



**QUALITY CONTROL AND TEACHERS' PERFORMANCE IN PRIMARY  
SCHOOLS IN UGANDA: A CASE STUDY OF GULU DISTRICT**

**BY**

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## **DECLARATION**

I, Akena Caesar declare that the information in this dissertation is original as a result of my independent investigation. Acknowledgment has been given to works of others.

This research work has not been published and /or tendered for any other degree award to any other University or Higher Institution before.

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**APPROVAL**

This dissertation has been submitted to Uganda Management Institute for examinations with my approval as the Supervisor:

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## **DEDICATION**

This work is dedicated to my wife, Betty Akena, who has been of great support and encouragement in all my academic work, my children; Denis, Dan, Deo and Deborah who missed my attention . My late father, Alisandro Opwonya, who laid the foundation for my academic struggle. I thank you all for your tireless support and encouragement. My beloved mother, Mariana Acen, thank you for your encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

CAO	Chief Administrative Officer
CCT	Coordinating Centre Tutor
CPD	Continuous Professional Development
DEO	District Education Officer
DES	Directorate of Education Standards
DIS	District Inspector of Schools
ESA	Education Standards Agency
FAWE	Forum for African Women Educationists
MDG	Millennium Development Goals
MoES	Ministry of Education and Sports
NAPE	National Assessment on Progress in Education
NCHE	National Council for Higher Education
PEAP	Poverty Eradication Action Plan
PLE	Primary Leaving Examination
PS	Primary School
SMC	School Management Committee
UNEB	Uganda National Examinations Board
UNICEF	United Nations Children Education Fund
UPE	Universal Primary Education
WB	World Bank.

## **ABSTRACT**

Education is a right to every person. It has been placed as one of the priorities under Millennium Development Goals by United Nations. Uganda used education to improve socio-economic development of its citizen; Poverty Eradication Action Plan (PEAP). Foundation of education is basic education, built solidly by the teachers. The performance of teachers has not been good in Uganda's primary schools: high rate of absenteeism, poor time management, lack of lesson preparation and poor assessment of the learners. This poor performances by the teachers occurred despite the established quality control system available. Therefore, this study was carried out to examine the relationship between quality control and teachers' performance in primary schools in Gulu District. The specific objectives were: to examine the relationship between set standards, monitoring, support supervision, mentoring, and performance of the teachers in primary schools in Gulu District. The study employed a cross-sectional survey design. The key respondents were teachers from sampled primary schools, where by informants included head teachers, and education managers at various levels in the District. Key findings indicated that set standards and mentoring have high levels of significance, while support supervision and monitoring were not significantly related to teachers' performance. Key recommendations are; adequate resources for lesson preparation should be availed to the teachers and implementation of the scheme of service be effected to enhance teachers' performance to set standards. Teachers accommodation at school campuses should be a priority to enable teachers live and

mentor each other more effectively. The school Inspectors should have a continuous professional development and good customer care short course to enable them be relevant and effective in their duties. The study suggests that a research be conducted on Government Policies of automatic promotion and ban on canning in schools, they are assumed responsible for the decline in quality of education. This will help policy makers improve on quality of education. It is also important if a study is conducted to find out why support supervision has no positive significant to teachers' performance, as this study established , to enable policy makers aware of the salient issues

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0. INTRODUCTION**

This study focused on quality control and performance of teachers in primary schools in Uganda: a case study of Gulu District. Chapter one covers background to the study, statement of the problem, general objective, specific objectives, research questions, Scope of study, and significance.

#### **1.1. Background to the Study**

Education is a right to every person (United Nations, 1945), and its quality has to be controlled in order to be useful to the person and society, because it provides skills and knowledge to enable a person earn a living through self or salary employment. Education enhances achievement of national aspirations and objectives like economic development, social progress, peace and democracy. Education has been placed as one of the key items in the Millennium Development Goals (MDG) because of the key role it has in human development. In Uganda, Education is taken as a strategic means towards poverty eradication and ultimate societal development, and has been incorporated in the Poverty Eradication Action Plan (The Republic of Uganda, 2004). Quality control, which is the process of ensuring compliance with the set standards, in order to maintain and enhance quality performance, is important in improving education performance (Karungi, 2000). It is worth to note that the foundation of education is the basic education, built solidly, by the teachers (Ingersoll, 2003). Bianey (2006) confers with Ingersoll, that quality control



in education is vital, because it helps keep the teachers to perform to the set standards, as deviations are detected early and rectified.

In many Francophone African countries, teachers' performance has been rated poorly, due to lack of structural quality control management at the national level (World Bank,2007), although these countries employ private quality control professionals, to control quality in their educational institutions, it has not been that easy. According to Dianna (2004), studies carried out by the World Bank in India, at the rural schools; found that twenty five percent of teachers are absent. Similar studies conducted in other countries showed India to be one of the worst cases of teachers' absenteeism. Bangladesh was sixteen percent, Zambia was at seventeen percent Kenya and Burundi at twenty eight percent and Uganda was at twenty-seven percent of teachers absent from schools at any one given day (Diana, 2004). Sanyal (1992), conducted a study on excellence and evaluation in High Schools in several commonwealth countries, and found that many teachers are taking government money and essentially doing nothing for it, because, they are most of the time absent from schools.

The issue of performance in primary schools in Uganda is a big challenge, with the introduction of Universal Primary Education (UPE) compounding the problem further. The UPE policy in Uganda of 1997, led to more enrolment of pupils in the UPE primary schools, and to respond to the increase in enrolment of pupils, Government did more recruitment of teachers. For example, in 1997 there were 2.7 million pupils with 60,000 teachers, but in 2003, the pupil's enrolment rose to 7.5 million and 126,000 teachers were

employed to provide the required educational service (MoES, 2007). To ensure that the quality of education is kept high, the Inspectorate Department of the Ministry of Education and Sports was restructured and the Directorate of Education Standards (DES) was created. Through decentralisation, the local governments are mandated to monitor performance of the teachers, using the District Inspectors, Coordinating Centre Tutors (CCTs), Headteachers, School Management Committees (SMCs), and community leaders as their quality control structure (MoES 2005).

In spite of the existence of the quality control system in place, the performance of teachers in primary schools in Uganda has been poor. This has been characterised by high rate of absenteeism, poor lesson preparation, and low level of assessment of learners (UNEB, 2007). According to Kibuuka (2007), teachers are not only absent from school, but also may not appear in classrooms even when they are physically present in schools. Drunkenness is also very common amongst teachers during working hours (Turyagyenda, 2006).

Emuron (2000) conducted a study on ensuring quality education in secondary schools in Uganda and the study revealed that only twelve percent of secondary schools in Uganda were inspected in 1999. The study further found that only six percent of the secondary school teachers were inspected since they joined the teaching service. It was also found that the teachers teach “examinations”, not the syllabus content. This depicts the situation observed by the Education Policy Review Commission (1989), that the quality control in Education in Uganda is in a bad shape.

Learning achievement is poor in Uganda's Primary Education, with less than half of children who complete the school attaining competencies in reading, writing and numeracy (UNICEF, 2007, MoES, 2006). The situation is also reflected by the poor pupils' performance in the UPE schools at the National examination; PLE (Bainey, 2006).

Performance of Primary school teachers in Gulu District in particular is poor. On a daily basis, an average of thirty percent of teachers are absent from schools (DIS-Gulu, 2009). According to the survey conducted in 2008, by the Directorate of Education Standards, it was found that sixty three percent of teachers lacked up to date lesson plans and schemes of work in the Primary schools in Gulu District. A survey carried out by UNEB in 2006 to establish the causes of drop out rate in number of pupils enrolling for PLE, found that school supervision was not effectively being done, hence resulting into laxity by the teachers in performing their duties causing many children to drop out of school before sitting PLE. It is against this background that this study set out to establish the relationship between the established quality control systems and teachers' performance in Primary Schools, in Gulu District.

## **1.2. Statement of the Problem**

With the introduction of UPE in Uganda in 1997, as a means for provision of free and compulsory basic education, many children were enrolled into primary schools and many teachers too, were recruited to provide this service (MoES, 2007). The Ministry of Education and Sports introduced a quality control system to ensure quality control in

education, by restructuring the Inspectorate Department into : Directorate of Education Standards (DES), for national inspection, and District Inspectorate for District level. The quality control mechanism was to ensure Standard setting, Monitoring and evaluation, Support supervision and mentoring.

Despite the quality control mechanism in place, performance of teachers in primary schools in Gulu District has been below the set minimum standards and requirements, where a teacher is expected to be fully in school, prepared to teach, assess learners, and use appropriate teaching methods (MoES, 2001) . Over 30% of teachers are absent from schools daily, while others report late for duty (DIS-Gulu, 2009) .National Assessment on Progress in Education (NAPE) reports of 2008 indicated that only 36% of pupils in P3 could read and write well. In Gulu District , only three (03) pupils were in Division one in PLE, 2008, out of 3,864 candidates, an indication that teachers are under performing in teaching. Drunkenness is rampant amongst the teachers (Gulu NGO Forum, 2006). All these factors are reflection of poor performance and should be addressed. Failure to address such will lead to further decline of education standards resulting to massive illiterate population unable to contribute to material development. Hence, the question that sought for an answer was; could the Quality Control mechanism established in the District, have any impact on teachers' performance in Gulu District primary schools?. This study therefore aimed at establishing the effect and relationship of quality control on teachers' performance in primary schools.

### **1.3. General Objective of the study**

The general objective of this study was to examine the effect of quality control on teachers' performance in primary schools, in Gulu district.

### **1.4. Specific Objectives**

The specific objectives of the study were:

- (i) To examine the relationship between standards setting and performance of teachers, in Gulu District.
- (ii) To investigate the relationship between monitoring and performance of teachers, in Gulu District
- (iii) To find out the relationship between support supervision and performance of teachers, in Gulu District.
- (iv) To explore the relationship between mentoring on performance of teachers, in Gulu District.

### **1.5. Research Questions**

The study was guided by the following research questions:

- (i) What is the relationship between standards setting and performance of teachers in primary schools in Gulu District?
- (ii) Is there any relationship between school monitoring and performance of teachers in primary schools in Gulu District?
- (iii) What is the relationship between support supervision and performance of teachers in primary schools in Gulu District?

(iv) Does mentoring have any relationship to the performance of teachers in primary schools in Gulu District?

## **1.6. Hypotheses**

The hypotheses used in the study were:

(i) Standards setting has a significant relationship with performance of teachers in primary schools, in Gulu District.

(ii) Monitoring has significant relationship with teachers' performance in primary schools in Gulu District.

(iii) There is positive significant relationship between Support supervision and performance of teachers in primary schools in Gulu District.

(iv) Mentoring has positive relationship with performance of teachers in primary schools in Gulu District.

