

**MANAGEMENT PRACTICES AND PERFORMANCE OF PRE-SCHOOLS IN
UGANDA: THE CASE OF KOBOKO DISTRICT**

BY

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10/MMSPPM/21/081

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE MASTERS DEGREE IN
MANAGEMENT STUDIES (PROJECT PLANNING AND MANAGEMENT
OPTION) OF UGANDA MANAGEMENT INSTITUTE**

MARCH, 2014

DECLARATION

I, **Stellah Keihangwe Tumwebaze**, hereby declare that the work herein is original with exception of sources of information which are duly acknowledged and referenced and I declare that it has never been presented to any institution of higher learning for any award.

Signed:

Date:

APPROVAL

This is to certify that this research project has been under our supervision and is now ready for submission for examination.

Submitted with our consent;

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Signed.....

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2. Second Supervisor

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Signed.....

Date:

DEDICATION

This research is dedicated to my family and all those dedicated to the development of ECD in Uganda.

ACKNOWLEDGEMENTS

This acknowledgement is not just a design but rather, a fair way for me to express my deep and sincere appreciations to whoever lent hand in the successful completion of this research work.

Firstly, I would like to thank the Almighty God for the gift of life he has accorded me which enabled me to carry out this research work. The success and accomplishment of the research work stems from efforts and dedication offered by many individuals whose support was either direct or indirect. Thanks to all of you for the devotion, lenience and courage.

I am so grateful to the **Uganda Management Institute** especially the department of Higher **Degrees** whose staff mentored me while pursuing my course. I am greatly indebted to the key informants and teachers in the ECD initiatives in Koboko who supported me in data collection.

Sincere thanks are addressed to Dr Maria Barifaijo and Mr Frank Asiimwe who accepted to supervise me and generously attended to me while I was carrying out my research. I further acknowledge the support of my dear husband whose assistance has enabled me to accomplish this research work. I cannot forget to extend my humble appreciation to friends, relatives and classmates, who have from time to time helped me in one way or the other, lent a hand towards the successful completion of my course.

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LIST OF ABBREVIATIONS

EFA:	Education for All
MOES:	Ministry of Education and Sports
ECD:	Early childhood Development
ECCE:	Early Childhood Care and Education
ESSP :	Education Sector Strategic Plan
NAPE:	National Assessment of Progress in Education

ABSTRACT

This study examined the influence of management practices on the performance of Pre-schools in Koboko district, northern Uganda. A total of 96 respondents, including 20 key informants and 76 employees, participated in the study. Primary data was obtained using a questionnaire and a structured interview guide. Data was analysed using descriptive and inferential quantitative as well as qualitative methods. The findings revealed that a significant positive relationship existed between management practices and pre-school performance. Pre –schools giving employees opportunity to participate in decision making, providing appropriate rewards, implementing good human resource development strategies and implementing performance management, increased the performance of these institutions. However, pre-schools still have poor rewards administration, decision making and inadequate access to useful information and working resources for employees’. This has subsequently lowered the performance of pre-schools in the Koboko. Low performance is exhibited by failure to; achieve standard EDC goals, maintain modern learning environment and resources have clear performance goals and good rewards administration. Pre-schools should increase decision making by encouraging individual and collective employee participation in the decision making processes especially on issues that concern work performance. Schools need to come up with a modern incentive system that can truly enhance employee performance. The system should reward the more skillful, efficient and effective, innovative individual employees. Pre-schools should work hard to have reliable internet connectivity so that teachers can have access to affordable and practical teaching resources. Teachers should also be trained on how to use internet in issues such as downloading learning resources, relevant textbooks and lesson material. Pre-school authorities should modernize their performance measurement system of teachers. They should involve employees in designing the performance measurement framework. Key result areas and performance indicators should be published and known by every employee.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study examined management practices of pre-schools in Uganda, specifically Koboko district and their effect on the performance of pre- schools in the area. The study was in the area of institutional management and performance. This study was motivated by the fact that pre-schools are increasingly providing foundation education to primary education in Uganda, requiring them to be well managed in order to provide quality education. Yet, a recent 2009 Ministry of Education and Sports (MoES) survey on the performance of Early child hood Development (ECD) initiatives done in northern Uganda indicated that Pre-schools in the area, especially Koboko district experience management challenges that have subsequently lead to poor performance in these institutions. In this study management practices was the independent variable and it was measured using four sub variables which are; Employee involvement, school rewards administration, employee performance management, and human resource development . The dependent variable was pre-school performance and it was measured as achievement of institutional objectives and high employee work performance. This chapter presents the background to the study, the statement of the problem, the purpose of the study, the study objectives, research questions and hypotheses, scope of the study, operational definitions of terms and concepts and significance of the study.

1.1 Back ground to the study

This part of the study presents an overview of the historical, conceptual and contextual issues that lead to the study.

1.1.1 Historical background

Pre- schools are steadily becoming the first level of formal education in Uganda. The concept of pre- schools in Uganda was adopted from western countries. Mariko (2006), observes that the first pre- school in the whole world, started in Japan in 1870. This pre- school was called a kindergarten and it was attached to the Tokyo Women's Normal school (present day Ochanomizu Pre-schools). The first pre- schools were established to provide safety for children of women from poor families who had been attracted to join the work force and provide a cheap source of labour. The learning content in these pre- schools included; play, singing, observation, listening and speaking and making play materials such as toys or handcrafts.

Mariko (2006), further indicates that from 1960 to the 1970's, day care pre- school learning centres multiplied at a remarkable rate due to increased demand for child care in rapid economic growth and social change. Since that time, pre-school learning has come to play a greater role as a number of working women has increased. Other countries in Europe such as Denmark also established pre- school learning models that have provided learning experiences for other countries. The Danish Ministry of Social Affairs (2000) reports that pre-school learning programmes in Denmark provide educational, social and child care. Now in most countries in the world, pre-school is the first step, and an integrated part of the formal education system. Pre- school education is integrated

with child care and upbringing taking into consideration the child's well being and foundation for a lifelong learning. Play is emphasized in both curricula and children are actively involved in their own learning processes. Pre-school teachers inspire children to explore the surrounding world. Parents' participation in their children's learning process is valued.

In Uganda, the beginning of pre-school education can be traced back to the 1930's. The first pre-schools in Uganda were initiated by the European Missionaries, Goans, and Asians who were ready aware of the need and importance of preparing children early for formal education in their later years of education (Sekamwa, 2000). The EFA progress Report (1999) notes that pre-schools were private and established exclusively for use by missionaries and other foreigners in Uganda but later other Africans and Ugandans living in urban areas were also allowed to take their children to these schools. The pre-school curriculum then, used learning methods and scholastic materials that were developed in Europe, with very little reference to Ugandan situation.

The Education for All Assessment report (2000) points out that in 1973, the government of Uganda became concerned and aware of the need for quality education in pre-schools and it enacted a Statue which conferred upon the National Curriculum Development Center, mandate for designing and developing curriculum and support materials for all levels of education including pre-school. In 1980, the responsibility of pre-school was shifted from the then Ministry of Culture and Social Services to the Ministry of Education and Sports. Currently, supervision of pre-schools is under the department of pre and primary school education headed by assistant commissioner for education.

1.1.2 Theoretical background

This study was based on institutional leadership and performance theory. In showing the difference between institutional management and leadership, Armstrong (2000), defines, institutional management as the implementation of already established processes such as planning, staffing, measuring performance and budgeting to enable an institution to do well. While institutional leadership is leadership having vision, empowerment and most importantly providing useful change in the institution. Scott (2001) defines institutions as social structures that involve more strongly held rules supported by more entrenched resources. Institutions are multifaceted, made up of social activities, and material resources. Pre- schools in Uganda fit this definition. Pre- schools provide foundation education and early childhood development opportunities for children and use human and material resources to achieve this goal. Pre-schools also use explicit regulatory guidelines, procedures, rules or laws from Government and school owners enforced by management as their pillars. In order for management to be relevant to an institution, it has to be infused with elements of leadership. These include the quest by managers to take the institution to the future, exploring and successfully exploiting opportunities that come up (Berger and Luckmann's, 1966). This implies that managers of pre-schools need to have vision, empowerment and most importantly should provide useful change in the organization.

The human resources of an institution is a significant factor to the performance of an institution. Great leaders use their human resources to inspire and steer their institutions to greater performance. Therefore, the effectiveness of leadership can be gauged on the extent to which it develops, manages and inspires employees to develop institution

commitment and expend their energies in the development of the institution. Tilly (2010) argues that empowerment and involvement in decision making, rewards administration, performance management, acquiring key Human Resources and training are significant human resource management and development strategies that can be used by effective leaderships in harnessing the good attributes of their human resource for the good of the institution. The resource based view and goal setting theories articulate how this may be done.

The Resource Based View Theory was advanced by Latham & Locke, (2002). They say that setting performance goals and encouraging stakeholder participation increases employee performance. The Resource Based View (RBV) emphasizes the role of positive behavior of employees in the performance of an institution. According to this view if the management of an institution identifies key human resources and develops their knowledge and skills especially in the use of information and technology their efficiency and effectiveness of actions will increase. This implies that the management of pre-schools has to be able to identify key human resources, train them well and provide them with modern physical work resources. This will be of benefit to an institution as it will raise the chances of the institution in meeting her mission and vision.

de Waal, (2007) explains that an agency theory clearly indicates the roles of management (principals and employees(agents) in achieving the goals of the institution. This theory indicated that employees are motivated solely by self-interest (Baiman, 1990). There is to get wealth (monetary and non-monetary rewards administration) and leisure. Rewards administration are extrinsic motivators where pay, bonuses or career perspectives are

linked to performance (Bonner, et al., 2000). Individuals are presumed to have preferences for increases in wealth and increases in leisure. Agency Theory therefore assumes that individuals will shirk (i.e. exert no effort) on a task unless it somehow contributes to their own economic wellbeing (Bonner and Sprinkle, 2002). The Agency Theory suggests that rewards administration play a fundamental role in employee motivation and performance management (Bonner, & Sprinkle, 2002). There is need to establish the extent to which pre-schools in Uganda use management principles from these theories to motivate their employees to greater performance targets.

1.1.3 Conceptual background

Pre-school learning is now an established first stage of education in Uganda. Educationists and specialists give different names to this type of education; namely nursery school education, kindergarten education, early childhood education (ECD), early childhood education and care (ECCE) and pre-school learning among others. Wilayat and Arshad (2009), define Pre-school learning as a form of education given in group setting to children aged three to five years. It is designed to develop mental, physical, emotional, linguistic, and social skills of children. Pre-school education is the first step in child's educational journey. Early childhood experts have the opinion that attending high quality pre-school program helps to promote children's social and emotional development and prepare them for kindergarten and beyond. Wana (2010) argues that children who attend quality early education programs are more likely to have better test scores and grades. .

Education for All -EFA (2007) asserts that pre-school learning is the educational stage that sets a foundation for life. Pre-school learning programs are important, first to guarantee the making of young children as enshrined in the Convention on the Making of the child now ratified by 192 countries Uganda inclusive. Secondly, pre-school learning is a highly sensitive period marked by rapid transformations in physical, cognitive and social and emotional development of children.

