

**WORKING CONDITIONS AND TEACHERS' PERFORMANCE IN SELECTED
SECONDARY SCHOOLS IN MUKONO MUNICIPALITY**

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DECEMBER, 2015

DECLARATION

This is to declare that this dissertation entitled “**Working Conditions and Teachers’ Performance in selected secondary schools in Mukono Municipality**” is my original work and to the best of my knowledge has never been submitted to any university or institution of higher learning for any award or presented for publication elsewhere.

Signature



Agasha Lydia Mugizi

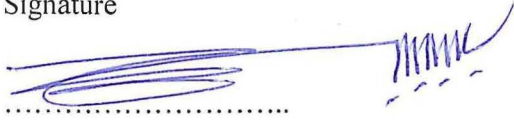
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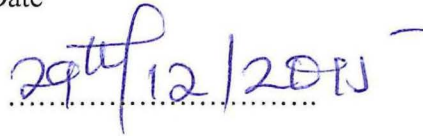
APPROVAL

This is to certify that this dissertation with the title, “**Working Conditions and Teachers’ performance in selected secondary schools in Mukono municipality**” is now ready for submission to the Graduate School for examination and is therefore submitted with our approval as the supervisors.

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DEDICATION

This work is dedicated to my parents, Mugizi Jackson and Kyosiimire Sepera.

My siblings Atuhairwe Agrace Mugizi, Mugume Rogers Amos and Asimwe Oliva
Patience.

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TABLE OF CONTENTS

Declaration	i
Approval.....	ii
Dedication	iii
List of abbreviation.....	iv
Acknowledgement	v
List of tables	x
List of figures	xi
Abstract	xii
CHAPTER ONE: INTRODUCTION	1
1.0 Background to the study.....	1
1.0.1 Historical Perspective.....	3
1.0.2 Theoretical Perspective	4
1.0.3 Conceptual Perspective	5
1.0.4 Contextual Perspective.....	6
1.1 Statement of the Problem	7
1.3 Purpose of the study.....	7
1.4 Objectives of the study.....	7
1.5 Research Questions.....	8
1.6 Significance of the study	8
1.7 Scope of the study.....	9
1.7.1 Content scope.....	9

1.7.2 Time scope.....	9
1.7.3 Geographical Scope	9
1.7.4 Theoretical scope	9
1.8 Conceptual frame work on working conditions and teachers’ performance.....	10
CHAPTER TWO: REVIEW OF RELATED LITERATURE	12
2.0 Introduction	12
2.1 Working conditions.....	12
2.2 The existing working conditions in secondary schools	14
2.3 Level of Teachers’ performance in secondary schools	16
2.4 The effect of work conditions on teachers’ performance in Secondary Schools	18
CHAPTER THREE: RESEARCH METHODOLOGY	22
3.0 Introduction	22
3.1 Research Design	22
3.2 Study population and sampling techniques.....	23
3.2.1 Target population	23
3.2.2 Sample Size	23
3.2.3 Sampling techniques	23
3.3 Data collection	24
3.3.1 Instruments	24
3.3.2 Research Procedure.....	26
3.4 Quality Control	27

3.4.1 Validity	27
3.4.2 Reliability	27
3.5 Data processing and analysis	28
3.5.1 Processing and analysis of quantitative data	28
3.5.2 Processing and analysis of qualitative data	28
3.6 Ethical considerations.....	29
3.7 Limitations of the study.....	29
CHAPTER FOUR: PRESENTATION, INTERPRETATION AND ANALYSIS	31
4.1 Introduction	31
4.2 Bio Data of respondents	31
4.2.1 Gender of the respondents	31
4.2.2 Age bracket of the respondents.....	32
4.2.3 Marital status of the respondents	33
4.2.4 Designation of respondents	34
4.2.5 Period the respondents have served	34
4.2.6 Level of education of the respondents	35
4.3 Objective One; the existing working conditions in selected selectsecondary schools in Mukono Municipality.	36
4.4 Objective Two; the level of teachers’ performance in secondary schools in Mukono Municipality	38
4.4: Objective three; the effects of work conditions on teachers’ performance in Secondary Schools in Mukono Municipality	43

CHAPTER FIVE: DISCUSSION, CONCLUSION AND RECOMMENDATION	46
5.0 Introduction	46
5.1 Discussion of the research findings	46
5.1.1 Discussion of interview findings	46
5.1.1.1 The existing working conditions in selected secondary schools in Mukono Municipality	46
5.1.1.2 The level of teachers’ performance in secondary schools in Mukono Municipality	52
5.1.1.3 The effects of work conditions on teachers’ performance in selected Secondary Schools in Mukono Municipality	55
5.1.2 Discussion of quantitative data	58
5.1.2.1 The level of teacher’s performance in selected secondary schools in Mukono Municipality	58
5.1.2.2 Discussion of findings on the effects of work conditions on teachers performance in selected secondary schools in Mukono Municipality	59
5.2 Conclusion.....	63
5.3 Recommendations.....	64
5.4 Suggested areas for further research	65
REFERENCES	67
Appendix I: Questionnaire	71
Appendix II: Interview Guide	75
Appendix III: Introductory Letter.....	76

LIST OF TABLES

Table 3.1: Number of participants per category	24
Table 3.2: Showing reliability statistics.....	28
Table 4.1: Shows the age bracket of the respondents	32
Table 4.2: Shows the period the respondents have served.....	34
Table 4.3: The existing working conditions in secondary schools in Mukono Municipality	36
Table 4.4: The level of teachers' performance in secondary schools in Mukono Municipality	38
Table 4.5: Teachers' work performance	41
Table 4.6: The effects of work conditions on teachers' performance in Secondary Schools in Mukono Municipality	43
Table 4.7 Favourable working conditions in school.....	45

LIST OF FIGURES

Figure 1: Shows the gender of the respondents.....	31
Figure 2: Shows the marital status of the respondents.....	33
Figure 3 : Showing the designation of respondents.....	34
Figure 4 : Shows the level of education of the respondents.....	35

ABSTRACT

The purpose of this study was to examine working conditions and teachers' performance in selected secondary schools in Mukono Municipality. The objectives included; to find out the existing working conditions, establish the level of teachers' performance and determine the effect of work conditions on teachers' performance in selected Secondary Schools in Mukono Municipality. The cross-sectional research design was used. Both qualitative and quantitative approaches were adopted. The area of study was limited to Mukono Municipality. The sample sizes of 50 respondents were purposively selected for the study. The study found out that the work conditions in private secondary schools is adequate enough to enhance teachers' performance. However, there are poor working conditions in government secondary schools which constrain teachers' performance. About level of performance; the teachers follow appropriate procedures in line with the national curriculum standards which has enabled them to demonstrate a comprehensive understanding of subject content and knowledge of best practices. The teachers effectively also communicate learning goals and have regular checks to enhance the students' understanding. About effects of work conditions on teachers' performance, it was found out that teachers housed outside school premises stay in inferior rooms in poorly planned places. It was therefore concluded that teachers follow appropriate procedures in line with the national curriculum standards which has enabled them to demonstrate a comprehensive understanding of subject content and knowledge of best practices. The teachers effectively communicate learning goals and have regular checks that help them to know whether students have understood, regularly monitor and evaluate students' progress and report feedback to school management. The study recommended that there is need for teachers to adopt survival strategies like starting a business to enable them earn some extra income. Improve accommodation and periodically increase teachers' salaries to match standard of living.

CHAPTER ONE

INTRODUCTION

1.0 Background to the study

The background to the concept of working conditions and teacher's performance is given at a global, continental up to national level. In America, Working conditions are perceived as the physical and social characteristics of the place where one works, which means the environment around a person. It also refers to the social and professional environment in which a worker is supposed to interact and carry out his/ her duties.

According to Pech and Slade, (2006) work conditions refer to those processes, systems, structures, tools or circumstances in the work place that impact favorably or unfavorably to the individual's performance.

Kohun, (1992) revealed that work environment comprises of the totality of forces, actions and other influential factors that are currently and, or potentially challenging with the employee's activities and performance. Work environment is the sum of the interrelationship that exists within the employees and between the employees and the environment in the work place. On the other hand performance refers to the degree of achievement of the mission at the work place that builds up an employee's job (Cascio, 2006).

Employee performance is an important building block of an organization and factors which lay the foundation for high performance. This full step must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is a collective effort of all members of the organization (Abbas and Yaqoob, 2009).

In South Africa it is the employee's workplace condition that has most impact on the level of employee's motivation and subsequent performance. How well they engage with the organization, especially with their immediate environment, influences to a great extent their error rate, level of innovation and collaboration with other employees, absenteeism and, ultimately, how long they stay in the job (Sabir et al. 2012).

Chandrasekhar, (2011) noted that motivation is a key factor in the employee's workplace environment that impact greatly on their level of performance. In addition, workers need the skills and ability to do their job effectively. Mostly people spend fifty percent of their lives within work environments, which deeply influence their mental status, actions, abilities and also their performance. Thus better physical environment of office will boost the employees and finally improve their productivity.

Wells, (2000) points out that quality of the physical work place environment has a strong influence on a company's ability to recruit and retain talented people. Work conditions are considered among key factors affecting employee's engagement, productivity, morale, comfort levels, both positively and negatively. Therefore, the existing working conditions in secondary schools affect the level of teachers' performance in secondary schools. Teachers have continuously agitated for improvement in working conditions.

In Uganda National Teachers' Union (UNATU) on 14th September 2013 announced a strike as a result of government's failure to increase teacher's salaries by 20 percent in the 2013/2014 budget (New vision, 2013, Sept 14, pg 19). There have been a number of strikes staged by the UNATU as regards to teachers' poor working conditions in government schools in Uganda. The secondary school teachers complain unpleasantly about the irregularities in the payments of their salaries and allowance, inadequate facilities, and resources, teacher and student leadership, time, professional development, instructional materials and staff welfare

(New vision, 2013, Sept 14, Pg 19). As a result of poor working conditions, secondary school teachers continuously go on industrial actions such as strikes or demonstrations which have become the only means of getting government to react to their needs and frustrations.

Mukono district is one of good performing districts in the country yet there are those schools which perform very well and those which do not feature prominently in national examination (New vision, 2013, Sept 14, Pg 19). Could this both good and poor performance of the schools in the district be because of the differing working conditions? If working conditions influence the performance of workers and in this case teachers, then there is need to look critically at what happens in some schools in Mukono Municipality. For one reason, the teachers are the engine of development and they are important change agents in society (Kaahwa, 2006).

1.0.1 Historical Perspective

Teacher performances has been a major concern ever since the colonial days in African countries and even western countries like United States Of America are faced with teachers performance challenges (Miller, Murnane, & Willet, 2008). Discussions about teachers' performance have caused local school leaders to become increasingly interested in how teacher performance might affect their schools' accreditation ratings. Researchers have taken on the task of producing numerous studies on the topic, but the challenge of teacher performance still exists in educational systems across both developed and developing countries, (Clotfelter, Ladd, & Vigdor, 2007; Finlayson, 2009; Miller et al., 2008). Kronholz (2013) identified the issue of teacher performance as a concern that school superintendents face daily as they attempt to improve the effectiveness of their school districts secondary school education was also seen as a way of helping to transform the society, fostering great unity among the people high moral standards and accelerated growth of the economy the

policy objectives of providing secondary school education in Uganda were to establish, provide and maintain quality education to promote human resource development and to make basic education equitable and relevant to the nation hence ensuring that education is affordable to the majority. These ideas were sensitized to the Education white paper.