## **1.7. Significance of the study**

The study on quality control and performance of teachers in primary schools, Gulu District is of great significance, because it attempted to provide an answer to the disturbing question to the district managers; "*why is performance of teachers in the primary schools poor despite the existence of the quality control mechanism in the District?*". The study provided better strategies to quality controllers, on how best to help improve teachers' performance in primary schools. The policy makers at the District and National levels, will benefit from the findings of this study, and be in better positions to set relevant policies /strategies of improving effectiveness of quality controllers. This

study too, has contributed to the body of knowledge, for other scholars in the field of quality control and teachers' performance in schools, and performance of employees in other establishments, through provision of insight into how effective and efficient quality control system enhances employees' performances.

### **1.8. Scope of the Study**

This study covered the period from 1997 to 2008. This is the period when UPE has been in operation. Through decentralisation, Districts have been empowered to manage quality control in their service delivery sectors (The Constitution of Uganda, 1995), hence, the quality of education is one of the services that the local government is mandated to monitor.

This study was conducted in the Rural Administrative District of Gulu. It focused on 30 out of 113 primary schools, in four of the 11 sub counties. Two hundred and ninety respondents were studied.

### **1.9. Content scope**

The study focused on the quality control processes like standards setting, monitoring, support supervision and mentoring in relationship to teachers' performances: lesson preparation, teaching methods, teachers' attendance, and time management, assessment of learners and collaboration and teamwork, in the sampled 30 primary schools in Gulu District.

### **1.10. Assumption of the study**

For this study, it was assumed that all the primary schools are providing basic education to the learners, under UPE policy, and minimum standards set by the Ministry of Education and Sports are implemented in the schools.

### **1.11. Operational Definitions**

For the purpose of this study, some key words/concepts are defined as:

**Inspection** - A purpose visit to a school, to assess the quality of teachers' performance by appropriately appointed quality control officer (ESA, 2005)

**Quality Control** – The process of ensuring compliance with standards and procedures set to maintain and enhance quality (National Council for Higher Education, 2006)

**Quality Assurance** – This is a mechanism put in place to guarantee that education is to quality desired, and, that teachers' performance is to expected set standard or purpose

**Primary school** – An educational institution that provides learners with basic formal education

**Monitoring** – A process through which quality controllers watch, observe, and regularly check teachers' performance against set standards

**Performance** – Task done by teachers in schools to meet the set standards

**Standards setting** – putting in place quality indicators, against which teachers' performance can be measured in a school.

**Teaching methods** – The approaches the teacher uses to give instructions to learners



**Support supervision** – A process where by quality controller, observes performance of teachers, and provides professional support where weakness is observed, against set standards.

**Mentoring** – A process where quality controllers nurture teachers to grow professionally, and provides professional support where weakness is observed, against set standards.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter deals with Theoretical foundation, Conceptual Foundation and review of related literature. This review of related literature was based on variables for this study. The reviews were synchronised with specific objectives/research questions.

#### **2.1. Theoretical Foundation**

The theoretical foundation is based on Total Quality Management (TQM) Theory, which stipulates that continuous improvement in performance of employees rests on a variety of quality control process available (Longernecker and Waugh, 1994).

According to Feigenbaum(1961), Edward Deming developed the TQM concept after World war two, for improving the quality of production of goods and services. Later in 1950's, it was adopted by Japanese to resurrect their post war industry. TQM is a management philosophy whereby management and employees can become involved in the continuous improvement of the production of goods and services. The management sets out guidelines along which employees are expected to adhere to, in order to achieve desired goal. Sanya (1992) argues that TQM can provide guiding principles for quality control to revitalise the Education sector. TQM provides quality control measures for employees' performance at the point of operation, in this case is the school, hence relevancy to this study on Quality Control and Teachers' performance in Primary Schools

## **2.2. Conceptual Foundation**

McNamara(2010), perceived Quality Control as a day-to-day activity that includes monitoring and supervision, to confirm that activities in an organisation take place as designed, comparing the results to the standards, and then making adjustments as may be necessary .Birungi (2006)says, quality control is conformance to requirements, at the level of the regulatory agencies, the approach tends to be standards based.

Leslie (2000) looked at Quality Control as a mean of helping supervisors to detect deviations early, take corrective actions. In a related study, both Chandan (1999) and Armstrong(2001) concurred that measurable indicators of quality control are: input indicators (resources available), process indicators (how product /service is being prepared), output and outcome indicators, which tend to look at impact of activities on clients . It is therefore very likely that quality control has some relationships with performance of employees. Stoner and Freeman (1995) concurred with the above view, they argued that quality control is the systematic effort to check, test and verify whether the on-going or complete activities conforms with the laid out and predetermined plan/standards.They explained that continuous information must be collected and communicated to the critical offices that should develop, evaluate and initiate corrective actions.

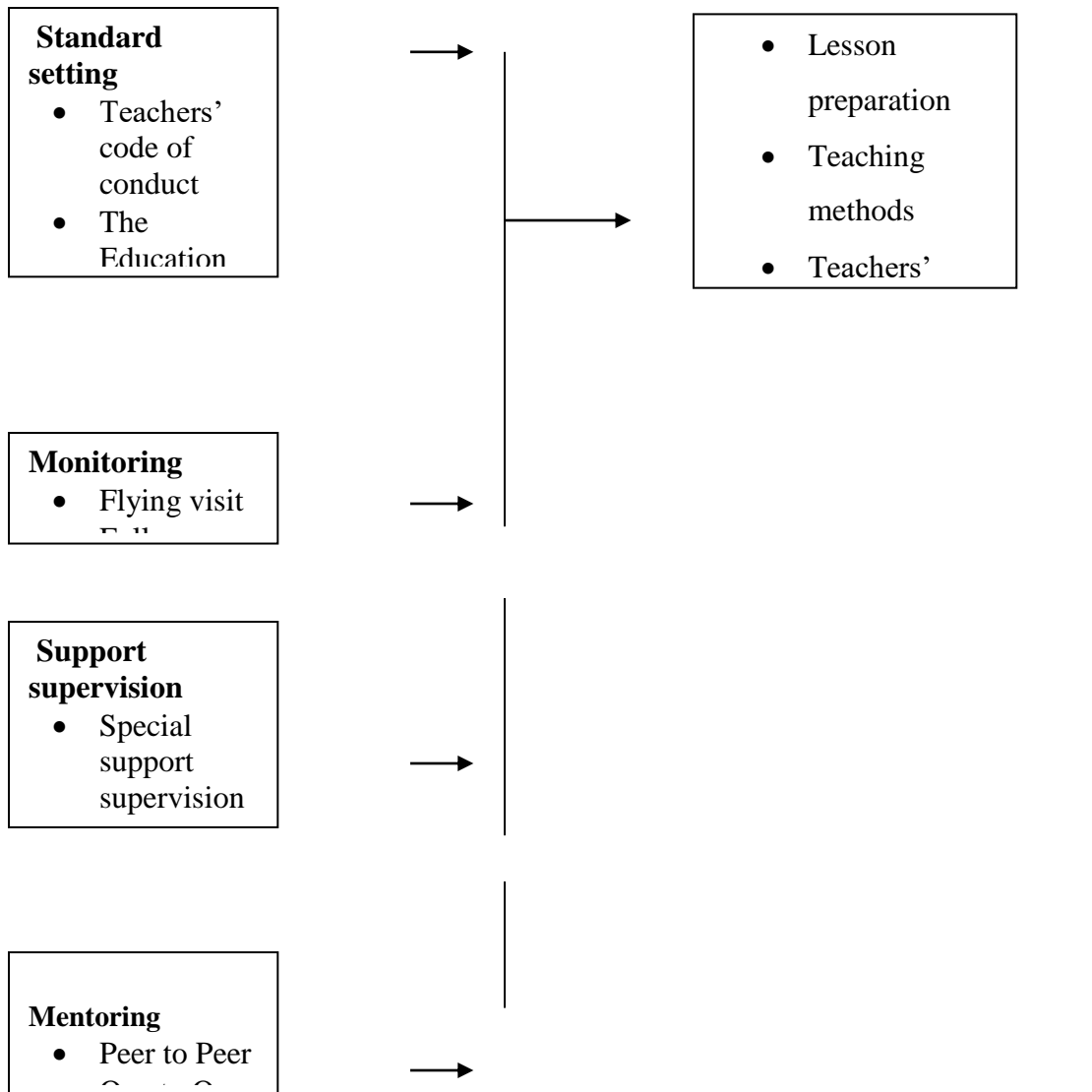
The literature reviewed tend to focus on quality control as yardstick to measure performance of employees against set guidelines, but ignored to consider the impact of

the quality control on the employees, which in the end influence their performance. There was need to conduct this study to investigate the impact of quality control on employees.

The Independent Variables for this study included Standards setting, Monitoring, Support Supervision and mentoring, which forms the core of quality control in the Education sector, for regulatory purposes. The Dependent variables included the aspects of teachers' performance in a school, which are measured by lesson preparation, teaching methods, attendance by the teacher, assessment of learners, and teamwork. The diagrammatic presentation of this conceptual relation is given hereunder:

**Figure 1. Theoretical Framework**

**Quality Control**



*Source: Adopted from Education Standards Agency model(2005)*

The independent variables outlined in the framework, are envisioned to have some impact on performance of teachers in schools. The quality controllers, through setting

standards, monitoring and evaluation, support supervision and mentoring, are expected to improve teachers' performance

### **2.3. Teachers' performance:**

Performance has been understood to mean doing task to meet the set standards of an organisation or individual (Armstrong, 2001). Armstrong (2001) emphasises that Performance of any employee should be overseen, in order to attain desired standards. Teachers' performance has to adhere to set standards, in order to achieve quality educational services in school ;hence, quality control is vital.

Weiss (1993) asserts that employees should be made to know and understand the quality control guideline, to enable them perform well. Performance of teachers relies a lot on quality control in place (MoES2006, ESA2005, Ingersol, 2003, World Bank, 2007). It was noted that some head teachers barely supervise their teachers, and yet are paid (MoES, 2007). Many teachers get government payment without working, because at any one day, 27 percent of teachers are absent from Uganda's schools (Dianna , 2004).

According to a study conducted by FAWE (2006) in Western Uganda, the key finding tended to show that teachers' performance is paramount, in determining pupils' performance in primary schools. Rwampemba (2010), conducted a similar study and found that an effective teacher makes scheme of work, lesson plan and marks pupils' books. ESA (2006) concurred that, for better performance of pupils, role and effectiveness of the teacher is indeed vital.

Rwampemba (2010) in a study on factors affecting teachers' performance found that remuneration is one of the crucial factors for better performance. Kaampe (2010) revealed that such remuneration should be timely in order to make it impact positively on employees' performance. Mamdani (2007), concurred with Rwampemba (2010) and Kaampe (2010), and reiterated that for a teacher to perform very well, the remunerations paid to him/ her is more important, he noted this from his study at Makererere university. However, the focus of the above cited studies were concerned with pupils' performance as influenced by the teacher, but, not how quality control influences teachers' performance. It was therefore important that a study be conducted, to establish the relationship between quality control and teachers' performance in primary schools.