Given the significant role of pre-school education in a country's human development, pre-school institutions need good management. Mullins (2007) says that management is a very wide term that deals with the process of watching or otherwise keeping check on the organisation while guiding activities to achieve the organisations' objectives. Institutional management draws together the discrete elements of an institution into whole institutional action. The management of an institution designs and maintains an environment in which individuals, working together in groups can efficiently accomplish selected aims (Ivancevich, 2004). Management performs the functions of planning, organising, staffing, leading and controlling.

On the other hand, management practices refer to strategies used by an organization to achieve its goals. Some of the commonly used management practices in institutional management include; giving employees attractive rewards administration and work contracts, providing employees with good resources and involving them in making important decisions (World Bank Report 1996). Marobela, (2008) says that Institutions use management practices to increase their efficiency so as to offer quality services in a transparent, yet fair manner to clients. In this way, institutions become competitive and

customer -focused. Management practices also enable institutions to become competitive, customer-focused and mindful of shareholders while demonstrating profitability.

de Wall 2007 says that management practices that were only used in business organizations have been adopted also in educational institutions in Africa . In Botswana for instance, management practices were adopted in the 1990s in both public and private educational institutions (Marabela, 2008). The aim was to modernize and enhance efficiency in public educational institutions. Kobia, and Mohammed, (2006), also indicate that in Kenya management practices have been used in public education institutions since 1993 as a way of achieving national educational goals.

In Uganda, according (Mitala 2006), management practices were introduced in public service institutions in 1995 as Results Oriented Management (ROM) to address change in work methods and emphasize performance improvement, as well as hold Public officers accountable for the performance of their institutions. However, Weriche, (2002) and Namutebi, (2000), indicate that modern management practices are not yet fully implemented in many educational institutions in Uganda, due to poor leadership, low salaries allowances, job insecurity and absence of physical resources.

Perspectives on what constitutes performance of educational institutions vary across the world and hence are Performance indicators. However, the performance of an education institution is generally related to the extent to which it achieves its mission, goals and objectives (Mafiana, 2011). The performance of pre-schools in Uganda should be measured against performance indicators that are set by the stakeholders and the Uganda

government. Performance indicators are a tool for establishing the extent to which a pre-school has achieved her mission and objectives in the context of existing management processes (Ekundayo and Ajayi, 2009). Critical assessment of performance helps an educational institution to maximize returns to all who invest in and all whom it serves. Major performance indicators for pre-schools are indicated in the national ECD policy (ESSP, 2008). In this policy, pre-schools are supposed to provide informal education and pre-children for academic education of primary schools. In addition, pre-schools are supposed to equip children with basic life skills in areas of literacy, numbers, social skills and hygiene. Pre-schools are also supposed to start off and maintain children's development in all aspects (ECD policy, 2007).

1.1.4 Contextual background

Government's Education Sector Strategic Plan (ESSP) recognises the importance of pre-school learning as one of the strategies for enabling pupils to master basic literacy, numeracy and life skills. The ministry recognizes the early childhood period as extending to age 8. Pre-schools provide early childhood education to children from age 3 to about 6 when they enter primary school. The constructive impact on further learning of children in primary education and beyond partly dwells on Early Childhood Development (ECD). This is why the government has started participating in Early Childhood Development (ECD). The government has provided the pre-school curriculum through NCDC and has licensed private centers to provide pre-school learning as a strategy to support pre-school children prepared to join primary school (Businge, 2009). However, despite the significance of ECD as part of a comprehensive approach to achieving EFA goals, government efforts to development ECD in Uganda are still relatively low.

The constitution of the Republic of Uganda which guarantees the making of children in Articles 34, states that a child is entitled to basic education, which is the responsibility of the state and the parents of the child. The contribution of pre-school learning in determining high children scores is also highlighted in the National Assessment of Progress in Education (NAPE) report (2010). According to NAPE report, it is stated that; “the literacy and numeracy conducted in 2010(the p.3) countrywide, the mean score of the pupils who had attended pre-school was 55.4% significantly higher than the 47.4% for those who had not”.

Pre-school learning has been noted to contribute to the realization of the other EFA goals and Millennium Development Goal 2 (MDGs). Children who participate in pre-school learning and have positive early learning experiences and make better transition to primary school are more likely to begin and complete it. Pre-school learning is also an important instrument for promoting gender parity (EFA goal 5). When young children attend pre-school programmes, their elder sisters or other female kins are relieved of care responsibilities a common barrier to girl’s enrollment in primary school (EFA, 2007).

Currently all pre-schools in Uganda are in the private sector, the majority are being run as profit- making institutions. Stakeholders of Profit- making institutions use management to achieve their goals and missions. Managers of profit making institutions use management practices to achieve stakeholder goals and missions. This implies that management is very crucial to performance of institutions. The role being played by private initiatives in the provision of ECD is very significant and steadily increasing.

Organized ECD services in the education sub-sector for children below 6 years in Uganda is provided in Day Care Centers, Home based centers, Community Based Centers and Nursery schools. These programs are run on a private basis. Though the ministry of education licenses and supervises the operations of pre-schools, pre-school education, commonly known as nursery education is not yet government funded and all pre-schools are privately owned.

The policy of provision of ECD in Uganda impacts on the implementation of UPE policy. Formal ECD is mainly a privilege enjoyed by a minority of Ugandans living in urban areas as well as those with ability to afford fees. The fact that private ECD provision dominates in Uganda implies that the government cannot have full control of pre-school education (Sevume, 2008).

Substantial progress towards achieving Uganda's current educational objectives requires the MoES to be well positioned now for gradual priority shift in terms of resource allocation to and policy implementation of government-aided ECD. Though the government has made some initiatives for implementing government aided pre-school education such as writing the national curriculum (Learning Framework) for pre-primary schools developed by the National Curriculum Development Centre (NCDC) since 1993, and the ECD policy which has been operational since October 2007, there is little evidence that these initiatives are being implemented by all pre-schools (MOES, 2009).

This means that in order for government to sustain progress towards the Dakar goal it needs to strengthen the existing and forge new multi-sectoral NGO-community

partnership initiatives in order to further reinforce the ECD programs. This is vital because with the obvious resource constraints in Uganda, that is likely to persist for the foreseeable future, private partnership strategy will continue to be used and strengthened.

With the start of liberalization in Uganda, a number of private education institutions were started at all levels. Many Pre-schools are being opened by private owners. This means that pre-schools offer a public service (education) using private management. In order for them to offer efficient and effective services, they are supposed to use effective management practices.

The quality educators project (2011) reveals that Information on the current state of preschool education is not so good. With regard to enrollment, the proportion of children attending pre-school expressed as a percentage of the population aged 3 to 5 years is only 9% which translates into a gap of 91%. Given the fact that about 91% of Ugandan children aged below 5 are not enrolled in any form of early learning service, the demand and need for quality pre-schools is evident. With regard to teacher qualifications, the pre-primary sector is dominated by certificate holders and untrained teachers. The pupil teacher ratios in these schools is also high. The MoES survey (2009) shows; an average of 24 pupils per teacher in nursery/community based/home based ECDs. Most of the schools have few teachers compared to the load of pupils are in the northern Uganda. Koboko is one of the districts with fewer teachers, low pupil enrollments and inadequate resources. This situation implies that pre-schools in the area need very good management in order to provide quality education amidst these operational challenges.

But available studies on management practices (by in Uganda have only been done in public services institutions and none has been done in the area of education. Currently no study has been done to explore how pre-schools in rural based districts such as Koboko are implementing management practices and this has influenced their performance. Therefore it is not clear whether pre-schools as private education institutions, are implementing effective management practices and how this has affected the performance of their institutions and quality of education they provide.

1.2 Statement of the problem

Despite interventions that have been done in Koboko district to improve the quality of pre-school education by NGOs such as LABE and Aga Khan, the 2009 MOES survey still indicates that these institutions still face significant performance challenges. Most of the schools in the area, have no relevant play material, and few follow the national ECD frame work. The quality of school infrastructure and learning environment is also below the national average standards. This scenario is likely to be related to ineffective management practices that exist especially in pre-schools in rural based districts such as Koboko. Poor rewards administration, performance management, job insecurity and insufficient working resources are on the increase in pre-schools in Uganda. This scenario may lower the performance of these institutions and prevent parents from taking their children to pre-schools. No empirical studies had been done in Uganda on the quality of management practices in pre-schools and how they influence school performance. Therefore, this study explored whether and how managements of pre schools are using management practices to enhancing school performance and service delivery.

1.3 Purpose of the study

The purpose of the study was to establish the influence of management practices on the performance of pre-schools in Koboko district.

1.4 Objectives

The study addressed the following objectives:

- 1 To establish the relationship between employee decision making and performance of pre-schools in Koboko district.
- 2 To find out how employee rewards administration is related to the performance of pre-schools in Koboko district.
- 3 To establish the contribution of human resource development to the performance of performance of pre- schools in Koboko district
- 4 To measure the influence of performance management on performance of pre- schools in Koboko district

1.5 Research questions

The study sought answers to the following research questions:

- 1 What is the relationship between decision making and performance of pre-schools in Koboko district?
- 2 How is rewards administration related to the performance of pre-schools in Koboko district?
- 3 What is the contribution of human resource development to the performance of performance of pre- schools in Koboko district?
- 4 How does performance management influence the performance of pre- schools in Koboko district?

1.6 Study hypotheses

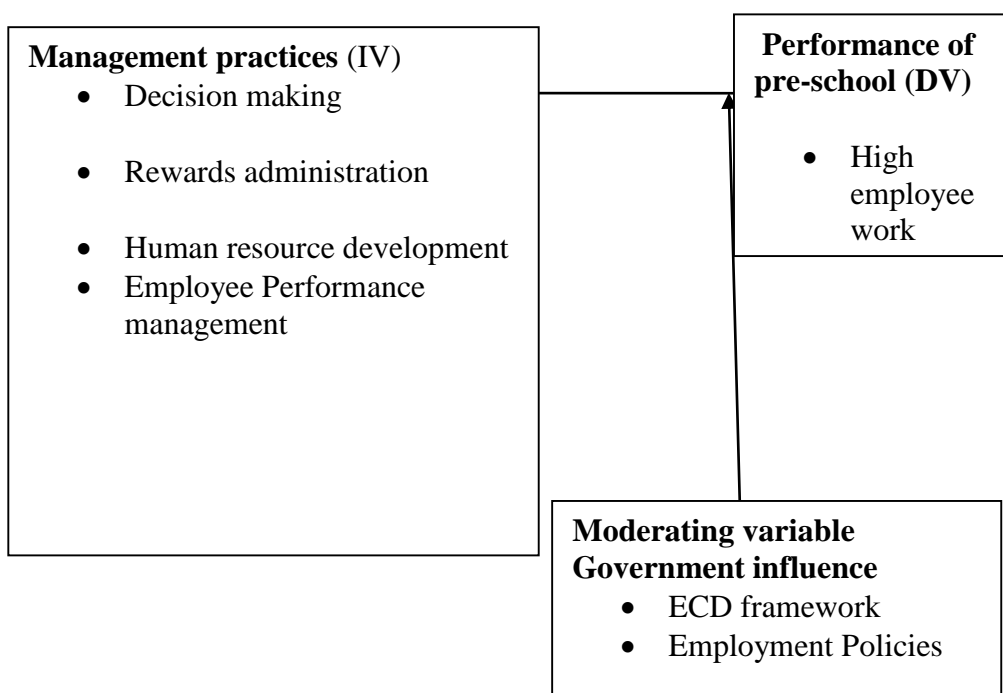
Specifically the study tested the following hypothesis:

1. Pre-schools implement effective management practices.
2. Effective management practices in pre-schools led to good pre-school performance.

