

**PERFORMANCE MANAGEMENT AND TEACHER USAGE OF
INSTRUCTIONAL MATERIALS IN UNIVERSAL SECONDARY EDUCATION
SCHOOLS IN MUKONO DISTRICT, UGANDA**

AKWANGO GRACE

2011/U/HD/06/MEdPPM

**A DISSERTATION SUBMITTED AS A PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTERS DEGREE IN
EDUCATONAL POLICY, PLANNING AND MANAGEMENT
OF KYAMBOGO UNIVERSITY**

DECEMBER, 2015

DECLARATION

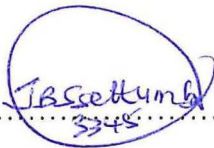
I, Akwango Grace, do hereby declare that this is my original work and has never been submitted for the award of a degree or Diploma in any University or institution.

Signature *Akwango Grace*

Date *04/01/2016*

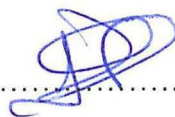
APPROVAL

This research report has been written under the supervision of the following supervisors

Signature..........

Dr. Fr. John.Bosco Ssettumba

Date6th January 2016.....

Signature..........

Dr. .Stephen Ndawula

Date07-01-2016.....

DEDICATION

This dissertation is dedicated to my family for the moral support and understanding during the busy schedule while pursuing this programme.

ACKNOWLEDGMENT

I thank in a special way my supervisors Dr. J.B Ssettumba and Dr. S. Ndawula who selflessly guided me through the research. Special gratitude also goes to all my professors and Lecturers of Kyambogo University especially in the Department of Educational Planning, Policy and Management for giving me the required knowledge at this level.

Am grateful to my coursemates who held on with me to the end as we catered for each others needs during the programme especially Beatrice, Justine, Winnie and Vincent you were the company I needed for this course. Special thanks goes to Mr. Sebagala R. for his technical skills that he extended to me when I consulted him for help.

I am indebted to the secondary school teachers who genuinely filled in the questionnaires and those school managers who gave me their time for interviews including the headteachers, deputies and Directors of Studies.

I finally give thanks to the Almighty for giving me life and seeing me through this academic journey, may He be praised forever.

TABLE OF CONTENTS

DECLARATION.....	ii
APPROVAL.....	iii
DEDICATION.....	iv
ACKNOWLEDGEMENT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	ix
LIST OF FIGURES.....	x
LIST OF APPENDECIES.....	xi
ABSTRACT.....	xii

CHAPTER ONE:INTRODUCTION AND BACKGROUND TO THE STUDY

1.0 Introduction.....	1
1.1 Background to the study.....	1
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	6
1.4 Objectives of the study.....	6
1.5 Research questions.....	6
1.6 Scope of study.....	7
1.7 Significance of the study.....	7
1.8 Theoretical review and conceptual frame work.....	8
1.8.1 Theoretical review.....	8
1.8.2 Conceptual Frame work.....	11

1.8.2 Conceptual Frame work.....	11
1.9 Operational definition of terms:	13
CHAPTER TWO:LITERATURE REVIEW.....	15
2.0 Introduction	15
2.1 Performance planning and teacher usage of instructional materials	15
2.2 Performance monitoring and teacher usage of instructional materials.....	20
2.3 Performance rewards and teacher usage of instructional materials.....	25
2.4 Summary.....	29
CHAPTER THREE:RESEARCH METHODOLOGY	30
3.0 Introduction	30
3.1 Research Design	30
3.2 Target population.....	31
3.3 Sample size and selection.....	31
3.4 Data Collection Methods.....	33
3.4.1Self-administered questionnaires.....	33
3.4.2 Interview Guides	34
3.4.3 Observation checklist	34
3.5 Validity of the instruments	35
3.6 Reliability of the instruments	36
3.7Data collection procedure.....	37
3.8 Ethical consideration	37

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	39
4.0 Introduction	39
4.1 Background characteristics.....	39
4.2 Performance planning to promote teacher usage of instructional materials.....	42
4.2.1 Use of instructional materials	42
4.3 Performance monitoring to ensure teacher usage of instructional materials.....	52
4.4 Performance rewards to reinforce teacher usage of instructional materials.....	56
CHAPTER FIVE:DISCUSSION, CONCLUSION AND RECOMMENDATIONS....	61
5.0 Introduction	61
5.1 Performance planning and usage of instructional materials.....	61
5.2 Performance monitoring and usage of instructional materials	64
5.3 Performance rewards and teacher usage of instructional materials	67
5.4 General conclusions	69
5.5 General recommendations on findings.....	70
5.6 Recommendations for further research.....	71
REFERENCES	72

LIST OF TABLES

Table 3.1: Population and sample	32
Table 4.1: Background characteristic of respondents.....	40
Table 4.2: Observed use of instructional materials.....	43
Table 4.3: Teacher responses to performance planning and usage of instructional materials.	47
Table 4.4: Teacher responses to performance monitoring and usage of instructional materials.....	53
Table 4.5: Teacher responses to performance rewards and usage of instructional materials.....	58

LIST OF FIGURES

Figure 4.1: Usages of instructional materials (%).....	41
Figure 4.2: Skills and competencies in choosing and using instructional materials.....	41
Figure 4.3: Students attitude towards lessons conducted with instructional materials.....	42
Figure 4.4: Teachers opinions on key items of performance planning and teacher usage of instructional materials.....	46
Figure 4.5: Teachers opinions on key items of performance monitoring and teacher usage of instructional materials.....	51
Figure 4.6: teachers opinions on key items of performance rewards and teacher usage of instructional materials.....	56

LIST OF APPENDICES

APPENDIX A: Questionnaire for teachers	79
APPENDIX B: Interview guide for head teachers:	84
APPENDIX C: Lesson observation tool for the researcher	86
APPENDIX D: Validity analysis of teacher questionnaire.....	87
APPENDIX E: Reliability of the instruments	88
APPENDIX F: Frequency tables	89
APPENDIX G: Morgan's table of sampling	98
APPENDIX H: Letter of introduction.....	99

ABSTRACT

The study examined the influence of performance management on the teacher usage of instructional materials in Universal Secondary Schools in Mukono district. The study was concerned with, establishing the extent to which school managers carry out performance planning to promote teacher usage of instructional materials, the extent to which performance monitoring is carried out in USE schools to ensure teacher usage of instructional material and to establish how far school managers used performance rewards to enforce effective teacher usage of instructional materials. The respondents included classroom teachers, heads of departments, Directors of Studies, deputy headteachers and head teachers. The target population was 595 teachers from which a sample of 234 teachers were randomly selected and only 211 teachers participated (a response rate of 90.1%). A cross-sectional survey design was used. Data was collected using self administered questionnaires, face to face oral interviews and observation checklist. The study found out that performance planning is done regularly in relation to teacher usage of instructional materials, this is through schemes of work that provide for defining the instructional materials to be used. It also found out that supervisors monitor the usage of instructional materials through checking and reviewing the teacher's schemes of works. Random checks of lessons in progress are done and library usage is evaluated. However it was noted that the monitoring is not necessarily specific to usage of instructional materials but rather continuous assessment of teaching activities. Finally it also found that financial rewards motivate the teachers to employ various teaching methods involving the use of instructional materials. The study recommended that USE schools should be supported continuously to conduct formal performance planning for teacher usage of instructional materials, build systems that allow performance monitoring as specific activity and responsibility of heads of departments and design a reward system that rewards specifically teachers who use instructional materials.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO STUDY

1.0 Introduction

This chapter presents the background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study and theoretical and conceptual framework.

1.1 Background to the study

Performance management (PM) evolved from the first formal monitoring systems that evolved out of the work of Taylor and his followers (Armstrong, 2009). Before the First World War, the United States army introduced performance appraisal for its officers in the 1920's; it then spread to the United Kingdom in the 1950's and 1960's. This was an initial step to managing the performance of armed forces and efficiency of the individuals serving in the military.

Today Performance Management is a concept that most organizations are adopting to help senior managers achieve strategic business objectives, encourage behavior consistent with the attainment of organizational goals and make decisions about employee compensation interlinked with reward systems, (Cole & Kelly, 2011). In reference to Daft (2008), organizations today set targets, evaluate performance and guide discussions on further action needed to be taken. These strategies are enforced by the immediate managers who allocate work and have the closest knowledge of the individuals' duties and performance (Mullins, 2007 & Regu 2006).

It was however observed by Mafabi (2012) that the aspect of Performance Management is not given the attention it deserves in some organizations. A school as an organization should be able to use performance management strategies to achieve its goals and objectives.

The concepts surrounding this study include Performance Management, which according to the Performance Management practitioner's series (2001), the United States office of personnel Management, (USOPM, 2011) and Armstrong (2001), involves planning work, setting expectations, continually monitoring performance, developing the capacity to perform, periodically rating performance and rewarding good performance. It is also viewed as a purposeful continuous process geared towards positively influencing employee's behavior for the achievement of the organization's strategic goals; this involves meetings and staff appraisals as the key features in performance management (Meyer, 2000 & Mullins, 2007).

Other practical aspects of Performance Management are described as reviewing goals set for employees, recollecting the critical incidences that affect the employees' performance, frequent feedback, positive reinforcement and bringing out the best in an individual (Regu, 2006 & Aubrey 2006). In this study Performance Management referred to selected aspects such as performance planning, performance monitoring and performance rewards. It also looked at how these aspects influenced teacher usage of instructional materials.

Skills cannot be taught through telling learners about skills that are appropriate in given situations without learners being placed in situations where they can practice those skills (Adeyemi, 2000), this is by use of instruction materials to make learning and skill acquisition more concrete. Instructional materials are sets of materials that are used to aid in the transference of information from one individual to another; they range from visual, audio, to audio visual aids (Maani et al 1999). Some common instructional materials include chalk, boards, charts, graphs, diagrams, exhibits, flat pictures, photographs, maps, models, objects, motion pictures, textbooks, reference books, and computer, among others (Mundi & Alfred, 2006). Since there are numerous instructional materials this study limited itself to materials such as text books, laboratory apparatus/specimens, charts and models. Teacher usage of instructional materials will mean an act by a teacher to employ these instructional materials to aid learning during the teaching/learning process. The researcher examined and found out how the performance management strategies are used by school managers to influence teacher usage of instructional materials.

The path-goal theory of leadership and the goal setting theories guided this study; the path goal theory of leadership states that a manager can influence performance, satisfaction and motivation of workers by offering rewards for achieving performance goals, clarifying paths towards achieving these goals and removing obstacles to performance (Weihrich & Koontz, 2005). In the goal setting theory, goals motivate people to perform at the required goal levels; challenging goals mobilize energy, lead to higher efforts and increase persistence (Lathan, 2003). With reference to these theories,

school teachers as managers (who may be the head teacher, deputy head teacher, director of studies or head of department), can enhance performance management by ensuring performance planning, performance monitoring and performance rewards to enforce teacher usage of instructional materials in the USE schools.

Contextually, Mpeirwe (2007) observed that availability of instructional materials enhanced teacher performance in schools and Torsten (1994) has it that for audio visual aids to be used well, it depended on how available the soft or hard ware was. In the case of Uganda therefore, the USE schools should be reflecting good academic results since they received supplies of science kits and text books by the Government, (Busingye, 2007). According to Macnee (2003) and Aggarwal (2007), manipulation of variable instructional materials is key in achieving the prescribed degree of mastery by students.

