**EMPLOYEE EMPOWERMENT AND TEACHER PERFORMANCE IN SELECTED GOVERNMENT AIDED UNIVERSAL SECONDARY SCHOOLS IN**

**BUTAMBALA DISTRICT, UGANDA**

**BY**

**ABUBAKER KABUYE**

**14/MPA/5/031**

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD**

**OF THE MASTER`S DEGREE IN PUBLIC ADMINISTRATION OF**

**UGANDA MANAGEMENT INSTITUTE**

**FEBRUARY, 2018**

# DECLARATION

I, **ABUBAKER KABUYE,** hereby declare that this dissertation entitled “Employee Empowerment and Teacher Performance in Selected GASSs in Butambala District” is my original work and has never been presented to any University or Institutions of Higher Learning for any academic award.

Signed ……………………………………

Date:……………………………………

# APPROVAL

This Dissertation entitled **“Employee Empowerment and Teacher Performance in selected GASSs in Butambala District, Uganda”** has been written by Abubaker Kabuye under our supervision and has been submitted for the award of the Master’s degree in Public Administration with our approval as Uganda Management Institute supervisors.

Signature...................................................... Date........................................................

**DR. FLORENCE BAKIBINGA SAJJABI (MRS.)**

Signature……………………………... Date…………………………….............

**DR. STELLA KYOHAIRWE**

# DEDICATION

This Dissertation is dedicated to my family and all friends for their unconditional support.

# ACKNOWLEDGEMENTS

With thankful and heartfelt appreciation, I acknowledge the contribution of my supervisors Dr. Florence Bakibinga Sajjabi (Mrs.) and Dr. Stella Kyohairwe of Uganda Management Institute for their parental and academic guidance, commitment and readiness to help, including the professional listening skills rendered to me towards the completion of this work. May the almighty God bless them abundantly.

I acknowledge with gratitude the contributions and co-operation made by the Head Teachers, B.O.G members, District Education Officer, Butambala and the teachers for their willingness to provide the necessary information when I visited their respective premises during the research process. Without their cooperation, this study would have been impossible to accomplish.

 I would like to deeply thank all my lecturers at Uganda Management Institute. These have adequately guided and equipped me with both theoretical and practical skills. I would also like to acknowledge the contribution of my classmates of Uganda Management Institute (MPA5) from whom I enjoyed fruitful discussions on challenging topics.

I am also greatly thankful to my family members, adults and children for the sacrifice accorded to me during the time of my studies.

**MAY ALLAH BLESS THEM**

# TABLE OF CONTENTS

[DECLARATION i](#_Toc506903463)

[APPROVAL ii](#_Toc506903464)

[DEDICATION iii](#_Toc506903465)

[ACKNOWLEDGEMENTS iv](#_Toc506903466)

[TABLE OF CONTENTS v](#_Toc506903467)

[LIST OF TABLES xii](#_Toc506903468)

[LIST OF FIGURES xiii](#_Toc506903469)

[LIST OF ACRONYMS xiv](#_Toc506903470)

[ABSTRACT xv](#_Toc506903471)

[CHAPTER ONE 1](#_Toc506903472)

[INTRODUCTION 1](#_Toc506903473)

[1.1 Introduction 1](#_Toc506903474)

[1.2 Background to the study 1](#_Toc506903475)

[1.2.1 Historical Background 1](#_Toc506903476)

[1.2.2 Theoretical background 3](#_Toc506903477)

[1.2.3 Conceptual Background 5](#_Toc506903478)

[1.2.4 Contextual Background 6](#_Toc506903479)

[1.3 Statement of the problem 7](#_Toc506903480)

[1.4 Purpose of the Study 8](#_Toc506903481)

[1.5 Objectives of the Study 9](#_Toc506903482)

[1.6 Research Questions 9](#_Toc506903483)

[1.7 Research Hypotheses 9](#_Toc506903484)

[1.8 Conceptual Framework 10](#_Toc506903485)

[1.9 Significance of the study 11](#_Toc506903486)

[1.10 The Scope of the Study 11](#_Toc506903487)

[1.10.1 Geographical scope 11](#_Toc506903488)

[1.10.2 Content scope 12](#_Toc506903489)

[1.10.3 Time Scope 12](#_Toc506903490)

[1.11 Operational Definitions of key terms and concepts 12](#_Toc506903491)

[CHAPTER TWO 14](#_Toc506903492)

[LITERATURE REVIEW 14](#_Toc506903493)

[2.1 Introduction 14](#_Toc506903494)

[2.2 Theoretical review 14](#_Toc506903495)

[2.3 Review of Related Literature 16](#_Toc506903496)

[2.3.1 Continued professional education and teacher performance 16](#_Toc506903497)

[2.3.2 Promotion and Teacher Performance 19](#_Toc506903498)

[2.3.3 Motivation and teacher performance 21](#_Toc506903499)

[2.4 Summary of the Literature Review 26](#_Toc506903500)

[CHAPTER THREE 27](#_Toc506903501)

[METHODOLOGY 27](#_Toc506903502)

[3.1 Introduction 27](#_Toc506903503)

[3.2 Research design 27](#_Toc506903504)

[3.3 Study population 28](#_Toc506903505)

[3.4 Sample size determination 28](#_Toc506903506)

[3.4.1 Sampling Techniques and Procedure 29](#_Toc506903507)

[3.5 Sampling Techniques and Procedure 29](#_Toc506903508)

[3.5.1 Probability Sampling 29](#_Toc506903509)

[3.5.2 Non Probability Sampling 29](#_Toc506903510)

[3.6 Data Collection Methods 30](#_Toc506903511)

[3.6.1 Survey 30](#_Toc506903512)

[3.6.2 Interviews 30](#_Toc506903513)

[3.6.3 Document Review 30](#_Toc506903514)

[3.7 Data Collection Instruments 31](#_Toc506903515)

[3.7.1 Questionnaire 31](#_Toc506903516)

[3.7.2 Interview Guide 31](#_Toc506903517)

[3.7.3 Documentary Review Check List 32](#_Toc506903518)

[3.8 Quality Control of Data Collection 32](#_Toc506903519)

[3.8.1 Validity 32](#_Toc506903520)

[3.8.2 Reliability 33](#_Toc506903521)

[3.9 Data Collection Procedure 34](#_Toc506903522)

[3.10 Data Analysis 35](#_Toc506903523)

[3.10.1 Qualitative Data Analysis 35](#_Toc506903524)

[3.10.2 Quantitative Data Analysis 35](#_Toc506903525)

[3.11 Measurement of Variables 36](#_Toc506903526)

[3.12 Ethical Considerations 37](#_Toc506903527)

[CHAPTER FOUR 39](#_Toc506903528)

[PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS 39](#_Toc506903529)

[4.1 Introduction 39](#_Toc506903530)

[4.2 Response rate 39](#_Toc506903531)

[4.3 Background of the Respondents 40](#_Toc506903532)

[4.3.1 Sex of the respondents 40](#_Toc506903533)

[4.3.2 Age of the Respondents 41](#_Toc506903534)

[4.3.3 Level of Education of the Respondents 42](#_Toc506903535)

[4.3.4 Marital status of the Respondents 43](#_Toc506903536)

[4.3.5 Time spent working with schools selected 43](#_Toc506903537)

[4.4. Empirical findings 44](#_Toc506903538)

[4.4.1 Objective One 45](#_Toc506903539)

[4.4.1.1 To establish whether employee continued professional education had a relationship with teachers performance in the selected GASSs in Butambala District 45](#_Toc506903540)

[4.4.1.2 Correlation results for continued professional education and teacher performance in GASSs 49](#_Toc506903541)

[4.4.1.3 Regression results for employee continued professional education and teacher performance in the selected GASSs in Butambala District. 50](#_Toc506903542)

[4.4.2 Objective Two 51](#_Toc506903543)

[4.4.2.1 To establish whether employee promotion had a relationship with teacher performance in the selected GASSs in Butambala District 51](#_Toc506903544)

[4.4.2.2 Correlation results for teacher promotion and teacher performance in GASSs 54](#_Toc506903545)

[4.4.2.3 Regression results for employee promotion and teacher performance in selected GASSs 55](#_Toc506903546)

[4.4.3 Objective Three 56](#_Toc506903547)

[4.4.3.1 To establish whether employee motivation had a relationship with teacher performance in selected GASSs in Butambala District 56](#_Toc506903548)

[4.4.3.2 Correlation results for employee motivation and teacher performance in selected GASSs in Butambala District. 60](#_Toc506903549)

[4.4.3.3 Regression results for employee motivation and teacher performance in the selected GASSs in Butambala District. 62](#_Toc506903550)

[CHAPTER FIVE 64](#_Toc506903551)

[SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS 64](#_Toc506903552)

[5.1 Introduction 64](#_Toc506903553)

[5.2 Summary 64](#_Toc506903554)

[5.2.1 The relationship between employee continued professional education and teacher performance in selected GASSs in Butambala District 64](#_Toc506903555)

[5.2.3 The relationship between employee promotion and teacher performance in selected GASSs in Butambala District. 65](#_Toc506903556)

[5.2.4 The relationship between employee motivation and teachers` performance in selected GASSs in Butambala District 65](#_Toc506903557)

[5.3 Discussion of findings 66](#_Toc506903558)

[5.3.1 The relationship between employee continued professional education and teacher performance in GASSs in Butambala District 66](#_Toc506903559)

[5.3.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District 70](#_Toc506903560)

[5.3.3 The relationship between employee motivation and teacher performance in the selected GASSs in Butambala District. 72](#_Toc506903561)

[5.4 Conclusions 76](#_Toc506903562)

[5.4.1 The relationship between employee continued professional education and teacher performance in GASSs in Butambala District 76](#_Toc506903563)

[5.4.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District 77](#_Toc506903564)

[5.4.3 The relationship between employee motivation and teacher performance in Selected GASSs in Butambala District 77](#_Toc506903565)

[5.5 Recommendations 78](#_Toc506903566)

[5.5.1 The relationship between continued professional education and teacher performance in GASSs in Butambala District 78](#_Toc506903567)

[5.5.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District 79](#_Toc506903568)

[5.5.3 The relationship between employee motivation and teacher performance in GASSs in Butambala District 79](#_Toc506903569)

[5.6 Limitations of the study 80](#_Toc506903570)

[5.7 Areas for Further Research 81](#_Toc506903571)

[REFERENCES 82](#_Toc506903572)

[APPENDICES I](#_Toc506903573)

[APPENDIX I: QUESTIONNAIRE FOR TEACHERS I](#_Toc506903574)

[APPENDIX II: INTERVIEW GUIDE FOR BOARD OF GOVERNORS (BOG) MEMBERS AND MINISTRY OF EDUCATION & SPORTS OFFICIALS V](#_Toc506903575)

[APPENDIX III: INTERVIEW GUIDE FOR HEADTEACHERS VI](#_Toc506903576)

[APPENDIX IV: DOCUMENTARY REVIEW LIST VII](#_Toc506903577)

[APPENDIX V: SAMPLE SIZE TABLE VIII](#_Toc506903578)

# LIST OF TABLES

[Table 3. 1: Population, Sample and Sampling Techniques 29](#_Toc505771380)

[Table 3. 2: Content Validity Indices for the Questionnaire 33](#_Toc505771381)

[Table 3. 3: Reliability indices for the respective sections of the questionnaire. 34](#_Toc505771382)

[Table 4. 1: Showing the response rate 39](#_Toc505771383)

[Table 4. 2: Descriptive Statistics on employee continued professional education to teachers in selected GASSs in Butambala District 45](#_Toc505771384)

[Table 4.3: Correlation results for Continued Professional education and teacher performance 49](#_Toc505771385)

[Table 4. 4: Model summary 50](#_Toc505771386)

[Table 4.5: Descriptive Statistics on employee promotion in selected GASSs in Butambala District 51](#_Toc505771387)

[Table 4.6: Correlation results employee promotion and teacher performance 54](#_Toc505771388)

[Table 4. 7: Model summary for employee promotion and teacher performance 55](#_Toc505771389)

[Table 4.8: Descriptive Statistics on the findings on employee motivation in GASSs in Butambala District 56](#_Toc505771390)

[Table 4. 9: Correlation results of employee motivation and teacher performance 61](#_Toc505771391)

[Table 4. 10: Model summary 62](#_Toc505771392)

# LIST OF FIGURES

[Figure 1. 1: A conceptual framework illustrating the relationship between the study variables 10](#_Toc505769038)

[Figure 4. 1: Gender of the respondents 40](#_Toc505769039)

[Figure 4. 2: Age of the respondents 41](#_Toc505769040)

[Figure 4. 3: Level of education of the respondents 42](#_Toc505769041)

[Figure 4. 4: Showing the marital status of the respondents 43](#_Toc505769042)

[Figure 4. 5: Showing the Time spent working with selected schools 44](#_Toc505769043)

# LIST OF ACRONYMS

BOG Board of Governors

CVI Content validity index

DEO District Education Officer

EPRC Education Policy Review Commission

GASSs Government Aided Secondary Schools

GDP Gross Domestic Product

HRD Human resource development

HRM Human resource management

MOES Ministry of Education Sports

SPSS Special package for social scientists

UNATU Uganda National Teachers Union

UNEB Uganda National Examination Board

USA United States of America

USA United States America

USE Universal Secondary Education

WB World Bank

# ABSTRACT

The study aimed at establishing the relationship between employee empowerment and teacher performance in selected GASSs in Butambala, District. Despite the empowerment programs being enforced by the government, teacher performance in the selected GASSs in Butambala District is still lacking. Three objectives guided this study that was to say, to examine whether employee continued professional education, employee promotion and employee motivation have a relationship with teacher performance using selected GASSs in Butambala District. Across-sectional study design was used. Both quantitative approaches and qualitative approaches were used. 173 participants were selected and a sample size of 134 was selected using mainly stratified random and purposive sampling techniques. Quantitative analysis of data considered descriptive statistics tools including using frequencies, percentages and means. For inferential statistics, these involved use of Pearson’s correlation coefficient to correlate continued professional education, employee promotion and employee motivation with teacher’ performance. (Pearson correlation, coefficient of determination and regression) Content analysis was used to analyze qualitative data. Findings revealed a negative relationship between employees continued professional education and teacher performance. Its value was -0.199. On the second objective, it was revealed that there was a positive relationship between employee promotion and teacher performance. Its value was 0.816. On the third objective, it was revealed that there was a negative relationship between employee motivation and teacher performance. Its value was -0.162. It was concluded that the lower the empowerment of teachers, the lower the level of performance. It is recommended that there is a need to formulate a comprehensive employee empowerment policy which ensures that, continued professional education, promotion and motivation are ensured if performance is to improve.

# CHAPTER ONE

# INTRODUCTION

# 1.1 Introduction

The study sought to examine whether employee empowerment was related to teacher performance using selected GASSs in Butambala District in Uganda. The study specifically focused on GASSs in Butambala as a case because a big number of failures were registered in this district amidst the presence of teachers (Butambala District DEO report 2015). This chapter entails understanding the historical, theoretical, conceptual and contextual background of the study, the problem that propelled this study to be undertaken, the research objectives which this study was based on, the research questions and hypotheses that were asked and tested in the study, the conceptual framework that diagrammatically explains the study concepts, the study scope, significance, justification and the key definitions of study concepts.

# 1.2 Background to the study

The background consists of historical, theoretical, conceptual and contextual analysis.

# 1.2.1 Historical Background

Globally, the performance of teachers has been given much emphasis at all levels from kindergarten, primary, secondary, high schools, technical and tertiary levels (World Bank Report, 2012). It is from this basis that since history, employee empowerment was given a primary attention as a way of improving the performance of teachers. Employee empowerment has been with human life for a number of years and it is imagined to have started with primitive ancestors since history (Fredrick and Davis, 2010). It started with man’s journey because it was practiced as a basis for man’s survival. Primitive societies practiced employee empowerment while learning different ways of how to survive and this kind of learning would be passed on to all family members (Aman, 2004). Employee empowerment was done by ancestors in an informal manner. In African countries, the process of employee empowerment human resource in early years called for putting in place woods, rocks and banana leaves which were used to transmit knowledge from one generation to another. This was done to enable primitive men and women to learn on how they can make the world around them productive especially on how to use stones for fire and woods for firewood and promoting agriculture. Having acquired this knowledge, it became easy for people to engage in crafts, fishing and engaging in carpentry. This was the basis where division of labor came into play that those who had experience and exposure to certain fields took up such activities in their line of competency. Here, men became professionals in weaving, carpentry and stone masons. (Fredrick and Davis, 2010). The development of specialization and division of labor created a way of the emergency of new forms of education which characterized with well-defined tools and people who were qualified to do the employee empowerment (Melissa &Sackett, 2013). This means that transferring skills from one person to another became intentional and orderly and learning became deliberate. Because of specialization, it became clear that the reason for employee empowerment was to make sure that the performance of employees and in this case teachers are improved to meet organizational objectives (Basheka, 2009). Employee empowerment conducted in form of career building, motivation and promotion appointed at as the main determinant of employee performance (Lawler, 2003).

The World Bank Report, 2012 indicated that teachers determine the quality of education that children receive. In 1931 a teacher continued development scheme started in New York, USA. The issue of continued professional education became critical prompting action. The teachers in New York did not only seek further studies but social recognition of their work. This later spread across the globe embracing African Countries in the 1960s (Barret, 2005).

According to Anon (2003), teacher empowerment in Uganda began as early as the 1930s following the establishment of Makerere University College. After Uganda`s independence in 1962 schools became much interested in looking for ways to retain a competitive advantage. According to Nsubuga (2010), the level or quality of the [employee training](http://employeetraininghq.com/what-is-employee-training/) was either supporting or stifling the development of education in Uganda. By then, the more one institution invested in training teachers, the more the school would gain in terms of boasting academic performance. Ministry of Education & Sports (2011) revealed that schools that invested in teacher development are likely to get better academic performance. The study therefore investigated the relationship between employee empowerment and teacher performance in GASSs in Butambala District, Uganda.

# 1.2.2 Theoretical background

The study derived its basis from the Goal-Setting Theory by Latham and Locke (1979) cited from Appelbaum (2008) and Balance Score Card by Kaplan and Norton (1992).According to the theory, people who have more difficult but attainable goals perform better than those who have less difficult goals. Goals can be either directional goals or accuracy goals. The former are goals people work toward without knowing the precise steps to take to achieve them and hence are more motivational. Accuracy goals on the other hand are characterized by careful planning to identify the best paths to achieve the goals with minimal deviations.

Goals can motivate people toward accomplishing them based on the extent to which they have clarity, challenge, commitment, feedback, and task complexity. The Goal Setting Theory is premised on two main tenets. First, the theory puts emphasis on setting specific goals and performance standards to which employees have to direct their efforts. This is the basis of performance appraisal because performance is appraised in light of the set goals and performance standards. Secondly, in line with the theory, appraisal requires that goals and performance standards are acceptable, specific, challenging and attainable. This position is supported by Reason (1997) who observed that performance appraisal is an approach to managing and developing people which enables them to manage their performance and development within the framework of clear objectives and standards. The study also benefits from the theory because of its emphasis on the need for feedback on performance which is a critical factor in appraisal.

