

**TEACHER SELF-MANAGEMENT AND SCHOOL PRODUCTIVITY IN
SELECTED GOVERNMENT-AIDED SECONDARY SCHOOLS
IN LIRA DISTRICT**

BY

LEVI ABONGO

15/MMS/KLA/DAY/0136

**A DISSERTATION SUBMITTED TO THE SCHOOL OF BUSINESS AND
MANAGEMENT IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE AWARD OF THE MASTERS DEGREE IN MANAGEMENT
STUDIES (HUMAN RESOURCE MANAGEMENT)
OF UGANDA MANAGEMENT INSTITUTE**

FEBRUARY, 2018

Declaration

I, **LEVI ABONGO** declare that this dissertation is my original piece of work except where stated otherwise and that it has never been submitted to any other institution of higher learning for any award.

Signature.....

Date.....

Approval

This piece of work has been submitted under our supervision, guidance and our approval as Uganda Management Institute's supervisors.

Signed.....Date.....

DR. PROSCOVIA NAMUBIRU SSENTAMU

SUPERVISOR

Signed.....Date.....

MR. INNOCENT BAGUMA

SUPERVISOR

Dedication

I dedicate this research report to all academicians and to my family members: Sarah my wife (an Anaesthetic Officer), my lovely daughters: Franka at UCU, Salome at KYU, Peninah at TCN, Petra and Emmanuel at St. Kizito Primary School in Lira and my last born Opel Abraham at Churchill Junior Primary School. My prayers for you is to attain more than this..Amen.

Acknowledgement

My sincere gratitude goes to my supervisors namely: Dr. Proscovia Namubiru Ssentamu and Mr. Innocent Baguma for their dedication towards this task. I thank them for the guidance to make my research work a success.

Special thanks to my family.

Lastly, I am grateful to the administration and teachers from various schools who participated in this study and provided valuable information to make the study a success.

May God the Almighty bless you.

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Abstract

This study was on teacher-self management and school productivity. The purpose of the study was to assess the relationship between teacher self-management and school productivity in selected Government aided secondary schools in Lira district. The objectives of the study included them following; To examine the relationship between cognitive, affective and psychomotor domains as well as the environment around the teacher and school productivity in selected Government-aided secondary schools in Lira District. The research employed a cross sectional design and employed both quantitative and qualitative data collection approaches. Data collection tools included questionnaires and interview guide and documentary review guide. A sample size of 123 respondents was selected using purposive and simple random sampling techniques, out of whom 92 respondents actually participated in the study. Thematic analysis was employed to analyze qualitative data whereas SPSS software package was used in the analysis of quantitative data using Pearson correlation and regression analyses. Research findings indicated that environment around the teacher has the strongest influence on school work productivity ($r = 0.723^{**}$). Psychomotor domain has a strong positive relationship with school productivity ($r = 0.726^{**}$), cognitive domain had a strong positive relationship with school work productivity ($r = 0.629^{**}$) and affective domain also had a strong positive relationship with school productivity ($r = 0.560^{**}$). The researcher concluded that environment around the teacher greatly contributes to school productivity. The study further concludes that cognitive, affective and psychomotor domains significantly influence school productivity. The researcher recommended that teachers should always make an assessment of the teaching materials. Government should construct more classroom blocks for the secondary schools to ensure that they have enough sitting/ teaching space. Further study may be carried out on the effect of rewards on teachers' performance in government aided secondary schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study investigated the relationship between teacher self-management and school productivity in government-aided secondary schools in Lira District. This chapter provides an overview of the study as a whole and sets the foundation for the next subsequent chapters. Teacher self-management was conceived as the independent variable in this study while school work productivity was the dependent variable. The chapter covers the study background, problem statement, purpose of the study, objectives, research questions, hypotheses, significance, justification of the study, and operational definition of terms.

1.1 Background to the study

The study background is based on four dimensional approach, as recommended by Amin (2005). The background focuses on teacher self-management attributes of cognitive domain, affective domain, psychomotor domain, environment around the teacher and how they relate to school work productivity reviewed under four perspectives of historical, theoretical, conceptual and contextual background.

1.1.1 Historical background

Since the start of the industrial revolution, researchers, practitioners as well as policy makers have endeavored to evaluate specific systems and workplace practices which can stimulate growth of productivity. The Hawthorne studies by Elton Mayo (1924 to 1933) sought to establish the effects of illumination on worker's productivity (Halsall, 2011). Mayo later found out that the novel changes in conditions of work enhanced productivity temporarily. Later, it was established that the enhancement resulted from the knowledge observed rather than the new work conditions. This result offered strong evidence that other than pay, people work for purposes. Mayo conducted several investigations to establish mechanisms of

enhancing productivity such as changing conditions of lighting at the place of work. He however found that productivity at the workplace to a large extent depended on the informal social workgroup patterns. Financial incentives or physical conditions had less motivational value and people will establish workgroups which management can use to benefit the organisation. His conclusion was that the work performance of people depends on both job content and social issues.

Max Weber the nineteenth century philosopher also produced an early perspective on employee productivity. Weber argued that, passion ideation is very important for human conditions (Bendix, 1965). According to Jackson (2000), productivity stems from pressures of the group to meet a person's promise as well as to conform to social expectations. Hundreds of research articles have been published on the concept of employee commitment and productivity since its introduction to organisational behavior research in the early 1950s.

The roots of organisational commitment and productivity are also traceable to Becker (1960) whose side bet theory connects efforts to valued returns. Becker incorporated the concept of side bet as a means to rationalize behavior. In this sense, employees who are committed exchange effort and service for intrinsic and extrinsic instruments of value such as recognition and rewards which contributes to increased work productivity.

In the last twenty years, there has been growing interest in teacher self-management. In spite of using various instruments, many researchers have established that teacher self-management predicts both student learning and teaching practices (Einar, 2007). Scholars world over have identified three broad aspects of the educational process that result into school effectiveness and attribute to positive outcomes of school performance. These are the times to learn, which includes hours the school is in session, the time spent in classroom, effective teaching such as pedagogical practices and teachers' competencies (Drucker, 2005).

However, the quality of the teacher –student interaction is yet another dimension of the school experience that may greatly impact on school work output. Self-management is regarded central to skills development (Koegel & Koegel, 2006). It is a greatly foundational and generalizable skill which can be employed in various contexts for teachers to impart cascading skills to learners. Once a teacher applies the self-management process, other skills in any domain in which a viable self-management system may be conceived and targeted.

Since the 1990s to date, interventions of self-management have been applied in order to target skills in various domains like social, behavioral, language/communication and adaptive skills. Interventions of self-management are a system for teaching students particularly skills targeted such as on-task behavior, hand-raising as well as a link for teaching students self-regulation principles. Since self-management is a skill in itself, when teachers acquire it, the same approach may be used to acquire other targeted skills (Butler et al., 2003).

In Uganda, teacher self-management is reflected in terms of teachers ability to prepare a ‘scheme of work and for the term accountability based on student performance. These dimensions foster teachers to ensure syllabus completion, improve students’ grades and support students to comprehend, interpret and understand what they study (Habyarimana et al., 2017).

1.1.2 Theoretical background

This research was anchored on the Theory of Social Learning which is centred around the individual’s perceptions of an individual regarding the capability to ratify as well as follow all plans of action (Einar, 2007). This is termed as self-efficacy in psychological terms, although very similar to the concept of self-confidence. According to the social leaning theory, self-management has been indicated as one of the predictors of self-care behavior that is most consistent and has been integrated into the majority models of health psychology. In

regard to this study, teacher self-management abilities in terms of cognitive domain, affective domain, psychomotor domain and environment around the teacher have an effect on school work productivity. In addition, the social learning theory reinforces teachers' ability to make adequate preparation and ensure an improved teaching process which has an effect on school work productivity (Einar, 2007)

The study was also guided by Bloom's taxonomy of education objectives (Bloom et al., 1956). Bloom and his associates classified learning into three domains. These include the affective, cognitive and psychomotor domains. These classifications guide the learning of adults as well as children. In relation to teacher-self management and school productivity in Lira District, Bloom's taxonomy, cognitive domain involves analysis, synthesis and evaluation which teachers can base on to disintegrate teaching materials and enable learners comprehend what they are taught. The affective domain which involves valuing, organizing and characterization facilitate the teacher in Lira District to adequately prepare teaching materials and be able to complete the teaching syllabus and contribute to learners better grades. Similarly, the psychomotor domain and environment around the teacher contribute to an enabling atmosphere that facilitates improved school work productivity.

1.1.3 Conceptual background

The main concepts in this study were; teacher self-management and school productivity. According to Drucker (2005), self-management encompasses doing something different such as avoiding an undermining behavior, resisting destruction, seeking out a varying situation so as to later accomplish a goal. Self-Management Strategies involve choosing a situation and modifying the situation one cannot avoid. Some of the common forms of self-management strategies include; cognitive domain, affective domain, psychomotor domain and environment around the teacher.

In this study, self-management is conceptualized into dimensions of cognitive, effective, psychomotor domains and environment around the teacher in line with Bloom et al., (1956) Taxonomy of Educational Objectives. The taxonomy focuses on three domains, i.e. affective, psychomotor and cognitive domains. These classifications of learning have been selected by the researcher because self-management is learnt and manifested. These domains therefore guided the researcher in exploring teachers' work productivity.

The cognitive domain encompasses knowledge and development of intellectual skills (Bloom, 1956). This encompasses the recognition or recall of particular specifics, concepts and patterns of procedure which serve in intellectual skills and abilities' development. Cognitive processes encompass six main categories which include comprehension, analysis, knowledge, evaluation, knowledge and synthesis. These classes may be considered as degrees of complexities (Anderson & Neil, 2004).

The effective domain is organized from simple to more complex feelings like receiving, responding, valuing, organizing and internalizing values. Social affective strategies are those which are not academic in nature and involve stimulating learning in form of setting levels of empathy between the student and instructor. They involve consideration of such factors as attitudes and emotions (Oxford, 1990). Socio affective strategies regard the relation of students to society ranging from family to global community as a whole. Teachers become very successful when they bring in their own experiences and lives into the classroom (Krieger & Daniel, 2005).

With psychomotor learning, the learner ought to be able to carry out some motor or physical skills as a result of the training program. The levels of psychomotor domain include: imitation, manipulation, precision, articulation and naturalization. The environment around

the teacher which includes the social environment, academic environment, legal environment affects his/her ability to teach (Anderson et al., 2001).

1.1.4 Contextual background

In 2008, Uganda's Ministry of Education and Sports instituted a new Education Sector Strategic Plan ESSP (2007-2017) before the expiry of the timeframe for the ESSP (2004/05-2014/15). The objectives of the revised strategic plan were: Improve and increase equitable access to the quality of education, enhance the relevance and quality of primary level education and enhance effectiveness and efficiency in secondary education service delivery. Whereas it is claimed that the ESSP (2004/05-2014/15) succeeded the Education Sector Investment Plan, an in-depth analysis of the plan's objectives eminent gaps. For example, the objectives included; achievement of equitable access to education at different level, enhancing the quality of education and improving the management of service delivery in the education sector.

In order to improve school work productivity, teachers adopt self-management strategies such as cognitive domain, affective domain, psychomotor domain and environment around the teacher. Self-management strategies help teachers to regulate their behaviors and act appropriately in community and school-based situations. Teachers apply self-management interventions targeting skills in various domains like social, communication and adaptive.

Lira District where the study was conducted has ten Government aided secondary schools and fifteen private secondary schools. Whereas Ministry of Education and Sports has instituted mechanisms to ensure improved teacher self-management using such as including co-curricular activities and offering guidance to teachers, among others, school work productivity has remained poor (MOES,2014).

In 2011, Lira District had only 49 students in Division I representing 10.2%. In addition 72 students were in Division II, representing 15 (%), while 125 were in Division III representing (26%), 197 in Division IV, representing 41%, 34 in Division VII, representing 7%. In 2011, the district had 480 candidates who sat UCE

1.2 Statement of the problem

The biggest 21st century management challenge is managing oneself (Drucker, 2005). Given that the biggest gain in school work productivity is obtained from teachers, it is therefore imperative that teachers learn to manage themselves well. That no nation ever rises above the quality of its teachers illustrates the pivotal position which teachers occupy in society. Limited research work by San (2007) and Nanyanzi, (2013) has been carried out to investigate how self-management skills and practices help teachers to promote creativity and productivity in schools.

Despite the cognitive, affective, psychomotor strategies applied by teachers and the schools attempting to improve environment around the teacher in government aided secondary school in Lira District, there are still wide variations in how individual teachers manage themselves in order to produce the expected results; completion of teaching syllabus, obtaining good grades and students' ability to comprehend, interpret and analyse what they study. It is evident that teachers in schools such as Uganda martyrs Senior Secondary School, St. mary's College Kisubi, Kings College Buddo, Uganda Martyrs Namugongo, Namilyango College, Nabisinsa Girls' and St. Mary's College Kitende continue to improve on their school work productivity, due to superior teacher organisation and involvement in extra-curricular activities (Monitor, Thursday, Feb.25, 2016). On the other hand, secondary school teachers in Lira District continue to perform poorly (Lira DEO Report, 2014). In 2011, only 49 students got first grade, 55 in 2012, 57 in 2013, 74 in 2014, and 123 in 2015. This ever declining

level of school performance, which may be partly attributed to teacher performance, has increasingly caused concern and public outcry from concerned stakeholders; Ministry officials, Board of Governors, School Administrators, parents and students. If the situation is not addressed, school work productivity will deteriorate which will result into poor academic performance. This study therefore sought to assess the relationship between teacher-self management and school productivity to suggest possible solutions to enhance productivity in schools.