1.0.2 Theoretical Perspective

Teacher performance gave rise to studies, research and proposals of various theories to explicate the factors that affect teacher performance in schools. Greater detail is now given to theory of McGregor's theory Y (1960) and the systems theory to identify the relevance and applicability of each theory to teacher performance in Mukono municipality. Since times of scientific management, the concept of Teacher performance has been studied extensively right from Hawthorne, experiment of Elton & Rumlisberg, managers have come to believe that effective staff performance makes the worker happy and increases production.

Teachers can reach individual goals that are the success of an organization (Armstrong 2002). It is against this background that this study is underpinned on two process theories of performance. The theories that will underpin my study are the McGregors and William Ouchi theory Y and systems theory by Von Bertalanty.

McGregor and William Ouchi theory Y, it believes that employees enjoy mental and physical work studies and if given chance they will have the desire to be creative and forward thinking in the workplace given good work conditions. The theory also believes that effort in work is as natural as work and plan, people will apply self-control and self-direction in the pursuit of organization objectives, without external control or the threat of punishment to supervisors, people usually accept and often seek responsibility and this will help to underpin the factor of supervision where teachers should be involved in the process of work.

Systems theory, systems theory is the inter disciplinary study of systems in general, with the goal of elucidating principles that can be applied to all types of systems at all nesting levels in all fields of research. The term originates from Bertalanffy's General Systems Theory (GST) and used in later efforts in other field such as the action theory of Talcot persons and the social systems theory of Niklas Luhmann. The theory advocates that importance of every part of the bigger picture to play its role in order to achieve the overall objective so taking the fact that an organization like Mukono Municipality should be able to utilize influence of working conditions on teachers' performance to improve on student performance in schools.

1.0.3 Conceptual Perspective

The variables of Teacher performance for example has been viewed differently by various scholars. Armstrong (2003), performance is defined as a behaviour through which organization, teams and individuals get work done.

When managing the Teacher performance in school, teams and individual both inputs (behavior) and output (results) needed to be considered. In related review, Bernadins et al, (2005) provides more understanding of performance that provides the strongest linkages to the strategic goals of the organization.

In context of the current study, teacher performance may imply the ability of the teachers to meet the set targets through laid down procedures, rules, policies, norms and value of the schools.

Teacher performance is enhanced by better teacher remuneration, monitoring and evaluation, supervision and provision of the necessary teacher facilities.

Factors affecting teacher' performance were looked at as efforts that a school could set up to put an organization effort in place so as to guide teachers to achieve set objectives and target.

These include; good working conditions' supervision and communication (Cole, 2002). Good working conditions are one where facilities are functional with good access to equipment and supplies.

According to John (1999) communication is an act of imparting ideas and making one self-understood by the other. He also argued that there is great need of effective communication in organization. In Mukono Municipality there should be an effective link between high and lower departments and between all teachers in the different schools.

Supervision is the first level of management in the organization and is concerned with encouraging the members of a work unit to continue positively toward accomplishing the organization goals and objectives.

1.0.4 Contextual Perspective

Mukono Municipality is supervised by the Ministry of Local Government and being run by acts of parliament like the Local Government Act, Local Government accounting regulation and many other acts that are of importance to it.

The objectives of municipality are to provide services to local people with the cheapest means and to empower the local communities of Uganda. The Public Service had made remarkable reforms one being its personnel polices tailored to high quality and well satisfied teaching workforce. After reforms the Local Government human resources strategies focused on providing necessary skills, knowledge, tools and facilities to enable teachers perform their jobs effectively based on equal opportunities in employment, and adhering to an appropriate teacher deployment and transfer policy, improving teacher appraisal and promoting policy is establishing appropriate transfer policy.

1.1 Statement of the Problem

The general working conditions are quite important and fundamental if an employee should perform better (Pech and Slade, 2006). Many countries in the world are striving to improve on the working conditions of teachers so that they can perform well in moulding the children who are developers and leaders of the next generation (World Bank, 2006). Whereas, this is the case in other parts of the world, in Uganda there is a challenge. In recent times, several strikes organized by UNATU with the aim of making the Ugandan Government increase on the salaries of teachers; leaves a lot to be desired. What is the gist of the matter with teachers? (New Vision, 2013). On the other hand, many schools in the country have strikes including Mukono schools. The performance indicators in Mukono are not uniform and they vary from school to school. Thus, though some first world schools in Mukono perform well, the Municipality also has some of the worst performing schools in the country. This has been attributed to poor working conditions which affect teachers' performance Kasibante (2010). However no study has investigated this problem particularly in Mukono municipality. It is for this reason that the researcher chose to investigate on the working conditions of teachers and how the outcome impacts on their performance.

1.3 Purpose of the study

The purpose of this study was to examine working conditions and teachers' performance in selected secondary schools in Mukono Municipality.

1.4 Objectives of the study

The objectives of the study were to;

- i. To find out the existing working conditions in selected secondary schools in Mukono Municipality.

- ii. To establish the level of teachers' performance in selected secondary schools in Mukono Municipality.
- iii. To identify the effects of work conditions on teachers' performance in selected Secondary Schools Mukono Municipality.

1.5 Research Questions.

The study used the following research questions;

- i. What are the existing working conditions in selected secondary schools in Mukono Municipality?
- ii. What is the level of teachers' performance in selected secondary schools in Mukono Municipality?
- iii. What is the effect of work conditions on teachers' performance in selected Secondary Schools in Mukono Municipality?

1.6 Significance of the study

The study is expected to be of value to the following;

School Head Teachers can use this study to gather information that could be utilized to alert teachers on how working conditions affect teachers' performance and also help them in their administration.

Parents can use the study to understand the forms of work place conditions of teachers in secondary schools in Mukono Municipality.

Policy makers can use the findings from this study to formulate better policies to have better ways of upgrading work environment to facilitate teachers' performance.

Researchers can benefit from the study to raise issues for the involvement of various researchers in generating more knowledge from various perspectives. The findings of this study could form a basis for further research to those interested in evaluating working conditions and its impacts on teacher performance in secondary schools.

1.7 Scope of the study

The following are discussed here; - content scope, time scope, and geographical scope.

1.7.1 Content scope

This study sought to find out the effects of work conditions on teachers' performance in selected secondary schools in Mukono Municipality.

1.7.2 Time scope

The study covered the period between 2010 and 2014 with specific interest of investigating the working conditions of teachers and how the outcome impacts on their performance in secondary schools in Mukono Municipality. This scope is chosen because there were many strikes at this period in the country.

1.7.3 Geographical Scope

The area of study was limited to Mukono municipality. Mukono municipality is situated on the main highway between Kampala and Jinja. It is located approximately 18 kilometers East of Kampala, Uganda's capital and largest city.

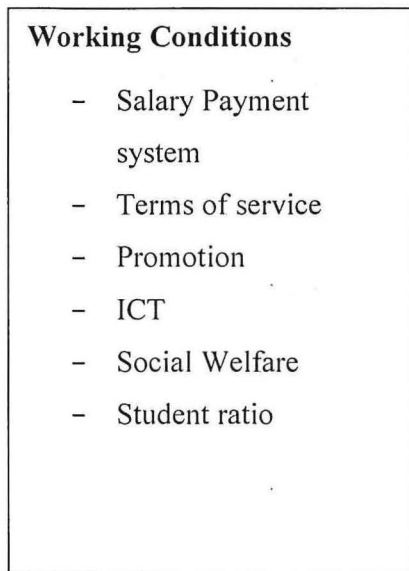
1.7.4 Theoretical scope

This study closely followed the theoretical works of Lambert, Horgan and Barton, (2001) who found out that working condition factors are important determinants of job performance.

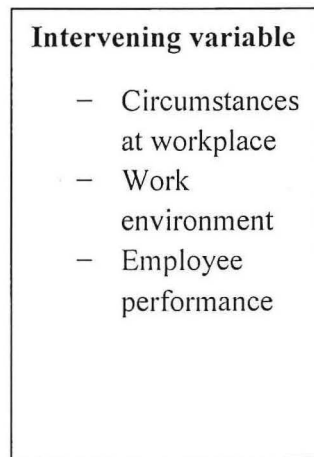
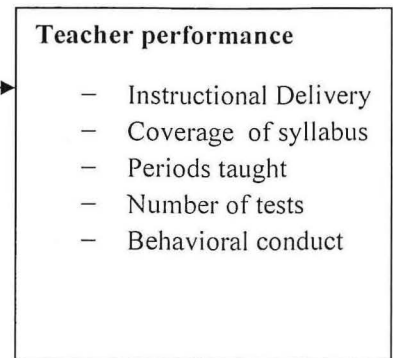
The level of salary, promotion, appraisal system, and relations with co-workers are the very important factors.

1.8 Conceptual frame work on working conditions and teachers' performance.

Independent Variables



Dependent Variables



Source: Researcher, (2014)

Working conditions in secondary schools mainly consist of factors such as:- staff development, terms of services, salary payment system, social welfare, Information Communication Technology (ICTs), promotion, qualification, student ratio among others. These directly affect teachers' performance as independent variables.

However their effect on teacher performance is altered by intervening variables such as competition, leadership styles, planning, government policy and global trend.

For instance, when teachers receive favorably high salary, work in a school with a friendly culture, provided with incentives of pursuing further studies, given flexible teaching time table; they are encouraged to deliver lessons in time, supervise students' tests, participate in school activities, cover all topics in time among others.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews related literature on working conditions and its effects on performance of secondary school teachers. The literature encompasses finding out the existing working conditions of teachers; establish the level of teachers' performance and the effects of work conditions on teachers' performance in Secondary Schools

2.1 Working conditions

Work environment is described in terms of physical and behavioral components for example an organization's physical environment and its design and layout can affect teachers in the work place.

Lambert, Horgan and Barton, (2001) found that working condition factors are important determinants of job performance. The level of salary, promotion, appraisal system, and relations with co-workers are the very important factors.

Govindarajulu, (2004) revealed that businesses are taking a more practical approach of managing work conditions to enhance their productivity through improving the performance level of the employees. It is evident in the research finding of Patterson et al, (2003) that the more satisfied workers are with their jobs; the better and the company is likely to perform in term of subsequent profitability and particular productivity which therefore reflects on the performance of teachers in secondary schools.

There have been changes in working conditions of people, because of the socio economic, technological and educational changes in recent years. Working conditions of schools have

been influenced by those changes as well in the past, teachers were only responsible for transmitting knowledge and information to students, but today, teachers' role has changed as a result of advanced technology, globalization, and educational changes. Now, a teacher's role is described as being a mentor and a coach, helping students to develop their motivation, and search for knowledge (Daaun, 2004).

Good working conditions such as a good relationships and suitable work load at schools have positive influences both on schools and teachers. Some of these positive influences are reducing teacher's stress, turn over, absence, sickness, and are increasing teachers' motivation, job satisfaction, cooperation, and effectiveness in class rooms, and increasing student achievement (Gaynor 1998).