Feedback allows the employee to track how well he or she has been doing in relation to the goal or standard so that necessary adjustment in effort, direction or possibly task can be made (Reason, 1997). It is the contention of this study that motivational effects of jointly set goals and performance standards in generating high goal commitment and subsequent performance is more powerful than individual and assigned goals and performance standards. In the study, the theory emphasized Armour, Deakin and Konzelmann (2002) submission when it was observed that feedback is most effective when it is given immediately following the behavior in question, and is given on a regular basis rather than accumulating all occurrences to a formal annual appraisal interview which draws together the summary of what transpired throughout the employee’s performance. Feedback should also be specific rather than general and should allow the sharing of information.

The Goal-setting theory enriched the study because of its focus on the setting of goals and performance standards that are specific and achievable. The study was also enriched by the theory’s insistence on giving feedback toward achieving goals and performance standards. These issues are critical to the success of appraisal and help to set premises on which a participatory approach to performance appraisal is built. It is the contention of the researcher that the study benefited from the Goal-setting theory. The Goal Setting Theory emphasizes laying emphasis on planning (Appelbaum, 2008); however, the theory does not lay out a clear procedure to take in order to plan. The theory has been criticized for failing to consider the period when planning will be made and how it will be made.

In relation to this study, employee continued education development calls for enhanced teacher performance, as a strategy at all levels of the organization. This model will help increase the administration capacity to use and develop new tools or improved tools for improved professional education and staff development. The model will help in coming up with a real diagnosis on concrete situations where staff development tools are used in the process of alignment to the international stand.

# 1.2.3 Conceptual Background

The key concepts in the study were employee empowerment and teacher performance. Empowerment is so widely used today in progressive management circles but it suggests not just manipulative intent but awareness that even in periods of deep recession the boundaries of workplace control continue to be challenged by workers striving to attain a measure of power, security and dignity (Rinehart, 1996).For purposes of this study, employee empowerment was conceptualized to mean the activity of learning aimed at acquiring knowledge and skills specifically with the main aim to perfect a job/ occupation or work (Kothari 2004). For Richard, Colligan and Lewis (2009), employee empowerment refers to a systematic behavioral modification that is well planned using different events and directed programs which can help learners to acquire knowledge and skills in carrying out their work efficiently and effectively. Employee empowerment referred to continued professional development, further studies, in service training, refresher courses and capacity building, promotion and motivation in selected GASSs in Butambala District, Uganda.

Performance on the other hand according to Smith (2001) refers to the ability by which employees’ interests and values are congruent with the company that is; employees think of themselves as belonging to the organization and derive value from their membership. Performance in this study was measured in terms of the indicators of performance which are number of students in grade one, number of students who have joined high institutions of learning, low turnover rates, quality service delivery, eagerness to take on extra responsibilities, interest in students’ welfare, avoidance of teacher absenteeism, willingness to attend to school programs, and adequate lesson preparation.

On the other hand, performance is the extent to which employees’ interests and values are congruent with the company that is to say employees think of themselves as belonging to the organization and derive value from their membership. For purposes of this study, teacher performance was measured in terms of the indicators of performance which are teaching preparation, teachers’ students’ assessment and evaluation, time management, lesson planning and scheming, student’s books and notes checking and student’s guidance and counseling.

# 1.2.4 Contextual Background

Efforts have been at international level to improve employee wellbeing. This is reflected in adopting global instruments and plans aiming at ensuring that employees are empowered in a number of countries. (Ministry of Education and sports report 2013).

In Africa several conferences have been organized as a Platform for Action as an avenue for employee empowerment. In Butambala District, very few teachers are pursuing employee continued professional education and many are demotivated given the low salaries earned. In addition, one newly posted head teacher to one of the selected GASSs schools in Butambala District (known as USE school), lamented that, because of lack of employee continued professional education and poor motivation there has been a decline in performance in the District (Kibuuka, 2014).

In most GASS schools in Butambala District, employee empowerment remains a nightmare. This has led to growing complaints by teachers in the District about poor motivation (Hamba, 2014). On the side of staff development, District Education Officers Report (2014) revealed that less than 56 teachers in Butambala District were pursuing further studies. The majority attributed their failure to pursue further studies to limited resources and lack of interest by the school Boards of Governors and administrators.

The Deputy Director of the Education Standard Agency, Ministry of Education and Sports in Uganda reported low levels of investment in staff development in most schools in Uganda in 2013. The Director said “teachers lack professionalism in their work, they are poor at time management and lesson preparations. As a result, children are not getting access to adequate knowledge”. Citing one of the selected secondary schools from the district of Butambala it was noted that a good number of students come late to school because of teacher absence. For example of the 200 lessons supposed to be taught in a week, only 20 lessons had been covered by the second week of term 2 2014. (Butambala DEO report 2014). According to teachers’ professional code of conduct (3), teachers are expected to ensure that schemes of work are prepared, lesson plans and notes are developed and having in place teaching aids. But this has not been the case in majority of schools as it was reported in the National Inspection Programme- NIP (2002/2003) findings. It was from such background that the researcher felt a need to assess whether the poor performance of teachers in selected GASSs had a relationship with their level of empowerment.

# 1.3 Statement of the problem

The performance of teachers has highly been linked to presence of different empowerment programmes in school. Employee empowerment is presumed to be a pivotal factor in improving the performance of teachers (Carr & Pearson, 2002). Indeed in the selected GASS schools in Uganda, the government finds it mandatory to provide empowerment programs which include additional professional training and others to enhance teacher performance (Education Policy Review Commission (EPRC):1989).The selected GASS schools in Butambala have a number of empowerment programmes for example provision of additional professional training, motivating teachers through prompt salaries, allowances, recognition and appreciation at school as well as promoting them to better positions (UNATU, 2014). These are intended to empower teachers so as to improve teacher performance.

However, despite the empowerment done there is still an impending poor performance of teachers in Butambala District and the country at large (Butambala D.E.O report 2013). In 2006, nearly 95% of UCE (O-level) candidates did not attain the minimum pass rate to qualify for a national certificate. In the year 2015, 80% of the UCE Universal Secondary schools candidates in the district failed to qualify for the national certificate (DEO Butambala Report, 2015).The Director Basic and Secondary Education in the Ministry of Education and sports admits there are challenges, but he says the government with support from donors such as the African Development Bank and the World Bank is addressing them (Ministry of Education and Sports rankings 2013, 2014 and 2015). This may be true, but the government only seems to be targeting big public schools, living out the poor GASS schools and yet they also host a substantial proportion of students.

In the year 2015, more than 56 secondary school teachers were transferred across the country on grounds of failure to perform (UNATU Report, 2014). In the 2012 National Examination, the selected GASSs in Butambala district registered 26 first grades only at UCE.(Butambala DEO Report, 2013).The performance of teachers is still reportedly lacking in the selected GASSs in Butambala District. For example there are cases of increased absenteeism and lack of commitment in the schools leading to poor teacher performance. It is against this background that the researcher sought to investigate the relationship between employee empowerment and teacher performance in the selected GASSs in Butambala District.

# 1.4 Purpose of the Study

The study investigated the relationship between employee empowerment and teacher performance in selected GASSs in Butambala District, Uganda.

# 1.5 Objectives of the Study

The study was premised on the following objectives

1. To examine whether employee continued professional education has a relationship with teacher performance in selected GASSs in Butambala District?
2. What is the relationship between employee promotion and teacher performance in selected GASSs in Butambala District?
3. What is the relationship between employee motivation and teacher’ performance in selected GASSs in Butambala District.

# 1.6 Research Questions

The study answered the following questions.

1. What is the relationship between employees’ continued professional education and teacher performance in selected GASSs in Butambala District?
2. What is the relationship between employee promotion and teacher performance in selected GASSs in Butambala District?
3. What is the relationship between employee motivation and teacher performance in selected GASSs in Butambala District?

# 1.7 Research Hypotheses

The study verified the following research hypotheses

1. There is a positive significant relationship between employee continued professional education and teacher performance in selected GASSs in Butambala District, Uganda.
2. There is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda
3. There is a positive significant relationship between employee motivation and teacher performance in selected GASSs in Butambala District, Uganda.

# 1.8 Conceptual Framework

A conceptual framework is the researcher’s perspective of how the study variables relate with one another. Figure 1.1 below shows the conceptual framework adopted for the study. This is the scheme of concept that was operationalised in order to achieve the set objectives. It is the hypothesized model identifying the concepts under the study and their relationships (Albus, 2007).

 ***INDEPENDENT VARIABLE DEPENDENT VARIABLE***

**TEACHER PERFORMANCE**

* Teaching preparation
* Students assessment& evaluation
* Time management
* Lesson plan & scheme of work
* Checking Students books / notes
* Guidance & counseling

**EMPLOYEE EMPOWERMENT**

**Continued professional Education**

* Further studies
* In service training
* Refresher courses and capacity building

**Promotion**

* From classroom teacher to head of department
* Head of department to deputy head teachers.
* Deputy Head teacher to Head teacher.

**Motivation**

* Monetary rewards
* Non-monetary rewards
* Teacher working environment

Figure 1. 1: A conceptual framework illustrating the relationship between the study variables

*Source: Adopted from Armstrong (2006) modified by the researcher.*

This conceptual framework in figure 1.1 explains the relationship between the independent variable (employee empowerment) and the dependent variable (teacher performance). Teacher empowerment referred to teacher promotion, professional development and motivation. Continued professional education referred to further studies, upgrading and refresher courses. Workshops referred to both internal and external workshops. Motivation referred to monetary and non-monetary benefits. The dependent variable is teacher performance measured in terms of the indicators of performance which are teacher teaching preparation, attendance to duty, students’ guidance and counseling, students’ assessment and evaluation, checking student’s books and notes, and adequate lesson planning and scheming of work. The researcher is cognizant that the moderator variables interfere with the relationship between the independent and dependent variable; however it is worth mentioning that the moderating variables are government policy and school management style although they are not part of the objectives of this study.

# 1.9 Significance of the study

It provides information to policy makers, administrators in schools, parents and other stakeholders in the education system who may contribute to improvement of teacher motivation in secondary schools.

The study adds value to the body of existing knowledge and leads to ventures in further research.

Additionally it has rejuvenated the researchers` knowledge and understanding of research.

It provides secondary data base for future researchers on employee empowerment and teacher performance.

It fulfills the requirement for the award of a Master’s degree in Public Administration of Uganda Management Institute.

# 1.10The Scope of the Study

# 1.10.1Geographical scope

The study was conducted in Budde secondary school, Kibibi Muslim secondary school, Saidinah Abubakar secondary school, Kabasanda and Lukalu secondary school in Butambala district in Uganda. Butambala district is found in the central parts of Uganda and is selected because the researcher has worked with the District for a good period of time.

# 1.10.2Content scope

The study analysed the relationship between employee empowerment and teachers’ performance in the selected GASSs Butambala District, in Uganda. Employee empowerment referred to teacher promotion, professional development and motivation. Teacher performance referred to indicators of performance for instance teacher attendance to class, attendance to duty, counseling students, students’ assessment, willingness to attend to school programs like co-circular activities, and adequate lesson preparation.

# 1.10.3Time Scope

The study focused on the period between the years 2000 to 2015 because it was during this period that most school Boards of Governors had got concerned with employee empowerment and performance in the schools in Butambala District in Uganda (Butambala DEO Report, 2014).

# 1.11 Operational Definitions of key terms and concepts

**Employee empowerment** referred to, continued professional development, promotion, and motivation in selected GASSs in Butambala District in Uganda.

**Continued professional education** referred to further studies, In-service training, refresher training and capacity building of employees in selected GASSs in Butambala District in Uganda.

**Promotion** is the process whereby employees are overtime given more responsibilities in selected GASSs in Butambala district in Uganda.

**Participation in decision making** refers to committing the teacher to being active participants in the decision making process in selected GASSs in Butambala District in Uganda.

**Teacher performance** referred to how the teachers handles lesson teaching preparation, respond to duty in terms of punctuality in attending to lessons (time management) preparation of lesson plans and schemes of work, handling students` assessment and evaluation, checking students books and class notes and conducting guidance &counseling of students, as well as participation in school programs in selected GASSs in Butambala District.

In summary, this chapter reviewed the concept of employee empowerment and teacher performance as indicated in the introduction. The next chapter does much on presenting literature on theoretical framework and literature as reviewed on the set objectives set for the study.

# CHAPTER TWO

# LITERATURE REVIEW

# 2.1 Introduction

The study reviewed related literature and theories in line with the objectives. Each variable within the work had to be reviewed. The literature review identified the knowledge gaps, which formed the basis for the researcher’s study and helped in developing the methodology for the study. The researcher reviewed the theory that underpinned the study and then the main literature review was done objective by objective under the following headlines: employee continued education and teacher performance; employee promotion and teacher performance; employee motivation and teacher performance in selected GASSs in Butambala District. Literature was obtained from books, journals, reports and theses as well as the internet. They aimed at providing insight in what has already been done within this area of study and also as a guide in answering the research questions.

# 2.2 Theoretical review

The study was underpinned by the Goal Setting Theory of Latham and Locke (1979) cited from Applebaum (2008) and the Balance Score card Theory by Kaplan and Norton (1992). The Goal Setting Theory proponents premise this theory on two main tenets. First, the Theory puts emphasis on setting specific goals and performance standards to which employees have to direct their efforts. This is the basis of performance appraisal because performance is appraised in light of the set goals and performance standards. Secondly, in line with the Theory, appraisal requires that goals and performance standards are acceptable, specific, challenging and attainable. This position is supported by Reason (1997) who observed that performance appraisal is a prerequisite for good performance provided you set clear and achievable goals. The study also benefits from the Theory because of its emphasis on the need for feedback on performance which is a critical factor in appraisal.

The Goal Setting Theory proponents to motivate goals one must have clear goals that are measurable and unambiguous. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviors will be rewarded (Gregory, 2001). One of the most important characteristics of the goal he identified for improved performance was the training function. Albus, 2007 noted that People are often motivated by achievement, and they will judge a goal based on the significance of the anticipated accomplishment

In relation to the study, goals are set but to attain them, people should be made informed and educated accordingly. This can be done through training hence providing opportunities to clarify expectations, adjust goal difficulty, and gain recognition. When a goal is clear and specific, with a definite time set for completion, there is less misunderstanding about what behaviors will be rewarded. One of the most important characteristics of employee performance improvement lies in training effectively the employees. People and in this case teachers are often motivated by both physical gifts and achievement, and they will judge a goal based on the significance of the anticipated accomplishment. Performance management goals must be understood and agreed upon if they are to be effective.

The Goal Setting Theory has been criticized for focusing more on political empowerment than economic empowerment (Appelbaum, 2008). Teachers need to advocate for shared knowledge of resources and support in decision-making from administration. The theory does not directly put emphasis on lobby for recognition hence shared power for the benefit of the community.

In relation to this study, employee empowerment calls for enhanced teacher performance. This model will help increase the administration capacity to use and develop new tools or improved tools for improved professional education and staff development. The model will help in coming up with a real diagnosis on concrete situations where staff development tools are used in the process of alignment to international standards. Basing on the theorem of Goal-Setting Theory, it is clear that employee empowerment in any form whether, employee continued professional training, promotion and motivation can be part of the goals that can stimulate the performance of employees and in this case teachers in the selected GASSs in Butambala District.

# 2.3 Review of Related Literature

The reviewed literature from past studies which were carried out in different contexts identified the gaps which the current study has tried to fill.

# 2.3.1 Continued professional education and teacher performance

The main goals of the school monthly or annually is to organize training programs to enable the teachers improve the teaching methods and enhance their performance. Kumar (2009), points out that refresher training covers seminars, capacity building and training workshops which facilitate the socialization of new employees in an organisation. Continued professional education is analysed as a planned and systematic effort to modify or develop knowledge, skills or attitude through learning experience, to achieve effective performance in an activity or range of activities. Mclagan (1989) also observes that training focuses on identifying, assuring and helping develop through planned learning, the key competencies that enable individuals to perform current jobs. This study thus endeavored to make an assessment of whether training is done in selected GASSs in Butambala District and its effectiveness on teacher performance.

MacDonald and Gabriel (2010) observed that determining training needs starts with a gap analysis. The gap between what skills your employees have and what they need to move the business forward. This study sought to find out the effectiveness of this in selected GASSs in Butambala District.

Krivanek (2011) concurs with the above scholars while indicating that the purpose of a training needs assessment is to identify performance requirements or needs within the organization in order to help direct resources to the area of greatest need, those that closely relate to fulfilling the organizational goals and objectives, improving productivity and providing quality products and services. However, this will only be achieved by selecting the right training method necessary to deliver expected outcome. This thus creates a gap that requires this study to investigate and establish whether in the selected GASSs in Butambala District do provide the right training to teachers and if they do, how it has affected their level of performance.

Armour, Deakin and Konzelmann (2012) conclude that continued professional education equips employees with additional professional and job-related skills. It also shows those employees (and others inside and outside the school) that the school is willing to invest time; money and energy into their success, but also that you consider them to be a big part of the company’s future plans. This is important and motivational. When employees know they care enough to train them, support them, and have faith in them, this is the sunshine, water, and nourishment that grow the seed of company loyalty. Training and development is the life-line of any successful school; it’s vital to the health of school (Mathews and Ueno, 2011). Without it the organization risks the probability of becoming stagnant, and the competition can run by so fast that it will leave dust in the eyes. The study by Albus (2007) was based on a much smaller sample; however, this study endeavored to fill this gap by using a relatively larger sample while using the selected GASSs in Butambala district.

Farooq & Khan (2011) further ascertained that it is critical to continuously educate and train employees to improve their individual and group performance. Training is key in influencing the employees’ skills, abilities and attitude. The gap that arises in this literature is that it does not show how the selected GASSs in Butambala District train their teachers in their work environment for better work performance. Therefore this study investigated how selected GASSs in Butambala district train their teachers and whether this had led to better work performance.

Congruent with Farooq & Khan (2011), Fenn (2010) agitates that employee empowerment is important to keep a school competitive in its market. The importance of learning opportunities are that employee’s acquire knowledge in the new trends in the business world. Schools need to create and maintain learning opportunities for employees in order catch up with an organisation’s knowledge and competitive ability (Greengard, 2010). However, the researcher is cognisant of the fact that continuously working for the development and nourishment of the workforce increases their role in the betterment of the work environment of any organisations. In this study, this gap was filled by alluding to Cascio’s (1998) submission when he observed that feedback is most effective when it is given immediately following the behavior in question, and is given on a regular basis rather than accumulating all occurrences to a formal annual appraisal interview which draws together the summary of what transpired throughout the employee’s performance. Feedback should also be specific rather than general and should allow the sharing of information.