1.3 Purpose of the study

To determine the relationship between teacher self-management and school productivity selected government-aided secondary schools in Lira District.

1.4 Objectives of the study

1.4.1 To establish the relationship between cognitive domain and school productivity in Government Aided Secondary Schools in Lira District.

1.4.2 To assess the relationship between affective domain and school productivity in Government Aided Secondary Schools in Lira District.

1.4.3 To examine the relationship between psychomotor domain and school productivity in Government Aided Secondary Schools in Lira District.

1.4.4 To examine the relationship between environment around the teacher and school productivity in Government Aided secondary schools in Lira District.

1.5 Research questions

1.5.1 What is the relationship between cognitive domain and school productivity in Government Aided secondary schools in Lira District?

1.5.2 What is the relationship between affective domain and school productivity in government aided secondary schools in Lira District?

1.5.3 What is the relationship between psychomotor domain and school productivity in Government Aided secondary schools in Lira District?

1.5.4 What is the relationship between environment around the teacher and school productivity in Government Aided secondary schools in Lira District?

1.6 Research hypotheses

1.6.1 There is a positive significant relationship between cognitive domain and school productivity.

1.6.2 There is positive significant relationship between affective domain and school productivity.

1.6.3 There is a positive significant relationship between psychomotor domain and school productivity.

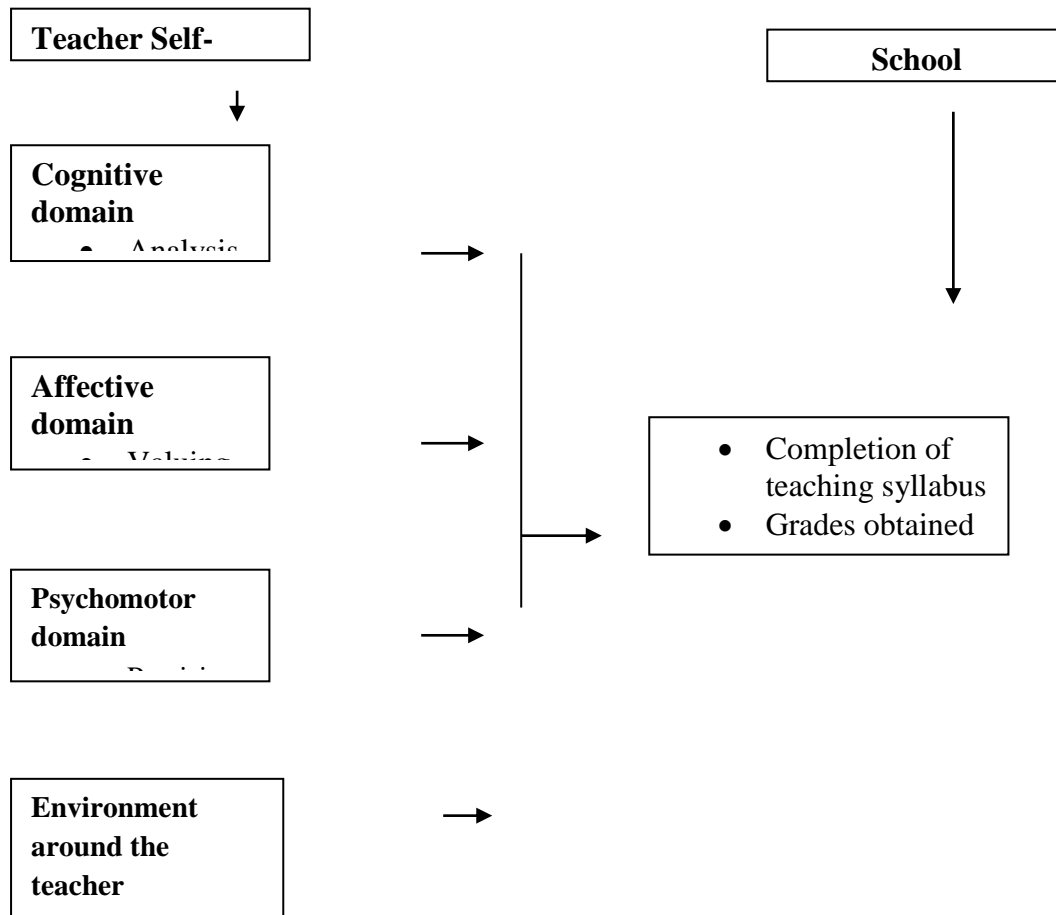
1.6.4 There is a positive significant relationship between environment around the teacher and school productivity.

1.7 Conceptual framework

This gives a diagrammatical representation of the relationship between teacher-self management and school productivity.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE



Source: Adopted from Bloom's (1956) taxonomy of learning domains and modified by the researcher

Figure 1 Conceptual framework showing the relationship between teacher-self management and school productivity

In Figure 1 above, teacher self-management is conceptualized into cognitive strategies, affective strategies, psychomotor strategies and the environment around the teacher.

Cognitive domain encompasses analysis, synthesis and evaluation. Affective domain involves valuing, organisation and characterization. In addition, psychomotor domain involves precision, articulation and naturalization while environment around the teacher refers to the physical, social and legal environment. It is further conceptualized that effective implementation self-management strategies contribute to improved school work productivity in terms of completion of teaching syllabus, grades obtained and improving students' ability to comprehend, interpret and analyze what they study.

1.8 Scope of the Study

1.8.1 Content Scope

This study focused at teacher self-management in terms of cognitive, affective, psychomotor domains and the environment around the teacher, and how they affect school work productivity.

1.8.2 Geographical Scope

This study was conducted in five Government Aided Secondary Schools in Lira District because they have continued to register poor school work productivity in terms of students' academic performance and failing to complete the syllabus on time. Lira is located in Northern Uganda, East Africa.

1.8.3. Time Scope

The study covered the period between 2011 and 2014 because during these years, secondary schools in Lira District have had a trend of poor students' academic performance.

1.9 Justification of the study

Basing on the report by the Lira DEO in 2014, the district registered a decline in school work productivity, despite having a high number of registered qualified secondary school teachers. There was need to carry out this study identify useful and appropriate teacher-self management skills which they can apply to improve on their performance, hence improving students' grades in their districts.

1.10 Significance of the study

Study findings may be helpful to Ministry of Education and Sports who shall use the information to redesign instructional and training programs in teacher institutions in order to help teachers develop self-management skills.

Findings from this study may help teacher training institutions and institutions concerned with teacher continuous professional development to understand how to improve teacher self-management and school work productivity

To head teachers and teachers, the study may be a learning opportunity for them to know how they can improve self-management in order to improve productivity.

1.11 Operational definition of terms

Self-management refers to strategies/domains that a teacher uses to alter his/her behaviour, frequently to make it less aversive to others and to replace it with behaviour that is more likely to be more productive. As illustrated in Figure 1 above, the proposed strategies are cognitive, affective, psychomotor, and environment around the teacher.

Teaching process includes all those factors inside and outside the classroom that might influence teaching and learning.

Teacher preparation involves the process through which the teacher makes plans and schemes that facilitate effective teaching.

School work productivity refers to the output measure of the school's general academic performance. As illustrated in Figure 1 above, school work productivity includes completion of teaching syllabus, grades obtained and students' ability to comprehend, interpret and analyse what they study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter covers theoretical review as well as a review of literature according to themes derived from study objectives. The chapter discusses the views of different scholars regarding cognitive, affective psychomotor domains and environment around the teacher in relation to how they affect school productivity.

2.1 Theoretical review

The Theory of Social Learning is centered on perceptions of individuals regarding their capacity to enact behavior and follow through on plans of action (Bandura, 1971). In physiological aspects, this is termed as self-efficacy although the same as the notion of self-confidence. In regard to this study, teacher self-management requires teachers to have strong self-efficacy in order to have confidence in themselves for effective self-management programs. However, the effectiveness of self-management depends on strategies such as cognitive, affective, psychomotor domains and the environment around the teacher, since they have an impact on the way teachers' communication with the learners, ability to prepare and ensure an improved teaching process which has an effect on school work productivity.

The study was also guided by Bloom's taxonomy of education objectives (Bloom et al., 1956). Bloom and his associates classified learning into three domains. These include the affective, cognitive and psychomotor domains. These classifications guide the learning of adults as well as children. In relation to teacher-self management and school productivity in Lira District, Bloom's taxonomy, cognitive domain involves analysis, synthesis and evaluation which teachers can base on to disintegrate teaching materials and enable learners

comprehend what they are taught. The affective domain which involves valuing, organizing and characterization facilitate the teacher in Lira District to adequately prepare teaching materials and be able to complete the teaching syllabus and contribute to learners better grades. Similarly, the psychomotor domain and environment around the teacher contribute to an enabling atmosphere that facilitates improved school work productivity.

Relatedly, Bloom's taxonomy of education objectives Bloom et al., (1956) classified learning into three domains including the affective, cognitive and psychomotor domains. Such classifications guide the learning of adults as well as children. In line with teacher-self management and school productivity in Lira District, Bloom's taxonomy, cognitive domain involves analysis, synthesis and evaluation which teachers can base on to disintegrate teaching materials an enable learners comprehend what they are taught. The affective domain which involves valuing, organizing and characterization facilitate the teacher in Lira District to adequately prepare teaching materials and be able to complete the teaching syllabus and contribute to learners better grades. Similarly, the psychomotor domain and environment around the teacher contribute to an enabling atmosphere that facilitates improved school work productivity.

School productivity

School productivity remains the main concern for success in all schools, government aided schools inclusive. Knowledge of the factors which influence productivity is a necessity for improved performance. For several years, scholars have established that few individuals affect productivity and that employees are aware of the issues that influence it (productivity) (Clawson & Newburg, 2005). "Identifying particular limiters of productivity operative in government workplace yields opportunities for important gains of productivity in the public-sector entities." According to Armstrong (2006) to acquire the greatest productivity, teachers

ought to be closely engaged in all aspects of school's operations. Improved school work productivity manifests through teachers' ability to complete the teaching syllabus, the grades obtained by students in national examinations as well as students' ability to comprehend, interpret and analyze what they study.

2.3 Cognitive domain and school productivity

Cognitive strategies are a technique which teachers can employ for learners to learn in a more successful manner. Under the cognitive domain, analysis is termed as decomposition of materials into their component elements in order to examine and understand them (Anderson, Krathwoh & Bloom, 2001). Analysis involves organizing a new language, repetition, summarizing meaning, using imagery for memorization and guessing meaning from context. All these strategies encompass deliberate manipulation of the language used to enhance learning (Samson & Gross, 2012). During the study, the researcher established that cognitive strategies contribute towards improved school productivity in terms of ability to complete the syllabus, grades obtained and students' ability to comprehend what they have been taught.

During analysis, the teacher helps learners to come up with several conclusions regarding the causes, motives, generalizations and inferences which can be obtained from the academic material's organisation and component parts. The cognitive learning outcomes of analysis encompass an understanding and comprehension of the structure and content of the material. According to Nanyanzi (2013) cognitive strategies can require ample time or be immediately implemented. It is also good to change one's attention and attend to elements of a situation which minimize temptation or enhance focus on a given goal. For example, follow the speaker in class or alter the thinking about a choice or situation. During analysis, a teacher makes an assessment, comparison and illustration of the materials to teach which enables him or her to prioritize what needs to be taught to learners (Anderson et al., 2001). In addition, a

teacher can turn a distraction less appealing or make a long term goal more appealing. For example, rather than think about homework as a chore, consider how good you feel if students' homework is done and prepared for classes. During the study, objective was instrumental in establishing that cognitive strategies have a positive relationship with school work productivity.

According to Butler et al., (2003) self-management practices result into improved teaching practices. In relation to the cognitive domain, teachers ought to synthesize the content of teaching materials. Synthesis, as defines by Anderson et al., (2001) involves the use of creative and new applications for prior skills and knowledge to improve teaching outcomes. It enables the teacher to advance ability of the student to produce original or new end product such as a unique communication and plans of operations among others. The cognitive outcome of synthesis is creativity and creation of unique structures or patterns.

Cognitively, synthesis involves the creation, designing and formulation of teaching content in an original form that teachers can use to make learners understand what they are being taught. For effective synthesis, teaching methods may include research/labs, multiple case studies whereby a teacher encourages students to form small groups for discussions putting together relevant information to come up with a hypothesis and plan to address revolving challenges (Anderson et al., 2001).

On the other hand, cognitive evaluation involves judging the value of teaching materials basing on personal options or values or definite criterion. It is concerned with evaluation of material to determine whether it fulfils given purpose. According to Butler et al., (2003), the criterion can be internal or external.

Zeman, Cassano, Perry-Parrish and Stegall (2006) contend that cognitive domain encompasses knowledge and intellectual skills' development. These include recognizing particular facts, concepts and procedural patterns which serve in the development of intellectual skills and abilities. The behavioral outcome of evaluation is that the teacher is able to help the student produce the final product which fulfills a particular purpose instead of being wrong or right (Anderson et al, (2001).

Under the cognitive domain, the teacher evaluates, assesses and chooses the best teaching method that enables students easily understand what they are taught. The teaching method used is demonstrating the evaluation research reports process based on criterion case studies and smaller groups for discussions of the right procedures. In spite of the “plethora of research establishing efficacy” of cognitive strategies instruction, rarely does this type take place in schools (Block & Pressley, 2002). This section of the review shows that cognitive strategies promote use of intellectual abilities and skills as well as promoting mastery experiences. Findings from this study revealed that cognitive strategies have a positive relationship with school productivity.