On the other hand, bad working conditions such as work overload, crowded classrooms, low salary and status, students' behavior or discipline and motivation problems, poor physical conditions, lack of necessary resources, low support from administrators, colleagues, and parents have a negative impact on teachers' performance. Some of the negative impacts are high level of stress, poor morale, and low job satisfaction (Kohn et al 2001).

Good psycho-social working environment has positive effects on students' learning and satisfaction in school (OECD, 2003). Erjem, (2004) found that a significant percentage of public high school teachers working conditions in Istanbul(Turkey) did not feel committed to their work places, because of the working conditions at schools. Most of the teachers were not happy with their administration, physical conditions, crowded classrooms, and work load.

Likewise, in Mukono Municipality secondary schools have relatively unfavorable working conditions as already indicated by Taiwo, (2009). Though teachers in schools such as Mukono High school, Mukono Kings High school among others claim to work in unfavorable conditions, Mukono is rated among the districts with best performing teachers in

Uganda. Therefore the study sought to uncover whether it is only working conditions that affect teacher performance or there are other factors.

2.2 The existing working conditions in secondary schools

How teachers recognize their working conditions can affect their commitment, motivation, and performance and also helps secondary schools to form a competitive edge over its rivals. Taiwo, (2009) revealed that an effective work environment management entails making work environment attractive, creative, comfortable, satisfactory and motivating to employees so as to give employees a sense of pride and purpose in what they do.

According to Adegun, (1999) teachers do not appreciate the negative impact of decaying, leaking and ill ventilated school houses with broken window panes, or defective walls, or muddy and sandy floor, on the students' behavior. Consequently no normal teacher embrace working in such a social environment, as it leads to students' anger, tension and frustration, and inhibits effective classroom control.

Adegun, (1999) noted that most of the school conditions are not clean enough to attract even the most willing students. The overcrowded building is not only repulsive but straining as students struggle and wrestle over sitting positions. In some cases, the students lean on the walls and hang near windows to listen to the teacher. This has happened in Uganda severally in annual reports of child NGOs and MoES (1998).

Public (government-aided) secondary schools in Uganda have centralized pay system under the Ministry of Education and Sports (MEoS); however the schemes cause difficulties in recruitment and retention, especially of higher-quality teachers. For example, high-ability or qualified teachers might decide to leave the profession and move within the profession to a region where their relative wage is higher, or be deterred from entering teaching profession in

the first place. Thus it impacts negatively on the learning of students in high wage secondary schools (Muheeb, 2004). Akinwumi, (2000) carried out a study in Nigeria and found that private school teachers appear more motivated than teachers in public (government aided) schools. Regular payment of salaries and much lower student-teacher ratios are key reasons for this. Muheeb, (2004) found that the conditions for teaching are better in private secondary schools especially because the maximum class size is only 30 in private schools compared to well over 80 public schools.

Chandrasekhar, (2011) points out that creating better and higher performing workplace requires an awareness of how workplace impacts behavior and how behavior itself drives work place performance.

People work individually and interact with others and this requires different work place solutions (Chandrasekhar, 2011). How work place is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer, and the creation of new knowledge in the organization, For example some secondary schools in Uganda do not have well equipped staff rooms, accommodation and welfare needs among others therefore, this in the long run discourages teachers to stay for long hours in school (Tweheyo, 2013).

Literature review, above indicates that the existing working conditions need to be checked so as to improve on the teacher's performance. However, in Uganda these working conditions involve changing the environment to suit the teachers' welfare such as improving accommodation, classroom control and student-teacher ratio, favorable workload and many others. Hence this study seeks to establish the existing working conditions in Mukono municipality secondary schools.

2.3 Level of Teachers' performance in secondary schools

Chandrasekhar, (2011) asserts that a significant portion of secondary school teachers are underutilized. The reasons to this include an overly prescriptive curriculum, constraints on classroom control and space, and small schools in terms of student enrollment which contribute to their performance on the job. Professional Knowledge, the teacher is required to demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. According to Akinwumi, (2000) secondary school teachers are required to demonstrate a comprehensive understanding of subject content and curriculum standards and knowledge of best practices. Akinwumi, (2000) adds that a teacher must know how to differentiate how to make subject content relevant, challenging, and meaningful for all students and establish instructional goals that demonstrate an accurate knowledge of students and assigned subject content.

According to Ayeni, (2005) instructional planning involves setting objectives, learning activities, and assessments to the standards. A secondary school teacher is required to design instruction that is based on the principles of effective instruction by collaborating with colleagues, other professionals, and families. Ayeni, (2005) noted that instructional planning also involves selecting appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.

Instructional delivery requires the teacher to effectively engage students by using a variety of instructional strategies in order to meet individual learning needs. According to Gaynor, (1998) a teacher must communicate learning goals clearly and check regularly for student understanding. It also involves selecting, evaluating, integrating, and refining a variety of

teaching strategies, delivery methods, and resources even in classrooms particularly in schools.

Assessments of and for student learning requires a teacher to systematically gather, analyze, and use relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year. Gaynor, (1998) noted that a teacher must develop in conjunction with students, measurable, and appropriate goals for student progress and provide instruction that enable students to achieve those goals. Gaynor, (1998) also added that assessment of students learning involves engaging students in understanding of and assuming responsibility for quality work and provides timely, frequent, and effective feedback to guide that work.

Learning environment requires teachers to use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning which Uganda as a country must study in order to resolve the performance of secondary school teachers.

Sankaran, (2003) noted that teachers must establish clear expectations for classroom rules and procedures, a climate of trust and teamwork, create and maintain a positive and safe environment to maximize learning and promote students' social development, promote cultural sensitivity by respecting students' diversity, including but not limited to language, culture, race, gender, and special needs. Sankaran, (2003) also noted that teachers enforces classroom rules and procedures consistently and fairly to maximize academic learning time.

Professionalism requires teachers to maintain a commitment to professional ethics, communicate effectively, and take responsibility for and participate in professional growth that results in enhanced student learning.

Taiwo, (2009) noted that a teacher must ensure the confidentiality of information and privacy of students, families, colleagues, and collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. Further Taiwo, (2009) revealed that teachers must communicate and work in partnership with students, families, administrators, and colleagues within the school community to promote student learning at school and support student learning at home hence improving their performance.

Traditionally teachers' performance involves measurement of professionalism, learning environment, assessments of and for students' learning, instructional delivery, instructional planning and professional knowledge while in Uganda teacher performance is mainly measured by UNEB results, participation in co-curricular activities, promotion and subject content. This study sought to identify and establish the performance of secondary school teachers in Mukono municipality schools.

2.4 The effect of work conditions on teachers' performance in Secondary Schools

The majority of scholars have indicated that work conditions is related to teachers' performance in several ways as explained below;-

Housing or accommodation is a major problem faced by nearly all the teachers; there are simply not enough school houses to go around. Only a tiny proportion of teachers stay in houses provided by schools. The housing situation is slightly better for secondary school teachers working in government traditional boarding schools, where the number of staff houses is adequate. Teachers who are not provided with houses in rural areas have the problem of finding satisfactory accommodation. Most teachers rent rooms in inferior locally-built houses which affect their commitment to work. Even where teachers are provided with the school houses, the condition of these houses is far from satisfactory which demotivate them leading to poor performance (Chandrasekhar, 2011).

According to Sankaran, (2003) teachers perceive that the location of the school is part of their work environment and has an effect on how they carry out their tasks. Those located within urban centres encounter difficulties in teaching and in student behavior for example most schools are neighbored by bars which play loud music most of the time.

There is inadequate availability of teaching and learning resources in secondary schools. There are limited resources in the schools such as library resources, Information Communication Technology (ICTs) such as computers, chalk and other scholastic materials which are supposed to be used for research services. Likewise availability of textbooks is a big problem for teachers. One book is supposed to be shared by many students (Ayeni, 2005).

Student ratio is a measure of the average number of students in a teacher's classroom during a school period and represents an important indicator of the working conditions of teachers. Most times teachers prefer smaller class size because it allows students to receive individual attention from their teachers which is key in enhancing teachers' performance. On the other hand large class size, and the lack of teaching and learning materials, makes teaching stressful for many teachers (New Vision 2013).

On average, a teacher working and living in Kampala now earns approximately three hundred shillings or less every month before tax; instead of living in a free furnished school house, the teacher rents a single room in a poor suburb for about 50% of the salary and the cost of electricity and water. The balance is barely enough to cover the cost of food, transport, and medical bills etc.

Poor working conditions particularly the low starting pay of three hundred thousand shilling per month, which does not greatly improve even after long service, place teachers at a lower social status compared to other professionals. Many who join the profession use it as a springboard to join other lucrative fields while those who stay constitute a class of

disgruntled teachers who cannot perform to the expected standards hence adversely affecting the quality of education (Reforming allowances, 2009).

There is a growing consensus that low government wages and weak monitoring systems are breeding grounds for corruption and misuse of public resources which affects teachers' performance. In the past two decades, public service wages have been declining at rapid pace in many developing countries as a consequence of fiscal adjustment policies in stabilization programmes (The independent magazine, 2013). As underpaid civil servants (teachers) are forced to develop individuals coping strategies to compensate for their services, the low wages given cause corruption particularly in form of ghost teachers lining up for salaries and pensions lost to corruption registered by the ministry of education of Uganda.

Further still, several teachers voluntarily that remain are few and clinging on to their "other ventures" outside the school; e.g. they live in a school house, run a school canteen, or supply food or stationery to the school as the other way of survival. As a result, the standard of education has suffered as teachers on average teach for only three out of the five days, arrives late for work, is unprepared to teach and spend most of their time loitering around the school before leaving early. In addition majority of the teachers advocate for a return and effective use of the Parent Teacher Association (PTA) which previously organized parents to pay a top up allowance for teachers (SNV, 2013). Therefore participation in carrying out other ventures as survival tactics affects teachers' work performance.

In conclusion, the literature review above clearly reflects that there is a gap that needs to be investigated with an aim of identifying the effects of working conditions on teachers' performance. However, in Uganda the major starlight of the teachers' work conditions and their performance leaves as a lot to be desired with a focus on secondary schools in Mukono Municipality.

The literature shows that no study has been carried out in Mukono assessing effects of work conditions on teachers' performance. Therefore the study sought to empirically gather information about the research problem and contribute to development of knowledge about work conditions and teacher performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter described the frame work within which the research was conducted. The chapter presents the research design, study population, sample size and sampling techniques, data collection instruments, validity and reliability of research instruments, procedures and data analysis.

3.1 Research Design

The researcher used a cross-sectional survey research design to establish whether working conditions affect teachers' performance. This design was considered appropriate for the study owing to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people; as noted by Amin (2005).The cross sectional survey was employed because its results can be generalized to a larger population within defined boundaries, and also because of its stability for data collection from the target population at one point in time. It has been suggested that a survey may increase the generalizability of the research findings (Johnson and Onwuegbuzie 2004).

The study took both quantitative and qualitative methods in collecting data. The quantitative and qualitative methods were used for the purpose of generalizing the findings about the working conditions and its effect on teachers' performance. Byran (2007) suggests that bringing quantitative and qualitative findings together have the potential to offer insights that could not otherwise be gleaned.

