monetary incentives and job satisfaction in influencing job performance. Their regression results revealed that non-monetary incentives significantly and positively influenced job performance. On their part, Alam et al. (2012) analysed the impact of employees' recognition on their contribution to the organisation with employees in the service industry in Bangladesh as units of analysis. Their regression results revealed that monetary reward had a positive significant effect on employee outcomes such as performance.

Njanja et al. (2013) sought to determine the effect of cash bonus on employee performance using staff at KPLC in Kenya as units of analysis. The findings of the study showed that cash bonus have no effect on employee performance. Similarly, Olubusayo et al. (2014) examined the effect of incentives packages on employees' attitudes towards work with staff of four government parastatals in Ogun State, South-West Nigeria as units of analysis. The results showed that strong relationship existed between incentives packages and employees' job performance. In a related study, Osibanjo et al. (2014) examined the effect of compensation packages on employees' job performance and retention in a selected private University in Ogun State, South-West Nigeria. The results showed strong relationship between compensation packages namely bonuses, incentives, allowances, and fringe benefits and employees' performance.

Still, in relation to the above, Park and Sturman (2016) investigated the effect of merit pay, bonuses, and long-term incentives on future job performance using longitudinal data from US employees in a service-related organisation. Their regression results revealed that merit pay, bonuses and long-term incentives had a significant positive effect on employee job performance. Similarly, Waga and Simatwa (2014) studied hygiene and motivational factors that influence job performance among teachers of public primary schools in Kisumu East and West Sub counties, Kenya. The findings of the study revealed that lack of fringe benefits and

inadequate physical facilities caused job dissatisfaction hence poor job performance. Wasiu and Adebajo (2014) examined the place of reward systems on employee's performance in Lagos state using data collected from selected secondary schools in the state to draw a nexus between employee reward system and job performance. The findings revealed that there was a significant relationship between employee's allowances and job performance.

In the analysis of the related literature above, the studies above showed that scholars expended significant effort to relate bonuses and allowances and employee performance. Largely, the literature revealed that bonuses and allowances related to employee performance. However, in the related literature, contextual and empirical gap emerged. For instance as the studies suggest, the study by Park and Sturman (2016) was carried out in the USA, studies (e.g. Abdullah & Wan, 2013; Alam et al., 2012; Khan et al., 2011; Mehta, 2014) in Asia and studies (e.g. Muchai & Benson, 2012; Olubusayo et al., 2014; Osibanjo et al., 2014; Wasiu & Adebajo, 2014) in the rest of Africa. At empirical level, whereas all studies found a relationship between bonus pay and job performance, Njanja et al. (2013) did not. These gaps call for this study to find out whether there is a relationship between bonuses and allowances and job performance of teachers in Government aided secondary schools in Western Uganda.

### **2.3.3 Training and Job Performance of Teachers**

Training is the planned intervention that is designed to equip employees with skills to enhance their job performance. Training is about the skills an employee must acquire to improve the probability of achieving the organisation's overall goals and objectives (Mugizi, 2019). Training is all about improving the skills that seem to be necessary for the achievement of organisational goals (Elnaga & Imran, 2013). Training involves the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Mugizi, 2019). Employee training serves a variety of purposes, including, but not limited to leadership development, learning new work skills, socialisation encompassed in orienting new employees to the culture of an organisation, understanding job responsibilities and educating employees in regard to business ethics (Mugizi et al. 2015). Maina and Waithaka (2017) and Smith (2002) indicate that there are two major arrangements of training that is on-the-job training and off-the-job training. Here under, a review of the related literature on relationship between training variables of on-the-job training and off-the-job training with performance of teachers. The review of related literature includes analysis and criticism.

### **2.3.3.1 On-the-job training and Job Performance of Teachers**

On-the-job training is a form of training that is normally handled by colleagues, supervisors, managers and mentors to help employees adjust to their work and to equip them with appropriate job-related skills. On-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. On-the-job training may also consist of individual or group assignments and projects and the use of team leaders and managers (Obisi, 2011). On-the-job training is the training provided by experienced employees and management to new or inexperienced workers in the workplace to improve their job skills on a continuing basis. Significantly, the support, help, guidance, and encouragement conveyed to the new employees during the on-the-job training process will certainly help build up a pleasant relationship between workers and management and among all employees (Mugizi, 2016).

Ahmad and Bujang (2013) reviewed issues and challenges in the practice of performance appraisal activities in the 21st century in Malaysia. Their study revealed that establishing the standard to be followed during appraisal motivated individuals or a group to a higher level of personal work behaviour. Ajibola, Mukulu and Orwa (2019) in a study done on employees of manufacturing firms in Nigeria found out that there is positive significant relationship between performance appraisal and employee performance. Akinbowale, Lourens and Jinabhai (2013) investigated the role of performance appraisal policy and its effects on employee performance using employees of a bank in Nigeria. The findings of the study showed that performance appraisal results in improvement in employee performance. Accordingly, feedback, particularly on interpersonal (supervisor-supervisee) basis will be found to be useful and highly effective in motivating employees to improve their performance.

Alipour, Salehi and Shahnavaz (2009) analysed the effectiveness of job training using top managers of organisations in Tehran province in Iran as units of analysis. On the job training was operationalised in terms of job instruction technique, job rotation, coaching and apprenticeship training. The study results revealed that on the job training strongly positively affected creativity, achieving organizational objectives and improved work quality. Bafaneli and Setibi (2015) examined the impact of on-the-job training on employee performance using staff of Riley's Hotel at Maun a tourist destination in the North Western part of Botswana. The results indicated that to a large extent Riley's Hotel implemented on the job training and

that the majority of employees had attended the training. Accordingly, employees believed that on-the-job-training made them effective in their jobs. Bakanye (2013) studied the impact of employee training and employee performance with staff of Mityana District local government, Uganda as units of analysis. The findings of the study revealed that a significant positive correlation between employees on-job training and employee performance. The qualitative results of the study revealed that on-job training increased the employees' capacity to perform hence improved employee performance.

Barzegar and Farjad (2011) sought to determine the impact of on-the-job training courses on the performance of the employees at the Organisation for Martyrs' Affairs in Iran. The findings indicated that courses offered affected staff performance to some extent, but the level of changes fell below the desired standard. Cheng and Ho (2001) carried out a study on the influence of job and career attitudes on learning motivation and transfer using MBA graduates in Hong Kong not more than one year before. Structural equation modelling (SEM) results indicated that adequate training produced marked improvements in employee communication and proficiency of performances as well as extending retention time. Further, the study established that some employees looked for improving their job performance as well as enhancing their future career prospects. Thus when these employees transferred their positive learning content to their job, a win-win solution for the organizations and employees was accomplished.

Gavrea, Ilieş and Stegorean (2011) studied determinants of organisational performance of employees in manufacturing firms' in Romania. Using the canonical correlation, they established a strong relationship between a continuous performance measurement process and performance. Gupta and Kumar (2012) in exploration of the impact of performance appraisal justice on employee performance of Indian professionals established that the impact was positive and significant. Jagero, Komba and Mlingi (2012) investigated the relationship between on the job training and employee's performance of staff in courier companies in Dar es Salaam, Tanzania. The study results indicated that there was a big relationship between on-the-job training and employee performance. Kipchumba and Yano (2014) studied effectiveness of the 360-degrees appraisal tool in human resource practice in Kenya with employees of the Municipal Council of Nakuru as the units of analysis. Descriptive and chi-square results revealed a significant relationship between the organisational use of 360 degrees appraisal tool and employee performance.

Kaur (2013) in a critical review studied the benefits of 360 degrees performance appraisal. The findings of the study revealed that 360 degrees appraisal gives chance to all levels of employees to give their input and contribute towards achievement of the organisation goal. Thus 360 degrees feedback helps the individuals to get a broader perspective of how other perceive. LeVan (2017) in an online study using individuals working in the United States revealed a significant correlation between performance appraisal ratings and employee performance. Also, the study revealed that there was a significant correlation between performance appraisal frequency and employee performance. Maina and Waithaka (2017) investigated the influence of on-the-job training on performance of police officers in Kenya Police Service. Multiple regression analysis indicated that on-the-job training had positive but statistically insignificant effect on job performance.

Odhiambo (2015) in a qualitative study analysed the state of teacher appraisal in Kenyan secondary schools to argue for an improved (facilitating) model of teacher appraisal using head teachers and students as the study sample. Descriptive results showed that teacher appraisal policies and practices in Kenyan secondary schools were weak to significantly influence quality performance of teachers. Roberts (2003) carried out a critical review on employee performance appraisal system participation. The review revealed that appraisal participation provides employees with voice into the appraisal process. If employees are confident in the fairness of the appraisal process, they are more likely to accept performance ratings, even adverse ones; if they perceive a fair decision-making process and it will enhance their work performance. Besides, a participatory appraisal interview style entails a strong emphasis on employee performance counselling. Therefore, participatory systems facilitate the discussion of employee strengths and weaknesses in a positive context helping the employee improve his or her performance.

Selvarajan and Cloninger (2012) investigated how performance appraisals could motivate employees to improve performance with employees of a Mexican city as units of analysis. Their correlation results revealed that performance appraisals from multiple sources in the Mexican context positively related to perceived accuracy of appraisals. Regression analysis thus showed that appraisals from multiple sources predicted employee performance and perceived fairness and accuracy predicted higher levels of motivation to improve performance in the future. Shem and Ngussa (2015) sought to determine the effect of job training on employee performance among Institutions of Higher Learning in Arusha City in

Tanzania using teaching and non-teaching staff. The findings revealed that on-job training was positively and significantly correlated with job performance. Truitt (2011) studied the effect of training and development on employee attitude as it relates to training and work proficiency with full-time salaried/exempt and hourly/ non-exempt employees from an academic institution and three businesses in the states of Maryland, Delaware, and Arizona in the USA. The gamma calculations showed that those employees who fully agreed that they received effective coaching demonstrated an increase in job proficiency.

Van der Klink and Streumer (2002) investigated the effectiveness of on-the-job training using staff of call centres of a large company, and staff of post offices in the Netherlands. The results indicated that the on-the-job training programs partially helped in increasing employee performance as a goal of an organisation. However, self-efficacy, prior experience with tasks, managerial support and workload were the most powerful predictors for training effectiveness. In the final analysis, the related literature showed that scholars had made a significant attempt to relate on-the-job-training and employee performance. The related literature to a larger extent suggested that there was a relationship between on-the-job-training and employee performance. However, the criticisms to the literature above were the contextual and empirical gaps it. For instance other than the study by Bakanye (2013) carried out in Uganda besides, all the studies were carried outside Uganda. At empirical level, while all the other studies found a positive and significant relationship between on-the-job training and employee performance, Maina and Waithaka (2017) established that the effect was insignificant and van der Klink and Streumer (2002) indicated that training partially influenced employee job performance. These contextual and empirical gaps thus called for this study to be carried out in the Uganda context and in secondary schools to find out the relationship between on-the-job training and job performance of teachers in government aided secondary schools in Uganda.

### **2.3.3.2 Off the job training and Job Performance of Teachers**

Off the job training is the act of training employees while away from work premises (Shem & Ngussa, 2015). Off job training according to Hiswadi (2011) is the training which takes place in environment other than actual workplace designed to meet the shared learning needs of a group rather than a particular individual's needs. Lectures, computer-based training, games and simulations are the common forms of off-the-job training methods. Off-the-job training entails providing training to the employees or managers in a context away from the site,

where the skills and knowledge gained are to be applied. The strategy requires the trainees to leave their work-responsibilities and concentrate on training (Halawi & Haydar, 2018). Obisi (2011) indicates that off-the-job training included group exercises, team building, distance learning, outdoor and workshops as part of off-the-job training. The training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers.

Off-the-job training arrangements include use of facilitators. A facilitator is someone who contributes structure and process to interactions so that groups are able to function effectively and make high-quality decisions as they achieve exceptional performance (Obisi, 2011). One of the responsibilities of the facilitator is to guide team members through an analysis of their stakeholders and determine their composition on the basis of this analysis. The development of detailed meeting agendas that outline the work to be accomplished at each meeting is critical. Effective facilitation and staff support are integral to the success of collaborative teams (Cyr, 2008). A skilled facilitator engages team members in their work, creates an environment rich in the open exchange of ideas, offers encouragement, and maximises the productivity of the group. Because facilitators can help a team to realise a higher level of success than would have otherwise been possible, the benefits of utilising a skilled facilitator cannot be underestimated (Cranley, Cummings, Profetto-McGrath, Toth & Estabrooks, 2017).

Off-the-job training can also be in form of seminars, workshops and conferences. Seminars, workshops and conferences are important in helping employees to receive new knowledge (Shelton, 2001). Off the job training is a more effective way of offering training because workers are away from work and they can focus entirely on training (Shafiq & Hamza, 2017). Bakanye (2013) studied the impact of employee training and employee performance with staff of Mityana District local government, Uganda as units of analysis. The findings of the study revealed a significant positive correlation between employees off-the-job training and employee performance. The qualitative results of the study revealed that off-the-job training increased the employees' capacity to perform hence improved employee performance.

Samwel (2018) analysed the impact of employee training on the performance of drilling companies in Geita, Shinyanga and Mara Regions in Tanzania using employees as units of analysis. The study results indicated that employee off-the-job training had a significant effect on the performance of drilling companies. Shafiq and Hamza (2017) investigated the

effect of training and development on employee performance using employees of private company in Malaysia. The result showed off job training had an insignificant impact on employee performance. Shem and Ngussa (2015) sought to determine the effect of job training on employee performance among Institutions of Higher Learning in Arusha City in Tanzania using teaching and non-teaching staff. The findings revealed that on-the training was not positively and significantly correlated with job performance.

Overall, analysis of the literature above showed that there has been effort by a number of scholars to relate off-the-job training and employee job performance. While most of the literature indicated that off-the-job training related to performance of employees, contradictions emerged in the literature. For instance, while Bakanye (2013), Samwel (2018) and Shafiq and Hamza (2017) reported that there was a positive significant relationship between off-the-job training and employee performance, Shem and Ngussa (2015) did not. This contradiction in the findings made it necessary for this study in the context of secondary schools in Uganda to further seek to examine the relationship between off-the-job training and job performance of employees.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods that were used to collect and analyse the data collected. The chapter covers research philosophy, paradigms, research design, population, sample, sampling techniques, data collection sources, data collection tools, research procedure, data quality control, data management, analysis, and ethical considerations.

#### **3.1 Research Philosophy**

The study was guided by the pragmatist research philosophy. Pragmatism as a philosophy suggests that reality is not static but changes at every turn of event and so there can be single or multiple realities which are open to empirical inquiry. Therefore, pragmatism rejects the notion that social science inquiry can access the reality solely by using a single scientific method but calls for the researcher to use the philosophical and methodological approaches that work best in investigating a particular research problem. Thus, pragmatism is often associated with mixed methods or multiple methods and embraces plurality of methods (Kaushik & Walsh, 2019). Therefore, it was premised on the thesis that knowledge is both independent and part of the researcher and can largely be studied objectively and subjectively and written and analysed using both statistical methods and explanation statements.

Both objective and subjective ontology were basis of the study. Objectively, the researcher held that there was independent reality that could be discovered using conventional scientific methods, in particular statistical methodologies. Subjectively, the researcher held that reality could be part of the researcher and could be discovered through interviewing (Tuli, 2011). Epistemologically, the study was value neutral seeking the perspectives of the respondents and the study involved establishing causal relationships through testing hypotheses to make predictions and generalisations. Data was collected largely using a close-ended questionnaire. On the other hand, the study obtained explanations using interviews (Scotland, 2012).

Rhetorically, report writing involved use of both impersonal and formal language for data collected using the questionnaire, and use of personal and informal language for data collected using interviews (Bakkabulindi, 2015). Methodologically, as suggested by Tuli(2011), using the scientific methods the researcher was detached from the respondents

with emphasis on measuring variables and testing hypotheses linked to general causal explanations. On the other hand, the researcher was close to the respondents seeking to obtain explanations about phenomenon through interviews.

### **3.2 Research Paradigms**

This study adopted the mixed research paradigm to investigate the relationship between school management and performance of teachers. The mixed paradigm was preferred because it was an emergent methodology of research that helped to advance the systematic integration of qualitative and quantitative data within a single study (Wisdom & Creswell, 2013). Within this paradigm, the researcher particularly used the embedded design and emphasising the quantitative paradigm with the qualitative paradigm providing a supportive role. Quantitative data was collected separately but the results were integrated during data interpretation (Creswell 2014). Using the quantitative approach, the researcher was able to collect and analyse data quantitatively which enabled the making of statistical inferences. The qualitative paradigm helped in collecting data that provided in-depth analysis.

### **3.3 Research design**

The study adopted the cross-sectional research design. A cross-sectional research design involves the researcher seeking information on the entire population or a subset of the population selected to help answer research questions of interest. The information collected about the study problem represented what was going on at only one point in time (Olsen & Marie, 2004). By the cross-sectional research design, all data was obtained at a single point in time. This research design was selected because cross sectional studies are generally quick, easy, and cheap to perform largely depending on a questionnaire survey covering a large geographical scope in a short time (Sedgwick, 2014). Using the cross-sectional research design data was collected about the research problem in a large area and captured what was going on in the areas of the study.

### **3.4 Population**

The target population were teachers numbering 9,951 distributed among the 326 government aided secondary schools in western Uganda (MoE Head Count Data, 2015). The schools were distributed in the four sub regions of Ankole, Bunyoro-Kitara, Rwenzori and Kigezi. Due to time and cost constraints, the researcher found it convenient to carry out the study on part of the target population, which was more accessible and hence becoming the sampled

population. The sampled population were teachers from four districts that were a district from each sub-region considering old districts which already had established facilities for effective management of schools from which the new districts could benchmark. The districts were namely, Hoima (367 teachers) from Bunyoro-Kitara, Kabale (695 teachers) from Kigezi, Kasese (627 teachers) from Rwenzori and Mbarara (1052 teachers) from Ankole Sub Region. Therefore, the sample population for the questionnaire survey was a total of 2741 teachers. The teachers were selected for the study because they could easily report about school management and their own performance. For interviews, the population comprised of district inspectors of schools and district chairpersons of head teachers. Therefore, for interviews these were four district inspectors, with each sub region providing a district inspector and four chairpersons of head teachers with each sub region providing a chairperson of head teachers. The head teachers and inspectors were selected because they could easily report on school management and their own performance since the head teachers managed the schools while the inspectors monitored schools. In total, the sampled population was 2,749 comprising of teachers, chairpersons of head teachers and district inspectors of schools.

### 3.5 Sample Size and Determination

The sample size of the teachers was a minimum of 337 of the sampled population of 2741 determined basing on the table for determining Sample Size for a Population of a given size (Krejcie & Morgan, 1970). To attain the sample size, the researcher used two-stage sampling whereby in the first stage, the schools were clustered according to either rural or urban. In stage two, schools were stratified according to status that is either universal secondary education (USE) or non-USE. In each cluster two schools were studied considering a USE and a non-USE school. From each district, the sample size was selected using proportionate sampling to ensure that each school was equally represented according to the population of teachers in schools. The proportionate sample was determined using the method;

$$\text{Proportion Sample: } n_1 = \frac{\text{size of entire sample}}{\text{target population}} \times \text{sample size}$$

For example, the sample for Hoima was determined as follows:

$$n_1 = \frac{367}{2741} \times 337 = 45$$

The determined sample was as presented in Table 3.1:

**Table 3.1: Population and sample size**

District	Teachers population	Sample Size
Hoima	367	45
Kabale	695	85
Kasese	627	77
Mbarara	1052	130
Total	2741	337

Table 3.1 shows that Hoima District had 367 teachers but only 45 were sampled, Kabale District had 695 teachers with 85 sampled, Kasese District had 627 teachers while 77 were studied and Mbarara had 1052 teachers but 130 were studied. Overall, out of the population of 2741, those comprising the sample size were 337. In addition to the sample questionnaire, district inspectors of schools and district chairpersons of head teachers of the districts studied were selected for interview data.

### **3.6 Sampling Techniques**

The study used two sampling methods, namely simple random sampling and purposive sampling. Using simple random sampling which is a probabilistic sampling procedure, each individual is chosen by chance basing on the sampling frame containing names of the respondents. This will help in producing results suitable for generalisation. The sample was selected using the Excel Simple Random Software after the names of the teachers that were entered into it (Fricker, 2017). For each school included in the study the names of the teachers were entered in the sampling frame and those who were determined participated in the study. The software helped in identifying those teachers that participated in the study. The sample for head teachers and inspectors of schools was selected using purposive sampling particularly intensity purposive sampling. This method allowed the researcher to select a small number of rich cases that provided in depth information and knowledge of the phenomenon of interest. This was because of the need to explore deeply to determine variations in the situation understudy (Patton, 2002). Therefore, the sample for head teachers and inspectors of schools was selected purposively. This was because the head teachers' critical information about school management and performance of teachers to which teachers had no access was highly valued in this study. This helped in providing in-depth explanations.

### **3.7 Data Collection Tools**

Data was collected using two instruments, namely self-administered and an interview guide. The self-administered questionnaire collected quantitative data while interview guide was used to collect qualitative data.

#### **3.7.1 Self-Administered Questionnaire**

Using the quantitative paradigm and in particular the survey design, data were collected using a self-administered questionnaire (SAQ). The question items in section A were nominal questions on background characteristics. Sections B through E question items were ordinal questions on the dependent variable (performance of teachers) and independent variable (school management). The items on job performance of teachers (section B) covered four aspects, namely classroom teaching, management of students, discipline and regularity and interpersonal relations performance (25 items = 7, 5, 6 & 7 items respectively with overall  $\alpha = 0.81$ ) from Amin et al. (2013). The items on school management were according to the different variables, namely supervision, remuneration and training. For supervision (section C) the items were supervisor behaviour (8 items,  $\alpha = 0.768$ ) from Mathieu, Fabi, Lacoursière and Raymond (2016), supervisor support (9 items,  $\alpha = 0.93$  from Eisenberger, Huntington, Hutchison and Sowa (1986), and supervisor communication (8 items,  $\alpha = 0.80$  to  $0.86$  from Johlke and Duhan (2000). Section D on remuneration was divided into three subsections that were basic pay, income security schemes and allowances. Basic pay measures (8 items  $\alpha = 0.95$ ) were obtained from Heneman and Schwab (1985), income security schemes (6 items  $\alpha = 0.730 - 0.830$ ) from Moorthy et al. (2012) and bonuses and allowances (6 items  $\alpha = 0.83$ ) from Chinyio, Suresh and Salisu (2018). The items for training (5 items for on job training % & 6 for off job training  $\alpha = 0.915$ ) obtained from Truitt (2011). The questions in sections B to E were scaled using the five-point Likert scale from a minimum of 1 for the worst case scenario (strongly disagree) to a maximum of 5 which is the best case scenario (Strongly agree). The questionnaire was used because it is fast to use in data collection and by the nature of the respondents who were teachers, they easily responded to the question items because of their proficiency in English which is the language that was used in the questionnaire.

### **3.7.2 Interview Guide**

Qualitative data was collected using face-to-face interviews. The design of the interview was the standardised open-ended interview. The standardised open-ended interview guide was a structured instrument in terms of the wording of the questions. Participants were asked identical questions, but the questions were worded so that responses were open-ended. This open-endedness allowed the participants to provide detailed information and allowed the asking of probing questions as a means of follow-up. The participants were allowed to fully express their viewpoints and experiences. The sample for the interviews were four district inspectors, with each sub region providing a district inspector and four chairpersons of head teachers with each sub region providing a chairperson of head teachers. This small sample of eight respondents was considered because if the sample is too large, data becomes repetitive and, eventually superfluous (Mason, 2010). The interview helped in collecting data that provided explanations to quantitative data.

## **3.8 Research Procedure**

After the proposal had been approved, the researcher was given a letter from the College of Higher Degrees and Research of Kampala International University allowing him to proceed to the field to collect data. The letter was presented to the District Education Officers and Head teachers in the different districts and schools who granted the researcher permission to collect data. Each questionnaire was accompanied by a letter explaining the general purpose of the study. In the collection of interview data, each respondent was asked probing questions in a one-on-one basis. The respondents were freely allowed to give their interpreted understanding of the interview questions uninterrupted as the researcher noted down important views with respect to the study variables.

## **3.9 Data Quality Control**

### **3.9.1 Validity**

The researcher attained content validity of the instruments by ensuring that the items on the independent and dependent variables in the instruments conformed to the conceptual framework of the study (Figure 2.1). The views of the supervisors on the relevance, wording and clarity of the items in the instruments were sought and there was validation of the question items for both the self-administered questionnaire and interview guide. Validation of the instruments focussed on clarity, completeness and relevance of the questions in relation to the

study constructs (Mohajan, 2017). Validity tests included calculation of content validity before collection of data and Factor Analysis after data collection. To obtain content validity index, inter judge was used with the help of two research consultants. Each of the judges provided his/ her opinion on a two point rating scale of Relevant (R) and Irrelevant (IR) to calculate the average index (CVI). The items considered irrelevant was deleted or substituted with relevant ones. The formula used to calculate CVI was;

$$CVI = n/N$$

Where: n = number of items rated as relevant

N= Total number of items in the instrument

The CVI results were as presented in Table 3.2.

**Table 3.2: Content Validity Indices**

Items	Number of Items	Content Validity Index
Classroom Teaching	7	0.786
Management of Students	5	0.800
Discipline and Regularity	6	0.750
Interpersonal Relations	7	0.714
Supervisor Behaviour	8	0.750
Supervisor Support	8	0.750
Supervisor Communication	9	0.722
Basic Pay	8	0.750
Income Security Schemes	6	0.750
Bonuses and Allowances	6	0.833
On-the-Job Training	5	0.800
Off-the-Job Training	6	0.700

The CVIs above shows that the measures of the different constructs were valid because they were all above 0.70 which is the minimum level in a survey (Shirali, Shekari & Angali, 2018). This ensured accuracy of the instrument leading to collection of valid data. However, after data collection there was computation of Factor Analysis using the Statistical Package for Social Scientists (SPSS 24.0) to establish construct validity of the instruments. Any item that loaded highly, that is above 0.50 was considered valid. However, any item indicating low loading or

loading highly more than once was discarded. This is because a component loading more than once measures different items than the intended (Pedrosa, Rodrigues, Padilha, Gallani & Alexandre, 2016). This helped in attaining validity of the instruments. The validity results are presented under appropriate sections in chapter four and all items with factor loading above 0.50 were considered valid.

### **3.9.2 Reliability of the Instruments**

Reliability of established both for the interview guide and the self-administered questionnaire. Reliability for the interview guide was achieved by ensuring credibility, transferability, dependability, confirmability and reflexivity of the data. Credibility involved ensuring that research findings represented plausible information drawn from the participants' original data and was a correct interpretation of the participants' original views. Transferability aimed at ensuring the finding made could be transferred to other contexts or settings with other respondents. This was done through thick description of the findings. Dependability was attained by ensuring the findings, interpretation and recommendations of the study were supported by the data as received from participants. Confirmability was attained by establishing that data and interpretations of the findings were not figments of the researcher's imagination but clearly derived from the data. Lastly, reflexivity involved critical self-reflection by the researcher such that own biases, preferences and preconceptions did not influence the study (Korstjens & Moser, 2018).

While the reliabilities of the constructs in the questionnaire were already guaranteed by earlier studies (see section 3.7.1), after the collection of data, the reliabilities of the constructs for both the independent and dependent variable were retested using Cronbach Alpha method provided by SPSS. The results of reliability analysis are given in appropriate sections of chapters four. Reliability for the items in the different constructs was attained at the benchmark of  $\alpha = 0.70$  and above (Rehman, Kyriallidou & Hameed, 2014). Hence, quantitative data were considered appropriate for consideration for analysis. Hence, quality control of the instrument was ensured. The reliabilities obtained for the questionnaire were as presented in Table 3.3.



**Table 3.3: Cronbach's Alpha Results**

Items	Number of Items	Cronbach's Alphas
Classroom Teaching	7	0.725
Management of Students	5	0.715
Discipline and Regularity	6	0.712
Interpersonal Relations	7	0.703
Supervisor Behaviour	8	0.824
Supervisor Support	8	0.852
Supervisor Communication	9	0.884
Basic Pay	8	0.879
Income Security Schemes	6	0.884
Bonuses and Allowances	6	0.887
On-the-Job Training	5	0.772
Off-the-Job Training	6	0.856

N.B: The reliabilities for the different constructs are also presented in chapter four in the factor loading tables.

### **3.10 Data Management**

The data were managed according to its nature. Quantitative data were managed using quantitative approaches while qualitative data were managed using qualitative approaches as follows.

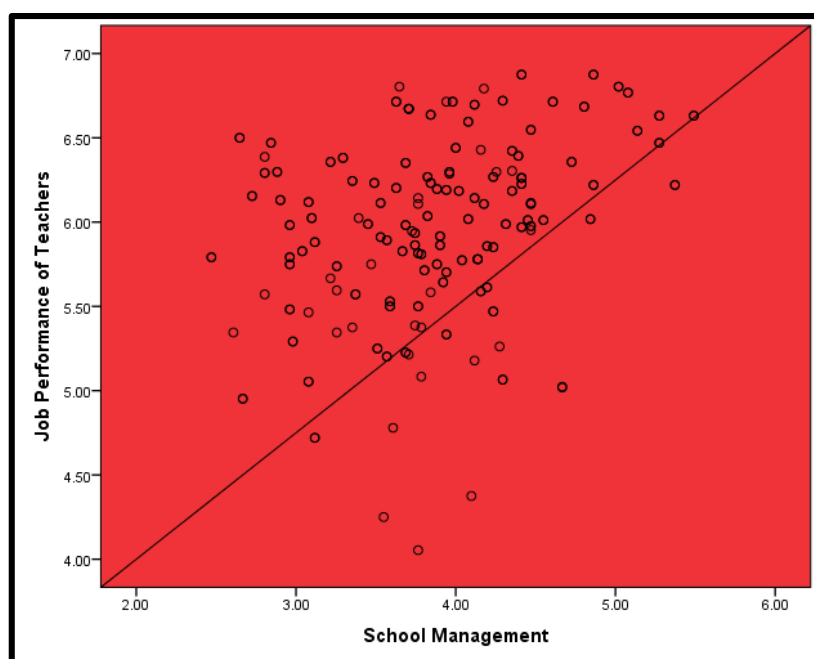
#### **3.10.1 Quantitative Data Management**

The management of data involved their processing. First, each questionnaire (SAQ) was coded by assigning it an identification code. Coding the questionnaire enabled making sense of the data collected. The data then were entered into the computer using the Statistical Package for Social Sciences (SPSS 24.0), summarising them using frequency tables to identify errors and editing them to remove errors. The data were then organised, summarised and presented using tables and graphs, so that logical and statistical conclusions could be derived from the collected measurements. After presentation, the data were screened to identify any potential violation of the basic assumptions related to the application of univariate, bivariate and multivariate

techniques. Preliminary data examination was done to enable the researcher have a proper understanding of the data collected. This helped in identifying missing data, outliers, testing normality, linearity, homoscedasticity and multicollinearity.