2.4 Affective strategies and school productivity

Affective Commitment (AC) involves the emotional attachment to a given organisation. Hall et al., (2010) stated that commitment is the process by which an organization's goals and those of an individual become continuously congruent or integrated. Salancik (2007) revealed that “commitment is a state of being where by an individual becomes bound by her or his action and through such actions to beliefs that maintain activities of one's own environment”. Scholl (2011) described commitment as “a stabilizing force which acts to sustain behavioral direction when equity/expectancy conditions are not achieved and not functioning.”

Kanter (2008) asserted that the valuing level of affective domain considers the value or worth a teacher attaches to the subject, content matter to teach, a specific object, behaviour or phenomenon. Valuing is based on internalising a set of specific values whereas clues to such values are expressed in the overt behaviour of the learner and often identifiable (Porter & Mowday et al., 2009). The affective domain encompasses the way in which things are done emotionally such as values, feelings, appreciation, enthusiasm as well as attitude among others. While writing objectives under this domain, the teacher ought to establish value integration in his or her lessons or get the underlying value of the lesson (Kanter, 2008). Whereas different authors express their views on how teachers attach value to the subjects they teach, little information is given on the extent to which valuing contributes to school work productivity. Objective two of this study was therefore instrumental in establishing how valuing which comes under the affective domain contributes to school work productivity.

Employees who have affective commitment sustain service with the organisation due to the fact that they want to do so. Under the affective domain, the teacher is able to question new ideals, concepts and models before passing them on to students. The outcomes may be emphasis on compliance while responding, satisfaction in responding and willingness to respond (Cohen & Bailey, 2009). Meyer and Allen (2007) contend that valuing enables teachers to complete, differentiate, and select appropriate teaching materials. This is exhibited through commitment as the individual's found of emotion and affectivity to the group (Kanter, 2008).

According to Scholl (2011), affective domain involves organization whereby a teacher organises values based on priorities through contrasting varying values, solving conflicts as well making a creating a value system that is unique. The emphasis is on comparing, relating, and synthesizing values (Meyer & Herscovitch, 2001). Organising enables the teacher to

understand the desire for balance between responsible behaviour and freedom. It helps the teacher to accept responsibility for her or his behaviour, explain the duty of organised planning in addressing challenges and accept ethical standards that are professional. However, the authors do not indicate how organisation contributes to completion of teaching syllabus, how it affects the grades obtained and the effect it has on students' ability to comprehend what they study.

While valuing and organisation explain the affective domain, characterization has also been found to determine a person's behavior. Bloom's Taxonomy indicates that characterization is often exhibited through discriminating, display, influencing, listening and practicing among others. Examples of skills demonstrated characterization include teachers' ability to depict self reliance while independently working, cooperating activities by groups (showing team work) using an approach that is objective in solving problems and on a daily basis, showing a professional commitment to ethical practice. Other elements under characterization are; revising judgments as well as changes behavior regarding new evidence, valuing people for who and what they are, rather than the way "they look and consistently behaving in line with an organized value system as well as integrating that system into a total philosophy of life" (Porter & Mowday et al., 2009). Findings from this study established that affective strategies have a positive significant relationship with school productivity.

2.5 Psychomotor domain and school productivity

Psychomotor skills are significant in implementing activities and therefore the necessity of behavioral immersion in enhancing the effect of experiential learning in the personal as a whole and learning in acquisition of executive skills. Then this leads to a question on how to accomplish the learning person involvement, through the entire person, supposed to

accomplish the cycle of learning from cognition awareness to demonstrating skills successfully (Giambatista et al., 2009).

The psychomotor domain has attracted interest because it is the one which can alternatively stimulate high-intensity learning environments in a way that leads to improved behavioral acquisition of executive skills (Giambatista & Hoover, 2009). This may be attained through immersion vicariously or active participation. The initial framework was suggested for classification of movement behaviors exclusive to the psychomotor domain and specially prepared to assist curriculum developers and educators to categorize and clarify appropriate movement experiences for children (Harrow, 1972). Fisk et al., (2011) states that under precision, teachers require to performance certain independent actions of either visual model or written instructions.

According to Clark (2002) it is necessary to naturalize high level of proficiency. The behavior is carried out with minimal energy, becomes automatic, routine as well as spontaneous. The behavior is performed with the least expenditure of energy, becomes routine, automatic, and spontaneous. In addition, it allows several skills to be sequenced, combined as well as consistently performed with ease when teaching. There is automatic performance with limited mental or physical exertion. Schneider (2002) contends that having high performance levels becomes natural with no need of thinking much about it. Relatedly, articulation calls for the display of coordinated series of acts which are related by establishing the correct sequence and accurately carrying out the acts, with control and with speed as well as proper timing. Psychomotor domain further encompasses the coordination of a string of actions, achieving internal consistence and harmony. Whereas teachers apply psychomotor strategies while teaching, scholars above have not showed how this contributes to school work productivity, an area which was looked at under the third objective of this study.

Findings from this study revealed that psychomotor strategies have a positive significant relationship with school productivity.

2.6 Environment around the teacher and school productivity

The significance of how a school is run and of its general philosophy is proposed by several scholars. Rutter (2009) established that a widely academic culture seemed to promote achievement in academics. Practically, Buckley et al., (2004) noted that their general rating of compliance such as organising security, fire safety as well as maintenance among others contributed to the prediction of school. Deener (2004) and Schneider (2003) contend that teachers' beliefs and perceptions are important and that several effects of the environment can possibly be mediated through morale within the school itself.

Cooper (2000) conducted a study about school buildings and established that regardless of the physical environments, teachers' belief in their ability to teach could be self-fulfilling. Because it can minimise their morale and motivation, hence affecting their commitment to teaching (Schneider, 2003). However, the authors mentioned above did not explain how the environment around the teacher affects or contributes to school work productivity, an area that was ventured into under objective four of this study. According to a study by PricewaterhouseCoopers (2000), the morale of staff members was found to be of great importance while Berry (2002) established that users' attitude improved after physical improvement of the school. Such improvements result from the physical changes in the environment which contributes to the overall learning environment every one experiences.

Another interaction between physical environment and the users takes place when teachers make use of the environment as well as the way it affects their behaviour. Horne (2002) asserts that the way of teaching and the organisation of the room are linked, though it is not clear about the cause and effect relationship. According to Arhrentzen & Evans (2014)

classrooms which are more open have a direct effect on the way teachers teach. However, Rivlin and Rothenberg (2006) established that this was not expected to be the case always.

The physical environment affects building users in numerous ways, such as job satisfaction (Kamarulzaman et al., 2011), learning outcomes (Bailey, 2009) and health (Mendell & Heath, 2005). Experimental designs typically compare one or more measures from the physical environment to a behavioral outcome. Environmental psychologists often analyze the distal variables that influence occupant outcomes. Evans (2006) suggests that the practice of controlling for social class in studies relating outcomes to the physical environment may confound contributions of the physical environment due to the general collinearity of poverty and environmental quality. Hedge and Gaygen (2010) showed how environmental conditions of temperature, relative humidity, volatile organic solids, carbon dioxide and particulate matter are linked. Temperature has a negative correlation to all measures except carbon dioxide. Lee et al. (2012) found that, compared to temperature, lighting and air quality, sound was the most sensitive factor in college classroom learning environments. However, he did not indicate how such environment affects school work productivity.

Schneider (2003) describes how the physical conditions of schools are correlated with teachers' dissatisfaction and intent to change jobs. Using a self-reported survey, Buckley et al. (2004) also found that the quality of conditions at a school is a significant predictor of teacher retention. Clausen and Wyon (2008) performed a controlled study in an innovative design that provided subjects with limited choices for which features of the test environment they could change. Considering views, different types of noise, air temperature and air quality, they found no clear pattern in subjects' selections. The authors however did not show the extent to which physical environment affects teachers' ability to complete the syllabus, grades obtained and students' ability to comprehend, interpret and analyze what they study.

2.6 Summary

The literature reviewed has revealed that, to be successful people have to learn to manage behavior. It has been noted that self-management involves tailoring behavior to varying situations basing on the social norms and rules which are unspoken but govern such situations. While the literature has shown that teachers can apply cognitive domain to successfully teach learners, the scholars do not show how this relates to school work productivity. In addition, affective domain is seen to determine the extent to which a teacher is attached to the subjects taught but there is no mention on how affection relates to school work productivity. The literature has also shown that psychomotor domain determines ones' behavior and that the environment around the teacher influences performance. However, the scholars have put emphasis on how the above self-management strategies influences behavior, without relating them to school work productivity. Findings from this study revealed that teacher self-management has a significant positive relationship with school productivity.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

Chapter three covers the methodology which was employed during the study. The description includes the design, sample size, sample selection procedures, methods of data collection, instruments used to collect data, analysis, quality control and measurement of variables among others.

3.2 Research Design

A cross-sectional research design was employed for the study because it enabled an in depth study and facilitated data collection at one point in time as Sekaran (2003) suggests. The benefit of the cross sectional study design was that it allowed the researcher to use a questionnaire, interview guide and documentary review checklist to collect data within a short period of time. In addition, the study adopted a triangulation of both quantitative and qualitative techniques to collect and analyze data. The quantitative approach was adopted because the study intended to establish the relationship between variables.

3.3 Study Population

The study population comprised 170 participants from five Government aided secondary schools. Out of these, 5 Head teachers, 5 Deputy Head teachers, and 160 teachers were accessed and participated in the study.

3.4 Sample size

The sample size comprised of 123 participants and was arrived at with the aid of Krejcie and Morgan (1970)'s table for determining sample size (Amin, 2005). The details are summarized in Table 2 below.

Table 2: Sample Size Table

Category of Respondents	Population	Sample size	Sampling technique	Data collection tools
Head teachers	5	5	Purposive	Interview guide
Deputy head teachers	5	5	Purposive	Interview guide
Teachers	160	113	Simple random	Questionnaire
Total	170	123		

Source: Selected Schools' data base (2016)

3.5. Sampling techniques and procedure

The researcher used simple random and purposive sampling techniques. Simple random sampling was used to select teachers, ensuring that there was no personal bias and all participants had equal chances to participate in the study (Mbaaga, 2000). A list of teachers was obtained from selected schools' offices after which, the names were put in a rota and selected randomly to participate in the study.

Purposive sampling was used to select the key respondents who included head teachers and deputy head teachers. The researcher used purposive sampling for selecting respondents because they were all knowledgeable about teacher-self management and school work productivity in government aided-secondary schools. This is because they held positions with specialized knowledge as they are the planners, decision makers and implementers in their respective schools.

3.6 Data Collection Methods

Data collection was done using both quantitative and qualitative methods. These included; questionnaires, face-to-face interviews and documentary review.

3.6.1 Questionnaire Survey Method

This is a data collection method in which written questions were presented and answered by respondents in written form Creswell (2013). The study used the questionnaire survey method for collecting data from teachers. The use of a questionnaire in this study was important mainly because it enabled the researcher to access data from many respondents in a short period of time. Such information can best be collected on a both open ended and closed-ended questionnaire which allows for easy correlation and regression of the respondents attitudinal disposition on the independent and dependent variables. In addition, using the questionnaire allowed busy respondents to fill questionnaires at a time convenient to them (Sekaran, 2003).

3.6.2 Interview Method

The study also employed the interview method to collect data from four Head teachers and four deputy head teachers. This method was advantageous because it provided the researcher an opportunity to adopt and clarify questions to the respondents as well as clear doubts and probe for more information (Sekaran, 2003). In this study, interviewed assisted the researcher to get more information on the topic under investigation from key informants.

3.6.3 Documentary Review Method

This is a data collection method which involves collecting information from already written materials (Sekaran, 2003). The researcher reviewed a number of documents such as school reports on UCE. The acquired information was used to support and critique the study findings, exposing the gaps which the study sought to bridge, which enabled the researcher to develop a comprehensive report. This method was adopted because it provided additional information to support data obtained through interviews and questionnaires.

3.7 Data Collection Instruments

The data collection instruments used included the questionnaire, interview guide and documentary review guide.

3.7.1 Questionnaire

The study employed open-ended and close-ended questions to collect data from respondents. The questionnaire was mainly be used to collect data from teachers. It also contained sections on demographic information of respondents, cognitive domain, affective domain, psychomotor domain, and environment around the teacher. Data was collected based on a five point Likert scale where by 1 represented strongly disagree 2=Disagree, 3=Not Sure, 4=Agree, 5=Strongly Agree. They further allowed the researcher to easily code information for subsequent data analysis while narrowing the gap (Sekaran, 2003) (Appendix i Page 83).

3.7.2 Interview Guide

The researcher used an interview guide to obtain information required from Head teachers and deputy head teachers. These are the duty bearers and subject matter experts. The interview guide helped to obtain in depth information on various questions to be asked. A semi structured interview guide was designed and administered to key informants to capture in-depth qualitative data. This guide was purposely intended to obtain more information about teacher self-management and school productivity. According to Amin (2005), interviews have the advantage of generating more information through probing. In addition, interviews also allow for clarification and capturing facial expressions of the interviewees. (See Appendix. ii, Page 88).

3.7.3 Document review checklist

Use of document checklist helped the researcher to obtain information about teacher self-management and school productivity. This was through preparing a documentary review

checklist containing a list of documents to be reviewed and which provided necessary data required for the study. They included school reports, and UCE results registers (Appendix iii Page 91).