Okanya (2008), emphasized that refresher training is part of the overall ways of continually educating staffs for better performance. Additionally Armour, Deakin and Konzelmann (2012) concluded that when training is done the sustainability of the institution is ensured. Without it the organization risks the probability of becoming stagnant, and the competition can run by so fast that it will leave dust in the eyes. In bridging the gap, the researcher investigated the concept of refresher training and how it promotes teacher performance in selected GASSs in Butambala District, Uganda.

# 2.3.2Promotion and Teacher Performance

Doeringer & Piore, 1971 defined Promotion as the advancement in gaining higher positions while Okumbe1999 referred to it as the advancement of a worker to a better job in terms of more skill, responsibilities, status and remuneration. Employees are motivated when promotions are granted at certain appropriate intervals in the service, as none would be happy when they are static in a system. Promotion is believed to assume many dimensions, ranging from salary up grading, attaining a higher job group or simply moved to a higher institutional administrative hierarchy (Albus, 2007). Reporting from a study done in the public secondary schools focusing on factors influencing teachers’ job performance in the rural Obigala Village in Nigeria, Albus (2007) observed that teachers who obtained regular promotions were more motivated to increase their levels of work performance than those who were static on their grades.

In conformity to Albus’s study findings, Hamba (2014) in his research study based on the implementation of strategic plans in public secondary schools in Rachuonyo South Sub-County in Kenya, discovered that implementation of strategic plans was unsatisfactory because majority of the implementations lacked training given that they occupied low administrative positions in the schools hierarchies. Focusing on a survey of motivational factors on the performance of students in internal examinations in Bureti Constituency in Kericho County, Kenya, Hamba (2014) observed that failure to promote teachers encourages apathy in taking up assigned responsibilities among them in most learning institutions. He recommended that the school management should devise internal promotion arrangements to motivate teachers, as the teachers’ principal employer had let down teachers so far too long. It is from this basis that this study was undertaken to assess whether in the selected GASSs in Butambala District have internal promotion arrangements to promote teachers and if they have them, have they improved on teacher performance?

Decenzo & Robins (2002) defined promotion as “a sequence of positions occupied by a person during the course of a life time. However, this is a narrow view of looking at promotion because, although promotion looks at upward movement along the career curve, there are cases when individuals occupy positions less favorable than their previous jobs and it does not follow then that their performance will be enhanced. This was the basis of undertaking this study to assess how the selected GASSs in Butambala District use promotion and whether this has had any impact on their teacher performance.

Jacoby (2004) and Morishima (2006), indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable employment. In upholding the views of Jacoby (2004) and Morishima (2006), Pigors and Myers (2011), submitted that, not only seniority of long service or experience that deserves promotion but promotions should be a reward to encourage those employees who make a successful effort to increase their knowledge or skill. They continue to say that in a case where the promotion criteria for promotion is not clearly defined, management needs records of performance appraisal, if it is fairly to administer a promotion policy based upon employee competence. Learning institutions for example, peg promotions to higher positions to academic and/or professional achievements (Muya & Kang‟ethe, 2002). This study in finding out the truth of this matter endeavored to assess whether the selected GASSs in Butambala District have been able to sustain seniority among their teachers and whether this has improved on teacher performance.

Further, Muya & Kang‟ethe (2002) in their investigation, recognize the need to promote teachers depending either on the academic or administrative abilities In addition, employees are promoted solely on the basis of their tenure and experiences in the organization. Promotion depends on the presence of job security for instance promotion opportunities motivate employees whose job security is maintained while others are motivated by wages when employment is unstable.

Mottaz (2008) emphasizes that for promotion to be meaningful, it should be based on performance. Maicibi and Nkata (2005) observe that as for promotion, we see advancement into positions with greater challenges, more responsibility and more authority than in the previous job. To them employee empowerment comes with the feeling of self-worth and actualization. Muya&Kang’ethe (2002), argue that promotions contribute to employee retention but this should not be delayed if better performance is to be realised. This situation is what this study endeavored to investigate in the selected GASSs in Butambala District.

Kaguhangire (2000) argues that the promotion criterion should be very clear and well-articulated by the responsible authorities. Pool (1996) advanced the justification for promotion criteria. The above studies however, did not reveal to what extent promotion influenced job performance, which gap this research investigated to assess the impact of promotion on teacher performance in the mentioned case study.

# 2.3.3Motivation and teacher performance

Okino (2008) reported that His Excellency Yoweri Kaguta Museveni emphasized the provision of houses to Teachers in order to enhance teacher performance. Dungu (2000) reported that lack of housing facilities and allowances was impacting negatively on teacher performance in Sub Saharan Africa. Farel (1993) observed that lack of accommodation for employees is so demotivating. In light of the above situation, an investigation into the effect of motivation on the performance of Teachers in selected GASSs in Butambala District was conducted.

Wayne (1998), Bratton (2003), as well as Armstrong (1996) agree that pay and rewards are very powerful motivating tools. These should come in form of prompt salary payments, financial benefits, salary and wage increments and other non-monetary benefits. Kiseesi (1998) recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept Teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance. This study went ahead to establish the experiences of teachers in the selected GASSs in Butambala District.

Maicibi (2003) explained the need for more incentives to employees/teachers in terms of sickness leave with pay, contributory pension schemes, life insurance and subsidized staff canteens. In agreement therefore, all employees and teachers in particular in schools desire to be satisfied at work which improves the work morale. The researcher investigated the experience of the teachers in the selected GASSs in Butambala District as regards the above analysis.

Additionally Mumanyire (2005) emphasized monetary rewards in form of salaries, allowances, wages, bonuses, duty allowances and others tend to motivate employees and ignites the performance levels,. However, other factors such as actual teaching conditions, the environment in which the school is located, employee participation in matters which affect them, job security and level of commitment to the school‘s objectives are all crucial to the level of performance of Teachers. This study investigated whether such factors affect teachers the selected GASSs in Butambala District.

The above observations were highly emphasized by Boyd el al (2010), Fenech (2006) and Kiseesi (2008). Therefore from the above expression, financial rewards have greater effects than non-financial rewards on the performance of school teachers. From the literature above the study therefore investigated the relationship between monetary motivation and teacher performance amongst teachers in the selected GASSs in Butambala District.

A study on teacher absenteeism carried out in 2004 in Uganda found an average rate of teacher absenteeism of 27 percent considerably high than most countries.(Nsubuga,2010) The government conducted improvement visits to 160 licensed education institutions in Uganda in 2006. The schools where randomly selected across three regions (Western, Eastern, Central) in six districts. The rate of teacher absenteeism was found to be 23% (Habyarimana, 2007). Little salaries and basic teacher allowances being the major drivers of teacher absenteeism. This study went ahead to find out whether teachers in the selected GASSs in Butambala District do absent themselves at work and if they do is it related to monetary motivation. Allowance for extra work influences teacher’s performance in several ways. Teachers who take extra hours use better classroom management approaches and adequate teaching methods that encourage students to perform, (Chacon, 2005). Studies have established that allowance for extra works have been a growing concern in the performance of education in Uganda. The studies therefore concluded that motivation was lacking in the country and this study has gone ahead to find out whether teachers in the selected GASSs in Butambala District were equally affected. Poor performance in most schools has been attributed to a number of factors which range from school factors, rewards, government related factors and salaries.

Non-Financial rewards like recognition create role models and communicate the standards. These constitute the great performance. Bennell (2004) noted that the emergence of the private education sector has further diversified the teaching force and improved their recognition. Consequently, this study examined the relationship between non-Financial rewards and performance of teachers in the selected GASSs in Butambala district. A study of what motivates senior managers by Analoui (2000) revealed discontent with the managerial style and traditional attitudes of top management who took things for granted to have been responsible for poor teacher performance in schools. Good work and high quality performance were not often recognized. The old style and culture of passive interaction still persisted especially in ministries and other government organizations where some top management was referred to as―”old guards” who had not really changed. Lack of recognition is not always a direct consequence of the presence of old values and traditional managerial styles. Torrington (2002) on the other hand indicated that poor human resource management seriously de-motivates employees. Teacher management at the national and sub-national levels is nothing short of chaos in many countries. In most of Africa, for almost all administration regarding teacher management, one notes a lack of clear rules which tend to generate conflict, power vacuum, overlap and duplication of effort. Management styles tend to be authoritarian with limited participation, delegation, and communication with respect to major school management functions. Teachers subjected to these types of management regimes feel like “we are treated as children”. The extent to which teacher grievances are addressed is also a key issue. The high turnover of Head teachers in many parts of the country is particularly disruptive and frequently bad for teacher`s morale.. Effective management training programmers for Head teachers are necessary to lead to noticeable improvements in Teacher behavior and performance.

Meir (1972) noted that while workers are interested in advancing their financial position, there are many other considerations such as opinions of their fellow workers, their comfort and enjoyment on the job and their long range security that prevents them from making a direct automatic positive response to an incentive plan. This implies that for employees to perform and have better results they must be motivated by a token of appreciation. Bennell (2004) further noted that most Teachers want to be posted to urban schools for both professional and personal reasons. The size of the rural-urban divide in most countries creates enormous disincentives to being posted to a rural school. He indicated that Teachers want to remain in urban areas for a variety of reasons, most notably the availability of good schooling for their own children, employment opportunities for spouses and other household members, the desire to maintain often close family and friendship networks, opportunities for further study, and poor working and living conditions in rural schools. Being posted to a rural secondary school can, therefore, severely affect their ability to undertake further studies as well as earn additional income. Similar findings were echoed out by Ogomarch (1994).

Stone (1988) also found out that the job performance and intrinsic reward relationship follows the social challenge theory; employees’ performance is giving back to organizations from which they get their satisfaction. The relationship between non- Financial rewards and performance is better explained by the expectancy theory espoused by Vroom quoted by Cole (1995). According to Vroom, perception will lead to effective performance (expectancy), that performance will lead to rewards available (valence) combined to create a strong motivation for an individual to put in effort to achieve a level of performance and obtain rewards at the end.

According to Maicibi (2003), increasing hours of work, larger class sizes, more subjects, and constantly changing curricula are cited as major de-motivators in many countries. What is expected from teachers (the social contract‘) is not pitched at a realistic level in many countries given material rewards, workloads, and work and living environments. Large class sizes and heavy workloads in relation to pay (the effort-price of work) also make teachers resistant to the introduction of new teaching methodologies and other innovations. While pupil-teacher ratios are very high in many countries, they do not appear to have increased appreciably during the last 10-15 years in the majority of the developing countries. However, the introduction of free universal secondary education in Uganda has generally resulted in larger classes, especially in the lower grades, which tend to stress teachers hence de-motivating them leading to poor performance.

Farrel (1993) noted that relatively, low levels of client trust and respect and inadequate levels of teacher accountability are key factors that have tended to lower the occupational status of teachers in many developing countries. He indicates that parental views about teachers are, in fact, often quite contradictory and even paradoxical. Parents generally know very little about education and schooling, which, in the past, has probably enhanced the public perception of role of teachers. However, lack of understanding and unrealistic expectations has led to frustration and negative stereotyping of teachers. Often views of local schools which parents have had firsthand knowledge of are far more positive than perceptions of schools and teachers as a whole.

Many schools of thought agree that motivation creates good performance and communicates standards. Consequently, this study investigated the effect of motivation on the performance of teachers in selected GASSs in Butambala district, Uganda.

# 2.4 Summary of the Literature Review

The literature review above confirms that different scholars have conducted several studies to establish the correlation between the teacher empowerment and teacher performance. However, a number of gaps have been identified as per the literature reviewed which this research bridged. Most of the studies on the subject like Fenn (2010), Smith (2001) are based on developed countries with a well-developed education sector system yet the study cantered on Uganda. Most studies were qualitative and do not guide us on the relationship between the study variables. The scholars did not specifically focus on the variables as laid down in this study. Putting the above information into consideration, the proposed study focused on employee empowerment and teacher performance in the context of Uganda in the selected GASSs in Butambala District.

# CHAPTER THREE

# METHODOLOGY

# 3.1 Introduction

This chapter presents and describes the methodology and techniques used in the data collection and analysis. It outlines research design, study population, sample size and selection, sampling techniques and procedure, data collection methods, data collection instruments, pretesting (validity and reliability), procedure of data collection, data analysis, measurement of variables and ethical considerations.

# 3.2 Research design

A cross sectional study (cross sectional analysis) design was used because if conducted in form of a questionnaire, it is generally easier, cheaper, and faster to conduct (Gibbons, 2014). It provides a systematic description of the study which is factual and accurate (Amin, 2005). The study applied quantitative and qualitative approaches. The quantitative approach employed in sampling, data collection, data quality control and data analysis. Amin (2005) states that quantitative designs are plans for carrying out research oriented towards quantification and was applied in order to describe current conditions or to investigate relationships, including cause and effect relationships. Quantitative designs therefore were helped to describe the current conditions and investigate the established relationships between the identified variables.

This study also applied qualitative approaches, these approaches employed in sampling (non-probability sampling techniques were used). According to Sekaran (2003) qualitative approaches involve an in depth probe and application of subjectively interpreted data. Qualitative researchers aimed at gathering an in-depth understanding of [human behavior](http://en.wikipedia.org/wiki/Human_behavior) and the reasons that govern such behavior. The qualitative method investigated the why and how of [decision making](http://en.wikipedia.org/wiki/Decision_making), not just what, where and when. Hence, smaller but focused [samples](http://en.wikipedia.org/wiki/Sample_%28statistics%29) are more often needed than large samples. This study integrated these two approaches since Neuman (2003) asserts that researchers who use one style alone do not always communicate well than those using either.

# 3.3 Study population

Fraenkel&Wallen (2003) define a population the category of interest to the researcher and to which the study are to be generated. The study targeted 173 respondents drawn from a population of 256 people as explained by Krejcie and Morgan (1970). Out of 12 schools, the researcher picked on the four GASS schools and these were Budde Secondary School, Kibibi Muslim Secondary School, Saidinah Abubakar Secondary School, Kabasanda and Lukalu Secondary School. The respondents targeted included 04 head teachers, 140 teachers obtained using the staff lists from the respective schools, 05 Ministry of Education and Sports Officials and randomly picking on 24 Board of Governors representatives selected from the Board members lists of the above selected schools. The administrators (Head teachers) were chosen because they were the ones who supervise the teachers and hence are in position to rate them accordingly. The administrators also work with the Ministry of Education and Sports officials as well as the Boards of Governors representatives as they implement the policies formulated for the proper running of the schools.

# 3.4 Sample size determination

A study sample was drawn from the population and the sample size, n, determined using Taro Yamane’s formula:  where N = total population and e is the error tolerance. A sampling error of 0.05 was adopted at 95% confidence level (Muguluma, 2014).

# 3.4.1 Sampling Techniques and Procedure

Table 3. 1: Population, Sample and Sampling Techniques

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **Population** | **Sample** | **Sampling Technique** |
| Head teachers | 4 | 4 | Purposive sampling |
| Teachers | 140 | 103 | Stratified Random Sampling |
| Ministry of Education& Sports officials | 05 | 05 | Purposive sampling |
| B.O.G Representatives | 24 | 22 | Simple Random |
| **Total** | **173** | **134** |  |

# 3.5 Sampling Techniques and Procedure

Both probability and non-probability sampling techniques were adopted in selecting the sample.

# 3.5.1 Probability Sampling

Probability sampling is a quantitative sampling technique which gives every member an equal chance of being selected. According to Sekaran (2003), it minimizes bias and every member stands an equal chance of being selected. From the existing probability sampling techniques, the study used simple random sampling and stratified sampling techniques. Simple random sampling was used to select B.O.G representatives. This technique was chosen because the category of B.O.G representatives has a large population size and as such warranted simple random sampling to minimize sampling bias (Mugenda&Mugenda, 2003). Stratified random sampling technique was used to select teachers. This was adequate since it required the researcher to first acquire the teacher lists and make strata before they are chosen randomly (Amin (2005).

# 3.5.2 Non Probability Sampling

Purposive sampling was used in selecting Head-teachers, MOES officers, and BOG representatives to be part of the study. These key participants were chosen using this approach due to their knowledge and vast experience on the subject of study. In addition, this approach was deemed the most appropriate because these participants were a small group of highly informed individuals regarding the subject under investigation (Sekaran, 2003).

# 3.6 Data Collection Methods

# 3.6.1 Survey

A questionnaire was administered to the teachers in particular. The approach of a survey was employed using a questionnaire and this was because this number of academic staff was big enough to be accessed within the timeframe set for the study (Amin, 2005). This method was therefore used because it would save time required for the researcher to complete the study and they would additionally be filled in a manner convenient to the teachers. This method was particularly suitable for the category of respondents such as academic staff in selected secondary schools (Mugenda&Mugenda, 2003).

# 3.6.2 Interviews

The Head-teachers, MOES officers and BOG representatives were interviewed. The interview guide was used since it allowed for probing and prompting deeper answers to be obtained from the respondents (Amin, 2005). This approach was further used because this group of academic staff carried useful information on the study but did not have the time to fill the questionnaire (Sekaran, 2003). The interview guide, structured with open ended questions that allowed respondents to expose their views, was used. With the use of the interview guide, the researcher was able to obtain valuable information from key informants on academic staff workload and research output in selected secondary schools.

# 3.6.3Document Review

Key documents from Selected secondary schools with literature applicable to the study were also analyzed as additional secondary sources to back up the data obtained from primary sources (Amin, 2005).The researcher reviewed information from publications and documents such as the Selected secondary schools Human Resource Manual, Selected secondary schools Appraisal Reports, Selected secondary schools Human Resource Management Record and Selected secondary schools Strategic Plan. This method was adopted because it could easily supplement on the findings arrived at by the researcher from surveys and interviews. Indeed the researcher was able to obtain useful information from the review of these documents which hugely complemented on the information obtained from the questionnaires and interviews.

# 3.7 Data Collection Instruments

 In the study, the key data collection instruments were the questionnaire, interview guide and documentary review checklist.

# 3.7.1 Questionnaire

The questionnaire consisted of only closed ended questions. The close ended questionnaire was adopted because the response options for a closed-ended question are exhaustive and mutually exclusive. The close ended questionnaire captures all the questions on the dependent and independent variables. A close ended questionnaire was administered with aid of research assistants. The questionnaire was administered to all the respondents in a period of 10(ten) days after which data were collected, processed and analyzed. This method was particularly useful in collecting information from the teachers who were relatively many in the study (Mugenda&Mugenda, 2003).