1.7 Conceptual framework

This study measured the relationship and contribution of the independent variable, management practices (employee decision rights, rewards administration, performance management, human resource development) to the dependent variable, performance of pre-schools and Government employment policies were the intervening variables.

Fig 1: Diagrammatic Representation of the Conceptual Framework



That we clarify relationships between variables

Figure 1: The Conceptual Frame Work: Adapted From Locke And Latham, (2002 And De Waal, (2004)

As indicated in the diagram above, Locke and Latham, (2002) say that effective management of institutions includes aspects such as employee participation in decision making, good rewards administration, effective employee performance management which involves performance contracts and measurement and working resources. De waal(2004) says that if management implements these aspects, there is likely to be an improvement in institutional performance. These practices have also been recommended by Bainman, (1990), in the agent theory and in the Resource Based View (RBV) as significant influencers of institutional performance. According to these theories, the performance of an institution that uses these management practices will steadily improve due to a higher work performance of the employees and achievement of institutional mission and vision. However, in the case of education institutions, the effectiveness of these practices may be affected by the government education frameworks and employment policies.

1.8 Significance of the study

The study came up with suggestions to enhance management and performance of pre-schools in Uganda as indicated below.

The Ministry of education

The findings will inform the ministry of education on the state and quality of management in pre-schools. This information will be used to make policies that will improve and maintain effective management practices in pre-schools in Uganda.

Managers of pre-schools

Managers of pre-school schools will use findings to improve the work environment in pre- schools and hence improve their performance.

Department of Inspection

The department of inspection will use the findings to enforce effective management practice in pre-schools in Uganda.

Education management Institutions

Departments of education administration and management in universities and other tertiary institutions will use the findings to improve their curricula on education management in the area of institutional management and performance.

Literature on Institutional management in Education Institutions

The report will contribute to literature for use by future researchers and may form a basis for further studies in the area of management of private education institutions.

1.9 Justification of the study

This study was needed to generate empirical data that will be used to improve management and performance of pre-schools in Uganda so that they can offer quality early child education and subsequently become more competitive both in the East Africa common market and the world at large. As private institutions pre-schools offer employment to many Ugandans. Therefore, improvement in their performance would increase the demand for trained pre-schools teachers and this could increase the contribution of pre-schools to the countries' economy and subsequently enable them generate more income and become more financially independent.

1.10 Scope of the study

The scope of the study was divided into three section explained below.

1.10.1 Area scope

The research was conducted among pre- schools in Koboko district. The researcher selected this district because the ministry of education surveys (2009, 2012) indicate that ECD centers in the area perform poorly compared to other districts in northern Uganda. In order to improve the performance of the ECD centres, a number of NGO programmes by Aghan foundation, Literacy and adult basic Education (LABE) and Community Empowerment for Rural Development (CEFORD) have been started. The effect of these programmes is not yet known. There is also increasing complaints by stake holders about poor management and performance of pre-schools in the area.

1.10.2 Content scope

The study explored specific management practices used by pre-schools and their influence on the performance of these institutions. In this study, the independent variables were: decision rights, effective rewards administration, employee performance management and human resource development. Government policies were the intervening variable while school performance was the dependent variable. This was viewed in terms of quantity of work, efficiency, accuracy, quality and reputation of work, work excellence, innovation and employee morale.

1. 10.3 Time scope

The study was confined to a period from 2008 up to 2013. This is the time when pre-school education become a formal and foundation level of education in Uganda.

11.0 Operational definitions of terms and concepts

Pre-school learning: Is an early childhood programme in which children combine learning with play in a programme led by professionally trained adults.

Management practices: Refer to strategies used by an organization to achieve its goals.

Early Childhood Development/learning: This refers to the formal teaching of young children by people outside the family or in settings outside the home.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This literature review provides insight into management practices that enhance performance of institutions and critical review of major issues and the summary of gaps to be filled by the study.

2.2 Theoretical review

This section makes a critical review of the major theoretical underlings of this study. This study was based on and Armstrong's (2000) and Scott's (2001) theory of Institutional Management and Performance. The study also used principles from the Agency and Resource Based View Theories.

Institutional Management and Performance Theory

The Institutional Management and Performance theory of Armstrong (2000) argues that institutions have a responsibility to set and pursue their guiding visions and missions. Scott (2001) adds that as social structures, institutions should have strongly held rules supported by more entrenched resources. In order to act as effective social structures have to use explicit regulatory guidelines, procedures, rules or laws enforced by leaders and managers as their pillars. Scott (2001) advises that for institutional management to be relevant to an institution it has to have structures and practices that will take the institution to the future by enabling it explore and successfully exploit opportunities that come up. In this respect Berger and Luckmann's (1966) advise that effective institution management need to have vision and provide useful change in the organization using the available human and non-human resources.

The Resource Based View Theory

The resource based view theory was advanced by Latham & Locke, (2002). They say that setting performance goals and encouraging stakeholder participation increases employee performance. The Resource Based View (RBV) emphasizes the role of positive behavior of employees in the performance of an institution. According to this view if the management of an institution identifies key human resources and develops their knowledge and skills especially in the use of information and technology their efficiency and effectiveness of actions will increase. This implies that the management of pre-schools has to be able to identify key human resources, train them well and provide them with modern physical work resources. This will be of benefit to an institution as it will raise the chances of the institution in meeting her mission and vision.

Agency Theory

de Waal, (2007) explains that an agency theory clearly indicates the roles of management (principals and employees(agents) in achieving the goals of the institution. This theory indicates that employees are motivated solely by self-interest (Baiman, 1990). There is to get wealth (monetary and non-monetary rewards administration) and leisure. Rewards administration is extrinsic motivators where pay, bonuses or career perspectives are linked to performance (Bonner, et al., 2000). Individuals are presumed to have preferences for increases in wealth and increases in leisure. Agency Theory therefore assumes that individuals will shirk (i.e. exert no effort) on a task unless it somehow contributes to their own economic wellbeing (Bonner and Sprinkle, 2002). The Agency Theory suggests that rewards administration play a fundamental role in employee motivation and performance management (Bonner, & Sprinkle, 2002). There is need to establish the extent to which pre-schools in Uganda use management principles from these theories to motivate their employees to greater performance targets.

Review of Related Literature

2.3 Management practices in pre-schools

Effective management practices are based on effective employee motivation. The focus of this study was to establish whether private schools use modern management practices in motivating their employees so as to improve service delivery. The literature review below is based on theories of effective management practices. The goal setting theory emphasizes giving employees opportunity to set own performance goals and make decision regarding optimal rewards administration that can motivate them to achieve

their goals. The Agency theory provides an economic explanation for the impact of management practices on employee performance (Lambert, 2001). The Resource Based View (RBV) provides the behavioral aspect of the institutional resources such as employee knowledge and skills, information and technology while performance management are strategies used to show employees what is expected of them and also quantify both the efficiency and effectiveness of actions (Barney, 1991).

According to Tilly (2010), the common management practices that have been applied in institutional management include; giving employees attractive rewards administration and work contracts, providing employees with good resources and involving them in making important decisions (de Waal,2007). Marobela (2008) indicates that these management practices have been used by organizations to increase the efficiency of leadership and that of workers so that they can achieve their missions. The ways in which these four management practices can be implemented so as to positively influence the performance of institutions is examined below.

2.3.1 Employee decision making

This refers to giving employees opportunity to make decisions that affect the running of the institution. This is sometimes referred to as stakeholder participation. Decision making gives employees more power to perform decisions on their work that promote good performance. This practice increases the quality of management due to the fact that employees do not need to wait for top management to make important decisions about their work. Vyas (2009) argues that employee participation has been significant in increasing employee performance. This is because employees are most likely to meet or

exceed performance goals when they are empowered with the authority to make decisions and solve problems related to the results for which they are accountable. The performance goals of an organization represent a shared responsibility among all its employees each of whom has a stake in the organization's success. Hassan et. al (2006) indicates that employee empowerment through liberal planning and decision making is an asset to the organisation. The contributions of individuals and teams are a starting point for enumerating the results for which they are accountable.

According to the Goal setting Theory, de Waal (2007) observes that taking responsibility for results requires that organizational members are given a certain leeway so that they have the opportunity to influence their results favorably and have the freedom to take action. This implies that people have to be authorized by their managers to independently and swiftly take action on problems without having to ask for permission first. This is what is referred to as decision rights. Stakeholder participation in decision making permits involvement of organizational members in defining the right Key Performance Indicators (KPIs) for their responsibility areas. A critical challenge for private schools is ensuring that this shared responsibility does not become an unfulfilled responsibility. Accountability helps organizations meet this challenge. Underlying employee empowerment is management's view of its employees as an asset rather than a resource. The contributions of individuals and teams are a starting point for enumerating the results for which they are accountable. This raised the argument as to whether employees, especially head teachers and teachers in pre- schools in Uganda are given making to make important decisions and thus the necessity for a study.

2.3.2 Employee performance management

Employee performance measurement is a management system that involves providing clear work contracts to employees and showing how their performance will be measured. The quality education project (2011) defines employee performance management as a system used by institutions to set and measure desired outcomes and activities of its individual employees who contribute to the achievement of the goals of the institutions. Desired outcomes are set using work contracts while they are measured using performance measurers.

2.3.2.1 Work contracts

This management practice is based on the agency theory and is used to set desired outcomes for employees. This theory indicates that an agency relationship exists when one or more individuals (called principals) hire others (called agents) in order to delegate responsibilities to them (Baiman, 1990). The rights and responsibilities of the principals and agents are specified in their mutually agreed-upon employment relationship. The agency theory is implemented through work contracts. Work contracts are agreements between two parties that clearly specify their mutual performance obligations. Clear work contracts promote employee security and hence organizational commitment. This increases managers' quality of leadership. Kobia and Mohammed (2006) argue that work contracts increase the performance of employees and subsequently that of an organization. This is because they are useful in articulating clearer definitions of objectives and supporting new management monitoring and control methods, while at the same time leaving day-to-day management to the managers themselves. Work contracts also organize and define tasks so that management can perform them systematically,

purposefully and with reasonable probability of achievement (Kobia and Mohammed 2006). Work contracts are based on the premise that what gets measured gets done; if you cannot see and measure success, you cannot reward it; if you cannot recognize failure, you cannot correct it and if you cannot demonstrate results, you cannot win clients support. Work contracts also simplify organizational management, since employees can refer to their contracts to know what is expected of them. However, a recent survey by Ministry of Education and Sports (2009) indicated that employees in pre-schools in northern Uganda work without clear and written work contracts. As a result, this affects their work performance and subsequently that of the institution.