Regarding missing data, effort was made to limit their existence by checking the questionnaires submitted to ensure that they were completed appropriately. This was because missing data affected the sample size of the data available for analysis hence affecting generalisation of the findings. However, for question items there was limited missing data as SPSS provides for missing data by considering valid percent. Outliers which are extreme scores or values resulting from errors during data entry that might have significant effects on the analysis and the results of the study were identified by producing frequency tables. Based on the initial statistical analysis of frequency, outliers were traced in the computer spreadsheet and cleaned using particular questionnaire following the coding system on the questionnaires.

Diagnostic tests that were normality tests, linearity, homoscedasticity assessment and multicollinearity were carried out. Normality tests were carried to ascertain that the data qualified for correlation and regression analyses using scatter plot graphs and normality of the histogram. Normality of data assessed the skewness, kurtosis, histogram, normality curve and a scatter graph for the data on the dependent and independent variables. These are presented in appropriate sections in chapter four except for skewness which is presented here under. Skewness is a measure of symmetry, or more precisely, the lack of symmetry. A distribution, or data set, is symmetric if it looks the same to the left and right of the centre point; it could be positive or negative. Kurtosis is a parameter that describes the shape of a random variable's probability distribution; it could be high or low kurtosis. The purpose of testing normality is to define if the distribution of the score on the variables is normal, if not the subsequent results could be unreliable. A distribution is considered to be normal if the values of both Skewness and Kurtosis are not far away from zero (Ho& Yu, 2015). Testing linearity and normality of the data confirmed whether the data were fit for inferential analyses, namely correlation and regression. The overall linearity for school management and performance of teachers is presented in Figure 3.1.



**Figure 3.1: Normality Scatter Graph for School Management and Performance of Teachers**

Figure shows that the relationship between school management and performance of teachers was largely linear and with the distribution close to the Beta line. Therefore, the results qualified for linear correlation and regression.

Considering homoscedasticity assessment, this seeks to establish whether the variance of the errors is the same for any combination of values of the independent variables (Ernst & Albers, 2017). The assumption of homoscedasticity helps to confirm how the values of the data are spread out among the variables in a study. If the assumption of homoscedasticity is not realised, the data is not appropriate for conducting a test of differences like ANOVA. Homoscedasticity assumption suggests that there should be similar amounts of variance between dependent variable across a range of independent variables that can either be continuous or categorical (Yang, Tu & Chen, 2019). Violation of homoscedasticity assumption in a multivariate analysis is heteroscedasticity which might lead to overestimation of the relationship between independent and dependent variables, thereby seriously affecting substantive conclusions. Heteroscedasticity occurs when the F-statistic is not significant ( $p > 0.05$ ) (Odom & Henson, 2002). The results of F-statistics were significant critical values below 0.05 in the different regression models (see Tables 4.29, 4.40 & 4.48).

With multicollinearity, it describes the situation by which there is perfect linear relationship in some or all predictor variables of a regression model, that is an unacceptably high correlation among the independent variables (Vatcheva, Lee, McCormick & Rahbar, 2016). The presence of Multicollinearity makes it very difficult to determine the individual contribution of independent variables because their effects run afoul on the dependent variable. The occurrence of multicollinearity among the exogenous latent constructs can potentially affect the estimates of regression coefficients and the statistical significance tests (Johnston, Jones & Manley, 2018). Specifically, multicollinearity raises the standard errors of the coefficient leading to a decrease in the predictive power of the predictive variables on the outcome variables. This is because the variables annul out each other (Yoo et al., 2014). Before regressing independent variables on the dependent variable, the collinearity of the independent variables was examined. Collinearity diagnostics tools of tolerance limit, variance inflation factor and the correlation matrix of the exogenous latent constructs were applied. Tolerance which measures the correlation between the independent variables varying between 0 and 1, with '0' being an indication of a very strong relation between the examined independent variables was applied. Collinearity is indicated if the tolerance value is very low (Cenfetelli & Bassellier, 2009). Variance Inflation Factor (VIF) is an alternative indicator of collinearity, where large values indicate a strong relationship between independent variables. As a rule of thumb, VIF values of higher than >2 indicate multicollinearity (Dormann et al., 2013). The results were as indicated in Table 3.4.

**Table 3.4: Multi-Collinearity Statistics**

<b>Construct</b>	<b>Tolerance</b>	<b>VIF</b>
Supervision	0.693	1.443
Remuneration	0.504	1.992
Training	0.507	1.974

Table shows that tolerance levels were above 0.05, and all the VIF below 2.00. For supervisor, tolerance levels were 0.693 and VIF below 1.443, for remuneration, tolerance levels were 0.504 and VIF below 1.992, and for training tolerance levels were 0.507 and VIF below 1.974. These results thus suggested that each of the independent variable could relate to the dependent variable independently.

### **3.10.2 Qualitative data Management**

Qualitative data management involved reading through all the data, coding the data, describing and arranging the data into themes and interpreting them. Organising and preparing the data involved transcribing interviews, optically scanning material, typing up field notes, cataloguing and sorting data and arranging them into different types depending on the sources of information. Reading the data was done to provide a general sense of the information and an opportunity to reflect on its overall meaning. Thereafter, the coded data were used to generate a description of emerging themes (Vaismoradi, Jones, Turunen & Snelgrove, 2016). This will help in preparing the data for analysis.

### **3.11 Data Analysis**

Data were analysed depending on the nature of the data. Quantitative data were analysed using quantitative approaches while qualitative data were analysed using qualitative approaches.

#### **3.11.1 Quantitative Data Analysis**

Analysis of data involved reporting the response rate, descriptive analysis and inferential analyses to test hypotheses. Using tables' descriptive analysis involving frequencies, percentages and means done. Factor analysis was data to ensure data reduction. Thereafter, data were summarised to rate over all responses. Histograms were then drawn to confirm the normality of the data collected. Analysis was done on the dependent and then the independent variables. Analysis of data of the dependent variable involved establishing of variation in the dependent variable depending on the background characteristics of the respondents. Thereafter analysis was carried out on the independent variables rating them with the dependent variable. To establish the relationship between the independent variable and the dependent variable, at preliminary level correlation analysis was carried out to establish the relationship between the independent (school management) and dependent variable (performance of teachers). At confirmatory level, regression analysis was carried out

to establish whether the independent variable influenced the dependent variable. The multi-constructs forming the independent variable were related to the dependent variable in multi-variate regression analyses.

### **3.11.2 Qualitative Data Analysis**

Two methods of data analysis namely; thematic and content analysis were used. First, the researcher identified themes which were presented as narratives to convey the findings of the analysis. Finally, the data were analysed by making interpretation of the findings or results using content analysis. Content analysis involved distilling words into fewer content related categories. Hence, a condensed description of the data was done. Qualitative data provided explanation to descriptive quantitative data.

### **3.12 Ethical Considerations**

In conducting the study, the researcher observed and adhered to research ethics. This was done by respecting the rights of others and maintaining honesty. Therefore, data collection involved obtaining informed consent, ensuring anonymity, confidentiality and respect for privacy. Informed consent involved ensuring that all the respondents participate in the study knowingly, voluntarily and intelligently. Therefore, the researcher explained to the respondents the purpose of the study to make them chose to participate in it on their own. Anonymity was ensured by protecting the identities of the respondents by not linking the respondents' identities to personal responses. The responses were reported in aggregate form using such measures as percentages, means, correlations and regression coefficients. Qualitative findings were associated with the respondents but using codes that do not reveal the respondents. Confidentiality was ensured through ensuring that the respondents were free to give and withhold as much information as they wished to the researcher. The researcher also maintained honesty by ensuring that data presentation, analysis and interpretation were strictly based on the data collected.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.0 Introduction**

This chapter is a presentation, analysis and interpretation of the study findings on school management and job performance of teachers in government aided secondary schools in Western Uganda. In particular, the chapter includes results on the background characteristics of the respondents and the dependent variable which is job performance of teachers and variation in job performance of teachers according to background characteristics. Findings on the independent variables namely supervisory practices, remuneration and training follow basing on the order of the study objectives with descriptive results presented first and then inferential analyses. Qualitative data complemented descriptive data by providing additional explanations as presented in appropriate sections. For descriptive data, variations in the totals of the frequencies were as a result of missing data in the instrument.

#### **4.1 Response Rate of the Respondents**

The researcher had planned to collect data for the questionnaire from a sample of 337 teachers but finally data were collected from 325 teachers which was a response rate of 96.4%. This response rate was considered sufficient because according Mellahi and Harris (2016) a response rate of 50% above should be considered good in humanity studies. With respect to the sample for the interviewees, all the suggested eight interviewees, namely four district inspectors of schools and four district chairpersons of head teachers provided data. Each district provided a district inspector and a chairperson of head teachers.

#### **4.2 Background Characteristics of the Respondents**

This section presents facts about the respondents, namely; gender, age, educational level, experience and responsibility in the schools. For each of the background characteristics, analysis of variance is carried out in section 4.3 to establish how teachers' job performance varies according each background characteristic. The data on the background characteristics of respondents is given in Table 4.1.

**Table 4.1: Respondents' Background Characteristics**

Item	Categories	Frequency	Percent
Gender	Male	220	67.7
	Female	105	32.3
	Total	325	100.0
Age Groups	Up to 29 years	137	42.2
	30-39 years	113	34.8
	40-49 years	57	17.5
	50 years and above	18	5.5
	Total	325	100.0
Education level	Diploma	103	31.7
	Bachelor's degree	195	60.0
	Post graduate diploma	13	4.0
	Master's degree	14	4.3
	Total	325	100.0
Experience	Less than 5 years	189	59.1
	5 - 10 years	95	29.7
	11 years and above	36	11.3
	Total	320	100.0
Responsibility	Subject teacher	147	45.5
	Class teacher	80	24.8
	Head of department	65	20.1
	Senior administrator	31	9.6
	Total	323	100.0

The results on gender category showed that the majority percentage (67.7%) was of males with females being 32.3%. This implied that the majority percentage of the respondents were males. However, despite the males being the majority percentage, the data collected was representative of both gender groups because the number of females was equally big and the results on gender could be subjected to a test of variation using Student's t- Test to determine the variation in job performance of teachers according to gender. With respect to age groups of the respondents in years, the results showed that the larger percentage (42.2%) was of the respondents of up to 29 years followed by 34.8% that were of years between 30 to 39 years.



The remaining 17.5% were between 40 and 49 years and 5.5% 50 years and above. These results suggest that for each category of age group, the respondents were five and above which made the results amenable to Analysis of Variance (ANOVA).

The data on education level showed that larger percentage (60.0%) of the respondents had bachelor's degree followed by 31.7% who had diplomas, 4.3% had master degrees and 4.0% had postgraduate diplomas. The results on education level using ANOVA were used to determine the variation in job performance according to education level of teachers. About the experience of the respondents, the larger percentage (59.1%) of the respondents had taught less than 5 years, 29.7% had taught for 5 to 10 years and 11.3% had taught for 11 years and above. With data collected from the different age categories, this suggested that data were representative of views of teachers with different teaching experiences. The results on experience using ANOVA helped to determine variation in job performance of teachers according to experience.

With respect to responsibilities of the respondents, the larger percentage (45.5%) were subject teachers only, 24.8% were class teachers, 20.1% were heads of departments and 9.6% were senior administrators. The data reveals that teachers with different responsibilities participated in the study. This helped to capture different perceptions of teachers about job performance according to responsibilities. The results on responsibilities using ANOVA helped to determine variation in job performance of teachers according to responsibilities.

### **4.3 Results for Job Performance of Teachers**

In this study, job performance of teachers which is the dependent variable was conceptualised as comprising of the aspects that are namely classroom teaching, management of students, discipline and regularity and interpersonal relations. The results on the same follow in the subsections here under.

#### **4.3.1 Teachers' Classroom Teaching**

Classroom teaching the first aspect of job performance of teachers was studied in terms of using seven items that included use of different methods of teaching, ensure that students understood lessons, considering abilities of students, making teaching preparations, make lessons easy, satisfying students, and ensuring justice in assessment. The results on the same were as presented in Table 4.2.

**Table 4.2: Frequencies, Percentages and Means for Classroom Teaching**

Classroom Teaching	F/%	SD	D	U	A	SA	Mean
I use different methods of teaching	F	2	9	2	133	179	4.47
	%	0.6	2.8	0.6	40.9	55.1	
I ensure that most of my students understand my lessons	F	-	7	6	160	150	4.40
	%	-	2.2	1.9	49.5	46.4	
I teach every student according to his abilities	F	4	30	44	162	79	3.88
	%	1.2	9.2	13.5	49.8	24.3	
I come well prepared for teaching in class	F	-	3	8	142	168	4.48
	%	-	0.9	2.5	44.2	52.3	
I can also teach difficult lessons easily	F	9	26	41	183	59	3.81
	%	2.8	8.2	12.9	57.5	18.6	
If any student asks a question I try to satisfy him at every level	F	-	4	8	131	180	4.51
	%	-	1.2	2.5	40.6	55.7	
I ensure justice in marking the papers	F	-	-	6	68	251	4.75
	%	-	-	1.8	20.9	77.2	
Overall mean							4.34

The results in Table 4.2 in the first row as regards whether the teachers used different methods of teaching revealed that cumulatively the majority percentage (96.0%) of the respondents agreed while 3.4% disagreed and 0.6% was undecided. The mean = 4.47 was close to 4 which on the scale used corresponded with agreed. The results suggested the teachers agreed that they used different methods of teaching. As to whether the teachers ensured that most of the students understood lessons, cumulatively the majority percentage (95.9%) of the respondents agreed while 2.2% disagreed and 1.9% were undecided. The mean = 4.40 close to four implied that the respondents agreed. Therefore, the teachers ensured that most of the students understood lessons.

With respect to whether the teachers taught every student according to his abilities, cumulatively the majority percentage (74.1%) agreed while 10.4% disagreed and 13.5% were undecided. The mean = 3.88 close to 4 indicated that teachers agreed that they taught every student according to his abilities. Regarding whether teachers went well prepared for teaching in classes, the majority percentage (96.5%) agreed while 0.9% disagreed and 2.5% were

undecided. The mean = 4.48 close to four mean that teachers agreed that they went well prepared for teaching in classes. As to whether teachers taught difficult lessons easily, the majority percentage (76.1%) of the respondents agreed with 11.0% disagreeing and 12.9% were undecided. The mean 3.81 implied that teachers taught difficult lessons easily.

As to whether the teachers tried to satisfy students that asked questions at every level, cumulatively the majority percentage (96.3%) agreed while 1.2% disagreed and 2.5% were undecided. The mean = 4.51 was close to 5 which on the scale used corresponded with strongly agree. This suggested that the teachers indicated that they tried to satisfy students that asked questions at every level. With respect to whether teachers ensured justice in marking the papers, the majority percentage (98.1%) agreed while 1.8% was undecided. The mean = 4.75 close to 5 suggested that teachers strongly agreed that they ensured justice in marking the papers.

To confirm whether the items in Table 4.2 were valid measures of the construct of classroom teaching, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.3.

**Table 4.3:** Factors and Cronbach's Alpha for Classroom Teaching

Items	Component		Cronbach's ( $\alpha$ )
	1	2	
I use different methods of teaching	0.618		0.725
I ensure that most of my students understand my lessons	0.766		
I teach every student according to his abilities	0.630		
I come well prepared for teaching in class	0.622		
I can also teach difficult lessons easily		0.782	
If any student asks a question I try to satisfy him at every level	0.688		
I ensure justice in marking the papers	0.675		
Eigenvalue	2.850	1.059	
% variance	40.721	15.134	

Extraction Method: Principal Component Analysis.

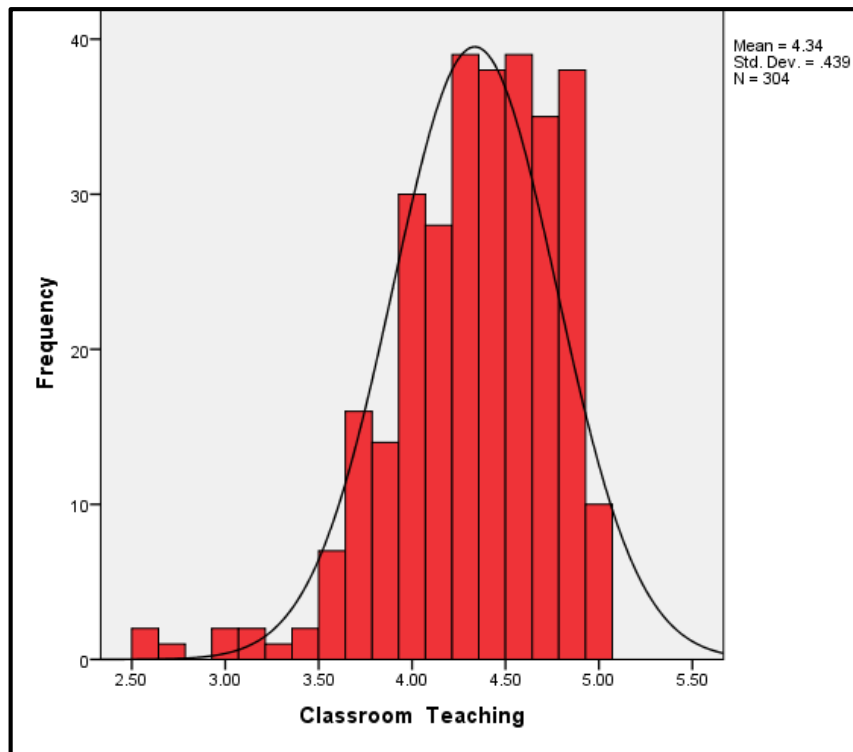
a. 2 components extracted.

The results in Table 4.3 show that Factor Analysis suggested that the items on the construct could be reduced to two factors having eigenvalues of 2.850 and 1.059 respectively that exceeded 1.00 meaning that the factors accounted for  $2.850 / 7 \times 100 = 40.721\%$  and  $1.059 / 7 \times 100 = 15.134\%$  of the total variance among the seven items. Taking into account that an item loading at least 0.5 on a factor as strong once, the results in Table 4.3 suggest that each item loaded highly on the corresponding factor. This means that all the seven items were valid measures of classroom teaching (Nenkov, Morrin, Schwartz, Ward & Hulland, 2008). The Cronbach's alpha for the set of items was 0.725. With the Cronbach's alpha above 0.7, this means that the items were internally consistent and thus reliably (Schmidt & Dantas, 2011) measured classroom teaching. To establish the overall level of classroom teaching by teachers, an average index was calculated for the seven items measuring classroom teaching. The summary on the same was as presented in Table 4.4.

**Table 4.4: Summary Statistics for Classroom Teaching**

Descriptives			Statistic	Std. Error
Classroom	Mean		4.34	0.03
Teaching	95% Confidence	Lower Bound	4.29	
	Interval for Mean	Upper Bound	4.39	
	5% Trimmed Mean		4.36	
	Median		4.43	
	Variance		0.19	
	Std. Deviation		0.44	
	Minimum		2.57	
	Maximum		5.00	
	Range		2.43	
	Interquartile Range		0.71	
	Skewness		-0.99	0.14
	Kurtosis		1.59	0.28

The results in Table 4.4 show that the mean = 4.34 was virtually equal to the median = 4.43. Therefore, despite the negative skew (skew -0.99), the results were normally distributed. The mean and median close to four suggested that classroom teaching was good because basing on the scale used four represented agreed. The low standard deviation = 0.44 suggested low dispersion in the responses. The curve in Figure 4.1 indicated normality of the responses.



**Figure 4.1: Histogram for Classroom Teaching**

Figure 4.1 indicate normal distribution of the responses obtained about classroom teaching. Therefore, the data obtained was appropriate for linear correlation and regression analyses and would give accurate results.

To obtain qualitative views of the teachers about their classroom teaching, an open response question in the questionnaire asked the teachers to briefly give their comment on how they carried out classroom teaching in the schools. Several responses were given by the teachers which all pointed to the effect that they used a variety of methods to carry out classroom teaching. For instance, R11 indicated that, “I discuss with the learners, ask questions to see whether they have understood and give exercises and examinations.” R14 revealed that, “I use schemes of work, lesson plans, visual aids and use group work and plenary sessions for demonstrations, exercises and feedback.” R21 indicated, “I teach students with the help of schemes of work and lesson plans though by the time the lesson ends do not evaluate them to see whether they have all understood.”

R30 explained that, “I carry out classroom teaching in accordance to professional ethics by using different methods of teaching, making schemes of work, preparing early in advance for a lesson and make evaluation.” R90 revealed, “I give explanations and demonstrations to satisfy students in order for them to understand subject concepts.” R128 remarked, “I mostly use classroom discussions where every student is allowed to participate and I believe the students understand the information delivered.” Relatedly R176 stated, “I use different teaching methods, ensure that most of my students understand my lessons and I make sure that I satisfy every student who asks questions.” R220 remarked, “I ensure that every student in the classroom understands through using different teaching methods like question and answer method and identifying individual differences.” R320 expounded that; “Sometimes I use teaching and learning aids , involve learners that is use learner centre methods and demonstrate using the teacher centred approach.”

The views from the teachers above revealed that they used different methods as they carried out classroom teaching. These methods included student centred methods such as involving students and group learning, and teacher centred methods like demonstrations. The teachers also indicated that they made schemes of work and lesson plans which they followed in teaching. The comments from the teachers are thus consistent with the results from the descriptive statistics involving use of different methods of teaching and making teaching preparations. In the interviews with the head teachers (H), they were asked to tell how teachers carried out teaching in their schools. H1 stated;

This school employs trained teachers and from time to time they are reminded about how they are supposed to carry out teaching during our fortnight, departmental and termly meetings, workshops and trainings organised from time to time. Teachers are required to make schemes of work, make lesson plans and develop conducive working environment with teaching aids. The school provides all the requirements needed by the teachers to carry out effective teaching. Teachers are given schemes of work, lesson plans and notes books, textbooks and laboratory equipment and they are required to use them appropriately. At the beginning of each term every teacher is required to submit schemes of work and lesson plans. Head of departments supervise teaching and from time to time administrators including myself make spot checks in classes to see how the teachers are doing their work. The teachers use a variety means of teaching including student centred, teacher centred and teacher-student

interactional approaches. The effectiveness of teachers' classroom teaching can be seen in the good results both at "O" and "A" level the school has posted every year.

H2 said, I can categorically say it that;

"Classroom teaching in this school is good. Designated administrators including myself check our teachers' scheme of work, how they are following them and encourage teachers to carry out sufficient teaching. To facilitate learning, we encourage our teachers to use interactive teaching where the children are involved in active teaching. Due to good classroom teaching, the academic performance of students in this school has consistently been improving over the years".

H3 revealed that;

"I believe classroom teaching in this school is good. We promote department lesson planning such that lesson plans are done well and there is group teaching. That is if one teacher is not around, another one can step in. Schemes of work are made at the beginning of the term and demand for lesson plans from the teachers. Deputy Head Teachers, head of departments and heads of subjects demand for record of work of the teachers and look at their notes. Teachers are also required to follow up students by looking at their books. I am satisfied with classroom teaching in my school and reports I get from other head teachers in the district point to the same. Indeed, overall, performance of schools in terms of academic performance has been improving".

H4 remarked;

"In this school it is mandatory that teachers arrive on time. Teachers are monitored on how they carry out teaching following the teaching syllabus. Assessments are also given in time and monitored by the academic department. Each term we have two examinations that are beginning of the term and end of the term examinations. For senior four students, they are given short tests that are added cumulatively to assess their preparedness. In our head teachers meetings, these things are discussed and head teachers are expected to implement them in their schools".

The views from the interviewees from the head teachers suggest that classroom teaching in the schools was good. Accordingly, this included making lesson plans, schemes of work and there was monitoring of teachers delivery. These results concur with the descriptive statistics results and open responses from the teachers which revealed that classroom teaching in the schools was good.



### 4.3.2 Management of Students by Teachers

Management of students the second aspect of job performance of teachers was studied considering whether teachers fulfilled management responsibilities very nicely, involved students in co- curricular activities, fulfilled the duties of directing students, accepted the responsibilities offered to them by their supervisors and tried to improve the performance of students. The results on the same were as presented in Table 4.5.

**Table 4.5: Frequencies, Percentages and Means for Management of Students**

Management of Students	F/%	SD	D	U	A	SA	Mean
Apart from teaching, I fulfil management responsibilities very nicely	F %	4 1.2	15 4.6	18 5.6	171 52.9	115 35.6	4.17
I involve students in co- curricular activities	F %	4 1.2	22 6.8	26 8.0	168 51.7	105 32.3	4.07
I fulfil my duties of directing students	F %	2 0.6	12 3.7	5 1.5	160 49.2	146 44.9	4.34
I accept the responsibilities offered to me by my supervisors	F %		3 0.9	2 0.6	105 32.3	215 66.2	4.64
I try to improve the performance of students	F %	1 0.3	8 2.5	12 3.7	131 40.4	172 53.1	4.44
Overall mean							4.33

The results in Table 4.5 in the first row regarding whether apart from teaching, teachers fulfilled management responsibilities very nicely, showed that cumulatively the majority percentage (88.5%) of the respondents agreed while 5.8% disagreed and 5.6% were undecided. The mean = 4.17 was close to 4 which on the scale used corresponded with agreed. The results suggested the teachers agreed that apart from teaching, teachers fulfilled management responsibilities very nicely. As to whether the teachers involved students in co- curricular activities, cumulatively the majority percentage (84.0%) of the respondents agreed while 8.0% disagreed and 8.0% were undecided. The mean = 4.07 close to four implied that the respondents agreed. Therefore, teachers involved students in co- curricular activities.

With respect to whether the teachers fulfilled their duties of directing students, cumulatively the majority percentage (94.1%) agreed while 4.3% disagreed and 1.5% was undecided. The

mean = 4.34 close to 4 indicated that the teachers fulfilled their duties of directing students. Regarding whether teachers accepted the responsibilities offered to them by their supervisors, the majority percentage (98.5%) agreed while 0.9% disagreed and 0.6% was undecided. The mean = 4.64 close to five mean that teachers accepted the responsibilities offered to them by their supervisors. As to whether teachers tried to improve the performance of students, the majority percentage (93.5%) of the respondents agreed with 2.8% disagreeing and 3.7% were undecided. The mean 4.44 implied that teachers tried to improve the performance of students. To establish whether the items in Table 4.5 were valid measures of the construct of management of students, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.6.

**Table 4.6: Factors and Cronbach's Alpha for Management of Students**

Items	Component 1	Cronbach's $\alpha$
Apart from teaching, I fulfil management responsibilities very nicely	0.733	0.715
I involve students in co- curricular activities	0.745	
I fulfil my duties of directing students	0.791	
I accept the responsibilities offered to me by my supervisors	0.647	
I try to improve the performance of students	0.744	
Eigenvalue	4.425	
% variance	68.378	

Extraction Method: Principal Component Analysis.

1 component extracted.

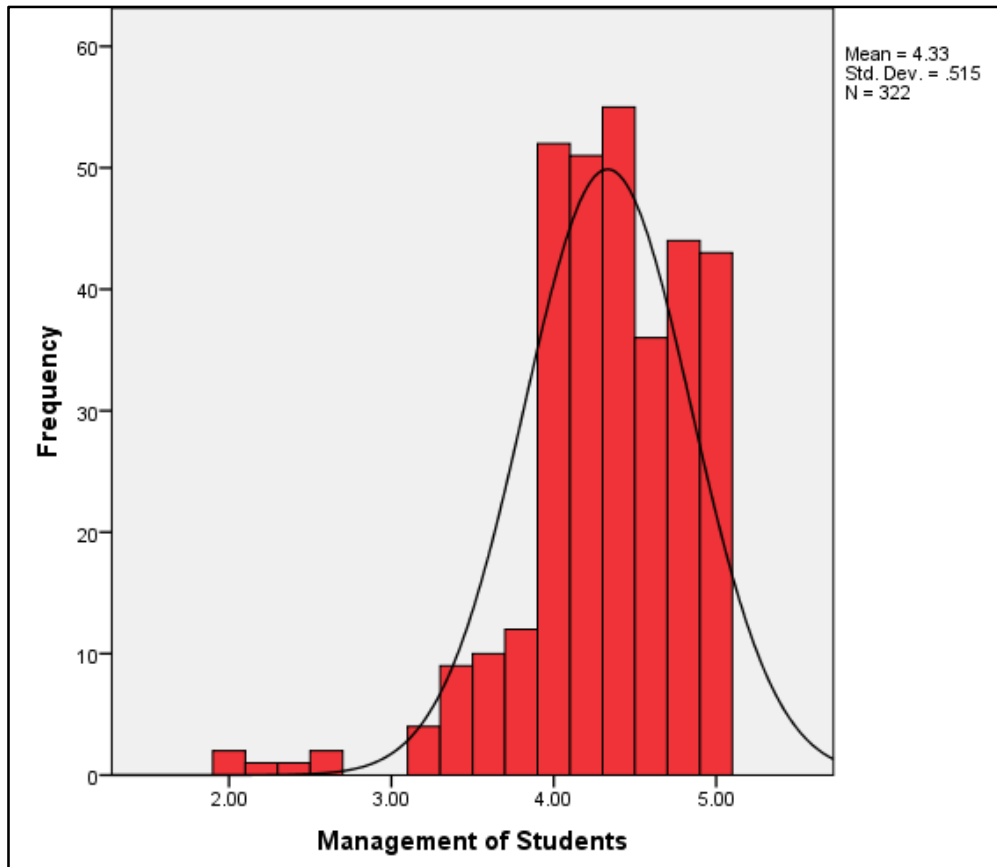
The results in Table 4.6 show that Factor Analysis suggested that the items on the construct could be reduced to one factor with the eigenvalue of 4.425 exceeding 1.00 meaning that the factors accounted for  $4.425/5 \times 100 = 68.378\%$  of the total variance among the five items. Taking into account that an item loading at least 0.5 on a factors as strong once, the results in Table 4.6 suggest that each item loaded highly on the corresponding factor. This means that all the five items were valid measures of management of students. The Cronbach's alpha for the five items was 0.715. With the Cronbach's alpha above 0.7, this means that the items were internally consistent and thus reliably measured management of students. To establish

the overall level of management of students, an average index was calculated for the five items measuring management of students. The summary on the same was as presented in Table 4.7.