3.8. Validity and Reliability of data collection instruments

3.8.1. Validity

Validity refers to the ability to the ability of data collection instruments to provide findings which agree with the conceptual or theoretical values or produce accurate results and measure variables in the study (Amin, 2005). The researcher carried out a validity test before administering research instruments. It used judgment of the experts to establish whether the questionnaire was capable of capturing the targeted data /intended response, as well as content using the following formula

$$CVI = \frac{\text{No. of items rated relevant}}{\text{Total number of items in the questionnaire}}$$

CVI of 0.7 and above qualified the instrument for the study (Amin, 2005). Table 3.2 presents results from validity tests for the study variables which include cognitive domain, affective domain, psychomotor domain, environment around the teacher and school productivity.

Table 3.2 Results from validity tests

Variable	CVI	Number of items
Cognitive domain	0.85	10
Affective domain	0.77	9
Psychomotor domain	0.88	9
Environment around the teacher	0.95	10
School productivity	0.88	9

Source: Primary data (2017)

Results in Table 3.2 show that the CVI for cognitive domain was 0.85, affective domain 0.77, psychomotor domain 0.88, environment around the teacher 0.95 and school productivity, 0.88 which were all above 0.7. This implies that the questionnaire was in position to collect valid data for the study.

3.8.2. Reliability

This refers to the level of stability or internal consistence of the measuring device (Amin, 2205). The instrument’s reliability was pretested through administering to peer groups as well as making corrections to ensure consistence and validity with research questions. Its reliability was assessed using Cronbach’s coefficient Alpha computed using SPSS computer package. In line with Amin (2005), the correlation coefficient of 0.7 was required for an instrument to be considered reliable. Results from reliability tests are presented in Table 3.3

Table 3.3 Results from reliability tests

Reliability Statistics	
Cronbach's Alpha	N of Items
.948	47

Source: Primary data (2017)

Results in Table 3.3 show that the Cronbach’s Alpha was .948 which is above 0.7. This implies that the questionnaire was in position to collect reliable data for the study.

3.9 Procedure for data collection

The researcher introduced himself to the Head teachers and deputy head teachers of the schools that participated in the study. The researcher also presented an introduction letter obtained from the Institute (UMI), the researcher scheduled appointments with head teachers, deputy head teacher and teachers. In addition, the researcher presented a letter from UMI explaining how and why the study had to be carried to the participants. This was intended to obtain clearance and consent to undertake the study in their respective areas; it also helped to

seek their cooperation in under taking the study and also to guarantee to them maximum confidentiality.

3.10 Data Analysis

3.10.1 Analysis of Quantitative Data

The researcher analysed data using descriptive statistics with the aid of statistics package of social scientists (SPSS) version 19. Different statistical techniques were used namely: descriptive, regression and correlation analysis. Pearson Correlation Coefficient analysis was employed to establish the relationship between the dependent and dependent variables. Regression analysis technique was employed to examine the effect of self management and school work productivity. Regression and correlation analysis were used in this study because respondents' opinion on the independent and dependent variables were measured on scaled/ interval variables. Sekaran (2003) observes that when testing the relationship between such variables, correlation and regression analysis should be used.

3.10.2 Analysis of qualitative data

According to Creswell (2003), collected data was prepared for analysis after interview, document review and observation. It was read through to get sense out of it and coded to identify merging issues to develop code. Then themes were developed to advance relationships between themes and how they influence each other and finally interpret the results. Responses from key informants and open ended question items in the teachers' questionnaire were classified into recurrent issues which were later presented in results using direct quotations.

3.11 Measurement of variables

Data on the respondents' opinions and view about the dependent and independent variables was obtained with the aid of scaled variables from the questionnaire. Background information was assigned codes for easy measurement and analysis while questions on cognitive domain, affective domain, psychomotor domain, environment around the teacher and school productivity was measured on a five point-Likert scale of 5= Strongly Agree, 4=Agree, 3=Not Sure, 2=Disagree and 1=Strongly Disagree to obtain the opinion of respondents on study variables.

3.12 Ethical considerations

The researcher emphasized confidentiality of all his research findings and use research assistants where he anticipated bias during data collection. The researcher ensured that information obtained from respondents regarding teacher self-management and school work productivity remained confidential. The researcher sought consent of the respondents before administering the questionnaires. This aimed at ensuring that respondents participate in the study basing on their own free will. In addition, the researcher proved the authenticity of the research being conducted and acknowledge all sources where information was got to ensure that there is no plagiarism. The names of respondents were withheld to ensure confidentiality and anonymity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

Chapter four covers the response rate, background respondents' characteristics, analysis as well as interpretation of findings basing on study objectives.

The study examined the relationship between teacher-self management and school productivity in government aided secondary schools in Lira District. The hypotheses of the study were formulated, after which the researcher conducted basic data analysis including frequency distribution and hypothesis testing. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. Statistical methods were used with the hope of discovering the nature of relationship between variables and the extent to which each item affects or contributes to the other. Survey questions were shown in the table below. Items were measured using a 5-likert item scale ranging from the best opinion "strongly agree" (5) to the least opinion "strongly disagree". The researcher then provided summaries of the findings from the interviews as backup of the findings generated from the quantitative data analysis.

4.1 Response rate

During the study, the researcher prepared questionnaires which were distributed to respondents in order for them to give their opinions on the extent to which they agreed or disagreed with the statements. In addition, the researcher prepared interview guides in order to collect data from key informants through face to face interviews. The table below presents the number of questionnaires distributed and the planned interviews and the actual number of questionnaires received back as well as the interviews actually carried out.

Table 4.1 Response rate

Instruments	Targeted/Planned	Conducted/Returned	Percentage
Questionnaires	113	84	74.3%
Interviews	10	8	80%
Total	123	92	74.7%

Source: Primary data (2017)

Table 4.1 above shows that out of 113 questionnaires, 84 were returned giving a response rate of 74.3% in addition, out of 10 interviews, eight were conducted, giving a response rate of 80%. The overall response rate was 74.7% which is above the recommended two-thirds (67%) response rate (Amin, 2005; Mugenda and Mugenda, 1999). This indicates that the researcher was able to obtain adequate data for a complete study.

4.2 Background characteristics

This background information captures data on the response by age group, gender and education level. Background information was important to determine the respondents' ability to participate in the study and provide valid and reliable data. In terms of age, the lowest age considered for respondents was 20 years and there was no upper age limit. The level of education ranged from Diploma to Master's degrees while both males and females participated in the study.

4.2.1 Respondents according to age group

The researcher established the age group of the respondents. This was because the researcher wanted to understand the age of respondents and unsure that those who participate in the study are mature enough to understand the questions asked and provide relevant data. Results are presented in table 4.2 below;

Table 4.2 Age group

Age group	Frequency	Percentage
20-30 Years	30	33%
31-40 Years	26	28%
41-50 Years	24	26%
51 years and above	12	13%
Total	92	100%

Source: Primary data (2017)

Results in table 4.2 above indicates that majority of the respondents 30(33%) were between 20 and 30 years old. These were followed by 31 to 40 years 26(28%) while those between 41-50 years were 24 (26%) and those 51 years and above were 12 (13%). The above statistics indicate that all respondents were mature and able to understand the questions asked and provided reliable data for the study.

4.2.2 Respondents according to gender

This section presents the gender of the respondents. Both males and females participated in the study as shown in Table 4.3

Table 4.3 Respondents' gender

Sex	Frequency	Percentage
Male	58	63%
Female	34	37%
Total	92	100%

Source: Primary data

Results in table 4.3 show that 58 (63%) of the respondents were males while 34(37%) were females. This implies that data was obtained from both the two sexes therefore the results were not gender biased

4.2.3 Highest level of education

During the study, the researcher sought to establish the respondents' level of education. The researcher wanted to know the education qualifications of the respondents since one's education level determines the ability to read, and understand the questions asked in order to give reliable information. The education level of respondents who participated in the study ranged from Diploma to Master's Degree. Table 4.4 presents results on respondents' level of education.

Table 4.4 Respondents by level of education

Education level	Frequency	Percentage
Master's degree	11	12%
Bachelor's Degree	64	69%
Diploma	9	10%
Other	8	9%
Total	92	100%

Source: Primary data (2017)

Results in Table 4.4 show that 64 (69%) of the respondents held Bachelors' Degrees, 11(12%) held master's degree, 9(10%) held diploma while respondents with other qualifications constituted 8(9%). This shows that all respondents were educated and in position to understand the questions asked in order to provide valid data for the study. The results further imply that all teachers were well education and therefore capable to ensure high school work productivity.

4.3 Empirical findings

4.3.1 School productivity

During the study, school productivity was the dependent variable and it was analyzed in order to establish its relationship teacher self-management. The indicators of school work productivity were completion of teaching syllabus, grades obtained and students' ability to comprehend, interpret and analyze what they study.

Data obtained from teachers using questionnaires was triangulated with qualitative findings elicited from Head teachers and Deputy Head teachers with the aid of an interview guide. Findings obtained with the aid of the above interview guides and questionnaires were further supported with data from documentary review. During the analysis of quantitative data provided by teachers, those who agreed and those who strongly agreed with a given statement were combined to form one category "agree", while those who disagreed and strongly disagreed were also put together to form another category of "disagree". The respondents who were neutral were also considered not to have either agreed or disagreed. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. Table 4.5 presents responses obtained from teachers on school work productivity.

Table 4.5 Teachers’ responses on school productivity

School work productivity	SD	D	NS	A	SA	Mean	Std.Devn
Teachers always complete the syllabus on time	26%	45%	5%	16%	8%	2.35	1.256
All topics are exhaustively covered/taught as required	31%	37%	11%	15%	6%	2.29	1.228
Students obtain good grades	27%	48%	11%	12%	2%	2.14	1.031
I am satisfied with students’ academic performance at this school	26%	46%	12%	13%	2%	2.19	1.047
Students acquire skills of judgment and analysis of the contents they are taught	2%	5%	9%	51%	32%	4.06	.910
Teachers use mixed approaches to teach the content	1%	15%	27%	46%	9%	3.48	.911
Students comprehend what they are taught in class	4%	11%	15%	57%	13%	3.65	.963
Students are able to interpret what they study in class	1%	6%	24%	54%	15%	3.76	.830
Students are able to analyze the content of what they study.	10%	13%	8%	44%	25%	3.83	.955

Source: Primary data (2017)

Results in Table 4.5 show that only 24% of the respondents agreed that teachers always complete the syllabus on time. Majority 71% disagreed while 5% were not sure. The results were verified with a mean value of 2.35 which is below average and a standard deviation of 1.256, implying that there were significant variations in the responses obtained. Since majority of the respondents disagreed with the statement, it means that very few teachers always complete the syllabus on time. This implies that there are some topics which are not covered and when included in the final UCE examination, students will not be in position answer them. In support of the above findings, one of the key informants had this to say;

“Most teachers do not complete their syllabus on time because there are many topics to cover especially for senior four classes. Some teachers select and teach the likely examinable topics to ensure that most areas of the syllabus are covered.”

The above revelation implies that some teachers identify and concentrate on some topics which they think UNEB will examine. This puts students at a disadvantage because they will not be in position to answer questions about topics that were not covered. The findings explain why only 21% of the respondents agreed that all topics are exhaustively covered/taught as required. Majority 68% disagreed while 11% were not sure. The findings are further verified with a mean value of 2.29 which is below average and standard deviation of 1.228 which represents the number of respondents with varying responses. Since the obtained mean value was below the average of 3.0, it implies that very few topics are exhaustively taught as required which shows a low teacher work productivity that affects students' academic performance.

When respondents were asked whether students obtain good results, only 14% of the respondents agreed compared to 75% who disagreed and 11% that were not sure. The corresponding mean value for the statement was 2.14 which is way below average and a standard deviation of 1.031 which represents the number of respondents with varying responses. Since the obtained mean value was way below the average of 3.0, it implies that students in most schools do not obtain good results. This was further supported by a key informant during face to face interviews when he had this to say;

“Students at this school do not obtain good grades. For example, for the past three academic years (2014 and 2016), our school has not got a any first grade. In 2016, only 3 students obtained second grade and seven students obtained third grade while the rest of the students were in fourth grade and others were ungraded.”

A review of UCE 2015, results from selected schools indicated that in school A, had no student in division one, 02 students in division two, 09 students in division three, 160

students in division four and 9 students in division 9. In UCE 2015, school B had 10 students in Division one, 77 students in division two, 125 students in division three, 216 in division four and 31 students in division nine. In UCE 2016, school A, had 10 students in division one, 55 students in division two, 60 students in division three, 93 students in division four and 18 students in division 9. In 2016, school C had 16 students in division one, 98 students in division two, 60 students in division three, 16 students in division four and one student in division nine.

Analysis of the above results indicates that few students had obtained first and second grades while most students obtained the third and fourth grades whereby they are not in position to get good subject combinations to study in “A” level. The findings explain why only 15% of the respondents agreed that they were satisfied with students’ academic performance at this school while majority 72% of the respondents disagreed and 12% were not sure. The corresponding mean value for the statement was 2.19 which is below average and standard deviation of 1.047 which represents the number of respondents with varying responses. The fact that the obtained mean value was way below the average of 3.0 implies that few teachers were satisfied with students’ academic performance. The findings were confirmed by a key informant during face to face interviews as quoted;

“I am not satisfied with students’ academic performance because of the poor grades students have been obtaining. In UCE 2016, our school had only one student in first grade, three students in second grade, thirteen students in third grade and 39 students in fourth grade while 12 students were ungraded.”