### **2.3.1. Standard Settings and teachers' Performance.**

A Standard is an agreed, repeatable way of doing something. It is a document that contains a technical specification (Papajohn, 2002). Standards are set by standards Organisations, whose primary activities are developing, coordinating, promulgating , revising, interpreting and maintaining standards, that address the interests of broad- based users. International Standards are set and regulated by International Standards Organisation (ISO). In Uganda, the Uganda National Bureau of Standards (UNBS) oversees commodity quality, while the National Council for Higher Education in Uganda, sets standards in Higher Educational Institutions (MoES, 2004), through Directorate of Education Standards (DES), provides a rational system of setting, defining and reviewing standards and quality of Education in Uganda as a whole (ESA,2005).

Standards setting are a continuum, rather than a state, and decisions follow a judgement – empirical process (Berk, 1986). Performance measure shows evidence of achievement of results against set standards by managers (Armstrong, 2001). Standards are set to ensure performance of employees or organisations meet the objective requirements of the organisation (Leslie, 2000). Megrnahan (1995) slightly differs, in that, to attain quality control at the workplace, both employees and managers should design the set standard for effective control of quality. However, both Leslie and Megrnahan concur that standard setting is vital in quality control, to enhance performance of employees. Leslie and Megrnahan conducted their studies on standard setting and impact on employees of manufacturing industries, but not in service provider firms like education or health. Standards setting process for teachers' performance takes a broad- based approach: Teachers, Pupils, Community and the other key stakeholders in Education are party to it. This process inspires a sense of community ownership and an immediate classroom response in terms of teachers performing their duties effectively as other stakeholders provide the necessary resources and support to education.

Basanye(2007) conducted a study on standards setting and employees performance, the study found that if employees are not involved in standards setting, nor informed of its content or existence, it often resulted into poor performance. Kafeero(2008), observed that the standards set, should make it clear what should be achieved at the end of each academic year. Guthrie (1991) observed that, though set standards send clear signals on what is expected, turning standards into practice is a significant challenge, to many stakeholders in Education. It was against such background that a study was carried out to



examine the impact of standard setting on performance of service providers like teachers in primary schools.

### **2.3.2. Monitoring and teachers' performance**

Monitoring is one of the core functions of quality control in an organisation (Ingersoll, 2003 ). It helps oversee employees' performance against set standards, making it possible to make adjustments, in case of detected deviations (Longenecker, 1994).Lau (2004), explains that, monitoring of the employees at the work place improves on performance outcome, if the employers are using Performance Related Pay (PRP) system, otherwise the monitoring won't have any meaning towards improving performance. This view was arrived at after the duo conducted a study in 1998, on workplace employee relations survey, to explore contextual influences on the relationship between Performance Related pay (PRP) and Organisational performance. While strong evidence that the use of PRP can enhance performance outcomes was important, it also determined that this relationship is supported by monitoring at the workplace.

Emuron (2000), and Boaz (2006) looked at monitoring and teachers' performance in schools, and found that monitoring in a school is a process of following up closely and critically, to ascertain the state of education, for purpose of adjusting its quality. It is to help assess the progress the school is making. Irving (1986), evaluated effect of monitoring on performance, and explains that managers monitoring their employees performance frequently make workers have stress, lower levels of satisfaction, and a decrease in the quality of their relationship with the management, but, to yield good result

from monitoring, every monitoring purpose and results should be availed to the employees, for required correction.

Musana (2008) conducted a study on monitoring and employees performance, and found that proper monitoring lead to improvement in employees' performance, but only when monitoring is done in a clearly defined manner that it can achieve good results. He stressed that occasionally, monitoring on employees' work is done haphazardly. Kafeero (2008) concurred with Musana, and asserts that school activities should be monitored regularly and feed back given to the teachers, in order to yield good results.

Education Policy Review Commission (MoES, 1989), states that schools in Uganda were not being monitored on a regular basis, thus affecting the quality of education in general. DES (2009), noted that the monitoring conducted in schools in Uganda had limited impact on improving performance of teachers in the schools, simply because, the monitors are inadequate for the job, hence, advised on use of Associate Assessors, to beef up the personnel for monitoring. All the above stated findings tend to indicate that monitoring is vital for ascertaining conformity to set standards, hence better educational performance in schools. The findings emphasised that monitoring helps in detecting deviations and allow for correction. The findings, however, failed to show that monitors visit schools to monitor various aspects in a school, probably paying minimal attention to teachers. It is important therefore that a study was conducted to find out if there existed relationship between monitoring and teachers' performance in schools. This study

focused on primary education, unlike the previous studies that focused either on manufacturing firms or secondary education.

### **2.3.3. Support Supervision and teachers' performance**

Amstrong(2000) explains that Support supervision in quality control, enables the front line workers get direction and support they need to apply to their day-to-day work. Supervision includes supporting and guiding workers to better performance; help develop more trusting relationship. Support supervision plays a major role in ensuring better performance by teachers ( MoES,2005 ).

Emuron (2000) in his study on ensuring quality education in secondary schools in Uganda, found that support supervision plays a very vital role on regulating and ensuring that teachers performed to the desired level. Rwampembu (2010) concurred with Emuron, and elaborated that frequent and regular support supervision of teachers, encourages the teachers to work harder. How ever, Musana ( 2008) cautioned that, unless support supervisors discuss findings with the teachers and feed back given, there is no relationship between support supervision and employees' performance

However, though it has been widely presumed that support supervision is to help improve performance of employees, this seems not to be true in the education sector generally. For example, in the USA, the elementary (Primary ) schools are governed and supervised by Local School Boards of citizens, but it failed to bring improvement in performance of teachers in the schools, because the supervisors were not competent enough for support

supervision (Ingersoll,2003). In Uganda, teachers' performance in schools is generally poor, despite the established support supervision mechanism in place (The World Bank, 2003); teachers come to schools drunk and fail to teach(Turygyenda,2006). DES are more of Inspectors than support supervisors in schools, because, DES sets standards, gather evidences against performance in schools, evaluates and sends recommendations to the Ministry of Education and Sports, with very minimal support supervision (MoES, 2006).The findings above confer that, if support supervision is not done properly, it can't improve teachers' performance. But, what required investigation/empirical study was the impact of support supervision on performances of teachers, and the frequency of visits by support supervisors to the schools. It was also vital that a study was conducted to find out why support supervision had not helped improve teachers' performance.

#### **2.3.4. Mentoring and Teachers' performance**

Weiss(1993) says,mentoring is a process where quality controllers nurture employees to grow professionally, and provides professional support where weakness is observed, against set standards. Chartered Institute of Personnel and Development (CIPD,2009), argued that mentoring and coaching are similar but not the same; mentoring is more than Coaching because it is an on-going relationship that can last for a longer period of time, than coaching, where relationship generally has a set duration, though both aim at improving and developing a person. CIPD explains that mentoring is focused on career and personal development; revolves more around developing the mentee professionally. However, Phillips Jones (2002), warns against giving the mentor-protégé relationship short shift. Companies need to prepare for the future, get people up to speed, and provide

ample opportunities for learning and growth. Welp (2002) advised that mentoring should not be used for remedial work or discipline, but mentoring should be for individuals who want to grow and develop, which should be kept voluntary. Thus, mentoring is essential in an organisation, to help improve employees' performance.

Kafeero (2008), conducted a study on improving quality standards in the Church of Uganda secondary schools in Namirembe diocese, found that mentoring is one of the processes to control quality, aimed at helping to improve on performance of practising teachers in a school. Rowley (1999) explained further that mentoring should not be restricted by mentor and mentee in classrooms only, but should embrace planning to teach, and discussion of shared experience. The crucial characteristic of a mentor is the ability to communicate to amateur teachers that, they have potentials to perform well

Kiwanuka (2006), conducted a study on work mate's contribution to professional growth, found that colleagues can help one another to know and perform their tasks very well.

Kaampe( 2010) and Musana (2008) concurred , and elaborate that experienced staff are valuable assets than liabilities to new and inexperienced staff, if they work has a team and aid the professional growth of the inexperienced colleagues.

(Lasley, 1996). Nemser (1983) , confers that mentoring is to help to provide support assistance to teachers, to improve on teachers' performance. These views expressed above were derived through case studies conducted in urban day schools. The studies done by both Lasley (1996) and Nemser (1983) explain that the mentor has to accept the mentee as a person yet to be nurtured to grow professionally, but failed to show how the mentoring can help improve on performance of the teacher. The previous studies

conducted were conducted either in industries or in post primary educational institution, thus, it became necessary to conduct a study in the primary school, to find out the relationship between mentoring and teachers' performance.

**Conclusion:**

The literatures reviewed had issues related to quality control and performance at the workplaces. It is important that monitoring and support supervision of performance of a worker is carried out, to ensure that right quality of process and product are achieved. Mentoring of workers is vital in order to tap their potential talents. All the activities of quality control pin around set standards. The set standards have to be made known to the workers. However, findings from the various reviewed literature indicated that performance of workers, especially teachers is not good, despite the established quality control system established, but none of them mentioned any relationship between quality control and employees' performances. It was therefore important that a study was undertaken, to examine the relationships between quality control and teachers' performance in the primary schools.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter covers the research design, scope of study, study population, sample size, sampling technique, data collection instruments and pre-testing, methods and procedure for data collection, and data analysis.

#### **3.2. Research Design**

This study used a cross-sectional survey design. This research design was found most suitable for the study, because it aims at providing a systematic description that is as factual and as accurate as possible (Amin, 2005). This study was concerned with quality control and teachers' performance in primary schools in Gulu District. It was specifically intended to investigate the relationship between quality control and teachers' performance in primary schools, which relationship could best be investigated through cross-sectional survey research design. The study relied on mainly on quantitative research approach, and to a small extent qualitative approach.

#### **3.3. Scope of the Study**

This study was carried out in the sampled 30 Primary Schools located in the rural Administrative District of Gulu. The study targeted primary school teachers, and education managers at the District headquarters, sub county levels and at the schools.

As its content, the study investigated standards setting, monitoring, support supervision, and mentoring as its independent variables, and teachers' performance as the dependent variable measured through lesson preparation, teaching methods, attendance, time management, assessment of learners, and collaboration and team work.

### **3.4. Study Population**

The study population comprised of the primary school teachers being the key respondents, the key informants included the Head teachers and SMC Chairpersons of sampled schools, District Education Officer, Inspectors of Schools, CCTs, and Secretaries for Education at both District and Sub county levels, making 567 people as the study population.