**Table 4.7: Summary Statistics for Management of Students**

Descriptives			Statistic	Std. Error
Management of Students	Mean		4.33	0.03
	95% Confidence	Lower Bound	4.28	
	Interval for Mean	Upper Bound	4.39	
	5% Trimmed Mean		4.37	
	Median		4.40	
	Variance		0.27	
	Std. Deviation		0.52	
	Minimum		2.00	
	Maximum		5.00	
	Range		3.00	
	Interquartile Range		0.80	
	Skewness		-1.27	0.14
	Kurtosis		3.31	0.27

The results in Table 4.7 show that the mean = 4.33 was virtually equal to the median = 4.40. Therefore, despite the negative skew (skew -1.27), the results were normally distributed. The mean and median close to four suggested that management of students was good because basing on the scale used four represented agreed. The low standard deviation = 0.52 suggested low dispersion in the responses. The curve in Figure 4.2 indicated normality of the responses.



**Figure 4.2: Histogram for Management of Students**

Figure 4.2 indicate normal distribution of the responses obtained about management of students. Therefore, the data obtained was appropriate for linear correlation and regression analyses and would give accurate results.

To obtain exploratory information about teachers’ management of students, an open response question in the questionnaire required teachers to precisely give their comments on how they managed students in the schools. Teachers gave a number of responses which showed that they used a variety of methods to manage students. R10 revealed, “I organise them in groups and assign them duties to accomplish and keep monitoring them as they work.” R39 Indicated, “By explaining to them on how to distinguish what is good and wrong and even on how to behave as students of good discipline in order to improve on the academic performance of students.” R79 expounded that, “In managing students in this school, I identify individual students and try to be near them at every time they are in need of me.” R124 stated, “I guide and counsel, use rules and regulations, occupy them with work, assess their work and provide feedback.”

R170 explained that, “I do counselling and guidance services and I urge students to follow school rules and regulations.” R179 disclosed, “I ensure good time management when arriving at school, class and all respective areas. I make effort that I administer discipline with justice.” R215 indicated that, “I fulfil my duties of directing students to improve on their performance by involving them in co-curricular activities to refresh and relax their minds. R302 remarked, “I manage them by directing and guiding them both discipline wise and academically making them distinguish between what is wrong and good.” R139 indicated, “I workhand in hand with the administration, class teachers and prefects and most especially when I am in the classroom and weekly duty.” The responses above suggest that teachers involved themselves in management of students. The teachers assigned students activities, monitored them, counselled and guided them, worked hand in hand with administration and students leaders, and implemented school rules and regulations. These responses support the descriptive statistics which showed that teachers’ involvement in managing students by fulfilling management responsibilities and involved students in co- curricular activities, directing students among others was good.

In the interviews with the head teachers, they were asked to assess how teachers carried out management of students. H1 said;

The teachers in this school participate in every student management activity in the school according to their responsibilities. Each teacher must carry out weekly duty and ensure that students observe every school rule and regulations. Those teachers who failed to carry out these responsibilities effectively have been reminded or reprimanded from time to time. For the teachers who have management responsibilities such as class teachers, patrons, housemasters, heads of departments, directors of studies, and senior men and senior women roles among others do day to day management of students according to their terms of reference. Also, teachers who hold positions in school committees like discipline committees ensure that students adhere to school rules and they determined those to be suspended or even expelled. All teachers by virtue of their appointments carry out management of students. Recently, this school has developed the practice of teacher mentors, these help in providing career guidance to students and it has helped in promoting hard work amongst students.

### 4.3.3 Discipline and Regularity of Students

Discipline and regularity the third aspect of job performance of teachers was studied looking at whether teachers ensured students came to school regularly, attended to classes on time, and did relevant activities in their periods that regulated students. Discipline and regularity was studied by inquiring whether teachers fulfilled their assigned activities that maintained discipline of students, tried to improve the performance of students and maintained discipline in their classes. The results on the same were as presented in Table 4.8.

**Table 4.8: Frequencies, Percentages and Means for Discipline and Regularity**

Discipline and regularity	F/%	SD	D	U	A	SA	Mean
I ensure students come to school regularly	F %	8 2.5	20 6.2	33 10.2	193 59.8	69 21.4	3.91
When present at school I attend to my class on time	F %	- -	- -	2 0.6	100 31.1	220 68.3	4.68
I do relevant activities in my periods that regulate students	F %	- -	4 1.2	9 2.8	179 55.1	133 40.9	4.36
I fulfil my assigned activities that maintain discipline of students	F %	- -	4 1.2	5 1.5	168 51.7	148 45.5	4.44
I ensure the students fulfil curriculum requirements	F %	2 0.6	6 1.8	17 5.2	199 61.2	101 31.1	4.20
I maintain discipline in my class	F %	- -	- -		96 29.5	229 70.5	4.70
Overall mean							4.38

The results in Table 4.8 in the first row regarding whether teachers ensured students came to school regularly showed that cumulatively the majority percentage (81.2%) of the respondents agreed while 8.7% disagreed and 10.2% were undecided. The mean = 3.91 was close to 4 which on the scale used corresponded with agreed. The results suggested the teachers ensured students came to school regularly. As to whether when present at school the teachers attended to their classes on time, cumulatively the majority percentage (99.4%) of the respondents agreed and 0.6% were undecided. The mean = 4.68 close to five implied that the respondents agreed. Therefore, teachers ensured students came to school regularly. With respect to whether the teachers did relevant activities in their periods that regulated students,

cumulatively the majority percentage (96.0%) agreed while 1.2% disagreed and 2.8% was undecided. The mean = 4.36 close to 4 indicated that the teachers did relevant activities in their periods that regulated students.

Regarding whether teachers fulfilled their assigned activities that maintained discipline of students, the majority percentage (97.2%) agreed while 1.2% disagreed and 1.5% was undecided. The mean = 4.44 close to four mean that teachers fulfilled their assigned activities that maintained discipline of students. As to whether teachers ensured students fulfilled curriculum requirements, the majority percentage (92.3%) of the respondents agreed with 2.4% disagreeing and 5.2% were undecided. The mean 4.20 implied that teachers ensured students fulfilled curriculum requirements. With respect to whether teachers maintained discipline in their classes, all the respondents 100.0% agreed. The mean 4.70 implied that teachers ensured students' discipline in class.

To establish whether the items in Table 4.8 were valid measures of the construct of discipline and regularity, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.9.

**Table 4.9: Factors and Cronbach's Alpha for Discipline and Regularity**

Items	Component 1	Cronbach's A
I ensure students come to school regularly	0.582	0.712
When present at school I attend to my class on time	0.611	
I do relevant activities in my periods that regulate students	0.704	
I fulfil my assigned activities that maintain discipline of students	0.692	
I ensure the students fulfil curriculum requirements	0.690	
I maintain discipline in my class	0.631	
Eigenvalue	2.562	
% variance	42.705	

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

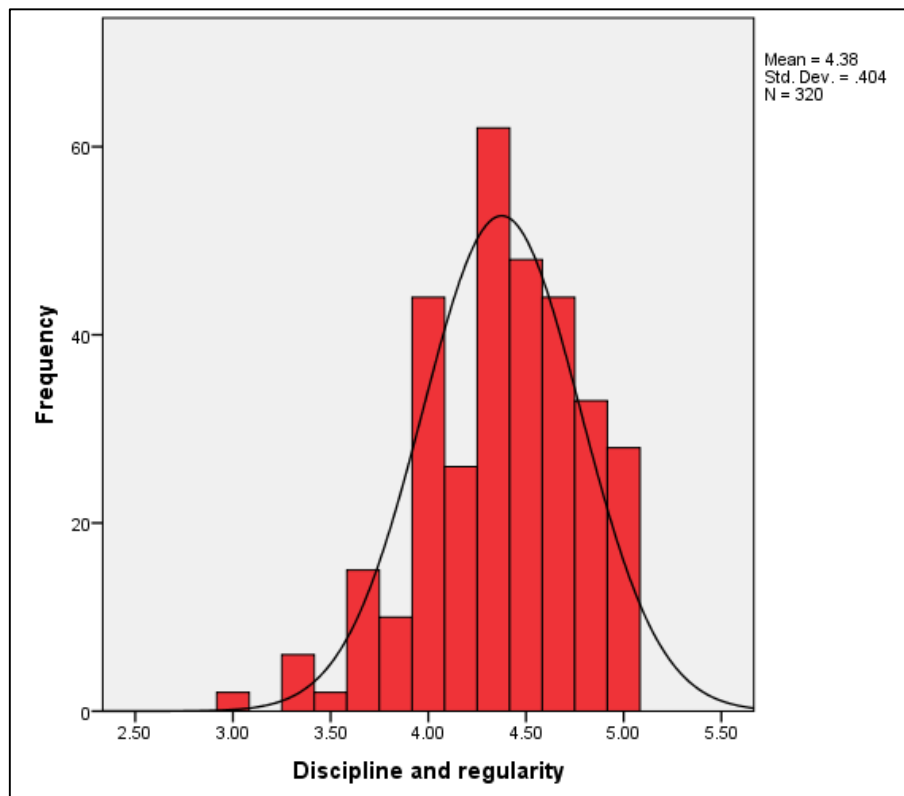
The results in Table 4.9 show that Factor Analysis suggested that the items on the construct could be reduced to one factor with the eigenvalue of 2.562 exceeding 1.00 meaning that the factors accounted for  $2.562/6 \times 100 = 42.705\%$  of the total variance among the six items. Taking into account that items loading at least 0.5 once on a factor as strong, the results in Table 4.9 suggested that each item loaded highly on the corresponding factor. This means that all the six items were valid measures of discipline and regularity. The Cronbach's alpha for the six items was 0.712. With the Cronbach's alpha above 0.7, this means that the items were internally consistent and thus reliably measured discipline and regularity. To establish the overall level of discipline and regularity, an average index was calculated for the six items measuring discipline and regularity. The summary on the same was as presented in Table 4.10.

**Table 4.10: Summary Statistics for Discipline and Regularity**

Descriptives		Statistic	Std. Error
Discipline and regularity	Mean	4.38	0.02
	95% Confidence Interval for Mean	Lower Bound	4.33
		Upper Bound	4.42
	5% Trimmed Mean	4.39	
	Median	4.33	
	Variance	0.163	
	Std. Deviation	0.40	
	Minimum	3.00	
	Maximum	5.00	
	Range	2.00	
	Interquartile Range	0.50	
	Skewness	-0.56	0.14
	Kurtosis	0.21	0.27

The results in Table 4.10 show that the mean = 4.38 was virtually equal to the median = 4.33. Therefore, despite the negative skew (skew -0.559), the results were normally distributed. The mean and median close to four suggested that discipline and regularity was good because basing on the scale used four represented agreed. The low standard deviation = 0.40 suggested low dispersion in the responses. The curve in Figure 4.3 indicated normality of the responses.





**Figure 4.3: Histogram for Discipline and Regularity**

Figure 4.3 indicate normal distribution of the responses obtained about discipline and regularity. Therefore, the data obtained was appropriate for linear correlation and regression analyses and would give accurate results.

In the open responses of the questionnaire, the respondents were asked to briefly describe how they disciplined and regulated students in the schools. The teachers revealed that they used different mechanisms that follow. R10 explained that, “I guide students for doing what is right and counsel them when they go wrong. I reward them when they do right and correct them when they go wrong.” R14 indicated, “I warn, reprimand, guide, counsel and when necessary punish.” R30 stated, “I regulate and discipline students by involving them in activities allocated to them, by working as an example.” R31 revealed;

As a teacher, I discipline and regulate students in this school firstly through guiding and counselling them to do what is good before they do bad there by telling them the dos and don'ts, and if any of them tries to go beyond them from there, individual attendance to students arises where by a student is given room for further guidance in order to make him/her be on same line with others who are disciplined.

R39 Indicated, “By giving explanation to the students about the topic being introduced and then put them in groups to discuss and discover more about the topic.” 124 pointed out that, “I guide and counsel, invite parents and guardians, use rules and regulations and at times discipline.” R132 stated, “I take roll calls, I ensure that I am always in time for my lessons, I try to involve everyone to participate and carry out general counselling in class in case of a mistake/ indiscipline.” R130 indicated, “I strongly ensure that students respect their elders and administrators as well as fellow students, also promote unity/ team work in discussion groups.” R137 pointed out that, “I keep eye contact to my learners, move around as I teach and counsel those in my class and whoever seeks my attention.” R270 remarked, “I encourage students to engage in school activities and follow the school routine programme. I make roll calls and I also guide and counsel them.”

R300 revealed, “In disciplining and regulating students, when necessary I give light punishments including canes.” R317 stated that, “I warn, reprimand, guide, counsel and in the extreme punish them using a variety of means like sending them out of class, light caning and even forwarding them to top management for suspension or bringing their parents.” The views above show that teachers use various mechanisms to discipline and regulate students. The methods included guidance and counselling, engaging them in a variety of activities, reprimanding and giving punishments. This means that teachers involved themselves in disciplining and regulating students. This agreed with the results of the descriptive statistics which revealed that teachers involved themselves disciplining and regulating students by ensuring teachers fulfilled their assigned activities that maintained discipline of students and maintained discipline in their classes.

In the interviews with the head teachers about discipline and regularity, the head teachers were asked to give their opinions on how the teachers maintained discipline and regularity in the schools. H1 remarked;

“Every teacher in this school has the responsibility of maintaining discipline and regulation of students in the school. The teachers participate in amending and improving school rules and regulations. Teachers compose the disciplinary committees and part of the parents’ teachers association and school board of governors’ disciplinary committees. The teachers monitor students’ behaviour at their level guide, counsel and punish. For serious cases which teachers cannot handle at their level, they refer the students to the discipline committee which makes the final

decision that the administration acts upon. Majority of the teachers show zeal in promoting discipline and regularity in this school”.

In relation to the above, H2 indicated that;

“In this school, teachers ensure that students engage in school activities and follow the school routine programme. Teachers make roll calls, guide and counsel students. Every teacher has the responsibility of maintaining discipline and regulating students. Teachers compose the disciplinary committees and are part of the parents’ teachers association and school board of governors’ disciplinary committees”

Further, H3 said; Teachers warn, reprimand, guide, counsel students. For extreme cases which they cannot handle, forward them to administration for suspension and calling their parents.” Relatedly, H4 pointed out that: “Teachers monitor students’ behaviour, counsel and punish. Majority of the teachers in this school show enthusiasm in promoting discipline and regularity.” The views above suggested that teachers ensured discipline and regularity. This was consistent with the descriptive statistics results and the open responses of the teachers which revealed that discipline and regularity of students by teachers was good.

#### **4.3.4 Interpersonal Relations amongst Teachers and with Students**

Interpersonal relations the fourth aspect of job performance of teachers was studied using seven items. The items sought to find out whether the teachers tried to solve problems arising between me and colleagues, enjoyed good relations with colleagues, cooperated with colleagues in any work, consulted colleagues in solving of their class problems, kept good relations with students, got in touch with parents of their students, and helped the head in maintaining good relations in the school. The results on the same were as presented in Table 4.11.

**Table 4.11: Frequencies, Percentages and Means for Interpersonal Relations**

Interpersonal relations	F/%	SD	D	U	A	SA	Mean
I try to solve any problem that arise between me and colleagues	F %	- -	11 3.4	4 1.2	166 51.1	144 44.3	4.36
I enjoy good relations with my colleagues	F %	- -	5 1.5	8 2.5	117 36.0	195 60.0	4.54
I co-operate with my colleagues in any work	F %	- -	12 3.7	12 3.7	118 36.8	179 55.8	4.45
I consult my colleagues in solving of my class problems	F %	2 0.6	10 3.1	6 1.8	146 44.9	161 49.5	4.00
I keep good relations with my students	F %	1 0.3	10 3.1	14 4.3	160 49.4	139 42.9	4.31
For the betterment of my students I get in touch with parents of my students	F %	2 0.6	32 9.9	39 12.1	174 53.9	76 23.5	4.00
I help the head in maintaining good relations in the school	F %	2 0.6	12 3.7	18 5.5	163 50.2	128 39.4	4.25
Overall mean							4.31

The results in Table 4.11 in the first row about whether teachers tried to solve any problem that arose between them and colleagues showed that cumulatively the majority percentage (95.4%) of the respondents agreed while 3.4% disagreed and 1.2% were undecided. The mean = 4.36 was close to 4 which on the scale used corresponded with agreed. The results suggested the teachers tried to solve any problem that arose between them and colleague. As to whether teachers enjoyed good relations with their colleagues, cumulatively the majority percentage (96.0%) of the respondents agreed, 1.5% disagreed and 2.5% were undecided. The mean = 4.54 close to five implied that the respondents agreed. Therefore, teachers enjoyed good relations with their colleagues.

With respect to whether the teachers co-operated with their colleagues in any work, cumulatively the majority percentage (92.6%) agreed while 3.7% disagreed and 3.7% was undecided. The mean = 4.45 close to 4 indicated that the teachers co-operated with their colleagues in any work. Regarding whether teachers consulted their colleagues in solving their class problems, the majority percentage (94.4%) agreed while 3.7% disagreed and 1.8%

was undecided. The mean = 4.00 equal to four meant that teachers consulted their colleagues in solving of their class problems. As to whether teachers kept good relations with their students, the majority percentage (92.3%) of the respondents agreed with 3.4% disagreeing and 4.3% were undecided. The mean 4.31 implied that teachers kept good relations with their students.

With respect to whether for the betterment of their students' teachers got in touch with parents of the students, cumulatively the majority percentage (77.4%) of the respondents agreed, 10.5% disagreed and 4.3% was undecided. The mean 4.00 implied that for the betterment of their students teachers got in touch with parents of the students. Regarding whether teachers helped the head in maintaining good relations in the school, cumulatively the majority percentage (89.6%) of the respondents agreed, 4.3% disagreed and 5.5% were undecided. The mean 4.25 implied that teachers helped the head in maintaining good relations in the school. To establish whether the items in Table 4.11 were valid measures of the construct of interpersonal relations, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.12.

**Table 4.12: Factors and Cronbach's Alpha for Interpersonal Relations amongst Teachers and with Students**

Items	Component		Cronbach's A
	1	2	
I try to solve any problem that arise between me and colleagues	0.656		0.703
I enjoy good relations with my colleagues	0.738		
I co-operate with my colleagues in any work	0.756		
I consult my colleagues in solving of my class problems	0.632		
I keep good relations with my students	0.711		
For the betterment of my students I get in touch with parents of my students		0.745	
I help the head in maintaining good relations in the school		0.713	
Eigenvalue	2.709	1.260	
% variance	38.694	18.001	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

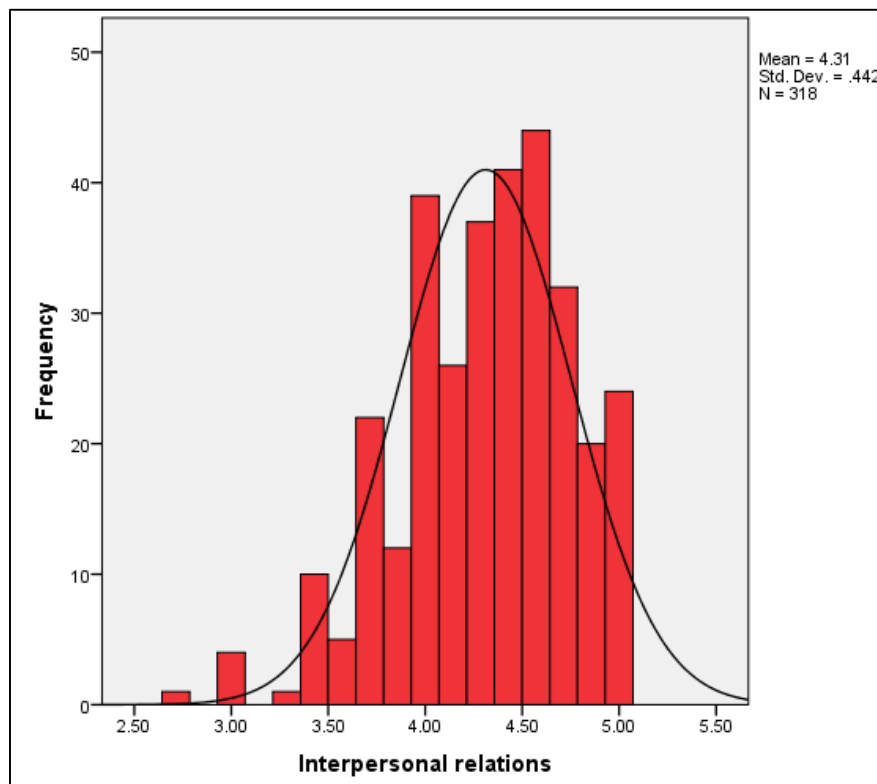
The results in Table 4.12 show that Factor Analysis suggested that the items on the construct of interpersonal relations could be reduced to two factors with eigen values of 2.709 and exceeding 1.00 meaning that the factors accounted for  $2.709/7 \times 100 = 38.694\%$  and  $1.260/7 \times 100 = 18.001\%$  of the total variance among the seven items. Taking into account that an item loading at least 0.5 on a factor as strong once, the results in Table 4.12 suggest that each item loaded highly on the corresponding factor. This means that all the seven items were valid measures of interpersonal relations amongst teachers and with students. The Cronbach's alpha for the seven items was 0.703. With the Cronbach's alpha above 0.7, this means that the items were internally consistent and thus reliably measured interpersonal relations amongst teachers and with students. To establish the overall level of interpersonal relations amongst teachers and with students, an average index was calculated for the seven items measuring interpersonal relations amongst teachers and with students. The summary on the same was as presented in Table 4.13.

**Table 4.13: Summary Statistics for Interpersonal Relations amongst Teachers and with Students**

Descriptives			Statistic	Std. Error
Interpersonal relations	Mean		4.31	0.02
	95% Confidence Interval for Mean	Lower Bound	4.26	
		Upper Bound	4.36	
	5% Trimmed Mean		4.33	
	Median		4.43	
	Variance		0.20	
	Std. Deviation		0.44	
	Minimum		2.71	
	Maximum		5.00	
	Range		2.29	
	Interquartile Range		0.57	
	Skewness		-0.60	0.14
	Kurtosis		0.251	0.27

The results in Table 4.13 show that the mean = 4.31 was virtually equal to the median = 4.43. Therefore, despite the negative skew (skew -0.60), the results were normally distributed. The mean and median close to four suggested that interpersonal relations were good because

basing on the scale used four represented agreed. The low standard deviation = 0.44 suggested low dispersion in the responses. The curve in Figure 4.4 indicated normality of the responses.



**Figure 4.4: Histogram for Interpersonal Relations amongst Teachers and with Students**

Figure 4.4 indicate normal distribution of the responses obtained about interpersonal relations amongst teachers and with students. Therefore, the data obtained was appropriate for linear correlation and regression analyses and would give accurate results.

To obtain qualitative explanations of the teachers about their interpersonal relations, an open response question in the questionnaire required the teachers to briefly comment on their interpersonal relations with colleagues and students in their schools. A number of responses were given by the teachers and these included the following. R31 stated, “So far in this school my interpersonal relations with colleagues are at per but my relationship with students remain professional because the how I relate with students remains professional because the way I relate with my colleagues differs from that of students.” R42 indicated; “Me and my colleagues are a team and support one another in good and bad times. We unite to support those who have celebrations such as weddings and to console those experiencing challenges such as the bereaved. I make effort to keep good relations with my colleagues all the time.

R176 remarked, “I ensure that I solve any problem that a rise between me and my colleagues and get in touch with parents of my students for their betterment.” R290 stated, “With colleagues we normally do teamwork as one family and with students I try to be empathetic and motivate them whenever they are engaged in any activity.” The views above from the teachers reveal that the teachers maintained good relations with one another and supported each other. The teachers also maintained good and professional relationships with students. These views support the descriptive statistics results which revealed that interpersonal relations of the teachers were good.

In the interviews with the head teachers, they were asked to tell the quality of interpersonal relations that existed in the schools. To this question, the head teachers gave related responses as follows: H1 said, “We are a family and we support one another in good and bad times. When there are celebrations we celebrate together and when there are miseries we console one another.” Relatedly, H2 remarked; “Relations between teachers and students have been good in this school. We try to prevent unprofessional relations from cropping up because that would damage the reputation of the school and students.” Further, H3 stated, “There is high level collegiality in this school cemented by ensuring that we work as a team on matters of the school and matters of every teacher that requires others to come such as when one has a wedding. The relations are good.” Lastly, H4 pointed out that;

A good number of the teachers often maintain professional relationship when at school. Most teachers are very good individuals to deal with socially and enjoy having good relationships with fellow colleagues. Many teachers have also helped in maintaining good relationships with parents and students because they handle parents and students professionally.

The views presented above suggest interpersonal relations in the schools were good. These views support the descriptive statistics results and open responses from the teachers which revealed that interpersonal relations between the teachers were good.



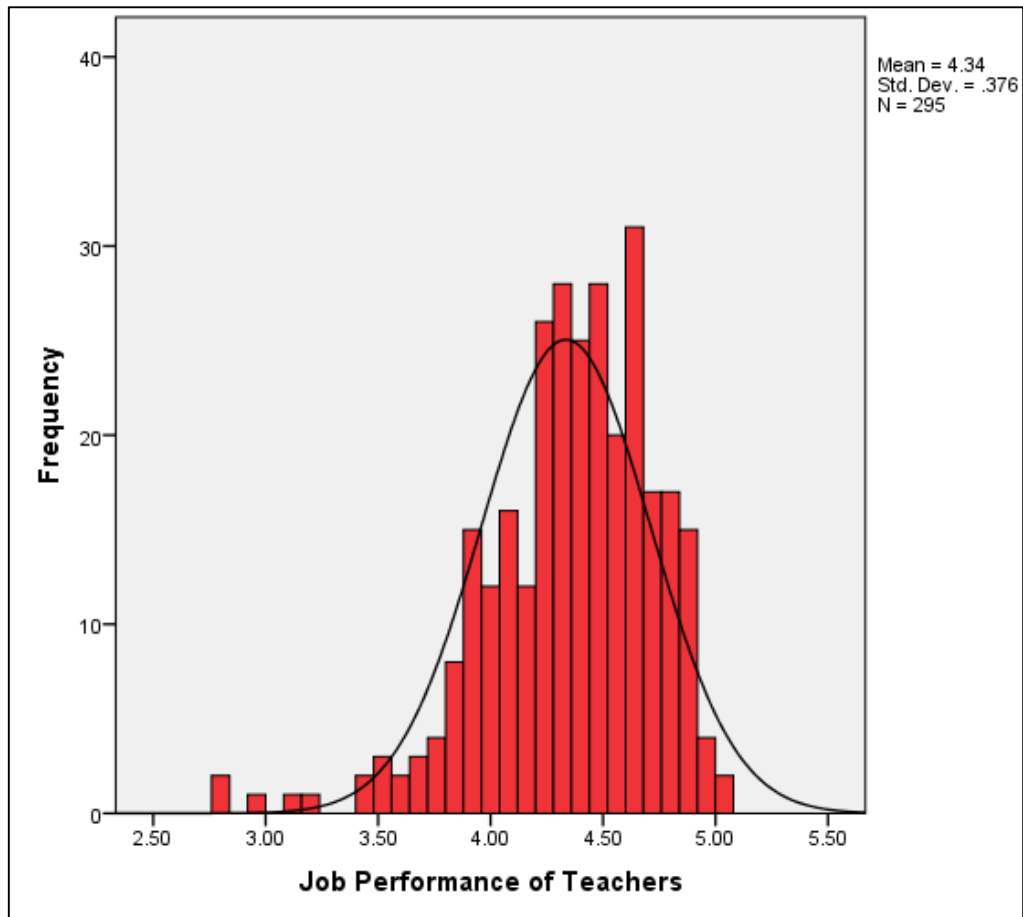
### 4.3.5 Teachers job performance Index

In the subsections 4.3.1 – 4.3.4 on the four aspects of job performance of teachers namely; classroom teaching, management of students, discipline and regularity and interpersonal relations, descriptive data for each aspect was presented independently. However, for further analyses an average index for the measure of job performance of teachers was developed from the four aspects (classroom teaching, management of students, discipline and regularity & interpersonal relations). The job performance of teachers' average index was for 25 items that were classroom teaching (7 items), management of students (5 items), discipline and regularity (6 items) and interpersonal relations (7 items). The summary statistics for job performance of teachers were as presented in Table 4.14.