2.3.2.2 Performance measurement

Schmitz and Platts, (2004) observe that every organization needs a clear and cohesive performance measurement framework that is understood by all employees and that supports objectives and the collection of results. This implies that schools need to have a performance measurement system since it is only through such systems that they can remain high-performance organizations. Armstrong, (2001) observes that to improve performance, managers need to know what current performance is. Measurement provides the basis for providing and generating feedback, and thus can build the platform for further success or identify where things are going less well so that corrective action can be taken. Important descriptors of performance in pre-schools include; completing work targets, having student performance, accuracy and completeness of work, professionalism, resource optimization innovativeness and being self-directed/driven. It was important to establish whether pre-schools have a performance measurement system and whether it contributes to the performance of the institutions.

2.3.3 Rewards administration

Rewards refer to all incentives given to an employee in return for the services s/he gives an employer. Armstrong (2006) says that these may include basic pay, contingency pay, employee benefits and non financial rewards which include intrinsic rewards from the work itself. Total reward combines the impact of both the transactional rewards (pay benefits) and relational rewards (intangible rewards concerned with learning and development and the work experience) (Armstrong 2006). Total rewards are all the employers' available tools that may be used to attract, retain, motivate and satisfy employees.

Individuals are presumed to have preferences for increases in wealth and increases in leisure. Agency Theory therefore assumes that individuals will shirk (i.e. exert no effort) on a task unless it somehow contributes to their own economic wellbeing (Bonner and Sprinkle, 2002). Rewards administration that are not contingent on performance generally do not satisfy this criterion; thus, Agency Theory suggests that rewards administration play a fundamental role in motivation and the control of performance because individuals have utility for increases in wealth (Bonner and Sprinkle, 2002). Good rewards administration increase work motivation, commitment and performance. This subsequently leads to overall institutional performance. The study sought to

establish whether rewards administration given to employees in pre-schools affect the performance of the institutions.

2.3.4 Human resource development

2.3.5.1 Acquiring key human resources

Barney, (1991) in his Resource-Based View (RBV) says that organizations that are able to identify key Human resources acquire competitive advantage and subsequently superior performance. Butler (2001) indicates that key Human resources have capabilities such as skills and knowledge. The possession and identification of key Human resources embodying these essential features, along with their effective development and deployment, allows the institution to achieve and sustain competitive advantage and effective leadership. A study by Barney (1991) showed that the competitive advantage gained by key tangible assets and capabilities is reflected in superior performance exhibited by higher school profits and increased ability to attract more children schools.

2.3.5.2 Training

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness at work. Effective trainings convey relevant and useful information that inform participants and develop skills and behaviors that can be transferred back to the workplace. The goal of training should be to create an impact that lasts beyond the end time of the training itself. The focus is on creating specific action steps and commitments that focus people's attention on incorporating their new skills and ideas back at work.

A recent study by Reed and van Reenen (2006) that when employees are well trained their productivity increases. A study by Lynch and Black (1995) revealed that only off-the job (general) training improves on the performance whereas on the job training does not. This is further concurred by Barrett and O'Connell (2001) that general training has positive impact on firm performance whereas firm-specific training does not. On the other hand an earlier study by Nankervis, Compton and McCarthy (1999) had shown that effective training would not only equip employee with most of the knowledge and skills needed to accomplish jobs, it would also help to achieve overall organization objectives by contributing to the satisfaction and productivity of employees.

Training can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors such as leadership skills. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff. Organizational Development can be used to create solutions to workplace issues, before they become a concern or after they become identifiable problem.

Training is important because it leads to an optimum utilization of the human resources of a firm. Employees' skills are developed leading to an increase in output and quality improvements. Morale and team spirit among employees is also built. For any organisation, business, society or country to grow and fulfill its potential, training is a vital and important tool towards achieving this goal. For instance, the benefits of training by an organisation for its employees will include; enhanced leadership skills, higher level

of responsibilities for the employee, more authority for the employee to self- manage and make decisions, more access for the employee to important meetings. It also allows the employee to cross-train in other roles and responsibilities.

However recent studies done in Uganda have indicated that most pre-schools lack good learning infrastructure. The proprietors of the schools are not able to buy the needed learning materials. In a study done by Agaba in the year 2000, the findings revealed that that ECD proprietors need support in infrastructure development as a prerequisite to boost the quality of structures dominating the likes of centres in Uganda. Majority of the proprietors in Uganda lack adequate financial support to put up permanent and habit-able structures especially in rural areas. Parents struggle to put up structures which sometimes are not adequate or good enough, which is a challenge during wet seasons. Pre-schools also lacked qualified teachers. The man-power gap is being bridged by primary seven and senior four leavers who for known reasons fail to continue with education. A kindergarten teacher should train for two years, after at least 6 passes at O level. This is, however, not the case in many pre-school (Ministry Of Education And Sports, 2009). It is about those who are interested, those who have failed to further their education. In case of learning materials, a few schools mainly in urban centres had laboured to make learning materials available and accessible by learners. However, a number of schools especially those in northern Uganda were constrained by availability of learning materials (Ministry of Education and Sports, 2009). So there was need for empirical evidence examining the role of human resource development in the performance of pre-schools in Uganda.

2.4 Management practices and performance of preschools

Perspectives on what constitutes pre-school performance vary across the world and hence are Performance indicators. However, the performance of any educational institution is generally related to the extent to which it achieves its mission, goals and objectives (Daft, 2003). The performance of a pre-school is measured against performance indicators. Performance indicators are a tool for establishing the extent to which a pre-school has achieved her mission and objectives in the context of existing management processes (Robbins, 2001). Critical assessment of performance helps the schools to maximize returns to all who invest in them and all whom they serve. The performance of pre-schools in Uganda is especially evaluated using the ECD learning frame work written by NCDC and the extent to which the school prepares children for primary education using the framework. The school has to have activities that are aligned to meeting its vision, mission and goals. Armstrong (2000) indicates that institutions that involve stakeholders in management improving the performance of people who work in them and developing the capabilities of individual contributors and teams. Moullin (2002) and de Bruijn (2001), also indicate that schools that have more effective employee performance management systems such as clear work roles and key result areas normally have good operations and achieve their missions. Upgrading of employee skills, modernization of its functional principles, procedures and systems; and development of a realistic remuneration policy based on performance and core functions of the institution has been also linked to good institutional performance . In study done by Agaba (2012) in pre-schools in Koboko indicated that schools give clear job descriptions, select appropriate people , use accomplishment-based performance standard and provide education, training and on-going coaching and feedback had very good results in both O and A-

level exams. Moulin, (2002) and de Bruijn (2001) also indicate that when a school designs effective compensation and recognition systems that reward people for their contributions, provide career development opportunities for staff do achieve their objectives.

However, most education reformers agree that the performance of an education institution is related to effective teaching. Effective teaching is measured by teachers' work performance. Effective teaching involves following a recommended education frame work to develop learners' life skills (Darling-Hammond, 2007). Babu, and Mendro (2003), indicate that schools that have well motivated teachers, who understand their work roles, contribute positively to pupils' learning. Teachers who are given good rewards administration also accomplish other things, including motivating and engaging learners, acquiring new knowledge and skills, and collaborating with colleagues (Braun, 2005). Therefore, Harris and Sass (2007), conclude that good performing schools will produce well trained pupils, meet parents' and other stakeholders' expectations and make good profits from increased student numbers. The reviewed relationship between management and performance of educational institutions above is based on literature from other countries or secondary schools and tertiary institutions. There was need for empirical evidence of this relationship in pre-schools in Uganda.

2.5 Summary and gaps that the study sought to fill

This section presents a summary and gaps that were to be filled by the study. While some studies have looked at how management practices such as rewards administration, performance contracts and performance measurement have contributed to the performance of higher public educational institutions no studies have been done in

private educational institutions, especially pre-schools (Weriche, 2002); Namutebi, 2000). This study sought to establish the role of measurement practices in the performance of pre-schools in Uganda.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on the techniques that were used to collect and analyse data. It describes the study design, sampling design, instruments and procedures that were used in collecting and analysing data.

3.2 Research design

The study was a correlation – survey. This approach was used because of its strength in relation to the research problem. The researcher sought to establish the magnitude and direction of the relationship between the independent and dependent variables. The researcher also measured the influence of the independent variable on the dependent variable. The study employed both quantitative and qualitative methods. Quantitative research methods were used because they enabled a structured statistical measurement of variables (Trochim, 2006). Qualitative methods were used so as to collect in-depth information on the research variables and this enabled triangulation of the data collected so as to increase its validity (Ary, and Razavieh, 2002). Data was collected using a questionnaire and a key informant interview guide. Quantitative data was analyzed using statistical methods.

3.3 Study population

The target population for this study included Pre-schools top management, teachers and support staff of pre-schools. Therefore, the study used primary data from managers and other employees of Pre-schools in Koboko district. Respondents in pre-schools based in

Koboko town made the study population. Only schools registered with the district education department were included. The MOEs (2009) indicates that Koboko district has a total of 22 registered ECD centers employing a total of 176 people. These people made the population of the study.

3.4. Sample size and selection

The sample was selected from among registered pre-schools based in Koboko town. The sample was selected from registered schools because they are regularly supervised and are likely to be implementing management practices and the ECD framework. The ministry of education 2009 survey indicated that Koboko district has a total of 22 EDC (see list in appendix 6), employing 176 people. Using Krejcie and Morgan (1970) sampling guide, a population of 176 gives a representative sample of 118 respondents. This figure was rounded up to 100 to give a total sample of 100 respondents. Therefore a total of 100 respondents participated in the study .From this total; quota sampling was used to establish the proportions of key informants and other respondents that participated in the study. Twenty (20) percent of the respondents were key informants, while 80% were the main respondents. The table below gives a summary of sample.

Table 3.1 Summary of Sample Size and Selection Methods

Category	Population	Target Sample size	Actual sample size	Method (s) of selecting sample
Top management (head teachers and directors)	60	20	20	Purposive
Employees(teachers and non teaching staff	116	80	76	Stratified random
Total	176	100	96	

As indicated in the table 3.1 above, out of the sample of 100 respondents, 20 were key informants and 80 were other school employees. However, the actual sample was 96 respondents involving 76 employees and 20 key informants. Out of the 20 key informants, 10 were directors of schools and 10 were head teachers.

3.5 Sampling techniques and procedure

Both probability and non probability sampling techniques were used to select a representative sample. Simple random sampling was used to select teachers and support staff. This method was used in order to give more respondents in the population of being part of the sample. This technique increases representatives that enable collection of a cross section of data. Purposive sampling was used to select key informants. This sampling method was preferred for this sub sample because the researcher wanted to collect in-depth responses from respondent who are well informed about the research problem.

3.6 Data collection methods

3.6.1 Questionnaire

A survey was done using a structured questionnaire. After briefing, respondents were given a structured questionnaire to complete. As advised by Bush and Ortinau (2000), the questionnaire had items derived from the study objectives and likert responses. Respondents ticked the response that best described the situation in their pre-schools with regard to the research questions.

3.6.2 Key informant interviews

In-depth Key Informant Interviews were used to collect data from top management. This method was preferred because it enabled collection of reliable, in-depth information.

Using the interview guide, key informants selected from top management were individually asked questions derived from the study objectives by the researcher. Their responses were written down by a research assistant (Kvale and Brinkmann, 2009; Mugenda and Mugenda, 1999). The real opinions of respondents on the research problem were sought. Using appropriate probing, the researcher sought for detailed and relevant information to the research question (Amin, 2005).