3.2 Study population and sampling techniques

This covered the primary target population and the sampling techniques applied in selected target respondents.

3.2.1 Target population

The study primarily targeted selected secondary school teachers, head teachers and District Education Officer in Mukono municipality. There are about 100 professionally qualified secondary school teachers in Mukono municipality.

These respondents from the target population were involved in the study because they have the knowledge about the research problem. Ten schools were involved in this study.

3.2.2 Sample Size

Sakaran, (2003) advised that too large a sample size may become a problem and recommended sample sizes between 30 and 500. Similarly, Enon, (2002) recommended that a minimum number of samples for research should be 30 and maximum 500. This study used the sample size of 50 out of 100 respondents for the study because it was sufficient in giving data required, The fifty respondents constituted the 50% of the required estimated target population.

3.2.3 Sampling techniques

The researcher used stratified sampling because the focus was on inferences. The researcher used stratified sampling techniques to have respondents for the study. The researcher grouped all respondents into two equal groups basing on gender each comprising of 50 respondents. From each group 25 members were selected for the study at an interval of 2 obtained as $50/25 = 2$. This is relevant for equal gender representation into the study since

most schools have both male and female teachers. The name lists of male and female teachers were obtained from the district education Officer. The names were obtained using random sampling. That is all the names were put in a cane, checked and selected at a random. For gender sensitivity of this study, 22 male teachers and 22 female teachers were selected.

Table 3.1: Number of participants per category

Category	Population	Sample size	Male	Female	Percentage	Technique
Head teachers	10	5	3	2	50%	Purposive sampling
Education officer	4	1	1	0	50%	Convenience sampling
Teachers	100	44	22	22	50%	Simple random sampling

The study randomly sample teachers because the questionnaires are primarily designed for the teachers while head teachers and education officers were sampled conveniently since they were interviewed as key informants to probe results after the actual survey.

3.3 Data collection

This presented instruments used in obtaining data from the field.

3.3.1 Instruments

Both questionnaire and interview guides were used in the study.

Questionnaires

Questionnaires are sets of questions that are constructed strategically to capture all the necessary information from all categories of respondents (Seatrain, 2000). Both closed and open ended questions were used in the study. Mainly close-ended questions were used to obtain respondents' views and perspectives about the research problem because they capture most explanations or responses and ease to code during of data analysis (Appendix I). This was important because of the fact that it enabled the researcher to obtain hidden information from the respondents. An Open ended questionnaire was also used, that involved asking a series of questions and allowed greater freedom of expression and wide range of responses and explanations (Appendix I). This was opted because it permitted the establishment of confidence and co operation between the researcher and the respondents which made it easier for the researcher to get the information required. Questionnaires were administered because they cover a wider area in a short period of time and could be generalized to a larger population of interest who were teachers in this study. Amin (2005) states, that it is a less expensive tool for data collection than other instruments.

The researcher personally administered the questionnaires to the teachers at different intervals to the selected number of secondary schools there and then and waited for their responses within a stipulated time upon appointment.

A self-administered structured questionnaire covered all the aspects of the study variables and accompanied with a five-point Likert scale were used for this study to collect data from the population.

The interview guide

The researcher formulated a semi structured interview guide (Appendix II) based on the study objectives to gather information from the Head teachers and Education Officer. An interview is an oral administration of question which involves a face to face encounter and requires maximum cooperation between researcher and respondent in order to obtain accurate and reliable information or data (Muganda & Muganda, 2003). The interview method took of personal interview with persons believed to have critical information which related to the objectives of the study. This was opted for because it permitted the establishment of confidence and co-operation between the researcher and the respondents which made it easier for the interviewer to get the information required.

3.3.2 Research Procedure

The researcher obtained a letter of introduction from the faculty of education to help to introduce herself to various stakeholders in the field such as the District Education Officer (DEO) and school head teachers. After getting the introductory letter, the researcher went to the field and collected data from respondents.

The research tools were further developed and a pilot study of data collection instrument was conducted in the area of study to test their reliability. The researcher then proceeded to respondents after reshaping the tools to collect data from the respondents.

The statements were rated on likert scale while required respondents to indicate their extent of agreement. On the other hand, qualitative information was collected using unstructured guide which outlined the key issues of discussion.

3.4 Quality Control

3.4.1 Validity

The validity of the research instruments was determined by discussing several drafts of the questionnaires and interview schedules with colleagues doing Master of Education Policy, Planning and Management (MED.PPM). The drafts were also discussed with the researcher's supervisors. Necessary adjustments were made and the instruments were then set for a pilot-run conducted in different area. In this case, the instruments were administered with a number of respondents selected from the respective population frames similar to those that were later selected for the main study; 2 head teachers and 8 teachers. This was done in two Schools. The findings of the pilot run were analysed and discussed with the researcher's supervisor. After discussion, the content validity of the instruments was determined before the main field survey.

3.4.2 Reliability

Reliability is about the consistency of measures; hence, the level of an instrument's reliability was based on its ability to produce the same measurement when used repeatedly (Amin, 2005). The research used test-retest method of determining reliability. A Crouchback Co-efficient Alpha was used to compute the reliability as follows;

$$\alpha = \frac{K}{K-1} \left[1 - \frac{\sum SD_i^2}{SD_T^2} \right]$$

Where: α is the coefficient of reliability; K is the size of the pilot sample; SD_i^2 are the variances of within the items; \sum is the summation sign; and SD_T^2 is the overall variance for all items.

Table 3.2 Showing reliability statistics

Cronchbach's Alpha	No of respondents
0.834	50

Since the computed value was 0.834, yet the level of reliability is 0.7, as suggested by Amin (2004), the instruments were found reliable for data collection.

3.5 Data processing and analysis

3.5.1 Processing and analysis of quantitative data

For purpose of processing data, questionnaires were sorted, numbered and data entered accordingly. Data was categorised according to the target population, identified and assembled. It was edited to reduce it from detailed to summarized form. Then for effective analysis, this data was then coded and entered into the computer using the Statistical Package for Social Scientists (SPSS) programme. Afterwards frequency and percentage tables were derived from SPSS frequencies and levels of significance between variable relationships were deduced from the Correlation coefficient output. Where necessary charts and diagrams were derived from the same data frequencies using the micro excel computer programme. These quantitative statistical methods were used to interpret variable relationships for simple and meaningful information.

3.5.2 Processing and analysis of qualitative data

Qualitative data included interview data. For effective processing, this data was continually edited even during data collection. My colleagues and data analysis expert checked for uniformity, accuracy, consistency, legibility and comprehensiveness of the data. During this process, irrelevant data was eliminated and the relevant one was organised according to the study objectives. Then

data was analysed using the interpretive analysis. This included descriptive or explanatory methods used for data presentation and analysis. This was done to interpret relationships between variables into meaningful and simple information.

3.6 Ethical considerations

As this study involved the participation of various categories of respondents, it was necessary to seek ethical approval for the research. Ethical approval was sought in advance from the Head Teachers in which research was conducted. The questionnaires had an introduction written by the researcher to request for the prospective respondents consent and assure them of treating their respondents with confidentiality. The prospective participants were contacted only after obtaining ethical approval from the head teachers whom the researcher assured that the schools would also be protected by the researcher using pseudonyms to refer to them in most areas of the study. Participants' identities and institutional names have been omitted except from the definition of the scope of the study where it was necessary to mention them. The records were carefully stored and the filled questionnaires were destroyed after final use.

3.7 Limitations of the study

The topic of working conditions is a sensitive one especially to the administrators; it was assumed that some information may be retained on purpose; limiting the true picture on the ground but the respondents willingly and openly cooperated hence provided the necessary data.

It was also assumed that teachers on the other hand would limit themselves from giving out their full information and opinions about rewards, for fear of being implicated of exposing school practices by the administrators. The researcher found ways of winning trust of the respondents by ensuring that their responses are treated with utmost confidentiality and also used both data from questionnaires and interviews to analyze the true picture on the ground.

The cost for collecting data was also not very friendly in terms of transport to schools, stationery for the instruments and the general production of the dissertation, but the researcher found ways of getting funds to accomplish these tasks.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 Introduction

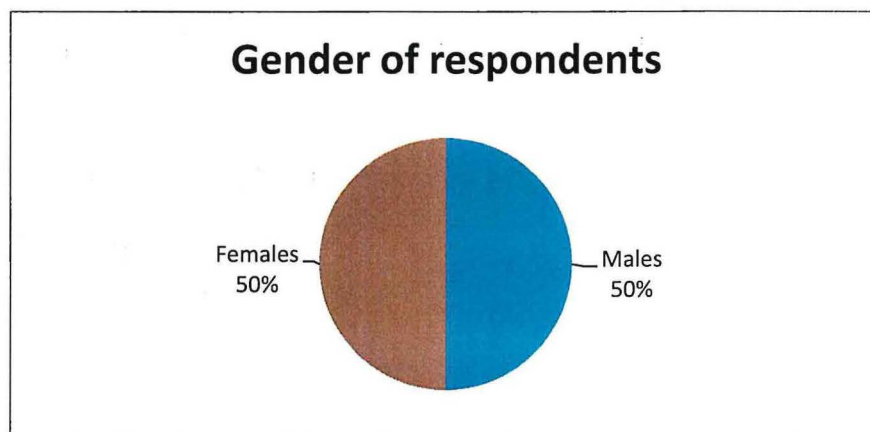
In this chapter the findings of the study are presented, analyzed and interpreted. The presentations were done according to the objectives of the study which were; -To find out the existing working conditions in selected secondary schools in Mukono Municipality, establish the level of teachers' performance in selected secondary schools in Mukono Municipality and determine the effects of work conditions on teachers' performance in selected Secondary Schools in Mukono Municipality.

4.2 Bio Data of respondents

Respondents were asked to give information about the bio data which included; age, marital status, designation, years in service, name of school and level of education. The data in the above aspects are presented below;

4.2.1 Gender of the respondents

Figure 1: Shows the gender of the respondents



Source: Primary Data 2015

In relation to the sex of the respondents, findings in figure 1 indicate that 50% of the participants were male while another 50% were female. This implies that both male and female teachers participated in the study.