On the contrary Abdu (2013) reports that Government schools in Uganda have not utilized laboratory equipment properly, and in a Mukono regional report by SESEMAT (2013); many teachers are not yet using the text books supplied to their schools. If teachers in USE schools are not using or adequately manipulating the available instructional materials, then this could mean that performance management in these schools to ensure teacher usage of Instructional materials is not being embraced hence impacting negatively on the achievement of learners. The problem of failure to adopt performance management strategies to promote teacher usage of instructional materials

seems to be too big in schools and if not addressed may result into high failure rate of students, this is why this study was of interest to the researcher.

1.2 Statement of the problem

According to Mumasi, (2013), teachers are not effective in teaching because they lack instructional materials. Effective teaching and learning is influenced by availability, quality and variety of relevant instructional materials. The Government of Uganda through the Ministry of Education and Sports (MOES) provides support to USE schools in form of instructional materials (Busingye, 2011). However, available evidence shows that in most schools the laboratories are more of stores than rooms for science practical work; textbooks are in the same state as delivered and the percentage of students failing science is very high (MOES ,2012; Abdu , 2013). This implies that teachers are not adequately putting into use the instructional materials supplied to the USE schools. Mumasi (2013) also reported that administration style of the head teacher influences teachers to perform positively or negatively. It therefore, raises the question of whether the declining teacher usage of instructional materials is a consequence arising from the lapse of performance management strategies by the school managers focusing on usage of instructional materials. Thus the major purpose of this study was to investigate how teacher usage of instructional materials is influenced by the performance management strategies of school managers with a view of coming up with a management model that could ensure effectiveness and efficiency of teacher usage of instructional materials in USE schools.

1.3 Purpose of the study

The purpose was to establish whether head teachers use performance management strategies to promote teacher usage of instructional materials in USE schools in Mukono district.

1.4 Objectives of the study

1. To establish whether school managers carry out performance planning to promote teacher usage of instructional materials in USE schools in Mukono district.
2. To find out whether performance monitoring in USE schools is conducted to ensure teacher usage of instructional materials in Mukono district.
3. To establish whether performance rewards are given to reinforce teacher usage of instructional materials in USE Schools in Mukono district.

1.5 Research questions

The study was guided by the following research questions:

1. To what extent do school managers carry out performance planning to promote teacher usage of instructional materials in USE school?
2. To what extent does performance monitoring enforce teacher usage of instructional materials in USE Schools?
3. How far have school managers used rewards to enforce effective teacher usage of instructional materials?

1.6 Scope of study

This study was carried out in 12 selected USE schools in Mukono District. Mukono District was selected because the USE schools in it have continuously received support from Government in form of instructional materials and it is easily accessible to carry out a study in it. This therefore makes it a better case study on performance management and teacher usage of instructional materials in USE schools in the country. The study covered USE schools that have been in existence from 2007 to date, because this is the period when these Schools benefited specially from Government support. The support was in form of text books, science kits and laboratory chemicals among others. The content scope focused on how the key performance management strategies (performance planning, performance monitoring and performance rewards) influence teacher usage of instruction materials in USE schools. The instructional materials referred to include the text books, laboratory apparatus, models and charts. Quantitative and qualitative research designs were used for data collection and analysis.

1.7 Significance of the study

It is hoped that the study will:

1. Provide relevant information to the Ministry of Education, Science, Technology and Sports on school management strategies to be adopted to ensure teacher usage of instructional materials.
2. Identify the need to foster performance management, by ensuring proper planning, monitoring and rewarding of teachers in USE schools focusing on better teacher usage of instruction materials.

3. Link the school authorities with the policy planners to address problems arising in from failure to effectively use instructional materials in USE schools by teachers.
4. Help school management to reinforce teacher usage of instructional materials in their schools, by clarifying or giving direction to teachers on what they ought to do to achieve the overall goals, through teacher usage of instructional materials.

1.8 Theoretical review and conceptual frame work

1.8.1 Theoretical review

The study of the influence of performance management on teacher usage of instructional materials was guided by the path goal theory advanced by Robert House in 1971 and cited in Wehrich & Koonz (2005). The theory holds that managers are justified in their role as being instrumental to the performance and satisfaction of subordinates. It further holds that a manager (head teacher, deputy head teacher, and director of studies or head of department among others) can affect the performance, satisfaction and motivation of a group by offering rewards for achieving performance goals, clarifying paths towards these goals and removing obstacles to performance. The theory further asserts that, it is the role of the manager to help subordinates attain their goals effectively, and the manager is to provide these subordinates with necessary direction and support to achieve their own goals and that of the organization as well. Generally the head teacher is to provide the necessary incremental information, support and resources, over and above those provided by the school on the teachers' environment, to ensure both teachers satisfaction and effective performance.

The Goal setting theory was also used by the researcher to guide this study. According to Locke and Latham, (1990) the goal setting theory was developed inductively within the industrial organization of psychology over a twenty five- year period. It was based on laboratory and field study, these studies showed that specific high goals lead to a higher level of task performance than easy or vague abstract goals such as the exhortation “to do one’s best”, so long as a person is committed to the goal, he or she has the requisite ability to attain it, and does not have conflicting goals. There is a positive, linear relationship between goal difficulty and task performance. Because goals refer to future outcomes, the setting of goals is first and foremost a discrepancy creating process. It implies that there is discontent with one’s present condition and so a desire to attain an objective or out comes.

The proponents of the goal setting theory contend that high or hard goals are motivating because they require one to attain more in order to be satisfied than do low or easy goals. Feelings of success in a work place occur to the extent that people see that they are able to grow and meet job challenge by pursuing and attaining goals that are important and meaningful. Locke and Latham, (2000) have it that goals affect performance through a directive function, they direct attention and effort towards goal relevant activities, this effect occurs both cognitively and behaviorally.

The path goal and the Goal setting theories were preferred for this study because of their propositions that meet the objectives of the study. The first proposition offered by the goal setting theory is that, when subordinates (teachers) take on the managers’ (head

teacher's, Director of Studies', Head of Department's) way of doing things as the current source of job satisfaction, the performance management strategies laid down are generally acceptable, and can influence the subordinates (teachers) to perform better as long as they perceive it as an instrument for future job satisfaction. The second proposition by the Path Goal theory is that the manager can affect the performance, satisfaction and motivation of a group by offering rewards for achieving performance goals; this very well meets the third objective of this study. Finally, from the goal setting theory, the proposition that high or hard goals are motivating because they require one to attain more in order to be satisfied than do low or easy goals. Whether these propositions hold with the kind of performance management on teacher usage of instructional materials in USE schools in Mukono district or not, is what the study intended to find out.

Managers should ensure that in performance planning there should be specificity in goal setting, the goals set should also be high and motivating. Motivation of subordinates is achieved by tying satisfaction of subordinates' needs to effective performance, and by complementing the work environment of the subordinates through providing the necessary coaching, guidance, and rewards for their performance (Silverthorne, 2001). Whether this is practiced by school managers to promote teacher usage of instructional materials or not is part of what this study set to find.

1.8.2 Conceptual framework

The influence of performance management (independent variable) on the teacher usage of instructional materials (dependant variable) is illustrated using the following conceptual framework based on Mullin's model (2005).

The constructed conceptual framework

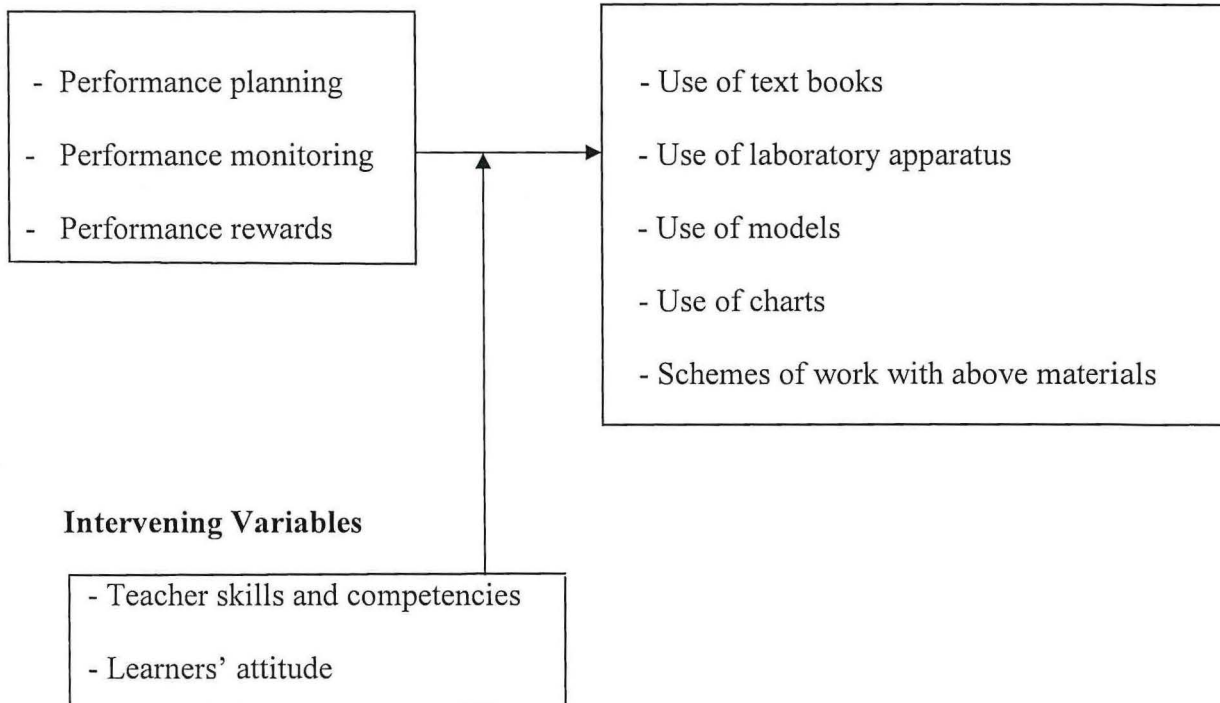
The conceptual frame work of the relationship between performance management and teacher usage of instructional materials is shown below:

Independent variable (IV)

Dependent variable (DV)

Performance Management

Teacher Usage of instructional materials



Source: Designed and developed following Mullin's Model (2005)

The framework explains how performance management with the three key aspects of performance planning, performance monitoring and performance rewards, is related to teacher usage of instructional materials. Performance management is the independent variable while teacher usage of instructional materials is the dependent variable. The intervening variables that influence the relationship between performance management and teacher usage of instructional materials are teachers' skills, teacher competencies and learners attitude.

The frame work suggests that the way in which the key aspects of performance management (performance planning, performance management and performance rewards) are managed is related to teacher usage of instruction materials which will be reflected in, the usage of text books, laboratory apparatus, models, charts and teachers' schemes of work. However, teachers' ability to use instructional materials can be influenced by a wide range of variables that relate to the abilities of the teacher, including teachers' skills, competency and learners attitude among others, these are seen as intervening variables that can influence the relationship between performance management and teacher usage of instruction materials. These intervening variables were eliminated by the researcher choosing a sample from respondents who were qualified to teach the secondary school level and these were shown by the graduate and the grade V teachers who participated in the study. Learners' attitude was controlled by observing lessons of learners grouped as high achievers since they have high interest in studying.

1.9 Operational definition of terms:

The concepts of the operational terms used meant the following:

Performance: According to Brumbach, as quoted in Armstrong (2009), it refers to behaviors, results and adjusting behaviors and actions of work to achieve results. In this study it meant how often and how well teachers use instructional materials in lesson sessions, this will depend on the teachers' skills and competencies, and should be reflected in their schemes of work and assessed results of the learners, which will in turn depend on learners attitude towards learning.