**Table 4.14: Summary Statistics for Job Performance of Teachers**

Descriptives		Statistic	Std. Error
Job Performance of Teachers	Mean	4.34	0.02
	95% Confidence	Lower Bound	4.29
	Interval for Mean	Upper Bound	4.39
	5% Trimmed Mean		4.36
	Median		4.36
	Variance		0.14
	Std. Deviation		0.38
	Minimum		2.80
	Maximum		5.00
	Range		2.20
	Interquartile Range		0.44
	Skewness	-0.99	0.14
	Kurtosis	1.88	0.28

The results in Table 4.14 reveal that the mean = 4.34 was close to the median = 4.36. Therefore, despite the negative skew (skew -0.99), the results were normally distributed. The mean and median close to four suggested that job performance of teachers was good because basing on the scale used four represented true. The low standard deviation = 0.38 suggested low dispersion in the responses. The curve in Figure 4.5 indicated normality of the responses.



**Figure 4.5: Histogram for Job Performance of Teachers**

Figure 4.5 indicate normal distribution of the responses obtained about job performance of teachers. This suggests that the data obtained on job performance of teachers could be subjected to linear correlation and regression and appropriate results obtained. In the subsections that follow, job performance levels of teachers were examined in connection with background characteristics of the respondents and the results follow as indicated in Tables 4.15-4.19.

In the interviews with the inspectors of schools, they were asked to give a general comment on the performance of teachers in the schools. To this question, Inspector 1 said; “Generally, in the schools in this district there has been an improvement in performance in Uganda national examinations for both “O” and “A” level compared to the past 10 years and beyond. Performance is fairly good and that is why I believe that performance of teachers is good. Inspector 2 stated;

“I believe that for most teachers teaching performance is good because while the inspections we carry out are not enough, the few times I have visited the schools or attended Board of Governors of the schools head teachers give good reports about performance of teachers. There are few instances when head teachers have asked to be helped to discipline teachers because of poor performance”.

Further, Inspector 3 revealed;

“Teaching in the schools is good and improving. Indeed head teachers have provided proof of teachers making schemes of work and lesson plans whenever these have been required by our office. I have no reason to doubt that teachers are not doing their work well. The performance in national examinations in our schools has improved tremendously”.

In relation to the above, Inspector 4 remarked that;

“There are a number of reasons that make me believe that performance of teachers in the schools is good. This is because head teachers have implemented the policy of teachers recording daily attendance, teachers making schemes of work and cases of indiscipline have largely died out. Still, results in national examinations are good in a number of schools.”

The results above suggest that overall, inspectors of schools indicated that performance of teachers in the schools was good. This finding is consistent with the overall descriptive statistic which showed that performance of teachers was good.

#### **- Variation of Job Performance of Teachers according to Background Characteristics**

To establish whether there were variations in job performance of teachers according to their backgrounds, tests of variation were done using Student's t Test and Analysis of Variance (ANOVA). The results of comparison are presented in Tables 4.15-4.19.

**Job performance of teachers Variation according to Gender.** To find out whether there were variations in job performance of teachers of students according to gender, a Student's t Test was carried out and the results were presented in Table 4.15.

**Table 4.15: Student's t Test Results for Gender and Job performance of teachers**

Gender	Sample Size	Sample Mean	Sample Std Dev	T	p
Male	204	4.34	0.37	0.53	0.297
Female	91	4.32	0.40		

The results in Table 4.15 reveal that on average, job performance of teachers of males (mean = 4.34) was higher than that of females (mean = 4.32). The Student's t ( $t = 0.53$ ) was low with a level of significance ( $p = 0.297$ ) greater than  $\alpha = 0.05$  ( $p > 0.05$ ). Therefore, job performance of teachers of males did not significantly vary from that of females.

#### - **Job Performance of Teachers Variation according to Age groups**

To establish whether there were variations in job performance of teachers according to age groups, ANOVA was carried out and the results are shown in Table 4.16.

**Table 4.16: ANOVA Results for Age Groups and Job performance of teachers**

Age Groups	N	Mean	Std. Deviation	F	P
Up to 29 years	123	4.33	0.40	0.248	0.863
30-39 years	103	4.36	0.34		
40-49 years	55	4.31	0.41		
50 years and above	14	4.35	0.28		

The results in Table 4.16 suggest that the mean scores for those between 30-39 years (mean = 4.36) was higher followed by that of those 50 years and above (mean = 4.35), then those who were up to 29 years (mean = 4.33) and the lowest mean was of those between 40-49 years (mean = 4.31). The observed  $F = 0.248$  was low with the level of significance ( $p = 0.863$ ,  $p > 0.05$ ). This meant that the variation in job performance of teachers by age groups was not significant. Therefore, age groups did not determine job performance of teachers.

#### - **Job Performance of Teachers Variation according to highest level of Education Attained**

To establish whether there were variations in job performance of teachers according to highest level of education attained, ANOVA was carried out and the results are shown in Table 4.17.

**Table 4.17: ANOVA Results for Highest Level of Education attained and Job performance of teachers**

Level of Education	N	Mean	Std. Deviation	F	P
Diploma	91	4.37	0.39	0.339	0.797
Bachelor's degree	180	4.32	0.37		
Post graduate diploma	13	4.34	0.42		
Master's degree	11	4.28	0.34		

The results in Table 4.17 suggest that the mean scores for those with diploma (mean = 4.37) was higher followed by those with postgraduate diplomas (mean = 4.34), then those bachelor's degrees (mean = 4.32) and those with master degrees (4.28) respectively. The observed  $F = 0.339$  was low with the level of significance ( $p = 0.797$ ,  $p > 0.05$ ). This meant that the variations in job performance of teachers by highest level of education attained were not significant. Therefore, the levels of education attained did not determine variations in job performance of teachers.

- **Job Performance of Teachers Variation according to Years Working for the School.**

To establish whether there were variations in job performance of teachers according to years working for the school, ANOVA was carried out and the results are shown in Table 4.18.

**Table 4.18: ANOVA Results for Number of Years Working for the School and Job performance of teachers**

Teachers Experience	N	Mean	Std. Deviation	F	P
Less than 5 years	175	4.34	0.38	0.453	0.636
5 - 10 years	79	4.30	0.40		
11 years and above	36	4.36	0.36		

The results in Table 4.18 suggest that the mean scores for those with 11 years and above (mean = 4.36) was higher followed by those with less than 5 years (mean = 4.34) and those 5 – 10 years (4.30) respectively. The observed  $F = 0.453$  was low with the level of significance ( $p = 0.636$ ,  $p > 0.05$ ). This meant that the variations in job performance of teachers by number of years working for the school were not significant. Therefore, the number of years working for the school did not determine variations in job performance of teachers.

- **Job Performance of Teachers Variation according to Responsibility held in the School.**

To establish whether there were variations in responsibility held in the school, ANOVA was carried out and the results are shown in Table 4.19.

**Table 4.19: ANOVA Results for Responsibility held in the School and Job performance of teachers**

Teachers Responsibilities	N	Mean	Std. Deviation	F	P
Subject teacher	136	4.34	0.37	0.956	0.414
Class teacher	73	4.29	0.41		
Head of department	53	4.40	0.29		
Senior administrator	31	4.32	0.43		

The results in Table 4.19 suggest that the mean scores for heads of departments (mean = 4.40) was higher followed by those for subject teachers (mean = 4.34), then those who were senior administrators (mean = 4.32) and those who were class teachers (4.29) respectively. The observed  $F = 0.956$  was low with the level of significance ( $p = 0.414$ ,  $p > 0.05$ ). This meant that the variations in job performance of teachers by responsibility held in the school were not significant. Therefore, the responsibility held in the school did not determine variations in job performance of teachers.

#### **4.4 Results for Supervisory practices and Job Performance of Teachers**

The first objective of the study sought to examine the relationship between supervisory practices and job performance of teachers in government aided secondary schools in Western Uganda. Supervisory practices was studied in terms of supervisor supervisory practices behaviour, support and communication. The results on supervisory practices include descriptive results followed by inferential results. Descriptive results for each aspect of supervisory practices are presented independently.

##### **4.4.1 Results for Supervisor Supervisory practices Behaviour**

Supervisor supervisory practices behaviour was studied as the first aspect of supervisory practices. Supervisor supervisory practices behaviour was studied using eight items. The results on the same were as presented in Table 4.20.

**Table 4.20: Frequencies, Percentages and Means for Supervisory practices Behaviour**

Supervisor Behaviour	Supervisory practices	F/%	SD	D	U	A	SA	Mean
Sets specific goals for me to accomplish		F 6 % 1.8	12 3.7	22 6.8	201 61.8	82 25.2	4.06	
Emphasises high standards of performance		F - % -	7 2.2	11 3.4	162 49.8	145 44.6	4.37	
Is friendly and easy to approach		F 1 % 0.3	11 3.4	37 11.5	168 52.0	106 32.8	4.14	
Is eager to recognize and reward good performance		F 2 % 0.6	10 3.1	24 7.4	182 56.0	107 32.9	4.18	
Stresses high standards of performance for group/unit		F 4 % 1.2	7 2.2	30 9.3	171 52.9	111 34.4	4.17	
Is willing to listen to my problems		F 2 % 0.6	13 4.0	11 3.4	177 54.5	122 37.5	4.24	
Treats me with respect		F - % -	18 5.5	11 3.4	168 51.7	128 39.4	4.25	
Does not control everything, has confidence in my judgment		F 20 % 6.2	21 6.5	41 12.7	159 49.1	83 25.6	3.81	
								4.21
Overall mean								

The results in Table 4.20 in the first row on whether the supervisors set specific goals for teachers to accomplish revealed that cumulatively the larger percentage (87.0%) of respondents agreed, 5.5% disagreed and 6.8% were undecided. The mean = 4.06 implied that the respondents agreed. Therefore, supervisors set specific goals for teachers to accomplish. As to whether supervisors emphasised high standards of performance, cumulatively the majority percentage (94.4%) of the respondents agreed, 2.2% disagreed and 3.4% were undecided. The mean = 4.37 suggested that the respondents agreed. Therefore, supervisors emphasised high standards of performance.

With respect to whether the supervisors were friendly and easy to approach, cumulatively the larger percentage (84.8%) of the respondents agreed while 3.7% disagreed and 11.5% were undecided. The mean = 4.14 suggested that the respondents agreed. With results close to

four, this suggested that supervisors were friendly and easy to approach. Regarding whether supervisors were eager to recognise and reward good performance, cumulatively the majority percentage (88.9%) of the teachers agreed, 3.7% disagreed and 7.4% were undecided. The mean = 4.18 indicated that the respondents agreed. Therefore, the results above suggested that supervisors were eager to recognise and reward good performance.

Further, as to whether supervisors stressed high standards of performance for groups/units, cumulatively the majority percentage (87.3%) of the respondents agreed while 3.4% disagreed and 9.3% were undecided. The mean = 4.17 implied that the respondents were agreed. Therefore, supervisors stressed high standards of performance for groups/units. As to whether supervisors were willing to listen to teachers' problems, cumulatively the majority percentage (92.0%) of the respondents agreed while 4.6% disagreed and 3.4% were undecided. The mean = 4.24 implied that the respondents were agreed. The results above meant that there was willingness by the supervisors to listen to problems of teachers. With respect to whether supervisors treated teachers with respect, cumulatively the larger percentage (91.1%) of the respondents agreed while 5.5% disagreed and 3.4% were undecided. The mean = 4.25 implied that the respondents agreed. Therefore, the results suggested supervisors treated teachers with respect.

As to whether supervisors did not control everything and had confidence in judgement of teachers, cumulatively the larger percentage (74.7%) of the respondents agreed while 12.7% disagreed and 12.7% were undecided. The mean = 3.81 close to four suggested that the respondents agreed. Therefore, supervisors did not control everything and had confidence in judgement of teachers. To establish whether the items in Table 4.19 were valid measures of the construct of supervisory practices behaviour, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.21.



**Table 4.21: Factors and Cronbach's Alpha for Supervisor Behaviour**

Items	Component		Cronbach's A
	1	2	
Sets specific goals for me to accomplish	0.605		*0.824
Emphasises high standards of performance	0.686		**0.826
Is friendly and easy to approach	0.690		
Is eager to recognize and reward good performance	0.733		
Stresses high standards of performance for group/unit	<u>0.599</u>	<u>0.594</u>	
Is willing to listen to my problems	0.808		
Treats me with respect	0.751		
Does not control everything, has confidence in my judgement	<u>0.554</u>	<u>0.605</u>	
Eigenvalue	3.735	1.089	
% variance	46.691	13.610	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

Key: \*Initial Alpha; \*\*Subsequent Alpha

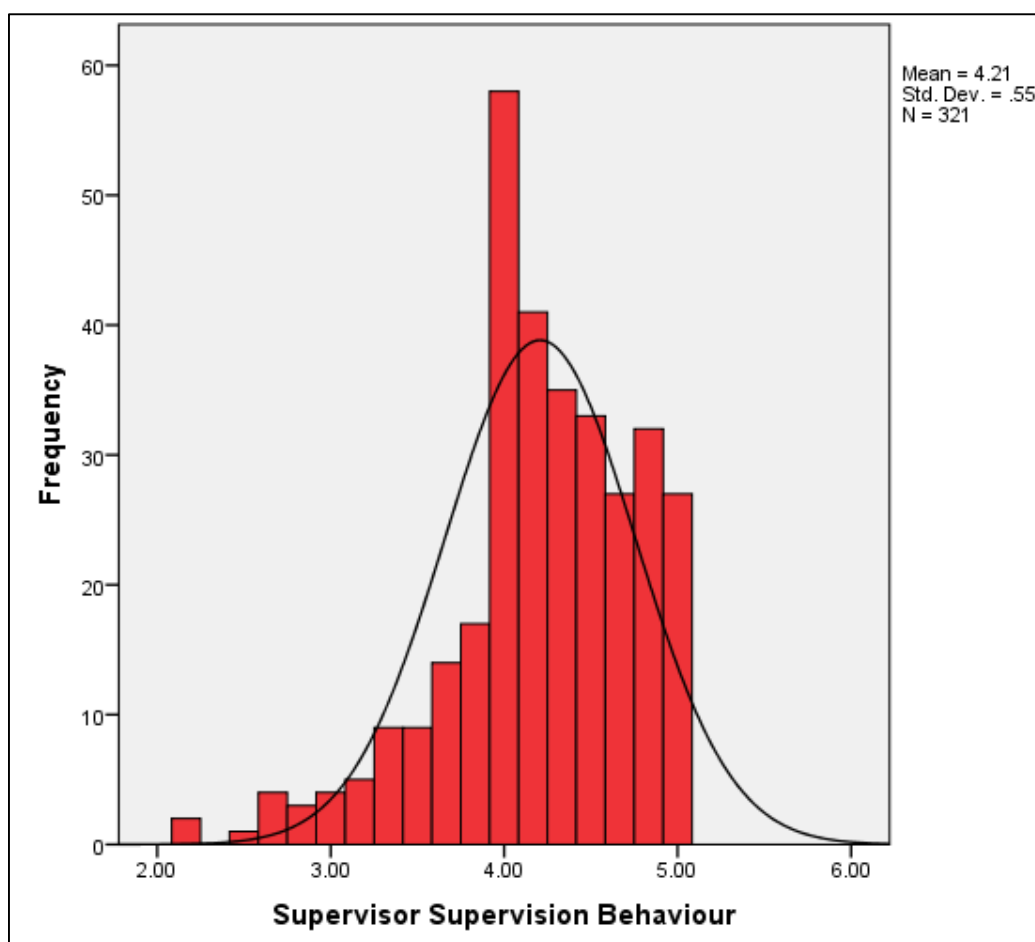
The results in Table 4.21 show that Factor Analysis reduced the items measuring Supervisor Supervisory practices Behaviour into two factors only. The factors had Eigenvalues of 3.735 and 1.089 meaning that the factors accounted for  $3.735/8 \times 100 = 46.691$  and  $1.089/8 \times 100 = 13.610$  of the total variance among the eight items. The loadings in Table 4.2.1 show that all the eight items loaded highly above 0.50 on the first component but two items that is the 5<sup>th</sup> and 8<sup>th</sup> items loaded highly twice above 0.50 on the first and second components. This means that six items were valid measures of supervisor supervisory practices behaviour while two items were complex items reflecting the influence of more than one factor and had to be dropped from subsequent analysis. The final Cronbach's alpha result in Table 4.2.1 ( $\alpha = *0.826$ , initially  $**0.824$ ) indicates that dropping the 5<sup>th</sup> and 8<sup>th</sup> items in Table 4.2.1 made the items more valid and more reliable. With the final alpha above 0.7, the reliability results indicated that the remaining items were internally consistent and thus all items reliably measured supervisor supervisory practices behaviour. To find out the overall view of how the respondents rated supervisor supervisory practices behaviour, an average index for the six

items measuring supervisor supervisory practices behaviour was calculated. The results on the same were as presented in Table 4.22.

**Table 4.22: Summary Statistics on Supervisor Supervisory practices Behaviour**

Descriptives			Statistic	Std. Error
Supervisor	Mean		4.21	0.03
Supervisory	95% Confidence	Lower Bound	4.15	
practices	Interval for Mean	Upper Bound	4.27	
Behaviour	5% Trimmed Mean		4.24	
	Median		4.17	
	Variance		0.30	
	Std. Deviation		0.55	
	Minimum		2.17	
	Maximum		5.00	
	Range		2.83	
	Interquartile Range		0.67	
	Skewness		-0.85	0.14
	Kurtosis		1.05	0.27

The results in Table 4.22 show that the mean = 4.22 was close to the median = 4.17 indicating normality in the responses despite the negative skew (skew = -0.85). The mean close to four implied that supervisor supervisory practices behaviour was good because basing on the scale used, four represented agreed that is above average. The low standard deviation = 0.55 implied low dispersion in the responses. The curve in Figure 4.6 confirms the suggested normality.



**Figure 4.6: Histogram for Supervisor Supervisory practices Behaviour**

Figure 4.6 indicate normal distribution of the responses obtained on supervisor supervisory practices behaviour. This suggests that the data obtained on supervisor supervisory practices behaviour could be subjected to linear correlation and regression and appropriate results obtained.

To provide qualitative explanations to the descriptive data above, a qualitative question in the questionnaire asked the teachers to give their assessment of their supervisors' supervisory practices behaviour in the schools. A number of responses were given in relation to the same question. For instance, R3 stated, "Supervisor supervisory practices behaviour differs depending on the individual supervisor. There are those who are friendly, supportive and mentor teachers. However, there are those who are uncompromising and detached from teachers." R42 stated, "He is friendly, emphasises high standards of performance and he is eager to recognise and reward good performance." Another teacher remarked, Relatedly, R57 indicated, "Supervisory practices behaviours of most supervisors are generally fair. There is some collegiality between most of the supervisors and the teachers."

R176 remarked, “He is friendly and easy to approach, is willing to listen to my problems and treats me with respect.” Also, R190 pointed out that, “Supervisory behaviours are good because they are guided by professional standards. Where there are personal differences, these do not affect the lives of subordinates as long as they are performing their duties.” R212 revealed, “My supervisor shares, personal experience and provides me adequate resources to meet the objectives and gives me the opportunity to determine how I do my job.” R305 stated. However, R13 stated, “The head teacher is a dictator and threatens one with transfer because of minor disagreements.” The views above generally showed that supervisor behaviours were good although there were some who were not good.

In the interviews, the interviews gave responses that were closely similar to the above. For instance, H1 explained; “I follow the supervisory practices guidelines as stipulated in the education policy. I always try to be objective to avoid creating conflicts that can tear up the school. I treat teachers with respect and I make effort to give them direction for their actions.” On her part, H2 said; “I frequently communicate to the teachers what I expect from them. In our weekly briefings, teachers are told what they are supposed to do and areas of weakness pointed out. I try to build a team although there are some teachers who stubbornly refuse to be guided.” In relation to the above, H3 stated”; I make effort to supervise my teachers with respect and nothing extra-ordinary has happened. Supervisory practices areas are clear and these are what all those charged with supervisory practices in this school have to emphasise when handling subordinates. The performance appraisal form provided by the Ministry of Education points out supervisory practices areas”

Similarly, H4 explained that; “I have to behave professionally and with collegiality when dealing with my teachers. I cannot manage this school alone; I need the support and involvement of every teacher. I try to mentor those who need mentoring and those who are effective performers and recognise it at personal level, formally in meetings and give rewards when necessary.” Overall, the views above suggest that supervisor supervisory practices behaviours of the head teachers were guided by professional standards. The focus was on enhancing teachers’ performance. These findings suggest that supervisory practices behaviours were good. Therefore, the results were closely consistent with the descriptive statistics which revealed that supervisor supervisory practices behaviours were fair.

In the interviews with the inspectors of schools, they were asked to comment on the supervisor supervisory behaviour practices of the head teachers in the schools. To this question, they gave related views which included the following: Inspector 1 stated;

“Most head teachers seem to supervise their teachers well because we receive complaints from few teachers about mistreatment and victimisation by head teachers. Still, the habit of teachers leading strikes among students has declined. This suggests that head teachers exhibit good supervisory behaviours which should be the cause for reduced strikes”.

In relation to the above, Inspector 2 said

“I have received complaints about bad leadership from only four schools out of 18 government aided schools in the district. This suggests that most head teachers exhibit good supervision behaviours. Otherwise, there would have been many complaints as it was in the past when fights between teachers and head teachers destabilised schools”.

Further, Inspector 4 indicated; “I cannot easily tell the supervision behaviours of secondary school head teachers because we do not regularly inspect secondary schools. However, I should say they should be good because strikes involving teachers and students in schools have gone down. In the whole district in the recent years a term can be completed without receiving reports about a strike.” Overall, the views above from inspectors of schools suggest that head teachers generally employed good supervision behaviour practices. These views are consistent with the descriptive statistics and open responses from most of the teachers which suggested that the supervision behaviours were good.

#### **4.4.2 Results for Head Teachers Supervisor Support**

Supervisor Support was conceived as the second aspect of supervisory practices. Supervisor support was studied using nine items. The results on the same were as presented in Table 4.23.

**Table 4.23: Frequencies, Percentages and Means for Supervisor Support**

Supervisor Support	F/%	SD	D	U	A	SA	Mean
The supervisor defines goals to be reached	F %	6 1.9	10 3.1	20 6.2	186 57.9	99 30.8	4.13
Supervisor is at my disposal when I am facing professional difficulty	F %	6 1.9	7 2.2	45 13.9	198 61.3	67 20.7	3.97
Supervisor provides me adequate resources to meet objectives	F %	6 1.8	30 9.2	22 6.8	202 62.2	65 20.0	3.89
The supervisor provides me training skills to enhance career growth	F %	7 2.2	44 13.5	46 14.2	181 55.7	47 14.5	3.67
My supervisor gives me work that enhance my professional growth	F %	5 1.5	22 6.8	25 7.7	190 58.5	83 25.5	4.00
My supervisor recognises my work effort and offers me rewards	F %	4 1.2	23 7.1	37 11.4	167 51.4	94 28.9	4.00
My supervisor gives me the opportunity to determine how I do the job	F %	8 2.5	16 4.9	24 7.4	209 64.3	68 20.9	3.96
My supervisor allows me the opportunity to take appropriate action without waiting for approval	F %	19 5.9	48 14.9	47 14.6	155 48.0	54 16.7	3.55
My supervisor trusts me with information that is not widely available to other teachers	F %	30 9.3	43 13.4	49 15.3	142 44.2	57 17.8	3.48
Overall mean							3.94

The results in Table 4.23 on whether the supervisors' defined goals to be reached by teachers showed that cumulatively the majority percentage (88.7%) of the respondents agreed while 5.0% disagreed and 6.2% were undecided. The mean = 4.13 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. Therefore, the teachers indicated that their supervisors' defined goals to be reached. With respect to whether supervisors were at the disposal of teachers when they were facing professional difficulties, the majority percentage (82.0%) of the respondents agreed, 4.1% disagreed and 13.9% were undecided. The mean = 3.97 was close to four which corresponded with agreed. Therefore,

the supervisors were at the disposal of teachers when they were facing professional difficulties.

Regarding whether supervisor provided teachers' adequate resources to meet objectives, cumulatively the larger percentage (82.2%) of the respondents agreed with 11.0% disagreeing and 6.8% being undecided. The mean = 3.89 was close to four, which corresponded with agreed. This suggested that supervisor provision of teachers with resources to meet objectives was good. With respect to whether the supervisor provided teachers training skills to enhance their career growth, cumulatively the larger percentage (70.2%) of the respondents agreed with 15.7% disagreeing and 14.2% being undecided. The mean = 3.67 close to four corresponded with agreed. This suggested that the supervisors' provision to teachers of training skills to enhance their career growth was good.

As to whether the supervisors gave teachers work that enhanced their professional growth, cumulatively the larger percentage (84.0%) of the respondents agreed while 8.3% disagreed and 7.7% were undecided. The mean = 4.00 suggested that supervisors gave teachers work that enhanced their professional growth. With respect to whether supervisors recognised work effort of teachers and offered them rewards, cumulatively the larger percentage (80.3%) of the respondents agreed while 8.3% disagreed and 11.4% were undecided. The mean = 4.00 suggested that recognising of work effort of teachers and offering them rewards was good.

Relating to whether the supervisors gave teachers the opportunity to determine how to do their jobs, the results showed that cumulatively the majority percentage (85.2%) of the respondents agreed while 7.4% disagreed and 7.4% were undecided. The low mean = 3.96 close to four which corresponded with agreed meant that the respondents suggested that supervisors gave teachers opportunity to determine how to do their jobs. As to whether the supervisors allowed teachers the opportunity to take appropriate action without waiting for approval, the results showed that cumulatively the majority percentage (64.7%) of the respondents agreed while 20.8% disagreed and 14.6% were undecided. The low mean = 3.55 implied that the teachers indicated that the supervisors allowed them the opportunity to take appropriate action without waiting for approval.

Regarding whether supervisors trusted teachers with information that was not widely available to other employees, the results showed that cumulatively the majority percentage (62.0%) of the respondents agreed while 22.7% disagreed and 15.3% were undecided. The

low mean = 3.48 implied that the teachers indicated that supervisors fairly trusted them with information that was not widely available to other teachers. To establish whether the items in Table 4.23 were valid measures of the construct of supervisor support, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.24.

**Table 4.24: Factors and Cronbach's Alpha for Supervisor Support**

Items	Component		Cronbach's A
	1	2	
The supervisor defines goals to be reached	0.615		*0.852
Supervisor is at my disposal when I am facing professional difficulty	0.690		**0.842
Supervisor provides me adequate resources to meet objectives	0.749		
The supervisor provides me training skills in career growth	0.761		
My supervisor gives me work that enhance my professional growth	0.643		
My supervisor recognises my work effort and offers me rewards	0.740		
My supervisor gives me the opportunity to determine how I do the job	0.700		
My supervisor allows me the opportunity to take appropriate action without waiting for approval	<u>0.617</u>	<u>0.587</u>	
My supervisor trusts me with information that is not widely available to other teachers	<u>0.634</u>	<u>0.603</u>	
Eigenvalue	4.228	1.127	
% variance	46.983	12.527	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

The results in Table 4.24 show that Factor Analysis reduced the items measuring supervisor support into two factors only. The factors had Eigenvalues of 4.228 and 1.127 meaning that



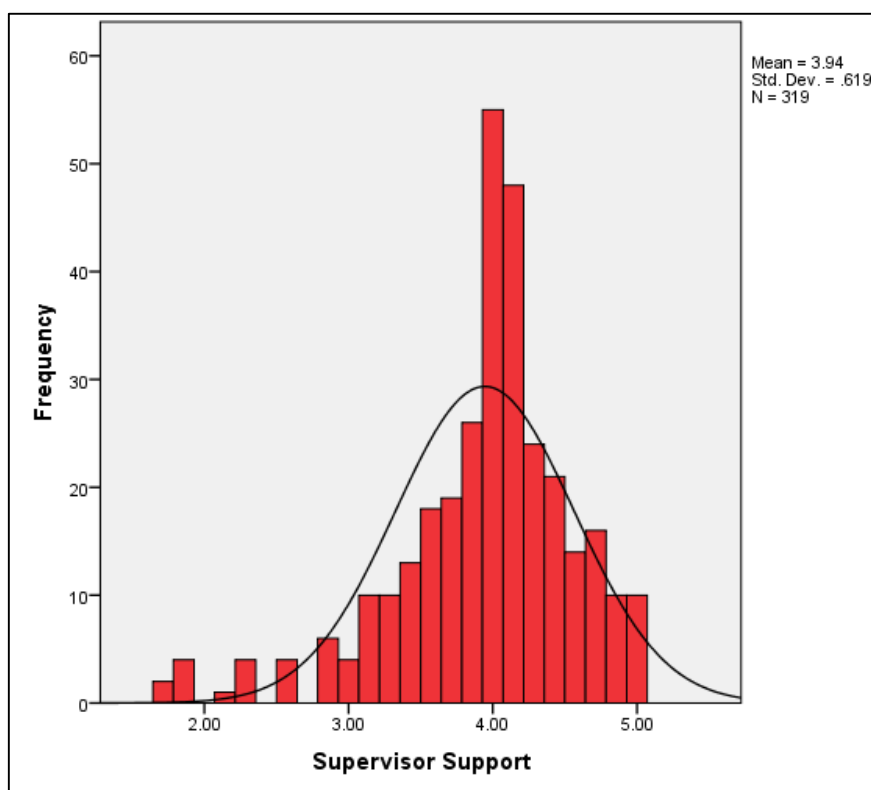
the factors accounted for  $4.228/9 \times 100 = 46.983$  and  $1.127/9 \times 100 = 12.527$  of the total variance among the nine items. The loadings in Table 4.24 show that all the nine items loaded highly above 0.50 on the first component but two items that is the 8<sup>th</sup> and 9<sup>th</sup> items loaded highly twice above 0.50 on the first and second components. This means that nine items were valid measures of supervisor support while two items were complex items reflecting the influence of more than one factor and had to be dropped from subsequent analysis. The final Cronbach's alpha result in Table 4.24 ( $\alpha = **0.842$ , initially  $*0.852$ ) indicates that dropping the 8<sup>th</sup> and 9<sup>th</sup> items in Table 4.24 made the items more valid but less reliable. However, since the final alpha was above 0.7, the reliability results indicated that the remaining items were internally consistent and thus all items reliably measured supervisor support. To find out the overall picture of how the respondents rated on supervisor support, an average index for the seven items measuring on supervisor support was calculated. The results on the same were as presented in Table 4.25.