### **3.5. Sampling Techniques and Procedure**

Multi-stage cluster Sampling technique was used, in selecting the sample size population from the study population, for this study. Each category (Teachers, Inspectors, SMC chairpersons, Head teachers, CCTs, and Secretaries for Education), in the large population is grouped into homogenous subsets that share similar characteristics. Elements within each subset were numbered and the numbers were picked randomly from a container, to realise the sample size (Amin, 2005). Multi-stage cluster sampling was chosen for this study because it ensures that sub groups (Teachers, Inspectors, SMC chairpersons, Head teachers, CCTs, and Secretaries for Education ) , are proportionately represented.



### 3.6. Sample frame/size

The sample size was 290, comprising of 214 Primary school teachers as key respondents and 76 other educational managers as key informants. The 290-sample size was distributed as shown in Table 3.1. The sample size was chosen through multi-stage cluster sampling technique for sampling teachers, SMCs and Headteachers. The clustering was sub-counties in the two counties, then schools in the sampled sub-counties and finally respondents from the sampled schools. The sample size was picked through simple random sampling, for each cluster. All members in the selected clusters are included in the sample as units of observation (Mugenda, et al, 1999). Purposive sampling was employed to sample DEO, Inspectors of schools, CCTs, and Secretaries for education. The target population identified and categories into clusters.

**Table 3.1: Sample size: Respondent Categories**

<b>Category of Respondents</b>	<b>Designation</b>	<b>Total Ppn</b>	<b>Accessible /Study population</b>	<b>Sample size</b>	<b>Sampling method</b>
Key Respondents	Primary School Teachers	1,200	487	214	Stratified sampling
Key Informants	District Education Officer	01	01	01	Purposive
	Inspectors of Schools	03	03	03	Purposive
	CCTs	19	11	11	Purposive
	SMCs (Chairpersons)	109	30	28	Stratified sampling
	Head teachers	109	30	28	cluster
	Secretaries for Education	12	05	05	Purposive
<b>Total</b>		<b>1,472</b>	<b>567</b>	<b>290</b>	

*Source: Primary data*

### **3.7. Data Collection Instruments**

For successful collection of data during this study, interview guides were used for semi-structured interview to the key informants .To facilitate focus group discussion, a discussion guide was employed, and proceedings of the discussion recorded using both voice recorder and paper. Questionnaire was designed and administered to key respondents; the teachers.

#### **3.7.1. Interview Guide**

The researcher made a set of questions, pre-arranged according to the variables of the study, to help elicit information or opinions verbally, from a person/ group of persons who included education managers and the head teachers. Samples of interview guide used for the study is in appendices B (p64, and p65).The researcher and the research assistants conducted face-to-face interview

#### **3.7.2. Discussion Guide**

For the purpose of this study, the researcher made a well-designed set of questions for brainstorming the members of the Focus Group Discussion, comprised mainly of teachers, during the proceedings of the discussion, example is in appendix D, page 66.The discussion guide aided the teachers' focus group in their discussions on the selected areas of assessment. The research assistants recorded the key summaries of the discussion.

### **3.7.3. Structured Questions**

These are standardised and formal written questions presented in the same manner and order to each subject, and the choice of alternative answers are restricted to a predetermined list (Amin, 2005). These structured questions were distributed by research assistants to the sampled 214 teachers, being key respondents. A sample of structured questions used for this study is in appendix A, page 60.

### **3.8. Methods of Data Collection**

Many types of data collection methods were used in the study with the purpose of triangulating information on the study topic. The data collection methods used were Observation, Focus Group Discussion, Interviews, and Questionnaires.

#### **3.8.1. Observation method**

This method involved the use of the naked eyes, physically looking at the data source. It was used to gather information on teaching methods, time management, collaboration and teamwork in performances of teachers in the primary schools.

#### **3.8.2. Discussion method**

Discussion was used during the focused group discussion in the sampled 30 primary schools. Teachers in a group of seven people, constituted focused group in a school. One member of the school management committees from the sampled schools were assembled at the District Headquarter and a focused group discussion held with them. Pre-determined discussion guide was used to guide the focus group discussion. During

the focus group discussion, a research assistant facilitated the flow of the discussion, and the proceedings of the discussion were recorded using both voice recorder and paper.

### **3.8.3. Interviews**

Semi-structured interviews were used to gather relevant data .This method was preferred because it permitted the interviewer to follow up leads, and obtained more data and clarity from the respondents (Amin, 2005).This method was used on the key respondents, and the informants.

### **3.8.4. Questioning**

A Semi-structured questionnaire was distributed to the teachers, who were the main respondents. A questionnaire was considered because it allows respondents fill it in their free time and can cover a large area.

## **3.9. Quality of Data Collection Instruments**

To find out the quality of data collection instruments, a pre- test was conducted to find out whether the data collection instruments were comprehensive enough to represent all the key areas of study and if the research instruments yields the same results on repeated trials. The Pre-testing was on similar categories of respondents, but not in the schools selected for the study. The pre- testing of the instruments was to determine their Validity and Reliability.

### 3.9.1. The Validity test

James P. Key (1997) defined validity as the degree to which a test measures what it is supposed to measure. The validity test of the instruments was to find out whether the data collection instruments were comprehensive enough to represent all the key areas of study. For this study, all the contents of the study were identified. A panel of expert in Quality control in schools; some staff members of Directorate of Education Standards/ Northern Region, studied the identified content of study to be measured and made judgement , to ensure the instruments covered the key content to be measured. Some friends at UMI were also consulted on the content to be measured, to which they commented on and provided some valid suggestions. Finally, the instruments were deemed valid and capable to measure quality control and teachers' performance in the primary schools, in Gulu District.

### 3.9.2. The Reliability test

The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. The reliability test conducted was using reliability Coefficient, based on Cronbach's alpha. The reliability output is shown on Table 3.2.

**Table 3.2. Reliability Test Output (Reliability Coefficients)**

<b>Reliability Coefficients</b>	
Alpha	Standardised item alpha
0.8115	0.8162

When testing for reliability of the research instrument using reliability Coefficient, based on Cronbach's alpha, the research instrument is considered weak and should not be accepted as a reliable research instrument if the result of the test is below 0.5. If the test result is 0.5 and above, the test result is strong and the research instrument should be accepted as being reliable (Mwanje, 2001).

The reliability test output show high degree of reliability; Alpha (0.8115) and Standardised item alpha (0.8162), an indication that the instruments are reliable, clear and valid, hence, could be used for collection of data.

### **3.10. Data Collection Procedure**

After a successful defence of the proposal, permission was granted by the management of UMI and the Chief Administrative Officer Gulu, two research assistance were recruited to aid the researcher in the data collection from the field. Both Qualitative and quantitative data were collected from the 290 respondents and key informants, in the rural administrative District of Gulu. The data collection took place during the months of January and February, 2009, using observation, interview, discussion and Questionnaires. The researcher supervised the process of the data collection, to ensure quality control on data collected.

### **3.11. Data Analysis**

The questionnaire set for the key respondents was based on a five Likert scale type, to rate respondents' perception on the study variables. The scale of measure was:

**Table 3.3. Scale of measure (Likert scale)**

	1	2	3	4	5
SCALE	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree

The formula used for ease of presentation of findings in the table:

Disagree = Strongly Disagree + Disagree, Agree = strongly agree+ Agree.

Data collected through the questionnaire were entered into computer using Statistical Package for Social Scientists (SPSS) package. Correlation and linear regression analyses were done, to test the contribution of quality control on teachers' performance. It helped confirm the existence of the relationship. Descriptive statistics are used to describe the profile of respondents.

The measure for the variables focused on the Independent variables: Standard setting, Monitoring, Support supervision , Mentoring, and the Dependent variable ; teachers' performances, which included lesson preparation, methods of teaching, teachers' attendance, time management, assessment of learners and collaboration and team work

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.0. Introduction**

This chapter presents the facts discovered by the research and interpretation of results. It outlines the descriptive variables that give background information on the respondents and actual findings in relation to the research questions and hypotheses. The background information highlighted includes gender, professional qualifications and status of employment in the teaching service. It also presents relational findings between independent and the dependent variables.

#### **4.1.0. Characteristics of respondents**

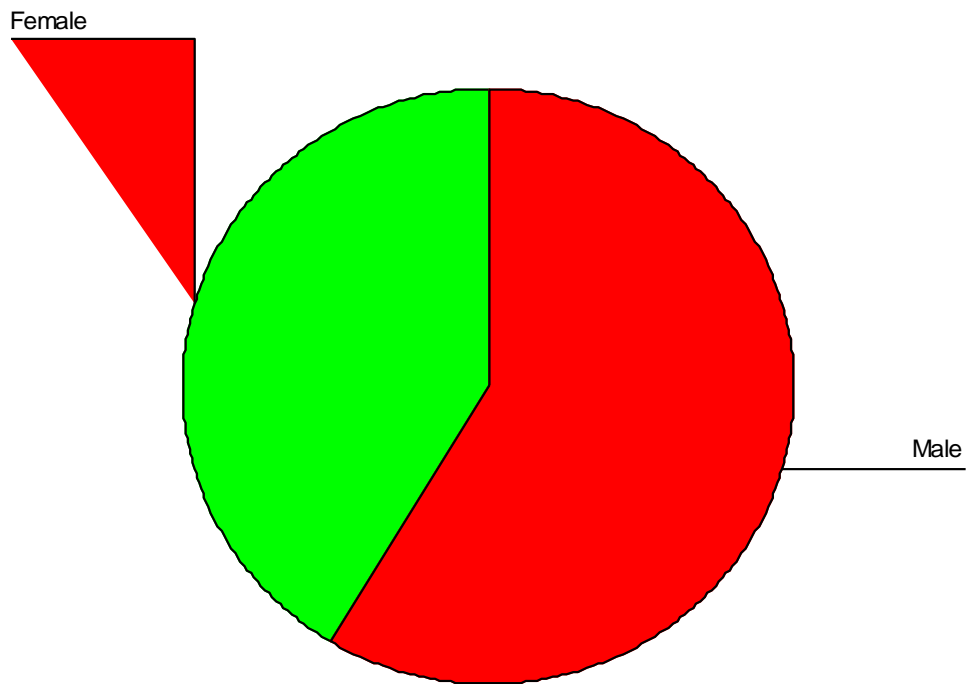
The key respondents in the study were primary school teachers sampled from 30 primary schools, located in 04 out of the 11 sub- counties. The sample size was 214 respondents, of which 174 (81%) returned the questionnaire.

#### **4.1.1. Distribution of respondents by gender**

The study sought to find out the gender of the key respondents, findings are presented in chart 4.1



## Gender of respondent



### **Chart 4.1: Gender of Respondents**

The analyzed data from the study revealed that fifty eight point six (58.6%) percent of the respondents was male, while 41.4 percent was female. This is a testimony that there are more male than female in the teaching service in primary schools in Gulu District. Gender of teachers was taken into consideration because it was assumed that gender has impact on performance; female tend to be more keen to duty than the male, though maternity leave would take most of their time away from professional duty at school.