Performance management: It meant the aspect of management which defines strategies geared towards achievement of results through usage of instructional materials involving planning, monitoring and rewards.

Performance planning: This meant setting performance expectations, goals and competences needed towards achieving original objectives. It also includes defining how performance will be measured.

Performance monitoring: It meant consistently measuring performance that involves checking on whether instructional materials are being used regularly and providing ongoing feedback to employees and work groups on their progress towards reaching their goals.

Performance rewards: This meant the remuneration or pay and other non-monetary appreciation awarded to employees for outstanding performance (in usage of instructional materials), aimed at motivating teachers.

Teacher usage of instructional materials: This meant teachers employing different available instructional materials to aid learning in school including the usage of textbooks, laboratory apparatus or equipment, charts and models.

USE: This referred to Universal Secondary Education; where secondary education is offered freely to those who have successfully completed primary education and qualified to join secondary education in particular government aided secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the review of both theoretical and empirical literature. The literature review is conceptualized under the objectives of the study. It covers the review of literature on performance planning and teacher usage of instructional materials; performance monitoring and teacher usage of instructional materials; and performance rewards and teacher usage of instructional materials.

2.1 Performance planning and teacher usage of instructional materials

Changes in society and workplace have exerted pressure on the educational system. For instance, with increased internationalization, growing knowledge-intensive work, and increasing use of information technology, schools are required to produce graduates who do not only possess relevant knowledge but also interpersonal relations and communication skills, ability to work in various contexts, and information literacy skills (Allen, 1996 & Burgess, 2000). In response to this challenge, schools are now moving towards a more learner-centered approach to learning which involves teacher usage of instructional materials to enhance understanding of concepts. The reason for this is that the teacher centered approach characterized by transmission of information is sadly insufficient to equip students with the above skills. In fact, many studies show that the teacher-centered approach only promotes misconceptions and inert knowledge (Gravoso , Pasa, Labra & Mori 2008)

Performance planning is the starting point for performance management and essential for laying the ground work for later effective review (Bacal, 2004). Teachers need to select or improvise suitable instruction materials or aids to facilitate teaching/learning and motivate students, the teacher should ensure that the instructional materials to be used are easily available for use before the date of use (Sulaiman, 2013). He further contends that instructional materials should be in store and the teacher should look at it and test it before the day of the lesson, this is a part of performance planning in schools that yields into and ensures teacher usage of instructional materials. In a report by the Ministry Of Education, Science, Technology and Sports (MOESTS, 2010), the permanent secretary advised the teaching community to creatively make use of instructional materials at lesson planning and lesson delivery stages. But as to whether teachers in the USE schools in Mukono district value planning to use instructional materials for their effective teaching process is the gap the researcher needed to fill.

Performance planning is jointly carried out by the manager and the individual members of the team, aiming at reaching an agreement on what needs to be done by both parties; a planning meeting is often the first stage of a performance management cycle (Armstrong & Baron 1998, Armstrong 2011). Performance planning involves setting performance expectations, goals and how performance will be measured and competence needed towards achieving original objectives (Armstrong, 2001). This is in agreement with Iwu et al., (2011); Sulaiman (2013) and Anyanwu (2003) who identify the ways by which the teacher should prepare for the usage of instructional materials as,

Specification of objectives, Maximal fit with instructional tasks, Preparation and preview, Multidimensional presentation, Environmental situation and Measure of outcomes. These studies define what is entailed in performance planning in relation to teacher usage of instruction materials but the question of whether it is an approach used in USE schools arises hence the need for the study.

In performance planning process, role definition provides a basis for drawing up performance development plans, forms a foundation for performance agreement, outlines the key result areas which form a basis on which the performance objectives and standards are agreed upon and defines the behavior required to perform the job (Armstrong, 2001). The process of managing performance begins by defining expectations in terms of targets, standards and competence requirements, and it involves agreements between the manager (head of department) and individuals (teachers in the department) on what the individuals need to do to achieve the objectives, raise standards, improve performance and develop the required competences (Armstrong, 2006). Planning performance recognizes the importance of a shared view of expected performance between managers and employees, as to whether teachers share their views on their usage of instructional materials with the managers (especially the heads of departments) during the planning phase or not is what this study intended to find out

In a report on Choosing Blindly; Instructional Materials, Teacher Effectiveness, and the Common Core, on a study on Education Policy at the Brookings, by Matthew & Grover

(2012), a school administrator would in most cases not be aware of what materials are used by every teacher, and thus could not provide this information to the state. The Ministry Of Education, Science, Technology and Sports (2010), reported that many school managers prefer to keep their text books inventory stacked far away in a safe location rather than allow students to use the books, this is eroding away the reading culture and there is a challenge of how to enhance text book management in the teaching and learning process. Performance plans in schools should therefore be agreed upon between the school managers and their subordinates who are the teachers on the areas that involve usage and the kind of instruction materials to be used. Whether this kind of performance planning is done in USE schools in Mukono District is what this research investigated.

According to Hale & Whitman (1998), targets are often known by other names that mean the same things such as objectives and goals and they all explain what should be achieved at the end of an activity or a point to be hit on a desired result. Goals have a pervasive influence on employee behavior in organization and management practice as identified by Locke & Latham (2002) while Durbrin, (2012) has it that managers widely accept goal setting as a means to improve and sustain employee performance. Nearly every organization has some form of goal setting in operation and this study investigated the form of goal setting as an activity of performance planning for teacher usage of instructional materials in USE schools in Mukono district.

Performance elements and performance standards must be stated clearly and included in the employee performance plan. The performance elements should be measurable, understandable, verifiable, equitable, and achievable. Getting employees involved in the planning process helps employees to understand the goals, what needs to be done; why it needs to be done and how best it should be done (USOPM, 2011). The Wudpecker Journal of Educational Research cites Adeyanju's (2003) study on teacher education and use of instructional materials that reveals the poor skills of Nigerian teachers in using instructional materials for teaching. Whether this is also an issue in the USE schools in Uganda is what this research intended to establish through examining the kind of performance planning done. Since performance planning can best be seen as a solution which is good enough in an organization, how teacher usage of instructional materials is influenced by performance planning in the USE schools in Mukono district is not yet clear. This gap is what this study intended to fill.

According to Krishna (2007), faculty meetings must be well planned, focused on teachers professional needs and be focused on educational problems growing out of the immediate school environment. Teachers must prepare for departmental meetings but instead they spend less time or no time preparing for meetings, expressing the opinion that the meetings are of little value in their self improvement and so many teachers resent faculty meetings, and yet this is an avenue for the agreement and choice of instructional materials. Mathew and Grover (2012), have it that, there is strong evidence that the choice of instructional materials has large effects on student learning, effects that rival in size those that are associated with differences in teacher

effectiveness, this therefore calls for proper planning on materials for use during teaching, as to whether formal planning on usage of instruction materials in USE schools in Mukono district is done or not is what this study intended to establish.

Pulakos (2004), advocates for performance planning to be done with the employees in order to set their performance expectations including both the behaviors employees are expected to exhibit and the results they are expected to achieve during the upcoming rating cycle which should be tied to the organization's strategic direction and cooperate objectives. Whether this concept is adopted by school managers and their teachers remained a question of interest and the time and the environment in which this study was conducted was different from the one in which this one was conducted hence there was need to establish the current status quo.

2.2 Performance monitoring and teacher usage of instructional materials

In an effective organization, assignments and projects are monitored and reviewed continually; this involves frequently observing employees performance needs (Terry, 2003). Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress towards reaching their goals, where their performance is compared against their elements and standards and changes to unrealistic or problematic standards can be made (as in performance review). By monitoring continually, unacceptable performance can be identified at any time during the appraisal period and assistance provided to address such performance rather than wait until the end of the period when summary rating levels are assigned (appraisals are made) (USOPM, 2011). It is therefore necessary that the school

managers continuously monitor the teacher usage of instructional materials, so as to identify and correct unacceptable performance in time. Whether the USE schools in Mukono district embraced this form of monitoring is what this study set out to find.

Administrators and teachers in charge of selecting instructional materials have little information, either formal or informal, about which materials are most likely to facilitate student learning. As a result, they choose the materials that are most similar to teachers' current practices, are the cheapest, appear to be the easiest to teach, or are sold by the publisher that provided a good snack during their sales pitch (Matthew and Grover, 2012), this is in line with a report on a study of a panacea for effective usage of instructional materials in Nigeria, by Iwu et al (2011), the report suggested that , school administrators should make efforts in providing teaching aids or instructional materials and monitor teachers in the process of teaching and learning. In Uganda, the teaching community relies more on notes prepared in the early years of the teaching career to deliver their trade (M.O.E & S, 2010). For this reason it is important that teachers are continuously monitored to verify the way they choose and use the instructional materials, so that necessary assistance can be accorded where it is due. Whether this is done in the USE schools in Mukono district that have been supplied with instructional materials or not is what this study set out to find.

Performance monitoring entails action taken to implement the performance agreement, performance improvement and personal development plans as individuals carry on with their daily work and the planned learning activities. These planned learning activities

include; a continuous process of providing feedback, conducting informal progress review, update on objectives and where necessary deal with performance problems (Armstrong, 2006). According to Hannaway & Hunt (1992) and Bacal (2004), monitoring employee performance and performance review is key to improving employee performance. The level of monitoring done in schools on teacher usage of instructional materials is still very low. Matthew and Grover (2012) observed that, in some states in America not only is little information available on the effectiveness of most instructional materials but there is also very little systematic information on which materials are being used and in which schools. Also there is little information on periodical survey on teachers and the instructional materials they actually use and this may differ from the ones officially adopted by the school or district. These studies were conducted in the outside countries but as whether the level of performance monitoring on teacher usage of instructional materials in the Ugandan schools, specifically in the USE schools in Mukono district addresses the above issues or not is what this study attempted to explore.

The manager plays an important role in motivating, coaching and enabling performance, organizing resources, facilitating any development opportunities, monitoring and if necessary revising performance expectations and objectives (Torrington et al, 2005 as cited by Atkinson & Shaw, 2006). Performance goals provide an effective mechanism for evaluation and control. The 360 degree evaluation method by Fletcher (2001) is growing among managerial staff and gives the reviews on staff behavior. It allows peers and other managers to give feedback on employee

performance (Graffin, 2006) which is used as a basis to motivate staff, allocate rewards, plan succession and improve communication (Armstrong and Baron 1998). This is in agreement with Mathew and Grover (2012) who found out in their study that reforms in the area of teacher effectiveness have to-date, focused on identifying persistently effective and ineffective teachers based on classroom performance and instituting human resource policies that are designed to reward persistently effective teachers, deselect persistently ineffective teachers, and target professional development to teachers in need of improvement. It however still remains a puzzle, if this kind of monitoring is conducted in USE schools to reinforce the necessary practice of usage of instruction materials in Mukono district; this is the area that this study tried to explore.