This implies that students few students obtain first grade which is an indication of poor academic performance.

On whether students acquire skills of judgment and analysis of the contents they are taught, 83% of the respondents who agreed with the statement while 7% and 9% were not sure. The corresponding mean value for the statement was 4.06 which is above average while the standard deviation of .910 implies that some respondents gave varying responses. Since the obtained mean was way above the average of 3.0, it implies that students acquire skills of judgment and analysis which help them in academic performance for better results.

Study findings further revealed that teachers use mixed approaches to teach the content as revealed by 73% of the respondents. On the other hand, 16% disagreed while 27% were not sure. The corresponding mean value for the statement was 3.48 which is above the average of 3.0 while the standard deviation of .911 represented the number of respondents with varying responses. The fact that the obtained mean value was above average implies that most respondents held the opinion that teachers use mixed approaches to teach students. The findings were further supported by a key informant during face to face interviews as quoted;

“Teachers at this school apply mixed methods of teaching. The methods mostly used are collaborative learning as well as use of demonstrations and experimental projects”

The above findings indicate that teachers use various teaching methods which enhance school work productivity. On whether students are comprehend what they are taught in class, 70% of the respondents agreed while 15% disagreed and 15% were not sure. The obtained mean value for the statement was 3.65 which is above average while the standard deviation was .963. Since the mean value was above average, it implies that students comprehend what they are taught in class.

Study findings further revealed that students are able to interpret what they study in class. This was reported by 69% of the respondents compared to 7% who disagreed and 24% who were not sure. The findings were verified with a mean value of 3.76 which is above average and standard deviation of .830 which represents the number of respondents with varying responses. Since the obtained mean value was way above the average of 3.0, it implies that most respondents held the opinion that students are able to interpret what they study in class.

Study findings revealed that students are able to analyze the content of what they study. This was reported by 69% of the respondents who agreed with the statement while 23% disagreed and 8% were not sure. The findings were verified with a mean value of 3.83 which is above the average of 3.0 and the standard deviation of .955, representing the number of respondents with varying responses. The fact that the mean value was above average implies that most respondents held the idea that students are able to analyze the content of what they study.

4.3.2 Cognitive domain and school work productivity

During the study, researcher presented a set of questions to teachers on cognitive domain in order to establish the relationship it has with school work productivity. Data obtained from teachers using questionnaires was triangulated with qualitative findings elicited from Head teachers and Deputy Head teachers with the aid of an interview guide. During the analysis of quantitative data provided by teachers, those who agreed and those who strongly agreed with a given statement were combined to form one category “agree”, while those who agreed and strongly agreed were also put together to form another category of “disagree”. The respondents who were neutral were also considered not to have either agreed or disagreed. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used in order to establish the relationship between variables while regression analysis was carried out to

establish the extent to which each cognitive domain affected school productivity. Table 4.6 presents responses obtained from teachers on cognitive domain.

Table 4.6 Teachers’ responses on cognitive domain

Cognitive strategies	SD	D	NS	A	SA	Mean	Std. Dev.
I disintegrate learning materials into component parts so that learners can analyze and easily understand them.	6%	9%	8%	52%	24%	3.79	1.098
I summarize the meaning of the topics for students to analyze what I teach them	4%	11%	12%	43%	31%	3.87	1.084
I use imagery examples for memorization of the topics for students to properly analyze what they are taught	1%	13%	30%	51%	15%	3.56	.949
I help learners to develop multiple conclusions from inferences of what they are taught.	5%	9%	11%	36%	39%	3.35	1.227
I always make an assessment of the teaching materials which enables me to prioritize what needs to be taught to learners	2%	5%	6%	37%	40%	4.02	.718
I always synthesize the content of teaching materials.	8%	12%	9%	30%	41%	3.76	.873
I always use new and creative applications of prior knowledge and skills to improve teaching outcomes	4%	6%	20%	45%	25%	3.82	.996
I formulate the teaching content in an original form to make learners understand what they are taught.	5%	6%	19%	41%	30%	3.85	1.070
I always evaluate teaching materials to determine if they fulfill a given purpose.	6%	8%	5%	39%	42%	3.86	.936
I always evaluate and choose the best teaching method that enables students easily understand what they are taught.	8%	5%	10%	47%	31%	3.98	.946

Source: Primary data (2017)

Results in Table 4.6 show that teachers disintegrate learning materials into component parts so that learners can analyze and easily understand them. This was reported by 76% of the respondents who agreed with the statement compared to 15% who disagreed and 8% that were not sure. The corresponding mean value was 3.79 which is above average and the standard deviation of 1.098 which indicates that there were significant variations in the

responses obtained. This means that teachers break down learning materials into simpler elements of topics for learners to easily understand. The above findings were supported by a key informant during face to face interviews when he had this to say;

“As a cognitive strategy, I split up the topic into small subtopics to ensure that students first understand one element before introduce them to another topic. For example, in a given topic, I first teach them about causes of a problem, effects of a problem and those solutions to the problem being studied.”

During the study, 74% of the respondents reported that they summarize the meaning of the topics for students to analyze what they teach them. On the other hand, 15% of the respondents disagreed while 12% were not sure. The findings were verified with a mean of 3.87 which is above average and a standard deviation of 1.084 which indicates that there were variations in the responses obtained. Since the obtained mean value was above the average of 3.0, it implies that most teachers summarize the meaning of topics. This was further supported by a key informant who had this to say;

“When teaching, I summarize the meaning of topics to make sure that students understand the main points in the topics covered. This helps students to make an analysis of what they are taught in order to have a better understanding.”

Study findings further revealed that teachers use imagery examples for memorization of the topics for students to properly analyze what they are taught. This was revealed by 66% of the respondents who agreed with the statement compared to 14% who disagreed while 30% were not sure. The corresponding mean value was 3.56 which is above average while the standard deviation of .949 implies that some respondents gave varying responses. The fact that the obtained mean value was above average implies that teachers use imagery examples for memorization. In support of the above findings, one of the key informants had this to say;

“I normally use imagery examples because they assist students to memorize the topics being taught. I use descriptions, metaphors, simple stories and examples that relate to the topics taught in order for students to comprehend what they are taught.”

During the study 75% of the respondents agreed that they help learners to develop multiple conclusions from inferences of what they are taught. Only 14% of the respondents disagreed while 11% were not sure. The corresponding mean value for the statement was mean 3.35 while the standard deviation was 1.227 which implies that some respondents gave varying responses since the obtained mean value was above average, it implies that most respondents supported the idea that teachers help learners to develop multiple conclusions from inferences of what they are taught.

When respondents were asked whether they always make an assessment of the teaching materials which enables them to prioritize what needs to be taught to learners, majority 87% of the respondents agreed. Only 7% of the respondents disagreed while 6% were not sure. The findings were verified with a mean value of 4.02 which is way above average and standard deviation of 1.018 which implies that there were variations in the responses obtained. The fact that the obtained mean value was way above average is an indication that teachers make an assessment of the teaching materials. In support of the above findings, one of the key informants had this to say;

“Teachers normally assess the teaching materials used in order for them to identify what to teach learners first. For example, for science subjects, a teacher first makes that chemicals and other apparatus for carrying out experiments are available before introducing such topics to students.”

In addition, it was established that teachers always synthesize the content of teaching materials. This was reported by majority 71% of the respondents compared to 20% who

disagreed while 9% were not sure. The findings were verified with a mean value of 3.76, which is above average and standard deviation of .873. That the obtained mean was above average is an indication that teachers always combine the content of teaching materials to ensure that learners comprehend what they study.

Study findings revealed that teachers always use new and creative applications of prior knowledge and skills to improve teaching outcomes. This was reported by 70% of the respondents who agreed compared to 10% who disagreed, and 20% that were not sure. The obtained mean value for the statement was 3.82, while the standard deviation was standard deviation .996. This shows that there were significant variations in the responses obtained. Since the obtained mean value was above average, it implies that most teachers use new and creative applications of prior skills to improve teaching outcomes.

In addition, it was established that respondents formulate the teaching content in an original form to make learners understand what they are taught. This was revealed by 71% of the respondents. On the other hand, agreed, 11% disagreed while 19% were not sure. The obtained mean value for the statement was 3.85 which is above average. On the other hand the standard deviation of 1.070 implies that some respondents gave varying responses. Since the obtained mean value was above average, it implies that teachers formulate the teaching content in an original form which enables students to understand what they are taught.

During the study, 81% of the respondents agreed that they always evaluate teaching materials to determine if they fulfill a given purpose. On the other hand, 14% of the respondents disagreed while 5% were not sure. The findings were verified with a mean value of 3.86 which is way above average which implies that most respondents were in agreement with the

statement. The standard deviation of .936 indicates that there were variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

“I normally evaluate the teaching materials to ensure that they are current and relevant to the syllabus. There has been continuous revision of teaching contents, hence the teaching materials, which requires constant evaluation to ensure that students are taught with relevant materials.”

In addition, 78% of the respondents reported that they always evaluate and choose the best teaching method that enables students easily understand what they are taught. On the other hand, 13% disagreed with the statement while 10% were not sure. The findings were verified with a mean value of 3.60 while the corresponding standard deviation was .946. Since the mean value was above average, it shows that majority of the teachers evaluate and choose the best teaching method.

4.3.2.1 Correlation for cognitive strategies and school productivity.

In order to determine the relationship between cognitive strategies and school work productivity, the researcher conducted Pearson Correlation Coefficient which also showed the significance level of the relationship between the two variables under study. Results obtained from the correlations are presented in the table below:

Table 4.7 Correlations matrix for cognitive strategies and school productivity

		Correlations	
		Cognitive strategies	School productivity
Cognitive strategies	Pearson Correlation	1	.629**
	Sig. (2-tailed)		.000
	N	84	84
School work productivity	Pearson Correlation	.629**	1
	Sig. (2-tailed)	.000	
	N	84	84

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

Results in Table 4.7 show the correlation coefficient r of 0.629** and its significance 0.000 which is less than 0.05 level of significance. Therefore, according to the results, there is a positive significant relationship between cognitive strategies and school productivity. This implies that cognitive strategies significantly influence school productivity. This further indicates that if teachers in Lira District improve their cognitive strategies whereby teachers carry out analysis, synthesis and evaluation of teaching materials, their school productivity will improve which will lead to improved academic performance.

4.3.2.2 Regression analysis between cognitive strategies and school productivity

To test the strength of the relationship between cognitive strategies and school productivity, the researcher run a regression analysis as illustrated in the table below;

Table 4.8 Regression analysis for cognitive strategies and school productivity

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.629 ^a	.395	.388	.54192

a. Predictors: (Constant), Cognitive strategies

The above regression analysis was conducted to establish the strength of the relationship between cognitive strategies and school productivity. The coefficient of determination (Adjusted R Square) value is 0.388. This implies that cognitive strategies explain 38.8% variation in school work productivity. Therefore, improvement in cognitive strategies positively and significantly relates to school work productivity.

4.3.3 Affective domain and school productivity

During the study, the researcher presented a set of questions to respondents on affective domain in order to establish the relationship it has with school productivity. Data obtained from teachers using the questionnaire was triangulated with qualitative findings elicited from Head teachers and Deputy Head teachers with the aid of an interview guide. During the

analysis of quantitative data provided by teachers, those who agreed and those who strongly agreed with a given statement were combined to form one category “agree”, while those who disagreed and strongly disagreed were also put together to form another category of “disagree”. The respondents who were neutral were also considered not to have either agreed or disagreed. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used in order to establish the relationship between variables while regression analysis was carried out to establish the extent to which affective domain affected school work productivity. Table 4.9 presents responses obtained from teachers on affective domain.

Table 4.9 Teachers’ responses on affective domain

Statement	SD	D	NS	A	SA	Mean	Std.Devn
I attach high value to the subject that I teach	1%	13%	9%	56%	21%	3.62	.890
I help learners to internalize and attach value to what they are taught	2%	6%	19%	51%	21%	3.83	.916
I have an affective commitment to continue teaching	2%	4%	12%	49%	33%	4.07	.902
I organise teaching materials into priorities by contrasting their different values	1%	8%	17%	48%	26%	3.89	.932
I always organise teaching materials to enable me recognize the need for balance between freedom and time to teach.	4%	4%	12%	52%	29%	3.99	.938
I am able to show self-reliance when working independently.	0%	8%	17%	44%	31%	3.98	.905
I always perform well in group activities	1%	7%	14%	49%	29%	3.96	.911
I always use an objective approach in problem solving	2%	8%	20%	44%	25%	3.81	.988
I display a professional commitment to ethical practice on a daily basis.	1%	8%	18%	54%	19%	3.81	.885

Source: Primary data (2017)

Results in Table 4.9 show that teachers attach high value to the subject that they teach. This was revealed by 77% of the respondents who agreed with the statement compared to 14% who disagreed and 9% that were not sure. The corresponding mean was 3.62 while the

standard deviation was .890. Since the mean value obtained was above average, it implies that most teachers attach high value to the subject they teach.

During the study, it was established that teachers help learners to internalize and attach value to what they are taught. This was reported by 72% of the respondents who agreed with the statement compared to 8% who disagreed and 19% of the respondents who were not sure. The findings were verified with a mean value of 3.83 which is above average and the standard deviation of .916 which implies that some respondents gave varying responses. In support of the above findings, one of the key informants had this to say;

“I normally help students to internalize what I teach them because it is my duty to ensure that learners understand the value of what they are taught. I always repeat for them several times in order for them to internalize what they learn and attach value to it.”