**Table 4.25: Summary Statistics on Supervisor Support**

Descriptives			Statistic	Std. Error
Supervisor	Mean		3.94	0.03
Support	95% Confidence	Lower Bound	3.88	
	Interval for Mean	Upper Bound	4.01	
	5% Trimmed Mean		3.99	
	Median		4.00	
	Variance		0.38	
	Std. Deviation		0.62	
	Minimum		1.71	
	Maximum		5.00	
	Range		3.29	
	Interquartile Range		0.57	
	Skewness		-1.08	0.14
	Kurtosis		1.94	0.27

The results in Table 4.25 show that the mean = 3.94 was close to the median = 4.00 indicating normality in the responses despite the negative skew (skew = -1.08). The mean close to four implied that supervisor supervisory practices support was good because basing

on the scale used, four represented agreed. The low standard deviation = 0.62 implied low dispersion in the responses. The curve in Figure 4.7 confirms the suggested normality.



**Figure 4.7: Histogram for Supervisor Support**

Figure 4.7 indicate normal distribution of the responses obtained on supervisor support. This suggests that the data obtained on supervisor support could be subjected to linear correlation and regression and appropriate results obtained.

To have a qualitative understanding of teachers about supervisor support they received from the supervisors, the open question item in the question survey required teachers to provide a summary of their assessment of supervisor support in the schools. In their responses several responses on the same were given. For example, R1 stated, “Supervisors including the head teacher support us as we carry out our duties. For instance when students refuse to carry out instructions of a teacher and they are reported, the supervisors intervene and help to exert the authority of the teacher.” R22 remarked, “The supervisor supports teachers to do their work but the school is poor hence no allowances are provided. It is frustrating to perform one’s work in this school.” In relation to the above, R97 indicated, “The support is limited because

there are no allowances offered or facilitation for training like sponsorship for further studies. We are only protected from unruly students as we carry out our work.”

R133 stated, “My supervisor gives me work that enhance my personal growth. R176 revealed, “My supervisor shares, personal{work experience} provides me adequate resources to meet the objectives and gives me the opportunity to determine how I do my job.” R230 revealed, “My head teacher defined goals to be reached, gives me work and recognises my work effort and offers rewards.” R271 indicated, “My supervisor recognises my work effort and is able to give me guidelines to follow.” R311 explained; “In this school, my supervisors recognise my work effort and especially the head teacher supports me financially especially when I make requests by giving me PTA advance payments. The supervisors have been helpful which has helped me to carry out my job without much trouble.” The views above show that the teachers received support from the supervisors. This finding concurs with the descriptive statistics results which revealed that supervisory practices support was good.

In the interviews, the head teachers were asked to tell how they provided support to teachers in their supervisory practices. Several responses were given and key ones included the following. H1 said;

All support to the teachers aims at ensuring that teachers deliver effectively. Whenever teachers report problems they encounter as they execute their duties, I come in to ensure that they carry out their work effectively. The challenge is that the school lacks financial resources to support the teachers effectively. H2 stated, “I help teachers to carry out their duties within their job requirements and policies of the school and teaching profession. Every teacher is appraised and feedback given about their level of performance as a way of making them improve their performance or encouraging them to continue the good work they perform.” Likewise, H3 remarked, “I make effort to mentor my teachers to improve their skills. However, due to lack of resources, I have not been able to provide training by organising workshops for the teachers. The school cannot afford to pay facilitators.” Lastly, H4 said, “I give my teachers total support by helping them carry out their duties. The teachers are supported financially and morally, they are also given the things they need to carry out their duties.” The views above show that head teachers made effort to support teachers during supervisory practices. This finding concurs with the descriptive statistics results and open responses of the teachers which revealed that support supervisory practices provided was good.

In the interviews with the inspectors of schools, they were asked to tell how the head teachers provided supervision support to the teachers. In their responses, they largely indicated that they were not on the ground to know how the head teachers were providing supervision support to the teachers. However, it was pointed out that they expected head teachers to mentor teachers through delegation, provide them materials to aid them in teaching and support financially those activities of teachers that needed such support. From the views obtained from inspectors of schools, it was deduced that there was lack of sufficient inspection of schools and so inspectors could not competently comment on supervision support going on in the schools. However, it can be concluded that it was good because the descriptive statistics, open responses from the teachers and interviews with head teachers revealed that supervision support was good.

#### 4.4.3 Results for Supervisor Communication

Supervisor communication was considered as the third aspect of supervisory practices. Supervisor communication was studied using eight items. The results on the same were as presented in Table 4.26.

**Table 4.26: Frequencies, Percentages and Means for Supervisor Communication**

Supervisor Communication	F/%	SD	D	U	A	SA	Mean
Overall, I am satisfied with the communication with my supervisor	F %	12 3.7	31 9.5	18 5.5	171 52.6	93 28.6	3.93
My supervisor takes time to listen to me	F %	8 2.5	22 6.8	27 8.3	157 48.3	111 34.2	4.05
The communication of my supervisor is always honest	F %	6 1.9	24 7.4	30 9.3	152 47.1	111 34.4	4.05
My supervisor shares personal (work) experiences with me	F %	18 5.6	31 9.6	35 10.8	152 47.1	87 26.9	3.80
My supervisor keeps me informed about important issues in the school	F %	6 1.8	25 7.7	23 7.1	184 56.6	87 26.8	3.99
I receive clear information from my supervisor about the task I am assigned to	F %	- -	11 3.4	14 4.3	204 62.8	96 29.5	4.18
My supervisor provides information about the targets of our team	F %	6 1.8	9 2.8	31 9.5	186 57.2	93 28.6	4.08
I am content with the feedback I receive from my supervisor	F %	14 4.3	31 9.6	19 5.9	170 52.6	89 27.6	3.89
Overall mean							4.00

The results in Table 4.26 on whether overall the respondents were satisfied with the communication of their supervisors showed that cumulatively the larger percentage (81.2%) of the respondents agreed while 13.2% disagreed and 5.5% were undecided. The mean = 3.93 was close to code four which on the five-point Likert scale used to measure the items corresponded to agreed. Therefore, the results meant that the respondents felt satisfaction with the communication of their supervisors. With respect to whether supervisors took time to listen to staff, the larger percentage (82.5%) of the respondents agreed while 9.3% disagreed and 8.3% were undecided. The mean = 4.05 implied that the respondents indicated that fairly, the supervisors took time to listen to staff.

Regarding whether the communication of the supervisors was always honest, cumulatively the larger percentage (81.5%) of the respondents agreed while 9.3% disagreed and 9.3% were undecided. The mean = 4.05 suggested that the respondents indicated that the communication of the supervisors was honest. With respect to whether supervisors shared personal (work) experiences with staff, cumulatively the larger percentage (74.0%) of the respondents agreed while 15.2% disagreed and 10.8% were undecided. The mean = 3.80 suggested that the supervisor sharing of personal (work) experiences with teachers was good.

As to whether supervisors kept teachers informed about important issues in the school, cumulatively the larger percentage (83.4%) of the respondents agreed while 9.5% disagreed and 7.1% were undecided. The mean = 3.99 suggested that supervisors kept teachers informed about important issues in the school. With respect to whether teachers received clear information from supervisors about the tasks assigned to them, cumulatively the majority percentage (92.3%) of the respondents agreed while 3.4% disagreed and 4.3% were undecided. The mean = 4.18 suggested that the teachers indicated that they received clear information from supervisors about the tasks assigned to them.

Regarding whether supervisors provided information about the targets of teams, the results showed that cumulatively the majority percentage (85.8%) of the respondents agreed while 4.6% disagreed and 9.5% were undecided. The mean = 4.08 implied that the teachers indicated that supervisors provided information about the targets of teams. As to whether the respondents were contented with the feedback they received from their supervisors, cumulatively the larger percentage (80.2%) of the respondents agreed while 13.9% disagreed and 5.9% were undecided. The mean = 3.89 close to four corresponded to agreed. This meant

that the respondents were contented with the feedback they received from their supervisors. To ascertain whether the items in Table 4.26 were valid measures of the construct of supervisor communication, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.27.

**Table 4.27: Factors and Cronbach's Alpha for Supervisor Communication**

Items	Component 1	Cronbach's $\alpha$
Overall, I am satisfied with the communication with my supervisor	0.806	0.884
My supervisor takes time to listen to me	0.658	
The communication of my supervisor is always honest	0.799	
My supervisor shares personal (work) experiences with me	0.740	
My supervisor keeps me informed about important issues in the organisation	0.711	
I receive clear information from my supervisor about the task I am assigned to	0.727	
My supervisor provides information about the targets of our team	0.743	
I am content with the feedback I receive from my supervisor	0.788	
Eigenvalue	4.477	
% variance	55.963	

Extraction Method: Principal Component Analysis.

a. 1 component extracted.

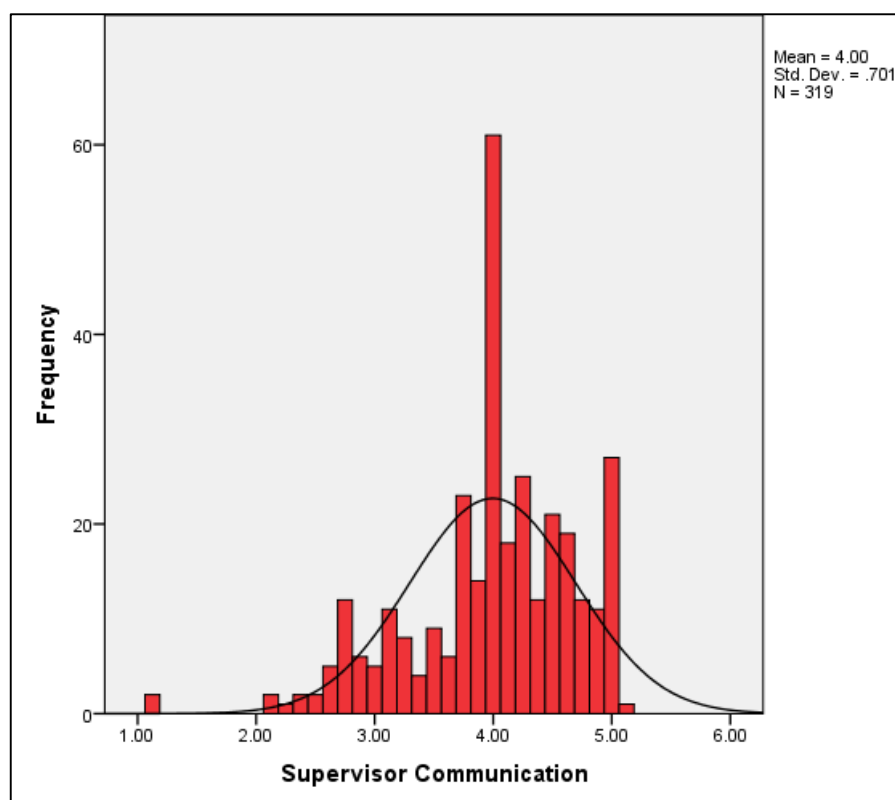
The results in Table 4.27 show that Factor Analysis reduced the items measuring supervisor communication into one factor only. The factor had an Eigenvalue of 4.477 meaning that the factor accounted for  $4.477/8 \times 100 = 55.963$  of the total variance among the eight items. The loadings in Table 4.27 show that all the eight items loaded highly above 0.50 on the first component. This means that all the eight items were valid measures of supervisor communication. The Cronbach's alpha result in Table 4.27 ( $\alpha = 0.884$ ) indicates that the items were reliable. The reliability results indicated that the items were internally consistent and thus all items reliably measured supervisor communication. To establish the overall level

of how the respondents rated supervisor communication, an average index of supervisor communication was computed for the eight items measuring supervisor communication. The results on the same were as presented in Table 4.28.

**Table 4.28: Summary Statistics on Supervisor Communication**

Descriptives		Statistic	Std. Error
Supervisor	Mean	4.00	0.04
Communication	95% Confidence Lower Bound	3.92	
	Interval for Mean Upper Bound	4.07	
	5% Trimmed Mean	4.03	
	Median	4.00	
	Variance	0.49	
	Std. Deviation	0.70	
	Minimum	1.13	
	Maximum	5.13	
	Range	4.00	
	Interquartile Range	0.75	
	Skewness	-0.86	0.14
	Kurtosis	1.08	0.27

The results in Table 4.28 show that the mean = 4.00 was equal to the median = 4.00. Therefore, despite the negative skew (skew = -0.86), there was normality of the responses. The mean close to four implied that supervisor communication was good because basing on the scale used, four represented agreed. The low standard deviation = 0.70 implied low dispersion in the responses. The curve in Figure 4.8 confirms the suggested normality.



**Figure 4.8: Histogram for Supervisor Communication**

Figure 4.8 indicate normal distribution of the responses obtained on supervisor communication. This suggests that the data obtained on supervisor communication could be subjected to linear correlation and regression and appropriate results obtained.

To provide an explanation to the above descriptive data on supervisor communication, the teachers in the open response question item in the questionnaire survey were asked to give a summary of their opinions on the extent of supervisors' communication in the schools. Several responses including the following were given. R2 stated, "In the school there effective means of communication which include meetings, notice boards, one on one interfaces with the supervisors and writing memos. Information on performance is easily available." In relation to the above, R18 pointed out that, "The head teacher takes effort to communicate but sometimes communication comes late. Sometimes some information is given to some teachers who are henchmen of the head teacher and get information from rumours."

Further, R77 stated, "The head teacher keeps us informed about crucial issues in the school and provides information on the tasks to be carried out. This helps us teachers to carry out our work effectively." On the contrary, R127 remarked, "communication is not enough as the



head teacher normally gives information to the teachers he considers his favourites. The information accessible to me is common general information.” The views of the teachers above show that the teachers indicated that supervisors made effort to communicate although there were still communication challenges. This finding concurs with the descriptive statistics results which indicated that supervisor communication was fair.

In the interviews, the head teachers were asked to give their opinion on their supervision communication to the teachers. Several responses were given which revealed that the head teachers indicated that they communicated. H1 stated; “In this school communication channels are well streamlined. The channels include meetings, notice boards and letters among others. Teachers are kept in the know on what they are supposed to do.” Also, H2 said, “Much of the communication is given in meetings and briefs. Communication to the teachers sometimes is formal and at times informal. While at times it is necessary to commit communication in writing, sometimes I talk to the teachers informally.”

In relation to the above, H3 expounded that, “I communicate very effectively with the teachers through means such as notice board, meetings and face to face communication with individual teachers.” The information from the head teachers show that the head teachers carried out effective communication. However, this is inconsistent with the views of the teachers which showed that communication of the head teachers was fair. Therefore, it can be deduced that there existed communication although it could be improved. In the interviews with the inspectors of schools, they largely revealed that they lacked information about internal communication in the schools because. However, they revealed that they expected head teachers to communicate in meetings, notice boards, and written communications to individual teachers among others. From the views of inspectors of schools, it was inferred that information was lacking about head teachers communication with teachers.

#### **4.4.4 Correlation between Supervisory practices and Job Performance of Teachers**

To establish whether there was a relationship between supervisory practices and job performance of the teachers, three sub-hypotheses ( $H_1$ - $H_3$ ) were formed from the aspects of supervisory practices (see Figure 2.1) and correlation analysis carried out. The three supervisory practices sub-hypotheses tested whether there was a relationship between supervisor supervisory practices behaviour, support and communication and job performance of teachers. The results were given as in Table 4.29.

**Table 4.29: Correlation between Supervisory practices and Job Performance of Teachers**

	Job Performance of Teachers	Supervisor Supervisory practices Behaviour	Supervisor Support	Supervisor Communication
Job Performance of Teachers	1	0.482**	0.402**	0.363**
Supervisor Supervisory practices Behaviour		1	0.568**	0.594**
Supervisor Support			1	0.452**
Supervisor Communication				1

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

The results in Table 4.29 suggest that all supervisory practices aspects namely; supervisor supervisory practices behaviour ( $r = 0.482$ ,  $p = 0.000 < 0.05$ ), support ( $r = 0.402$ ,  $p = 0.000 < 0.05$ ) and communication ( $r = 0.363$ ,  $p = 0.000 < 0.05$ ) had a positive and significant relationship with job performance of teachers. This means that Sub-Hypotheses ( $H_1$ - $H_{13}$ ) were supported.

#### 4.4.5 Regression of Job Performance of Teachers on Supervisory practices

At the confirmatory level, to establish whether supervisory practices aspects namely; supervisor behaviour, support and communication influenced job performance of teachers, a regression analysis was carried out. The results were as in Table 4.30.

**Table 4.30: Regression of Job Performance of Teachers on Supervisory practices**

Supervisory practices	Standardised Coefficients ( $\beta$ )	Significance (p)
Supervisor Supervision	0.394	0.000
Behaviour		
Supervisor support	0.219	0.005
Supervisor Communication	-0.073	0.384
Adjusted $R^2 = 0.244$		
$F = 31.711, p = 0.000$		

a. Dependent Variable: Job Performance of Teachers

The results in Table 4.30 show that supervisory practices aspects namely; supervisor behaviour, support and communication explained 24.4% of the variation in job performance of teachers (adjusted  $R^2 = 0.244$ ). This means that 75.6% of the variation in job performance of teachers was accounted for by other factors not considered under this model. However, only two supervisory practices aspects namely; supervisory practices behaviour ( $\beta = 0.394, p = 0.000 < 0.05$ ) and support ( $\beta = 0.219, p = 0.005 < 0.05$ ) had a positive and significant influence on job performance of teachers. On the other hand, supervisor communication ( $\beta = -0.073, p = 0.384 > 0.05$ ) had a negative insignificant influence on job performance of teachers. This means that only sub hypotheses One and Two ( $H_1$  &  $H_2$ ) were supported but sub-hypothesis Three ( $H_3$ ) was not. The magnitudes of the respective data suggested that supervisor supervisory practices behaviour had more significant influence on job performance of teachers followed by supervisor support.

## 4.5 Results for Remuneration and Job Performance of Teachers

The second objective of the study sought to assess the relationship between remuneration and job performance of teachers in government aided secondary schools in Western Uganda. Remuneration was studied in terms of basic pay, income security schemes and allowances. The results on remuneration practices include descriptive results followed by inferential results. Descriptive results for each aspect of remuneration are presented independently.

### 4.5.1 Results for basic pay

Basic pay was studied as the first dimension of remuneration. Basic pay was studied using eight items requiring the teachers to rate how they perceived the basic pay they received. The results on the same were as presented in Table 4.31.

**Table 4.31: Frequencies, Percentages and Means for Basic pay**

Basic pay	F/%	SD	D	U	A	SA	Mean
I am paid a regular monthly basic salary	F %	23 7.1	33 10.2	14 4.3	143 44.0	112 34.5	3.89
My salary is proportionate to my work effort	F %	57 17.5	124 38.2	42 12.9	79 24.3	23 7.1	2.65
My salary is equitable with those of colleagues	F %	52 16.0	79 24.3	53 16.3	100 30.8	41 12.6	3.00
My salary affords me basic needs	F %	89 27.4	115 35.4	25 7.7	75 23.1	21 6.5	2.46
Payments to me are related to my performance effort	F %	83 25.5	101 31.1	45 13.8	68 20.9	22 6.8	2.51
Payment of my salary is done in time	F %	34 10.5	38 11.7	24 7.4	120 36.9	106 32.6	3.70
I am paid adequately for the work I do in this school	F %	57 17.9	102 32.0	35 11.0	74 23.2	51 16.0	2.87
The salary I receive matches market conditions	F %	145 44.6	107 32.9	19 5.8	41 12.6	13 4.0	1.98
Overall mean							2.59

The data in Table 4.31 on whether teachers were paid regular monthly basic salaries revealed that the majority percentage (78.5%) of the respondents agreed, 17.3% disagreed and 4.3% were undecided. The mean 3.89 was almost equal to four that is agreed basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that the respondents agreed that teachers were paid regular monthly basic salaries. As to whether the salaries of the teachers were proportionate to their work effort, the larger percentage (55.7%) disagreed with 31.4% agreeing and 12.9% being undecided. The mean = 2.65 close to code three suggested that the respondents were undecided. Therefore, to a lesser extent, the salaries the teachers received were proportionate to their work effort.

To the question item inquiring whether the teachers' salaries were equitable with those of colleagues, the larger percentage (43.4%) of the respondents agreed with 40.3% disagreeing and 16.3% undecided. The mean = 3.00 which is the average suggested that fairly, the teachers' salaries were equitable with those of colleagues. The results on the question item inquiring whether the teachers' salaries afforded them basic needs showed that the majority percentage (62.8%) of the respondents disagreed while 29.6% agreed and 7.7% were undecided. The mean = 2.46 was close to two suggested that the respondents disagreed. Therefore, the teachers' salaries did not afford them basic needs. The data on the question item asking the respondents whether payments to the teachers were related to their performance effort revealed that the larger percentage (56.6%) of the respondents disagreed, 27.7% agreed and 13.8% were undecided. The mean = 2.51 below the average suggested that to a lesser extent payments to teachers were related to their performance effort.

As to whether payment of salaries to teachers was done in time, the majority percentage (69.5%) of the respondents agreed, 22.2% disagreed and 7.4% were undecided. The mean = 3.70 was almost equal to four which meant that the respondents agreed. Therefore, the respondents suggested that payments of salaries to teachers were done in time. The results on the question item seeking to establish whether teachers were paid adequately for the work they did in the schools showed that the larger percentage (49.9%) of the respondents disagreed, 39.2% agreed and 11.0% were undecided. The mean = 2.87 meant that the teachers were undecided which indicated that fairly, they were paid adequately for the work they did in the schools.

With respect to whether the salaries teachers received matched market conditions, the majority percentage (77.5%) of the respondents disagreed with 16.6% agreeing and 5.8%

undecided. The mean = 1.98 implied that the respondents disagreed suggesting that the salaries teachers received did not match market conditions. To confirm whether the items in Table 4.31 were valid measures of the construct of basic pay, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.32.

**Table 4.32: Factors and Cronbach's Alpha for Basic Pay**

Items	Component		Cronbach's $\alpha$
	1	2	
I am paid a regular monthly basic salary	<u>0.573</u>	<u>0.662</u>	*0.879
My salary is proportionate to my work effort	0.798		*0.880
My salary is equitable with those of colleagues	0.678		
My salary affords me basic needs	0.771		
Payments to me are related to my performance effort	0.800		
Payment of my salary is done in time	<u>0.649</u>	<u>0.599</u>	
I am paid adequately for the work I do in this school	0.831		
The salary I receive matches market conditions	0.778		
Eigenvalue	4.377	1.075	
% variance	54.715	13.440	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

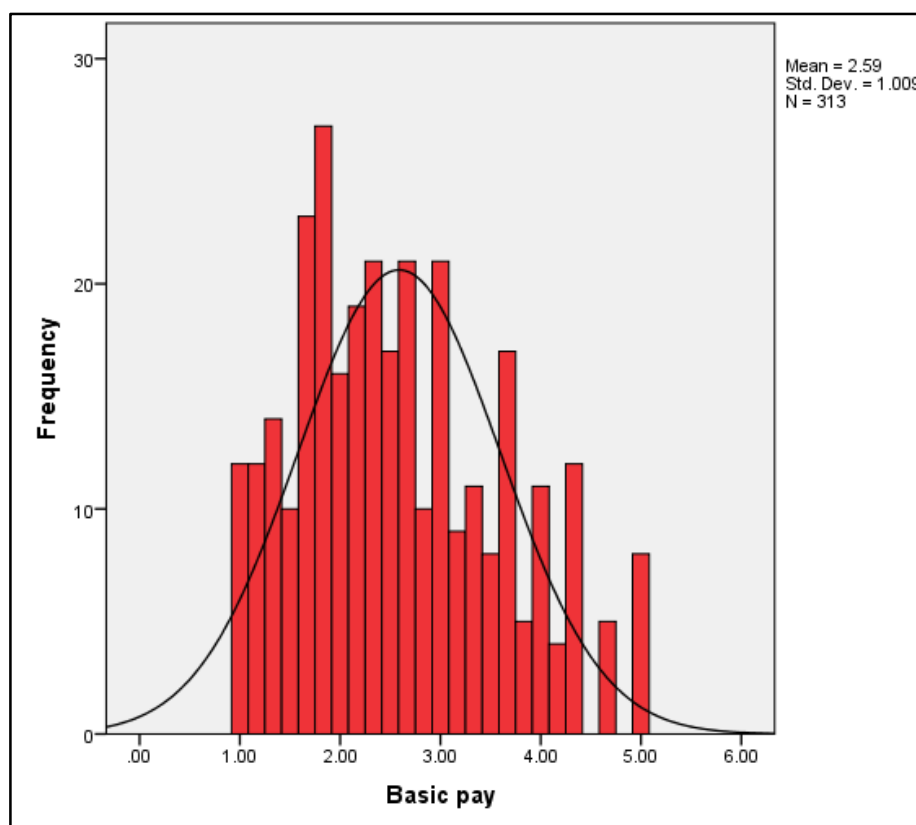
The results in Table 4.32 show that Factor Analysis reduced the items measuring basic pay into two factors only. The factors had Eigenvalues of 4.377 and 1.075 meaning that the factors accounted for  $4.377/8 \times 100 = 54.715$  and  $1.075/8 \times 100 = 13.440$  of the total variance among the eight items. The loadings in Table 4.32 show that all the eight items loaded highly above 0.50 on the first component but two items that is the 1<sup>st</sup> and 6<sup>th</sup> items loaded highly twice above 0.50 on the first and second components. This means that six items were valid measures of basic pay while two items were complex items reflecting the influence of more than one factor and had to be dropped from subsequent analysis. The final Cronbach's alpha result in Table 4.32 ( $\alpha = *0.880$ , initially  $**0.879$ ) indicates that dropping the 1<sup>st</sup> and 6<sup>th</sup> items in Table 4.32 made the items more valid and more reliable. With the final alpha above 0.7, the reliability results indicated that the remaining items were internally consistent and thus all

items reliably measured basis pay. To establish the overall view of how the respondents rated basic pay, an average index for the eight items measuring basic pay was calculated. The results on the same were as presented in Table 4.33.

**Table 4.33: Summary Statistics on Basic Pay**

Descriptives			Statistic	Std. Error
Basic pay	Mean		2.59	0.06
	95% Confidence	Lower Bound	2.48	
	Interval for Mean	Upper Bound	2.70	
	5% Trimmed Mean		2.55	
	Median		2.50	
	Variance		1.01	
	Std. Deviation		1.01	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.50	
	Skewness		0.49	0.14
	Kurtosis		-0.54	0.28

The results in Table 4.33 show that the mean = 2.59 was close to the median = 2.50 with a positive skew (skew = 0.49) indicating normal distribution of the responses. The mean below three implied that to a lesser extent basic pay was fair because basing on the scale used, three represented undecided that is the average or fair. The standard deviation = 1.01 which was almost equal to one implied low dispersion in the responses. The curve in Figure 4.9 confirms the suggested normality.



**Figure 4.9: Histogram for Basic Pay**

Figure 4.9 indicate normal distribution of the responses obtained on basic pay. This suggests that the data obtained on basic pay could be subjected to linear correlation and regression and appropriate results obtained.

To have an in-depth analysis of how teachers regarded their basic pay, teachers in open responses of the questionnaire were asked to give summary comments on their basic pay. Several responses were given but they all pointed to the effect that the pay was low. R10 stated, “The salary (basic) does not tally with the amount of work done and cannot meet the demand of market conditions.” Similarly, R19 remarked, “My salary is very low to afford me basic needs. I am always in dire need for money to afford basic needs to my family.” R48 stated, ‘Salaries are dismally low despite the fact that prices of commodities are very high. I am always under stress thinking about how to take care of my family.’ R148 expounded that “My salary is very, very, very poor. It cannot afford me the things my family needs. I continue to work because I have no better alternative.” R170 revealed, “While the salaries are regular, they are poor, the government should make effort to improve our salaries. The salaries are not commensurate to the job we do.” R231 remarked, “Our salaries are very poor.



This makes life very hard” The views above from the teachers show the salaries were poor. This was consistent with the findings of the study which showed that salaries were below average.

In the interviews with the head teachers, they also concurred that the salaries for teachers were low. H1 said;

It is a general concern that the salaries for teachers are very low. The situation is worse for those teachers who have not yet been able to access the government pay roll because the school is not able to raise sufficient money to pay them a decent salary that is regular. The government ban on recruitment of teachers has affected teachers very much.

H2 expounded that; “I pray that the government does something about salaries of teachers. They work under straining conditions especially those on Universal Secondary Schools where PTA allowances were dropped because some schools are incapable of raising sufficient funds to supplement their salaries.” H3 stated, “The government salaries are low but most schools in this area try as much as possible to pay teachers an additional pay to supplement what they get from the government. However, I confess that what is paid to them is insufficient.” H4 pointed out that;

The pay to teachers is very low. Since the government decided to reduce the role of parents in the schools with the introduction of universal secondary education as it stopped PTA allowances to the teachers, it should make effort to improve the salaries of teachers. The low performance in many rural schools in the national examinations can be attributed to low job enthusiasm of the teachers.

In the interviews with the inspectors of schools, concerns related to those of teachers were raised. Inspector 1, “Teachers’ salaries are very low as is with other civil servants. There is need for the government to do something about their salaries.” Inspector 2, “The problem of salary is a general one, they are dismally low and that is why teachers country wide are always demanding for higher pay. However, we normally advise the teachers to be patient because the government has been improving salaries over the years.” Inspector 3 said, “There is need by the government to harmonise salaries such that teachers can also get pay equal to that of their counterparts in public service with equal qualifications. We have many teachers who have attained degrees but they are still paid diploma salaries.” Similarly, Inspector 4 stated, “The issue of salaries remains an endless problem. The teacher sector is

poorly paid, and teachers' salaries remained very low to afford them a good standard of living. However, there has been improvement in salaries over time." The views above show that the situation of teachers' basic pay was bad. These views concur with the descriptive statistics results which revealed that basic pay for teachers was low.