# 3.7.2 Interview Guide

The interview guide presented in appendix “D” was used to conduct interviews with the Head teachers, Ministry of Education and Sports officials and BOG representatives in the selected GASSs. This is because they tend to give firsthand information and permitted deeper examination of the issues related to the study (Amin, 2005). Interviews were person to person verbal communication in which one person or a group of people was interviewed at a time. Interview questions were basically unstructured and each variable had five items clearly laid out. The researcher was able to obtain valuable information from key informants on employee empowerment and teacher performance in the selected GASSs in Butambala District. The interviews were conducted in a period of 4 working days.

# 3.7.3 Documentary Review Check List

This consisted of a list of documents (Sekaran, 2003) particularly concerning employee empowerment and teacher performance which are directly relevant. Documentary data was obtained through the use of published and unpublished documents. Secondary data was obtained through the use of published and unpublished documents. Various publications, magazines, District Reports, District Education Reports, Ministry of Education and Sports reports and newspapers reports, historical documents and other sources of published information was reviewed by the researcher. Mugenda and Mugenda (1999) maintain that secondary data can be helpful in the research design of subsequent primary research and can provide a baseline with which the collected primary data results can be compared to other methods.

# 3.8 Quality Control of Data Collection

Data quality control techniques ensured that data collected is valid and reliable. In this case, the instruments were first tested to ensure validity and reliability.

# 3.8.1 Validity

The validity of the questionnaires was established using the content validity test. Using the ratings the content validity indices were computed. The Cronbach Alpha method of internal consistency was used to compute the reliability of the measures of the variables of the study using various questionnaire items administered to respondents (Kothari, 1990).

Table 3. 2: Content Validity Indices for the Questionnaire

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable**  | **Description**  | **No. of Items**  | **Content validity index**  |
| Independent  | Continued Professional Education | 8 | .876 |
| Promotion  | 9 | .787 |
| Motivation  | 16 | .890 |
| Dependent  | Teacher Performance  | 9 | .888 |

*Source: Primary data (2014)*

According to Content Validity Index, the questionnaire was considered valid since all the coefficients in Table3.2 were above 0.7 which is the least recommended CVI in survey studies (Amin, 2004; Gay, 1996).

# 3.8.2 Reliability

Gay (1996) puts that reliability is the degree of consistency that the instrument demonstrates after pilot testing in the field. The instrument was tested via the Cronbach Alpha Method provided by Statistical Package for the Social Scientists (Foster, 1998).The researcher established reliability of the questionnaires by computing the Alpha co-efficient of the items (questions) that constituted the dependent variable and that of the items that constituted the independent variable. The results are as on Table3.3:

Table 3. 3: Reliability indices for the respective sections of the questionnaire.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable**  | **Description**  | **No. of Items**  | **Cronbach alpha**  |
| Independent  | Continued Professional Education | 8 | .831 |
| Promotion  | 9 | .863 |
| Motivation  | 16 | .767 |
| Dependent  | Teacher Performance  | 9 | .767 |

 ***Source: Primary data (2014)***

The Cronbach Alpha Coefficient Test was used (Cronbach, 1971), the questionnaire was considered reliable since all the coefficients in Table3.3 were above 0.7 which is the least recommended CVI in survey studies (Amin, 2004; Gay, 1996). After the approval of the proposal, the researcher designed the questionnaire, validated it then tested its reliability using the Cronbach Alpha formula.  , where σ2x is the variance of the observed total test scores, σ2y is the variance of the component i for the current sample of persons (Mugenda&Mugenda, 2003).After modifying the instrument, the researcher secured a letter of introduction and proceeded with the study.

# 3.9 Data Collection Procedure

The researcher obtained a letter of introduction from Uganda Management Institute after a successful research proposal defense. After submitting an introductory letter, seeking permission to carry out the study in selected GASSs in Butambala District, the researcher was able to be given permission to carry out his study in this area. Consent was sought from the respondents after explanation of the purpose and brief benefit of the study. The researcher with the help of the research assistant administered and distributed the questionnaires directly and collected them after they were filled. The respondents were assured of anonymity and confidentiality in order to encourage honest responses. The researcher was able to make vigorous follow up to collect the questionnaires, carry out interviews and review documents for purposes of obtaining information for the study. Data were collected using the predetermined questionnaire and interview guide and later the data collected were processed and analyzed.

# 3.10 Data Analysis

Amin (2005), states that statistical analyses are used to describe an account for the observed variability in the behavioral data. Data was collected, coded and edited during and after the study to ensure completeness, consistency, accuracy, and removal of errors and omissions. It was also involved in identifying patterns, consistencies and relationships in the questionnaire and interview guide (Qualitative data). Data analysis therefore involved qualitative and quantitative analysis.

# 3.10.1 Qualitative Data Analysis

Qualitative data collected from interviews and documentary review were sorted and grouped into themes. The researcher therefore evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and parameters that emerged in the responses (Mugenda and Mugenda, 1999). While analyzing qualitative data, summaries were made on how different themes/variables were related.

# 3.10.2 Quantitative Data Analysis

Quantitative data analysis involved the use of both descriptive and inferential statistics in the Statistical Package for Social Scientists (SPSS). Descriptive statistics entailed determination of measures of central tendency such as mean, mode, median; measures of dispersion such as range, variance, standard deviation; frequency distributions; and percentages.Research questions were answered through the determination of the correlation coefficients and the research hypothesis were tested against the null hypotheses using SPSS version 16.0. Correlational analysis was carried out to establish relationship between variables based on the Pearson Product Moment Correlation Coefficient given by;

 .

Through the Pearson product moment correlation, the researcher was able to establish a pattern which indicated the relationship between elements of the academic staff workload and research output. The hypotheses tested at a 5% upper level of statistical significance from which the research hypothesis for the three research objectives were tested against the null hypothesis and the statistical significance of the relationships determine. Data was processed by editing, coding, entering, and then presented in comprehensive Tables showing the responses of each category of variables. Inferential statistics included correlation analysis using a correlation coefficient and regression analysis using a regression coefficient in order to answer the research questions. According to Sekaran (2003), a correlation study was most appropriate to conduct the study in the natural environment of an organization with minimum interference by the researcher and no manipulation. A correlation coefficient was computed because the study entailed determining correlations or describing the association between two variables (Oso & Onen, 2008).

# 3.11 Measurement of Variables

Mugenda and Mugenda (2003) supports the use of nominal, ordinal, and Likert type rating scales during questionnaire design and measurement of variables. The nominal scale was used to measure such variables as gender, among others. The ordinal scale employed to measure such variables as age, level of education, years of experience, among others. The five point Likert type scale (1- strongly disagree, 2-disagree, 3-not sure, 4- agree and 5-Strongly agree) was used to measure the independent variable (Teacher empowerment) and the dependent variable (teacher performance).

#

# 3.12 Ethical Considerations

*Honesty:* There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data promote the truth and avoid error. Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work, such as trust, accountability, mutual respect, and fairness (Amin, 2005).

*Informed Consent:* The ethics framework is essential as it entails the voluntary informed consent of the participants. This requires giving the participants adequate information about what the study will involve and an assurance that their consent to participate would be free and voluntary rather than coerced. According to Sekaran (2003) participants informed consent may be obtained either through a letter or form that clearly specifies what the research involves, includes clearly laid down procedures the participants can expect to follow and explain the ways in which their confidentiality will be assured. It may also be imperative to describe possible risks and benefits of the research (Sekaran, 2003). The signing of the voluntary informed consent by each individual participant was confirmation that they were not being coerced to participate in the study but were doing so willingly. The researcher explained to the participants that an audio tape would be used to record interviews for purposes of informed. The researcher made the respondents aware of their right to opt out of the study if they so wished and that recording would only be done with their approval. In all the interviews, the participants consented to the use of audio tape. Some respondents required further verbal assurance that the tapes would under no circumstances be handed over to their supervisors. Only after the research had given them this assurance did they agree to sign the consent form and freely participate in a taped interview.

*Anonymity:* Respondent’s names were withheld to ensure anonymity and confidentiality in terms of any future prospects. In order to avoid bias, the researcher interviewed the respondents one after the other and ensured that he informed them about the nature and extent of his study and on the other hand he gave them reasons as to why was interviewing them.

*Confidentiality:* The researcher protected confidential communications, such as papers or grants submitted for publication, personnel records, trade or military secrets, and patient records.

*Justice and beneficence:* The researcher explained to respondent’s use of certain gadgets that they did not understand nor had little knowledge about e.g. camera and tape recorders. Some respondents required further verbal assurance that the tapes would under no circumstances be handed over to their supervisors.

*Objectivity:* The researcher avoided bias in experimental design, data analysis, data interpretation, peer review, personnel decisions, grant writing, expert testimony, and other aspects of research where objectivity was expected or required. He avoided or minimized bias or self-deception. He disclosed personal or financial interests that affected the research.

# CHAPTER FOUR

# PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

# 4.1 Introduction

This chapter presents findings of the study which was conducted to establish the relationship between employee empowerment and teacher performance in selected GASSs in Butambala District, Uganda. The findings are presented according to the objectives of the study. In the first section, the social background of the respondents is given. In the second section, the empirical analyses of the study findings are analyzed (that is findings on provision of continued professional education, promotion, and motivation and teacher performance in the selected GASSs in Butambala District). The last section handles the correlation results. The response rate in the whole study is explained in Table 4.1 below;

# 4.2 Response rate

Table 4. 1: Showing the response rate

|  |  |  |  |
| --- | --- | --- | --- |
| **Respondents**  | **Sample size** | **Returned Questionnaires** | **Percentage (%)** |
| Head teachers | 4 |  4 | 100 |
| Teachers | 103 |  91 | 88.3 |
| Ministry of Education& Sports officials | 5 |  3 | 60 |
| B.O.G Representatives | 22 | 15 | 68.2 |
| **Total** | **134** | **113** | **84.3** |

***Source: Primary data, 2016***

Table 4.1 above indicates that out of the 134 respondents that were set for the study for investigation, 113 were able to respond to the study. The remaining 21 of the respondents couldn’t be reached because they couldn’t attend to the researcher in the specified time. However, according to Kothari (2004), 70% of the respondents are enough to represent the sample size set for the study. This meant that 84.3% was enough for this study.

# 4.3 Background of the Respondents

This theme handles the background information on the respondents that were used in the study. Among these characteristics included, gender, age, level of education and the time they had spent while working with selected schools.

# 4.3.1 Sex of the respondents

To understand the sex of the respondents, the researcher recorded their sex and below is the results that were recorded in Figure 4.1.

Figure 4. 1: Sex of the respondents

From Figure 4.1, it is indicated that the study was conducted mainly from the male respondents who constituted 54%. Females on the other hand, were represented by 46% of the respondents. On the other hand, from the interviews conducted, the male respondents took a highest percentage, they constituted 68.2% of the respondents and female took the smaller portion of 31.8%. Despite the disparity in the sex distribution of respondents, the study was representative since both males and females were observed in the study. Since the variation was very small between the two sexes, this meant that both males and females provided their views representative of the two sex groups.

# 4.3.2 Age of the Respondents

To establish the age of the respondents, respondents were asked to state their ages and below are the results that were recorded in Figure 4.2.

Figure 4. 2: Age of the respondents

From Figure 4.2, it was found out that most of the respondents had 40-49years and these took the highest toll of 48.4%. Those who were in the category of 30-39years constituted 29.7% and those who were between 19-29years were represented by 13.2%, those who had 50years&above had 8.8% representation in the study. On the other hand, from the interviews conducted, most of the respondents were above 50years and these took a percentage of 53.8%. Those who were between40-49years took 46.1%. The above statistics tell us that the study was conducted mostly among the people who were 30years and above. This showed that the data collected was representative of all age groups.

# 4.3.3 Level of Education of the Respondents

 Respondents were also asked to state their level of education and most of them indicated that they had a bachelor’s degree as shown in Figure 4.3 in the details below.

Figure 4. 3: Level of education of the respondents

Figure 4.3 indicates that most of the respondents had attained a bachelor’s degree of education and these constituted 62.6%. Those who had attained a diploma came second with 25.3% of the respondents and 12.1% of the respondents were Master’s degree holders. On the other hand, from the interviews conducted, most of the respondents had a Master’s degree of education and these constituted 56.9% of the respondents. The remaining portion of 44.1% had a post-graduate diploma and other additional certificates in education. Basing on the above findings, most of the respondents at least had a bachelor’s degree and above, this meant that the findings of the study were based on the people who had enough cognitive capacity to tell what is required of the study.

##

# 4.3.4 Marital status of the Respondents

On marital status, most of the respondents indicated that they were married as shown in Figure 4.4 below.

Figure 4. 4: Showing the marital status of the respondents

The study findings in Figure 4.4 show that the biggest parts of the respondents were married and these took 83%. Those who were single took 17% of the respondents. In the interviews conducted, 100% of the respondents were married. This indicated that the data collected was representative to respondents of different marital status.

# 4.3.5 Time spent working with schools selected

Respondents were also asked to state the time they had spent while working with the four secondary schools selected and their responses were what Figure 4.5 indicates below.

Figure 4.5 below indicates that most of the respondents had been working with the selected schools for the last 6-10 years and these took 45.1%, 30.8% had spent in service for 1-5 years; those who had spent 10 years and above were represented by 24.2% of the respondents. On the other hand, among the interviewees, it was reported that most of the respondents constituting 78% had spent in service for over 10 years, those who had spent 6-10 years constituted 22%. This therefore, means that the study was based on the people who had enough experience as far as teacher empowerment and performance in schools selected GASSs is concerned.

Figure 4. 5: Showing the Time spent working with selected schools

# 4.4. Empirical findings

In this section, the research findings are presented as per the dependent and independent variables used by the study. These findings were thus obtained on provision of employee continued professional education, employee promotion and employee motivation and teacher performance in selected GASSs in Butambala District. In this case therefore, to understand the relationship between employee empowerment and teacher performance in selected GASSs in Butambala district. Respondents were introduced to different pre-conceived statements as per each variable to listen to their views and below are the findings that were found on each dimension. Their responses were interpreted using means and standard deviations. The mean score less than three (<3.0) meant that the response was strongly disagreed to and disagreed to by most of the respondents. The mean score at three meant that the response was not sure (3.0) and the responses that scored mean above three (>3.0) meant that the response was strongly agreed to and agreed to by most of the respondents. The standard deviation above 1.0 meant higher deviation than standard deviation below 1.0.The distribution of the scores around the mean were measured on a 5-point Likert scale whereby (1=Strongly Disagree, 2=Disagree, 3=Not Sure, 4=Agree And 5=Strongly Agree).This sought to measure the extent of teacher performance in selected GASSs which were categorized according to their percentages and means.

# 4.4.1 Objective One

# 4.4.1.1 To establish whether employee continued professional education had a relationship with teachers performance in the selected GASSs in Butambala District

To understand whether the selected GASSs in Butambala District endeavor to provide continued professional education to teachers, the respondents were introduced different items to have their say. Their responses were interpreted using means and standard deviations.

Table4.2: Descriptive Statistics on employee continued professional education to teachers in selected GASSs in Butambala District

| **Items**  | **1** | **2** | **3** | **4** | **5** | **Mean** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| I feel that my job is secure even when I am away for further studies | 25 (27.6%) | 35 (38%) | 12 (13%) | 12 (13%) | 7 (7.8%) | 2.04 | 1.997 |
| I am granted study leave when it comes to furthering my studies | 20 (22.3%) | 43 (47.3%) | 5 (5.2%) | 11 (11.8%) | 12 (13%) | 2.17 | 1.990 |
| The school supports the teachers when it comes to furthering education | 7 (7.8%) | 34 (36.8%) | 26 (28.9%) | 13 (14.4%) | 9 (9.2%) | 2.25 | 1.989 |
| The teachers furthering education are entitled to allowances. | 5 (5.2%) | 32 (35.5%) | 3 (3.9%) | 19 (21%) | 24 (26.3%) | 2.33 | 1.902 |
| The school organizes refresher courses for all teachers | 11 (11.8%) | 32 (34.2%) | 28 (30.2%) | 13 (14.4%) | 6 (6.5%) | 2.35 | 1.892 |
| The study leave granted to teachers is leave with pay | 10 (10.5%) | 41 (45%) | 26 (28.5%) | 8 (9%) | 7 (6%) | 2.40 | 1.877 |
| The school organizes in service trainings for the teachers | 16 (17.1%) | 8 (9.2%) | 32 (34.2%) | 24 (26.3%) | 19 (21%) | 2.58 | 1.582 |
| The school management has encouraged the teachers to go for further studies | 23 (25%) | 20 (22.3%) | 24(26.3%) | 21 (23.6%) | 6 (6.5%) | 3.09 | 1.476 |

The results in Table 4.2 above revealed that the means for all items were below 3.0. Based on the scale of 1-strongly disagree to 5-strongly agree, any data mean of below 3.0 indicates non-existence of the variables understudy. This meant that there was no continued professional education to teachers in GASSs in Butambala District. The respondents were of the view that the school organizes in service trainings for the teachers (2.58); The study leave granted to teachers is leave with pay (2.40); The school organizes refresher courses for all teachers (2.35); The teachers furthering education are entitled to allowances (2.33); The school supports the teachers when it comes to furthering education (2.55); I am granted study leave when it comes to furthering my studies (2.17); and I feel that my job is secure even when I am away for further studies (2.04).

Interviews with the key informants shed more light on continued profession education. Most of them did not clearly support the claims as put up in the questionnaire findings while agreeing to the fact that continued profession education was being done. A big number of key informants confirmed that continued profession education was being done especially in the essential skills required by teachers. 46.1% of the interviewees reported that refresher training was being done in form of teacher training seminars for a particular course of activities and skill mentorship but 23% did not believe that outside seminars and long term training programs were in place because schools sometimes lacks enough money to organize seminars and send its employees to such seminars. 30.7% of the interviewees mentioned of distance learning as an allowed practice in these schools but the only string attached is that a teacher must have been serving in the school for a particular period of time. This means that there are possibilities of being refused. Some of the responses include:

*“These has not been often, indeed not as often as it should be, I have benefited from the short courses but the frequency is too low, in the last five years, I have benefited at least once a year; not so often; very little; In the last five years, I have benefited at least once a year, prior to that, there were hardly any short courses for academic staff.”*

In the same vein however, some felt that the training opportunities provided to them by the schools have benefited them in various lengths. Some of the responses in this category include:

*“they update me on trends and practices in both academics and administration; through some of the courses, I have created networks through which I have done other projects; quite a lot especially in the area of learning and curriculum development, although they are rare; Every now and then, the short courses have been very useful; I learnt a lot especially since am planning to start presenting research papers.”*

This was also supported by some of the BOG representatives’ responses during the interviews. For instance, most of them admitted the existence of continued profession educational programmes to be seminars, fellowships and workshops taking between one week to nine months and those teachers who have undergone such training have shown a marked improvement in the way they carry out their academic roles in schools. Such seminars include SESEMAT, UNEB marking training, UNATU training and workshops and many others.