Asked whether they have an affective commitment to continue teaching, 82% of the respondents agreed while 6% disagreed and 12% of the respondents were not sure. The corresponding mean value obtained was 4.07 which is way above average and the standard deviation of .902 which shows that there were variations in the responses obtained. Since the mean value obtained was above the average of 3.0, it shows that most teachers have an affective commitment to continue teaching.

During the study, respondents were asked whether they organise teaching materials into priorities by contrasting their different values. To this, 74% of the respondents agreed while 9% disagreed and 17% were not sure. The findings were further verified with a mean value of 3.89 which is above average implying that most respondents were in agreement with the statement. On the other hand, the standard deviation of .932 shows that there were significant

variations in the responses obtained. The above findings were confirmed by key informant interviews remarked;

“Teachers organise teaching materials into priorities basing on the syllabus and topics which have to be taught before the others. This enables teachers to ensure that they follow the syllabus which leads to improved productivity at school.”

The above findings explain why 81% of the respondents agreed that they always organise teaching materials to enable them recognize the need for balance between freedom and time to teach compared to 8% who disagreed and 12% that were not sure. The obtained mean value of 3.99 which is way above the average of 3.0 indicates that majority of the teachers organise teaching materials in order to balance between freedom and time to teach. The corresponding standard deviation of .938 shows that there were significant variations in the responses obtained.

Study findings revealed that 75% of the respondents were able to show self-reliance when working independently. Only 8% of the respondents disagreed while 17% were not sure. The corresponding mean value was 3.99 which is way above average while the standard deviation of .905 shows that some respondents gave varying responses. The fact that the obtained mean value was above average implies that most teachers are able to teach independently and rely on the skills they have accumulated overtime while teaching. In addition, it was established that most teachers perform well in group activities. This was shown by 78% of the respondents although 8% of the respondents disagreed while 14% were not sure. The corresponding mean value for the statement was 3.96 which is way above average, implying that most teachers perform well in groups. On the other hand, the standard deviation of .911 shows that there were significant variations in the responses obtained. The above findings were further supported by a key informant who had this to say;

“Most teachers perform well in group activities because group activities promote teamwork whereby teachers are able to share knowledge and teaching experiences which enhance their productivity.”

Asked whether they always use an objective approach in problem solving, 69% of the respondents agreed while 10% disagreed and 20% were not sure. The findings were verified with a mean value of 3.81 which is way above average and a standard deviation of .988 which implies that some respondents gave varying responses.

In addition, it was established that most teachers display a professional commitment to ethical practice on a daily basis. This was reported by 73% of the respondents who agreed with the statement compared to 9% who disagreed and 18% that were not sure. The findings were verified with a mean value of 3.81 which is above average, implying that teacher display a professional commitment to ethical practice. The standard deviation of .885 shows that there were significant variations in the responses obtained. The above findings can be interpreted that most teachers show a professional commitment to ethical practices such as ensuring that they teach students using appropriate teaching materials and support students to understand what they are taught.

4.3.3.1 Correlation for affective domain and school productivity

In order to determine the relationship between affective domain and school productivity, the researcher conducted Pearson Correlation Coefficient which also showed the significance level of the relationship between the two variables under study. Results obtained from the correlations are presented in the table 4.10.

Table 4.10 Correlations matrix for affective domain and school productivity

		Correlations	
		Affective domain	School productivity
Affective domain	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	84	84
School productivity	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	84	84

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

Source: Primary data (2017)

Results in Table 4.10 show the correlation coefficient r of 0.560** and its significance 0.000 which is less than 0.05 level of significance. Therefore, according to the results, there is a positive significant relationship between affective strategies and school productivity. This implies that affective strategies significantly influence school productivity. This further indicates that if teachers in Lira District improve their affective strategies in terms of valuing, organisation and characterization, their school work productivity will improve which will lead to improved academic performance.

4.3.3.2 Regression analysis between affective domain and school productivity

To test the strength of the relationship between affective domain and school productivity, the researcher run a regression analysis as illustrated in the table below;

Table 4.11 Regression analysis for affective domain and school productivity

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560 ^a	.314	.305	.57725

a. Predictors: (Constant), Affective domain

Source: Primary data (2017)

The above regression analysis was conducted to establish the strength of the relationship between affective strategies and school productivity. The coefficient of determination (Adjusted R Square) value is 0.305. This implies that cognitive strategies explain 30.5% variation in school work productivity. Therefore, improvement in affective strategies positively and significantly relates to school productivity.

4.3.4 Psychomotor domain and school productivity

During the study, researcher presented a set of statements to teachers on psychomotor domain in order to establish the relationship it has with school productivity. Data obtained from teachers using the questionnaire was triangulated with qualitative findings elicited from Head teachers and Deputy Head teachers with the aid of an interview guide. During the analysis of quantitative data provided by teachers, those who agreed and those who strongly agreed with a given statement were combined to form one category “agree”, while those who agreed and strongly agreed were also put together to form another category of “disagree”. The respondents who were neutral were also considered not to have either agreed or disagreed. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used in order to establish the relationship between variables while regression analysis was carried out to establish the extent to which psychomotor domain affected school productivity. Table 4.12 presents responses obtained from teachers on psychomotor domain.

Table 4.12 Teachers’ responses on psychomotor domain

Statement	SD	D	NS	A	SA	Mean	Std.Devn
I teach independent of written instructions	12%	13%	14%	45%	16%	3.61	.944
I am able to teach without using a visual model.	22%	11%	13%	47%	16%	3.65	.963
I am able to reproduce the teaching content with minimal errors	4%	14%	23%	42%	18%	3.56	1.057
I always endeavor to articulate the content material for learners to comprehend what I teach	4%	11%	17%	44%	25%	3.76	1.060
I always clearly explain what I teach to students for them to understand better	14%	13%	7%	23%	43%	3.33	1.068
I always repeat for students to understand what I teach them.	4%	7%	0%	57%	32%	4.36	.060
I always teach whenever I have a lesson scheduled for me	4%	13%	0%	62%	21%	3.96	.842
I teach spontaneously whenever I have a lesson	1%	9%	17%	51%	21%	3.82	.920
I always combine two or more skills while teaching.	2%	7%	14%	57%	19%	3.83	.903

Source: Primary data (2017)

Results in Table 4.12 show that 61% of the respondents agreed that they teach independent of written instructions. However, 25% disagreed while 14% were not sure. The corresponding mean value was 3.61 which is above average, implying that most respondents teach independent of written instructions. The standard deviation of .963 shows that there were variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

“I am able to teach independent of written instructions because I have taught for the last fifteen years and have mastered the teaching skills without using written materials. I only refer to written instructions when making lesson plans and preparing what to teach.”

Relatedly, study findings further showed that 63% of the respondents were able to teach without using a visual model. On the other hand, 23% of the respondents disagreed while 13% were not sure. The findings were verified with a mean value of 3.65 which is above

average while the standard deviation of .963 implies that there were significant variations in the responses obtained.

During the study, it was established that 60% of the respondents agreed that they were able to reproduce the teaching content with minimal errors. On the other hand, 18% of the respondents disagreed while 23% were not sure. The findings were verified with a mean value of 3.56 which is above average. On the other hand, the standard deviation of 1.057 shows that there were variations in the responses obtained. Since the obtained mean value was above average, it implies that most teachers were able to reproducing the teaching content with minimal errors. In support of the above findings, one of the key informants had this to say;

“I can reproduce the teaching content with minimal errors because I have taught to the same subject/topic since 2005. Having repeatedly taught the same things has equipped me with skills to reproduce the same content with few mistakes.”

On whether they always endeavor to articulate the content material for learners to comprehend what they teach, 69% of the respondents agreed while 15% disagreed and 17% were not sure. The findings were verified with a mean value of 3.76 which is above the average of 3.0, implying that majority of the teachers articulate the content materials. However, the standard deviation of 1.060 shows that there were significant variations in the responses obtained. Since the obtained mean value is above average, it implies that teachers articulate the content material for learners to comprehend what the teacher teaches.

Study findings revealed that 66% of the respondents revealed that they always clearly explain what they teach to students for them to understand better. On the other hand, 27% of the respondents disagreed which implies that sometimes they don't clearly explain what they teach to students while 7% were not sure. The corresponding mean value for the statement

was 3.33 which is above average while the standard deviation of 1.068 shows that there were significant variations in the responses obtained. When respondents were asked whether they always repeat for students to understand what they teach them, 89% agreed while 11% disagreed. The findings were verified with a mean value of 4.36 and the standard deviation of .060 which implies that there were variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

“When teaching I definitely repeat several times for students to understand what I teach them. I give them time to ask questions on areas they have not understood after which I repeat and explain to them to ensure that they clearly understand what has been taught.”

Study findings revealed that 83% of the respondents consented that they always teach whenever they have a lesson scheduled for them. On the other hand, 17% of the respondents disagreed with the statement. The corresponding mean of 3.96 which is above average shows that most respondents were in agreement with the statement. On the other hand, the standard deviation of .842 shows that there were variations in the responses obtained. The findings can be interpreted that teachers adhere to the lesson schedules and are always endeavor to teach whenever they have lessons to teach. The above findings were supported by a key informant who had this to say;

“I always follow the timetable and teach whenever there is a lesson scheduled for me to teach. Even when I have a problem and I am unable to show up, I ensure that students get notes which I explain later.”

A review of the school files and registers indicated that most teachers taught the lessons schedule for them. On whether they teach spontaneously whenever they have a lesson, 72% of the respondents agreed while 10% disagreed and 17% were not sure. The findings were verified with a mean value of 3.82 which is above average indicating that they teach

spontaneously when they have a lesson. On the other hand, the standard deviation of .920 shows that there were variations in the responses obtained.

In addition, 76% of the respondents revealed that they always combine two or more skills while teaching. Only 9% of the respondents disagreed while 14% were not sure. The corresponding mean value of 3.83 which is above average shows that most teachers use two or more skills while teaching. The standard deviation of .903 shows that some respondents gave varying responses.

4.3.4.1 Correlation for psychomotor strategies and school productivity.

In order to determine the relationship between psychomotor strategies and school work productivity, the researcher conducted Pearson Correlation Coefficient which also showed the significance level of the relationship between the two variables under study. Results obtained from the correlations are presented in the table below:

Table 4.13 Correlations matrix for psychomotor strategies and school productivity

		Correlations	
		Psychomotor strategies	School productivity
Psychomotor strategies	Pearson Correlation	1	.726**
	Sig. (2-tailed)		.000
	N	84	84
School productivity	Pearson Correlation	.726**	1
	Sig. (2-tailed)	.000	
	N	84	84

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

Results in Table 4.13 show the correlation coefficient r of 0.726** and its significance 0.000 which is less than 0.05 level of significance. Therefore, according to the results, there is a positive significant relationship between psychomotor strategies and school productivity. This implies that psychomotor strategies significantly influence school productivity. This

further indicates that if teachers in Lira District improve their psychomotor strategies in terms of precision, articulation and naturalization, their school productivity will improve which will lead to improved academic performance.

4.3.4.2 Regression analysis between psychomotor strategies and school productivity

To test the strength of the relationship between psychomotor strategies and school productivity, the researcher run a regression analysis as illustrated in the table below;

Table 4.14 Regression analysis for psychomotor domain and school productivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.726 ^a	.527	.521	.47925

a. Predictors: (Constant), Psychomotor domain

Source: Primary data (2017)

The above regression analysis was conducted to establish the strength of the relationship between psychomotor strategies and school productivity. The coefficient of determination (Adjusted R Square) value is 0.521. This implies that psychomotor strategies explain 52.1% variation in school work productivity. Therefore, improvement in psychomotor strategies positively and significantly relates to school productivity.

3.3.5 Environment around the teachers and school productivity

During the study, researcher presented a set of statements to respondents on environment around the teachers in order to establish the relationship it has with school work productivity. Data obtained from teachers using the questionnaire was triangulated with qualitative findings elicited from Head teachers and Deputy Head teachers with the aid of an interview guide. During the analysis of quantitative data provided by teachers, those who agreed and those who strongly agreed with a given statement were combined to form one category

“agree”, while those who agreed and strongly agreed were also put together to form another category of “disagree”. The respondents who were neutral were also considered not to have either agreed or disagreed. Inferential statistics carried out were correlations and regression analysis which were presented according to objectives of the study. The statistical methods were used in order to establish the relationship between variables while regression analysis was carried out to establish the extent to which environment around the teacher affected school work productivity. Table 4.15 presents responses obtained from teachers on environment around the teacher

Table 4.15 Teachers’ responses on environment around the teachers

Statement	SD	D	NS	A	SA	Mean	Std.Devn
The classrooms are well ventilated	1%	11%	20%	52%	15%	3.70	.902
The wash rooms at the school are regularly cleaned and safe to use all the time	5%	8%	15%	51%	20%	3.74	1.031
The school has enough class buildings	24%	29%	11%	22%	14%	2.64	1.965
Class rooms have enough sitting/teaching space	30%	22%	0%	28%	20%	2.68	1.030
I have enough break time to rest while at school	13%	12%	0%	33%	42%	3.63	1.057
I am able to freely interact with fellow teachers	4%	34%	26%	24%	12%	3.06	1.101
I freely interact with students	12%	5%	0%	44%	39%	4.75	.005
There are clear communication procedures at this school.	11%	7%	3%	49%	30%	4.49	.125
I am consulted during decision making at school	11%	31%	23%	26%	9%	2.93	1.180
The school administration respects teachers’ rights	5%	9%	24%	44%	18%	3.61	1.042

Source: Primary data (2017)

Results in Table 4.15 show that 67% of the respondents consented that the classrooms are well ventilated. On the other hand, 12% of the respondents disagreed while 20% were not sure. The mean value of 3.70 which is above the average of 3.0 shows that most respondents were in agreement with the idea that the classrooms were well ventilated. This means that classrooms have enough ventilators to allow in fresh air that provides a conducive

atmosphere for both teachers and students. The standard deviation of .902 shows that there were variations in the responses obtained.