4.2.2 Age bracket of the respondents

Table 4.1: Shows the age bracket of the respondents

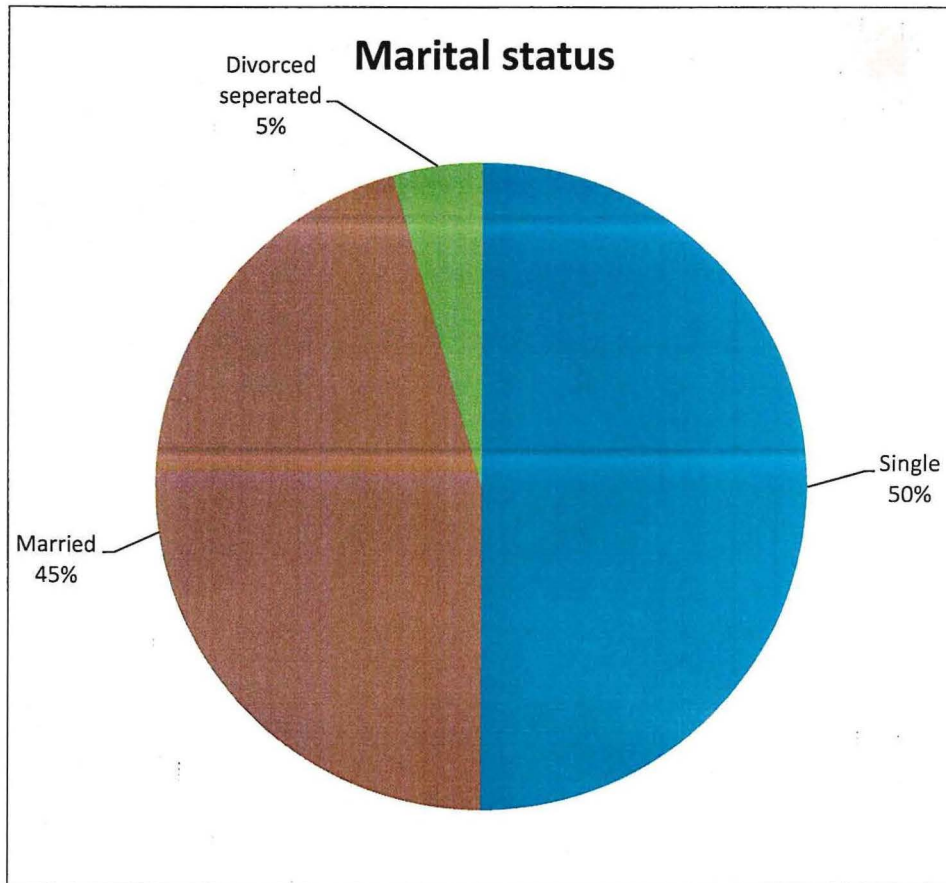
Age bracket	Frequency	Cumulative frequency	Percentage
Less than 26 years	5	5	11.4
26 - 35 years	25	30	56.8
36 - 45 years	5	35	11.4
46 - 55 years	6	41	13.6
56 years and above	3	44	6.8
TOTAL	44	105	100

Source: Primary Data 2015

From table 4.1 above, 57% of the respondents were between the age brackets of 26 – 35, 11% were below 26 years, another 11% were between 36 and 45, 14% were between 46 and 55 years and 7% were above 56 years of age. This implied that the teaching profession was mainly comprised of the youths and adults who reflect a high validity on the information or data for this study.

4.2.3 Marital status of the respondents

Figure 2: Shows the marital status of the respondents

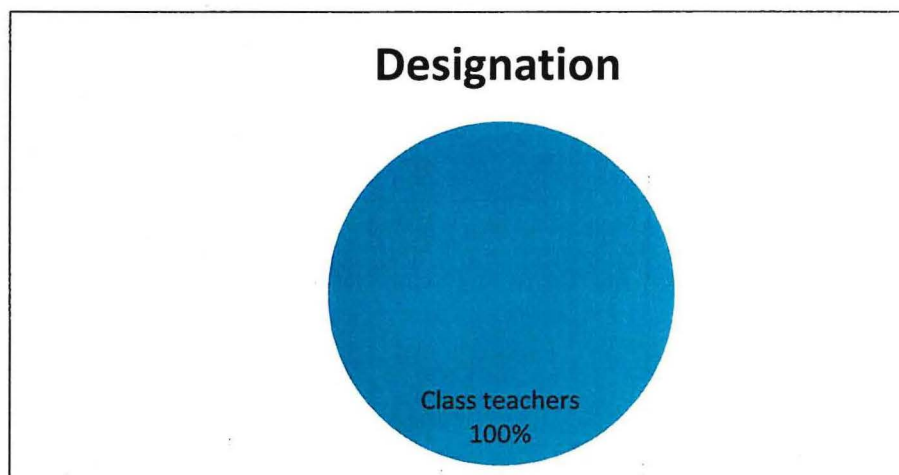


Source: Primary Data 2015

From figure 2, findings revealed that 50% were single on the same note another 45% were married while 5% were divorced or separated. This implied that most of the teachers were living a single life because of poor working conditions such as low pay which could not enable them enter the marriage institution. However this did not affect the research findings.

4.2.4 Designation of respondents

Figure 3 : Showing the designation of respondents



Findings in figure 3 above highlight that (100%) of the respondents were teachers. The data was obtained as a result of the research tool. The questionnaire targeted only class teachers in relation to the working conditions in selected secondary schools, performance in selected secondary schools and the effect of work conditions on teachers' performance in selected secondary schools.

4.2.5 Period the respondents have served

Table 4.2: Shows the period the respondents have served

Years in service	Frequency	Cumulative frequency	Percentage
1 - 5 years	21	21	47.7
6 - 10 years	14	35	31.8
11 - 20 years	4	39	9.1
21 years and above	5	44	11.4
TOTAL	44	139	100

Source: Primary data 2015

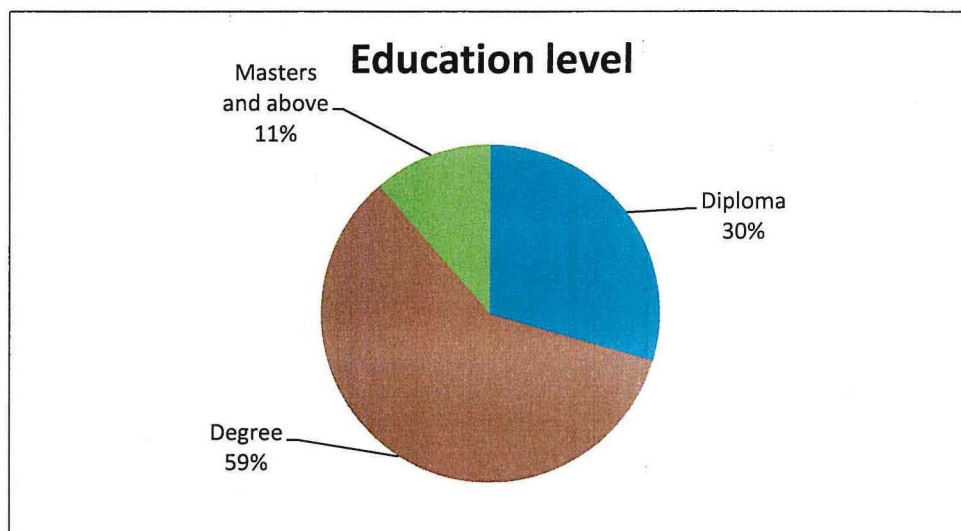
From Table 4.2 indicates that (48%) of the respondents have 1 – 5 years experience, 32% have 6 – 10 years experience and 9% have 11 – 20 years experience.

On the other hand 11% have more than 21 years of experience. This implied that secondary schools mainly employ teachers on long term contracts which enabled the study to obtain information from respondents with experience.

4.2.6 Level of education of the respondents

Respondents were asked to indicate their levels of education. Responses are recorded in figure 4 below;

Figure 4 : Shows the level of education of the respondents



Source: Primary Data 2015

Findings in figure 4 above observe that 59% of the respondents were degree holders, 28% were diploma holders, 10 % were masters holders and above while 2% had certificates. This implies that all teachers, head teachers and education officers involved in the study, were

qualified enough to administer the schools and could understand the working conditions and teachers' performance.

4.3 Objective One; the existing working conditions in selected selectsecondary schools in Mukono Municipality.

Teachers were asked questions related to the existing working conditions in their respective schools. Responses were recorded in table 4.3 below;

Table 4.3: The existing working conditions in secondary schools in Mukono Municipality

Statement	SA		A		NS		DA		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
The work environment attractive, creative and satisfactory	9	21	30	68	3	7	1	2	1	2	44	100
All the necessary conditions and facilities that assist the teachers to work are provided.	6	14	24	55	4	9	9	20	1	2	44	100
Salaries are paid on time	24	55	17	39	1	2	1	2	1	2	44	100
The fringe benefits given are adequate to support teachers' basic needs	7	16	14	32	10	22	11	25	2	5	44	100
The classrooms are designed in regard to students learning need.	9	20	23	52	6	14	6	14	0	00	44	100
The school has well equipped staff room	9	20	20	45	7	16	6	14	2	5	44	100

Source: Computed by Researcher using primary data

Key: F = Frequency, % = Percentage, SA= Strongly Agree, A = Agree, NS= Not Sure, D= Disagree, SD = Strongly Disagree.

On work environment, 68% of the respondents agreed that the working environment is attractive, creative and satisfactory while 7% were not sure. On the other hand 2% disagree. This implies that most of the secondary schools in Mukono Municipality have beautiful environment favorable for enhancing teachers' performance.

On necessary conditions, 55% of the respondents reported that all the necessary conditions and facilities that assist the teachers to work are provided while 9% were not sure and 20% disagreed with the item. This implies that although most of the teachers operate in schools with the favourable conditions in place, some are not satisfied with the facilities and conditions in the place of work.

On salaries; 55% of the respondents strongly agreed and 39% agreed that salaries are paid on time while 2% were not sure and 2% disagreed and 2% further strongly disagreed with the item. This implies that several schools do not pay wages or salaries on time which interferes with teachers' performance in the longterm.

Findings in table 4.2 above further revealed that 32% agreed that the fringe benefits given to them are adequate to support teachers' basic needs while 22% were not sure. On the other hand 30% disagreed with the fact that the fringe benefits are adequate to meet their needs. This implies that there are fringe benefits given to secondary school teachers in Mukono schools although a few are not aware about the existence of fringe benefits.

As regards to classroom design, 72% of the respondents agreed that the classrooms are designed in regard to students learning needs while 14% were not sure and another 14% disagreed with the item. This implies that some of the classrooms are not adequately designed to students' learning needs.

On the issue of equipped staff room, 65% of the respondents agreed that the school has well equipped staff rooms while 16% were not sure. On the other hand 19% disagreed. This implies that although some schools have well equipped staff rooms, a few do not have well stocked staff rooms which make it difficult for teachers to effectively deliver knowledge to the learners and also work related performance because of small space and lack of adequate concentration to prepare lesson plans and comfort plus privacy.

4.4 Objective Two; the level of teachers' performance in secondary schools in Mukono Municipality

Teachers were asked questions related to the level of teachers' performance in secondary schools in Mukono Municipality. Responses were recorded in table 4.3 below;

Table 4.4: the level of teachers' performance in secondary schools in Mukono Municipality

Statement	SA		A		NS		DA		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students	24	55	20	45	00	00	00	00	00	00	44	100
Teachers plan using the National curriculum standards of learning	26	59	13	30	5	11	00	00	00	00	44	100
Teachers must communicate learning goals clearly and check regularly for student understanding	15	34	26	59	2	5	1	2	00	00	44	100
Teachers systematically gather, analyze, and use relevant data to measure student academic progress	16	35	24	55	2	5	2	5	00	00	44	100
Teachers use resources and tools to provide a conducive learning	12	27	25	57	5	11	2	5	00	00	44	100
Teachers to maintain a commitment to professional ethics	17	39	20	46	6	14	00	00	1	2	44	100

Key: F = Frequency, % = Percentage, SA= Strongly Agree, A = Agree, NT = Not sure, D= Disagree, SD = Strongly Disagree.