However, it is clear that as much as the respondents regularly attend the seminars and conferences, some 10 (22%) felt that the training opportunities provided to them by the schools did not benefit them at all. Some of the responses given include: short term courses have not been forth coming, I would hence state, ‟rarely benefited”; not yet, not at all; no major benefit though the schools fund such occasionally but implementation of findings never achieved, very rarely.” Overall, it is evident that as much as these courses are offered but in low frequencies, respondents have in one way or another benefited or not benefited, with reasons given as above.

To confirm this position, one of the supervisors interviewed was quoted saying,

*As per now, we don’t have so many continued profession education/refresher training programs in place and I am sure that not many teachers have ever had them. But as we speak now, we have some new refresher courses given to our old staffs as a recommendation from MO&E. It’s mandatory that they have to attend certain seminars to improve their curriculum knowledge and up to date work for students.*

Another key informant added:

*Let no one deceive you they teachers, are denied a chance to go for further studies indeed it is wrong we have always been listening because the more the teacher get more education, the more they become competent in their subjects however, the only truth I can take is that we do not often pay school fees for undertaking further studies…we can help someone in changing timetable for teaching and retaining the position when he/she is studying.*

The above findings implied that continued profession education as an indicator of employee empowerment was reportedly being done on the side of key informants; however, this is not the case with teachers as reported in questionnaires.

# 4.4.1.2 Correlation results for continued professional education and teacher performance in GASSs

The first hypothesis stated, *“There is a positive significant relationship between continued professional education and teacher performance in the selected GASSs in Butambala District, Uganda.”* Pearson correlation coefficient (r) was used to test the hypothesis. Table 7 presents the test results.

Table 4.3: Correlation results for Continued Professional education and teacher performance

|  |  | Continued professional education  | Teacher performance |
| --- | --- | --- | --- |
| Continued professional education  | Correlation Coefficient | 1.000 | -.199 |
| Sig. (2-tailed) | . | .100 |
| N | 113 | 113 |
| Teacher performance | Correlation Coefficient | -.199 | 1.000 |
| Sig. (2-tailed) | .100 | . |
| N | 113 | 113 |

**Source: Primary data**

Findings showed that there was a negative correlation (r=-.199) between continued professional education and teacher performance in selected GASSs in Butambala District. These findings were subjected to a test of significance (p) and it showed that the significance of the correlation (p = .100) was greater than the recommended critical significance at 0.05. Thus, the relationship was not significant. Because of this, the hypothesis *“*There is a positive significant relationship between continued professional education and teacher performance in the selected GASSs in Butambala District, Uganda*”* was rejected.

Thus, the implication of the findings was that the more the provision of continued professional education the less the teacher performance in selected GASSs in Butambala District. This meant that teachers did not see any value in continued professional education as far as their performance was concerned. Therefore, putting in more efforts to provide continued profession education will not necessarily result in higher performance on the side of teachers in selected GASSs in Butambala District.

# 4.4.1.3 Regression results for employee continued professional education and teacher performance in the selected GASSs in Butambala District.

A further analysis was conducted using a regression to determine the relationship between continued professional education and teacher performance in selected GASSs in Butambala District. Findings are presented in Table 4.4, accompanied by analysis and interpretation.

Table 4. 4: Model summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Regression Statistics*** |  |  |  |  |
| Multiple R | .399 |  |  |  |  |
| R Square | .230 |  |  |  |  |
| Adjusted R Square | .200 |  |  |  |  |
| Standard Error | .747 |  |  |  |  |
| Observations | 91 |  |  |  |  |
| ANOVA |  |  |  |  |  |
|  | *Df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 3 | 7.467 | 2.489 | 2.569 | .008a |
| Residual | 90 | 24.533 | .558 |  |  |
| Total | 91 | 32.000 |   |   |   |
|  | *Coefficients* | *Standard Error* | *t Stat* | *P-value* |  |
| Intercept  | 4.373 | .485 | 9.014 | .000 |  |
| Continued Professional Education | .006 | .094 | .062 | .951 |  |

**Source**: Primary data

Findings in Table4.4 show a negative relationship (Multiple R = .399) between continued professional education and teacher performance in selected GASSs in Butambala District. The adjusted R Square showed that continued professional education accounted for 20% change in teacher performance in the selected GASSs in Butambala District. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 2.569) was greater than the critical significance at .05. Interview findings supported the findings obtained from questionnaires.

# 4.4.2 Objective Two

# 4.4.2.1 To establish whether employee promotion had a relationship with teacher performance in the selected GASSs in Butambala District

To understand the prevalence of teacher promotion in the selected GASSs in Butambala District, the respondents were introduced different items to have their say. Their responses were interpreted using means and standard deviations.

Table 4.5: Descriptive Statistics on employee promotion in selected GASSs in Butambala District

| **Items**  | **1** | **2** | **3** | **4** | **5** | **Mean** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The teachers are promoted on merit | 0 (0%) | 0 (0%) | 7 (7.8%) | 64 (69.7%) | 20 (22.3%) | 4.07 | .770 |
| There is a promotion policy in the institution | 0 (0%) | 0 (0%) | 0 (0%) | 57 (63.1%) | 34 (36.8%) | 4.25 | .759 |
| The teachers that have experience are promoted | 21 (23.6%) | 6 (6.5%) | 28 (30.2%) | 34 (36.8%) | 3 (3.9%) | 4.32 | .635 |
| Teachers with the relevant qualification are promoted | 0 (0%) | 10 (10.5%) | 24 (25.5%) | 34 (36%) | 25 (27%) | 4.34 | .626 |
| Hard working teachers are promoted | 19 (21%) | 11 (13%) | 6 (6.5%) | 19 (21%) | 35 (38%) | 4.45 | .566 |
| The promotion policy does not discriminate | 2 (3%) | 2 (3%) | 20 (22.5%) | 28 (30%) | 38 (40.5%) | 4.55 | .535 |
| The teachers who perform best are recognized by promotion | 13 (14.4%) | 6 (6.5%) | 11(11.8%) | 32 (34.2%) | 28 (30.2%) | 4.64 | .498 |
| The head teacher has promoted succession planning | 7 (7.8%) | 13 (14.4%) | 8 (9.2%) | 25 (28.9%) | 32 (36.8%) | 4.78 | .475 |
| There is a rotational promotion policy in the institution | 0 (0%) | 3 (3.9%) | 5 (5.2%) | 38 (40.7%) | 46(50%) | 4.79 | .459 |

*Source: primary data (2016)*

The results in Table 4.5 above revealed that the means for all items were above 3.0. Based on the scale of 1-strongly disagree to 5-strongly agree, any data mean of above 3.0 indicates existence of the variables understudy. This thus, statistically means that teacher promotion in the selected GASSs in Butambala District was being done. Among the items that confirms this statistical claim included; There is a rotational promotion policy in the institution (4.79); the head teacher has promoted succession planning (4.78); The teachers who perform best are recognized by promotion (4.64); constant on job trainings increase my skills in giving exceptional care to clients (4.55); The promotion policy does not discriminate (4.45); teachers with the relevant qualification are promoted (4.34).

The respondents were of the view that promotion as a measurement of employee empowerment was being done in the selected GASSs in Butambala District. This was exemplified by the fact that promotions were reportedly based on merit; there is a rotational promotion policy in the selected GASSs in Butambala District; the head teacher has promoted succession planning; the teachers who perform best are recognized by promotion; on job trainings are done especially in giving exceptional care to clients; the promotion policy does not discriminate; teachers with the relevant qualification are promoted. These were true signals of teacher promotion.

The responses obtained from the teachers above in the questionnaire were congruent with what key informants reported in interviews conducted. For instance, a big number of key informants visited, they clearly animated that formal and non-formal promotions in form of recognitions in GASSs in Butambala District were being done. They reported that cases of appreciations have always been done in the selected GASSs in Butambala District. They gave an example of the prevailing study leave policy that is given to teachers when it comes to furthering their studies. However, other key informants stated that *promotions would be good but schools have put no proper yard stick upon which promotions are given*. Other key informants observed that *promotions in selected GASSs in Butambala District were being done on merit. 64.3% of the key informants added that promotion of employees on merit has been the basis for a big number of employees to keep working hard and harder with anticipation of being promoted and this has been partly achieved in a number of employees.* They extended this by showing that since promotion is on merit, a big number of employees have been stimulated to perform extra work in the virtue to be spotted out for a promotion. For promotion, one key informant said:

*“Our school promotes its employees on merit…and I think this has been the basis of improved work performance in the organization”*,

One respondent remarked,

*“Teacher, and when they promote you, they do not pay what is equivalent to the position you are given. At times they add on you more responsibilities which are not paid for promotions are given according to one’s relationship with the head”*

Another key informant further supported the above position while saying:

 *“Promotion in our school sometimes comes with no or least benefits and when they promote you, it comes with a lot and a lot of responsibilities…so since we are paid little money, it always demands us to part-time…so promotion to me is not a big deal however even they are not often used. People who are promoted are those who sit close to the head-teacher”*

The above findings clearly exemplify that despite the fact that some key informants believed that promotion was being done, a very big group of key informants remained believed that promotion was done but it was not done on merit and some teachers naturally did not want to be promoted as it interrupts their part-time classes.

# 4.4.2.2 Correlation results for employee promotion and teacher performance in GASSs

To test if employee promotion had improved on teacher performance in GASSs, a correlation coefficient was done by the study and the results are shown in Table 10 below. To verify this hypothesis, a directional hypothesis was derived that *“there is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda.”*

Table 4.6: Correlation results employee promotion and teacher performance

|  |  | employee promotion  | Teacher performance  |
| --- | --- | --- | --- |
| employee promotion  | Correlation Coefficient | 1.000 | .816\*\* |
| Sig. (2-tailed) | . | .007 |
| N | 113 | 113 |
| Teacher performance  | Correlation Coefficient | .816\*\* | 1.000 |
| Sig. (2-tailed) | .007 | . |
| N | 113 | 113 |
|  |  |

Findings showed that there was a positive correlation (r= .816) between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda. These findings were subjected to a test of significance (p) and it showed that the significance of the correlation (p= .007) was less than the recommended critical significance at 0.05. Thus, the effect was significant. Because of this, the hypothesis *“There is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda”* was accepted.

The implication of these findings was that employee promotion done in the selected GASSs in Butambala District improved teacher performance. The positive influence implied that a change in employee promotion contributed to a positive change in teacher performance in the selected GASSs in Butambala District, Uganda. The positive nature of the influence implied that the change in employee promotion and teacher performance in the selected GASSs in Butambala District, Uganda was in the same direction whereby improvement in employee promotion had contributed to high levels of teacher performance in selected GASSs in Butambala District.

# 4.4.2.3 Regression results for employee promotion and teacher performance in selected GASSs

Further analysis was conducted using a regression to determine the effect of employee promotion on teacher performance in selected GASSs in Butambala District. Findings are presented in Table 4.7, accompanied with an analysis and interpretation.

Table 4. 7: Model summary for employee promotion and teacher performance

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Regression Statistics* |  |  |  |  |
| Multiple R | .657a |  |  |  |  |
| R Square | .616 |  |  |  |  |
| Adjusted R Square | .511 |  |  |  |  |
| Standard Error | .247 |  |  |  |  |
| Observations | 91 |  |  |  |  |
| ANOVA |  |  |  |  |  |
|  | *Df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 3 | 29.324 | 9.775 | 76.098 | .000a |
| Residual | 90 | 2.676 | .061 |  |  |
| Total | 91 | 32.000 |  |  |  |
|  |  |  |  |  |  |
|  | *Coefficients* | *Standard Error* | *t Stat* | *P-value* |  |
| Intercept | -4.038 | .428 | -9.429 | .000 |  |
| Employee promotion  | .961 | .094 | 10.245 | .000 |  |

 **Source**: Primary data

Findings in Table 4.7 show a strong linear relationship (Multiple R = .657) between employee promotion and teacher performance in GASSs in Butambala District. Going by the adjusted R Square, it showed that employee promotion accounted for 51.1% change in teacher performance in GASSs in Butambala District. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 76.098) was greater than the critical significance at .05.

# 4.4.3 Objective Three

# 4.4.3.1 To establish whether employee motivation had a relationship with teacher performance in selected GASSs in Butambala District

To understand the prevalence of employee motivation in selected GASSs in Butambala District, the respondents had different items introduced to them to have their say.

Table 4.8: Descriptive Statistics on the findings on employee motivation in GASSs in Butambala District

| **Items**  | **1** | **2** | **3** | **4** | **5** | **Mean** | **SD** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Salary is released on time | 38 (42%) | 16 (18%) | 20 (22.5%) | 1 (1.5%) | 13 (15%) | 1.06 | 1.950 |
| The teachers are given enough salary | 42 (45%) | 10 (10.5%) | 26 (28.5%) | 8 (9%) | 5 (5.2%) | 1.06 | 1.902 |
| I am able to have a good standard of living with my salary that I earn | 37 (40.5%) | 28 (30%) | 20 (22.5%) | 2 (3%) | 2 (3%) | 1.08 | 1.803 |
| I am given housing allowance | 34 (36%) | 25 (27%) | 23 (25.5%) | 0 (0%) | 10 (10.5%) | 1.12 | 1.761 |
| All teachers are on the school pay roll | 42 (45%) | 26 (28.5%) | 10 (10.5%) | 8 (9%) | 5 (6%) | 1.14 | 1.623 |
| Staff salaries are disbursed as lump sum at the end of the month | 40 (43.5%) | 32 (36.3%) | 2 (3%) | 4 (4.5%) | 11 (13.5%) | 1.22 | 1.601 |
| There is job security | 28 (30.2%) | 24 (26.3%) | 16 (18.4%) | 10 (10.5%) | 13 (14.4%) | 1.28 | 1.526 |
| Allowances are given for various duties taken on. | 26 (28.9%) | 25 (27.6%) | 16 (18.4%) | 15 (17.1%) | 7 (7.8%) | 1.33 | 1.526 |
| The school provides reasonable allowances to its members of the teaching staff | 29 (31.5%) | 20 (22.3%) | 20 (22.3%) | 10 (10.5%) | 11 (13%) | 1.42 | 1.434 |
| I am provided with transport allowance | 36 (39.4%) | 17 (19.7%) | 11 (13%) | 13 (15.7%) | 2 (3.9%) | 1.44 | 1.221 |
| I have access to salary advances | 10 (11.8%) | 40 (43.4%) | 23 (25%) | 7 (9.2%) | 10 (10.5%) | 2.27 | 1.276 |
| The best employees are recognized | 19 (21%) | 36 (38%) | 6 (6.5%) | 19 (21%) | 11 (13%) | 2.30 | 1.234 |
| I am paid for the extra responsibilities | 6 (6.5%) | 6 (6.5%) | 7 (7.8%) | 46 (50%) | 26 (28.9%) | 4.01 | .521 |
| Administrators always delegate responsibilities to junior members of the teaching staff. | 3 (3.9%) | 3 (3.9%) | 7 (7.8%) | 49 (52.6%) | 29 (31.5%) | 4.12 | .480 |
| The allowances to teaching staff members are equally distributed. | 2 (2.6%) | 2 (2.6%) | 6(6.5%) | 50 (53.9%) | 34.2% | 4.14 | .429 |
| The hard working staff are appreciated in meetings | 0 (0%) | 5 (5.2%) | 15 (16.6%) | 41 (44%) | 30 (33.1%) | 4.22 | .421 |

***Source: primary data (2016)***

The results in Table 4.8 above revealed that the means for the majority of the items were below 3.0. It was found out that out of the 16-items that were introduced; 12-items had a mean below 3.0 and 4-items had a data mean above 3.0. Based on the scale of 1-strongly disagree to 5-strongly agree. This thus, statistically meant that the respondents were of the view that employee motivation in the selected GASSs in Butambala District was not adequately done. Among the items that confirms this statistical claim included: The best employees are recognized (2.30); I have access to salary advances (2.27); I am provided with transport allowance (1.44); The school provides reasonable allowances to its members of the teaching staff (1.42); Allowances are given for various duties taken on (1.33); There is job security (1.28); Staff salaries are disbursed as lump sum at the end of the month (1.22); All teachers are on the school pay roll (1.14); I am given housing allowance (1.12); I am able to have a good standard of living with my salary that I earn (1.08); The teachers are given enough salary (1.06); Salary is released on time (1.06).

These meant that employee motivation was not being rightly done in the selected GASSs in Butambala District. For instance, it can be established from the above findings that the less recognition of best employees, less access to salary advances; no provision of transport allowance to teachers; school provides no reasonable allowances to its teaching staff; lack of adequate allowances given to teachers for various duties undertaken; there is no adequate job security; staff salaries are not evenly disbursed as lump sum at the end of the month; not all teachers are on the school pay roll; there is lack of housing allowances; teachers cannot afford to have a good standard of living with the salary they earn; the teachers are not given enough salary and salary is not released on time.

On the other hand, it appeared from the study findings that selected GASSs in Butambala District undertook employee motivation. For instance, the hard working staffs are appreciated in meetings (4.22); the allowances to teaching staff members are equally distributed (4.14); Administrators always delegate responsibilities to junior members of the teaching staff (4.12); I am paid for the extra responsibilities (4.01). These indicated that to some extent teachers were extrinsically and intrinsically motivated in the selected GASSs in Butambala District.

Interviews with the key informants seemed in line with what the majority of teachers indicated in the questionnaires. Analysis of the results indicated that public appreciation and promotion were mostly used, and this according to the respondents interviewed was due to the fact that they had no or little financial implication costs to the school as it would have been for salary increment, duty allowances and overtime pay where the school has had to incur financial costs. The study noted that in the selected GASSs, there exists exploitation of workers. During discussions with the BOG representatives it was often stated that “*they preferred to use public appreciation as a type of reward because it is considered cheap. For example good performing teachers could be appreciated during visiting days; teachers are recognized before parents and during assembly time”.*

The study established from the teachers however that they preferred salary increment to any other form of reward. They stated that promotions would be good but schools have put no proper yard stick upon which promotions are given. One respondent remarked, “*Teacher, and when they promote you, they do not pay what is equivalent to the position you are given. At times they add on you more responsibilities which are not paid for*”. *Promotions are given according to one’s relationship with the head teacher”*.

Packages like School gifts were also found popular in GASSs. This was because; they have a cheaper financial implication to the school yet yield high satisfaction to the performer. One head teacher noted, *“Packages, presents and gifts common to private schools included giving out home utensils, clothes, Eid day/Christmas gifts, organizing performance parties, giving uniforms to performing students and books. Such gifts were financially cheaper not to constrain the school”*

Overtime and duty pay were also among the rewards in selected GASSs. It was, however, established that they were common in well-established GASSs. In ‘small’ schools, it was discovered that the school budget cannot support it. The most common practice in small schools of avoiding costs was to over load teachers. One teacher could teach more than one subject and in most cases teaching almost all papers in the specified subjects. However, a few allowances particularly for science teachers were regular in most schools despite the schools’ size. This was applied as a mechanism to retain and attract good science teachers, one head teacher revealed. Among other rewards were certificates of merit and individual/group photographs.