Mullins (2005) indicated that for most managers, performance appraisal is perhaps the most important, yet most difficult Human Resource activity because it involves communicating to the employees how they are doing in relation to the established standards and requires feedback for corrective measures. It is further revealed by Pulakos (2004) that during the performance planning process both behavior and result expectations should have been set and performance in both areas should be discussed and feedback provided on an ongoing basis throughout the rating period about daily accomplishments and contributions. Iwu, Ijioma, Onoja and Nzewuihe (2011) emphasize the need for school administrators to make efforts in providing teaching aids or instructional materials and monitor teachers in the process of teaching and learning. It is however observed by Mullins (2005), that many managers do not do it because they are not skilled to deliver it productively to the employees. Most of these studies

have been conducted in the European and Asian environments and so there is need to explore the influence of performance monitoring and performance review strategies in Uganda most especially how it influences teacher usage of instructional materials in USE schools in Mukono district.

The Ministry of Public Service (2007), has it that the appraiser has the responsibility of monitoring performance on a continuous basis throughout the year to ensure that activities are in line with the agreed performance plan, provide advice and take remedial action in case of need. It further spells out that quarterly reviews should be organized in addition to continuous monitoring to discuss the work progress, competencies, personal developments and incidents that relate to performance that stand out and contribute in a big way to the achievement of the targets, these are then recorded on agreement between the appraiser and the one appraised of what learning and development plans are needed to improve performance. In fact, research on teachers' use of specific curriculum programs and differences in materials used at different points in the professional continuum has led many educators to call for additional studies to examine teachers' use of materials (Behm & Lloyd, 2009; Cooney, 2009; Remillard, 2005, 2009). In the past research provided evidence that teachers use materials differently due to external factors including pressure to prepare students for standardized tests, parent pressure, and pressure from colleagues, and personal factors including teacher's preparation, teaching experience, and understanding of the materials, as well as how the instructional materials align with the teacher's philosophy of the subject education (Collopy, 2003; Remillard, 1999, 2000). Whether examining

of teacher usage of instructional materials is done or not in USE schools in Mukono district is what was to be investigated to establish the status quo.

2.3 Performance rewards and teacher usage of instructional materials

A reward is something that increases the frequency of an employee's desired action (Zigon, 1998). It is concerned with the formulation and implementation of strategies and policies that are meant to reward people fairly, equitably and consistently in accordance with their value to the organization, thereby helping the organization to achieve its strategic goals (Armstrong, 2006). This is in line with Fey & Bjorkman (2001) who based on the expectancy theory to suggest that employees are more likely to be motivated to perform when they perceive that there is a strong link between their performance and the reward they receive. Whether there are systems existing in USE schools that focus on motivating teachers to perform by rewarding them or not is what this study intended to find out.

According to Mullins (2007), a reward power is based on the subordinate's perception that the leader has the ability and resources to obtain rewards for those who comply with directives for example pay or promotion. This is in line with Marie and Nick (2002) who state that rewards and compensation systems motivate employees to maximize their efforts towards achievement of objectives and can deliver legal compliance, labor cost control, perceived fairness towards employees resulting into high levels of performance and customer satisfaction. Taylor and Francis (2002), stated that raising standards and providing rewards for individuals, teams and whole school performance are some of the important features of the proposed changes in modernizing

teaching. If this is so, then have school managers adopted these practices to see to it that teachers are using instructional materials in the process of teaching or not? This was part of what this study tried to investigate.

Robinso (1992) as quoted in Otim (2012), argues that to ensure repetition of desired responses and outcomes in an organization, an incentive has to be used. He further states that a rewarded person will exert a high effort since he or she believes that there is a reasonable probability that the effort will lead to attainment of the organizational goals and this becomes an instrument through which the person attains his or her personal goals. One may thus argue that those organizational goals will be elevated above personal goals and the employees will therefore tend to put in more efforts to be productive when their needs are gratified consistently. These needs include pay rise, training, and incentives among others which are given as rewards to outstanding performers to sustain efficiency in a work place.

The World Bank report (2002), on recruitment of secondary school teachers and principals and retaining them, stated that raising salaries is a powerful way to attract more and better qualified teachers. Low pay may result into poorly qualified teachers and this reduces the quality of the education system. Therefore it is important that for teachers to deliver quality work in schools while emphasizing usage of instructional materials, they have to be rewarded for a good work done in this area. Also the Uganda Public Service Standing Orders (2010), has it that none monetary rewards such as open praise, long service awards, superior letters of appreciation to subordinates among others, merit awards of good performance. Non-monetary recognition can be

motivating, helps to build feelings, confidence and satisfaction. It therefore implies that if usage of instructional materials is to be promoted in USE schools that are supposed to be run on purely government grants, then adoption of non monetary rewarding technique could be a strategy worth undertaking; whether these strategies exist or not in USE schools in Mukono to promote teacher usage of instructional materials is what the researcher intended to find out.

According to Bratton & Gold (2007), reward systems basically have three main objectives which include; attracting new employees, eliciting good work performance and maintaining commitment to the organization among others. Iwu et al (2011) have it that Many educators have been fascinated by the potentials of instructional materials to enhance teaching and learning but teachers lag behind in using instructional materials during teaching and learning. Sulaiman (2013) argues that many of the school teachers are ignorant of using, those instructional materials and that induction courses, lectures and seminars are not organized in the teaching profession as they are organized in the civil services to up-grade knowledge and to facilitate the use of sophisticated instructional materials. Perhaps staff academic development for teacher usage of instructional materials could be a rewarding and motivating package for teachers. He further contends that teachers do not make maximum use of the few instructional materials at their disposal, because many of them do not have the knowledge of operating them. The need to motivate teachers to use instructional materials therefore arises. This is in line with Kafeero (2010), who reported that head teachers have the potential to influence teachers in order to help them increase in performance. Whether

management in any of the USE schools had ever attached any form of a reward system to motivate teachers who use instructional materials in a view to reinforce the practice or not, was what this study tried to establish.

In an effective organization, rewards are used well. Rewarding means recognizing employees, individually and as members of groups, for their performance, and acknowledging their contributions to the agency's mission in both formal and informal and both positive and negative ways. Daft (2008), argues that performance appraisals can reward high performers with merit pay, recognition and other rewards and argues that in the recent thinking, linking performance appraisal to rewards has unintended consequences which control all behavior for effective management. Armstrong (2006), agrees with Daft when he points out that if human resource management is about investing in human capital from which a reasonable return is required then it is proper to reward people differently according to their contributions, this can of course work out if a system is in place to identify the individuals who deserve rewards possibly through an appraisal system. Whether an appraisal system to address the teachers' usage of instructional materials existed or not in the USE schools is what the researcher intended to find out and also it should be noted that the effect of rewards on particularly teacher usage of instructional materials is an idea that many scholars have been silent about and this study intended to explore this gap.

Recognition is an ongoing, natural part of day-to-day experience and is done without waiting for nominations for formal awards to be solicited. A lot of the actions that reward good performance like saying "Thank you" don't require a specific regulatory

authority. Nonetheless, awards regulations provide a broad range of forms that more formal rewards can take, such as cash, time off, and many nonmonetary items. The regulations also cover a variety of contributions that can be rewarded, from suggestions to group accomplishments (USOPM, 2011). Given that most of these studies have been conducted in different environments, the question of how and to what extent recognition is done to influence teacher usage of instructional materials in USE schools arises hence a need to conduct this study.

2.4 Summary

From the review of literature, it is seen that performance management studies have been explored in various organizations and places, this created need for the current study to verify if those views are still relevant in USE schools in Uganda, more so in relation to teacher usage of instructional materials in USE schools in Mukono district. Particularly the aspects reviewed of performance management were performance planning, performance monitoring and performance rewards. These aspects were thought to have an impact on influencing teacher usage of instructional materials.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the design, study population, sample size and sampling methods, instruments, study procedure, steps to ensure validity and reliability of the research instruments and analysis.

3.1 Research Design

This study used a cross-sectional survey research design. The design was thought to be suitable for the study because it is appropriate for gathering data from a sample population at a particular time about preferences, and it is appropriate for collection of information on practice, concerns and interests of people (Haag, 2004 & Amin, 2005). It further helped in obtaining data on perception, opinions, attitude and practices from a cross-section of respondents in USE schools in Mukono district and the measures for improvement that could be rolled out to other USE schools in the region. The data was collected for the period of the month of July, 2014 and later analyzed at the same time.

Both qualitative and quantitative approaches were used to conduct the study to allow for triangulation of results and getting an in-depth understanding of the effect of performance management on teacher usage of instructional materials in USE schools. The quantitative approaches explored the different forms of performance management in detail and their influence on teacher usage of instructional materials; focusing mainly on what is currently in place. The qualitative approach aimed at providing a deeper

understanding of performance management strategies in place and linked them to the teacher usage of instructional materials. It consisted of key informant interviews.

3.2 Target population

The study was conducted in Mukono district which has 14 Government USE schools (as recorded in Mukono district education office by March 2013). The study population comprised of teachers in the selected USE schools, totaling to a target population size of 595 teachers as obtained from the district records of the number of teaching staff members in the purely government aided USE schools by March 2013

3.3 Sample size and selection

Out of the population of 595 teachers, a sample of 234 teachers, 39.3% of the population was determined, from Krejcie and Morgan (1970) table for determining sample size for research activities as cited by Amin (2005), out of which were 14 deputies, 14 directors of studies and 208 subject teachers. However, during the actual survey, 211 teachers rightly participated (questionnaire with complete data) in the study representing a 90% response rate. Of the 211 teachers, 12 were deputy head teachers, 12 directors of study who were purposively sampled and 187 were subject teachers who were stratified into four subject groups (of Humanities, Sciences, Vocational and Languages) to get a comprehensive and representative picture of the usage of instructional materials. Gender representation was taken into account to take considerations of heterogeneous nature of the population of respondents in the different subjects groups and get opinions from both the male and female teachers. A simple random sampling technique was used to select the respondents in each stratum so as to prevent biasness in the final results.

The tables 3.1(a) and 3.1(b) provide a summary of how samples were determined.

Table 3.1 (a): population and sample

Category of respondents	Target population	Sample population	Fully complete questionnaires	Percentage of sample%	Sampling technique
Deputy head teachers	14	14	12	86	Purposive
Directors of studies	14	14	12	86	Purposive
Teachers	567	208	187	90	Stratified and simple random
Total	595	234	211	90	

Table 3.1 (b): Stratified samples of respondents and Gender considerations

Subject group	Male	Female	Total	Percentage
Humanities	30	25	55	29.4
Sciences	28	18	46	24.6
Vocational	21	23	44	23.5
Languages	33	09	42	22.5
Total	112	75	187	100

In selecting participants for qualitative interview, purposive selection was used to select school managers (who were the head teachers, deputies head teachers, directors of studies and or heads of departments) because they were at higher managerial levels that could provide similar information and give deeper understanding on issues under study (Cohen, Marrion and Morrison, 2000; Amin, 2005).

3.4 Data Collection Methods

In this study, the researcher triangulated quantitative and qualitative research approaches. Qualitative research approach was used to generate narrative in depth information from head teachers, deputy head teachers, directors of studies and heads of departments; it generated information that was not captured by the quantitative method. Quantitative research provided numerical data that made the researcher to determine the trends in form of numbers of people in agreement or in disagreement with the statement. It also helped the researcher to collect data from several respondents on numerous subjects at the same time (Haag, 2004).

The researcher used interviews, survey questionnaires and observation checklist to generate data that was used to provide answers to the study questions. Data collection methods are an integral part of research design and data can be collected in a variety of ways, in different settings, and from different sources. Interviewing, administering of questionnaires and observing phenomena are the three main data collection methods in survey research (Sekaran 2003; p.223).