Source: Computed by Researcher using primary data

When the respondents were asked about teachers' demonstration of understanding, 55% strongly agreed that teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students and 45% agreed. This implies that the teachers recruited by Secondary schools in Mukono Municipality have professional understanding of their fields.

As regards to teachers' lesson plan, findings revealed that 89% of the respondents agreed that teachers plan using the National curriculum standards of learning while 11% were not sure. This implies that teachers follow the National curriculum standards of learning when planning and delivering lessons in secondary schools. However a few were not aware whether their colleagues follow national curriculum standards.

As regards to communication of learning goals, 93% of the respondents revealed that teachers must communicate learning goals clearly and check regularly for student understanding while 5% were not sure. On the other hand 2% disagreed. This implies that majority of the teachers effectively communicate learning goals and have regular checks that help them to know whether students have understood.

On systematic gathering and usage of the data findings reveal 90% of the respondents agreeing that teachers systematically gather, analyze, and use relevant data to measure student academic progress while 6% were not sure. On the other hand 5% disagreed. This implies that teachers regularly monitor and evaluate students' progress and report feedback to school management.

On the issue of use of resources and procedures, 76% of the respondents reported that teachers use resources and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning while 16% were not sure. But 8% disagreed with this position. This implies that although majority of teachers follow appropriate procedures while using resources, a few do not follow the recommended procedures which decrease the level of provision of a respectful, positive, safe, student-centered environment that is conducive to learning.

In view of professional ethics, 84% of the respondents agreed that teachers should maintain a commitment to professional ethics while 14% were not sure. On the other hand 2% disagreed. This implies that most of the teachers practice professional ethics in and out of school which facilitates their performance.

Table 4.5: Teachers' work performance

Teachers were asked questions related to their work performance in secondary schools in Mukono Municipality. Responses were recorded in table 4.4 below;

Table 4.5: Teachers' work performance

Variable	Response	Frequency	Cumulative Frequency	Percentage (%)
The level of teachers' work performance in terms of passing students in internal examinations	Low	3	3	6.8
	Don't Know	3	6	6.8
	High	33	39	75.0
	Very High	5	44	11.4
The level of teachers' work performance in terms of passing students in public examinations such as UNEB	Very low	1	1	2.3
	Low	2	3	4.5
	Don't Know	7	10	15.9
	High	24	34	54.5
	Very High	10	44	22.7
The level of teachers' work performance in terms of participation in co-curricular activities such as sports, Music Dance and Drama(MDD) and athletics	Very low	4	4	2.3
	Low	9	13	4.5
	Don't Know	3	16	15.9
	High	21	37	54.5
	Very High	7	44	22.7

Source: Computed by Researcher using primary data

From table table 4.5 above, the response on the teachers work performance as presented show that; 75% of the respondents reported that the level of teachers' work performance in terms of passing students in internal examinations in the school is high while 11 % said its high and

7% didn't know. On the other hand 7% said the teachers' performance is low. This implies that Mukono municipality secondary schools are not at the same levels of passing students.

From table 4.5 above findings further revealed that 54% of the respondents reported that the level of teachers' work performance in comparison to passing students in public examinations such as UNEB is high while 22.7% said it's very high and 16% didn't know. On the other hand 5% said its low and 2% said it's very low. This implies that almost half of Mukono secondary schools perform well in Uganda National Examinations Board (UNEB).

As regards to cocurricular activities findings indicate that 54% of the respondents reported that the level of teachers' work performance in terms of participation in co- curricular activities such as sports, Music Dance and Drama and athletics is high while 23% said it's very high and 16% didn't know. On the other hand 5% said it's low and 2% said it's very low. This implies that some teachers do not participate in co-curricular activities because of unsupportive working conditions.

4.4: Objective three; the effects of work conditions on teachers' performance in Secondary Schools in Mukono Municipality

Several questions were put to respondents about effects of work conditions on teachers' performance and the following are the responses;

Table 4.6: The effects of work conditions on teachers' performance in Secondary Schools in Mukono Municipality

Statement	SA		A		NS		DA		SD		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Teachers rent rooms in inferior locally-built houses which affect their commitment to work.	7	16	11	25	7	16	9	20	10	23	44	100
The location of the school is part of their work environment and has an effect on how they carry out their tasks.	10	23	21	48	5	11	6	13	2	5	44	100
Teachers' delivery is affected by availability of resources	16	37	18	41	5	11	4	9	1	2	44	100
Teachers prefer smaller class size because it allows students to receive individual attention	28	64	9	20	4	9	1	2	2	5	44	100
Low government wages combined with weak monitoring systems are breeding grounds for corruption	12	27	27	61	2	5	3	7	00	00	44	100

Source: Computed by Researcher using primary data

Key: F = Frequency, % = Percentage, SA= Strongly Agree, A = Agree, NT = Not sure, D= Disagree, SD = Strongly Disagree.

Regarding teachers' housing, 41% of the respondents reported that teachers rent rooms in inferior locally-built houses this affects their commitment to work while 16% were not sure. On the other hand 43% disagreed. This implies that about half of the teachers rent inferior rooms in poorly planned places.

On location of the school, 71% of the respondents agreed that the location of the school affects their working and has an effect on how they carry out their tasks while 11% were not sure. On the other hand 18% disagreed. This implies that the school location and its environment affect teachers' efficiency and effectiveness in carrying out their tasks.

Regarding delivery of knowledge, 78% of the respondents agreed that teachers' delivery is affected by availability of resources while 11% were not sure. On the other hand 11% disagreed. This implies that the level of availability of resources in a given school affects the level at which teachers deliver at work.

On class size; 84% of the respondents reported that teachers prefer smaller class size because it allows students to receive individual attention while 9% were not sure. On the other hand 7% disagreed. This implies that teachers can perform better when teaching small size classes than large classes.

On the issue of government wages, 88% of the respondents agreed that low government wages combined with weak monitoring systems are breeding grounds for corruption. This implies that most of the teachers in Mukono Municipality schools are given low wages which has contributed to increasing levels of corruption in secondary schools.

Table 4.7 Favourable working conditions in school.

Findings on whether there are favourable working conditions for facilitating teachers' work performance are presented in the table below;

Response	Frequency	Percent
Yes	16	89
No	2	11
Total	18	100.0

Source: Computed by Researcher using primary data

Following the above table, 89% of the respondents reported that schools have favourable working conditions for facilitating teacher' work performance. This implies that although more than half of the teachers perceive that there are favourable working conditions to support their work performance more than a third reported that their schools do not have favourable conditions to support work performance.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter consists of the discussion of the findings, conclusion, recommendations as well as areas for further research.

5.1 DISCUSSION OF THE RESEARCH FINDINGS

5.1.1 Discussion of interview findings

5.1.1.1 The existing working conditions in selected secondary schools in Mukono

Municipality

According to the interview findings, the majority of the respondents alluded to the fact that the existing working conditions are appalling because teachers work under hard circumstances and given low wages that is unable to satisfactorily meet teachers' basic needs for example an informant from one of the schools commented;

“the conditions are appalling and call for intervention ”.

A teacher of one school revealed that, the existing working conditions are wanting and not adequate enough to enable teachers deliver effectively. This agrees with Adegun, (1999) who noted that most of the school conditions are not clean enough to attract even the most willing students. The overcrowded building is not only repulsive but straining as students struggle and wrestle over sitting positions. In some cases, the students lean on the walls and hang near windows to listen to the teacher.

Some respondents think their schools have fairly better working conditions combined with hard work from teachers which enables the school to perform highly for instance one teacher observed,

“my school is quite a good school for hardworking teachers”.

The student to teacher ratio is viewed as a major challenge affecting Secondary Schools in Mukono Municipality. An informant of a given school reported that,

“the biggest problem is a big student - teach ratio in class rooms”.

Some of the secondary schools started in buildings meant for households therefore the respondents complained about the limited spaces in the school compound. An informant from one of the school reported that,

“the school has good working environment though small space”.

Others view the conditions as fair and hope for improvement. An informant from one of the schools mentioned that,

“the school has fair working conditions but will get better with time”.

The private schools had better working conditions as compared to public schools in Mukono Municipality. This finding agrees with Muheeb, (2004) who found that the conditions for teaching are better in private secondary schools especially because the maximum class size is only 30 in private schools compared to well over 80 public schools.

While some respondents find the conditions not satisfying but endurable, a teacher in his late 40s from reported that,

“the working environment is not quite satisfactory but bearable”.

However, some respondents have positive perceptions about the existing working conditions in Mukono secondary schools.

The teachers find the conditions convenient; one of the respondents reported that,

“the schools have appropriate, convenient, manageable and relevant work conditions”.

While a teacher informant of a given school pointed out that;

“the conditions are better compared to other schools this one is good in the region”.

Some teachers view the conditions as good enough to enhance work performance; most teachers in this category said that;

“the school working environment is conducive and satisfactory to the teachers”.

The schools have friendly learning environment as reported by one of the informants that;

“the conditions are very conducive in terms of accommodation, good salary paid on time, many allowances, and meals are provided. This makes work lovely”. Likewise, they further noted that, *“Working conditions are absolutely well established and fit for the employee”.*

With regard to the existing working conditions in their respective schools, some respondents especially the head teachers emphasized;

“Working conditions are things that are statutory that is when you are given a job there are things you must satisfy”.

Those conditions come in form of teachers’ code of conduct; that is the “dos” and the “don’ts”. Although conditions can be environmental such as transit or traffic jam others include failure to get transport money, houses to rent and any other social aspect.

However, the researcher noted that; in some secondary schools teachers are not given formal contracts hence there are no terms of service. Most of the respondents asserted that; the terms of service at their schools are not there since the teachers have presented the academic documents as guarantee equivalent to appointment letter. After the probation of six months, you are given a confirmation letter which mostly is for a term not a year.

On the welfare of the schools; most respondents asserted that; the welfare is not bad since they try to give a balanced diet, but the main diet being posho and beans; however they try to give a variety of foods to the teachers.

Some first aid medical care is given to staff and if the situation gets worse they are referred to public hospitals, a head teacher in one of the schools revealed that,

“Medical care is a necessity therefore some schools have a medical assistant. They have welfare department that help in times of grief like 5,000/= payable contribution towards condolences per biological relative and a top up from the school administration”.

The head teachers who participated in this study underpinned;-

“We have tried to provide accommodation, meals, incentives inform of bonuses at both level i.e. academic if students perform and at personal level, we give soft loans and deduct on their salaries monthly”.

One of the informants remarked that,

“Teachers need to be motivated in school through provision of meals and other welfare activities for both government and private schools so as to improve their existing working condition”.

This was also pointed out by Tweheyo, (2013) that how work place is designed and occupied affects not only how people feel, but also their work performance, their commitment to their employer, and the creation of new knowledge in the organization, For example some secondary schools in Uganda do not have well equipped staff rooms, accommodation and welfare needs among others therefore, this in the long run discourages teachers to stay for long hours in school.

While some teachers are supported outside the school, one of the head teachers highlighted,

“Accommodation is outside the school however those who live inside the school include the warden, nurse, matron, senior teachers and head teacher while all the other teachers reside outside and near the school”.

Meanwhile in most schools that participated in the study, most respondents revealed that the school administration mainly focuses on school culture which enables them to control teachers’ behavior. One head teacher spoke out of his personal experience;-

“School culture is very cordial we are more of family with close connection with students and neighbors”.