#### 4.5.2 Results for Income Security Schemes for Teachers

Income security schemes were studied as the second dimension of remuneration. Income security schemes were studied using six items requiring the teachers to rate their income security schemes. The results on the same were as presented in Table 4.34.

**Table 4.34: Frequencies, Percentages and Means for Income Security Schemes**

Income Security Schemes	F/%	SD	D	U	A	SA	Mean
I am assured of my job in this school as long as I continue performing	F %	30 9.3	32 9.9	52 16.1	151 46.7	58 18.0	3.54
On retirement I will receive my gratuity easily	F %	45 13.9	40 12.4	137 42.4	78 24.1	23 7.1	2.98
When I retire I will receive monthly pension	F %	30 9.3	28 8.6	141 43.5	83 25.6	42 13.0	3.24
The pension I expect is satisfying	F %	58 17.8	65 20.0	140 43.1	37 11.4	25 7.7	2.71
I am guaranteed of medical treatment	F %	138 42.5	70 21.5	55 16.9	40 12.3	22 6.8	2.19
I continue to receive my pay when on any form of leave such as sick leave	F %	55 17.1	27 8.4	81 25.2	94 29.2	65 20.2	3.27
Overall mean							3.00

The data in Table 4.34 on whether teachers were assured of their jobs in the schools as long as they continued performing revealed that the majority percentage (64.7%) of the respondents agreed, 19.2% disagreed and 16.1% were undecided. The mean 3.54 was close to four that is agreed basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that the respondents agreed that teachers were assured of their jobs in the schools as long as they continued performing. As to whether on retirement the teachers would receive their gratuity easily, the larger percentage

(42.4%) were undecided, 31.2% agreed and 26.3% disagreed. The mean = 2.98 was almost equal to three implying that the respondents were undecided. Therefore, the teachers indicated that on retirement they hoped that they would fairly easily receive their gratuity.

To the question item inquiring whether on retiring the teachers would receive monthly pension, the larger percentage (43.5%) of the respondents were undecided with 38.6% agreed and 17.9% disagreed. The mean = 3.24 was almost equal to three which indicated that the respondents were undecided. Therefore, fairly, teachers would receive monthly pension. The results on the question item inquiring whether the pension teachers expected will be satisfying showed that the larger percentage (43.1%) of the respondents were undecided while 37.8% disagreed and 19.1% agreed. The mean = 2.71 was close to three which suggested that the respondents were undecided. Therefore, fairly the pension teachers expected was satisfying.

The data on the question item asking the respondents whether they were guaranteed of medical treatment revealed that the majority percentage (64.0%) of the respondents disagreed, 19.1% agreed and 16.9% were undecided. The mean = 2.19 was almost equal to two which indicated disagreed. This meant that teachers were not guaranteed of medical treatment. As to whether the teachers continued to receive their pay when on any form of leave such as sick leave, the larger percentage (49.4%) of the respondents agreed, 25.2% were undecided and 25.5% disagreed. The mean = 3.27 was almost equal to three which meant that the respondents were undecided. Therefore, the respondents suggested that fairly they continued to receive their pay when on any form of leave such as sick leave. To establish whether the items in Table 4.34 were valid measures of the construct of income security schemes, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Table 4.35.

**Table 4.35: Factors and Cronbach's Alpha for Income Security Schemes**

Items	Component	Cronbach's
	1	$\alpha$
I am assured of my job in this school as long as I continue performing	0.578	0.884
On retirement I will receive my gratuity easily	0.848	
When I retire I will receive monthly pension	0.856	
The pension I expect is satisfying	0.830	
I am guaranteed of medical treatment	0.688	
I continue to receive my pay when on any form of leave such as sick leave	0.641	
Eigenvalue	3.360	
% variance	55.995	

Extraction Method: Principal Component Analysis.

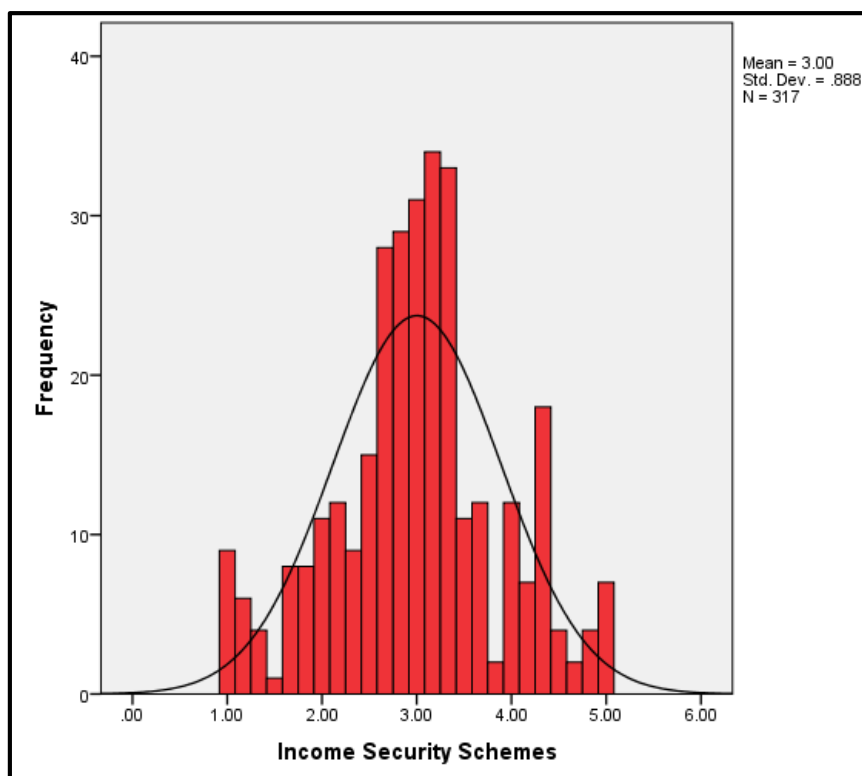
a. 1 component extracted.

The results in Table 4.35 show that Factor Analysis reduced the items measuring income security schemes into one factor only. The factor had an Eigenvalue of 3.360 meaning that the factor accounted for  $3.360/6 \times 100 = 55.995$  of the total variance among the six items. The loadings in Table 4.35 show that all the six items loaded highly above 0.50 on the first component. This means that all the six items were valid measures of income security schemes. The Cronbach's alpha result in Table 4.35 ( $\alpha = 0.884$ ) indicates that the items were reliable. The reliability results indicated that the items were internally consistent and thus all items reliably measured income security schemes. To ascertain the overall view of how the respondents rated income security schemes, an average index for the six items measuring income security schemes was calculated. The results on the same were as presented in Table 4.36.

**Table 4.36: Summary Statistics on Income Security Schemes**

	Descriptives		Statistic	Std. Error
Income Security Schemes	Mean		3.00	0.05
	95% Confidence	Lower Bound	2.90	
	Interval for Mean	Upper Bound	3.10	
	5% Trimmed Mean		3.00	
	Median		3.00	
	Variance		0.79	
	Std. Deviation		0.89	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.92	
	Skewness		-0.05	0.14
	Kurtosis		0.05	0.27

The results in Table 4.36 show that the mean = 3.00 was equal to the median = 3.00 indicating normality in the responses despite the negative skew (skew = -0.05). The average mean implied that income security schemes for teachers were fair because basing on the scale used, three represented undecided that is the average or fair. The low standard deviation = 0.89 implied low dispersion in the responses. The curve in Figure 4.10 confirms the suggested normality.



**Figure 4.10: Histogram for Income Security Schemes**

Figure 4.10 indicate normal distribution of the responses obtained on income security schemes. This suggests that the data obtained on income security schemes could be subjected to linear correlation and regression and appropriate results obtained.

To carry out an in-depth analysis about how teachers perceived their income security schemes, teachers in open responses of the questionnaire were asked to briefly give their opinions on their income security schemes. In their open responses to the open ended question item, the teachers provided related responses that pointed to the fact that on retirement they would receive monthly pension. However, some indicated that the challenge was that some who retired took long to get their gratuity. Therefore, they showed worry that getting their gratuity after retiring might be a challenge. In the interviews with the head teachers, they also indicated that teachers were assured of gratuity after retirement and pension. However, they indicated that the challenge was that even the pensions and gratuity were low to afford retired teachers decent life style after retiring. In the interviews with the inspectors of schools, they reiterated the view of the teachers. They indicated that since teachers were in government aided schools, they were guaranteed of their jobs and expected pension and gratuity after retirement. Like the teachers and the head teachers, they also

revealed that the challenge was that pensions were low because of low salaries. This finding concurs with the descriptive statistics which revealed that income security was fair.

#### 4.5.3 Results for Bonuses and Allowances to Teachers

Bonuses and allowances were studied as the third dimension of remuneration. Bonuses and allowances were studied using six items requiring the teachers to rate their bonuses and allowances. The results on the same were as presented in Table 4.37.

**Table 4.37: Frequencies, Percentages and Means for Bonuses and Allowances**

Bonuses and Allowances	F/%	SD	D	U	A	SA	Mean
I get extra pay or prizes for exceeding performance targets	F %	56 17.2	68 20.9	34 10.5	123 37.8	44 13.5	3.10
I receive regular allowances besides my salary	F %	55 17.0	91 28.2	37 11.5	104 32.2	36 11.1	2.92
I get responsibility allowances	F %	40 12.5	63 19.7	35 11.0	135 42.3	46 14.4	3.26
I am offered extra pay for additional tasks undertaken	F %	40 12.3	74 22.8	39 12.0	135 41.5	37 11.4	3.17
I am paid when I do school work during holidays, weekends and after working hours	F %	37 11.4	69 21.2	42 12.9	129 39.7	48 14.8	3.25
Allowances I receive are satisfactory	F %	87 27.0	110 34.2	57 17.7	51 15.8	17 5.3	2.38
Overall mean							3.04

The data in Table 4.37 on whether teachers got extra pay or prizes for exceeding performance targets revealed that the larger percentage (51.3%) of the respondents agreed while 38.1% disagreed and 10.5% were undecided. The mean = 3.10 was almost equal to three that is undecided basing on the five-point Likert scale on which the question items in the instrument were based. The results therefore indicated that teachers indicated that they fairly got extra pay or prizes for exceeding performance targets. As to whether teachers receive regular allowances besides their salary, the larger percentage (45.2%) disagreed while 43.3% agreed and 11.5% were undecided. The mean = 2.92 indicated that teachers fairly, received regular allowances besides their salary.

The results on the question item inquiring whether the teachers got responsibility allowances showed that the larger percentage (56.7%) of the respondents agreed while 32.2% disagreed and 11.0% were undecided. The mean = 3.26 was close to three which suggested that the respondents were undecided. Therefore, the teachers indicated that fairly, they got responsibility allowances. The data on the question item asking whether teachers were offered extra pay for additional tasks undertaken revealed that the larger percentage (52.9%) of the respondents agreed while 35.1% disagreed and 12.0% were undecided. The mean = 3.17 was almost equal to three which indicated that the respondents were undecided. This meant that fairly, teachers were offered extra pay for additional tasks undertaken.

As to whether the teachers were paid when they did school work during holidays, on weekends and after working hours, the larger percentage (54.5%) of the respondents agreed while 32.6% disagreed and 12.9% were undecided. The mean = 3.25 was almost three which meant that the respondents were undecided. Therefore, the teachers indicated that fairly, they were paid when they did school work during holidays. With regard to whether the allowances the teachers received were satisfactory, the majority percentage (61.2%) of the respondents disagreed, 21.1% agreed and 17.7% were undecided. The mean = 2.38 was close to two which suggested that the respondents disagreed. Therefore, the teachers indicated that the allowances they received were not satisfactory. To confirm whether the items in Table 4.37 were valid measures of the construct of bonuses and allowances, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Table 4.38.



**Table 4.38: Factors and Cronbach's Alpha for Bonuses and Allowances**

Items	Component	Cronbach's
	1	$\alpha$
I get extra pay or prizes for exceeding performance targets	0.796	0.887
I receive regular allowances besides my salary	0.847	
I get responsibility allowances	0.840	
I am offered extra pay for additional tasks undertaken	0.850	
I am paid when I do school work during holidays, weekends and after working hours	0.739	
Allowances I receive are satisfactory	0.722	
Eigenvalue	3.360	
% variance	55.995	

Extraction Method: Principal Component Analysis.

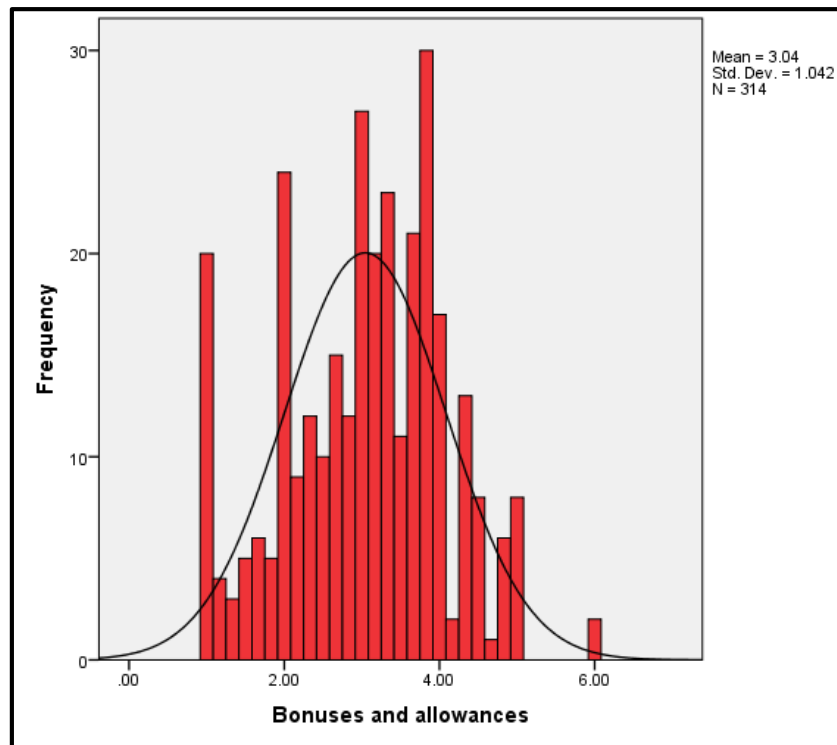
a. 1 component extracted.

The results in Table 4.38 show that Factor Analysis reduced the items measuring bonuses and allowances into one factor only. The factor had an Eigenvalue of 3.847 meaning that the factor accounted for  $3.847/6 \times 100 = 64.117$  of the total variance among the six items. The loadings in Table 4.38 show that all the six items loaded highly above 0.50 on the first component. This means that all the six items were valid measures of bonuses and allowances. The Cronbach's alpha result in Table 4.38 ( $\alpha = 0.887$ ) indicates that the items were reliable. The reliability results indicated that the items were internally consistent and thus all items reliably measured bonuses and allowances. To ascertain the overall view of how the respondents rated bonuses and allowances, an average index for the six items measuring bonuses and allowances was calculated. The results on the same were as presented in Table 4.39.

**Table 4.39: Summary Statistics on Bonuses and Allowances**

Descriptives			Statistic	Std. Error
Bonuses and allowances	Mean		3.04	0.06
	95% Confidence Interval for Mean	Lower Bound	2.93	
		Upper Bound	3.16	
	5% Trimmed Mean		3.04	
	Median		3.17	
	Variance		1.09	
	Std. Deviation		1.04	
	Minimum		1.00	
	Maximum		6.00	
	Range		5.00	
	Interquartile Range		1.50	
	Skewness		-0.15	0.14
	Kurtosis		-0.36	0.27

The results in Table 4.39 show that the mean = 3.04 was equal to the median = 3.17 indicating normality in the responses despite the negative skew (skew = --0.15). The average mean implied that bonuses and allowances for teachers were fair because basing on the scale used, three represented undecided that is the average or fair. The standard deviation close to one suggested that the responses were fairly normally dispersed. The curve in Figure 4.11 confirms the suggested normality.



**Figure 4.11: Histogram for Bonuses and Allowances**

Figure 4.11 indicate normal distribution of the responses obtained on bonuses and allowances. This suggests that the data obtained on bonuses and allowances could be subjected to linear correlation and regression and appropriate results obtained.

To obtain the views of the teachers about personal bonuses and allowances they received, teachers in open responses of the questionnaire were asked to give a summary of their feeling about bonuses and allowances they received in their schools. Several varying responses were given which pointed to the effect that the bonuses and allowances they received were low. For instance, R10 commented, “Allowances provided for extra work at school are not adequate because parents are charged little for that work.” R39 remarked, “There are no allowances because this is a Universal Secondary Education school. The little contribution made by parents helps to feed teachers and the rest helps in the maintainance of the school.”

R128 stated, “Sometimes a little allowance is given but this is particularly when a teacher is doing activities outside the school nevertheless sometimes even with such activities nothing is paid to the teacher.” R176 indicated, “The extra bonuses and allowances I receive are not equivalent to the work I do and do not adequately cater for my needs.” R231 revealed, “Sometimes a little allowance is given but this is particularly when a teacher is doing

activities outside the school nevertheless sometimes even with such activities nothing is paid to the teacher.” However, R41 stated, “I am offered extra pay for additional tasks undertaken and I am paid when I do school work during holidays, weekends and after working hours.” The views from the teachers above suggest that bonuses and allowances were low. This finding is consistent with the findings of the study which revealed that bonuses and allowances were low.

In the interviews with the head teachers, they gave views related to those of teachers. The head teachers revealed that except for the established schools which were able to pay good allowances to teachers. The poor schools could not afford and teachers depended on their salaries. H<sub>1</sub> stated, “The big schools pay teachers allowances included PTA allowances, weekly duty allowance and child allowance among others. However, for teachers in poor schools, the situation is dire. The head teachers even struggle to sustain the schools.” H<sub>3</sub> said, “Paying of allowances depends on the level of the school. Established schools with big numbers pay teachers handsomely, however for universal schools this is not possible.” The views above were aired by the other head teachers and the inspectors of schools. This meant that bonuses and allowances were paid to teachers depending on the income level of the school with some schools paying good allowances to teachers and others paying no allowance and bonuses to teachers.

#### **4.5.4 Correlation of Job Performance of Teachers on Remuneration**

To establish whether there was a relationship between remuneration and job performance of the teachers, three sub-hypotheses (H<sub>4</sub>-H<sub>6</sub>) were formed from the dimensions of remuneration (see Figure 2.1) and correlation analysis carried out. The three remuneration sub-hypotheses tested whether there was a relationship between basic pay, income security schemes, bonuses and allowances and job performance of teachers. The results were given as in Table 4.40.

**Table 4.40: Correlation of Remuneration on Job Performance of Teachers**

	Job Performance of Teachers	Basic pay	Income Security Schemes	Bonuses and allowances
Job Performance of Teachers	1	0.176**	0.297**	0.052
Basic pay		1	0.562**	0.539**
Income Security Schemes			1	0.397**
Bonuses and allowances				1

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

The results in Table 4.40 suggest that remuneration aspects namely; basic pay ( $r = 0.176$ ,  $p = 0.003 < 0.05$ ), and income security schemes ( $r = 0.297$ ,  $p = 0.000 < 0.05$ ) had a positive and significant relationship with job performance of teachers but bonuses and allowances ( $r = 0.052$ ,  $p = 0.374 > 0.05$ ) had an insignificant correlation. This means that Sub-Hypotheses Four and Five ( $H_4$ - $H_5$ ) were supported but sub-hypothesis Six ( $H_6$ ) was rejected.

#### 4.5.5 Regression of Job Performance of Teachers on Remuneration

At the confirmatory level, to establish whether remuneration aspects namely; basic pay, income security schemes, bonuses and allowances influenced job performance of teachers, a regression analysis was carried out. The results were as in Table 4.41.

**Table 4.41: Regression of Job Performance of Teachers on Remuneration**

Remuneration	Standardised Coefficients ( $\beta$ )	Significance (p)
Basic pay	0.053	0.507
Income Security Schemes	0.277	0.000
Bonuses and allowances	-0.030	0.669

Adjusted  $R^2 = 0.078$

$F = 8.697$ ,  $p = 0.000$

a. Dependent Variable: Job Performance of Teachers

The results in Table 4.41 show that remuneration aspects namely; basic pay, income security schemes, bonuses and allowances explained 7.8% of the variation in job performance of teachers (adjusted  $R^2 = 0.078$ ). This means that 92.2% of the variation in job performance of teachers was accounted for by other factors not considered under this model. However, only one remuneration aspect namely; income security schemes ( $\beta = 0.277$ ,  $p = 0.000 < 0.05$ ) had a positive and significant influence on job performance of teachers. Basic pay ( $\beta = 0.053$ ,  $p = 0.507 > 0.05$ ) had a positive but insignificant influence on job performance of teachers while bonuses and allowances ( $\beta = -0.030$ ,  $p = 0.669 > 0.05$ ) had a negative insignificant influence on job performance of teachers. This means that only sub hypotheses Five ( $H_5$ ) was supported but sub-hypothesis Four and Six ( $H_4$  &  $H_6$ ) were not supported.

#### **4.6 Results for Training and Job Performance of Teachers**

The third objective of the study sought to analyse the relationship between training and job performance of teachers in government aided secondary schools in Western Uganda. Training was studied in terms of on-the-job training and off-the-job-training. The results on training include descriptive results followed by inferential results. Descriptive results for each aspect of training are presented independently.

##### **4.6.1 Results for On-the-Job Training**

On-the-job training was studied as the first element of training. On-the-job training was studied using five items requiring the teachers to rate how they perceived the on-the-job training they received. The results on the same were as presented in Table 4.42.

**Table 4.42: Frequencies, Percentages and Means for On-Job Training**

On-Job Training	F/%	SD	D	U	A	SA	Mean
My supervisors provide me instructions on activities to accomplish	F 15 % 4.6	23 7.1	24 7.4	216 66.5	47 14.5	3.79	
I have been guided on how to carry out certain activities by my supervisors in this school	F 14 % 4.3	19 5.8	19 5.8	215 66.2	58 17.8	3.87	
My supervisors provide me positive feedback on how I should carry out my job	F 18 % 5.6	20 6.2	24 7.5	197 61.4	62 19.3	3.83	
I have acted in different responsibilities in this school	F 12 % 3.7	22 6.8	21 6.5	172 53.3	96 29.7	3.98	
The position I hold in this school has many responsibilities to accomplish	F 15 % 4.6	43 13.2	29 8.9	168 51.7	70 21.5	3.72	
Overall mean						3.83	

The results in Table 4.42 on whether supervisors provided teachers instructions on activities to accomplish showed that cumulatively the majority percentage (81.0%) of the respondents agreed while 11.7% disagreed and 7.4% were undecided. The mean = 3.79 was close to code four which on the five-point Likert scale used to measure the items that corresponded to agreed. Therefore, supervisors provided teachers instructions on activities to accomplish. With respect to whether teachers were guided on how to carry out certain activities by their supervisors in the schools, the majority percentage (84.0%) of the respondents agreed, 10.1% disagreed and 5.8% were undecided. The mean = 3.87 was close to four which corresponded with agreed. Therefore, teachers were guided on how to carry out certain activities by their supervisors in the schools.

Regarding whether supervisors provide teachers positive feedback on how they should carry out their jobs, cumulatively the larger percentage (80.7%) of the respondents agreed with 11.8% disagreeing and 7.5% being undecided. The mean = 3.83 was close to four, which corresponded with agreed. This suggested that supervisor provision of teachers with resources to meet objectives was good. With respect to whether teachers acted in different

responsibilities in the schools, cumulatively the larger percentage (83.0%) of the respondents agreed with 10.5% disagreeing and 6.5% being undecided. The mean = 3.98 close to four corresponded with agreed. This suggested that teachers acted in different responsibilities in the schools.

As to whether the positions teachers held in the schools had many responsibilities to accomplish, cumulatively the larger percentage (73.2%) of the respondents agreed while 17.8% disagreed and 8.9% were undecided. The mean = 3.72 suggested that the positions teachers held in the schools had many responsibilities to accomplish. To establish whether the items in Table 4.42 were valid measures of the construct of on-the-job training, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.43.

**Table 4.43: Factors and Cronbach's Alpha for On-the-Job Training**

Items	Component		Cronbach's $\alpha$
	1	2	
My supervisors provide me instructions on activities to accomplish	0.833		*0.772
I have been guided on how to carry out certain activities by my supervisors in this school	0.829		**0.847
My supervisors provide me positive feedback on how I should carry out my job	0.815		
I have acted in different responsibilities in this school	<u>0.576</u>	<u>0.634</u>	
The position I hold in this school has many responsibilities to accomplish	<u>0.561</u>	<u>0.652</u>	
Eigenvalue	2.691	1.098	
% variance	53.821	21.961	

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

The results in Table 4.43 show that Factor Analysis reduced the items measuring on-the-job training into two factors only. The factors had Eigenvalues of 2.691 and 1.098 meaning that the factors accounted for  $2.691/5 \times 100 = 53.821$  and  $1.098/5 \times 100 = 21.961$  of



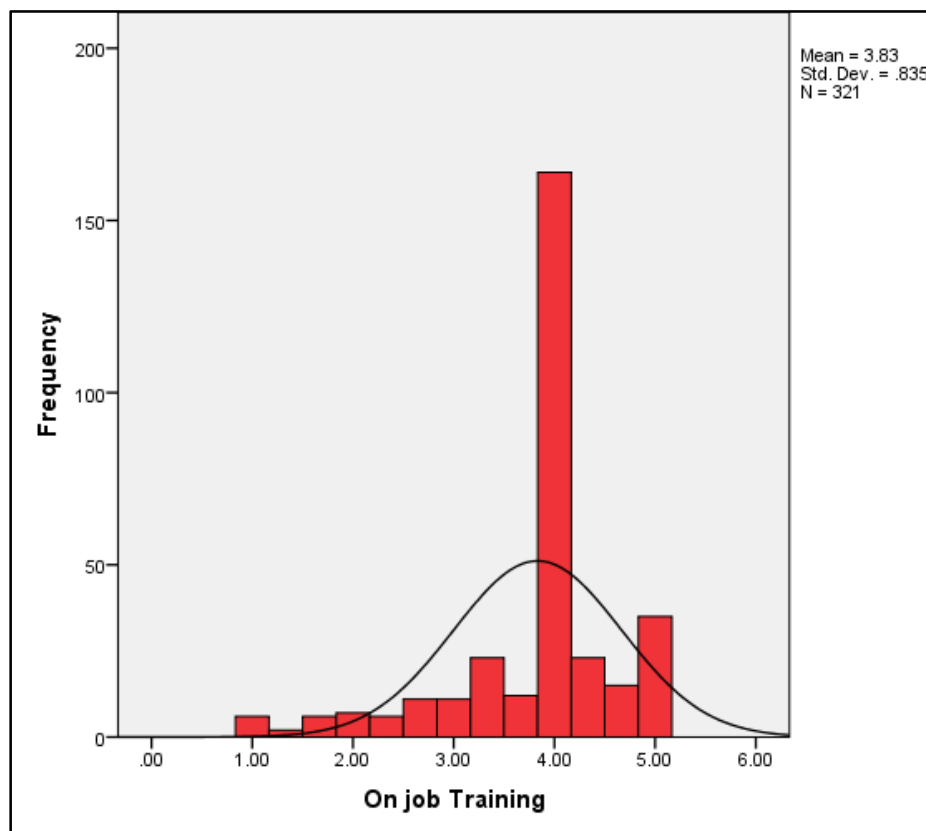
the total variance among the five items. The loadings in Table 4.43 show that all the five items loaded highly above 0.50 on the first component but two items that is the 4<sup>th</sup> and 5<sup>th</sup> items loaded highly twice above 0.50 on the first and second components. This means that three items were valid measures of on-the-Job training while two items were complex items reflecting the influence of more than one factor and had to be dropped from subsequent analysis. The final Cronbach's alpha result in Table 4.43 ( $\alpha = **0.847$ , initially  $*0.772$ ) indicates that dropping the 4<sup>th</sup> and 5<sup>th</sup> items in Table 4.43 made the items more valid and more reliable. Therefore, the three remaining items were internally consistent and reliably measured on-the-job training. To find out the overall picture of how the respondents rated on on-the-job training, an average index for the three items measuring on on-the-job training was calculated. The results on the same were as presented in Table 4.44.

**Table 4.44: Summary Statistics on On-the-Job Training**

Descriptives			Statistic	Std. Error
On job	Mean		3.83	0.05
Training	95% Confidence	Lower Bound	3.74	
	Interval for Mean	Upper Bound	3.92	
	5% Trimmed Mean		3.90	
	Median		4.00	
	Variance		0.70	
	Std. Deviation		0.84	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		0.33	
	Skewness		-1.36	0.14
	Kurtosis		2.27	0.27

The results in Table 4.44 show that the mean = 3.83 was close to the median = 4.00 indicating normality in the responses despite the negative skew (skew = -1.36). The mean close to four implied that on-the-job training was good because basing on the scale used, four

represented agreed or good. The low standard deviation = 0.84 implied low dispersion in the responses. The curve in Figure 4.12 confirms the suggested normality.



**Figure 4.12: Histogram for On-the-Job Training**

Figure 4.12 indicate normal distribution of the responses obtained on on-the-job training. This suggests that the data obtained on on-the-job training could be subjected to linear correlation and regression and appropriate results obtained.

In their open responses on on the job-training the teachers gave scanty but related responses. These were the same responses echoed by the head teachers and the inspectors of schools. They revealed that teachers acted in different positions, received instruction during meetings and sometimes training workshops were held at schools. These responses showed that there were no systematic on the job training although they were provided.