Study findings further showed that the washrooms at the school are regularly cleaned and safe to use all the time. This was supported by 71% of the respondents while 13% disagreed and 15% were not sure. The findings were further verified with a mean value of 3.74 which is way above average which implies that most respondents were in agreement with fact that washrooms at school are regularly cleaned. The standard deviation of 1.031 implies that there were significant variations in the responses obtained. In support of the above findings, one of the key informants had this to say;

“There is a students’ rosta for cleaning washrooms on the daily basis. This is aimed at promoting good hygienic conditions at school and ensuring that washrooms are always clean.”

When respondents were whether the school has enough class buildings only 36% of the respondents agreed while majority 53% disagreed and 11% were not sure. The findings were further verified with a mean value of 2.64 which is below average and the standard deviation of 1.965 which shows that there were variations in the responses obtained. Since the obtained mean value was below average, it implies that most schools do not have enough class buildings. Similarly, 48% of the respondents reported that class rooms have enough sitting/teaching space while 52% disagreed. The corresponding mean value for the statement was 2.68 which is below average and standard deviation of 1.030 which implies that there were significant variations in the responses obtained. The study findings can be interpreted that classrooms do not have enough sitting space which affects students’ concentration levels, hence hindering their academic performance. The above findings were supported by a key informant during face to face interviews when he had this to say;

“Our school has only four class buildings yet we have over four hundred students. This has caused a problem of lack of enough sitting space for students.

You find five students sharing a desk which is meant for three students.”

From the above quotation, it can be noted that some schools lack enough sitting space for students. When students are congested in class, they cannot concentrate very well which affects their academic performance.

Study findings revealed that 75% of the respondents have enough break time to rest while at school. However, 25% disagreed which implies that they do not have enough time to rest. The findings were verified with a mean value of 3.63 which is above average and the standard deviation of 1.057. Since the obtained mean was above average, it shows that most teachers who participated in the study have enough break time to rest. In addition, 62% of the respondents reported that they are able to freely interact with fellow teachers. On the other hand, 38% of the respondents disagreed with the statement which implies that they are not able to freely interact with fellow teachers. The findings were verified with a mean value of 3.66 which is above average and the standard deviation of 1.101 which shows that there were significant variations in the responses obtained.

When asked whether they freely interact with students 83% of the respondents agreed while 17% disagreed. The corresponding mean value for the statement was 4.75 which is way above average while the standard deviation was .005. Since the mean obtained was way above average, it implies that majority of the teachers freely interact with students. The above findings were further supported by a key informant who had this to say;

“Teachers freely interact with students in order to provide an atmosphere where students can easily consult their teachers on areas where they don’t understand very well.”

Study findings revealed that there are clear communication procedures at this school. This was reported by 79% of the respondents who agreed with the statement although 18% disagreed and 3% were not sure. The corresponding mean value for the statement was 4.49 which is above average while the standard deviation was 1.125. This shows that there were variations in the responses obtained.

When respondents were asked whether they are consulted during decision making at school, only 35% of the respondents agreed while majority 65% disagreed. The findings were verified with a mean value of 1.93 which is way below average and the standard deviation of 1.180 which shows that there were significant variations in the responses obtained. Since the mean value obtained was way below average, it implies that few teachers are consulted during decision making. The above findings were further supported by a key informant during face to face interviews as quoted below;

“Most teachers are not consulted individually during decision making at school. Most decisions are made by School administration and Board of Governors where by the Head teacher is a member of the board.”

The above revelation implies that teachers are not consulted during decision making which limits their chances to contribute ideas on how they can improve their productivity at school. Study findings revealed that the school administration respects teachers’ rights. This was reported by 86% of the respondents who agreed with the statement compared to 14% who disagreed. The obtained mean value for the statement was 4.61 which is way above average, an indication that teacher’s rights are respected. On the other hand, the standard deviation of .042 shows that there were variations in the responses obtained.

4.3.5.1 Correlation for environmental strategies and school productivity

In order to determine the relationship between environmental strategies and school productivity, the researcher conducted Pearson Correlation Coefficient which also showed

the significance level of the relationship between the two variables under study. Results obtained from the correlations are presented in the table below:

Table 4.16 Correlations matrix for environmental strategies and school productivity

		Correlations	
		Environmental strategies	School productivity
Environmental strategies	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.000
	N	84	84
School productivity	Pearson Correlation	.723**	1
	Sig. (2-tailed)	.000	
	N	84	84

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

Results in Table 4.16 show the correlation coefficient r of 0.723** and its significance 0.000 which is less than 0.05 level of significance. Therefore, according to the results, there is a positive significant relationship between environmental strategies and school productivity. This implies that environmental strategies significantly influence school productivity. This further indicates that if teachers in Lira District improve their environmental strategies in terms of physical environment whereby schools have enough classroom blocks and sitting/teaching space, with conducive social and legal environment, teachers will be able to improve their school work productivity.

4.3.5.2 Regression analysis between environment around the teacher and school productivity

To test the strength of the relationship between environment around the teacher and school productivity, the researcher run a regression analysis as illustrated in the table below;

Table 4.17 Regression analysis for environment around the teacher and school productivity

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 ^a	.522	.517	.48153

a. Predictors: (Constant), Environmental strategies

Source: Primary data (2017)

The above regression analysis was conducted to establish the strength of the relationship between environmental strategies and school productivity. The coefficient of determination (Adjusted R Square) value is 0.517. This implies that environmental strategies explain 51.7% variation in school productivity. Therefore, improvement in environmental strategies positively and significantly relates to school productivity.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary and discussion of findings while making reference to other available literature. The researcher drew conclusions from those findings and made recommendations.

5.1 Summary

Findings indicated that cognitive domain, affective psychomotor domain, and the environment around the teacher all influence school work productivity in government aided secondary schools in Lira District as presented below.

5.1.1 Cognitive domain and school productivity

Pearson's correlation coefficient for cognitive domain and school work productivity was $r = 0.629^{**}$, with probability value ($p = 0.000$) that is less than 0 .05 level of significance showing a strong relationship between cognitive domain and school work productivity in government aided secondary schools in Lira District.

The regression analysis gave R value of 0.629, which represented a simple correlation, therefore indicating a moderate degree of correlation. The R^2 value indicated how much of the dependent variable, school work productivity can be explained by the independent variable cognitive domain. In this case, 0.395 could be explained, which is very large. The standard error of the estimate is .54192 and the adjusted R square value is 0.388. Cognitive domain predicts school work productivity in government aided secondary schools. It implied that school work productivity is dependent on cognitive domain by 38.8%.

The study also revealed that teachers split up the topics into small subtopics to ensure that students first understand one element before introduce them to another topic. Teachers normally assess the teaching materials used in order for them to identify what to teach learners first. In addition, teachers normally evaluate the teaching materials to ensure that they are current and relevant to the syllabus.

5.1.2 Affective domain and school productivity

Pearson's correlation coefficient for affective domain and school work productivity was $r = 0.560^{**}$, with probability value ($p = 0.000$) that is less than 0 .05 level of significance showing a strong relationship between affective domain and school work productivity in government aided secondary schools in Lira District.

The regression analysis gave R value of 0.560, which represented a simple correlation, therefore indicating a moderate degree of correlation. The R^2 value indicated how much of the dependent variable, school work productivity can be explained by the independent variable affective domain. In this case, 0.314 could be explained, which is very large. The standard error of the estimate is .57725 and the adjusted R square value is 0.305. Affective domain predicts school work productivity in government aided secondary schools. It implied that school work productivity is dependent on affective domain by 30.5%.

Teachers normally help students to internalize what they teach them because it is the teacher's duty to ensure that learners understand the value of what they are taught. Teachers always repeat for students several times in order for them to internalize what they learn and attach value to it. Teachers organise teaching materials into priorities basing on the syllabus and topics which have to be taught before the others. This enables teachers to ensure that they follow the syllabus which leads to improved productivity at school. Most teachers perform

well in group activities because group activities promote teamwork whereby teachers are able to share knowledge and teaching experiences which enhance their productivity.

5.1.3 Psychomotor domain and school productivity

Pearson's correlation coefficient for psychomotor domain and school work productivity was $r = 0.726^{**}$, with probability value ($p = 0.000$) that is less than 0.05 level of significance showing a strong relationship between psychomotor domain and school work productivity in government aided secondary schools in Lira District.

The regression analysis gave R value of 0.726, which represented a strong correlation, therefore indicating a strong degree of correlation. The R^2 value indicated how much of the dependent variable, school work productivity can be explained by the independent variable psychomotor domain. In this case, 0.527 could be explained, which is very large. The standard error of the estimate is .47925 and the adjusted R square value is 0.521. Psychomotor domain predicts school work productivity in government aided secondary schools. It implied that school work productivity is dependent on psychomotor domain by 52.1%.

Teachers were able to teach independent of written instructions because they had taught for several years and had mastered the teaching skills without using written materials. They only refer to written instructions when making lesson plans and preparing what to teach. Having repeatedly taught the same things has equipped teachers with skills to reproduce the same content with few mistakes. When teaching, they definitely repeat several times for students to understand what they teach them. They give them time to ask questions on areas they have not understood after which they repeat and explain to them to ensure that they clearly understand what has been taught.

5.1.4 Environment around the teachers and school productivity

Pearson's correlation coefficient for environment around the teachers and school work productivity was $r = 0.723^{**}$, with probability value ($p = 0.000$) that is less than 0.05 level of significance showing a strong relationship between environment around the teacher and school work productivity in government aided secondary schools in Lira District.

The regression analysis gave R value of 0.723, which represented a strong correlation, therefore indicating a strong degree of correlation. The R^2 value indicated how much of the dependent variable, school work productivity can be explained by the independent variable environment around the teacher. In this case, 0.522 could be explained, which is very large. The standard error of the estimate is .48153 and the adjusted R square value is 0.517. Environment around the teacher predicts school work productivity in government aided secondary schools. It implied that school work productivity is dependent on environment around the teacher by 51.7%.

Schools have students' roster for cleaning washrooms on the daily basis. This is aimed at promoting good hygienic conditions at school and ensuring that washrooms are always clean.

Teachers freely interact with students in order to provide an atmosphere where students can easily consult their teachers on areas where they don't understand very well. Most teachers are not consulted individually during decision making at school. Most decisions are made by School administration and Board of Governors where by the Head teacher is a member of the board.

5.2 Discussion

5.2.1 Cognitive domain and school productivity

During the study, it was established that teachers disintegrate learning materials into component parts so that learners can analyze and easily understand them. They split up the topic into small subtopics to ensure that students first understand one element before introduce them to another topic. This in agreement with Bloom's taxonomy, which states that cognitive domain involves analysis, synthesis and evaluation which teachers can base on to disintegrate teaching materials an enable learners comprehend what they are taught. This is supported by Anderson, et al., (2001) who contend that under the cognitive domain, analysis is termed as decomposing materials into their component parts so that they can be examined and understood. The study further revealed that teachers summarize the meaning of the topics for students to analyze what they teach them. In addition, teachers use imagery examples for memorization of the topics for students to properly analyze what they are taught. This helps students to make an analysis of what they are taught in order to have a better understanding. This is in agreement with Samson and Gross (2012) who asserted that analysis involves summarizing meaning and using imagery for memorization.

Study findings revealed that teachers help learners to develop multiple conclusions from inferences of what they are taught. This is in agreement with Nanyanzi, (2013) who asserted that during analysis, the teacher helps learners to develop multiple conclusions concerning the motives, causes, inferences and generalizations that can be derived from the academic material's component parts and organization. The cognitive learning outcome of analysis is a comprehension and understanding of the content and structure of the material. It was further established that teachers always make an assessment of the teaching materials which enables them to prioritize what needs to be taught to learners. Teachers normally assess the teaching materials used in order for them to identify what to teach learners first. This is corroborated

by Anderson et al., (2001) who asserted that during analysis, a teacher make an assessment, comparison and illustration of the materials to teach.

It was further established that teachers always synthesize the content of teaching materials and use new and creative applications of prior knowledge and skills to improve teaching outcomes. This is in agreement with Butler et al., (2003) who asserted that teachers ought to synthesize the content of teaching materials because it enables the teacher to advance the student's ability to produce a new or original end product such as a unique communication and plan of operations among others. The study further revealed that teachers formulate the teaching content in an original form to make learners understand what they are taught and they always evaluate teaching materials to determine if they fulfill a given purpose. Teachers also evaluate and choose the best teaching method that enables students easily understand what they are taught. This is corroborated by Block and Pressley (2002) who contend that under the cognitive domain, the teacher evaluates, assesses and chooses the best teaching method that enables students easily understand what they are taught.