3.7 Data collection instruments

The researcher used a structured and self-administered questionnaire and an interview guide to collect data.

3.7.1 Structured questionnaire

A structured questionnaire (see appendix A) was used to collect data from the main respondents. The questionnaire was used to obtain information from teachers of the Pre-schools. The questionnaire had structured items. Structured questions were used because they allow collection of specific data. Using questionnaires also allowed respondents some time to reflect on answers to avoid hasty responses (Mugenda and Mugenda, 1990). This contributed to accuracy of data collected. Section A of the questionnaire measured the demographic variables of respondents. The demographic variables that were measured are; employee category, gender, age, education and organizational tenure. Section B to E measured the independent variable, management practices, while section F measured Pre-schools performance. New scales were constructed for these items following Saunders *et al*; (2003) steps. For all items in sections B up to F respondents responded on a five-point scale for which 1 represented “completely disagree” to 5 “completely agree”.

3.7.2 Interview guide for key informants

An Interview guide was used to collect in-depth information from key informants. Interviews were used because the study targets respondents' real opinions on the research problem. The interview questions focused on the major themes of the study (Kvale and Brinkmann, 2009).

3.8 Validity of instruments

In order to collect reliable and valid data, the researcher ensured that valid instruments are used. Instruments were also made easy to complete so that respondents were motivated to provide honest responses. A pilot study was done to pre-test the validity of the instruments. Data was collected from ten respondents. This data was used to test the psychometric properties of the questionnaire. A pilot study was also done in order to identify any ambiguities, misunderstanding or inadequacies (Amin, 2005). Data on the psychometric properties of the instruments that were tested is presented in the section below.

Arya et al. (2002), say that a data collection instrument is valid when it actually measures what it claims to measure. In this research, content valid of the instruments was measured. Opdenakker (2006) affirms that respondents are more likely to honestly complete and return questionnaires they perceive as having relevant content. Therefore, the researcher ensured that all items in the questionnaire had face validity. The words that were used in both instruments were simple clear and related to the research problem. Besides, the instruments were made easy to complete and the total time needed to complete both instruments was limited to about 10 minutes.

With regard to content validity, two experts, including the supervisor from the department of higher degrees and a professor of educational management, evaluated the questionnaire for its content validity. As recommended by Amin (2005), items that were found to be ambiguous and those judged inappropriate were either eliminated or adjusted. In the content validity test, the validity of each item were evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. The validity of the instrument was tested using the Content Validity Index (CVI). The CVI was measured using the formula:

$$\text{Content Validity Index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total number of items}}$$

The findings are shown in the table below.

Table 3.2: Content validity index (CVI)

Expert	Content validity index	
	Questionnaire	Interview guide
Expert 1	0.84	0.79
Expert 2	0.87	0.82
Average	0.86	0.81

Source: Pilot data

As indicated in Table 3.2, all CVIs for the two instruments were above 0.80, indicating that the items in the instruments actually measured the study variables. On average, the content validity index for the questionnaire was 0.86, while that of the interview guide was 0.81. These values were in agreement with Sekarani (2003) and Mugenda (2003),

who recommended that for an instrument to be valid for research purposes, its content validity index has to be 0.8 and above.

3.9 Reliability of instruments

When an instrument is reliable, it yields consistent responses because it is interpreted well. If the desired variable is not measured reliably, the information obtained would not be correct and therefore not be reliable. Pilot data was collected and used to measure and enhance the reliability of the questionnaire. Data from ten teachers who were selected from five nursery schools from Koboko town was collected and entered in the Statistical Package for Social Sciences (SPSS) version 17. A Cronbach alpha coefficient test of reliability was calculated using the formula below;

$$\alpha = \frac{K}{K - 1} \left(1 - \frac{\sum_{i=1}^K \sigma_{Y_i}^2}{\sigma_X^2} \right)$$

where σ_X^2 is the variance of the observed total item scores, and $\sigma_{Y_i}^2$ is the variance of component i for the pilot sample. The variables with an alpha correlation coefficient of at least 0.7 were taken to be reliable (Ahuja, 2005).

Table 3.3: Reliability of the Instrument

Variable	Alpha coefficient
Decision making	0.724
Rewards administration	0.896
Performance Management	0.712
Human resource development	0.762
School Performance	0.789
Average	0.779

Source: Pilot data

Findings in table 3.3 above revealed that the alpha coefficients of the sub variables making the independent variable of management practices were; decision making= 0.724, Rewards administration = 0.896, performance management = 0.712 and human resource development = 0.762. The alpha coefficient for the dependent variable, School performance was 0.789. All Cronbach alpha coefficients were above 0.70 which indicated that the questionnaire was reliable enough to be used as a research instrument (Sekarani 2003).

Furthermore, the questionnaire used simple to understand questions in order to avoid ambiguity and misinterpretation of items by respondents. Additionally, the statements were kept simple in order to avoid any response biases by leading the respondents to agree or disagree with the statement. Social desirability effect, the tendency for respondents to guess what might be socially acceptable and respond according to this was avoided by confirming that that the respondents' answers are kept strictly confidential. Respondents were also encouraged to express their true feelings against the statements. For this reason no names were asked to be noted down. Therefore, the attempt of the respondents to make a good impression was further minimised (Saughnessy & Zechmeister, 1997).

Finally, the layout of the questionnaire was condensed in two pages so that multiple pages would not act as a de-motivator for the respondents to comply with the surveys' most important requirement; the willingness of the respondents to respond in a motivated and genuine manner.

3.10 Procedure of data collection

The researcher first constructed the instruments and gave them to the supervisor for approval. The supervisor ascertained the face validity and clarity of the instrument. Changes were made as recommended by the supervisor. The changes recommended by the supervisor were mainly on the wording of items. The wording of 7 items was changed to make it simpler and relevant to the research question. After approval, the researcher went out in the field. Using the authority letter from the Institute, the researcher introduced herself to the relevant authorities at Pre-schools. She explained the purpose of the research and its benefits. The researcher assured the respondents of confidentiality in relation to the information they provided. She then distributed questionnaires to the selected respondents and collected them on the same day. Key informants were also interviewed during lunch hours on the same day questionnaires were distributed.

3. 11 Data analysis

3.11.1 Quantitative data analysis

After data was collected, it was edited, cleaned and coded. Descriptive statistics, means, standard deviation, frequency tables were used to present and analyse descriptive and qualitative data. Inferential analysis, correlation and liner regression was also done. Since variables were measured on a continuous scale, the Pearson's correlation coefficient was the most suitable measure of magnitude and nature of relationship between management practices and pre-schools' performance. The correlation coefficient was calculated using the formula;

$$r = \frac{\sum_i (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum_i (x_i - \bar{x})^2} \sqrt{\sum_i (y_i - \bar{y})^2}}$$

In the above formula, r , was the correlation coefficient, X (independent variable) represented scores on management practices and Y (dependent variable) was pre-schools performance. Correlational analysis was done on objectives one and two. In order to examine the influence or contribution of the independent variables on the dependent variable, bivariate dependence analysis technique for predicting the dependent variable on the basis of one or more independent variables was done using linear regression. The resultant equation indicated the specific contribution (deterministic relationship) of the independent variable to the dependent variable. This was done in case on objective two and three.

Following the approach recommended by Zikmund (2000) the responses given by each respondents in section B and F were summed up to convert ordinal measurement into a continuous scale to enable multivariate analysis possible. Higher scores on each of the variables indicated higher level of effective management practices and good pre-schools' performance.

3.11.2 Qualitative data analysis

Qualitative responses were analysed using interpretational and structural analysis. Using the procedure recommended by Trochim (2006), interview data was examined and classified in terms of themes derived from the objectives. Then the relationships among data structures were explored. Data was broken down into component parts and examined, compared and categorized.

3.12 Measurement of variables

Management practices and pre-school performance were measured on a five point likert scale. An ordinal scale was also used to measure background information of respondents.

On both the independent and dependent variables, respondents responded on a five point scale for which 1 represented “strongly disagree” and 5 “strongly agree”. In case of Background information, respondents were given an ordinal scale from which they selected the most appropriate response about their personal information.

3.13 Conclusion

Data was collected using a case study- correlation- survey design. Respondents included managers of pre-schools, teachers and support staff in Pre-schools. The questionnaire and interview guide were used to collect data. Data was analysed using both descriptive and inferential statistics and thematic content analysis.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study that examined management practices, teacher performance and the relationship between management practices and teacher

performance in pre-schools in Koboko district. Data is presented objective by objective using quantitative and qualitative methods. The response rate and demographic data of respondents are presented first.

4.2 Response rate

The response rate for the two subsamples was calculated out of the total target sample.

As indicated in the table below.

Table 4.1: Showing Response Rate

Category of respondents	Distributed Instruments /Targeted respondents	Valid Instruments/respondents	Response rate(out of 100)
Employees	80	76	76%
Key informants	20	20	20%
Total	100	96	96%

According to table 4.1 above , a total of 80 questionnaires were distributed to employees of pre-schools. Four (4) questionnaires were however eliminated due to errors and missing data leaving 76 questionnaires, reflecting a 76 % valid response rate among employees. In case of key-informants, 20 were targeted. All of them were available and participated in the interviews giving a response rate of 20%. The overall response rate for all categories of respondents was therefore 96%. The 96% response rate means that the sample was representative enough for the whole population and the data they provided was both valid and reliable to lead to accurate conclusions.

4.3 Demographic characteristics of respondents

In the study, the researcher collected demographic information on respondents that were then used to explain the findings. These are presented below.

4.3.1: Gender

Table 4.2: Respondents' Gender (N=96)

Gender	Employees		Key informants	
	Frequency	Percent	Frequency	Percent
Male	18	24	6	30
Female	58	76	14	70
Total	76	100.0	20	100.0

Source: Primary data

According to the findings in table 4.2, majority of the employees 58(76%) were female while the rest 24(24 %) were male. Of the key informants, 14(70) % were female while 6(30%) were male. The findings reflect that the gender that is mainly attracted to working in pre-schools is the female. This is most like because pre-school education involves a lot of child care and women are natural more drawn to this task. The findings reflect views of both gender and there was difference in findings due to gender. However, this factor of more females being employed is also likely to lead a more subordinate workforce that may contribute less to fundamental changes in the visions and mission of pre-schools.

4.3.2 Highest education level

The research established levels of education attained by the respondents as indicated in table below .

Table 4.3: Level Of Education Of Respondents (N=96)

	Employees		Key informants	
Education	Frequency	Percent	Frequency	Percent
certificate	52	68	7	35
Diploma	24	32	9	45
Bachelor Degree			4	20
Total	76	100.0	20	100.0

Source: Primary data

Findings in table 4.3 revealed that majoring of the employees (68%) were certificate Degree holders followed by Diploma holders (32%). No employee had a degree or masters. With regard to key informants, the majority (45%) was diploma holders, 35% were certificate holders and 20% had degrees. These findings show that respondents were educated enough to be able to appreciate effective management practices so as to give reliable information. Also as respondents with varying education levels, that is, from lowest qualifications to those with the higher qualifications were represented in the study, expressed views were a true reflection of the employees' opinions. This finding indicates that respondents had sufficient education to contribute significantly to the performance of the institutions they work for.