### **4.1.2. Qualification of Respondents**

The study also sought to find out the professional qualifications of the respondents. The study finding is indicated in Chart 4.2

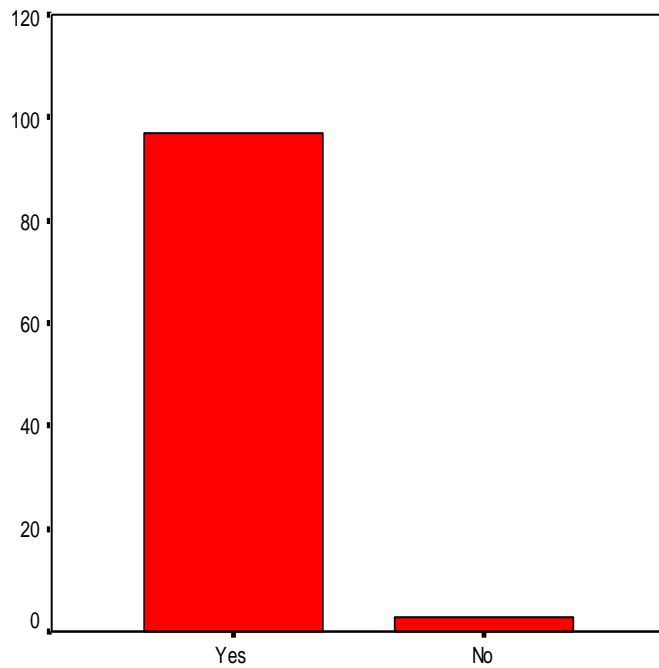


chart 4.2. Percentage of qualified teachers

The study show that ninety five point four (95.4%) percent of the respondents are qualified teachers, as shown in Chart 4.2. These points to the fact that most of the teachers interviewed were qualified and most likely gave informed responses.

The study also sought to find out the level of academic qualifications of the teachers. The detail breakdown of types and levels of academic qualification of the teachers is shown in Chart 4.3.

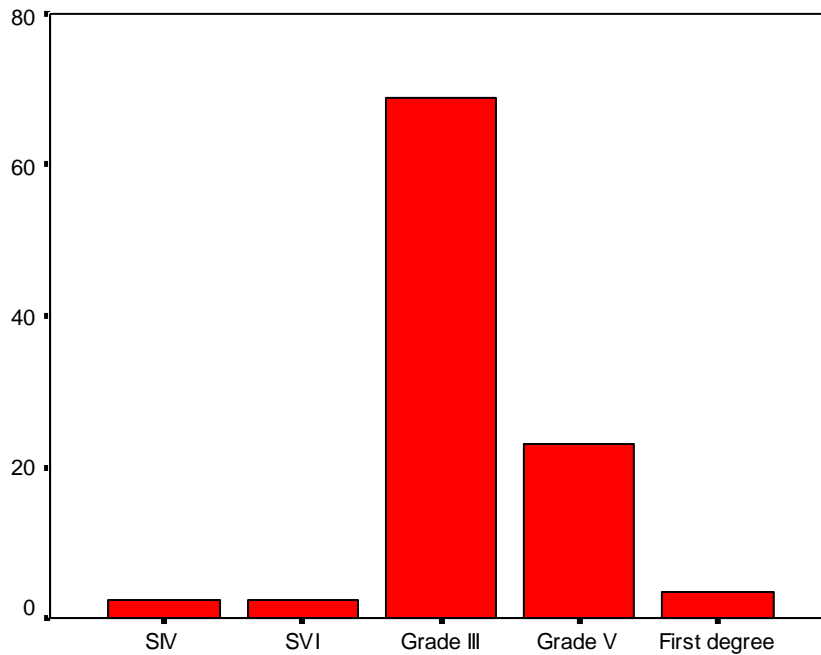


Chart 4.3 Highest academic qualification

The study found that the key respondents holding Grade III certificates from PTCs were 69 percent, 23 percent are Grade V teachers, 3.4 percent are holders of first degrees, 2.6 percent are senior four leavers and 2 percent are senior six leavers. The distribution show that the majority are trained teachers and likely to understand education quality control matters better.

#### 4.1.3. Employment Status of respondents

The study examined the employment status of the respondents. It was thought that the employment status of the respondents had some effect on the performance of the teachers. The finding of the study is shown in Table 4.1

**Table 4.1. Employment status of respondents**

<b>Employment status</b>	<b>Frequency</b>	<b>Percent</b>
Confirmed	69	40
Probation	99	57
Total	168	97
Missing System	6	3
<b>Total</b>	<b>174</b>	<b>100</b>

The study found out that, despite the high number of qualified teachers among the respondents, only 40 % are confirmed, and 57% were employed on probation. It is thus interesting to note that the bulk of the teachers are on the road of maturity in the profession, since they are yet to be confirmed. The employment status was sought because it was assumed that teachers who were confirmed in the service were able to provide more professional answers, than those in probation.

#### **4.1.4. Respondents' duration in current schools**

The study examined the duration of respondents in the current schools, and the finding is presented in Table 4.2.

**Table 4.2. Duration of respondents in current schools**

<b>Duration/period</b>	<b>Frequency</b>	<b>Valid Percent</b>
0-4 years	90	<b>53</b>
5-9 years	41	<b>24</b>
10-14 years	9	<b>5</b>
15years and above	30	<b>18</b>
<b>Total</b>	170	<b>100</b>

The study asked questions on duration/period of respondents in current schools; the assumption is that those who stayed longer in the schools are likely to give reliable answers. In Table 4.2, the study found out that the majority ( 53 %) served in the current schools for between 0-4 years, 24% for 5-9 years, five percent for 10-14 years, and those that have been in current schools for 15 years and above were at 18%.

## **4.2.RESPONDENTS VIEWS**

### **4.2.1. Teachers' performance**

#### *Teachers' views and opinions on teachers' performance.*

The views of the key respondents (teachers) were sought on teachers' performance in the Primary schools in Gulu District, using the semi-structured questionnaire and the Focus Group Discussion (FGD). Table 4.3.show the responses of key respondents.

The formula used for ease of presentation of findings in the table:

Disagree = Strongly Disagree + Disagree, Agree = strongly agree+ Agree.

**Table 4.3. Teachers' Performance**

<b>ITEM</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>
<b>Teachers' Performance</b>	%	%	%
Makes adequate preparation before conducting a lesson.	29	9	62
Uses variety of teaching methods which suits all category of learners	43	7	40
Seeks permission for being absent from school	43	3	54
Adheres to the school general timetable	8	1	91
Assesses and provide feed-back to the learners	15	8	77
Mentors and makes school work plan with other teachers	13	17	71
Overall/Average	25	8	66

*Source: Primary data*

Table 4.3. reveals that majority of teachers agreed that they perform in conformity with the quality control measures established. A good percentage (62%), show that they make adequate preparation before conducting a lesson. Although the Ministry of Education and Sports, under basic minimum requirements for a teacher, expects teachers to make up to date scheme of work and lesson plans for all lessons, yet according to this finding, 29% conduct lessons without any prior preparation, an indication that teachers' performance in the primary schools in Gulu District, is not in conformity to the set standards.

According to this study, 40% of the key respondents agreed that they use variety of teaching methods suitable to all learners' needs, while 43% responded that they don't cater for individual learners' needs when teaching. Teacher's code of conduct requires a teacher to seek and obtain permission from duty from the head teacher before occurrence of the absence. The finding further reveals that 54% of the teachers seek for permission for being away from school, and 43% don't seek for permission. Seventy six point nine percent of the teachers expressed that they assess their learners, and 15% expressed that they don't assess nor give feed-back to the learners as required. Teachers are to grow professionally, through mentoring by their colleagues; however, 71% responded that they mentor their workmates, while 17% uncertain and 13% didn't mentor. This alludes to under performance since the weak teachers are not assisted by their mates to enhance their performance as expected.

The teachers observed that their performance is short of the expected set standards, because in their attempt to perform, basic requirements are missing; lesson preparation note books, scheming papers. Sometimes, subject allocations are done, but, due to shortage of teachers, the allocation is never adhered to well. They too underscore their performance to the large class size, that can't be effectively handled by a teacher. The teachers often end up using teacher- centered method, at the disadvantage of the learners. Therefore, it can be noted that Performance to the set standards, is feasible if the basic required resources are available.

### ***The head teachers' perception and opinions on teachers' performances***

Head teachers were required to describe the general performance of teachers in their schools, in performing their official duties: like lesson preparation, assessing learners, daily attendance and teamwork. The head teachers said performance of the teachers could be rated at average, generally, because many of the teachers never carry out adequate prior preparations to teaching in class, nor do they assess and provide feedback to the learners. On teachers' seeking permission for being absent from duty, head teachers said less than 50% of teachers ever request formally for being absent from duty. The finding reveals that the performance of teachers in the primary schools, in Gulu is poor.

### ***The Education managers' opinions and perceptions on teachers' performance***

The Education Managers were tasked to give their overall situation assessment of teachers' performances in the primary schools in the District. They agreed that on their routine visits to the schools, their findings reveal that the teachers seem not to be making prior preparations before conducting their lessons, as demonstrated by the lack of lesson plans, learning aids and inability by some teachers to effectively deliver subject contents to the learners. The study found that 67% of the teachers in the District primary schools teach without lesson plan nor have learning aids for the lesson that they conduct. In any one day, 22% of the teachers are absent from their duty stations without official permission, according to the CCTs. Clear indication that quality control on teachers performance is ineffective.



#### 4.2.2. Standards Setting

The study posed a question to respondents, on the availability of set standards for teachers' performance in the District primary schools.

##### *Teachers' opinions and perceptions on standards setting*

The findings through the self-administered questionnaires are presented in table 4.4.

**Table 4.4: Respondents' views on Standard Settings**

ITEM	Disagree	Uncertain	Agree
<b>Standards setting</b>	%	%	%
There are set standards for teachers' performance in the District primary schools	8	12	80
The available set standards are clear and easy to follow	17	29	54
Teachers are aware of the set standards	11	12	76
Teachers are guided/ supported on set standards	25	17	58
Overall / Average	15	18	67

*Source: Primary data*

The respondents who agreed that there are set standards for teacher's performance in primary schools where they are teaching is 80%, twelve percent were uncertain of its existence, and only 8% disagreed. This question was found important for this study, because it was thought that performance of teachers should have a bench mark, in order to rate their levels of performance. This means that most of the teachers are aware of set standards in schools and likely to perform to its expectation. The teachers' responses from the focus group discussion agreed that set standards are available in their schools. The findings also revealed that 54 % of the key respondents agreed that the set standards were clear and easy to follow, but 29 % were uncertain and 17 % disagreed, making a

total of 46 % not supporting the view that set standards were clear and easy to follow. This view means that some teachers do not perform to requirements of set standards because of its complexity. It was also revealed that forty one point eight percent of the key respondents were never guided /supported on set standards, though they affirmed that the set standards are meant to help teachers perform their duties in the school, while 58 % agreed that they were guided/ supported to perform inconformity to the set standards. The finding tended to demonstrate that many of the teachers are not performing to the requirements of the available set standards due to its complexity and minimal support provided to them on its requirements.