3.4.1 Questionnaires

Questionnaires were preferred for this research because they collect a lot of information from a broad spectrum of respondents through written responses over a short period of time (Amin, 2005; Haag, 2004). Since the target population in this research was big, use of questionnaire was appropriate; and questions in each section were developed to address a specific objective of the study. The questionnaire consisted of closed ended

and structured items that required specific response. The questionnaires were designed on a five- point Likert scale. The questionnaires were administered by the researcher and two research assistants, to enable the researcher to collect all the completed responses within a short period of time. However, some respondents did not answer the questionnaires on time and were picked by the researcher after some time while some other respondents did not completely return the questionnaires and this could explain the non-response rate of 10%.

3.4.2 Interview Guides

The interviews were used to obtain qualitative data from head teachers, deputies head teachers, directors of studies and or heads of departments. Data obtained was extruded in depth and which may have been sensitive and personal to meet the specific objectives of the study (Mugenda & Mugenda 2003). The interviews were preferred because they collected information that was not easily observed or may be were hard to put in writing, this information was used to complement responses from the questionnaires. Standard procedures for conducting key informantinterviews were followed such as: obtaining consent from participants, choosing an appropriate place and time for the interview and convenient language to the respondent. Probes were used to elicitmore complete responses.

3.4.3 Observation checklist

During the data collection process, observation on the availability and teacher usage of instructional materials in class was done. The observations of 99 lessons were conducted in twelve schools and these included Kisowera S.S, Seeta college, Mukono

High school, Namataba S.S, Namakwa S.S, Nakanyonyi S.S, Namuganga S.S, BLK Muwonge S.S Ntunda, St. Charles Lwanga Bukerere, Kasawo Kiyaga S.S, Sir. Apollo Kagwa S.S and Kojja S.S. Non participant observation was conducted as it had the advantage of the researcher controlling biases and prejudices of respondents (Enon, 2010). Documents including memos, written speeches, departmental records, library records, and laboratory records, schemes of work and financial reports were also scrutinized during the observation to complement the questionnaires and interviews because it provides unobtrusive information without disrupting the research (Bell, 2004). For objective observations to be made, an observation checklist was prepared and used during data collection, appendix C. In this study the variables observed included, the teacher usage of instructional materials during lessons, quality and type of instructional materials used and documents (schemes of work, library and laboratory records, vouchers) that could complement the questionnaires and interviews.

3.5 Validity of the instruments

Validity is how well an instrument measures what it ought to measure. Validity being the appropriateness, meaningfulness and usefulness of specific inference made from test scores, instrument validity was ascertained in a number of ways which included discussing the questionnaire, interview guide and observation check list with the colleagues in the department. Adjustments were then made before submission to the supervisors who assessed the face validity. This helped to assess the appropriateness of sentence construction, comprehensiveness of instruments and language clarity. Comments were received on the acceptability of the instrument and were helpful in designing the final instruments that were used to generate data. In addition, Content

Validity Index (CVI) was determined where two senior lecturers from Kyambogo University who are the immediate supervisors were used to vet the items in the questionnaire and the inter judge coefficient of content Validity Index,(CVI) was calculated using the formula below, adopted from Amin (2005). A CVI of 0.865 was obtained, appendix D.

$$\text{CVI} = \frac{\text{Number of Items Declared Valid}}{\text{Total Number of items}}$$

The questionnaire was therefore valid for the survey. Amin (2005) noted that for an instrument to be accepted as valid, the average CVI should be 0.7 and above and this was the case with my validity.

3.6 Reliability of the instruments

Reliability of the instrument was established by first using internal consistency approach by carrying out pilot study conducted in Kamda Community S.S. among 20 respondents purposively chosen. This is because this school has got similar conditions as the other USE schools and was easily accessible. Cronbach's coefficient alpha reliability test was used to measure internal consistence and reliability of the questionnaire items used. The accepted region of alpha (α) is that above 0.70 (Amin, 2005 and Sekaran2005). Reliability analysis was used to determine the internal consistence of the questionnaire items for performance planning, performance monitoring and performance rewardsand usage of instructional materials.

To measure the reliability of the instruments used, Cronbach's alpha was employed.

$$\alpha = \frac{k}{K-1} \frac{(1-\sum \alpha_k^2)}{\alpha^2}$$

The overall values of scaled reliability coefficients for the teachers questionnaire items on performance planning and teacher usage of instructional materials was 0.82, performance monitoring and teacher usage of instructional materials was 0.84 and performance rewards and teacher usage of instructional materials was 0.84 (appendix E). This means that the instrument was highly internally consistent and therefore all the reliability quantities were very good for the study.

3.7 Data collection procedure

A letter of introduction was obtained from Kyambogo University (Appendix H). The purpose of the research was explained to the heads of schools who then granted the researcher permission to access the respondents. The respondents were assured of confidentiality of their information and their informed consent sought, then the researcher administered the questionnaires and the interviews. The researcher then moved into classrooms to observe the lessons in progress and later observed the necessary documents. The data was collected by the help of two research assistants, coded and analyzed.

3.8 Ethical consideration

Before administering the questionnaires and the interviews, the researcher fully explained the objectives of the study to all the respondents. In addition, their consent

was sought and their right to confidentiality was assured before interviewing them. Furthermore, the researcher fully observed their right to privacy and anonymity.

3.9 Data analysis

The data was sorted, edited and coded to ascertain accuracy and quantitatively analyzed using the Statistical Package for Social Science (SPSS) program. Qualitative data from interviews, observations and document reviews was analyzed by first making interpretations and meanings from data collected then properly coded and categorized according to variables to measure particular concepts. Descriptive analysis was used to describe and make conclusion from likert-type of questions using means and standard deviations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This study investigated how performance management influences teacher usage of instructional materials in USE schools in Mukono District. This was in light of the low teacher usage of instructional materials in USE schools in Mukono and yet they received support from the Government in terms of these instructional materials. This caused a wonder whether performance management in schools influences teacher usage of instructional materials in USE schools in Mukono. This chapter presents the findings of the study as well as analysis and interpretation. The findings are presented first by characteristic of respondents who participated in the study and interpretation based on the study research questions. The research questions included: (i) To what extent do school managers carry out performance planning to promote teacher usage of instructional materials in USE school?; (ii) To what extent does performance monitoring ensure teacher usage of instructional materials in USE Schools?; and (iii) How far have school managers used rewards to enforce effective use of instructional materials?

4.1 Background characteristics of respondents

The main back ground characteristics in the study included sex of the respondents, age bracket, education level and teaching experience. A sample of 234 teachers was selected and questionnaires were administered to them. A total of 211 questionnaires were returned representing 90% response rate, this was considered significant for analysis.

Table 4.1 shows the description and distribution of the sample based on their background characteristics.

Table 4.1: Background characteristic of respondents

Characteristic	Freq.	Percent	Cum.
Sex of respondent			
Male	136	64.5	64.5
Female	75	35.6	100.0
Total	211	100	
Age Bracket			
Below 25	20	9.5	9.5
Between 25-35	115	54.5	64.0
Between 36-45	58	27.5	91.5
Above 45	18	8.5	100.0
Total	211	100	
Education			
Diploma	91	43.1	43.1
First degree	92	43.6	86.7
Post graduate degree	18	8.5	95.3
Post graduate diploma	10	4.7	100.0
Total	211	100	
Teaching experience			
Below 5 yrs	48	22.8	22.8
Between 5-10 yrs	76	36.0	58.8
Between 11-15 yrs	39	18.5	77.3
Above 16 yrs	48	22.8	100.0
Total	211	100	

Source: Primary data

From the descriptive analysis, it was found that there were more male teachers (64.5%) than the female teachers (35.6%) in the sample hence; this relates positively with the statistics given in the Uganda Educational Abstract (2003), that gave 78% male and 22% female teachers in secondary schools in Uganda; hence much of the views used in this study came from the male teachers, this suggests that since men are traditionally the bread earners of their families, they would always strive to do their jobs much more

better than the females so the information obtained could be from a gender committed group to the job. However, it should be noted that female representation in teaching is small; hence gender imbalance in recruiting female teachers and this imbalance may pose questions that need redress for future researches.

Most participants were between 25 and 35 years of age, this is an active age group of the youth that have the self-drive to do work, implying that they were a source of reliable information.

Most respondents had either a diploma or first degree (43.1% and 43.6% respectively) implying that they were qualified enough to handle students at secondary level hence the responses were obtained from skilled and competent teachers. However, it may mean that teachers who go for further studies abandon the profession which is most likely to affect their performance hence a need for monitoring, rewarding and guiding them in planning exercises so they can love and do their work appropriately. Or it may mean that teachers are not developing academically, implying need for supporting them to acquire improved skills in teaching.

The teachers who participated in the study had varied teaching experience although the majority (36%) had experience of 5-10 years of teaching this is a period of time good enough to have an experienced labor force in the teaching profession, hence they provided reliable information..

4.2 Performance Planning to promote Teacher Usage of Instructional Materials

This section analyses the opinions of respondents towards performance planning and teacher usage of instructional materials. It also establishes whether school managers carry out performance planning to promote teacher usage of instructional materials in USE schools. However, in the study, the researcher investigated teacher's responses on the usage of instructional materials in teaching. Therefore, the section also presents results on usage of instructional materials in teaching and learning, on whether the library and laboratory have been of importance on teachers in the usage of instructional materials; the usage of instructional materials in lesson planning; skills and competencies in choosing and using instructional materials and student's attitude towards lessons conducted with instructional materials other than chalk and chalkboard, illustrated in Tables 4.2 and 4.3, and in figures 4.1, 4.2 and 4.3 below.

4.2.1 Usage of instructional materials

The information obtained from here gives the justification of whether instructional materials are incorporated during the planning phase. In Table 4.2, the results from observation checklist in various schools demonstrated teacher usage of instructional materials. The observations were conducted in twelve schools and these included Kisowera S.S, Seeta college, Mukono High School, Namataba S.S, Namakwa S.S, Nakanyonyi S.S, Namuganga S.S, BLK Muwonge S.S Ntunda, St. Charles Lwanga Bukerere, Kasawo Kiyaga S.S, Sir. Apollo Kagwa S.S and Kojja S.S. The results reveal that of the 99 lessons that were in progress in the visited schools, 68.7% were using only chalk and board during the lessons. However, 31.3% of the lessons were conducted with the usage of other instructional materials other than chalk and board. Of these lessons,

the majority of teachers used the text books as the other instructional materials in addition to chalk and board (58.1%), followed by experimental equipments mostly lab apparatus at 29% and use of charts was the least at 12.9%. This therefore indicates that the most widely used instructional material in addition to chalk and board are text books.