In interviews with the head-teachers, the study discovered that when teachers are rewarded for their performance it brought in a sense of fairness that their efforts are paid for thus encouraging them to perform better. Teachers revealed that top administrators in the school are highly paid at the expense of their (teachers) token fee. One teacher remarked, *“When I am given such rewards, I feel my efforts are compensated for and I am considered useful to the development of the school”*

Further still the study revealed from the Head teachers that rewards acted as reinforcements to teachers’ performance. One head teacher put it that; “since the introduction of performance based rewards, performance of teachers improved, some teachers were even forced to work for longer hours to earn bonuses as given by the school and others started working on Saturdays. “As a school, we benefited a lot because the syllabus can be covered in the required time and it gives students enough time to revise and consequently improved students’ grades.”

Furthermore the study revealed that rewards in form of certificates were much needed by teachers for record purposes; to add onto the Curriculum Vitae. One teacher stated; *“it is useless to appreciate me in public without giving me anything for my records. I need papers for my future”.* To the head teachers however, giving certificates mainly was intended to minimize on schools’ costs on pecuniary rewards.

# 4.4.3.2 Correlation results for employee motivation and teacher performance in selected GASSs in Butambala District.

To test whether there is a relationship between employee motivation and teacher performance in selected GASSs, a correlation coefficient was done by the study and the results were presented in Table4.9 below. To verify this hypothesis, a directional hypothesis was derived that *“There is a positive significant relationship between employee motivation and teacher performance in selected GASSs in Butambala District, Uganda.”*

Findings in Table 4.9 below show that there was a negative correlation (r= -.162) between employee motivation and teacher performance selected GASSs in Butambala District, Uganda. These findings were subjected to a test of significance (p) and it is showed that the significance of the correlation (p = .309) was less than the recommended critical significance at 0.05. Thus, the effect was not significant. Because of this, the hypothesis “There is a positive significant relationship between employee motivation and teacher performance in selected GASSs in Butambala District, Uganda” was rejected.

Table 4. 9: Correlation results of employee motivation and teacher performance

|  |  | Teacher motivation  | Teacher performance  |
| --- | --- | --- | --- |
| employee motivation  | Correlation Coefficient | 1.000 | -.162\*\* |
| Sig. (2-tailed) | . | .309 |
| N | 113 | 113 |
| Teacher performance  | Correlation Coefficient | -.162\*\* | 1.000 |
| Sig. (2-tailed) | .309 | . |
| N | 113 | 113 |
|  |  |

The implication of these findings was that there was a negative significant relationship between employee motivation and teacher performance in the selected GASSs in Butambala District, Uganda. The negative influence implied that employee motivation was not being done adequately in a manner that is efficient and effective in the selected GASSs in Butambala District. The negative relationship implied that employee motivation and teacher performance do not move in the same direction whereby the lower the employee motivation the lower the levels of teacher performance in the selected GASSs in Butambala District. Therefore it does not necessarily mean that when you motivate the employee they automatically improve the performance. There are other factors which explain performance other than employee motivation.

Further, the above can be interpreted to mean that motivation of employees was not a factor in teacher performance. This could be because of the types of motivation given or the unfairness with which it was being done.

# 4.4.3.3Regression results for employee motivation and teacher performance in the selected GASSs in Butambala District.

Further analysis was conducted using a regression to determine the effect of employee motivation on teacher performance in selected GASSs in Butambala District. Findings are presented in Table4.10, accompanied with an analysis and interpretation.

Table 4. 10: Model summary

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Regression Statistics* |  |  |  |  |
| Multiple R | .320a |  |  |  |  |
| R Square | .246 |  |  |  |  |
| Adjusted R Square | .235 |  |  |  |  |
| Standard Error | .135 |  |  |  |  |
| Observations | 91 |  |  |  |  |
| ANOVA |  |  |  |  |  |
|  | *df* | *SS* | *MS* | *F* | *Sig F* |
| Regression | 1 | 27.066 | 9.022 | 10.400 | .000a |
| Residual | 90 | 4.934 | .112 |  |  |
| Total | 91 | 32.000 |   |   |   |
|  | *Coefficients* | *Standard Error* | *t Stat* | *P-value* |  |
| Intercept | .495 | .319 | 1.552 | .128 |  |
| employee motivation  | .006 | .048 | .118 | .906 |  |

**Source**: Primary data

Findings in Table4.10 show a strong linear relationship (Multiple R = .320) between employee motivation and teacher performance in selected GASSs in Butambala District. Going by the adjusted R Square, it showed that employee motivation accounted for 23.5% change in teacher performance. These findings were subjected to an ANOVA test, which showed that the significance (Sig F = .000) of the Fishers ratio (F = 10.400) was greater than the critical significance at .05.This meant that there was no relationship between employee motivation and teacher performance in these schools.

##

# CHAPTER FIVE

# SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

# 5.1 Introduction

This chapter provides summaries of findings, discussions of objectives set for the study, conclusions derived from the findings and the recommendations that will help in improving performance of teachers in the selected GASSs in Butambala District. Limitations, contributions of the study and areas of further study are also suggested.

# 5.2 Summary

Below is the summary of the major findings the study obtained from the field and it is presented specific objective by specific objective

# 5.2.1 The relationship between employee continued professional education and teacher performance in selected GASSs in Butambala District

The study revealed a coefficient of -0.199 between employees’ continued professional education and teacher performance in se3lected GASSs in Butambala District which was not significant at 1.00 at a set level of 0.05.This means that employee continued professional education provided had a weak negative and non-significant bearing on teacher performance in Selected GASSs in Butambala District. After running the regression analysis, it was found out that employee continued professional education had no significant relationship with teacher performance by up to 14.7%. This implies that the remaining 86.3% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than continued profession education. The hypotheses that “there is a positive significant relationship between employee continued professional education and teacher performance in selected GASSs in Butambala District in Uganda was rejected. It was thus established that there is a negative and non-significant relationship between employees continued professional education and teacher performance in Selected GASSs in Butambala District. From the qualitative data collected, most of the respondents interviewed indicated that employee continued training was not enough and this had affected the performance of teachers. This position was further supported by documents reviewed.

# 5.2.3The relationship between employee promotion and teacher performance in selected GASSs in Butambala District.

There is a positive relationship between employee promotion and teacher performance in selected GASSs in Butambala District whereby improvement in teacher promotion caused good teacher performance. This was because of the results from the correlations which indicated that the Correlation Coefficient value is 0.816, in respect to the hypothesis and statistically significant at .007 which is less than 0.05 (level of significance). After running the regression analysis, it was found out that employee promotion had a significant relationship with teacher performance by up to 58%. This implied that the remaining 42.3% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than employee promotion. The hypothesis that “there is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District in Uganda” was accepted. The study established that there is a significant positive relationship between employee promotion and teacher performance in Selected GASSs in Butambala District. From the qualitative data collected, most of the respondents interviewed indicated that employee promotion was enough and this had affected the performance of teachers. This position was further supported by documents reviewed.

# 5.2.4 The relationship between employee motivation and teachers` performance in selected GASSs in Butambala District

There is a negative relationship between employee motivation and teachers` performance in selected GASSs in Butambala District. Whereby improvement in teacher motivation did not show increased levels of teacher performance. This was because of the results from correlations which indicated that the Correlation Coefficient value is -0.162, in respect to the hypothesis and statistically non-significant at .309 which is greater than 0.05 (level of significance), in addition, teacher motivation accounted for 23.5% variation in teacher’ performance. This means that employee motivation provided had a weak negative and non-significant bearing on teacher performance in Selected GASSs in Butambala District. After running the regression analysis, it was found out that employee motivation had no significant relationship with teacher performance by up to 22.5%. This implied that the remaining 46.5% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than employee motivation. The hypotheses that “there is a positive significant relationship between employee motivation and teacher performance in selected GASSs in Butambala District in Uganda” was rejected. The study established that there is a negative significant relationship between employee motivation and teacher performance in Selected GASSs in Butambala District. From the qualitative data collected, most of the respondents interviewed indicated that employee motivation was not enough and this had affected the performance of teachers. This position was further supported by documents reviewed.

# 5.3 Discussion of findings

# 5.3.1 The relationship between employee continued professional education and teacher performance in GASSs in Butambala District

The first hypothesis stated, *“*There is a positive significant relationship between employee continued professional education and teacher performance in selected GASSs in Butambala District, Uganda*”.* The inferential statistics indicated that there was a negative and insignificant relationship (r=-0.199<P=.100) between continued professional education and teacher performance in selected GASSs in Butambala District. These findings are contrary to what most of the earlier scholars had indicated that continued professional education improves the performance of teachers. For instance, Buckley and Caple (2009) found out that training of teachers in elementary schools in North London has both intrinsic and extrinsic benefits to the individual resulting from the ability to perform a task with better skills and increased teacher performance. There were no significant variations in the responses of respondents on the usefulness of training programs. The responses of each category of training were generally similar. The findings are contrary with the Goal Setting Theory, since the goal of continued professional education was not being achieved among teachers in selected GASSs in Butambala district.

The biggest number of respondents reported that they had not attended some training courses. Most of them (63%) stated that the long term courses they attend were relevant to their work. All these revelations confirmed that the responses in the study had similar views about the relevance of the training programs to the task performed in their jobs. Alongside, this research found out also in line with the assertion of Odor (1995) who pointed out that seminar, conferences, afford opportunities for professionals to enrich themselves or get abreast with new knowledge and ideas. Findings in this study are also supported by Lake (1990)who found out that short and long term training opportunities increase job performance of teachers and are a way that both new and seasoned teachers can enhance existing skills to remain current in job-related programs, processes and procedures, exchange ideas, and network with fellow professionals. The ultimate goal of training is improvement in individual, institutional effectiveness and the quality of service through improved performance. The study findings are in contrast to the theoretical assertions such as that of Tiberondwa (2000) who asserts that attendance of seminars, workshops, conferences and short courses, postgraduate diploma, Master degree, programs and sabbatical leaves, within and outside the institution, lead to effective performance in activities. For goals to be attained there is need for full commitment which could be done through seminars and workshops as it is asserted in the Goal Setting Theory.

Maicibi and Nkata (2005)submitted that training involves both learning and teaching and there is improved employee job performance and productivity derived from short-term and long term training. The above finding was also supported by some of the administrators’ responses during the interviews. The BOG representatives interviewed expressed very strong feelings about the necessity of these courses because they are useful in providing knowledge, skills and attitudes needed in teaching. For instance, one interviewee said that lecturers show an improved performance when they successfully complete and return; while another one also admitted that it is seen especially in the area of research and publications. The Goal Setting Theory notes that successful completion of tasks is a good measure of success.

Meggison, (1999) argues that training is just one, may not be the most important factor in determining a person’s level of job performance. This presupposes that there is necessity to only meet the immediate pedagogical needs of practicing teachers but at the same time, motivating them to master the basic skills of teaching and to provide better professional service to students and the general stakeholders. All these notwithstanding, there are still claims from students that the performance of teachers is still unsatisfactory. This implies that training and promotion are not the problems per se in selected the GASSs. There may be other factors in the management of human resource that affect the performance of employee for example funds and frequency of the programs. Common in their responses to support this claim when asked to state how often they benefited from these training courses was that: “*I have benefited from the short courses but the frequency is too low: I have attended none due to unavailability of funds and too much teaching.”*

In relation to Goal Setting Theory selected to guide this study, it is clear that the study findings are fittingly explained by the main assumptions of the theory. This is because the Goal Setting Theory is premised on the fact that setting specific goals and performance standards to which employees have to direct their efforts must be based on performance appraisal because performance is appraised in light of the set goals and performance standards. In this case, teachers in the selected GASSs have had poor performance and this is clearly assumed to absence of performance appraisals and this is reflected in inadequate teacher professional development that would stimulate their level of performance; lack of adequate adherence to guidance and counseling outcome which is reflected in abuse of the work procedures. According to the proponents of the goal setting theory, professional training or development of teachers must be embedded in the goals of the schools to ensure that they are trained and professionally gloomed. The goals set for the performance of teachers include guidance and counseling of students, lesson planning, student assessment and evaluation and many others which are important in the professional development of teachers. This exactly explains the fact that the inadequacy or absence of career professional education for teachers highly contributed to poor performance in the selected GASSs in Butambala district. Thus, the implication of the findings was that the more the provision of continued professional education the less the teacher performance in selected GASSs in Butambala District. This means that teachers did not see any value in continued professional education as far as their performance is concerned. Therefore, putting in more efforts to provide continued professional education will not necessarily result in higher performance on the side of teachers in selected GASSs in Butambala District.

# 5.3.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District

The second hypothesis stated *“*There is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda*”.* The inferential statistics indicated that there was a positive and significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District (r=0.816<P=.007). Findings are supported by Jacoby (2006) and Morishima (2006) who in their research on managers, unions and the transformation of work in American Industry, indicate that promotion opportunities increase the level of individual performance and organizational commitment among workers in their career advancement, influences the workers behaviors and attitudes such as motivation and organizational commitment, particularly in the case of stable employment.

Evidently thus, based on the respondents’ views on promotion, it is clear that both academic and administrative promotions are pegged on individual teacher performance. Majority of the respondents were quoted saying that for the excellent performance they exhibit, the better promotion opportunities they receive and on the other hand, the lower the performance they exhibit, the fewer the promotion opportunities. This concurs with the assertions of the tournament theory propounded by Martins (2009) which stated that if tournaments participants recognize that rewards presented to winners (prestigious positions), they will work hard in pursuit of the prizes and thus winnings between promoted and non-promoted employees are incentives to work hard and perform well. The above findings are in line with the postulations in the goal setting theory; the theory emphasizes continuous improvement of the quality of employees.

The above findings were also supported by some of the BOG representatives’ views during the interviews. For instance, one interviewee said that: *“the promotion criterion is very clear, for both administrative and academic staff, publications and professional performance is the way to go.”* This explains the reason for the slow rate in promotion by teachers. Another interviewee also admitted that they have noticed a considerable change in attitude, teaching and administrative, academic skills, research and general uptake of duties among teachers who have been promoted. Pool (2006) and Mottaz (2008) in their research noted that there was a positive significant relationship to the view that promotion causes performance and organizational commitment. The causal nature of the relationship between promotion and job performance as observed by the two researchers supports the findings of this research.

The highlights from the findings on the open ended question in this section, are also supported by Kaguhangire & Karyeija (2012)who in an in-depth analysis observed that the approved criteria for promotion of academic staff at Makerere University clearly outlines the requirements of promotion of academic staff. Their guideline for promotion include; academic and professional qualifications, teaching experience, research carried out supervision of postgraduate students, conferences /workshops/ seminars attendance, service to the University and the community, membership of professional bodies and lastly conduct. The selected GASSs have not laid down criteria for promotion that incongruently concurs with the one at Makerere and probably other institutions though the study findings indicate that respondents are not satisfied with the promotion criteria, which is evident in their responses. A big portion of the respondents (42%) from the open ended question asked on promotion criteria, reported that their unsatisfactory performance was largely due to time frame upon which one is to wait for promotion, yet (37%) reported that the promotion criterion was fair, though sometimes is irregularly done, such that factors beyond your Curriculum Vitae contribute or impede it, suggesting that promotion followed by a clear promotion criterion were significant factors in their performance especially in assessing students, time management and preparing lesson plans. It becomes imperative therefore, that selected GASSs should use promotion, followed by a clear promotion criterion to enhance the performance of teachers.

In relation to the Goal Setting Theory selected to guide this study, it is clear that the study findings were purposively explained by the main premises of the theory. This was because the Goal Setting Theory was premised on the fact that teacher promotion must be done in line with goals and performance standards which are acceptable, specific, challenging and attainable. Reason (1997) adds that employee promotion is an approach to managing and developing people which enables them to manage their performance and development within the framework of clear objectives and standards. Among the specific ways of providing feedbacks to best performers indicated in the theory is promotion. This exactly tallies with what the study established that employee promotion had improved on teacher performance in selected GASSs in Butambala district. According to the proponents of the goal setting theory, promotion and in this case of teachers must be embedded in the goals of the schools to ensure that they are promoted on merit to enhance competition and improved performance of teachers in accordingly. In case the promotion criterion is not defined management needs records of performance appraisal, to fairly administer a promotion policy based up on employee competence.

# 5.3.3 The relationship between employee motivation and teacher performance in the selected GASSs in Butambala District.

The study found out that there is a negative relationship between employee motivation and teacher performance in GASSs in Butambala District (r=-0.162<P=.309). Research findings revealed that teachers have not adequately benefited from both monetary and non-monetary motivators. The majority of the respondents joined the teaching profession because of the personal interest they had in teaching. However, the respondents indicated that salary was inadequate to meet their needs with increase of the cost of living. The inadequacy of the salary earned by primary school teachers was emphasized by one head teacher that most teachers are not satisfied with the amount of money the government pays them.

Wayne (1998) asserts that financial rewards in form of pay have a strong impact on the employees’ performance. Bratton (2003), agree with Wayne when they state that pay is one of the most powerful motivating tools. Similarly, Armstrong (2006) emphasizes the value of monetary benefit when he says that money provides the means to achieve a number of different ends. Above all he asserts that money in form of pay is the most obvious financial benefit. Kiseesi (1998) in her study about job satisfaction of workers recommends that salaries of workers should be paid promptly and that promotion of workers should be accompanied by a corresponding increase in the salary they earn. She observes that salary was a strong force that kept teachers at their jobs. The researcher feels that this is recognition of the fact that salary is vital in causing satisfaction among workers and hence likely to influence performance. The Goal Setting Theory supports the improvement of the quality of the resources put to use to produce results.

A study on difference among levels of employees in terms of rewards was researched by Maicibi (2003) who observed that rewards such as sickness payment, contributory pension schemes, free life insurance and subsidized canteens are fairly evenly spread across all levels of employees. Maicibi (2003) in agreement with the above view noted that salary was a job satisfier for junior staff in universities in Uganda, while not a strong satisfier for senior non –teaching and academic staff. Therefore, all teachers in schools need the desire to be satisfied at work and once all teachers are motivated, their performance will definitely increase and they will see a point in what they are doing, which improves the work morale of teachers. The researcher felt that there was need to find out the experience of the teachers in the selected GASSs in Butambala District.

Mumanyire (2005) argues that the most important motivator to the teacher is money which can be in form of salaries, allowances, wages, bonuses, duty allowances and other monetary rewards. However, other factors such as actual teaching conditions, the environment in which the school is located, teacher participation in matters which affect them, job security and level of commitment to the school‘s objectives are all crucial to the level of motivation of teachers. This study endeavored to find out whether such factors affected teachers in the selected GASSs in Butambala District. The Goal Setting Theory emphasizes a number of activities that can help improve the quality of work life.