***Head teachers' views on Set Standards in the Primary Schools in Gulu District.***

This study tasked the head teachers to explain how they control quality in their schools. When the head teachers were asked on the availability of set standards in their schools, 75% agreed that they have copies of the Basic Requirements for Minimum Standards (BRMS), as set by the Ministry of Education and Sports (MoES), but only 43% admitted that they were implementing the BRMS. They argued thus; *the attitude of their teachers needs to change and adopt BRMS, which they view as punishment, rather than as a guide to enhance their performance.* The head teachers commented that the BRMS could help achieve quality education standards, if the teachers were inducted to it, but has been ignored by the District Education managers. It is indeed vital that, a set standard should be explained to the employees, whom are expected to perform according to its requirements

***The Education Managers' views on Standards setting.***

When the Education Managers were asked what percentage of the primary schools in Gulu was implementing BRMS, they said at most 77%, but acknowledged that only 35% are implementing the BRMS to the best level. They observed that the facilitation from the MoES to the District, in form of funds, often delay, resulting into minimal Support supervisions on implementation of the set standards in the schools.

**Testing Relationship between Standards Settings and Teachers' Performances**

**Testing Hypothesis one:** The first hypothesis stated that “*Standards setting has a significant relationship with performance of teachers in primary schools, in Gulu District*”. To test for the correlation, Standards setting was correlated with teachers' performance, using the Pearson Correlation analysis. The result of the test is summarized in Table 4.5.

**Table 4.5. Relationships between standards setting and teachers' performance**

<b>Standards Setting</b>	<b>Teachers' Performance</b>
Pearson Correlation	.269**
Sig. (2-tailed)	.000
<b>N</b>	<b>174</b>

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

Table 4.5 shows that the level of significance between standards setting and teachers' performance is at .000 level of confidence, and the level of significance is at 99 %. This

means that statistically there is a significant relationship between standards setting and teachers' performance in primary schools, in Gulu District. Therefore, the research hypothesis which stated that there is significant relationship between standards setting and teachers' performance was accepted and the null hypothesis rejected. This means that with increased standards' setting teachers' performance in the primary schools is also likely to improve teachers perform to a requirement of the set standards, hence better performance.

#### **4.2.3 Relationship between Monitoring and teachers' performance**

**The second research question:**The second research question asked; *“Is there any relationship between monitoring and teachers' performance in primary schools, in Gulu District?”* To obtain answers to this research question, the researcher asked the respondents questions and their responses received and recorded.

***The views and perceptions of the teachers on monitoring and teachers' performance in the primary schools, in Gulu District.***

Teachers' views and perceptions about monitoring and teachers' performance were sought through self administered questionnaires and Focus Group Discussion (FGD). The responses from the self-administered questionnaires are summarized and shown in table

4.6

**Table 4.6: Monitoring and teachers' performance**

<b>ITEM</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>
<b>Monitoring and teachers' performance</b>	%	%	%
There is monitoring of teachers' performance	22	12	66
Conferencing is always done after every mentoring of teachers	4	26	70
Feed-back report on monitoring is always made available to the teachers	4	3	93
Follow-up on feed-back reports are done always	26	24	50
Overall/ Average	14	16	70

*Source: Primary data*

The study found that monitoring of teachers' performance was being carried, as agreed by 67 % of the key respondents. This revelation shows that performance of teachers is likely to be much better, since monitoring is to check that teachers perform to the standards designed by the Ministry of Education and Sports. Both conferencing and feed-back reports on monitoring were agreed by the respondents as taking place. However, follow-up on the feed-back reports was not being done widely, as only 50% percent agreed to its existence. This can be translated to mean that the monitors never come back to find out if the teachers were abiding by the recommendations made after the monitoring, hence, performance may not improve. The monitors are viewed by teachers as fault finders, than a team aimed at supporting them to perform better. Some argued that monitors are rude and unfriendly on their routine visits to their schools, as summarised below:

*“The inspectors behaved like fault finders, they are rude and only visit our schools to check records of attendance ,checking existence of scheme of work, but never giving guidance on how to scheme, prepare lesson plans..”* This quotation is likely to explain the cause for the teachers’ poor performance, despite the monitoring done.

***Head teachers’ opinions and perceptions about monitoring and teachers’ performance in primary schools, in Gulu District.***

When head teachers were asked on their opinions on monitoring and teachers’ performance in their schools, some of them rated it as good, because it help keep everybody on their toes, to perform to expected standards. However, some head teachers viewed monitoring as a fault finding mechanism without any corrective measures. The head teachers were asked if monitoring had any relationship with teachers’ performance in their schools. Some said monitoring could be very useful if feedback on the findings were given to the schools by the monitors, who often never provide the feedback nor conference with the school community. The above views demonstrate that though monitoring is being carried out, it needs a lot to be done, in order to make it use full to the teachers.

***Education managers’ views on monitoring.***

Education managers’ views about monitoring and teachers’ performance were sought through interviews. The District Education officer of Gulu expressed that monitoring is vital in putting the teachers on the right track, to perform to the required standards. They made teachers’ attendance and time management improved tremendously, because of the

routine visits they make to respective schools. However, the CCTs believe that monitoring alone is not very effective to enhance teachers' performance, but, the teachers should be provided with basic tools and materials for teaching.

**Testing for level of significance between monitoring and teachers' performance**

**Testing hypothesis two:** The second hypothesis stated that “*monitoring has significant relationship with teachers' performance in primary schools in Gulu District*”. To enable the hypothesis tested, monitoring was correlated with teachers' performance. Pearson Correlation Coefficient analysis was used to test the hypothesis, by determining the levels of confidence and significant. The summary of the test result is shown in table 4.7.

**Table 4.7. Relationship between Monitoring and teachers' performance**

<b>Monitoring</b>	<b>Teachers' Performance</b>
Pearson Correlation	.051
Sig. (2-tailed)	.501
<b>N</b>	<b>174</b>

.Table 4.6 reveals the level of correlation significant between monitoring and teachers' performance is 0.5 (50%), suggesting that there is a weak relationship between monitoring and teachers' performance. Therefore, the null hypothesis which stated that there is no significant relationship between monitoring and teachers' performance was accepted, and the research hypothesis rejected. This translates into monitoring not being helpful to improve the teachers' performance. This finding is in agreement with the responses from the teachers, head teachers and the CCTs.

#### **4.2.4. Relationship between Support Supervision and Teachers' Performance**

The study sought to find out the relationship between support supervision and teachers' performance in the primary schools in Gulu District. The views and perceptions of the respondents were sought on support supervision and teachers' performance and their responses analyzed and presented here under:

*Teachers' opinions and perceptions on the relationship between support supervision in primary schools in Gulu.*

Teachers' opinions and views were sought through self administered questionnaires and FGD. Teachers were asked to indicate to what extent support supervision influenced teachers' performance and responses are presented in Table 4.8

For ease of reporting the responses, formulae used are:

Agree= strongly agree+ Agree. Disagree = strongly disagree + Disagree



**Table 4.8. Support supervision and teachers' performance**

<b>ITEM</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>
<b>Support Supervision and teachers' performance</b>	%	%	%
There is support supervision of teachers in the schools	10	24	66
Conferencing is always done after every support supervision	28	28	44
Feed-back report on support supervision is always made available to the teachers	31	16	53
Follow-up on feed back reports are always done	43	17	40
Overall/ Average	28	21	51

*Source: Primary data*

Table 4.8 reveals that there is support supervision of teachers in schools; 66% agreed, support supervision was conducted in their schools. Support supervision is very essential for enhancing teachers' performance. However, support supervision may not help the teachers to perform better, if it is not followed with conferencing, feed-back reporting and follow-ups. The study found that the cycle of support supervision was not fully completed in Gulu; only 44.4 percent agreed conferencing was done, 53% agreed that feed-back reporting were made and only 39% agreed that follow-up on feed back reports were always done in their schools.

The teachers decried that the cycles in support supervision were not being followed, rendering it meaningless to improving their performance. The cycles of support supervision

includes school visits, conferencing, feed-back and follow-ups by the supervisors. The study also found that support supervision was not fruitful because it was not being re-enforced with material support like provision of lesson preparation books, reference text books for lesson preparation and adequate staffing in sixteen out of the thirty sampled primary schools.

***Head teachers' views and perceptions about support supervision and teachers' performance in primary schools in Gulu District.***

When head teachers were asked how often support supervision was conducted in their schools by the Education managers. The responses' summary indicates that their schools received support supervision at least once in each academic term in a year. On support supervision provided by head teachers to their teachers, the responses indicate a low percentage of 42%. Most head teachers explained that though they are expected to provide support supervision to their teachers, they rarely do it due to pressure of work as a result of understaffing in their schools. Fourteen out of the thirty sampled primary schools had teacher to pupil ratio of above 1:85. Some head teachers explained that they don't understand the purpose of support supervision, since the support supervisors seem not equipped enough to do support supervision "*The support supervisors like Honorable secretaries for education come to school to tour but not to provide any professional supervision*". For meaningful support supervision, the supervisor is to have technical knowledge of the work of the supervisees, so that valuable support can be provided. Support supervision should have its cycle completed- conferencing, feedback and follow-up, in order to enhance teachers' performance.

***The views, and opinions of Education Managers on the relationship between support supervision and teachers' performance in primary schools in Gulu District.***

The Education Managers expressed positive contribution that support supervision could yield to the teachers' performance. However, the study found that the Inspectors of schools receive inadequate fund for the school inspection, which hinders effective and frequent support supervision to the schools. The study found that the inspectors often do flying visits to schools, do it in haste and often ignore conferencing, report sharing, nor have follow-up on reports made. The CCTs explained that they can't visit schools frequently to provide support supervision to the teachers, simply because they lack motor cycles, for transporting them to the schools.

***Testing level of significance between support supervision and teachers' performance***

**Hypothesis three:** The third hypothesis stated that “*there is positive significant relationship between support supervision and performance of teachers in primary schools in Gulu District*”. In order to test the hypothesis, Support Supervision was correlated with teachers' performance. To test for the correlation between support supervision and teachers' performance, Pearson Correlation analysis was employed. The result of the test is shown in Table 4.9.

**Table 4.9. Level of Significance between support supervision and Teachers' performance**

<b>Support Supervision</b>	<b>Teachers' Performance</b>
Pearson Correlation	.100
Sig. (2-tailed)	.190
<b>N</b>	<b>.174</b>

The test result shows that the value between support supervision and teachers' performance is 0.190, suggesting that there is weak relationship between support supervision and teachers' performance. There is no statistical significant relationship between the two variables. Therefore, the null hypothesis which stated that there is no significant relationship between support supervision and teachers' performance was accepted and the research hypothesis rejected. The finding means that though support supervision is being conducted in schools, it does not have any significant relationship with teachers' performance. The test result is in agreement with the responses from the key respondents and the informants, who also explained that support supervision is not having any positive influence on teachers' performance in the primary schools in Gulu District.