### 4.6.2 Results for Off-the-job Training

Off-the-job Training was studied as the second element of training. Off-the-job Training was studied using five items requiring the teachers to rate how they perceived the off-the-job training they received. The results on the same were as presented in Table 4.45.

**Table 4.45: Frequencies, Percentages and Means for Off-the-job Training**

Off-the-job Training	F/%	SD	D	U	A	SA	Mean
I have been provided the opportunity to go for further studies	F %	86 26.5	80 24.6	43 13.2	84 25.8	32 9.8	2.68
I have been offered an opportunity to attend a refresher course	F %	68 20.9	82 25.2	37 11.4	88 27.1	50 15.4	2.91
I have been provided with manuals with job performance instruction in this school	F %	55 17.1	86 26.7	39 12.1	115 35.7	27 8.4	2.92
I have been taken on a visit to learn from a better performing school	F %	70 21.7	106 32.8	38 11.8	87 26.9	22 6.8	2.64
In this school I have been encouraged to participate in seminars and workshops	F %	39 12.1	58 18.0	28 8.7	143 44.3	55 17.0	3.36
This school has availed training opportunities on use of new technologies in teaching	F %	41 12.6	78 24.0	29 8.9	139 42.8	38 11.7	3.17
Overall mean							2.96

The results in Table 4.45 on whether teachers were provided the opportunity to go for further studies showed that cumulatively the larger percentage (51.1%) of the respondents disagreed while 35.6% agreed and 13.2% were undecided. The mean = 2.68 was close to code 3 which on the five-point Likert scale used to measure the items corresponded to undecided. Therefore, to a lesser extent teachers were provided the opportunity to go for further studies. With respect to whether teachers were offered opportunities to attend refresher courses, the larger percentage (46.1%) of the respondents disagreed, 42.5% agreed and 11.4% were undecided. The mean = 2.91 was close to three which corresponded with undecided. Therefore, fairly, teachers were offered opportunities to attend refresher courses.

With respect to whether teachers were provided with manuals with job performance instruction in the schools, the larger percentage (44.1%) of the respondents agreed, 43.8% disagreed and 12.1% were undecided. The mean = 2.92 was close to three which corresponded to undecided. Therefore, there was fair provision of manuals to teachers with job performance instruction in the schools. Regarding whether teachers were taken on visits to learn from better performing schools, cumulatively the larger percentage (54.5%) of the respondents disagreed with 33.7% agreeing and 11.8% being undecided. The mean = 2.64 was below three, which corresponded with undecided. This suggested that to a lesser extent teachers were taken on visits to learn from better performing schools.

With respect to whether in the schools teachers were encouraged to participate in seminars and workshops, cumulatively the larger percentage (61.3%) of the respondents agreed with 30.1% disagreeing and 8.7% being undecided. The mean = 3.36 close to three corresponded with undecided. This suggested that fairly, in the schools teachers were encouraged to participate in seminars and workshops. As to whether the schools availed teachers training opportunities on use of new technologies in teaching, cumulatively the larger percentage (54.5%) of the respondents agreed while 36.6% disagreed and 8.9% were undecided. The mean = 3.17 suggested that fairly, schools availed teachers training opportunities on use of new technologies in teaching. To confirm whether the items in Table 4.45 were valid measures of the construct of off-the-job training, factor analysis was carried out and then Cronbach's test was used to confirm their reliability. The results were as presented in Tables 4.46.

**Table 4.46: Factors and Cronbach's Alpha for Off-the-Job Training**

Items	Component 1	Cronbach's $\alpha$
I have been provided the opportunity to go for further studies	0.675	0.856
I have been offered an opportunity to attend a refresher course	0.791	
I have been provided with manuals with job performance instruction in this school	0.844	
I have been taken on a visit to learn from a better performing school	0.738	
In this school I have been encouraged to participate in seminars and workshops	0.788	
This school has availed training opportunities on use of new technologies in teaching	0.742	
Eigenvalue	3.507	
% variance	58.452	

Extraction Method: Principal Component Analysis.

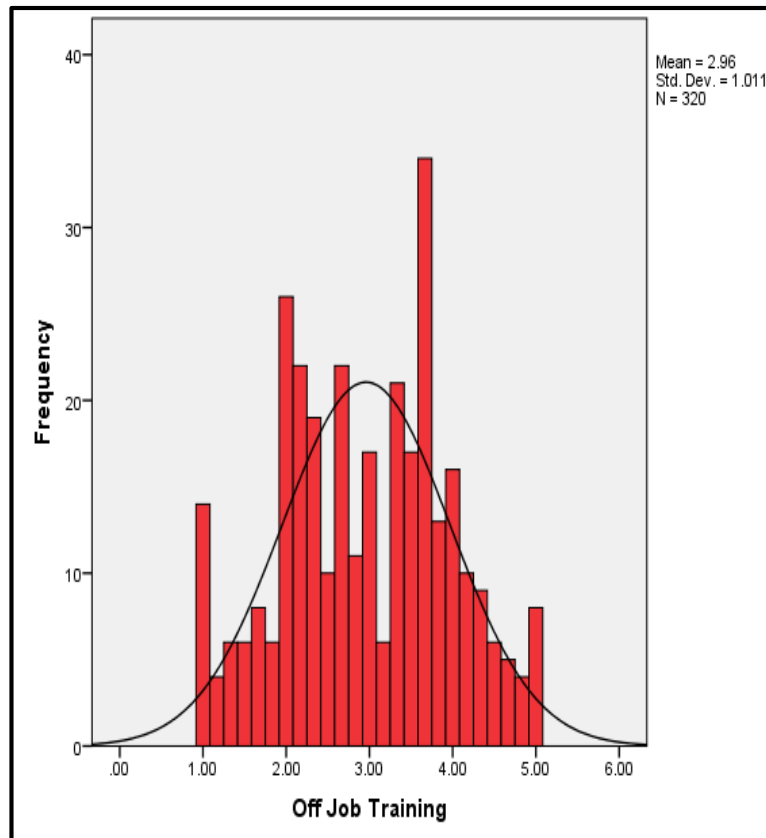
a. 1 component extracted.

The results in Table 4.46 show that Factor Analysis reduced the items measuring off-the-job training into one factor only. The factors had an Eigenvalue of 3.507 meaning that the factors accounted for  $3.507/6 \times 100 = 58.452$  of the total variance among the six items. The loadings in Table 4.46 show that all the six items loaded highly above 0.50 on the first component. This means that all the items were valid measures of off-the-job training. The Cronbach's alpha result ( $\alpha = 0.856$ ) indicates that the items were reliable measures of off-the-job training. Therefore, the six items were internally consistent and reliably measured off-the-job training. To find out the overall picture of how the respondents rated on off-the-job training, an average index for the six items measuring on off-the-job training was calculated. The results on the same were as presented in Table 4.47.

**Table 4.47: Summary Statistics on Off-the-Job Training**

Descriptives		Statistic	Std. Error
Off-the-job- Training	Mean	2.96	0.06
	95% Confidence Interval for Mean	Lower Bound 2.85	
		Upper Bound 3.07	
	5% Trimmed Mean	2.96	
	Median	3.00	
	Variance	1.02	
	Std. Deviation	1.01	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.50	
	Skewness	-0.05	0.14
	Kurtosis	-0.77	0.27

The results in Table 4.47 show that the mean = 2.96 was close to the median = 3.00 indicating normality in the responses despite the negative skew (skew = -0.05). The mean close to three implied that off-the-job training provided was fair because basing on the scale used, three represented undecided. The standard deviation = 1.01 close to one implied limited dispersion in the responses. The curve in Figure 4.13 confirms the suggested normality.



**Figure 4.13: Histogram for Off-the-Job Training**

Figure 4.13 indicate normal distribution of the responses obtained on off-the-job training. This suggests that the data obtained on off-the-job training could be subjected to linear correlation and regression and appropriate results obtained.

To provide explanation to the descriptive statistics data on off-the-job training, teachers were asked to briefly give their opinions on off-the-job training provided to them in the schools. R10 remarked, “The opportunities for off-the-job training in this school are not enough. The government only offers opportunities to the scientists through the SESEMAT programme and the rest struggle on their own.” In relation to the above, R90 stated, “The school does not have training opportunities except if an individual chooses to go for further studies on his/her own. For example, I am now pursuing a distance degree on a holiday programme, however this has nothing to do with the school.” R129 remarked; “The school only provides instructions on the training programs. Science teachers during holidays receive Science and Mathematics Teacher Training Program (SESEMAT) training. However, arts teachers are not catered for” R222 stated, “We have not had any.” The views above suggest that off-the-job

training for teachers was limited except that some teachers went for further studies and sometimes the science teachers received SESEMAT training.

In the interviews with the head teachers, views related to those given by teachers above were given. H1 stated, “Not very common except those who go for further studies on their own. Science teachers have also been trained under the SESEMAT programme” H2 said, “In my school I have encouraged my teachers with diplomas to upgrade to degree level through the in-service training programmes. Other than that, there are no trainings provided to the teachers.” H3 remarked;

There is no off job training for teachers in this school. Teachers can go to upgrade to bachelors and even masters degrees but this is their own initiative. The studying must take place outside school time. Those who have upgraded from diploma to degree have done so under in service programme during holidays.

In relation to the above, H4 stated, “except for some few teachers when there is a workshop that requires them to attend or those who upgrade, there is no system for off job training for teachers.” In the interviews with the inspectors views similar to those of teachers and head teachers were echoed. The inspectors indicated that there were no refresher courses for teachers except the SESEMAT programme for science teachers and teachers sponsoring themselves for further studies to degree level for those who have diplomas and going for masters’ degrees. From the above views, it can be deduced that off-the-job training opportunities for teachers were low. This finding supported the descriptive statistics results which revealed that off-the-job training opportunities were below average.

#### **4.6.3 Correlation of Job Performance of Teachers on Training**

To establish whether there was a relationship between training and job performance of the teachers, two sub-hypotheses (H<sub>7</sub>-H<sub>8</sub>) were formed from the aspects of training (see Figure 2.1) and correlation analysis carried out. The two training sub-hypotheses tested whether there was a relationship between on-the-job training and off-the-job-training and job performance of teachers. The results were given as in Table 4.48.



**Table 4.48: Correlation of Training on Job Performance of Teachers**

	Job Performance of Teachers	On job Training	Off Job Training
Job Performance of Teachers	1	0.263**	0.206**
On job Training		1	0.415**
Off Job Training			1

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

The results in Table 4.48 suggest that training aspects namely; on-the-job training ( $r = 0.263$ ,  $p = 0.000 < 0.05$ ) and off-the-job-training ( $r = 0.206$ ,  $p = 0.000 < 0.05$ ) had a positive and significant relationship with job performance of teachers. This means that Sub-Hypotheses Seven and Eight ( $H_7$ - $H_8$ ) were supported.

#### 4.6.4 Regression of Job Performance of Teachers on Training

At the confirmatory level, to establish whether training aspects namely; on-the-job training and off-the-job-training influenced job performance of teachers. A regression analysis was carried out. The results were as in Table 4.49.

**Table 4.49: Regression of Training on Job Performance of Teachers**

Training	Standardised Coefficients ( $\beta$ )	Significance (p)
On-the-Job Training	0.214	0.001
Off-the-Job Training	0.121	0.051

Adjusted  $R^2 = 0.074$

$F = 12.536$ ,  $p = 0.000$

a. Dependent Variable: Job Performance of Teachers

The results in Table 4.49 show that training aspects namely; on-the-job training and off-the-job-training explained 7.4% of the variation in job performance of teachers (adjusted  $R^2 = 0.074$ ). This means that 92.6% of the variation in job performance of teachers was accounted for by other factors not considered under this model. However, only one training aspect of

on-the-job training ( $\beta = 0.214$ ,  $p = 0.001 < 0.05$ ) had a positive and significant influence on job performance of teachers. Off-the-Job Training ( $\beta = 0.121$ ,  $p = 0.051 > 0.05$ ) had a positive but insignificant influence on job performance of teachers. This means that only sub-hypothesis Seven ( $H_7$ ) was supported but sub-hypothesis Eight ( $H_8$ ) was not supported.

#### **4.7 Summary Inferential Results on the Relationship between School management and job performance.**

The conceptual framework (Figure 2.1) shows that the study conceived school management in terms of supervisory practices, remuneration and training. Nevertheless, in the previous sections (sections 4.4 – 4.7) each of the dimensions of the management construct were related independently with job performance of teachers. Therefore, to establish how overall each of the school management constructs related to job performance of teachers, average indices were calculated for each of them and the results follow here under.

##### **4.7.1 Average index for Supervisory practices**

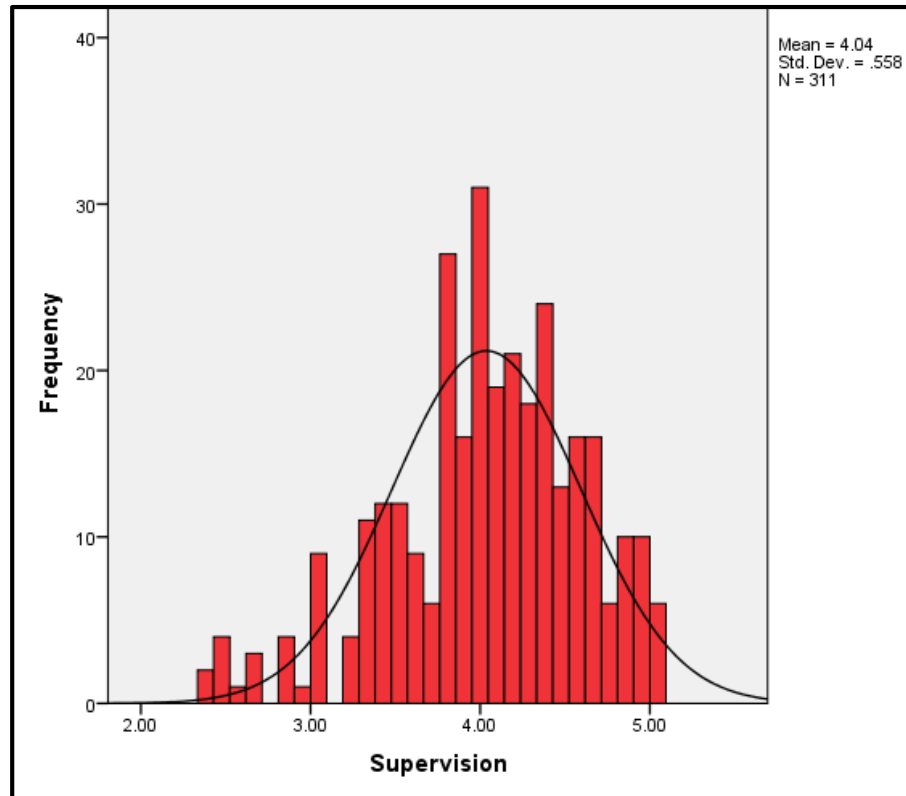
Supervisory practices was studied in terms of supervisor supervisory practices behaviour, support and communication. The summary statistics for supervisory practices were as presented in Table 4.50.

**Table 4.50: Summary Statistics for Supervisory practices**

	Descriptives		Statistic	Std. Error
Supervisory practices	Mean		4.04	0.03
	95% Confidence Interval for Mean	Lower Bound	3.97	
		Upper Bound	4.10	
	5% Trimmed Mean		4.10	
	Median		4.10	
	Variance		0.31	
	Std. Deviation		0.56	
	Minimum		2.38	
	Maximum		5.00	
	Range		2.62	
	Interquartile Range		0.62	
	Skewness		-0.68	0.14
	Kurtosis		0.43	0.28

The results in Table 4.50 reveal that the mean = 4.04 was almost equal to the median = 4.10. Therefore, despite the negative skew (skew -0.68), the results were normally distributed. The

mean and median close to four suggested that supervisory practices used was good because basing on the scale used four represented agreed. The low standard deviation = 0.56 suggested low dispersion in the responses. The curve in Figure 4.14 indicated normality of the responses.



**Figure 4.14: Histogram for Supervisory practices**

Figure 4.14 indicate normal distribution of the responses obtained about supervisory practices. The normal distribution of the responses implied that the results on supervisory practices could be subjected to linear correlation and regression and appropriate results obtained.

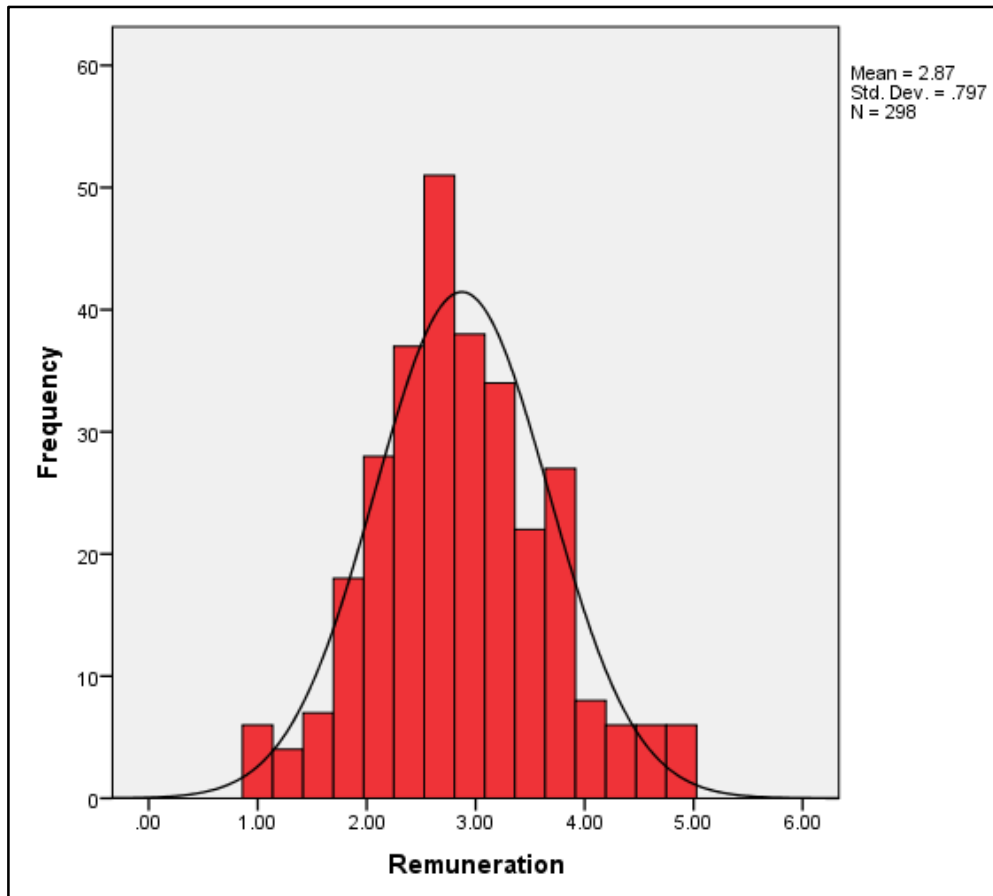
#### 4.7.2 Average index for Remuneration

Remuneration was studied in terms of basic pay, income security schemes and allowances. The summary statistics for remuneration as presented in Table 4.51.

**Table 4.51: Summary Statistics for Remuneration**

Descriptives			Statistic	Std. Error
Remuneration	Mean		2.87	0.05
	95% Confidence	Lower Bound	2.78	
	Interval for Mean	Upper Bound	2.96	
	5% Trimmed Mean		2.86	
	Median		2.78	
	Variance		0.64	
	Std. Deviation		0.80	
	Minimum		1.00	
	Maximum		5.00	
	Range		4.00	
	Interquartile Range		1.11	
	Skewness		0.23	0.14
	Kurtosis		0.04	0.28

The results in Table 4.51 reveal that the mean = 2.87 was almost equal to the median = 2.78 with a positive skew (0.23). Therefore, the responses were normally distributed. The mean and median close to three suggested that remuneration use was fair because basing on the scale used three represented undecided or fair (average). The low standard deviation = 0.80 suggested low dispersion in the responses. The curve in Figure 4.15 indicated normality of the responses.



**Figure 4.15: Histogram for Remuneration**

Figure 4.15 indicate normal distribution of the responses obtained about remuneration. The normal distribution of the responses implied that the results for remuneration could be subjected to linear correlation and regression and appropriate results obtained.

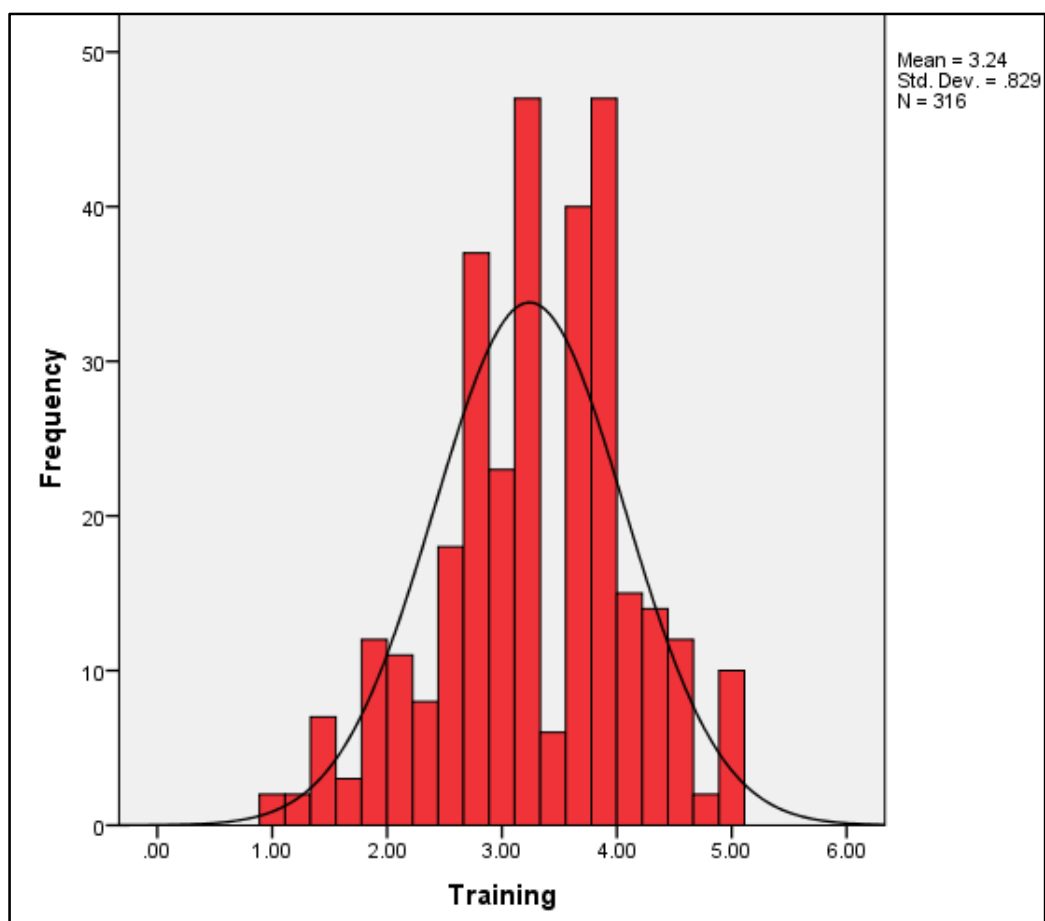
### 4.7.3 Average Index for Training

Training was studied in terms of on-the-job training and off-the- job training. The summary statistics for training as presented in Table 4.52.

**Table 4.52: Summary Statistics for Training**

Descriptives		Statistic	Std. Error
Training	Mean	3.24	0.05
	95% Confidence Lower Bound	3.15	
	Interval for Mean Upper Bound	3.33	
	5% Trimmed Mean	3.25	
	Median	3.33	
	Variance	0.69	
	Std. Deviation	0.83	
	Minimum	1.00	
	Maximum	5.00	
	Range	4.00	
	Interquartile Range	1.11	
	Skewness	-0.27	0.14
	Kurtosis	-0.12	0.27

The results in Table 4.52 reveal that the mean = 3.24 was equal to the median = 3.33. Therefore, despite the negative skew (skew -0.27), the results were normally distributed. The mean and median close to three suggested that teacher training was fair because basing on the scale used three represented undecided or fair (average). The low standard deviation = 0.83 suggested low dispersion in the responses. The curve in Figure 4.16 indicated normality of the responses.



**Figure 4.16: Histogram for Training**

Figure 4.16 indicate normal distribution of the responses obtained about training. The normal distribution of the responses implied that the results for training could be subjected to linear correlation and regression and appropriate results obtained.

#### **4.7.4 Correlation between School Management and Job Performance of Teachers**

To establish whether there was a relationship between school management and job performance of teachers that is to test the hypotheses ( $H_1$ - $H_3$ ) in this study, correlation analysis was done. The school management aspects were supervisory practices, remuneration and training. The results were given as in Table 4.53.

**Table 4.53: Correlation of Job Performance of Teachers on School Management**

	Job Performance of Teachers	Supervisory practices	Remuneration	Training
Job Performance of Teachers	1	0.453**	0.235**	0.260**
Supervisory practices		1	0.547**	0.524**
Remuneration			1	0.695**
Training				1

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

The results in Table 4.53 suggest that all management aspects namely; supervisory practices ( $r = 0.453$ ,  $p = 0.000 < 0.05$ ), remuneration ( $r = 0.235$ ,  $p = 0.000 < 0.05$ ), and teacher-centred training ( $r = 0.260$ ,  $p = 0.000 < 0.05$ ) had a positive and significant relationship with job performance of teachers. This means that hypotheses (H1-H3) were supported.

#### 4.7.5 Regression of Job Performance of Teachers on School Management

At the confirmatory level, to establish whether school management aspects namely; supervisory practices, remuneration and training influenced job performance of teachers, a regression analysis was carried out. The results were as in Table 4.54.

**Table 5.53: Regression of Job Performance of Teachers on School Management**

School Management	Standardised Coefficients ( $\beta$ )	Significance (p)
Supervisory practices	0.358	0.000
Remuneration	0.017	0.833
Training	0.034	0.678

Adjusted  $R^2 = 0.139$

$F = 14.829$ ,  $p = 0.000$

a. Dependent Variable: Job Performance of Teachers



The results in Table 4.54 show that school management namely; supervisory practices, remuneration and training explained 13.9% of the variation in job performance of teachers (adjusted  $R^2 = 0.139$ ). This means that 86.1% of the variation was accounted for by other factors not considered under this model. However, only supervisory practices, ( $\beta = 0.358$ ,  $p = 0.000 < 0.05$ ) had a positive and significant influence on job performance of teachers. On the other hand, remuneration ( $\beta = 0.017$ ,  $p = 0.833 > 0.05$ ) and training training( $\beta = 0.034$ ,  $p = 0.678 > 0.05$ ) had a positive but insignificant influence on job performance of teachers. This means that only the hypothesis one ( $H_1$ ) was supported but hypotheses two and three ( $H_2$  &  $H_3$ ) were not.

## **CHAPTER FIVE**

### **DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter presents the discussion, conclusions and recommendations made by this study on school management and performance of teachers. The discussion includes findings on the dependent variables and findings on the relationship between the independent and dependent variables. The chapter also contains the contribution of the study, its limitations and suggests areas for further research.

#### **5.1 Discussion**

##### **5.1.1 Job Performance of Teachers**

The dependent variable of this study was job performance of teachers. The findings on job performance of teachers revealed that it was good. This finding was inconsistent with the ground on which this study was based that performance of teachers in government aided secondary schools was poor. Initially, anecdotal evidence had suggested that teachers consistently reported late for duty, some teachers hardly appeared at schools, lacked adequate preparations for lessons and had poor relations with co-workers among others (Ssekiziyivu, 2013). Further, anecdotal evidence had been suggested that in the schools there was low teacher turn up for classes, late reporting and failure to execute all their professional duties like making schemes of work, lesson plans and performing weekly duty by many teachers. Accordingly, many teachers did not perform their jobs as required (Musoke, 2016). However, with the findings of the study providing evidence to the contrary, it can be deduced that the job performance of teachers in the schools was satisfactory.

##### **5.1.2 Head Teachers Supervisory Practices and Job Performance of Teachers**

The first hypothesis of the study stated / postulated that there is a relationship between head teachers supervisory practices and job performance of teachers. Hypothesis test results showed a positive significant relationship between head teachers supervisory practices and job performance. With respect to the first component of head teachers' supervision, namely supervisor supervision behaviour, the findings indicated a positive significant relationship with job performance of teachers. This finding is consistent with the findings made by

previous scholars. For instance, Akbar and Mukhtar (2019) indicated that elementary public-school principal supervision practices had direct effects on performance. Comighud, Futralan and Cordevilla (2020) reported that supervision involving instructional supervision, planning and preparations for instructional supervision; dialogue and discussion positively and significantly related to teachers' job performance.

In the same vein, Deussom et al. (2022) revealed that effective supervision enhancements a improve access job performance of workers. Likewise, Aryan (2015) revealed that the supervisor's behaviour of recognition had a positive significant influence on performance of the employees. Similarly, Asmus et al. (2015) found out that the supervisor's behaviour of goal setting behaviour improved workers' performance in industrial workplaces. Likewise, Atambo et al. (2012) reported that the supervisor supervision behaviour of recognising the employee's accomplishments translated into improved performance both at the individual and organisational levels. Consistent with the above, Bradler et al. (2016) also reported that the behaviours of recognition increased subsequent performance substantially and particularly so when recognition was exclusively provided to the best performers. Also, Ibok and Umana (2013) revealed that all the supervisory behaviour had a statistically positive and significant relationship with performance of the sales force.

Relatedly, Mukrom and Ferijani (2019) established that supervision had significant effect on performance. In the same vein, Nasution (2017) found out that supervisory practices had a positive and significant influence on performance of employees. Similarly, Nwosu et al. (2021) established structured supervision that involves elimination of harsh supervision, cordial relationship between workers and their supervisors, regular training of supervisors, promotion of exemplary supervision, and provision of institutional policy on supervision enhanced job performance of employees. Teo and Low (2016) also concurred that the head teachers' goal setting behaviour had a positive impact on employee effectiveness. Likewise, Renata, Wardiah and Kristiawan (2018) consistently revealed that headmaster's supervision enhanced effective teachers. With the finding of this study being consistent with the findings of previous scholars, it implies that supervisor supervision behaviour has a significant influence on job performance of teachers.