Table 4.2: Observed use of instructional materials

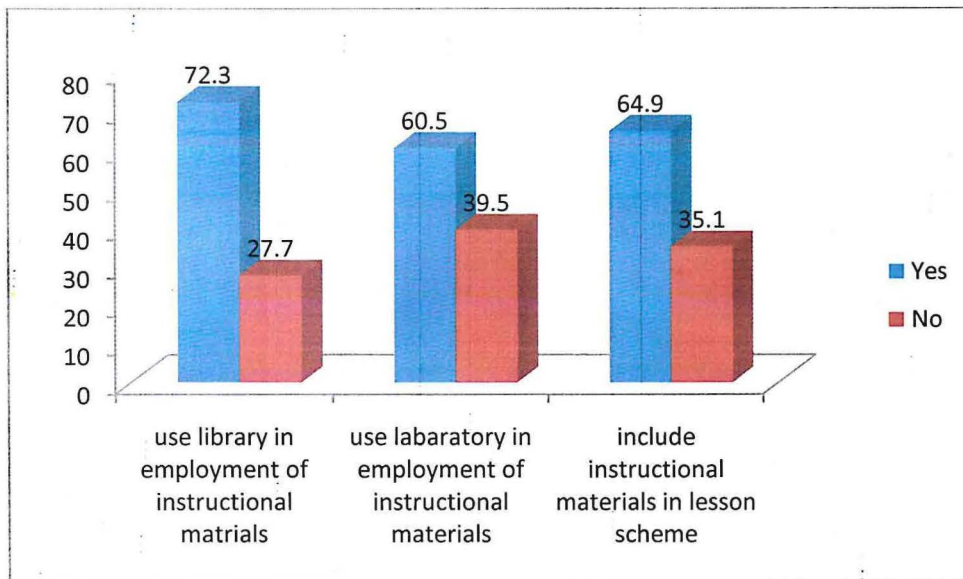
Usage of instructional materials	Lessons under observation (N)	No. of lessons observed	Percent
Lessons with chalk and board only	99	68	68.7
Lessons with other instructional materials	99	31	31.3
Use of text books	31	18	58.1
Use of charts	31	4	12.9
Experimental equipments	31	9	29.0

Source: Observation checklist

It is evident in Figure 4.1 that the majority of the teachers who participated in the study agreed that the library materials (72.3%) and laboratory equipment (60.5%) have been of importance in the employment of instructional materials; and that the teachers include instructional materials for every lesson plan other than the chalk and chalkboard (64.9%). This however disagrees with the 31.3% lessons observed that were in progress that used other instructional materials other than chalk and board as in table 4.2 above, it therefore poses a question as to whether the teachers genuinely use the planned for

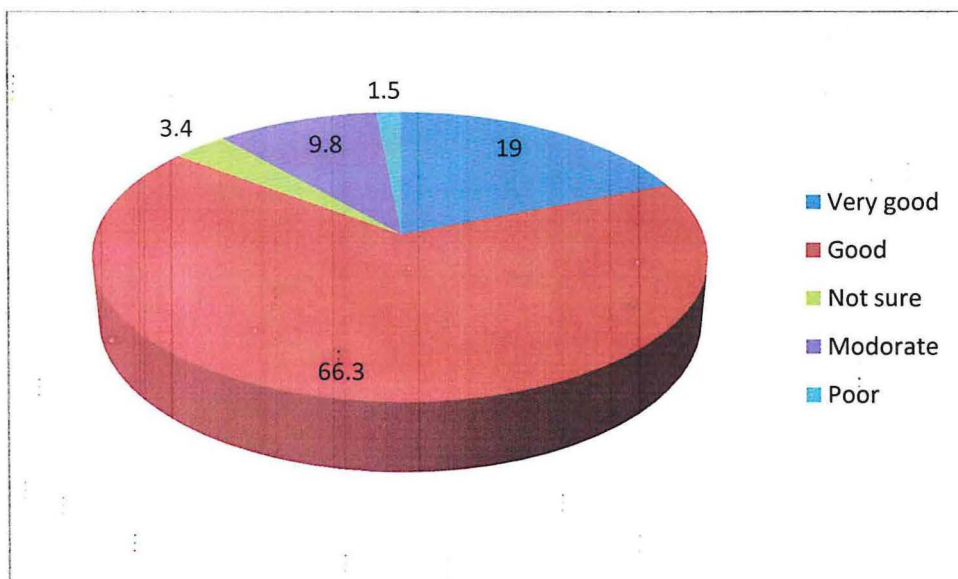
instructional materials in their lessons or they just include these instructional materials in their schemes for formality.

Fig 4.1: Usage of instructional materials (%)



In respect to skills and competencies in choosing and using instructional materials, the responses are presented in Figure 4.2 below.

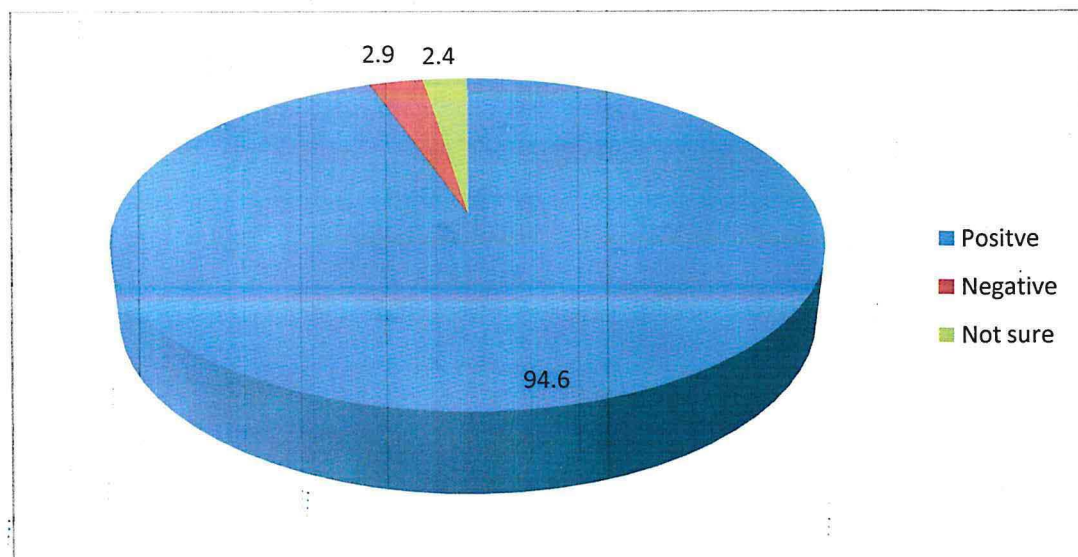
Figure 4.2: Skills and competencies in choosing and using instructional materials (%)



The Figure 4.2 shows that 19% of the teachers who participated in the study rated their skills and competencies in choosing and using instructional materials to be very good; 66.3% rated themselves good; 3.4% not sure; 9.8 moderate and 1.5% poor. These results overall indicate that the teacher's reported assessment of their skills and competencies in choosing and using instructional materials is positive this implies that they can plan on suitable instructional materials for use in their lessons.

Figure 4.3 below shows teachers' views on students' attitude towards lessons conducted using instructional materials.

Figure 4.3: Teachers' response on student's attitude towards lessons conducted with instructional materials (%)



The Figure 4.3 shows that over 94% of the teachers who participated in the study agreed that student's attitude towards lessons conducted with instructional materials other than chalk and chalkboard is positive. This result indicates the importance of instructional

materials in teaching and learning and therefore during the lesson planning process it is important that instructional materials for use by the teachers are taken in account.

Ten questions were asked to examine performance planning and teacher usage of instructional materials. The researcher's considered opinion was that when performance planning is done, it promotes teacher's usage of instructional materials in teaching and learning. This is because of the fact that effective performance planning by school managers is most likely to lead to better use of instructional materials, other factors being constant. The teachers were asked to comment on each of the aspects of performance planning and usage of instructional materials as shown in Table 4.3. In order to analyze differences in the level of performance planning and teacher usage of instructional materials, a ranking table was produced showing the average score and standard deviation of each item. Since the likert-scale questions were recorded "1" Very rarely; "2" Rarely; "3" Not applicable; "4" Regularly; and "5" Very regularly, The rule for data acceptance or rejection using the five-point scale was:

Very regularly= 5 Points

Regularly = 4 Points

Not applicable = 3 Points

Rarely = 2 Points

Very rarely = 1 Point

And, the mean was calculated as:
$$\frac{5+4+3+2+1}{5} = \frac{15}{5} = 3$$

Based on the mean of 3, the decision was that the average score in excess of 3 per question item would mean that collectively the teachers regularly carry out the practice/activity in relation to usage of instructional materials and the average score less than 3 would mean the opposite. The average score of 3 would mean not applicable. The average of the mean score of each item would indicate the overall response of study participant.

Table 4.3: Mean responses to Performance Planning and Teacher Usage of Instructional Materials

Rank	Item	Mean	SD
1	My subject requires that I manipulate and use instructional materials if learning is to take place.	4.0	1.0
2	formal planning for my subject incorporates the agenda for usage of instructional materials in my lessons	3.7	1.1
3	I usually agree with my immediate supervisor/team players on what instructional materials are best for a particular subject content	3.5	1.2
4	I usually create Goals and objectives in relation to using instructional materials with the head of Department	3.4	1.2
5	I develop a means of measuring my competence in using instructional materials with members of my department	3.3	1.3
6	I set expectations on how to use instructional materials with my team members	3.2	1.3
7	Strategies of obtaining instructional materials to be used in my department are discussed in my department meetings	3.2	1.4
8	The elements and standards of using instructional materials are discussed in my subject meetings	3.2	1.3
9	I am notified of the need to use instructional materials by the school managers	2.9	1.4
10	I am reminded of the importance of using instructional materials in my lessons by my supervisors	2.7	1.4
	Overall average response	3.3	

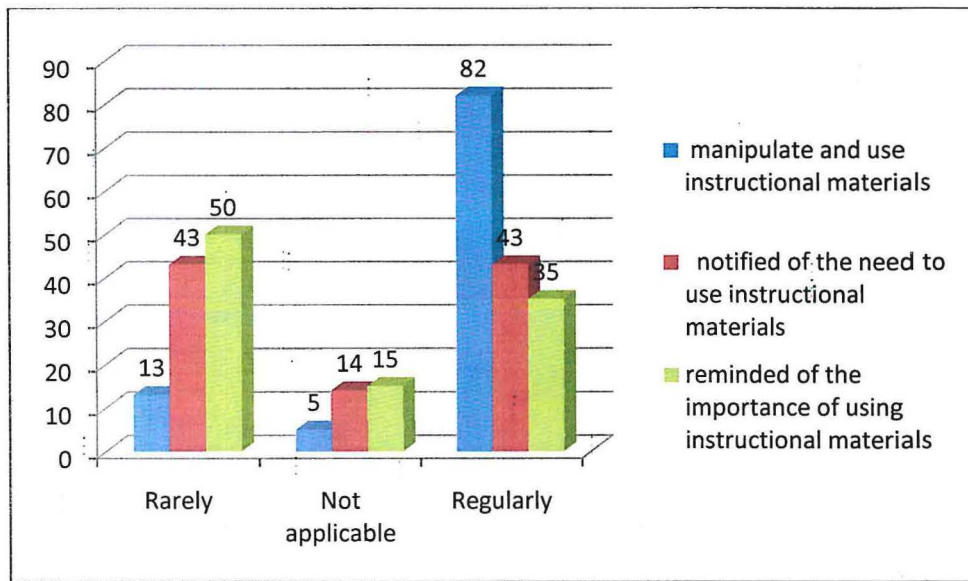
Source: Primary data

The items with the highest mean values were considered to be the most important items considered. As can be seen from the table 4.3, the top item that heads the list is “*My subject requires that I manipulate and use instructional materials if learning is to take place*” (mean = 4.0). Since, teacher usage of instructional materials is characterized by high levels of planning, the results therefore presents that most important consideration in performance planning is the understanding that the manipulation and teacher usage of instructional materials is a key ingredient to learning. Teachers also were in agreement in order of ranking that, to a greater extent, formal planning in their subjects incorporates the usage of instructional materials. They agree with their supervisors on the best instructional materials to be used in their subjects. They create goals and objectives and develop means of measuring competencies. They set expectations with teams and discuss strategies, elements and standards of using instructional materials.