Similarly, Armstrong (2006) emphasizes the value of financial rewards when he says that money provides the means to achieve a number of different ends. Kiseesi (2008) in her study about job satisfaction of workers recommends that, salaries of the workers should be paid promptly and that promotion of workers should have a corresponding increase on the salary they earn. Therefore from the above expression, financial rewards have greater effects than non-financial rewards on the performance of school teachers especially in the areas of preparation for lessons, students’ evaluation and assessment, guidance and counseling and many others. From the literature above the study therefore investigated the relationship of monetary rewards and teacher performance amongst teachers in classes in the selected GASSs in Butambala District.

Research findings indicated that the majority of the respondents were not intrinsically motivated by the responsibilities they performed in the school that gave them a sense of control over others, interaction and development of relationship with people from many areas, recognition and respect accorded to teachers by the community and the challenging nature of the teaching profession. This had affected their level of preparation in class, provision of guidance and counseling to students and level of time management. This is in line with Boyd (2010) who ascertained that teachers whose students demonstrate higher achievement growth are less likely to transfer to another school. Teachers may exhibit lower productivity and also prefer transferring to another school if the salary scale in their present school is lower. Fenech (2006) puts that salary and other work related allowances at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, including qualified educational staff. Indeed, educator’s well-being has serious implications for the quality of the education they provide (Fenech, 2006). It was therefore important for this study to establish the situation in the selected GASSs in Butambala District.

In relation to Goal Setting Theory that was chosen to guide this study, it is evident that the study findings are very well explained by the premise of the theory. The Goal Setting Theory assumed that to improve the performance of employees, empowerment must be given to enhance their performance accordingly. Empowerment allows the employee to track how well he or she has been doing in relation to the goal or standard so that necessary adjustment in effort, direction or possibly task can be made (Reason, 1997). These clearly explain why teachers in the selected GASSs needed to be empowered to have their performance improve. According to the proponents of the Goal Setting Theory, empowerment and in this case of teachers must be embedded in the goals of the schools to ensure that they are motivated both intrinsically and extrinsically to enhance their level of performance in these schools.

# 5.4 Conclusions

# 5.4.1 The relationship between employee continued professional education and teacher performance in GASSs in Butambala District

The first objective was “To examine the relationship between employee continued professional education and teacher performance in the selected GASSs in Butambala District.” The research question was “What is the relationship between employee continued professional education and teacher performance in the selected GASSs in Butambala District?” The researcher had hypothesized that, “There is a positive significant relationship between employees’ continued professional education and teacher performance in the selected GASSs in Butambala District, Uganda.” However the findings of this study showed that there is a negative relationship between employee continued professional education and teacher performance in the selected GASSs in Butambala District(r=-0.199<P=.100). Centered on the empirical results of this study, it is concluded that in the selected GASSs in Butambala District teacher performance stood at only 14.7%.This implies that the remaining 86.3% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than continued profession education. The directional hypothesis that there is a significant positive relationship between employees continued professional education and teacher performance in Selected GASSs in Butambala District was accordingly rejected. It was therefore, reached that the lower the provision of employee continued professional education, the lower the performance of teachers in Selected GASSs in Butambala District.

# 5.4.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District

The second objective was “To examine the relationship between employee promotion and teacher performance in the selected GASSs in Butambala District.” The research question was “What is the relationship between employee promotion and teacher performance in selected GASSs in Butambala District?” The researcher had hypothesized that, “There is a positive significant relationship between employee promotion and teacher performance in selected GASSs in Butambala District, Uganda.” The findings of this study showed that there is a positive relationship between employee promotion and teacher performance in selected GASSs in Butambala District (r=0.816<P=.007). Centered on the empirical results of this study, it is concluded that the selected GASSs in Butambala District have tried to ensure that promotion is done. On this objective, it was concluded that employee promotion provided had a strong positive and significant bearing on teacher performance in Selected GASSs in Butambala District. After running the regression analysis, it was found out that employee promotion had significant relationship with teacher performance by up to 58%. This implies that the remaining 42% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than employee promotion. The directional hypothesis that there is a significant positive relationship between employee promotion and teacher performance in Selected GASSs in Butambala District was accordingly accepted. It was therefore reached that the higher the practicing of proper employee promotion, the higher the performance of teachers.

# 5.4.3 The relationship between employee motivation and teacher performance in Selected GASSs in Butambala District

On the third objective, it was established that employee motivation provided had a weak negative and non-significant bearing on teacher performance in Selected GASSs in Butambala District. After running the regression analysis, it was found out that employee motivation had no significant relationship with teacher performance by up to 22.5%. This implies that the remaining 77.5% effect on teacher performance in Selected GASSs in Butambala District can be explained using other factors other than employee motivation. The directional hypothesis that there is a significant positive relationship between employee motivation and teacher performance in Selected GASSs in Butambala District was accordingly rejected. It was therefore reached that the lower the motivation of teachers, the lower their performance.

# 5.5 Recommendations

# 5.5.1 The relationship between continued professional education and teacher performance in GASSs in Butambala District

* There is need for policy makers and administrators to strengthen and revise the staff development programs policy that all staff shall be encouraged through training and promotion to develop their potential and enhance their efficiency on the job. This will enable employees feel and believe that their schools believe in employee development through training and promotion and actually supports it.
* The study recommends that top management and head teachers need to plan for more refresher training courses for teachers if their performance is to be improved. Further, the management of the selected GASSs in Butambala District need to ensure continuous trainings organized for employees, approval for further studies based on school priorities, provision of managerial support employee conferences/seminars, and promotion based on merit.
* Policy makers and administrators should strengthen and streamline the staff development program policy to enhance efficiency and effectiveness.

# 5.5.2 The relationship between employee promotion and teacher performance in GASSs in Butambala District

* On the relationship between promotion and teacher performance, the study recommends that the school administration should endeavor to revise and make clear the promotion criterion that recognizes teaching, research and service, academic qualifications, and experience as this is an avenue through which performance can be enhanced and promoted staff can apply what they have acquired.
* Supervision by the Ministry of Education and Sports especially through Education Standards Agency should be strengthened and circuit supervisors are more regular to stop teachers from participating in secondary employment.
* The District Inspectorate should also be strengthened and adequately funded to carry out routine inspections in schools. Regular visits to the schools would motivate the teachers to be more regular and early in school and avoid divided attention of searching for secondary employment.

# 5.5.3 The relationship between employee motivation and teacher performance in GASSs in Butambala District

* The current system of rewarding teachers as it is in schools is inadequate, unfair and limited in scope because the rewards are given on levels of experience and formal qualifications instead of performance. This means that reward based systems should be based on performance considerations.
* The offer of rewards based on non-performance considerations should be done after a fair and accurate evaluation of its effects on the beneficiary.
* Administrators should be trained and sensitized about the value of performance-based rewarding systems. They should be made aware that pay motivates teachers to perform at their best. This means that to implement a performance-based scheme, administrators should not perceive the process as being expensive and time consuming, but rather, a necessity where financial incentives do not provide enough incentives for teachers to improve. The Ministry of Public Service should work out incentive packages to increase teachers’ motivation to teach in the selected GASSs in Butambala district and elsewhere in the up country.
* Special attention should be put at increasing teachers’ salaries because the majority of them (teachers) complained about the inadequacy of their salary to meet their needs. Increasing teachers’ salaries will increase their morale to teach. This is because the teachers must be interested in what they teach and in the children when they are teaching. If they are not interested in the work themselves, they can never motivate the class to learn.

# 5.6 Limitations of the study

The study registered a number of limitations and these majorly included:

1. The study considered a small sample size compared to the number of respondents in GASSs in Butambala District. This thus means that there is a need to close this gap by undertaking a study encompassing a larger sample size to extract the exact image of what may be happening in GASSs in Butambala District.
2. Secondly, since the study was done on teacher performance in GASSs in Butambala District, most of the respondents seemed to hoard some required information since they took some information as too sensitive to be told to the researcher.
3. Time was one of the study’s major constraints as the researcher could not meet some people as expected since they had travelled abroad. Since the study had a specified time, the researcher replaced such people with their personal assistants.

#

# 5.7 Areas for Further Research

The researcher suggests investigation to be instituted in the following areas:

* There is need to investigate into other factors apart from teacher empowerment that affect teacher performance.
* Since the study looked at performance of teachers in GASSs in Butambala District, a similar study can be done on teachers in other schools away from Butambala district.

# REFERENCES

Aidelomon, G. (2010). .*An evaluation of the effect of manpower planning and development in service organisations.* A case study of power holding company of Nigeria (PHCN) PLC ENUGU Zone, August 2010.A project submitted to the department of Business Administration, Faculty of Management and social science, Caritas University Enugu state. Published April 15, 2011.

Akuezuilo, E.O. (2000). *Research and Statistics in Educating and Social Sciences*: Methods and Applications. Akwa Academic Press Ltd.

Albus, S. (2007).*An assessment of the effectiveness of school guidance and counseling services in Zimbabwean secondary schools.* Degree of Doctor of Education in the subject, Psychology of Education at the University of South Africa.

Aman, A.C.Jr. (2004).*Study on Impact of Performance Management* in Commercial Banks with Special Reference to IDBI Bank. Adchoices Publishers.

Amin, M. (2005).*Social Science Research*. Kampala: Makerere University Printery

Analoui, F. (2000). “What motivates senior managers? The case of Romania. *“Journal of Managerial Psychology*, Vol.15 issue 4 MCB Up ltd 2000.

Anguyo, I. &Walubiri, H, (2014). *AllAfrica.com/stories*/ 20130090171.html. A case of Uganda

Anon. L. (2003). *Inequalities in Retention in Universal Primary Education in Uganda*: Economic Policy Research Center (EPRC) Kampala.

Appelbaum, J. (2012). *Preventing Students from Dropping Out*: Wiley Jossey-Bass ed: San Francisco, CA.

Appelbaum, J.&Felten E.W. (2008).*Lest We Remember-Cold Boot Attacks on Encryption Keys*. Proceedings of the 17th Unisex Security Symposium July 28th –August 1st, 2008.San Jose, CA, U.S.A (Pp 45-60)

Armour. I. Deakin, L. and Konzelmann, H. (2003).*Beyond Shareholder Primacy?* Reflections on the Trajectory of U.K Corporate Governance. British Journal Of Industrial Relations 41(3) Pp.531-555.

Armour. I. Deakin, L. and Konzelmann, H. (2012).*Improving student retention in higher education*: New York, Routledge Falmer.

Armstrong, M. (1996).*A Handbook of Human Resource Management and Practice*. London Kogari Street.

Armstrong, M. (2006).*Strategic human resource management*: a guide to action. London Kogari Street.

Barrett. K. & O’Connell, H. (2001).*Trying to be motivated*: perspectives on learning from younger students accessing higher education. Teaching in Higher Education, 7(3), 323-336.

Basalirwa.Y. (2006).*School clubs and Career choices in secondary schools* in Nangabo Sub county Wakiso District (Master’s Thesis). UMI, Kampala.

Basheka.B. (2009). "*Dropouts and Turnover*: The Synthesis and Test of a Causal Model of Student Attrition." Research in Higher Education 12:155–187.

Bennell, P (2004). *Employee motivation and incentives* in Sub-Saharan Africa and Asia. Knowledge and Skills for Development, Brighton, July 2004

Bennell, P.S., Bulwani, G and Musikanga, M (2003).*Secondary Education in Zambia*: Centre for Internal Education. Sussex University, Brighton.

Bennell, P.S., Harding, J., and Rogers-Wright, S., (2004). *PSRP Education Sector Review* In Sierra Leone. Ministry of Education. Science and Technology, Freetown

Best.C., & Khan, M., (2003).*The Different Approaches to Social Research;* Dar-es-salaam University Press

Bob. K. (2003).*The Different Approaches to Motivation in Secondary* Schools; Dar-es-salam University Press

Bostrom.A and Olfman, H. (2011).*Failure dances to the tune of insecurity*: Affective issue in the Assessment and Evaluation of Access learning, *Journal of Access, Policy and Practice*, *1(2).*

Boyd, K., Hutler, F., & George, H., (2010).*Hanging out, messing around and keeping out: Kids living and learning with new media.* The John, D. and Catherine, T. MacArther Foundation Series on Digital Media and Learning. MIT Press 2010.

Bratton, J. and Gold, J. (2003).Human Resource Management: Theory and Practice, Palgrave Macmillan 2003.

Brum.F. (2007).*Teacher Quality: Understanding the effectiveness of teacher attributes*, Oxford: Oxford University Press.

Buckley, R., &Caple, J. (2009).*The theory and practice of training*. 4th Edition, Kogan PagePublishers,2000.

Bunoti, S (2014). *The quality of higher education in developing countries needs professional support*. Oxford publishers, Nairobi.

Burden.K and Proctor. (2014). ‘Opening the doors of higher education to working class adults. A case study: *International Journal of Lifelong Education*, *18(6)*, pp. 465–475.

Butambala District Education Officer teacher training Report. (2013).

Carr, A.S and Pearson, J.N. (2002).“The impact of purchasing and supplier involvement on strategic purchasing and its impact on firm’s performance”. *International Journal of operations and production management, Vol.22 issue 9 pp 1032-1053*.

Carscio, W.F. (1998). The future world of work: Implications for Human Resource Costing and Accounting. *Journal of Human Resource Costing and Accounting,Vol.3 issue 2 pp 9-19. Published by MCB UP LTD.*

Chacon, C.T. (2005). “*Teachers perceived efficacy among English as a foreign language teachers in Middle East schools.* In Venezuela, teaching and teacher education, 21 (2005).

Cole, R.W. (1995).Educating everybody’s Children: Diverse Teaching Strategies for Diverse Learners. What Research And Practice Say About Improving Achievement. Eric Number: Ed 392518- Journal.

Cox, T. (2009). *Stress research and stress management*: Putting theory to work. HSE Contract Research Report

Decenzo, D.A and Robbins, S.P (2002).Human Resource Management 7th Edition, Wiley 2001.

Deputy Director Uganda National Teachers’ Association Report (2013)

Desimone, K. Warner, I.& Harris, Y. (2010). Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education, 68(6),* 599-623.

District Education Officer Butambala District Report 2013

District Education Officer Butambala District Report 2014

District Education Officer Butambala District Report 2015

Doeringer, P.B. and Piore.M.J (1971). Internal Labor Markets and Manpower Analysis, Harvard Univ., Cambridge Mass: Massachusetts Inst. Of Tech, Cambridge.

Dudoviskiy, J, J. (2015). The ultimate guide to writing a Dissertation in Business studies: A step-by-step assistance.

Dungu, L. (2000).Accommodation and job performance of Primary School teachers in Rakai District. Unpublished (Masters of education) dissertation Makerere University, Kampala, Uganda.

Education Policy Review Commission (EPRC) Report. (1989), Uganda Printing and publishing corporation, Entebbe, Uganda.

Ellis, K. (2015). *The organizational approach to stress management.* Psychological health in the workplace: Understanding and managing occupational stress. P Cotton (ed.) Australian Psychological Society.

Ezeani, L. (2002). *Social Research Me*thods: Nairobi: Nairobi University Press

Fairweather, A. (2008). How to be a Motivational Manager. An essential guide for leaders and managers who need to get past results with minimum stress. How to books 2008 publisher.

Farooq, K. & Khan, D. (2011). Future time orientation predicts academic engagement among first-year university students. *British Journal of educational Psychology, 77*, 703-718.

Farrell, P. (1993). *Teaching the Developing Countries*. The World Bank Report Washington D.C.

Fenech, V. (2006). Job satisfaction and burnout among Greek early educators: A comparison between public and private sector employees. *Educational Research and Reviews*, *1*(8), pp256.

Fenn, H. (2010). Fundamentals of Guidance*, in the Bulletin of the International Bureau of Education, 4th Edition* 554, Boston, Hangton Mufflin.

Foster, C. (1998).*Monitoring Training in Athletes With Reference to Overtraining Syndrome*. U.S National Library of Medicine, National Institute of Health Med Sci.Sports Exerc.Vol.30 No.7 Pp 1164-1168 (1998)

Fraenkel, J and Wallen, N.(2003).*How to design and Evaluate Research in Education*? 9th edition.

Fredrick and Davis, A.Y (2009).*Narrative of the life of Fredrick*, an American slave, written by himself: A new critical edition published by City lights Books.

Gay, R.L. (1996). *Education Research:* Competencies for analysis and application.10thEdition. Pearson 2011.

George, M., Anique, G., &Yunus, J., (2009). The improvement guide: A practical approach to enhancing organizational performance (2nd edition). Jossey-Bass publishers (2009).

Gibbons, A.M.,Thaden, V. T and Wiegmann, D.A. (2004), *Exploration of the correlation Structure of a Survey for evaluating airline safety culture*, University Technical Report. Prepared for the Federal Aviation Administration, Contract

Gibbons, A.M.,Thaden,V. and Wiegmann, D. A. (2006) *Development and Initial Validation of a Survey for Assessing Safety Culture within Commercial flight operation*. International Journal of Aviation Psychology, 16 (2) NJ: LEA

Gibbons, I (2014). *Educational Research*, Tenth Edition. Pearson.

Graham, G. (2013). Reflections on the changing nature of educational development. *International Journal for Academic Development*, *18*(1), 4-14.

Grandjean, E. (2004). *Fitting the task to the man*.4th ed. Taylor and Francis, London.

Greengard, J. (2010).Revisiting ﬁrst-year college students’ matter: Social support, academic stress, and the mattering experience. *Journal of College Student Retention: Research, Theory & Practice,* 9(1): 21-37.

Gregory, A. (2001). Public Relations and Evaluation: Does the reality match the rhetoric? *Journal of Marketing Communications 7(3), Pp 171-189.*

Gregory, R. (2011).*"Dropouts from Higher Education: Toward an Empirical Model. "Inter-change* 2:38–62.

Hamba, G. (2014). "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." *Review of Educational Research* 45:89–125.

Helmreich,T.(2008). Leadership styles and their effect on the management of Primary Teachers Colleges (PTCs) in Senegal

Jacob B, Lofgren L., (2006). When Principals Rate teachers. Education Next. Hoover Institution. Retrieved on March 5 2006 from <http://www.educationnext.org/>20062/58.html.

Jacoby,S.M (2004).*Employing Bureaucracy*: Managers, Unions and the Transformation of Work In The Twentieth Century (1985,2004).Www.Anderson.Ucla.Edu.

Kaguhangire-Barifaijo, M., &Karyeija, G. K. (2012). Admission Policy of Students with Disability in Uganda: Is it a Hoax? *THE UGANDAN*, 104.

Kaplan, R.S and Norton D.P (1992).*The Balanced Score Card*: Measures That Drive Performance. “Harvard Business Review (January-February 1992)

Kasaija, I. (1991). *Effects of monetary and non-monetary Rewards on motivation among post primary institutions in Hoima and Masindi districts*. Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.