5.2.2 Affective domain and school productivity

During the study, it was established that teachers attach high value to the subject that they teach and they help learners to internalize and attach value to what they are taught. This is in line with Bloom's taxonomy, which asserts that the affective domain involves valuing, organizing and characterization facilitate the teacher adequately prepare teaching materials and be able to complete the teaching syllabus and contribute to learners better grades. This is further in agreement with Meyer and Allen (2007) who contend that valuing enables teachers to complete, differentiate, and select appropriate teaching materials. Similarly, Kanter (2008) asserted that the valuing level of affective domain considers the worth or value a teacher attaches to the subject, content matter to teach, a particular object, phenomenon, or

behaviour. In addition, study findings revealed that teachers have an affective commitment to continue teaching. This is supported by Cohen and Bailey (2009) who stated that employees with affective commitment continue service with organization because they want to do so. A committed teacher is able to question new ideals, concepts and models before passing them on to students. The outcomes may be emphasis on compliance in responding which enhances students' academic performance.

Study findings further revealed that teachers organise teaching materials into priorities by contrasting their different values. This enables teachers to ensure that they follow the syllabus which leads to improved productivity at school. This is supported by Scholl (2011) who opines that affective domain involves organization whereby a teacher organizes values into priorities by contrasting different values, resolving conflicts between them, and creating an unique value system because it enables the teacher to recognize the need for balance between freedom and responsible behavior. It was further established that teachers are able to show self-reliance when working independently and perform well in group activities. This is in agreement with Meyer and Herscovitch (2001) who observed that teachers need to show their ability for self-reliance when working independently, cooperating in group activities while using an objective approach in problem solving and displays a professional commitment to ethical practice on a daily basis.

5.2.3 Psychomotor domain and school productivity

During the study, it was established that teachers teach independent of written instructions because most of them have taught for many years and have mastered the teaching skills without using written materials. Relatedly, study findings further showed that teachers are able to teach without using a visual model. This is in agreement with Bloom's taxonomy, which contends that the psychomotor domain and environment around the teacher contribute

to an enabling atmosphere that facilitates improved school work productivity. This is further in agreement with Fisk et al., (2011) who state that under precision, teachers require to perform some action independent of either written instructions or a visual model. The study further revealed that teachers are able to reproduce the teaching content with minimal errors and they always endeavor to articulate the content material for learners to comprehend what they teach. This is in agreement with Giambatista, et.al. (2009) who noted that under psychomotor domain, teachers are able to exercise successful skill demonstration without depending on other learning aids and materials and produce work with minimal errors.

Study findings further revealed that teachers always clearly explain and repeat for students what they teach in order for them to understand better. Teachers give students time to ask questions on areas they have not understood after which they repeat and explain to them to ensure that they clearly understand what has been taught. This is corroborated by Clark (2002) who stated that explaining and repeating for students where necessary is important because it enables them to understand better the concepts taught. It was further established that always teach whenever they have a lesson scheduled for them except where they were faced with challenge such as illness. In addition, the study revealed that teachers teach spontaneously whenever they have a lesson. This is further supported by Schneider (2002) who contends that having high level performance becomes natural, when there is spontaneous teaching. This is because articulation supports the display of coordination of a series of related acts by establishing the appropriate sequence and performing the acts accurately, with control as well as with speed and timing.

5.2.4 Environment around the teacher and school productivity

According to study findings, classrooms of the government aided secondary schools in Lira district which participated in the study are well ventilated and washrooms are regularly cleaned and safe to use all the time. There is a students' roster for cleaning washrooms on the daily basis aimed at promoting good hygienic conditions at school and ensuring that washrooms are always clean. This is supported by Buckley et al. (2004) who found that schools' overall compliance which evaluates how well schools comply with health and safety requirements contribute to improved academic performance.

During the study, it was established that most schools do not have enough class buildings, which has resulted into shortage of class rooms and limited sitting/teaching space, thus affecting both teachers' and students' ability to concentrate in class, hence poor academic performance. This is in line with Schneider (2003) who found that physical environments such as inadequate classroom structures can disable education because teachers are not in good position to prove self-fulfilling for it could act to lower their morale and motivation, so eroding their commitment to teaching. The study further revealed that teachers have enough break time to rest while at school and they are able to freely interact with fellow teachers. This is supported by Schneider (2003) who asserted that social conditions of schools are correlated with teachers' job satisfaction. When teachers freely interact with students they provide an atmosphere where students can easily consult them on areas where they don't understand very well.

Study findings revealed that the school administration respects teachers' rights. This is in agreement with (Russell, 2008) who stated that respecting employees' rights is a reflection of a favourable legal environment which enables them to exercise their rights and perform their

duties as required. Therefore, respecting teacher's rights motivates them and encourages them to improve their performance which leads to increased school work productivity.

5.3 Conclusion

5.3.1 Cognitive domain and school productivity

According to study findings, it was concluded that cognitive domain significantly influence school productivity. The conclusion was based on Pearson correlation coefficient which was at .629** with a significance level of .000. Therefore, analysis, synthesis and evaluation improve school productivity.

5.3.2 Affective domain and school productivity

It was further concluded that affective domain significantly influences school productivity. The conclusion was based on Pearson correlation coefficient which was at .560** with a significance level of .000. Therefore, valuing, organisation and characterization contribute to improved school productivity.

5.3.3 Psychomotor domain and school productivity

Basing on study findings, it was concluded that psychomotor domain has a significant effect on school productivity. The conclusion was based on Pearson correlation coefficient which was at .726** with a significance level of .000. Therefore, precision, articulation and naturalization contribute to improved school productivity.

5.3.4 Environment around the teacher and school productivity

It was further concluded that environment around the teacher significantly influences school productivity. The conclusion was based on Pearson correlation coefficient which was at .723** with a significance level of .000. Therefore, physical environment, social environment and legal environment contribute to school productivity.

5.4 Recommendations

5.4.1 Cognitive domain and school productivity

The study recommends that the school administration and teachers should always assess the teaching materials to enable them prioritize what needs to be taught to learners. In addition, they should always use imagery examples for memorization of the topics for students to properly analyze what they are taught.

5.4.2 Affective domain and school productivity

The study recommends that teachers should always organise teaching materials into priorities basing on the syllabus by contrasting their different values. This will help them to recognize the need for balance between freedom and time to teach as well as identify which topics to concentrate on most to ensure that students understand them very well which leads to improved academic performance.

5.4.3 Psychomotor domain and school productivity

The study recommends that school administration and teachers should always combine two or more skills and methods for example using group discussions and group assignments among students during the teaching and learning process. This will increase students' chances of better understanding what they are taught. The study recommends that teachers should always repeat for students areas which they do not clearly understand which will lead to improved academic performance.

5.4.4 Environment around the teacher and school productivity

The study recommends that Government of Uganda through Ministry of Education and Sports should construct more classroom blocks for government aided secondary schools to ensure that they have enough sitting/ teaching space. This will provide a conducive and

favorable atmosphere for both teachers and students, thereby leading to improved school work productivity.

5.5 Area for further study

Further study may be carried out on the effect on rewards on performance of teachers in government aided secondary schools.

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APPENDICES

Appendix i. Questionnaire for teachers

Dear respondent,

I am Levi Abongo a Master's degree student from Uganda Management Institute. I am carrying out an academic study about **Teacher self-management and school work productivity in government-aided secondary schools in Lira district**. In your position, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All information given will be treated confidentially for purely academic purposes and please do not indicate your name anywhere on the questionnaire.

Thank you for your cooperation.

SECTION A: BIO-DATA

Please tick or circle.

1. Age: 20-30 31-40 41-50 Above 50
2. Sex: Male Female
3. Highest level of education
- a) Certificate b) Diploma c) Bachelors d) Masters

SECTION B: COGNITIVE STRATEGIES

Tick the number that best indicate your opinion on the questions using the following scale.

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

SL	Cognitive strategies	SD	D	NS	A	SA
B1	I disintegrate learning materials into component parts so that learners can analyze and easily understand them.	1	2	3	4	5
B2	I summarize the meaning of the topics for students to analyze what I teach them	1	2	3	4	5
B3	I use imagery examples for memorization of the topics for students to properly analyze what they are taught	1	2	3	4	5
B4	I help learners to develop multiple conclusions from inferences of what they are taught.	1	2	3	4	5
B5	I always make an assessment of the teaching materials which enables me to prioritize what needs to be taught to learners	1	2	3	4	5
B6	I always synthesize the content of teaching materials.	1	2	3	4	5
B7	I always use new and creative applications of prior knowledge and skills to improve teaching outcomes	1	2	3	4	5
B8	I formulate the teaching content in an original form to make learners understand what they are taught.	1	2	3	4	5
B9	I always evaluate teaching materials to determine if they fulfill a given purpose.	1	2	3	4	5
B10	I always evaluate and choose the best teaching method that enables students easily understand what they are taught.	1	2	3	4	5

How do cognitive strategies contribute to school work productivity?

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.....
.....

SECTION C: AFFECTIVE STRATEGIES

SL	Affective strategies	SD	D	NS	A	SA
C1	I attach high value to the subject that I teach	1	2	3	4	5
C2	I help learners to internalize and attach value to what they are taught	1	2	3	4	5
C3	I have an affective commitment to continue teaching	1	2	3	4	5
C4	I organise teaching materials into priorities by contrasting their different values	1	2	3	4	5
C5	I always organise teaching materials to enable me recognize the need for balance between freedom and time to teach.	1	2	3	4	5
C6	I am able to show self-reliance when working independently.	1	2	3	4	5
C7	I always perform well in group activities	1	2	3	4	5
C8	I always use an objective approach in problem solving	1	2	3	4	5
C9	I display a professional commitment to ethical	1	2	3	4	5

practice on a daily basis.						
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How do affective strategies contribute to improved school productivity?

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SECTION D: PSYCHOMOTOR STRATEGIES

SL	Psychomotor strategies	SD	D	NS	A	SA
D1	I teach independent of written instructions	1	2	3	4	5
D2	I am able to teach without using a visual model.					
D3	I am able to reproduce the teaching content with minimal errors	1	2	3	4	5
D4	I always endeavor to articulate the content material for learners to comprehend what I teach	1	2	3	4	5
D5	I always clearly explain what I teach to students for them to understand better	1	2	3	4	5
D6	I always repeat for students to understand what I teach them.	1	2	3	4	5
D7	I always teach whenever I have a lesson scheduled for me	1	2	3	4	5
D8	I teach spontaneously whenever I have a lesson	1	2	3	4	5
D9	I always combine two or more skills while teaching.	1	2	3	4	5

How do psychomotor strategies contribute to school productivity?

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SECTION E: WORK ENVIRONMENT

SL	Work environment	SD	D	NS	A	SA
D1	The classrooms are well ventilated	1	2	3	4	5
D2	The wash rooms at the school are regularly cleaned and safe to use all the time	1	2	3	4	5
D3	The school has enough class buildings	1	2	3	4	5
D4	Class rooms have enough sitting/teaching space	1	2	3	4	5
D5	I have enough break time to rest while at school	1	2	3	4	5
D6	I am able to freely interact with fellow teachers	1	2	3	4	5
D7	I freely interact with students	1	2	3	4	5
D8	There are clear communication procedures at this school.	1	2	3	4	5

D9	I am consulted during decision making at school	1	2	3	4	5
D10	The school administration respects teachers' rights	1	2	3	4	5

How does work environment contribute to school productivity?

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SECTION F: SCHOOL PRODUCTIVITY

SL	School productivity	SD	D	NS	A	SA
F1	Teachers always complete the syllabus on time	1	2	3	4	5
F2	All topics are exhaustively covered/taught as required	1	2	3	4	5
F3	Students obtain good grades	1	2	3	4	5
F4	I am satisfied with students' academic performance at this school	1	2	3	4	5
F5	Students acquire skills of judgment and analysis of the contents they are taught	1	2	3	4	5
F6	Teachers use mixed approaches to teach the content	1	2	3	4	5
F7	Students are comprehend what they are taught in class	1	2	3	4	5
F8	Students are able to interpret what they study in class					
F9	Students are able to analyze the content of what they study.	1	2	3	4	5

What are the factors that contribute to school productivity?

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Appendix ii: Interview guide for Head teachers and deputies

Dear respondent,

I am Levi Abongo a Master's degree student from Uganda Management Institute. I am carrying out an academic study about **Teacher self-management and school productivity in government-aided secondary schools in Lira district**. In your position, you have useful information to contribute to the success of the study. You can readily contribute this information by answering the questions in this instrument. All information given will be treated confidentially for purely academic purposes and please do not indicate your name anywhere on the questionnaire.

Thank you for your cooperation.

SECTION A: BIO-DATA

Please tick or circle.

1. Age: 20-30 31-40 41-50 Above 50

2. Sex: Male Female

3. Highest level of education

Certificate Diploma Bachelors Masters

4. Subjects taught

.....

5. Other responsibilities at school

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6. Teaching experience

a) Less than 1 year b) 1-3 years 4-6 years 7-10 years 11 and above
years

7. Number of years taught at the school

a) Less than 1 year b) 1-3 years 4-6 years 7-10 years 11 and above
years

1. What self-management techniques are used to promote school productivity among teachers at your school?

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2. How do cognitive strategies promote productivity among teachers at your school?
(Probe for analysis, synthesis and evaluation)

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3. How do affective strategies (valuing, organisation and characterization) contribute to productivity among teachers at your school?

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4. How do psychomotor strategies promote productivity among teachers at your school?

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5. What strategies **have been** instituted by the school and other education stakeholders to promote productivity among teachers at your school?

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6. What other strategies can be instituted by the school and other education stakeholders to promote productivity among teachers at your school?

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Appendix iii: Documentary review guide

Schools' UCE results

Minutes of meetings held

Appendix iv: Table for Determining Sample Size from a Given Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

**Note: “N” is population size
“S” is sample size.**