However the least items in terms of mean score are “*I am notified of the need to use instructional materials by the school managers*” and “*I am reminded of the importance of using instructional materials in my lessons by my supervisors*”. This implies that in respect to other items under performance planning, notifications and reminders about the importance of using instructional materials in lessons from the supervisors is not regularly done like the other aspects of performance planning.

The opinions of the teachers on the top most and the least items are further presented in fig 4.4

Figure 4.4: Teachers' opinions on key items on Performance Planning and Teacher usage of Instructional Materials (%)



Results from the figure 4.4 indicate that the majority of the teachers (82%), were of the view that they regularly manipulate and use instructional materials if learning is to take place while 13% rarely did so and 5% had no opinion. This implies that most teachers appreciate the fact that instructional materials are key instruments to ensure learning takes place.

The number of teachers regularly notified of the need to use instructional materials by the school managers was at 43%, this was equivalent to the number teachers rarely notified of the same need, also at 43%, while those with the opinion that it is not applicable were 14%. This implies that there is no marked evidence that managers notify the teachers of the importance of using instructional materials in the learning process. This is evidence with the response in which 50% of the teachers were rarely reminded of

the importance of using instructional in their lessons while 35% were of the view that they are regularly reminded and 15% did not see this applicable.

It is also evident in the table 4.3 that most of the items, eight of the ten items have average scores way above 3, implying that the majority of teachers agreed that carrying out performance planning in the usage of instructional materials is characterized by activities described in each item. These include setting goals and objectives, drawing agenda for the use of instructional materials during planning, setting expectations, developing means of measuring competencies and discussing standards and strategies to obtain instructional materials among others.

Evidence from the qualitative interviews with teachers, head teachers and heads of departments revealed that performance planning to boost the use of instructional materials is routinely done through scheming, lesson planning, and school work plans. For instance, the following extracts from some of the interviews can demonstrate that performance planning is done in most USE schools:

“ Of course all teachers carry out performance planning through scheming their work and preparing lesson plans , though in my school I don’t really emphasize formal lesson planning like I do when it comes to scheme of work because I use it to monitor work covered by the teachers...” this was from one of the head teachers.

“.....since we are all interested in better results, I must say performance planning is done through scheming and lesson planning process by the teachers who are supervised

by their heads of departments....” and “We normally ask the heads of departments at the beginning of the year to hand in their work plans early enough which must include the nature of activities and materials involved including their costs, this I believe is performance planning.” This was from a director of studies in one of the schools.

One of the deputy head teachers in charge of academics in one of the USE schools said “In the scheme book format it’s mandatory that the teacher should indicate the teaching / learning materials he/she is to use when conducting the lesson....” According to him this demonstrated that performance planning in the school is done to promote teacher usage of instructional materials.

However, whereas the above quotations demonstrate that performance planning is a structured activity done by most teachers in secondary school when they are preparing their schemes of work and lesson plans, one of the participant interviewed who was a head teacher, mentioned that in his school performance planning is not officially done or mandatory and that is up to the concerned teacher to incorporate it or not as indicated by quotation below:

“Performance planning specifically on usage of instructional materials is completely not done in my school but I plan for how to involve my students more academically by ensuring syllabus coverage and frequent testing, it is up to the concerned teacher to employ the necessary instructional material.”

4.3 Performance Monitoring to ensure Teacher Usage of Instructional Materials

This section analyses the opinions of respondents towards performance monitoring and usage of instructional materials. It also establishes whether performance monitoring is conducted to ensure teacher usage of instructional materials in USE schools.

Eleven questions were asked to examine performance monitoring and usage of instructional materials. The researcher's considered opinion was that when performance is measured consistently and provision of on-going feedback to teachers on their progress as far as the use of instructional materials is concerned, teacher's usage of instructional materials in teaching and learning will be boosted. The teachers were asked to comment on each of the aspects of performance monitoring and usage of instructional materials as shown in Table 4.4.

In order to analyze differences in the level of performance planning and usage of instructional materials, a ranking table was produced showing the average score and standard deviation of each item. Since the likert-scale questions were recorded "1" Strongly disagree; "2" Disagree; "3" No opinion; "4" Agree; and "5" Strongly agree, the average score in excess of 3 per question item would mean that collectively the teachers agreed and are positive that collectively monitoring aspect is done in relation to usage of instructional materials and the average score less than 3 would mean the opposite. The average score of 3 would mean no opinion. The average of the mean score of each item would indicate the overall response of study participants.

Table 4.4: Teachers' responses on Performance Monitoring and Teacher Usage of Instructional Materials

Rank	Item	mean	SD
1	I am positive with my supervisor checking on my usage of instructional materials in my lessons	3.9	1.1
2	My head of department is responsible for monitoring my performance including my usage of instructional materials when teaching.	3.7	1.1
3	My supervisor encourages my views on how I can improve on using instruction materials	3.5	1.2
4	There is always a forum given for sharing experiences among subject team members and areas of improvement discussed	3.4	1.3
5	Reviews are usually made on existing strategies on using instruction materials and easily adopted by team members	3.3	1.3
6	Formal appraisal on usage of instructional materials are conducted in my department	3.1	1.3
7	I have a supervisor who monitors if I use instructional materials when teaching.	3.0	1.2
8	My supervisor monitors my employment of instruction materials in my lessons to ensure that the intended objective are achieved	3.0	1.2
9	My supervisor gives feedback on how I perform regarding my choice and usage of the instructional materials	2.9	1.3
10	My supervisor conducts quarterly review of whether I use instruction materials in my lessons monitors	2.8	1.2
11	The time allocated for lessons does not allow adequate usage of instructional materials	2.8	1.5
Overall average response		3.22	

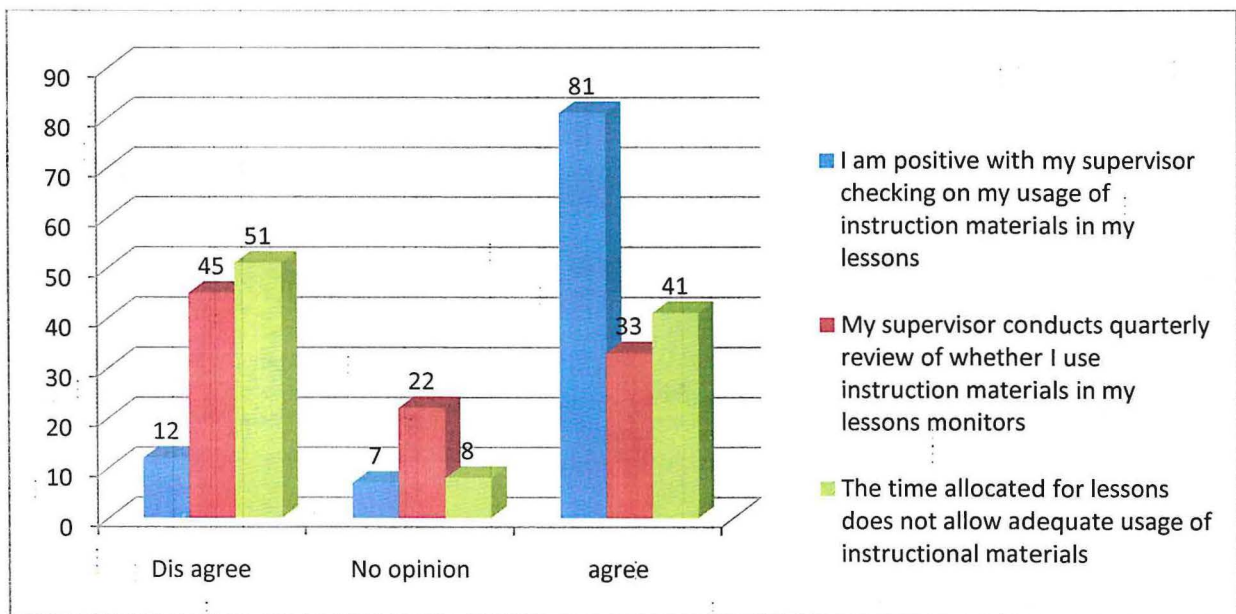
Source: Primary data

It is evident in Table 4.4 that six of the eleven items had mean scores higher than 3, indicating that the average response towards performance monitoring and teacher usage of instructional materials are tending into the direction of strongly agree. The teachers agreed that they are okay with the supervisors checking on their usage of instructional materials during lessons, with a mean score of 3.9 that was on the top of the list. Also they agree that the heads of departments are responsible for monitoring usage of instructional materials, supervisors encourage their views on how to improve on using instruction materials, always have a forum to share their experiences among others, and

in other words, the respondents are positive that performance monitoring is conducted to ensure the usage of instructional materials. However, it is evident that teachers did not have any opinion on whether their supervisors monitor if they use instructional materials when teaching and whether their supervisors monitor the employment of instructional materials in the lessons to ensure that the intended objectives are achieved. The least performance monitoring items are “my supervisor conducts quarterly review of whether I use instructional materials in my lessons monitors” and “the time allocated for lessons does not allow adequate usage of instructional materials”.

The opinions of the teachers on the top most and the least items on performance monitoring and teacher usage of instructional materials are further presented in fig 4.5.

Figure 4.5: Teachers’ opinions on key items on performance monitoring and Teacher usage of Instructional materials (%)



The results showed that the majority of the teachers are fine with the supervisors checking on their usage of instruction materials in lessons (81%), those who disagreed with the idea were 12% and 7% had no opinion on this. This implies that supervision of teacher usage of instructional materials can be done with minimal resistance. The results also reveal that more teachers disagree that their supervisor conduct quarterly review on their usage of instructional materials (45%), those who agree that the supervisors conduct reviews are 33% and those with no opinion are 22%, this implies that monitoring of teacher usage of instructional materials is not a marked activity in USE schools because the respondents evidently disagreed with the supervisors conducting quarterly reviews, implying that there is no serious emphasis on follow up of usage of instruction materials and yet the time allocation for lessons does allow adequate usage of instruction materials this was supported by (51%) of the teachers.

Indeed, the interviews conducted with school managers concur with the quantitative findings that performance monitoring in the use of instructional materials is routinely conducted in USE schools. It usually done during subject departmental discussions, evaluation of teacher's schemes of works, random checks of lessons in progress and evaluating library use indicators.

However, it is noted that the monitoring is not necessarily specific to use of instructional materials but rather continuous assessment of teaching activities which encompasses instructional materials. The extracts from the interviews presented here below is testimonial to this conclusion.

“Performance monitoring is done because we monitor weekly how the teachers are following their schemes of work by comparing coverage in class and what they have schemed for but for sure we don’t monitor usage of instructional materials only we ensure that science departments must have practical lessons” This was a quote from one of the Director of Studies.

From another interviewee who was from a head teacher of one of the schools under study, he said that *“Appraisals done are general and are not specific to instructional materials, this is done annually.”* Another interviewee who was a head of department strongly said *“Since performance monitoring is not tied to usage of instructional materials, the monitoring system here may not have any effect on usage of instructional materials except in the area of sciences were we monitor whether they have done practicals.....”*

This shows that the monitoring is not necessarily specific to use of instructional materials but rather a continuous assessment of teaching activities which encompasses usage instructional materials.

4.4 Performance Rewards to reinforce Teacher Usage of Instructional Materials

This section analyses the opinions of respondents towards performance rewards and usage of instructional materials. It also establishes whether performance rewards are given to reinforce teacher usage of instructional materials in USE schools.