4.3.3 Number of years of service in the school

The study established the number of years respondents had served in their respective organizations. The findings are presented in table 4.4.

Table 4.4: Number of Years Worked In the School (N=96)

Tenure	Employees		Key informants	
	Frequency	Percent	Frequency	Percent
3-5 years	56	75		
6-10 years	14	18	15	75
10+ years	6	7	5	25
Total	76	100.0	20	100.0

Source: Primary data

Results in table 4.4 revealed that majority of the employees (75%) had served their respective organizations from 3 – 5 years followed by respondents who had served from 6 -10 years (18%). The least study participants (7%) had served for over 10 years. As far as the key informants were concerned, the majority (75%) had served for 6-10 years and 25% had served for more than 10 years. This implies that respondents had served for long enough to understand the work environment of their respective school and their responses were expected to be rich in experience. Besides, respondents had enough time to significantly contribute to better performance of their institutions.

4.4 The relationship between decision making and performance of pre-schools in Koboko district.

The first objective of the study was to establish the relationship between decision making and performance of pre-schools. Before doing this, scores on all variables under study

were calculated to measure their current level in pre-schools. They were calculated basing on Zikmund (2000). They were measured by summing up the numbers representing the responses on each of the items measuring the variable. Decision making were measured on a continuous scale of 6 to 30, Rewards administration were measured on a scale of 7 to 35, Human resource development were measured on a scale of 7 to 35, was Performance Management measured on a scale of 7 to 35 and School Performance was measured on a scale of 11 to 55. The values are indicated below.

Table 4.5: Descriptive statistics showing scores on variables (N=76)

Statistics	decision rights	Rewards administration	Human resource development	Performance Management	School Performance
Mean Scores	18.2	29.3	20.4	18.2	34.3
Mean response	3.17	3.08	2.9	2.7	3.4
Group Median	20.0	29.1	22.6	17.3	42.2
Std. Deviation	4.9	3.6	5.5	5.7	6.1
Minimum	9.00	10.00	9.00	35.0	13.3
Maximum	29.00	32.00	23.3	8.1	52.1

Source: Primary data

As indicated in the Table 4.3 above, decisions making were generally low. The mean score was 18.2 (sd=4.9) compared to the median = 20.0 and the mean response was 3.17. Given the fact that the standard deviation was large (sd=4.9), it implies that there was a wide variation in the responses on level of decision making hence contributing to a low

mean scores in the variables. For Rewards administration, the mean score was 29.3 (sd=3.6) compared to the median = 29.1 and the mean response was 3.08. In the case of Human resource development, the mean score was 20.4 (sd=5.5) compared to the median = 22.6., while the mean response was 2.9. In case of Performance management, the mean score was 18.2 (sd=5.7) compared to the median=17.3 while the mean response was 2.7. For School performance, the mean score was 34.3 (sd=6.1) compared to the median=42.2 while the mean response was 3.4. The fact that the standard deviations in all the independent (Decision rights, Rewards administration, Human resources development, performance management) variables were large indicates wide variations in the responses contributing to low mean scores. The lower mean scores and mean responses points to low level of management practices and subsequently poor performance of pre-schools. This conclusion was explored using inferential statistics in the sections below.

A Pearson r correlation coefficient was done between scores on decision making and school performance. The findings are shown in the table below.

Table 4.6: Correlation Coefficients of Decision making Vs School Performance

Dependent Variable	Independent Variable	r	P-Value
School performance	Employee decision rights	.61	.03*

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

(Source: Primary Data)

The findings in the table above show that there was a high and positive relationship of $r=0.61$ between decision making and school performance. This relationship was also significant at 0.05 level of significance. This finding points to a strong linkage between decision making and school performance. Increasing participation in decision making in the management of pre-schools subsequently leads to an increase in school performance.

This relationship explains why low level of decision making as shown by descriptive statistics led to low school performance. Major aspects of Decision making that influence pre-school performance was explored using frequency analysis. The findings are shown in the table below.

Table 4.7: Aspects of Decision making In Pre-Schools

Aspects of Decision making that influence pre-school performance	Agree		Disagree	
	f	%	f	%
I actively participate in making strategic decisions in my school	22	20%	54	80%
I make decisions regarding my work	10	15%	66	85%
I participate in making decisions regarding organizational structure(s)	7	11%	69	89%
We have a workers' representative committee in my school	70	90%	6	10%
Decisions in my school are not taken by the top few in the school	67	86%	9	14%
I am happy with that i am consulted by top management on making decisions about important issues in the school	11	16%	65	84%

(Source: Primary Data)

As indicated in the table above employees disagreed that they actively participate in making strategic decisions, in their schools (80%), they make decisions regarding their work (85%) and are consulted by management about important decisions in the school (84%). However, they agreed that they are represented by a committee (90%) and participate in decision making through committees (86%). This implies that the main

mode of employee participation in decision making used by pre-schools is through their representatives on schools committees.

The findings from key informants also confirmed the above results. Key informants revealed that all decisions regarding the running of the schools are made by School management boards and management committees. Teachers and support staff participated by having a representative on these boards. The decisions that were made were then passed on to employees to implement. There were no cases of teachers and support staff collectively participating in decision making. This implies individual participation in decision making was almost none existent except in only two (2) schools. The key informants were not able to specifically point out the effect of giving employees a lee way to make job related decision on their own on the performance of the schools. However, in schools that had collective decision making, the informants said that collective responsibility had improved decision implementation and this had a positive impact on the performance of the schools.

4.5 The relationship between rewards administration and performance of pre-schools in Koboko district.

The second objective of the study was to measure the relationship between rewards administration and performance of pre-schools. A Pearson r correlation coefficient was done between scores on rewards administration and school performance. The findings are shown in the table below.

Table 4.8: Correlation Coefficients of Rewards administration Vs School Performance

Dependent Variable	Independent Variable	r	P-Value
School performance	Rewards administration	.65	.01*

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

(Source: Primary Data)

The findings in the table above show that there was a high and positive relationship of $r=0.65$ between rewards administration and school performance. This relationship was also significant at 0.05 level of significance. This finding points to a strong linkage between rewards administration and school performance. Increasing rewards given to employees, subsequently leads to an increase in school performance.

The aspects of rewards administration that contributed to this relationship were explored using descriptive statistics. The findings are shown Table 4.9 below.

Table 4.9: Aspects of Rewards administration In Pre-Schools

Aspects of rewards administration that influence pre-school performance	Agree		disagree	
	f	%	f	%
I am satisfied with my monetary compensation	10	15%	66	85%
My total compensation is in line with my performance	9	14%	67	86%
I am satisfied with the housing facilities the school gives me	68	90%	4	10%
I am satisfied with the medical facilities extended to me and my family by the school	10	15%	66	85%
I am recognized for the good work I do in the school	62	80%	14	20%
I am satisfied with the transport allowance given to me	11	16%	65	84%
I am satisfied with the total salary package given to me	7	11%	69	89%

(Source: Primary Data)

As indicated in the table above, respondents disagreed that their current monetary compensation was adequate (85%) and in line with their performance (86%). They were also generally dissatisfied with the medical facilities (85%), transport allowance (84%) and salary package (89%). These findings confirm the descriptive statistics that revealed low scores on rewards administration, pointing to poor monetary, non-monetary and fringe benefits in pre-schools.

With regard to rewards given by the schools, the majority of key informants who were directors and head teachers, mentioned prompt payment of salary as the major reward. However, salary and its prompt payment is a right to the employee, but not an incentive. This is an indication that the concept of incentives and rewards is not clearly understood and hence not well emphasized. However some head teachers (3) mentioned true incentives. The commonest was food items, lunch and housing. This implies that schools that give incentives, they prefer not to monetize them. It is interesting to note

that no none-monetary rewards such as such as letters of appreciation and certificates were mentioned. They revealed that these make teachers work hard and increase their enthusiasm for work.

4.6 The contribution of human resource development to the performance of pre-schools in Koboko district

The third objective of the study was to find out the contribution of human resource development to the performance of performance of pre- schools. Liner regression was done , scores on human resource development were regressed on school performance . Section 4.3 had shown that human resource development was rather low (Mean score= 18.2), compared to the highest expected value of 30.

Table 4.10: Showing Regression Results of human resource development and School Performance

R	R square	Adjusted R square	B	Beta	Sig.
0.674*	.83	.87	1.020	.726	.002

Values significant at 0.05 level (2-tailed).

Predictor: Human resource development, Dependent variable: School Performance
(Source: Primary Data)

From the regression model summary in Table 4.10, the correlation (linear relationship) between Human resource development (dependent variable) and school performance is indicated by R= 0.674. This implies that, generally, Human resources development is highly and positively related to school performance. The relationship was significant at p-value < 0.05. This means that if schools increase training of their key human resources

and also provide them with relevant working their resources, this can significantly increase school performance. The results of the regression model indicated an adjusted R-square of 8.7 percent. This implies that on average, increasing human resource development by 8.7 percent causes 8.7 percent increase in school performance. This low (*compared to correlation*), but positive contribution is likely due to lack of working resources in pre-schools.

The aspects of human resource development that contributed to this relationship were explored using descriptive statistics. The findings are shown Table 4.11 below.

Table 4.11: Aspects of Human resource development in Pre-Schools

Aspects of Human resource development influencing Pre-school performance	% response			
	Agree		Disagree	
	f	%	f	%
My school has enabled me acquire the needed knowledge and skills to enable me do my job well	67	86%	9	14%
In my school I have all the resources I need to do my job well	8	12%	68	88%
I am enabled to acquire more knowledge and skills by my school whenever necessary	9	13%	67	87%
My school has efficient information technology	5	8%	72	92%
The available internet connectivity enables me to perform better	9	14%	67	86%
Our school has good infrastructure that has enabled us to perform well	55	71	22	29%
Our school provides all learning resources that we need in our work	13	7%	73	93%

(Source: Primary Data)

The findings in the table above show that the level of human resource development is very low . Though employees agreed that they have the required knowledge and skills to enable them do their jobs well(86%) they disagreed that they have all the necessary resources they need to do their job well(88%), have internet connectivity that enables them to perform better(86%) or school provides all learning resources that they need in their work (93%).

With regard to human resource development, all Key informants agreed that they do not have a formal system of hiring, developing and keeping the right people and providing them with incentives to succeed. They agreed that their employees were not given adequate working resources. Only 4 out of 20 mentioned having internet and data bases for teachers to use. The majority (17) said that teachers in their schools mainly got information on their own from peers and sometimes from seminars and workshops. This implies that there was no institutional structure of enabling teachers access or acquire teaching and learning resources. Key informants mentioned that all their teachers had professional qualifications in early childhood education and so had received professional training. However, they intimated that they were not able to regular organize on job and in-service in modern EDC methodology for their teachers. On the effect of human resource development on the performance of the schools, key informants revealed that they were not sure of this effect. This was because; some teachers did not have sufficient knowledge on modern ECE methodology to do their work effectively. Employees also found it difficult to access resources they need so as to do a good job. None teaching staff also indicated they had less knowledge and skills due to the fact that it was difficult for them to access training and knowledge.