Kaweesi, M. (2010).*An evaluation of academic staff performance appraisal system at the Islamic University in Uganda*.(An unpublished Masters Dissertation submitted to Uganda Management Institute, Kampala Uganda..

Kayizzi, R. K. (1990). P*redicators of job satisfaction among graduate teachers in some selected Kampala secondary schools*. Unpublished M.A (Educ. Mgt.) dissertation, Makerere University, Kampala, Uganda

Kibuuka,(2014).*Dropouts from Higher Education: Toward an Empirical Model*. "Interchange 2:38–62.

Kiseesi L. M (1998). *Job Satisfaction among Support Staff of Makerere University Hall of Residence*. Unpublished M.A education Management Thesis MUK University.

Kiseesi, L. M. (2008). *Job Satisfaction among Support Staff of Makerere University Hall of Residence.* Unpublished MA education Management Thesis MUK University.

Kothari, C.R. (1990). *Research Methodology. Methods and Techniques* Wishwa, Prakashan NewDelhi.

Kothari, C.R. (2004). Research Methodology. Methods and Techniques (Second Edition),New Age International Publishers.

Krejcie, R. and Morgan, J. (1970). *“Determining Sample Size for Research Activities “the NEA Research Bulletin, vol.38 (December, 1960).p.99*

Krivanek, Y, Majorine, M., Humell, K. (2011).Improving Performance and Accuracy of Local PCA Computer Graphics Forum (Pacific Graphics) Vol.30, No 7 2011.

Krivanek, J. (1999).*Improving Retention Student Retention in Higher Education Australian Universities’ Review, 51(2),* and 2009.

Kumar, R. (2010) Research Methodology: A step-by-step-Guide for Beginners. Sage Publications.

Lake, F. R., Henderson, K., Briffa, T., Openshaw, J., & Musk, A. W. (1990). Upper-limb and lower-limb exercise training in patients with chronic airflow obstruction. *CHEST Journal*, *97*(5), 1077-1082.

Latham G.P. and Locke E.A. (1979).*Goal Setting a Motivational Technique that works Organizational Dynamics,* Vol.8 (2) Pp.68-80.

Lawler, P.A. (2003).Teachers As Adult Learners: A New Percepective.2003 Wiley Periodicals, Inc.

Lazear, P.E. and Rosen, S. (1981). Rank order tournaments as optimum labor contracts working paper 401.*Journal of Political Economy* vol.89, no.5 (oct.1981).

Lazear, S and Rosen, G., (2009). *Performance Pay and Teachers’ Effort, Productivity and Grading Ethics. San Francisco*: Jossey-Bass Inc

Levi, L. (2014).*Stress in industry: Causes, effects and prevention*. International Labour Office, Geneva. Merritt (Eds.) *Culture at Work in Aviation and Medicine* (pp. 107-174) Brookfield, VT: Asgate.

MacDonald, A. & Gabriel, F. (2010).Improving the Retention of Students from Lower Socio-economic Groups. *Journal of Higher Education Policy and Management, 25 (1),* 63-74.

Mafabi, N. W., Higwira, F., Osire, J, Agwai, R.O (1993). Educational Management and Administration. Makerere University, Kampala and The Harold Macmillian Trust, London.

Maicibi, N. A.& Nkata, J. L. (2005).Introduction to human resource management. *Kampala: Masah Publishers Limited*.

Maicibi, N.A (2003).Pertinent Issues In Employees Management: Human Resource and Educational Management. Kampala Net Media Monitor Publishers.

Martins, P. S. (2009). Individual teacher incentives, student achievement and grade influence.

Mathews, U.& Ueno, T. (2011).Graduateness and Employability: student perceptions of the personal outcomes of university education. *Research in Post-compulsory Education*, *7(3)*.Ministry of Education Sports (2011) Uganda Education Statistics Abstract.

Mclagan, P.A. (1989).Models for Human Resource Development Practice. [WWW.researchgate.net](http://WWW.researchgate.net) .Training and development Journal,43(9) pp.49 60.Association for Talent Development(ATD).

Meggison, K.L, Garavan, T. N., Heraty, N. & Barnicle, B. (1999). Human resource development literature: current issues, priorities and dilemmas. *Journal of European Industrial Training*, *23*(4/5), 169-179.

Meir, E.L (1972). The Relationship between Intrinsic Needs and Womens` Persistence at Work. Journal of Applied Psychology.Vol.56 No.4 (1972).Pp 293-296.

Michaelowa, M. (2002).Teacher job satisfaction, student achievement, and the cost of primary education in Francophone sub-Saharan Africa. Hamburg Institute of International Economics HWWA Discussion Paper 188.

Ministry of Education White Paper. (1992). *The Education Policy Review Commission Report,* Entebbe Government Printer.

Morishima, E .L. (2006).*The relationship between Intrinsic needs and Women‘s persistence at Work*. Journal of Applied Psychology Vol. 56 No. 4 (1972) pg 293 – 296.

Mottaz, P. P. (2008). Practical experiences for the development of educational systems in the semantic web. *Journal of New Approaches in Educational Research*, *2*(1), 23.

Mubasti,A.H.(2012).*Uganda’s tribal districts are a ticking time bomb*: The Independent [www.opendemocracy.net](http://www.opendemocracy.net)

Mugenda, O.M. &Mugenda, A.G. (1999).*Research Methods: Qualitative and Quantitative Approaches*: ACTS Publishers, Nairobi Kenya

Muguluma E.C. (2014). *Motivation and Performance*, MUK Masters Dissertation: Kampala

Mumanyire, M. (2005).*Factors affecting employee motivation in secondary schools in Mukono District.* Unpublished (Masters of education) dissertation, Makerere University, Kampala, Uganda.

Muya, R.M And Kang’ethe (2002).*Teacher Educators Empowerment*. Kenya Gazette 19.July 2002.

Nabumba-Namusoke J. (2005). *The Influence of Head teachers*‟ Work Plans on the Academic Performance of Pupils in Selected Schools (Pry Sch.S) in Mbale, District. Unpublished Dissertation, Makerere University, Kampala National Inspection Programme- NIP (2002/2003)

Neuman, W.L. (2003).*Social Research Methods*: Qualitative and Quantitative Approaches. Relevancy of Social Research.5th Edition Allyn and Bacon,2003.

Nsubuga, J. (2010). *Factors Affecting the Transfer of Training in Organizations: case study of the Electoral Commission Uganda* (Master’s Thesis). UMI, Kampala.

Odor, N. P. (1995). School effectiveness and quality improvement: Quality teaching in Nigerian secondary schools. In *The African Symposium* (Vol. 5, No. 4, pp. 17-31).

Ogomarh (1994).*Motivation and The Performance of Primary School Teachers n Uganda*: A Case of Kimanya-Kyabakuza Division, Masaka District. UnPublished Makerere University Master’s Thesis.

Okanya, P.S (2008).*Reconciling Organisational Performance and Employee Satisfaction through Training*. The Case of Soroti District Local Government. Unpublished Master’s Thesis. Graduate School of Development Studies (2008).

Okino,P.(2008).*The New vision Newspaper*, The New vision printing and publishing Co. Ltd

Okumbe, .A (1999*).Educational Management*: Theory and Practice. University of Nairobi Press, Nairobi.

Oso, W.Y and Onen.D.(2008).*A General Guide to Writing Research Proposal and Report*, Jomo Kenyatta Foundation Nairobi Kenya.

Ouma, L. (2007). *Effect of motivational theory to the performance of primary school teachers in Kampala District.* Unpublished Masters of Education dissertation, Makerere University, Kampala, Uganda. psca.co./resources/steward/dictionary-e.shtlml

Pigors, P.and Myers, C.A. (2011).*Personnel Administration. A Point of View and a Method*, 3rd Edition, Published By McGraw Hill, New York (1956).

Pool, C. M., et al (2006).*Teacher recruitment and retention*: A review of the recent empirical literature. *Review of educational research*, *76*(2), 173-208.

Reason, J. (1997).*Managing the risks of Organizational accidents*. Ashgate publishing ltd. Aldershot

Reason, J. (2013).*Human error. Cambridge*: Cambridge University Press. *ILO, (2005):* Number of Work Related Accidents and Illnesses Continues to Increase, ILO and WHO Join in call for Prevention Strategies. Press Release Johnston, R.J. and Sidaway, J.D. (2004) Geography and Geographers.

Regoniel, P. (2015). *How literature review helps in research-Agirreallen*.com

Richard, R. Colligan, M. J. and Lewis, P. (2009).*Extended workdays:* effects of 8 hour and 12 hour rotating shift schedules on performance, subjective alertness, sleep patterns and psychosocial variables. Work and Stress, Vol. 3, No.1, 21 – 32.

Rosa, R. Colligan, M. J. and Lewis, P. (2013).*Extended workdays:* effects of 8 hour and 12 hour rotating shift schedules on performance, subjective alertness, sleep patterns and psychosocial variables. Work and Stress, Vol. 3, No.1, 21 – 32.

Sacket P.R and Melissa (2003). Investigating the dimensionally of counter productive work behavior. *International Journal of selection and assessment*.

Salleh, Y. (2011).*School Based Factors Contributing to Variations in Students’ Academic Performance in Government-Aided Secondary Schools* of Butambala District (Master’s thesis). Uganda Management Institute, Kampala.

Sekaran, U. (2003). *Research Methods for Business:* A skill Building Approach.(4th Ed). New Jersey: John Wiley & sons, Inc

Shaughnessy, J.P and Zechmeister (1997).*What works on Wall stree*t2nd Edition .The classic guide to the best performing investment strategies of the time.

Shaughnessy, J.P, (2015). *What Works on Wall Street*? 4thEdition.The classic guide to the best performing investment strategies of the time.

Smith, A. (2001). A review of the non-auditory effects of noise on health. *Work and Stress Journal, 5, 49-62.*

Smith, U. (2001). On qualitative differences in learning: Outcome and process’, *British Journal of Educational Psychology*, *46*, 4-11.

Stone, J.R. (2007).*Human Resource Management Synthesis Report On A Sub Regional Workshop For Countries.* Brisbane Jacaranda 3rd Edition Wiley Ltd.

Tiberondwa, K. A. (2000). Staff Development in Higher Education: The case of Makerere University Uganda. In *A paper presented at the training workshop on improved teaching skills in Higher Education at Nkumba University, Entebbe, Uganda on May* (Vol. 1).

Torrington. R. (2002).Human Resource Management Essay: HRM Strategy And Organisational Change .Prentice Hall, Pearson Education Ltd

Uganda National Teachers Union (UNATU) Reports (2013 & 2014)

Vroom, V. (1964). *Work and Motivation* H.J, Chaden Sherman Jr.Pp 272.

Ward, M. Penny, A & Read, T. (2006).*Education Reform in Uganda* – 1997 to 2004*.* Reflections on policy, Partnership, Strategy and implementation. Department for International Development, Researching the issues (60) 2006.

Weiss, F. (2014).*Factors affecting Retention of Staff at Housing Finance Bank Kampala, Uganda* (Dissertation). Uganda Management Institute, Kampala.

Wielman, K. (2003). *School Guidance Services:* Focus on the Developing Nations, London,

World Bank Report. (2011). *"Dropouts from Higher Education: Toward an EmpiricalModel."Interchange* 2:38–62.

World Bank Report.(2012). *A Report on Third Seminar on Educational & Vocational Guidance* in Africa.

Zimmerman, B.J &Schunk,B, (2001) .*AttainingSelf-Regulation*: A Social-Cognitive Perspective, Orlando Fl: Academic Press.

# APPENDICES

# APPENDIX I

# QUESTIONNAIRE FOR TEACHERS

Dear respondent,

I am AbubakerKabuye a Masters in Public Administration of Uganda Management Institute student. You have been sampled to participate in this study investigating employee empowerment and teacher performance in selected GASSs schools in Butambala district, Uganda. The information you give will be used strictly for academic purposes and will never be used against you or your office. The information obtained from you will be kept confidential. You are also requested not to write your name on this questionnaire. Fill out the questionnaire and return to me.

Thank you for your cooperation.

**SECTION A BIO-DATA**

Please tick the most appropriate option

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Age group** | 19-29 | 30-39 | 40-49 | 50+ |  |
| **Sex** | Male | Female |  |  |  |
| **Marital status** | Married | Single | Widowed | Divorced |  |
| **Highest Level of Education** | Masters | Bachelors | Diploma | Certificate | Others Specify |
| **Time spent working with the school** | 1-5years | 6-10years | 10years and above  |  |  |

**Instructions for question 1- Tick the number that best indicates your opinion on the questions using the following scale.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Scale** | **5** | **4** | **3** | **2** | **1** |
|  | Strongly Agree | Agree | Not sure | Disagree | Strongly disagree |

 **SECTION B**

1. **CONTINUED PROFESSIONAL EDUCATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | SD | D | NS | A | SA |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | I feel that my job is secure even when I am away for further studies |  |  |  |  |  |
| 2 | Iam granted study leave when it comes to furthering my studies |  |  |  |  |  |
| 3 | The school supports the teachers when it comes to furthering education. |  |  |  |  |  |
| 4 | The teachers furthering education are entitled to allowances |  |  |  |  |  |
| 5 | The school organizes refresher courses for all teachers |  |  |  |  |  |
| 6 | The school organizes in service trainings for the teachers  |  |  |  |  |  |
| 7 | The study leave granted to teachers is leave with pay |  |  |  |  |  |
| 8 | The school management has encouraged the teachers to go for further studies. |  |  |  |  |  |

1. **TEACHER PROMOTION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | SD | D | NS | A | SA |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | The teachers are promoted on merit |  |  |  |  |  |
| 2 | There is a promotion policy in the institution |  |  |  |  |  |
| 3 | The teachers that have experience are promoted |  |  |  |  |  |
| 4 | Teachers with the relevant qualification are promoted |  |  |  |  |  |
| 5 | Hard working teachers are promoted |  |  |  |  |  |
| 6 | The promotion policy does not discriminate |  |  |  |  |  |
| 7 | The teachers who perform best are recognized by promotion |  |  |  |  |  |
| 8 | The head teacher has promoted succession planning |  |  |  |  |  |
| 9 | There is a rotational promotion policy in the institution |  |  |  |  |  |

1. **TEACHER MOTIVATION**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | SD | D | NS | A | SA |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | Salary is released on time |  |  |  |  |  |
| 2 | All teachers are on the school pay roll |  |  |  |  |  |
| 3 | The teachers are given enough salary |  |  |  |  |  |
| 4 | I am able to have a good standard of living with my salary that I earn |  |  |  |  |  |
| 5 | Staff salaries are disbursed as lump sum at the end of the month |  |  |  |  |  |
| 6 | I am paid for the extra responsibilities  |  |  |  |  |  |
| 7 | Allowances are given for various duties taken on. |  |  |  |  |  |
| 8 | I am given housing allowance |  |  |  |  |  |
| 9 | I am provided with transport allowance |  |  |  |  |  |
| 10 | I have access to salary advances |  |  |  |  |  |
| 11 | There is job security |  |  |  |  |  |
| 12 | The best employees are recognized |  |  |  |  |  |
| 13 | The hard working staff are appreciated in meetings |  |  |  |  |  |
| 14 | Administrators always delegate responsibilities to junior members of the teaching staff. |  |  |  |  |  |
| 15 | The allowances to teaching staff members are equally distributed. |  |  |  |  |  |
| 16 | The school provides reasonable allowances to its members of the teaching staff.  |  |  |  |  |  |

**SECTION C**

**TEACHER PERFORMANCE**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | SD | D | NS | A | SA |
|  |  | 1 | 2 | 3 | 4 | 5 |
| 1 | I prepare adequately for lessons to ensure students better performance  |  |  |  |  |  |
| 2 |  I always use learning materials in lessons |  |  |  |  |  |
| 3 | I supervise all school activities besides class work |  |  |  |  |  |
| 4 | Teachers ensure that students are competent as desired |  |  |  |  |  |
| 5 | Teachers minimize the rate of students repeating classes  |  |  |  |  |  |
| 6 | I’m satisfied with the students results in my class |  |  |  |  |  |
| 7 | Pass number is in my class is high |  |  |  |  |  |
| 8 | I supervise all school activities as allocated to me at school |  |  |  |  |  |
| 9 | I am a good time manager |  |  |  |  |  |

## **APPENDIX II**

## **INTERVIEW GUIDE FOR BOARD OF GOVERNORS (BOG)** MEMBERS AND MINISTRY OF EDUCATION & SPORTS OFFICIALS

1. How long have you been part of this institution?
2. From your experience in this organization, how do you gauge teacher performance in these selected GASSs in Butambala District?
3. What do you think affects teacher failure to accomplish their duties on time in these selected GASSs in Butambala District?
4. How are teachers motivated in these selected GASSs in Butambala District, Uganda?
5. How effective have been the current motivation strategies that your institution uses to motivate teachers in these selected GASSs in Butambala district, Uganda?
6. Do you encourage teachers in these selected GASSs in this district of Butambala to go for further studies?
7. Comment on the subject of granting study leave to teachers in these selectedGASSs in Butambala district?
8. Do you grant leave with pay to teachers in the selectedGASSs in Butambala district, Uganda?
9. What do you think would be the best way for leaders to motivate their teachers in these selected GASSs in Butambala District?
10. Does the promotion of teachers to higher offices in these selected GASSs in Butambala District improve their performance?

# APPENDIX III

# INTERVIEW GUIDE FOR HEADTEACHERS

1. How long have you been part of theseselected GASSs in Butambala District?
2. From your experience in theseselected GASSs, what is your comment on teacher performance in Butambala district, Uganda?
3. What is the major cause of teacher poor performance of their duties in these GASSs in Butambala district in Uganda?
4. How are teachers motivated in these selected GASSs in Butambala district, Uganda?
5. Howarethe current motivation strategies that you use in these GASSsmotivate the teachers?
6. What are the policies put in place to encourage teacher to go for further studies these selected GASSs in Butambala district?
7. What is your Comment on the subject of granting study leave to teachers in these GASSs in Butambala District, Uganda?
8. Do you support the issue of granting study leave with pay to teachers in the GASSs in Butambala district Uganda?
9. What do you suggest the best way of motivating teachers in GASSs in Butambala district, Uganda?
10. Do you think promoting teachers in GASSs in Butambala district can improve teacher job performance?

# APPENDIX IV

# DOCUMENTARY REVIEW LIST

1. The researcher reviewed the year planner in the selected GASSs in Butambala District
2. The researcher reviewed School Reports in the selected GASSs in Butambala District
3. The researcher reviewed the available School magazine in the selected GASSs
4. The researcher reviewed Ministry of Education and Sports policy guidelines in the selected GASSs in Butambala District.
5. The researcher reviewed the responsibility allocation list in the selected GASSs in Butambala District
6. The researcher reviewed any other relevant documents that were available at the schools.

# APPENDIX V

# SAMPLE SIZE TABLE

**TABLE 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