The study discovered that most schools in the study area had their cultures that are strictly adhered to.

Staff development is given priority in some schools; it’s mainly in form of tuition for further studies which enables teachers to upgrade on studies or qualification. One of the respondents cited,

“Staff development includes attending workshops, sponsorship to upgrade in education (further studies) curtsey of school administration”.

It was further discovered that the schools have centralized salary payment system in most schools in the municipality. As a result of bureaucracy, there are some delays in payments of teachers' salaries. Some respondents pointed out ;

“With money you will never get satisfied therefore it takes long though very low but schools pay us our salaries”.

One of the informants offered;

“as far as private schools are concerned, they pay literally late which interferes with the teachers' performance”.

The findings in the above objective revealed that the working conditions in Mukono secondary schools are attractive, creative and satisfactory to teachers' expectations. Today it's a tradition for private secondary schools to have beautiful and attractive environment which enhances teachers' performance. The attractive working conditions influence employee's attitudes toward work positively. However the working conditions in some schools are also not satisfactory to teachers' expectations for example teachers' offices or staffrooms are either non-existent or very poorly equipped. The chairs for teachers and students as instructional materials are inadequate. Besides in first world private schools an outsider can easily observe that school cleanliness is adequate enough to attract even unwilling students.

The study further revealed that the schools do not pay wages / salaries on time which decreases teacher's motivation levels consequently leading to low performance. The teachers in public (government-aided) secondary schools in Uganda complain about centralized pay

system the schemes cause difficulties in recruitment and retention, especially of higher-quality workers.

The study brought to light the element of head teachers claiming to offer fringe benefits to teachers. On the contrary teachers are not aware about the existence of fringe benefits. Therefore the teachers are not satisfied with the fringe benefits offered to them.

The study further raised that in public schools classrooms are not adequately designed to students learning needs; besides the schools which have well equipped staff room, don't have well stocked staff rooms which make it difficult for teachers to effectively deliver.

5.1.1.2 The level of teachers' performance in secondary schools in Mukono Municipality

Teachers' performance is viewed as a problem to administrators for example two of the teachers in Mukono secondary schools pointed out that;

“Teachers performance is a problem that it is in form of students performance in UNEB, regular attendance in class, output, how teachers handle students and also she remarked about shadow occupancy where teachers show up in class and school at large but may not be actually teaching”.

The head teachers added that;

“the major task of a teacher is that child performance is all about instilling culture and good discipline in a child”.

The level of teachers' performance has been measured by Education Officers with results of national exams that is distinctions and credits at O' Level and A' Level. However government teachers are appraised differently in a school by the ministry.

The study revealed that the activities that teachers perform depending on the terms of service such as daily supervision, co-curricular activities, class or staff meetings and cleaning which is done through appraisal method. In order to ensure total quality management some schools assess teachers depending on their relationship with students, one of the teachers stated that,

“Teachers are assessed by their relationship with students such as class teachers, students work is also assessed to find their performance”.

They have evaluation and monitoring sheets checking on either term or daily basis in class, delivery and syllabus coverage. Likewise the schools have tailor made policies the school has a tailor made policy by which students are checked from senior one to senior three where syllabi should have been covered. Those were the same findings from another informant about the monitoring process on teachers’ performance.

This was the same finding as reported by an informant from one of the schools whose policies include;

“Regular checking on students work books entail; the teachers’ performance towards syllabus as s requirement in their terms of service by the school management”.

Teachers indicated that strikes are as a result of delayed payment, including salaries and allowances they are always disgruntled. The need of talking to them before new policies are decided from top bottom information or communication is passed without their knowledge and decision making which makes the implementation method very difficult. The academic performance of secondary schools reflects how much input has been done by teachers as sole purpose in the school setting.

The above findings are in line with the views of Gaynor, (1998) that assessments of and for student learning requires a teacher to systematically gather, analyze, and use relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

The study revealed that the teachers recruited by Mukono Secondary schools have professional understanding of their fields. A professional secondary school teacher demonstrates a comprehensive understanding of subject content and curriculum standards and knowledge of best practices.

The study further revealed that teachers follow the National curriculum standards of learning when planning and delivering lessons in secondary schools. They are involved in selecting appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.

Similarly the study further revealed that teachers effectively communicate learning goals and have regular checks that help them to know whether students have understood. The teachers' carryout activities related to selecting, evaluating, integrating, and refining a variety of teaching strategies, delivery methods, and resources even in classrooms particularly in schools.

The study also revealed that teachers are required to regularly monitor and evaluate students' progress and report feedback to school management. Consequently teachers in conjunction with students develop measurable and appropriate goals and indicators for student progress. The monitoring is done on routine basis.

Further the study revealed that teachers follow appropriate procedures while using resources however a few do not follow the recommended procedures which decrease the level of

provision of a respectful, positive, safe, student-centered environment that is conducive to learning. This enables them to practice professional ethics in and out of school which facilitates their performance. The teaching ethics require teachers to ensure the confidentiality of information and privacy of students, families, colleagues, and collaborate with colleagues to develop consistent policies and procedures that create a school culture conducive to learning.

5.1.1.3 The effects of work conditions on teachers' performance in selected Secondary Schools in Mukono Municipality

The respondents identified the following effects of teachers' performance; scheme of work and teaching plan, deadlines, nature of students, trend of performance, commitment, professional attitude and appraisal forms.

Traditionally scheme of work has been regularly used by Ministry of Education as a reliable indicator of teachers' performance in schools. Most teachers in the study area revealed that, "a well followed scheme of work and teaching plans plus records of activities done helps us know teachers work performance" likewise "scheme of work, lesson plans, Saturday tests, end of term exams, check notes". Almost all the respondents interviewed showed that schemes of work are the major teaching aid, a teacher can have.

Meeting deadlines help teachers carryout their activities on time and produce relevant results to the organization. One of the teachers pointed out that;

"teachers' work performance is measured by the ability to meet deadlines and positive response to school programme".

Some schools measure teachers' performance by nature of students' grades during enrollment for example teachers reported that;

“we assess teachers’ performance according to the nature of students we get and their grades, which indicate teachers work performance to be high”.

Some schools look at the trend of students’ performance in the past years and current year. An upward trend represents teachers’ improvement in performance. Three youthful teachers said that;

“we focus on an upward trend in performance in national academic examination which reflects teachers’ growth in performance”.

The commitment of teachers enable them add an extra effort into work which leads to improvement in performance. A number of female teachers reported that,

“commitment in terms of time management, working under minimum supervision and efficiency at delivery reflects teachers’ work performance too”.

Practicing professional ethics helps to deliver standard work. Some schools in Mukono look at professional ethics as reported by one of the teachers of a given school that,

“we look at display of professional attitude towards work to hit targets and reach heights”.

The appraisal forms are used to check the strengths and weaknesses of the teachers, a good number of head teachers reported that;

“we measure work performance by filling the annual appraisal forms from the ministry, writing down records of work covered by students and syllabus coverage”.

The study revealed that half of the teachers rent inferior rooms in poorly planned places particularly out of school. The teachers who are not provided with houses in rural areas have the problem of finding satisfactory accommodation which affects their commitment to work.

The study further revealed that school location and its environment affect teachers' efficiency and effectiveness in carrying out their tasks. The secondary schools located in urban areas encounter difficulties in teaching and controlling student behavior for example most schools are neighbored by bars which play loud music most of the time.

The study also revealed that the level of availability of resources in a given school affects the level at which teachers deliver at work. However the availability of textbooks is a big problem to teachers for example in third world secondary schools one book is supposed to be shared by many students. Consequently teachers prefer smaller class size because it allows students to receive individual attention. They can perform better when teaching small size classes than large classes.

These findings agree with Chandrasekhar, (2011) that housing or accommodation is a major problem faced by nearly all the teachers; there are simply not enough school houses to go around. Only a tiny proportion of teachers stay in houses provided by schools. The housing situation is slightly better for secondary school teachers working in government traditional boarding schools, where the number of staff houses is adequate. Teachers who are not provided with houses in rural areas have the problem of finding satisfactory accommodation. Most teachers rent rooms in inferior locally-built houses which affect their commitment to work. Even where teachers are provided with the school houses, the condition of these houses is far from satisfactory which demotivate them leading to poor performance.

5.1.2 Discussion of quantitative data

5.1.2.1 The level of teacher's performance in selected secondary schools in Mukono Municipality

In relation to the questionnaire findings, 55% strongly agreed that teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students and 45% agreed. This implies that the teachers recruited by Secondary schools in Mukono Municipality have professional understanding of their fields.

The results are consistent with Akinwumi, (2000) who noted that a professional secondary school teacher is required to demonstrate a comprehensive understanding of subject content and curriculum standards and knowledge of best practices.

As regards to teachers' lesson plan, findings revealed that 89% of the respondents agreed that teachers plan lessons using the National curriculum standards of learning while 11% were not sure. This implies that teachers follow the National curriculum standards of learning when planning and delivering lessons in secondary schools. However a few were not aware whether their colleagues follow national curriculum standards.

Similarly Ayeni, (2005) noted that teachers planning should involve selecting appropriate strategies, resources, and materials that promote student engagement, learning, and problem-solving based on different learning preferences and readiness levels.

As regards to communication of learning goals, 93% of the respondents revealed that teachers must communicate learning goals clearly and check regularly for student understanding while 5% were not sure. On the other hand 2% disagreed. This implies that majority of the teachers effectively communicate learning goals and have regular checks that help them to know whether students have understood. This agrees with Ayeni, (2005) who noted that

communication of learning goals involves selecting, evaluating, integrating, and refining a variety of teaching strategies, delivery methods, and resources even in classrooms particularly in schools.

On systematic gathering and usage of the data findings reveal 90% of the respondents agreeing that teachers systematically gather, analyze, and use relevant data to measure student academic progress while 6% were not sure. On the other hand 5% disagreed. This implies that teachers regularly monitor and evaluate students' progress and report feedback to school management.

The results are consistent with Gaynor (1998) who hinted that teachers have got to develop in conjunction with students, measurable, and appropriate goals for student progress and provide instruction that enable students to achieve those goals.

On the issue of use of resources and procedures, 76% of the respondents reported that teachers use resources and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning while 16% were not sure. But 8% disagreed with this position. This implies that although majority of teachers follow appropriate procedures while using resources, a few do not follow the recommended procedures which decrease the level of provision of a respectful, positive, safe, student-centered environment that is conducive to learning.

5.1.2.2 Discussion of findings on the effects of work conditions on teachers performance in selected secondary schools in Mukono Municipality

In view of professional ethics, 84% of the respondents agreed that teachers should maintain a commitment to professional ethics while 14% were not sure. On the other hand 2% disagreed. This implies that most of the teachers practice professional ethics in and out of school which

facilitates their performance. Likewise Taiwo, (2009) highlighted that professionalism ensures the confidentiality of information and privacy of students, families, colleagues, and collaborates with colleagues to develop consistent policies and procedures that create a school culture conducive to learning. On the other hand 11% disagreed. This implies that the level of availability of resources in a given school affects the level at which teachers deliver at work. Similarly Ayeni, (2005) noted that availability of textbooks is a big problem for teachers for instance one book is supposed to be shared by many students.