4.7 The influence of performance management on performance of pre- schools in Koboko district

The fourth objective of the study was to finding out the influence of performance management on performance of pre- schools in Koboko district. Descriptive statistics had indicated lower values of performance management corresponding to lower values of school performance, hence pointing to a positive relationship. Performance management scores were regressed on Schools performance. The findings are presented below.

Table 4.12: Showing regression results of Performance management and school Performance

R	R square	Adjusted R square	B	Beta	Sig.
0.590*	.11	.12	1.128	.78	.012

** Values significant at 0.05 level (2-tailed).*

Predictor: Performance management, Dependent variable: School Performance

(Source: Primary Data)

From the regression model summary in Table 4.12, the correlation (linear relationship) between school performance (dependent variable) and performance management is indicated by R= 0.59 This implies that, generally, there is a high and positive relationship between school performance and performance management. The relationship was significant at p-value < 0.05. This means that if schools implement better performance management practices, school performance improves. The results of the regression model indicated an adjusted R-square of 12 percent. This implies that on

average, performance management contributes 12 per cent of the variation in school performance. The contribution was generally low (*compared to the correlation*) because as indicated in descriptive statistics there is a low implementation of performance management in pre-schools.

The aspects of performance management that contributed to this relationship were explored using descriptive statistics. The findings are shown Table 4.13 below.

Table 4.13: Aspects of Performance Management in Pre- Schools

Aspects of performance management influencing pre- School performance	% response			
	Agree		Disagree	
	f	%	f	%
My job requirements are spelt out in my job contract	5	17%	71	83%
My contract is written on paper and communicated internally and externally	9	14%	67	86%
Individual roles in the school are unambiguously related to the mission of my organization	74	95%	2	5%
Individual roles in the school have been documented very specifically and detailed	8	20%	68	80%
The sum of job requirements to be achieved provides a complete picture of the results that should be achieved by my school	21	33%	55	67%
My performance contract enables me to perform better	9	14%	67	86%
I am happy with my performance contract	9	14%	67	86%

(Source: Primary Data)

As indicated in the table above performance management was very poor in pre-schools. Employees disagreed that their job requirements are spelt out in a job contract (83%),

their contracts are written on paper and communicated internally and externally(86%) and performance contracts enable them to perform better (86%). Employees also disagreed that their Individual roles in the school have been documented very specifically and detailed (80%) job requirements to be achieved provide a complete picture of the results that should be achieved by the school (67%).

Key informants indicated that performance management in pre – schools is almost none existent. They said that employees are not given written terms of employment. The directors of pre-schools intimated that they verbally explain the terms and expect teachers to follow them. This implies that employees do not have clear, accessible and documents terms of service and work contracts. Only three (3) head teachers said that they have written the terms of employment, though the terms did not clearly indicate the performance targets of the schools. This implies that it was difficult for employees to know their responsibilities and key resultant areas.

As far as performance measurement is concerned. Both directors and head teachers said that their schools did not have performance measurement criteria for their employees. Frequent performance evaluation of employees and appraisal of short-term results was not done. This implies that performance monitoring of individual employees and the institution as a whole was weak. it was difficult for them to measure the performance of their employees. This is most likely the reason why key informants were not able to indicate the effect of their performance management system on the performance of their institutions.

CHAPTER FIVE

SUMMARY DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a discussion, conclusion and recommendations of the study that examined the influence of management practices on the performance of pre-schools in Koboko district in northern Uganda. A discussion of the findings is presented first.

5.2 Summary of findings

This study has examined the influence of management practices on the performance of Pre-schools in Koboko district, northern Uganda. Descriptive statistics have indicated that poor management practices in pre-schools and low school performance. There was low level of decision making (mean=18.2), rewards administration (mean=29.3), Human resources development (mean=20.4) and performance management (mean=18.2). This means that pre-schools in Koboko are not able to achieve their missions and objectives and more importantly do not meaningfully contribute to child development.

Decision Making and School Performance

With regard to decision making, a significant positive relationship existed between decision making ($r=0.61$). This meant that when pre –schools give employees opportunity to participate in decision making through consulting them on important issues, involving them in making decisions about internal processes, the performance of these institutions increases.

Rewards administration and School Performance

As far rewards administration is concerned, a positive relationship existed ($r=0.65$), human resources development ($r=0.67$), performance management($r=0.59$) and pre-school performance. When employees have a complete picture of rewards they are supposed to have when they achieve good results, when schools are given incentives and benefits. They will be committed to their work. However, pre-schools still have poor rewards administration, decision making and inadequate access to useful information for employee's .This has subsequently lowered the performance of pre-schools in the Koboko. This conclusion is supported by low (mean= 34.3) performance scores of pre-schools.

Human resources development and school performance

In relation to human resources development and school performance, a positive relationship ($r=0.67$), existed between the two. The school having a formal system of hiring, developing and keeping the right people and providing them with incentives to succeed can increase employee work performance and institutional effectiveness. Resources such as internet and data bases for teachers to use and training seminars and workshops, enables teachers to access or acquire teaching and learning resources.

Performance Management and School Performance

With regard to performance management and school performance, a positive Pearson r correlation coefficient ($r=0.59$) was established. This implies that when pre-school management, gives employees written terms of employment clearing outlining terms of service and performance expectations, teachers are motivated to work hard which increase school performance.

5.3 Discussion

5.3.1 The relationship between decision making and performance of pre-schools in Koboko district.

The first objective of the study was to establish the relationship between decision making and performance of pre-schools. A significant and positive correlation ($r=0.61$), existed between decision making and pre-school performance. However, descriptive statistics had indicated low values on both decision making and pre-school performance. Given the fact that the findings had indicated a positive correlation between employee participation in decision making and pre-school performance, low participation in decision making points to low school performance. All categories of respondents agreed that there is low involvement of employees in decision making and other management issues in pre-schools. Decisions are initiated at the top and flow down. Leader acts as decision-makers decision making was more directive and determined by top management. There was little allowance of divergent values and individualism and this sometimes hindered cooperation. This resulted into slow decision-making and fast implementation.

This implies that decision making is not fully implemented. This finding agreed with Vyas (2009) who says that employee participation in decision making and planning is significant in increasing institutional performance due to the fact that employees are most likely to meet or exceed performance goals when they are empowered with the authority to make decisions and solve problems related to the results for which they are accountable.

Employees reported a lack of significant aspects of decision making in their schools. They indicated that they were not involved in making strategic decisions, were not being consulted by their superiors on important issues, they were not involved in making decisions about internal processes and decisions are mainly taken by top few . As a result they felt less empowered. Yet Hassan et. al (2006) indicate that feelings of empowerment among employees are an asset to the organization, because employees are motivated to do their best for the good of the organization. The work performance increases and subsequently organizational performance. There were no cases of teachers and support staff collectively participating in decision making. This implies individual participation in decision making was almost none existent. Yet de Waal (2007) had advised that job commitment of employees significantly improves when they are given opportunity to take responsibility for their performance results by collective decision making.

Employees also revealed that they have not been given opportunity to be represented by a committee on decision making bodies and that they were frustrated by their school's failure to include them in decision making. Because of limited employee participation in decision making, key informants were not able to specifically point out the effect of decision making on the performance of their schools. However, in schools that had collective decision making, the informants said that collective responsibility had improved decision implementation and this had a positive impact on the performance of the schools. This implies that the low level of decision making may discourage employees from meeting or exceeding performance goals. But when an organization empowers employees with the authority to make decisions and solve problems related to the results for which they are accountable, (Busi, and Bitici (2006) say this leads to high work performance .

5.3.2 The relationship between employee rewards administration and performance of pre-schools in Koboko district.

The second objective of the study was to measure the relationship between employee rewards administration and performance of pre-schools. The findings indicated a high, positive and significant ($r=0.65$) relationship between rewards administration and performance of pre-schools. This implies that improvement in rewards and incentives leads to a corresponding increase in pre-school performance. While key informants had indicated that their schools offer good rewards, employees generally disagreed and were dissatisfied with the rewards given to them by the schools. They complained that their earnings were low, the housing facilities or allowance was very low, the medical facilities were poor and transport allowance was inadequate. Given the fact that Armstrong (2006) says that total rewards are all the employers' available tools that may be used to attract, retain, motivate and satisfy employees, the fact that they were low implies that schools are not been able to use them effectively. Since Bonner and Sprinkle (2002) say that individuals exert no effort on a task unless it somehow contributes to their own economic wellbeing poor rewards administration is likely to have negative consequences on employee and institutional performance. This was indicated by the low average scores on rewards administration and school performance. This finding was in line with (Kobia and Mohammed 2006) who said that workers can only effectively execute their tasks systematically, purposefully and with reasonable probability of achievement if they are sure that their effort will be well rewarded with incentives.

However respondents complained that they did not have a complete picture rewards they are supposed to have when they achieve good results. Though key informants mentioned

existence of some rewards, they did not even mention non monetary ones such as letters of appreciation and certificates. Managers did not mention any monetary incentive, yet employees seem to value these more. Employees may not take seriously rewards that do not help them meet their financial needs.

5.3.3 The contribution of human resource development on performance of pre-schools in Koboko district

The findings indicated that human resource development (adj $R^2=8.7$) contribute to a positive increase in school performance. As far as human resources are concerned, respondents mentioned that teachers had the necessary skills and knowledge that they had acquired through their professional training. This enables them to fulfill their job tasks. While teachers may have had professional capabilities, they agreed that they did not have access to modern teaching and learning resources. They had few opportunities for attending professional development workshops and they were not able to get information and resources from the internet. This was because internet connectivity was not available in most of the schools. Teachers also intimated that the libraries in their schools were inactive or poor equipped. According to Butler (2001), skills and knowledge form very important part of human resources that schools must have in order to have a competitive edge. However, these skills and knowledge are effective if the organization has access to information and modern equipment and facilities.

The findings further indicated that schools had poor access to information due to having no internet connections and inadequate modern equipment and facilities for use. This has affected the performance of schools because according to Barney, (1991) capabilities without information, equipment and facilities may not be very useful. Therefore schools need to improve this aspect, so that their performance can increase which will subsequently lead to high financial earning as a result of an increase in the number of

clients. Limited access to internet, inadequate modern equipment and facilities affects the work performance of teachers. According to Barney, (1991) if the institution does not improve this aspect, then performance will fall due to failure to achieve objectives and low financial earnings.

5.3.4 The influence of performance management on performance of pre- schools in Koboko district

With regard to performance contracts, the findings indicated that performance management positively ($\text{adj } R^2=12$) contributes to pre-school performance. This implies that improvements in performance management lead to an increase in school performance and vice versa. Respondents indicated that their contracts were spelt, though verbally. This implies that employees were not able to regularly consult or refer to their work contracts to personally evaluate their work performance. Since Kobia and Mohammed (2006) indicate that written Performance contracting organizes and defines workers' tasks so that they can perform them systematically, purposefully and with reasonable probability of achievement, this was not possible in most pre-schools in Koboko.

Employees complained that they did not have a complete picture of results to be achieved by their unit and they did not believe that their contracts enabled them to perform better. This also implies that employees were not able to check whether their work efforts promote institutional objectives. This scenario definitely negatively affects institutional performance. This finding agrees with Armstrong (2006) who says that employees are most likely to meet or exceed performance goals when they are empowered with the authority to make decisions and solve problems related to the results for which they are

accountable. Since this was not the case in pre-schools, low morale and work performance resulted.