#### **4.2.5. Respondents' views on Mentoring**

The study sought to explore the effect of mentoring on performance of teachers in the primary schools in Gulu District. The opinions and perceptions of key respondents was sought, alongside the views of other informants.

***Teachers’ perceptions and opinions on effect of mentoring on performance of teachers in the primary schools in Gulu District***

Teachers’ perceptions and opinions on the effect of mentoring on teachers’ performance were got through administered Sets of questions and FGD. The key respondents’ responses are presented in Table 4.9.here below and the narratives thereafter.

**Table 4.10. Mentoring and teachers’ performance**

<b>ITEM</b>	<b>Disagree</b>	<b>Uncertain</b>	<b>Agree</b>
<b>Mentoring and teachers’ performance</b>	%	%	%
Mentoring of teachers for professional growth is being practiced	9	5	86
Mentoring is always carried out by experienced people in the teaching profession	24	23	53
Mentoring helped improve teachers’ performance	30	21	49
There is follow-up on the mentored teachers	45	11	44
Overall/Average	27	15	58

*Source: Primary data*

Mentoring sessions for professional growth is very helpful in improving teacher’s performance in the schools. The study finding reveal 86% agreed that mentoring of teachers for professional growth was being practiced in their schools. While 53.2 % tend to agree that the mentoring was being carried out by experienced people in the teaching profession. Some of the respondents (49%) agreed with the statement that mentoring helped improve teachers’ performance, while 44 % agreed that there was a follow-up on

the mentored teachers. The study finding indicates that mentoring is helping to improve teachers' performance, simply because it is being conducted by experienced fellow teachers, who are capable to help the inexperienced teachers grow professionally. Fifty three percent of the respondents agreed mentoring is being done by experienced professionals, and 49% agreed that mentoring helped improved teacher's performance.

***Head teachers' views and perceptions on relationship between mentoring and teachers' performance***

Through guided interviews, head teachers were asked to explain the relationship between mentoring and teachers' performance in their schools. They agreed that on average, 65% of the teachers are mentored in their schools in every academic terms. They explained that the mentoring process takes place as fellow teachers work as a team to make scheme of work, lesson plans and disciplining the learners. Head teachers elaborated that the head of subjects have been very instrumental in mentoring other teachers in their schools. The head teachers also commended the District Education staff for the immense mentoring support accorded to their schools, which contributed to positive improvement in the teachers' performance.

***The Education Managers' perceptions and opinions on mentoring and teachers' performance***

The Education Managers' views on mentoring and teachers' performance in primary schools in Gulu District was sought through guided interview questions. When Education Managers were asked on their role in mentoring teachers in schools, they said as

experienced managers, they often nurture the teachers in the field to grow in the profession, rather than reprimanding them on mistakes done. The District Inspector of schools explained “*the approach we employ is a team work approach, whereby peers under guidance of a CCT aid one another in accomplishing school tasks*”. This approach seems to be successful, because the teachers seem excited about it, when the research team asked them about its application in their schools.

**Testing the relationship between mentoring and teachers’ performance**

**Hypothesis four:** The hypothesis stated that “*mentoring has positive relationship with performance of teachers in primary schools in Gulu District*”. The study had sought to establish if mentoring had any effect on performance of teachers in primary schools, in Gulu District. Mentoring was correlated with teachers’ performance. The Pearson correlation analysis was done to establish the level of statistical significance between the two variable, the test result is shown on table 4.10

**Table 4.11. Level of Significant between mentoring and Teachers’ Performance**

<b>Mentoring</b>	<b>Teachers’ Performance</b>
Pearson Correlation	.183*
Sig. (2-tailed)	.016
<b>N</b>	<b>173</b>

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

Table 4.11 shows that Pearson’s Product Moment Correlation Coefficient (PPMCC) value between mentoring and teachers’ performance was with a value of 0.016,

suggesting that there is a high relationship between the two variables. Therefore, the research hypothesis which stated that mentoring has positive relationship with performance of teachers in primary schools in Gulu District was accepted and the null hypothesis rejected. Mentoring therefore had greater impact on performance of teachers .This is simply because; the experienced teachers willingly help the less experienced teachers to perform well. The teachers argued that they relied much more on their colleagues for better performance, because they are always together. However, Centre Coordinating Tutors are also indicated by head teachers as good mentors to the teachers in the schools, but their short coming is that they rarely visit the teachers.

### **Conclusion**

In conclusion, this chapter presented background information of the respondents, some descriptive findings, correlations between the independent variables and the dependent variable, and found that standards settings and mentoring are statistically correlated at 90 percent level of significance with teachers' performance, while support supervision and Monitoring were not significantly correlated to teachers' performance in the primary schools in Gulu District.



## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This Chapter presents the summary of the findings from the study, discussions of the results, and conclusion. It also presents recommendations based on the findings, for both academic, administrative and policy purposes. The purpose of the study was to establish relationship between quality control and performance of teachers in primary schools, in Gulu District.

#### **5.2.1. Standard settings and Teachers' Performance**

The first objective was to examine the relationship between standards setting and performance of teachers, in the primary schools in Gulu District. The study revealed that set standards were available for the teachers in the primary schools. The teachers were guided by the head teachers and other education managers to perform much better, based on the available set standards. This can be re-enforced by the view expressed by a teacher in the Focus Group Discussion that their performance is yielding good results due to available set standards that the ministry of education and sports has provided and made available to the teachers

Leslie (2000), indicated that managers set standards, and are meant to guide their junior staff to conform to them. Similarly, Armstrong (2001) agreed that employees' performance need to be guided, in order to conform to set standards and be able to achieve organisational goal. The study finding reveals that the teachers tend to perform

tremendously well, because their supervisors/superiors guided/helped them to follow the set standards.

The overall finding of the study established that set standards significantly affected the performance of teachers in the primary schools in Gulu District, because the set standards were made available to the teachers, and they were guided and supported to follow and perform as required. This finding shows that there is positive relationship between standards set and teachers' performance in the primary schools, in Gulu District.

### **5.2.2. Monitoring and Teachers' Performance**

The second objective of the study was to investigate the relationship between monitoring and teachers' performance, in the primary schools, in Gulu District. The study revealed that there was no significant relationship between the two variables. This translates into monitoring not being helpful to the teachers' performance.

The finding is contrary to what Longenecker (1994) believes in, that monitoring helps employers oversee employees' performance against set standards, making it possible to make adjustments, in case of detected deviations. Monitoring is poorly done in Gulu District, that is why it is not significantly related to teachers' performance, though Emuron (2000) and Boaz (2006) explained that monitoring in a school is a process of following up closely and critically performance of teachers, to help assess the progress the school is making.

However, the finding that monitoring had no significant relationship to teachers' performance fitted well in PRP system advanced by Belfield and Marsden (2003), that monitoring of employees at the workplace improves on performance outcome, if the employers are using Performance Related Pay (PRP), otherwise the monitoring won't have any meaning towards improving performance. Irving (1986), evaluated effect of monitoring on performance and explains that managers monitoring their employees performance frequently make workers have stress, lower levels of satisfaction, decrease in the quality of their relationship with the management.

Hence, it can be concluded that monitoring has no significant relationship with teachers' performance in Gulu District; because the monitors neither provided the favourable conditions to the teachers nor did they perform as professional monitors. Monitoring could also have worked well, had the teachers been under PRP than the monthly salary system.

### **5.2.3. Support Supervision and Teachers' Performance**

The third objective was to find out the relationship between support supervision and performance of teachers in the primary schools. The study revealed that there was no significant relationship between support supervision and teachers' performance in the primary schools, in Gulu District. It was found out that support supervision was not always preceded by conferencing, Sharing feed back reports, and follow-ups, as Inspectors perform mainly flying visits. These made support supervision not to yield the positive results it is meant to. It was also found out that support supervision was

irregularly carried out; once in an academic term than twice a term, due to inadequate funding to the Support Supervisors. The correlation analysis found that support supervision had no statistical significance to teachers' performance in Gulu District. The teachers exhibited their interest in support supervision as a good mean to enhancing their performance, but regretted that it was not yielding the desired output due to lack of provision of materials to enabled them perform well. Such materials like lesson preparation books, inspection reports and appraisals.. This finding is supported by a study conducted by Ingersoll (2003), where the result found out that support supervision could not yield positive results in schools in the USA due to unprepared ness of inspectors for the job.

The ultimate aim of support supervision is to ensure better performance by teachers, through overseeing what teachers do, help them improve where deviation is detected (ESA,2005).But, the findings revealed that support supervision has been irregular, no feed back reporting nor follow ups done. This clearly helped to explain the reason for no significant relationship between support supervision and teachers' performance on areas of scheming, lesson preparation, time management, teamwork and collaboration, in primary schools, in Gulu District.

#### **5.2.4. Mentoring and teachers' Performance**

The study finding shows that mentoring significantly affected teachers' performance in Gulu District. The teachers argued that they relied much on their experienced colleagues for better performance, because they are always together and willingly support each other

professionally. The head teachers applauded the usefulness of Centre Coordinating Tutors (CCT) in mentoring the teachers in the schools.

Rowley (1999) explained that mentoring should be done freely and willingly, through sharing of experience. Okot (2007), illustrated Jesus Christ as the ultimate example of a perfect mentor, who spent every working moment with his disciples, pouring his life into theirs, teaching them life wisdom and how to live a better life with a purpose and direction. This illustration demonstrates what a good mentor is meant to be and do.

The study concurred with Welp (2002), who explains that mentoring yields positive result because it aids employee to perform better. Jones (2002) argues that longer shift should be given for mentor-protégé relationship, in order for employees to benefit from mentoring process.

Generally, teachers in Gulu are performing well due to the mentoring process in place, and this has to be encouraged and re-enforced by all means, so that the good performance is sustained.

### **5.3. Conclusions**

In conclusion to the study, the following conclusions were made basing on the four objectives that guided the study.

### **5.3.1. Standards setting and teachers' performance**

The study concluded that there is a significant relationship between standards setting and teachers' performance in the primary schools, in Gulu District. This means that an improvement in standards setting and its popularisation is likely to enhance teachers' performance to achieve better quality in Education in the primary schools in Gulu District. The lesson learnt from this hypothesis testing is that, teachers should be actively involved in setting standards that is meant to guide them in their performance; they should own it. The teachers felt that the Central authority imposed the set standards on them.

### **5.3.2. Monitoring and teachers' performance**

It was concluded from the study that monitoring was not statistically significant to the teachers' performance in the primary schools, in Gulu District. This indicates that monitoring is not a useful way for helping teachers to improve on their performance.