On class size; 84% of the respondents reported that teachers prefer smaller class size because it allows students to receive individual attention while 9% were not sure. On the other hand 7% disagreed. This implies that teachers can perform better when teaching small size classes than large classes. This same view is shared by Tweheyo, (2013) who noted that large class size, and the lack of teaching and learning materials, makes teaching stressful for many teachers.

On the issue of government wages, 88% of the respondents agreed that low government wages combined with weak monitoring systems are breeding grounds for corruption. This implies that most of the teachers in Mukono Municipality schools are given low wages which has contributed to increasing levels of corruption in secondary schools.

This findings agrees with reforming allowances (2009) which reported that poor working conditions particularly the low starting pay of three hundred thousand shillings per month, which does not greatly improve even after long service, places teachers at a lower social status compared to other professionals. Regarding teachers' housing, 41% of the respondents reported that teachers rent rooms in inferior locally-built houses this affects their commitment to work while 16% were not sure. On the other hand 43% disagreed. This implies that about half of the teachers rent inferior rooms in poorly planned places this is consistent with

Chandrasekhar, (2011) who stated that teachers who are not provided with houses in rural areas have the problem of finding satisfactory accommodation. Most teachers rent rooms in inferior locally-built houses which affect their commitment to work.

On location of the school, 71% of the respondents agreed that the location of the school affects their working and has an effect on how they carry out their tasks while 11% were not sure. On the other hand 18% disagreed. This implies that the school location and its environment affect teachers' efficiency and effectiveness in carrying out their tasks. This is consistent with Sankaran, (2003) who pointed out that those located within urban centres encounter difficulties in teaching and in student behavior for example most schools are neighbored by bars which play loud music most of the time, restaurants, plumbing workshops, roadside where moving cars interrupt students' attention with noise hence affecting teachers' performance.

Regarding delivery of knowledge, 78% of the respondents agreed that teachers' delivery is affected by availability of resources while 11% were not sure.

On work environment, 68% of the respondents agreed that the working environment is attractive, creative and satisfactory while 7% were not sure. On the other hand 2% disagreed. This implied that most of the selected secondary schools in Mukono Municipality had beautiful environments favorable for enhancing teachers' performance.

The results are consistent with Brown and Leigh, (1996) who stated that working conditions can influence employee's attitudes toward work positively and can improve work performance.

On necessary conditions, 55% of the respondents reported that all the necessary conditions and facilities that assist the teachers to work are provided while 9% were not sure and 20%

disagreed with the item. This implies that although most of the teachers with the conditions in place, some are not satisfied with the facilities and conditions in the place of work. This is in support of Udofot, (1995) who reported that in most schools today teachers' offices or staffroom are either non-existent or very poorly equipped. Likewise some schools have inadequate chairs for teachers and students.

On salaries; 55% of the respondents strongly agreed and 39% agreed that salaries are paid on time while 2% were not sure and 2% disagreed and 2% further strongly disagreed with the item. This implies that several schools do not pay wages or salaries on time which interferes with teachers' performance in the longterm.

The results are inline with Muheeb (2004) who noted that public (government-aided) secondary schools in Uganda have centralized pay system which causes difficulties in recruitment and retention, especially of higher-quality workers

Following the above table, 89% of the respondents reported that schools have adequate working conditions for facilitating teacher' work performance. This implies that although more than half of the teachers perceive that there are adequate working conditions to support their work performance more than a third reported that their schools do not have adequate conditions to support work performance.

The results are in line with reforming allowances, (2009) which further pointed out that individuals who join the profession use it as a springboard to join other lucrative fields while those who stay constitute a class of disgruntled teachers who cannot perform to the expected standards hence adversely affecting the quality of education. Therefore, good and safe infrastructure and also availability of basic utilities that contribute to working conditions like; water, electricity, internet connectivity, study leave and staff development, library, clinics or sickbay well quipped with medical facility, accommodation, instructional materials for

supervision and monitoring, equipped staffroom ,promotion, good and enough salary to reduce annual strikes of secondary teachers under the UNATU that governs teachers' interests ought to be available to improve teachers' performance. Mullen (2007) in a study about why Zimbabwean teachers seem demotivated, reported that teachers proposed that their dignity be restored, their working conditions improved and adequate resources in order for them to enjoy their teaching jobs.

5.2 Conclusion

From the data collected and the subsequent discussions, the following conclusions were made:

Some private secondary schools have beautiful and attractive environment which in most cases teachers perform well. However, the teachers are not satisfied with the conditions for example teachers' offices or staffroom are either non-existent or very poorly equipped.

Similarly teachers receive low wages unable to support their families which causes teachers' strikes. Though the school libraries are well stocked they don't have well stocked staff rooms which make it difficult for teachers to effectively deliver.

The teachers follow appropriate procedures in line with the national curriculum standards which has enabled them to demonstrate a comprehensive understanding of subject content and knowledge of best practices.

The teachers effectively communicate learning goals and have regular checks that help them to know whether students have understood. They regularly monitor and evaluate students' progress and report feedback to school management.

There is need for secondary school teachers to adopt survival strategies called “side income” which can enable them to earn more income. The side incomes will make teachers develop attachment and social networks with people neighboring the school hence increasing retention rates.

There is need to establish a monitoring and evaluation system to track teachers’ activities. This will help identification of loopholes on time and identify ways of improving teachers’ performance.

College administrators, policymakers and other stakeholders in the Education field especially secondary schools should further continuously be open and honest in terms of communication on rewards, goals and objectives of UNATU as a teacher’s union that looks forward to fighting for teachers .

There is need to establish career guidance, service provision system and ICTs practical skills in secondary schools aimed at helping both teachers and students. This will motivate teachers to liking teaching profession and deliver teaching services with utmost enthusiasm which will lead to improved performance.

Regular supervision and inspection of schools by district official can aid the monitoring and evaluation of teachers’ activities which helps to keep the schools on track.

5.4 Suggested areas for further research

The following are the areas that can be further studied;

1. Other studies can be undertaken on effects of working conditions on teachers’ career development in secondary schools in Uganda. Such studies may consider the teachers’ career and development as a performance variable.

2. The effects of teacher working conditions on academic performance of students in secondary schools in Uganda. This study primary focused on teachers' performance but may focus on academic performance in secondary schools.
3. The study on effects of work conditions on teacher retention in Secondary schools in Uganda can be sought.
4. The effects of working conditions on teacher's turnover in secondary schools in Mukono district given the fact that most teachers transfer or dismissed in government-aided and private secondary schools.

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Appendix I: Questionnaire

Dear respondent.

You have been selected to voluntarily participate in this study and you are kindly requested to freely and objectively respond to the listed questions. Be assured that your responses will be completely anonymous and therefore the information you provide in here will be treated with strict confidentiality

Section A: Demographic data,

1. Age of respondent at last birthday.....
2. Sex of the respondent a) Female B)Male
3. Marital status of the respondent
a) Single or under-age b) Married c) Divorced or separated
d) Widowed
4. What is your designation?
a) Head Master b) Classroom teacher c) DEO
- 5: Years of service in teaching profession
a) 1 – 5 years (b) 6 – 10 years c) 11 - 20years d)21 and above
6. What is your Level of Education?
a) Certificate b) Diploma c) Degree d) Masters and above
7. Number of School
.....

Key:

SA=Strongly Agree

A= Agree

N= Not Sure

D= Disagree

SD=Strongly Disagree

Section B: The existing working conditions of Mukono municipality secondary schools.	SA	A	N	D	SD
8. The work environment attractive, creative and satisfactory					
9. All the necessary conditions and facilities that assist the teachers to work are provided.					
10. Salaries are paid on time					
11. The fringe benefits given are adequate to support teachers basic needs					
12. The classrooms are designed in regard to students learning need.					
13. The school has well equipped staff room					
14. Others (Specify)					

15. In your view, describe existing working conditions the schools?

.....

Section C: The level of teachers' performance	SA	A	N	D	SD
16. Teachers demonstrate an understanding of the curriculum, subject content, and the developmental needs of students					
17. Teachers plan using the National curriculum standards of learning					
18. Teachers must communicate learning goals clearly and check regularly for student understanding					
19. Teachers systematically gather, analyze, and use relevant data to measure student academic progress					
20. Teachers use resources and tools to provide a conducive learning					
21. Teachers to maintain a commitment to professional ethics					
22. Others (Specify).					

.....
.....
23. In your view describe indicators of teachers' work performance in the school?

.....
.....

24. What is the level of teachers' work performance in terms of passing students in internal examinations in the school?

- a) Very Low b) Low C) Don't Know d) High e) Very High

25. What is the level of teachers' work performance in terms of passing students in public examinations such as UNEB?

- b) Very Low b) Low C) Don't Know d) High
- e) Very High

26. What is the level of teachers work performance in terms of participation co- curricular activities such as sports, MDD and athletics?

- a) Very Low b) Low C) Don't Know d) High e) Very High

Section D: The relationship between work conditions and teachers' performance in Mukono Municipality Secondary Schools.	SA	A	N	D	SD
27. Teachers rent rooms in inferior locally-built houses which affect their commitment to work.					
28. The location of the school is part of their work environment and has an effect on how they carry out their tasks.					
29. Teachers' delivery is affected by availability of resources					
30. Teachers prefer smaller class size because it allows students to receive individual attention					
31. Low government wages combined with weak monitoring systems are breeding grounds for corruption					
32. Others (Specify)					

33. Does your school have adequate working conditions for facilitating teacher work performance?

a) Yes b) No

If No, suggest ways of improving teachers working conditions in secondary schools?

.....

34. In your view is there a need to improve secondary school teachers' work performance?

b) Yes b) No

If yes suggest ways of improving teachers work performance in secondary schools?

.....

THANK YOU

Appendix II: Interview Guide

The key issues raised in questionnaires will be noted by the researcher for further probing during key informant interviews.

- ❖ The interviewer will contact the identified key informants on phone and make a schedule for interviews at the interviewees' most appropriate place.
- ❖ Time of interviews will be determined by the researcher
- ❖ Actual key informant interview sessions will start by a researcher making a rapport and properly explaining the purpose of the interview to the interviewee

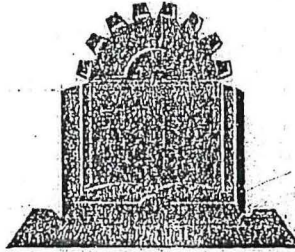
There after the researcher shall introduce each subtopic and mention the key issues in each sub topic which the interviewee should give more information according to his or her knowledge

Guiding questions

1. What are the existing working conditions of Mukono municipality secondary schools?
2. What is the level of teachers' performance in Mukono municipality secondary schools?
3. What is the relationship between work conditions and teachers' performance in Mukono Municipality Secondary Schools?

Thanks for your participation

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Department of Educational Planning Management

Date: 28th October 2014

TO WHOM IT MAY CONCERN

This is to certify that **AGASHA Lydia Mugizi**, Reg. No. **12/U/HD/071/GMED/PE**, is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic entitled:

Working conditions and Teachers' Performance in Selected Secondary Schools in Mukono Municipality..

Any assistance accorded to her is highly welcome. She is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

#Komba

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