With respect to the second component of head teachers' supervision, namely supervisor support, hypothesis test also revealed that it had a positive and significant relationship with job performance of teachers. This finding agreed with the findings of previous scholars. For

example, Azman et al. (2009) established a positive significant relationship between supervisor support and job performance. Likewise, Miao and Kim (2010) reported a positive correlation between perceived organisational support and employee job performance. Also, Mohamed and Ali (2015) revealed that employees having good perceptions about their employers and viewing their employers as being generally caring about their well-being influenced their job performance in a positive way.

In agreement with the findings of this study, Pousa and Mathieu (2014) also reported that supervisor support had a positive and significant influence on performance of employees. Similarly, Saleem and Amin (2013) revealed that there is a strong positive and significant relationship between supervisory support and employee performance. In the same vein, Utrilla et al. (2015) found out that supervisor support had an influence on both individual performance and organizational performance. Relatedly, Yousaf, Usman and Islam (2018) reported that supervision practices of principals related to staff development helped in attaining better performance of teachers and their overall growth. However, Okia, Naluwemba and Kasule (2021) inconsistent with the findings of the study indicated that supervision by head teachers did not significantly enhance performance of teachers. However, with the findings of most scholars of the study in agreement with the findings of previous scholars, this suggests that supervisor support has a significant influence on Job Performance of Teachers.

Nevertheless, the third component of head teachers' supervision practices, namely supervisor communication produced results on the contrary. Hypothesis test revealed that supervisor communication had a negative and insignificant influence on job performance of teachers. However, this finding is inconsistent with the findings of previous scholars. For instance, the previous study by Femi (2014) revealed that there existed a relationship between effective communication and workers' performance. Similarly, Forzo (2013) found out that internal communication had a significant impact on the overall performance and productivity of employees. Further still, Giri and Kumar (2010) reported that organisational communication had a positive significant effect on performance of the employees.

In addition, Gülnar (2007) reported that communication satisfaction factors namely horizontal communication, media quality and organisational integration had a positive significant relationship with job satisfaction hence job performance. Likewise, Lee and

Chuang (2013) revealed that higher level of communication satisfaction led to higher level of job performance. Also, Owusu-Boateng and Jeduah (2013) established that adequate communication enabled efficient performance of one's duties. The discussion above suggests that the finding of this study did not concur with the findings of previous scholars. Therefore, it was deduced that in the context of government aided secondary schools in Western Uganda, supervisor communication was not of significance as far as job performance of teachers was concerned.

### **5.1.3 Remuneration and Job Performance of Teachers.**

The second hypothesis of the study posited that there is a relationship between remuneration and job performance of teachers. Hypothesis test results showed a positive but insignificant relationship between remuneration and job performance of teachers. The test results for the individual components of remuneration also produced results that were partially in agreement with results on the main hypothesis. For instance, the test results showed that there was a positive but insignificant relationship between basic pay and job performance of teachers. However, this finding was inconsistent with the findings of previous scholars. For instance, Afful-Broni (2012) revealed that low monthly salary or income and the general lack of motivation reduced morale for high performance. Relatedly, Dike (2020) indicated that remuneration had a significant role in increasing workers performance. Similarly, Hameed et al. (2014) showed that salary had a positive significant impact on employee performance. Inconsistent with the finding of this study, Ibrar and Khan (2015) revealed a positive significant relationship between rewards (extrinsic and intrinsic) and employees' job performance.

Also, inconsistent with the finding of this study, Kwak and Lee (2009) found out that fringe benefits were significantly associated with performance. On their part, Odunlami and Asabi (2014) reported that compensation was a significant determinant of employee performance. Ojeleye (2017) revealed existence of a strong and positive relationship between remuneration and employees' performance. Salary/wage and bonus/incentives served as a form of motivation to the employees. Onu et al. (2013) showed that there existed a strong positive and significant relationship between incentives and remuneration with job performance. Further, Saani (2013) indicated that compensation had a positive significant effect on work

performance. In the same vein, Sardjana et al. (2019) reported that remuneration affected employee performance significantly. Also, Subroto (2013) revealed that teachers' salaries not only influenced their performance but also the quality of education. Similarly, Tornikoski (2012) showed a positive and strongly significant relationship between total reward package and expatriate employee commitment hence job performance.

In addition, Wekesa and Nyaroo (2014) indicated that compensation had an effect on performance of teachers in government aided secondary schools. Schools with poor compensation policy in place demoralised the teachers, leading to poor task performance and negatively affecting the productivity of the teachers in the schools. Therefore, with the findings of previous scholars being inconsistent with the findings of this study meant that in the Western Ugandan context, basic pay did not significantly influence performance of teachers. Indeed that could have been a result of the factor that while teachers reported that their performance was high, they rated their basic pay as being low.

With respect to income security schemes, the test results revealed that it had a positive and significant influence on job performance of teachers. This finding was consistent with the findings of previous scholars. For instance, reporting from the opposite, Chirumbolo and Areni (2005) indicated job insecurity was negatively correlated with job performance and positively with absenteeism. Similarly, Chukwunenyne and Amgbare (2010) revealed that staff welfare was grossly neglected in terms of reliable health and safety facilities leading to low morale or job satisfaction was low among the employees leading to low job performance.

Further, Hameed et al. (2014) reported that indirect rewards such as social security, health insurance, retirement plan and other benefits such as wide range purchases discount had a positive significant impact on employee performance. Likewise, Luchak and Gellatly (2002) found out that satisfaction was also lower among those who perceived a higher likelihood of being declared redundant while conversely, employees who perceived greater support were more effective. Similarly, Lucky et al. (2013) established that job security had a significant effect on organisational performance. Also, Ma et al. (2016) indicated that there was a positive significant relationship between job security and employee work performance. Further, Muogbo (2013) reported that there existed a positive significant relationship between employee motivation in terms of security and organisational performance. With the findings

of this study in agreement with the findings of previous studies, this suggests that employee income security schemes relate with job performance of teachers.

Regarding bonuses and allowances, test results showed that they had a negative and insignificant influence on job performance of teachers. However, this finding does not concur with the findings of previous scholars. For example, Alam et al. (2012) revealed that monetary reward had a positive significant effect on employee outcomes such as performance. Similarly, Njanja et al. (2013) showed that cash bonus have no effect on employee performance. Equally, Olubusayo et al. (2014) showed that strong relationship existed between incentives packages and employees' job performance. Consistently, Osibanjo et al. (2014) confirmed existence of relationship between compensation packages namely bonuses, incentives, allowances, and fringe benefits and employees' performance.

Further, Park and Sturman (2016) revealed that merit pay, bonuses and long-term incentives had a significant positive effect on employee job performance. Also, Waga and Simatwa (2014) reported that lack of fringe benefits and inadequate physical facilities caused job dissatisfaction hence poor job performance. Similarly, Wasiu and Adebajo (2014) revealed that there was a significant relationship between employer's employee job allowances and performance. With the finding of this study not concurring with the findings of previous scholars, this means that in the context of western Ugandan, bonuses and allowances for teachers did not relate to job performance of teachers. Substantially, this was because bonuses and allowances were almost non-existent for teachers.

#### **5.1.4 Training and Job Performance of Teachers.**

The third hypothesis of the study conjectured that there is a relationship between training and job performance of teachers. Hypothesis test results revealed a positive but insignificant relationship between training and job performance of teachers. The test results for the individual elements of training however, produced results that were partially contrary to those of the main hypothesis. For instance, the results of on-the-job training revealed that it had a positive and significant influence on job performance of teachers. This finding agreed with the findings of previous scholars. For example, Alipour et al. (2009) revealed that on the job training strongly positively affected creativity, achieving organizational objectives and

improved work quality. Achmad and Srikaningsih (2018) reported that training had a significant effect on performance of employees. Ali et al. (2019) indicated that training was related positively to employee performance. Also, Lee and Lee (2018) revealed that training positively as significantly affected job performance. In the same vein, Mawung (2018) showed that training has a direct effect on performance of workers. Also in agreement with the finding of this study, Bafaneli and Setibi (2015) established that employees believed that on-the-job-training made them effective in their jobs.

In addition, Bakanye (2013) revealed a significant positive correlation between employees on-job training and employee performance. Accordingly, on-job training increased the employees' capacity to perform hence improved employee performance. Further still, Barzegar and Farjad (2011) reported that courses offered affected staff performance. Also, Cheng and Ho (2001) revealed that employees transferred their positive learning content to their job in a win-win solution for the organizations and employees.

Still, in agreement with the finding of this study, Jagero (2012) revealed that there was a big relationship between on-the-job training and employee performance. Similarly, Shem and Ngussa (2015) established that on-job training was positively and significantly correlated with job performance. Likewise, Truitt (2011) reported that those employees who fully agreed that they received effective coaching demonstrated an increase in job proficiency. In the same vein, van der Klink and Streumer (2002) found out that on-the-job training programs helped in increasing employee performance as a goal of an organisation. Nonetheless, the finding was inconsistent with Maina and Waithaka (2017) who reported that on-the-job training had positive but statistically insignificant effect on job performance. Nevertheless, with the finding of this study agreeing with the findings of most previous scholars, it can be inferred to on-the-job training related to job performance of teachers.

Concerning off-the-job training, test results revealed that it had a positive and insignificant influence on job performance of teachers. This finding was consistent with the finding by Shafiq and Hamza (2017) that off job training had an insignificant impact on employee performance. However, the finding was inconsistent with Bakanye (2013) who revealed a significant positive correlation between employees' off-the-job training and employee performance. Similarly, the finding was inconsistent with Samwel (2018) who indicated that employee off-the-job training had a significant effect on the performance of drilling



companies. Also, Shem and Ngussa (2015) revealed that off-the-job training was positively and significantly correlated with job performance. Concurring with the finding of the study, Winda et al. (2017) also found out that training had a significant effect on employee performance. However, the finding was contrary with Napitupulu et al. (2017) who revealed that training had negative insignificant influence on employee performance. Accordingly, training did not directly affect the performance but indirectly through motivation, affective commitment, and perceptions that the employees got support from their organization. With the finding of this study inconsistent with the findings of most previous scholars, it can be construed that in the context of schools in Western Uganda, off-the-job training did not relate to job performance. Possibly, this was because limited off-the-job training as descriptive statistics indicated that off-the-job training opportunities were low.

## **5.2 Conclusions**

The discussion above lead to the making of the following conclusions on management of schools and job performance of teachers;

1. Head teachers supervision is important for the job performance of teachers. This is especially so if supervision behaviours of head teachers involve goals setting, standards setting, performance recognition and respectfulness. This is also true if supervision is supportive in a way that head teachers provide a motivating environment, offer coaching to teachers, give them direction and decentralise activities. But, still head teachers need to give honest communication, share information with teachers and provide feedback about performance of teachers.
2. Low remuneration of teachers impedes their high job performance. This is especially when the basic pay is low and there is lack of bonuses and allowances in terms of contingent rewards, overtime pay, extra work pay and administration allowances. Existence of attractive remuneration such as good pension plans and social welfare benefits will increase job performance of teachers.
3. Limited training opportunities hinder improved job performance of teachers. This is so when there are limited opportunities of going for further studies, no refresher courses, benchmarking programs, seminars and workshops and training opportunities on use of new technologies in teaching. However, training will improve performance of teachers if supervisors provide instructions on activities to accomplish, guide

teachers on certain activities, provide positive feedback on job performance, and delegate responsibilities to them.

### **5.3 Recommendations**

The conclusions above lead to the suggesting of the following recommendations on management of schools and job performance of teachers;

1. Head teachers should provide effective supervision to teachers to ensure good job performance. This should involve head teachers developing the supervision behaviour of setting goals and standards for teachers, offering performance recognition and respecting teachers during supervision. Head teachers should also be supportive by providing teachers a motivating environment, offer coaching to them, give them direction and decentralise activities such that there is participatory management. Head teachers should also give honest communication, share information with teachers and provide feedback on performance of teachers.
2. Stakeholders involved in management of schools such as government, head teachers and Boards of Governors should devise means of enhancing the remuneration of teachers. Thus, teachers should be given bonuses for exceeding performance and allowances when they do extra work. The pension plan and social welfare benefits should also be made attractive to increase job performance of teachers.
3. Stakeholders involved in management of schools such as government, head teachers and Boards of Governors should also avail training opportunities to the teachers. Such should include opportunities of going for further studies, refresher courses, benchmarking programs, seminars and workshops and training opportunities on use of new technologies in teaching. In addition, supervisors in schools should provide teachers' instructions on activities to accomplish, guide teachers on certain activities, provide positive feedback on job performance, and delegate responsibilities to them.

### **5.4 Contributions to Knowledge**

This study proposes a model (theoretical model) suggesting that school management practices namely supervision in terms of supervision behaviour and support; remuneration in terms of income security; and training in terms of on-the-job training relate to job performance of teachers. The theoretical model is described in Figure 5.1 which is the

modification of the initial conceptual framework (Figure 2.1) that described the relationship between school management and job performance of teachers. The proposed model is Figure 5.1 below:

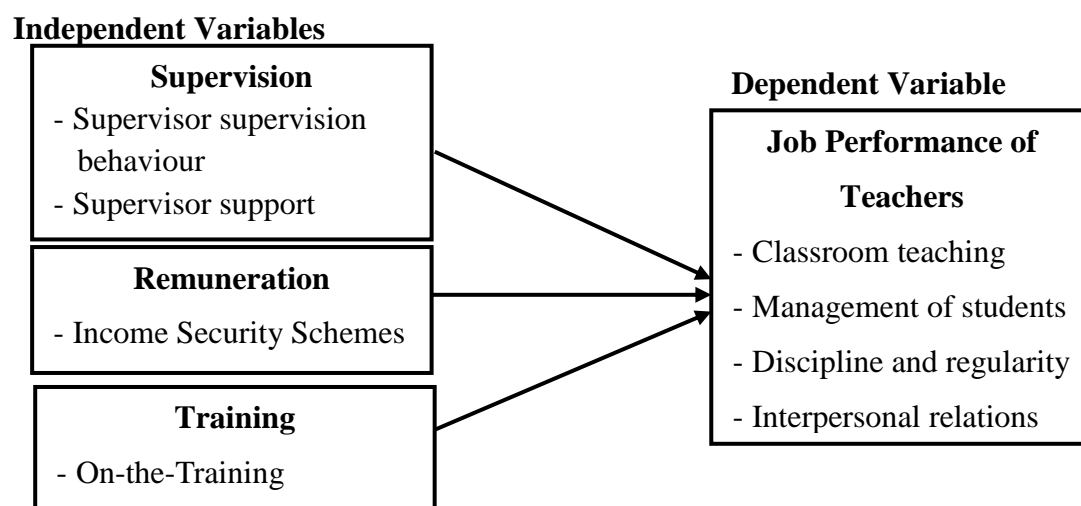


Figure 5.1: A model showing school management practices that relate to Job Performance of Teachers.

The model (Figure 5.1) shows that there is a relationship between supervision, remuneration and training and job performance of teachers. The framework also shows that supervision involves supervisor supervision behaviour and supervisor support. Remuneration involves provision of income security schemes while training involved on-the-job training. The framework reveals that the resultant job performance of teachers is in terms of classroom teaching, management of students, discipline and regularity and interpersonal relations.

## 5.5 Practical Contributions of the Study

This study proposes a model that can be implemented by head teachers in schools to enhance job performance of teachers. The model suggests that to enhance job performance of teachers, head teachers should implement school management practices namely supervision in terms of supervision behaviour and support; remuneration in terms of income security; and training in terms of on-the-job training relate. The resultant job performance of teachers will be in form of classroom teaching, management of students, discipline and regularity and interpersonal relations.

## **5.6 Limitations and Suggestions for Further Research**

This study makes significant contributions regarding school management and performance of teachers. However, a number of limitations emerged from this study. First, the findings of the study on remuneration and training contradicted the findings made by most previous scholars by indicating that they were not significant predictors of job performance of teachers. These findings call for further research to clarify the importance of the same variables in predicting job performance of teachers in secondary schools. Still, the study was carried out in government aided secondary schools only. This suggests that the generalisation of the research findings to private schools should be considered with care. Therefore, future studies should make effort to carry similar or related studies in private secondary schools or both to establish variance. Also, the study largely used the quantitative paradigm as the more dominant one. This might have limited in depth analysis with respect to school management and job performance of teachers in government aided secondary schools. This suggests that future studies should take a qualitative approach as the dominant one for in-depth analysis using qualitative research designs.

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## APPENDICES

**Appendix A: Table for Determining Sample Size from a Given Population**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	198	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note: *N* = population size    *S* = sample size

Source: Krejcie and Morgan (1970).

**Appendix B: Questionnaire for Teachers in Government Aided Schools in Western  
Uganda**

Kampala International University  
P. O. Box 20000  
Kampala

February 2019

Dear respondent,

I am student of Kampala International University carrying out a study on “School management and job performance of teachers in government aided secondary schools in Western Uganda” You have been chosen to participate in this study because you have the necessary information and knowledge related to the study as a secondary school teacher. Please, spare me some of your time to provide your opinions on the items of the study. The information provided will strictly be used only for academic purposes. All information you provide will be treated with confidentiality. I thank you in advance for accepting to be part of the study.

Faithfully,

.....

Zikanga Kiyondo

### Section A: Demographic Information

Help me to classify your responses by supplying the following facts about yourself by ticking the correct option.

1. My Gender; 1) Male, 2) Female
2. My age group in years; 1) Up to 29 years, 2) 30-39 years, 3) 40-49 years, 4) 50 years and above.
3. My highest level of education; 1) Diploma, 2) Bachelor's degree, 3) Post graduate diploma 4), Master's degree.
4. I have been employed in this school for; 1) less than 5 years, 2) 5 - 10 years, 3) 11 years and above.
5. My responsibility in this school 1) Subject teacher, 2) Class teacher, 3) Head of department, 4) Senior administrator.

### Section B: Job Performance of Teachers (DV)

This section presents items on job performance of teachers. The section divided into four parts, namely; classroom teaching, management of students, discipline and regularity and interpersonal relations. You are kindly requested to indicate the extent to which you exhibit the performance here under in using the scale where, 1 = Strongly Disagree, 2 = Disagree, 3 = Not Sure, 4 = Agree and 5 = Strongly Agree.

B	Job performance of teachers	SD	D	NS	A	SA
		1	2	3	4	5
<b>B1</b>	<b>Classroom Teaching</b>					
B1.1	I use different methods of teaching					
B1. 2	I ensure that most of my students understand my lessons					
B1. 3	I teach every student according to his abilities					
B1. 4	I come well prepared for teaching in class					
B1. 5	I can also teach difficult lessons easily					
B1. 6	If any student asks a question I try to satisfy him at every level					
B1. 7	I ensure justice in marking the papers					

B1.8 In summary, give your comment on how you carry out classroom teaching in this school.

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<b>B2</b>	<b>Management of Students</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B2.1	Apart from teaching, I fulfill management responsibilities very nicely					
B2.2	I involve students in co- curricular activities					
B2.3	I fulfill my duties of directing students					
B2.4	I accept the responsibilities offered to me by my supervisors					
B2.5	I try to improve the performance of students					

B2.6 Precisely, give your comment on how you manage students in this school.

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<b>B3</b>	<b>Discipline and regularity</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B3.1	I ensure students come to school regularly					
B3.2	When present at school I attend to my class on time					
B3.3	I do relevant activities in my periods that regulate students					
B3.4	I fulfill my assigned activities that maintain discipline of students					
B3.5	I ensure the students fulfill curriculum requirements					
B3.6	I maintain discipline in my class					

B3.7 Briefly, describe how you discipline and regulate students in this school.



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<b>B4</b>	<b>Interpersonal relations</b>	<b>SD</b>	<b>D</b>	<b>NS</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B4.1	I try to solve any problem that arise between me and colleagues					
B4.2	I enjoy good relations with my colleagues					
B4.3	I co-operate with my colleagues in any work					
B4.4	I consult my colleagues in solving of my class problems					
B4.5	I keep good relations with my students					
B4.6	For the betterment of my students I get in touch with parents of my students					
B4.7	I help the head in maintaining good relations in the school					

B4.8 Briefly, comment on your Interpersonal relations with colleagues and students in this school.

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### **Section C: Supervision (IV)**

This section presents items on supervision. The section is divided into three parts, namely; supervisor supervision behaviour, support and communication. Kindly you are requested to indicate your feelings about certification of products using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 = Strongly Agree (SA).

<b>C1</b>	<b>Supervisor Supervision Behaviour</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C1.1	Sets specific goals for me to accomplish					
C1.2	Emphasises high standards of performance					

C1.3	Is friendly and easy to approach					
C1.4	Is eager to recognize and reward good performance					
C1.5	Stresses high standards of performance for group/unit					
C1.6	Is willing to listen to my problems					
C1.7	Treats me with respect					
C1.8	Does not control everything, has confidence in my judgement					

C1.9 What is your assessment of supervisor supervision behaviour in this school?

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C2	Supervisor Support	SD	D	U	A	SA
		1	2	3	4	5
C2.1	The supervisor defines goals to be reached					
C2.2	Supervisor is at my disposal when I am facing professional difficulty					
C2.3	Supervisor provides me adequate resources to meet objectives					
C2.4	The supervisor provides me training skills to enhance my career growth					
C2.5	My supervisor gives me work that enhance my professional growth					
C2.6	My supervisor recognises my work effort and offers me rewards					
C2.7	My supervisor gives me the opportunity to determine how I do the job					
C2.8	My supervisor allows be the opportunity to take appropriate action without waiting for approval					
C2.9	My supervisor trusts me with information that is not widely available to other teachers					

C2.10 In summary, what is your assessment of supervisor support in this school?

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<b>C3</b>	<b>Supervisor Communication</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C3.1	Overall, I am satisfied with the communication with my supervisor					
C3.2	My supervisor takes time to listen to me					
C3.3	The communication of supervisor is always honest					
C3.4	My supervisor shares personal (work) experiences with me					
C3.5	My supervisor keeps me informed about important issues in the organisation					
C3.6	I receive clear information from my supervisor about the task I am assigned to					
C3.7	My supervisor provides information about the targets of our team					
C3.8	I am contented with the feedback I receive from my supervisor					

B3.9 In summary, what is your opinion on the extent of supervisor communication in this school?

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## Section D: Remuneration (IV2)

This section presents items on remuneration. The section is divided into three parts, namely; basic pay, income security schemes and allowances. Kindly you are requested to indicate your feelings about certification of products using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA).

<b>D1</b>	<b>Basic pay</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D1.1	I am paid a regular monthly basic salary					
D1.2	My salary is proportionate to my work effort					
D1.3	My salary is equitable with those of colleagues					
D1.4	My salary affords me basic needs					
D1.5	Payments to me are related to my performance effort					
D1.6	Payment of my salary is done in time					
D1.7	I am paid adequately for the work I do in this school					
D1.8	The salary I receive matches market conditions					

D1.9 In summary, what is your comment on your basic pay?

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<b>D2</b>	<b>Income Security Schemes</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D2.1	I am assured of my job in this school as long as I continue performing					
D2.2	On retirement I will receive my gratuity easily					
D2.3	When I retire I will receive monthly pension					
D2.4	The pension I expect is satisfying					
D2.5	I am guaranteed of medical treatment					
D2.6	I continue to receive my pay when on any form of leave such as sick leave					

D2.7 In brief, give your opinion on your income security schemes?

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<b>D3</b>	<b>Bonuses and allowances</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D3.1	I get extra pay or prizes for exceeding performance targets					
D3.2	I receive regular allowances besides my salary					
D3.3	I get responsibility allowances					
D3.4	I am offered extra pay for additional tasks undertaken					
D3.5	I am paid when I do school work during holidays, weekends and after working hours					
D3.6	Allowances I receive are satisfactory					

D3.7 In summary, provide your feeling about bonuses and allowances you receive in this school?

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### Section E: Training (IV3)

This section presents items on training. The section is divided into three parts, namely; on-the-job training and off-the- job training. Kindly you are requested to indicate your feelings about certification of products using the scale where, 1 = SD (Strongly Disagree), 2 = Disagree (D), 3 = Undecided (U), 4 = Agree (A) and 5 =Strongly Agree (SA).

<b>E1</b>	<b>On job Training</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
E1.1	My supervisors provide me instructions on activities to accomplish					
E1.2	I have been guided on how to carry out certain activities by my supervisors in this school					
E1.3	My supervisors provide me positive feedback on how I should carry out my job					
E1.4	I have acted in different responsibilities in this school					
E1.5	The position I hold in this school has many responsibilities to accomplish					

E1.6 Precisely, what is your assessment of the on job training provided in this school?

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<b>E2</b>	<b>Off Job Training</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
E2.1	I have been provided the opportunity to go for further studies					
E2.2	I have been offered an opportunity to attend a refresher course					
E2.3	I have been provided with manuals with job performance instruction in this school					
E2.4	I have been taken on a visit to learn from a better performing school					
E2.5	In this school I have been encouraged to participate in seminars and workshops I have					
E2.6	This school has availed training opportunities on use of new technologies in teaching					

E2.7 Briefly, what is your opinion on the off –job- training provided in this school?

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**End**

**Thank you for participating in this study**

## **Appendix C: Interview Guide for Head Teachers**

1. What is your comment on how teachers carry out classroom teaching in your school?
2. How do you comment on how teachers manage students' in your school?
3. How do teachers discipline and regulate students in the schools in this district?
4. What is your opinion on the interpersonal relations with colleagues and students in your school?
5. What is your assessment of supervisor supervision behaviour in this school?
6. What is your comment on the supervisor support you offer to teachers in your school?
7. How do you assess your supervisor communication in this school?
8. What is your comment on the basic pay for teachers in this school?
9. What is your opinion on income security schemes for teachers?
10. What is your comment on bonuses and allowances your teachers receive?
11. How do you assess of the on job training provided to the teachers in this school?
12. What is your opinion on the off –job- training provided to the teachers?



## **Appendix D: Interview Guide for Inspectors of Schools**

1. What is your comment on the general performance of teachers in this district?
2. What is your assessment of supervisor supervision behaviour in this district?
3. What is your comment on the supervisor support you offer to teachers in this district?
4. How do you assess your supervisor communication in this district?
5. What is your comment on the basic pay for teachers in this district?
6. What is your opinion on income security schemes for teachers in this district?
7. What is your comment on bonuses and allowances teachers receive in this district?
8. How do you assess of the on job training provided to the teachers in this district?
9. What is your opinion on the off –job- training provided to the teachers in this district?

## Appendix E: Validity of the Instrument

## Classroom Teaching

Judges	Relevant	Irrelevant
Judge 1	5	2
Judge 2	6	1

7

$$\text{CVI} = 5 + 6 = 11 \div 2 = 5.5$$

$$5.5 \div 7 = 0.786$$

## Management of Students

Judges	Relevant	Irrelevant
Judge 1	4	1
Judge 2	4	1

5

$$\text{CVI} = 4 + 4 = 8 \div 2 = 4$$

$$4 \div 5 = 0.800$$

## Discipline and Regularity

Judges	Relevant	Irrelevant
Judge 1	4	2
Judge 2	5	1

6

$$\text{CVI} = 4 + 5 = 9 \div 2 = 4.5$$

$$4.5 \div 6 = 0.750$$

## Interpersonal Relations

Judges	Relevant	Irrelevant
Judge 1	5	2
Judge 2	5	2

7

$$\text{CVI} = 5 + 5 = 10 \div 2 = 5$$

$$5 \div 7 = 0.714$$

### Supervisor Behaviour

Judges	Relevant	Irrelevant
Judge 1	6	2
Judge 2	6	2

8

$$CVI = 6 + 6 = 12 \div 2 = 6$$

$$6 \div 8 = 0.750$$

### Supervisor Support

Judges	Relevant	Irrelevant
Judge 1	5	3
Judge 2	7	1

8

$$CVI = 5 + 7 = 12 \div 2 = 6$$

$$6 \div 8 = 0.750$$

### Supervisor Communication

Judges	Relevant	Irrelevant
Judge 1	7	2
Judge 2	8	1

9

$$CVI = 7 + 8 = 13 \div 2 = 6.5$$

$$6.5 \div 9 = 0.722$$

### Basic Pay

Judges	Relevant	Irrelevant
Judge 1	6	2
Judge 2	6	2

8

$$CVI = 6 + 6 = 12 \div 2 = 6$$

$$6 \div 8 = 0.750$$

### Income Security Schemes

Judges	Relevant	Irrelevant
Judge 1	4	2
Judge 2	5	1

6

$$CVI = 4 + 5 = 9 \div 2 = 4.5$$

$$4.5 \div 6 = 0.750$$

### Bonuses and Allowances

Judges	Relevant	Irrelevant
Judge 1	5	1
Judge 2	5	1

6

$$CVI = 5 + 5 = 10 \div 2 = 5$$

$$5 \div 6 = 0.833$$

### On-the-Job Training

Judges	Relevant	Irrelevant
Judge 1	4	1
Judge 2	4	1

5

$$CVI = 4 + 4 = 8 \div 2 = 4$$

$$4 \div 5 = 0.800$$

### Off-the-Job Training

Judges	Relevant	Irrelevant
Judge 1	4	1
Judge 2	3	3

5

$$CVI = 4 + 3 = 7 \div 2 = 3.5$$

$$3.5 \div 5 = 0.700$$

## **Appendix F: Sample Informed Consent**

I am giving my consent to be part of the Research carried out by Zikanga Kiyundo Dinensio that focuses on School management and Teacher Job performance of Government Aided Secondary Schools in Western Uganda.

I shall be assured of privacy, anonymity, and confidentiality. I shall also have the right to withdraw my participation any time.

I have been informed that the research is voluntary and that the results shall be given to me on request.

**Initials**.....

**Date:**.....