The study concluded that the Monitors did not behave in the professional way that resulted into monitoring that being significantly related to the teachers' performance. The monitors acted like faultfinders, they never provided conferencing and feedback reports of their findings to the teachers, nor made follow-up visits. The lesson learnt from this study is that, the monitors have to plan properly the monitoring activities, and be able to conference, give feedback report, and conduct a follow-up visits, to be able to help the teachers improve on their performance.

### **5.3.3.Support supervision and teachers' performance**

It was concluded from the study that support supervision was not statistically significant to the teachers' performance in the primary schools, in Gulu District. This means that the Education managers are not supporting the teachers in their performance of duties. It is clear from this hypothesis testing that, Support supervision will be useful if all its cycles are followed; conferencing, feedback reporting and follow-up visits. The frequency should be as many times as possible.

### **5.3.4. Mentoring and teachers' performance**

The study concluded that mentoring has a statistical significant relationship with teachers' performance in the primary schools in Gulu District. This indicates that teachers' performance is improving due to mentoring session being conducted, for professional growth of the teacher. The study found a good lesson thus, mentoring requires patience, hence should not be done in haste. Ample time and preparation should be availed for mentoring. Mentoring ought to be done by experienced teachers, who have the skills and techniques in the operations of the teaching profession.

## **5.4. Recommendations**

With reference to the research objectives and the study findings, the following recommendations were made:

**Objective 1: To examine the relationship between standards setting and performance of teachers in the primary schools, in Gulu District.**

The Environment where the teachers live/work have to be improved upon, in order to enable them perform to the expectation of the set standards; planning materials, adequate learning spaces, staff accommodation within school campuses. The newly introduced Scheme of service by the Education Service Commission should be put into use, because it is most likely to motivate the teachers, hence, help improve on their performance, against the set standards because it offers promotion to teachers based on performance and experience on the job.

**Objective 2: To investigate the relationship between monitoring and performance of teachers in the primary schools, in Gulu District.**

To make Monitoring more meaningful, it should be followed by conferencing, report sharing and follow-up on reports shared, by the monitors, as much as possible.

The Personnel at the District Inspectorate, who are mandated to conduct monitoring in schools, have to undergo Continuous Professional Developments (CPDs), in order to widen their knowledge and skills on monitoring of teachers' performances. The school Monitors (School Inspectors and CCTs) have to be adequately facilitated, to enable them perform their duties more effectively .Facilitations in form of fuel, Motorcycles/vehicles and duty allowances be readily availed to them. It is also vital that the school monitors use good customer care approach in the execution of their duties to the teachers, rather than being rude and less friendly.



**Objective 3: To find out the relationship between support supervision and performance of teachers in the primary schools, in Gulu District,**

Support supervision was found not to be significantly associated with teachers' performance, following a correlation analysis. It is worth carrying out a study to establish the reasons as why support supervision is not positively related to teachers' performance in the primary schools, in Gulu District.

**Objective 4: To explore the relationship between mentoring and performance of teachers in the primary schools, in Gulu District.**

The schools' Inspectors, CCTs and some senior teachers should be given continuous professional development ( CPD) on mentoring skills, to enable them be in better position to help mentor the junior teachers.

Counselling and Guidance services should be provided to the teachers, to help them come out of the trauma and effect of the insurgency that lasted for over twenty years in the region. Many teachers lost their loved ones, were displaced, and their valuable resources destroyed/lost. These affected the teachers negatively. Provision of teachers' accommodation in schools, would help the teachers live as members of one family, hence, be able to mentor each other much easily, both in their professional growth and in social obligations.

### **5.5. Suggestion for further studies**

The researcher recommends that in future, research can be done in the following areas:

1. Government policies and pupils' performance in the government aided primary schools. The Government policies on automatic promotion under UPE as well as ban on canning in the primary schools are assumed to be key factors for the decline trend in the quality of education. It is worth doing a study on this to help policy makers revise or make new policy.
2. Support supervision was found not to be significantly associated with teachers' performance. It is worth carrying out a study to establish the reasons as why support supervision is not positively related to teachers' performance in the primary schools, in Gulu District. The outcome of the proposed study will help the policy makers at both the District and the National levels to make support supervision more relevant and useful to enhancing employees' performances.

### **5.6. Limitation of the study**

The study focused on finding out relationships between quality control and teachers' performance in the sampled thirty schools, rather than comparing teachers' performances in each of the schools, such comparison could have helped to demonstrate how each school performed in relation to established quality control processes. Comparison was left out in order to make the study clear and focused.

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## APPENDIX A QUESTIONNAIRE FOR THE TEACHER

Dear,

I wish to request you kindly, to fill this questionnaire, designed to collect data for my research. I am a student at Uganda management Institute kampala, undertaking a study on topic: Quality control and teachers' performance in primary schools in Uganda; a case study of Gulu District. You have been chosen to fill this questionnaire because you are a key respondent in this study. Your responses shall be treated confidentially.

### Part 1: Personal information

Please provide answers to the following questions. (Tick the correct response)

1. What is your gender? 1. Male [ ] 2. Female [ ]
2. What is your marital status? 1. Single [ ] 2. Married [ ] 3. Divorced [ ] 4. Widow/Widower [ ]
3. Are you a qualified trained primary school teacher? 1. Yes [ ] 2. No [ ]
4. Are you confirmed or on probation in the service 1. Confirmed [ ] 2. Probation [ ]
5. What is your highest academic qualification?
  1. SIV [ ] 2. SVI [ ] 3. Grade III [ ] 4. Grade V [ ] 5. First degree [ ] 6. Postgraduate [ ]
6. For how long have served in the current school?
  1. 0-4 years [ ] 2. 5-9 years [ ] 3. 10-14 years [ ] 4. 15 years and above [ ]

### SECTION 2: QUALITY CONTROL

From question 7- 23, tick on a scale 1-5, depending on your feeling on the statement given

	1	2	3	4	5
SCALE	Strongly Agree	Agree	Uncertain	Disagree	Strongly agree

	<b>Standards Setting</b>	1	2	3	4	5
7	There are set standards for teachers' performance in the District primary school					
8	The available set standards are clear and easy to follow					
9	Teachers are aware of the set standards					
10	Teachers are guided/supported on set standards					
	<b>Monitoring</b>					
11	There is monitoring of teachers' performance in the school					



12	Conferencing is always done after every monitoring of teachers					
13	Feed-back report on monitoring is always made available to the teachers					
14	Follow-up on feed-back reports are done always					
	<b>Support Supervision</b>					
15	There is support supervision of teachers in the school					
16	Conferencing is always done after every support supervision					
17	Feed-back report on support supervision is always made available to the teachers					
18	Follow-up on feed back reports are always done					
	<b>Mentoring</b>					
19	Mentoring of teachers for professional growth is being practiced					
20	Mentoring is always carried out by experienced people in the teaching profession					
21	Mentoring helped improve teachers' performance in the school					
22	There is follow-up on the mentored teachers					

### SECTION 3: TEACHERS' PERFORMANCE

SCALE	1	2	3	4	5
	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

	<b>Lesson Preparation</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
23	I make up to date scheme of work termly					
24	I prepare lesson plan for all lessons I teach					
25	I know the set standards for lesson preparation					
	<b>Teaching Methods</b>					
26	I use only teacher centred method when teaching					
27	I cater for individual learners' needs when teaching					
28	I use learning aids in lesson I teach					
29	I know the set standards on teaching methods					
	<b>Attendance</b>					
30	I attend all the official working days of the school					
31	I seldom seek permission for being away from school					
32	I know set standards on teacher's attendance					
	<b>Time Management</b>					
33	I adhere to the school general timetable					
34	I effectively use the class timetable					
35	I compensate for time lost through remedial					
	<b>Assessment of learners</b>					
36	I assess my learners at the end of each topic/theme					
37	I provide assessment feed back to the earners					
38	I know of set standards on assessment of learners					

	<b>Collaboration and teamwork</b>					
39	I make school work plan together with other teachers					
40	Teachers collaborate on planning, teaching and assessments of the learners					
41	Teachers use set standards to collaborate and work as a team					
42	I mentor other teachers in my school on collaboration and teamwork					

Thank you very much

Akena Caesar

**Student of MMS (Public Administration and Management)- UMI**

## **APPENDIX B**

### **Interview Guide for Education managers (DEO, DIS, Hon.Secretaries for Education, SMCs, and CCTs)**

1. Introduction. The researcher introduces himself, purpose of the study, and the focus of the interview. The researcher requests the informant to introduce self.
2. How many primary schools are in the locality, and, what are the number of teachers and pupils in these schools ?.
- 3 .What has been the general performance of the teachers in the primary schools in performing their official duties; like lesson preparation, teaching, assessing learners, and time management, to cite?
4. How do you control quality of teachers' performance in the primary schools, in your area?
5. Mention some challenges, if any, that you face in controlling quality of teachers' performance in primary schools, in your area.
6. Have you managed to overcome some of the mentioned challenges? If yes, explain how you did it.
7. Suggest some appropriate ways that could be taken to overcome the challenges not solved, in attempts tp control quality of teachers' performance in the primary schools
- 8 .End of interview. The researcher/ research assistant thanks the education manager for availing his/her valuable time for the interview.

## **APPENDIX C**

### **Interview Guide for Head teacher**

1. Introduction. The researcher introduces self, purpose of the study, and the focus of the interview. The respondent is also requested to make self introduction.
2. What is the name of your primary school, parish, sub-county, and county?
3. What are the total number of teachers and pupils in the school/
4. How do you control quality of teachers' performance in the school?
5. What has been the general performance of teachers in the school, in performing their official duties ; like lesson preparation, teaching, assessing learners, time management and team work/ collaboration ?
6. Mention some challenges if any, which were met in attempts to control quality of teachers' performance in the school.
7. Explain how some of the challenges were handled successfully.
8. Suggest some appropriate ways that could be taken, to overcome the challenges not solved by you, in controlling quality of teachers' performance in the school
9. End of interview. The researcher/Assistant researcher thanks the head teacher for availing his/her time for the interview.

## **APPENDIX D**

### **Guide for the focus group discussion (FGD) with the teachers**

- 1 . Introduction. The researcher introduces himself, purpose of the study, and the focus of the discussion. The respondents/ members of FGD are also to make self-introduction.
2. Are the teachers aware of their official duty and responsibility schedules in the school, as stipulated by the set standards?
3. Ask the teachers to evaluate their performance in the school, against the set standards
4. The research asks the teachers in the focus group (FG), to explain factors controlling quality of their performance in the school
5. Teachers are to discuss how they benefited from the quality control mechanism, as far as their performance in the school is concerned.
6. The members of the FG are to discuss the challenges they are facing from the quality mechanism, pertaining their performance in the school.
7. What suggestion can help improve their performance in relation to quality control mechanism available?
8. End of focus group discussion. The researcher/ research assistant thanks the members of the FG for availing their precious time for the discussion.