5.4 Conclusion

Management practices significantly influence the performance of pre schools. When management of pre- schools promote collective and individual participation of employees in decision making, use effective performance management, give appropriate rewards and use good human resource development strategies, performance of the institutions increases. They can then achieve their missions and objectives and more importantly contribute to effective child development. However, the study has revealed that due to low employee decision rights, poor rewards administration, ineffective human resource development, pre-schools in Koboko district perform below expectations.

Representative and directive decision making participation used by pre-schools in Koboko is not sufficient to promote employee performance. Individual and collective employee participation in decision making could be more effective. Using prompt payment as an incentives system is no longer effective in institutional performance. A system that rewards the more skillful, efficient and effective and innovative individual employees is more effective. Lack of Internet connectivity in pre-schools significantly hampers access to useful modern teaching resources. Teachers find it difficult to access current information and modern teaching methods. Performance management doesn't exist in pre-schools in Koboko. Schools do not have documents outlining key result areas and performance indicators. Schools also do not have a system of measuring performance of individual employees. Generally teachers are not aware of the required

competences, performance indicators, the critical success factors and the desired standards to be attained. This implies that schools are not able to measure current and or even forecast future performance achievements

The study has further revealed that the goal setting theory that emphasizes giving employees opportunity to set own performance goals and make decision regarding their performance, the Agency theory that advises managers of institutions using effective management practices to enhance employee performance and the Resource Based View that advocates management to develop modern knowledge and skills in employees and provide them with relevant working resources such as learning materials and information technology, increases institutional efficiency and effectiveness are relevant in the management of pre-schools in Uganda.

5.5 Recommendations

In view of the findings, the following recommends are made;

Pre-schools should increase individual and collective decision making. Employee participation in the decision making processes especially on issues that concern their employees' jobs should be promoted. Structures for promoting this practice should be put in place. While representative participation may be good, it does not significantly increase individual work performance. Individual and collective participation promote employee morale and commitment to their duties which leads to improvement in institutional performance.

Pre-schools still practice an old system of rewards administration of only giving employees prompt pay. They need to come up with a modern incentive system that can truly enhance employee performance. The system should be able to reward the more skillful, efficient and effective, innovative individual employees. The system should also have both monetary and non-monetary rewards. In this way rewards would significantly contribute to institutional performance.

Pre-schools should lay a lot of emphasis on training their staff and providing them with modern working resources such as reliable internet connectivity so that teachers can have access to affordable and practical teaching resources. Teachers should also be trained on how to use internet in their teaching in issues such as downloading learning resources, relevant textbooks and lesson material. With the increasing weight of responsibilities that are handled by teachers today, they need more autonomy, modern working resources such as good teaching resources and information technology and good technical knowledge and skills.

Pre-schools authorities should modernize their performance measurement system of teachers. They should involve stakeholders in the designing the performance measurement framework. Key result areas and performance indicators should be published and known by every employee. Democratic system of measuring individual performance should be instituted by involving immediate supervisors and peers in performance evaluation. In this way, teachers will become aware of the required competences, performance indicators, the critical success factors and the desired standards to be attained.

5.6 Limitations of the study

The study was done in a rural district where access to resources is very limited and there is low supervision and implementation of Government ECD guidelines and school management principles. Therefore, the findings may only be applicable to other rural districts in Uganda. A different, even better picture may exist in urban districts. Another study targeting both urban and rural districts may be needed in the near future.

The sample of 96 respondents may have been smaller for more valid recommendations. Another study that targets a larger sample may be needed in future.

5.7 Contributions of the study

The study has indicated that in pre-schools, directive decision making is not enough to promote employee performance. Employees prefer individual and group decision making.

Good Rewards administration system significantly contributes to Paying employees prompt as a rewards system is no longer effective in institutional performance.

Internet connectivity in pre-schools is still very poor and this hampering access to useful modern teaching resources. Most schools do not have internet and hence find it difficult to access current information and modern teaching methods.

The study has revealed that performance management doesn't not almost exist in pre-schools. Schools do not have documents outlining key result areas and performance

indicators Schools also do not have a system of measuring performance of individual employees. Generally teachers are not aware of the required competences, performance indicators, the critical success factors and the desired standards to be attained.

Goal setting, Agency and Resource Based View management theories are relevant in the efficiency and effectiveness of pre-schools in Uganda.

5.8 Recommendations for further research

The researcher recommends that further research should be carried out on management practices in categories of schools other than Pre-schools to find out whether modern management practices are being implemented and this affects the quality of education.

Research should also be carried out on the level of enforcement of modern management practices like stakeholder participation, rewards administration, performance contracts and provision of resource to employees by central and local governments as they are vital to the successful performance of educational institutions

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APPENDICES

Appendix I : Questionnaire For pre-school Employees (Teachers and Non Teaching Staff)

This questionnaire seeks to solicit information that will help to establish the effect of management practices on the performance pre-schools in Koboko district. The information you provide will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your time and cooperation.

Section A: Background Information

Tick the right organization you belong to:

1. Job title (Position held, eg head of dept, class teacher, teacher,)
.....

Please tick what is most appropriate to you:

2. Sex

Male	Female
1	2

3. Highest education level attained

Certificate	Diploma	Bachelor's Degree	Master's Degree	PhD
1	2	3	4	5

4. Number of years worked in the school

Less than 2 years	3-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	Over 20 years
1	2	3	4	5	6

SECTION B: Decision Making

Please indicate the degree of involvement extended to you by your school, (1 = less involved 5 = strongly involved)

I entirely disagree	I disagree	Neutral	I agree	I entirely disagree
1	2	3	4	5

1	I actively involved in making strategic decisions in my school	1	2	3	4	5
3	I make decisions regarding my work	1	2	3	4	5
3	I participate in making decisions regarding organizational structure(s)	1	2	3	4	5
4	We have workers' representative committee in my school	1	2	3	4	5
5	Decisions in my school are not taken by the top few in the school	1	2	3	4	5
6	I am happy with that i am consulted by top management on making decisions about important issues in the school	1	2	3	4	5

Feel free to make additional comments not cited above on stakeholder participation in the space provided below:

.....

.....

.....

SECTION C: Rewards administration

In the following section, use the rating scale below to indicate the degree of satisfaction with your rewards given by your school. Please tick the appropriate box:

I entirely disagree	I disagree	Neutral	I agree	I entirely disagree
1	2	3	4	5

1	I am satisfied with all my monetary compensation	1	2	3	4	5
2	My total compensation is in line with my performance	1	2	3	4	5
3	I am satisfied with the housing facilities the school gives me	1	2	3	4	5
4	I am satisfied with the medical facilities extended to me and my family by the school	1	2	3	4	5
5	I am recognized for the good work I do in the school	1	2	3	4	5
6	I am satisfied with the transport allowance given to me					

		1	2	3	4	5
7	I am satisfied with the total salary package given to me	1	2	3	4	5

Feel free to make additional comments not cited above on rewards administration in the space provided below:

.....

SECTION D: Human resource development

Rate the amount of resources the school is endowed with: (1 = completely disagree, 5 = completely agree)

I entirely disagree	I disagree	Neutral	I agree	I entirely disagree
1	2	3	4	5

1	I have the required knowledge and skills to enable me do my job well	1	2	3	4	5
2	In my school I have everything I need to do my job well	1	2	3	4	5
3	I am enabled to acquire more knowledge and skills by my school whenever necessary	1	2	3	4	5
4	My school has efficient information technology	1	2	3	4	5
5	The available internet connectivity enables me to perform better	1	2	3	4	5
6	Our school has good infrastructure that has enabled us to perform well	1	2	3	4	5
7	Our school provides all learning resources that we need in our work	1	2	3	4	5

Feel free to make additional comments not cited above on resources in the space provided below:

.....

SECTION E: Employee Performance Management

To what extent do you agree with the following statements? (1 = completely disagree, 5 = completely agree)?

Completely disagree	Do not agree	Neutral	agree	Competently agree
1	2	3	4	5

1	My job requirements are spelt out in my job contract	1	2	3	4	5
2	My contract is written on paper and communicated internally and externally	1	2	3	4	5
3	Individual roles in the school are unambiguously related to the mission of my organization	1	2	3	4	5
4	Individual roles in the school have been documented very specifically and detailed	1	2	3	4	5
5	The sum of job requirements to be achieved provides a complete picture of the results that should be achieved by my school	1	2	3	4	5
6	My performance contract enables me to perform better	1	2	3	4	5
7	I am happy with my performance contract	1	2	3	4	5

Feel free to make additional comments not cited above on performance contracts in your organization, in the spaces provided below:

.....

SECTION F: Pre-school Performance

State whether you agree with the following statement regarding the performance of your school. (1 = I entirely disagree, 5 = I entirely agree)

I entirely disagree	I disagree	Neutral	I agree	I entirely agree
1	2	3	4	5

1	My school prepares pupils effectively for P1.	1	2	3	4	5
---	---	---	---	---	---	---

2	Teachers in our school do so well because of the knowledge and skills they have.	1	2	3	4	5
3	Our school is well known for using the ECD learning frame work accurately	1	2	3	4	5
4	My school has good innovations to improve pupil performance	1	2	3	4	5
5	My school is a good example of work excellence in the area due to sufficient modern resources.	1	2	3	4	5
6	Parents in the area like my school because of its good performance	1	2	3	4	5
7	A good performance measurement system has enabled my school to be a top performer	1	2	3	4	5
8	I have been able satisfy our customer needs due to insufficient resources rewards administration.					
9	The morale of all employees in my school is very high.	1	2	3	4	5
10	Education inspectors are happy with the performance of our school					
11	The school has variety play materials for children	1	2	3	4	5

Feel free to make additional comments not cited above on performance in the space provided below:

.....
.....

Appendix 2 : Interview Guide For Pre-school Directors and Head Teachers

1. To what extent do you involve your subordinates in decision making?
 - b. How has this involvement affected the performance of your school?
2. Mention the nature of rewards you give to your employees?
 - b. In what ways have these rewards affected the work performance of the employees?
3. To what extent do terms of employment help to enhance your school's performance?
4. How adequate is your subordinates' knowledge and skills in light of their job requirements?
5. How easy is it for your subordinates to access necessary information pertaining to their performance?
6. How appropriate is your school's performance measurement criteria?

Appendix 3: List of Ecds in Koboko per s/c (Moes)

S/N	ECD	S/C
1	Eden	Koboko.Town Council
2	Ombachi parents	Koboko.Town Council
3	Apa ward	Koboko.Town Council
4	St Catherine	Koboko.Town Council
5	Ebenezer	Koboko.Town Council
6	Green valley	Koboko.Town Council
7	St mark Nyarilo	Koboko.Town Council
8	Host land	Koboko.Town Council
9	J bright	Koboko.Town Council
10	New model	Koboko.Town Council
11	Nyarilo pioneers	Koboko.Town Council
12	Peal	Koboko.Town Council
13	Bosinga	Midia
14	J bright 2	Midia
15	Kings and queens	Midia
16	Koboko preparatory	Midia
17	St peters	Lobule
18	Hands and grace	Lobule
19	African child	Kuluba
20	Deku parents	Abuku
21	Dranya community	Dranya
22	Mother care	Dranya