Eight questions were asked to examine performance rewards and usage of instructional materials. The researcher's considered opinion was that when rewards are given, teacher's usage of instructional materials in teaching and learning will be reinforced. A reward is the thing given in recognition of service or achievement. A reward is defined as payment made in return for a service rendered. It is an act performed to strengthen approved behavior or an act done in recognition of someone's behavior or actions.

The teachers were asked to comment on each of the aspects of performance rewards and usage of instructional materials as shown in Table 4.5. In order to analyze differences in the level of performance rewards and usage of instructional materials, a ranking table was produced showing the average score and standard deviation of each item.

Since the likert-scale questions were recorded "1" Strongly disagree; "2" Disagree; "3" No opinion; "4" Agree; and "5" Strongly agree, the average score in excess of 3 per question item would mean that collectively the teachers agreed and are positive that collectively rewards reinforce the usage of instructional materials and the average score less than 3 would mean the opposite. The average score of 3 would mean no opinion.

Table 4.5: Teachers responses on Performance Rewards and Teacher Usage of Instructional Materials

Rank	Item	Mean	SD
1	financial rewards motivate me to employ various teaching methods involving using appropriate instructional materials	3.1	1.5
2	I receive praise from my supervisor whenever I have effectively achieved my objectives in using instruction materials	2.7	1.4
3	Outstanding performers in using instructional materials are normally recognized in the department	2.7	1.4
4	Wanting behavior in the mode of content delivery and misuse of instructional materials is reprimanded by my supervisors	2.7	1.2
5	Good performance in using instructional materials is immediately recognized by my supervisors without waiting	2.6	1.3
6	My salary drives me to do my work as expected including using instructional materials to enhance learning	2.6	1.4
7	The staff members who usually perform extra ordinarily well when they use instructional materials are formally recognized	2.5	1.4
8	In my school, rewarding excellence especially in the usage of instruction materials is done	2.2	1.3
	Average mean	2.6	

Source: Primary data

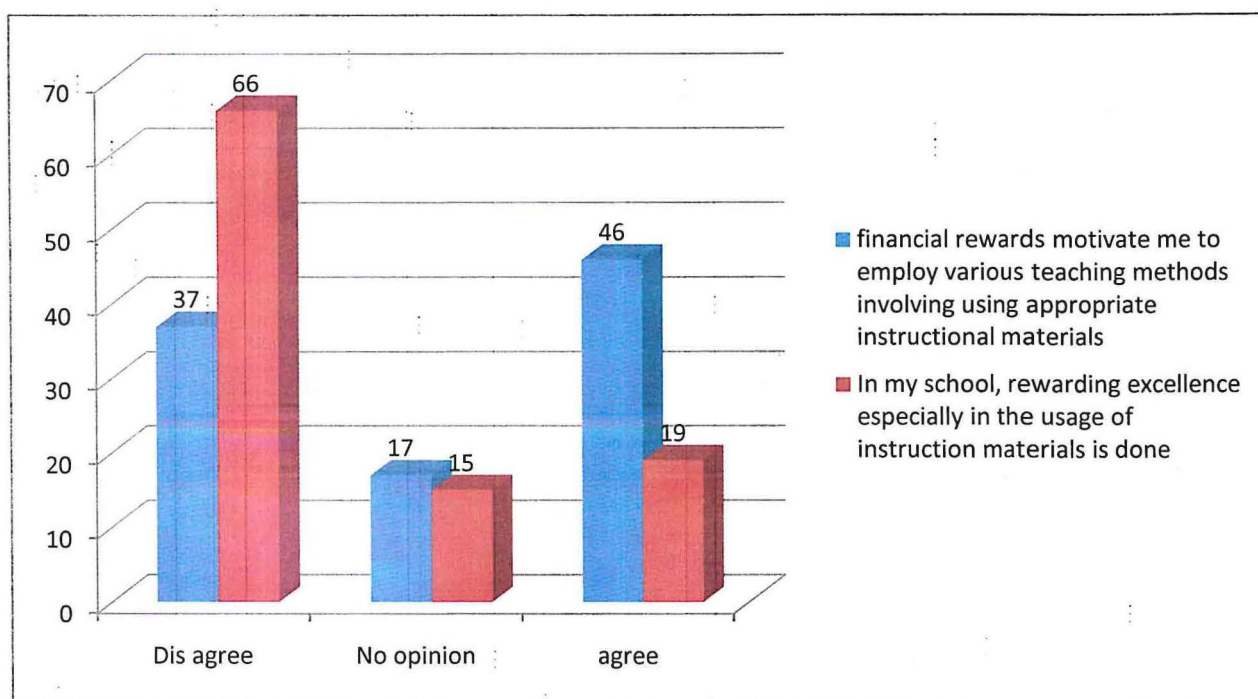
It is evident in Table 4.5 that teachers were in agreement that financial rewards motivate them to employ various teaching methods involving the use of appropriate instructional materials (mean =3.1).

However they were in disagreement that they receive praise from supervisors when they effectively use instructional materials. Also they disagreed that outstanding performers and good performance are recognized. More so they were in disagreement that wanting behavior in the mode of content delivery and misuse of instructional materials is punishable and that the salaries drive them to work including using instructional materials. They did not support the idea that staff members who usually perform extra

ordinarily well when they use instructional materials are formally recognized and that rewarding excellence especially in the usage of instruction materials is done. The average mean score was much lower than 3.

The opinions of the teachers on the top most and the least items on performance monitoring and teacher usage of instructional materials are further presented in Fig 4.6.

Figure 4.6: Teachers’ opinions on key items on performance rewards and Teacher usage of Instructional Materials



The results show that while the teachers agreed that financial rewards motivate them to use instructional materials (46%), compared with those who disagreed (37%) and those who had no opinion (17%), the biggest number of teachers dis agreed that rewarding excellence on usage of instructional materials is done in their schools (66%) as compered to those who agreed at 19% and those who had no opinion at 15%.

This would imply that although the teachers recognize that financial rewards motivate them to use appropriate instructional materials, other aspects of rewards are not effectively in place. Indeed, it is evident that the, the majority of respondents during the interviews echoed that the USE schools do not have an efficient reward system to reinforce the use of instructional materials. The evidence to this is the extract from one of the interviewees who was a head teacher:

“My staff have no special rewards given to them because this is a USE school and therefore no special finances for that except for a thank you. There is nothing much we give”

CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to establish whether head teachers use performance management strategies to promote teacher usage of instruction materials in USE schools in Mukono district. In this chapter, discussions, conclusions and recommendations are suggested. The discussions, conclusions and recommendations are drawn in line with the objectives and research questions of the study.

5.1 Performance planning and teacher usage of instructional materials

The results showed that the overall average of the mean responses was 3.3, tending towards strongly agree. This indicated that teachers who participated in the study were fairly in agreement that performance planning is done regularly in relation to teacher usage of instructional materials. These included setting goals, objectives and the agenda for the use of instructional materials during planning (mean of 3.4). It also included setting expectations, developing means of measuring competencies (mean of 3.3) and standards and strategies to obtain instructional materials among others(at a mean of 3.2 each).

The findings confirm Bacal (2004) who states that performance Planning is the starting point for laying the ground work for later review. They also agree with Armstrong (2011) that performance management involves setting performance goals, expectations and means to measure performance.

The results also indicated that 58.1% of the most widely used instructional material in addition to chalk and board are text books, 72.3% of the teachers who participated in the study agreed that the library materials and 60.5% agreed that laboratory equipment have been of importance in planning and that they include instructional materials for every lesson planned other than the chalk and chalkboard. Furthermore the results overall indicate that the teacher's reported assessment of their skills and competencies in choosing and using instructional materials is positive this implies that they can plan on suitable instructional materials for use in their lessons.

This was not in line with what was observed of the lessons that were in progress, very few lessons (31.3%) of the observed lessons employed instructional materials other than the chalk and board. It could imply that the teachers do not genuinely use the formally planned for instructional materials in their lessons or they just include these instructional materials in their schemes of work as a routine practice for formality. But they also agreed that that student's attitude towards lessons conducted with instructional materials other than chalk and chalkboard is positive

The findings agree with Anyanwu (2003), Sulaiman (2013) and the Ministry Of Education and Sports report (2010), that the teaching community need to creatively make use of instructional materials at lesson planning and lesson delivery stages to motivate students, and that the teacher should ensure that the instructional materials to be used are available and tested before the date of the lesson. This therefore calls for a more practical approach

in carrying out performance planning exercise by the teachers, so that they implement what is planned. Probably the teachers in the USE schools may need sensitization on how to best promote teacher usage of instructional materials because planning is one thing and implementing is another thing.

The qualitative evidence demonstrates that performance planning is a structured activity in many schools and routinely done through scheming, lesson planning, and school work plans. These findings agree with Bacal (2004), that Performance planning is the starting point for performance management and essential for laying the ground work for later effective review and with the USOPM (2011), which reveals that getting employees involved in the planning process helps employees to understand the goals, what needs to be done; why it needs to be done and how best it should be done. Armstrong (2001), also supports it that performance planning, involves setting performance expectations, goals and how it is to be measured by define the competencies needed towards achieving the objectives.

It therefore implies that given the importance of performance planning in the usage of instructional materials, all the USE schools should be supported continuously to conduct formal performance planning in the usage of instructional materials. This is supported by Armstrong & Baron (1998) and Armstrong (2011), who affirm that performance planning is jointly carried out by the manager and the individual members of the team, aiming at the same goal. In this case the heads of departments can be very useful in supporting the teachers in choosing and manipulating instructional materials for their respective subjects.

The results also showed that 43% of the respondents, with a mean of 2.9 are rarely reminded and notified of the importance and the need of using instructional materials by supervisors, as compared to the other items under performance planning. Krishna (2007) emphasizes the importance and need for teachers to prepare and plan well for faculty meetings by focusing on the education problems. This is perhaps the forum where the managers would remind and notify the teachers of the importance of using instructional materials.

The reluctance by the school supervisors to remind the teachers and notify them of the importance to usage of instructional materials was also observed by Matthew & Grover (2012), who noted that school administrator would in most cases not be aware of what materials are used by every teacher, and thus could not provide this information to the state. The Ministry Of Education and Sports (2010), also reported that many school managers prefer to keep their text books inventory stacked far away in a safe location rather than allow students to use the books, this is eroding away the reading culture and there is a challenge of how to enhance text book management in the teaching and learning process. The Ministry of Education and Sports needs to come up with a policy to promote the teacher usage of instructional materials in the USE schools

5.2 Performance Monitoring and Teacher Usage of Instructional Materials

The findings indicated a mean of 3.22 that respondents were positive that performance monitoring is conducted to ensure the usage of instructional materials. There was strong

consensus of 81% (a mean of 3.9) among respondents that supervisors check and review on the usage of instructional materials through monitoring the teacher's schemes of works, random checks of lessons in progress and evaluating library usage. This agrees with what Terry (2003) pointed out that monitoring and reviewing continually involves frequently observing employees performance needs and Armstrong (2006) who stated that in Performance monitoring, as individuals carry on with their daily work and conduct the planned learning activities, a continuous process of providing feedback, conducting informal progress review, update on objectives and where necessary dealing with performance problems should be done.

However, it was noted that the monitoring is not necessarily specific to teacher usage of instructional materials in the USE schools in Mukono district but rather a continuous assessment of teaching activities which encompasses instructional materials. This implies that performance monitoring of teacher usage of instructional materials is not a targeted activity as is done as part of the general monitoring of teaching activities in schools. Therefore, to boost teacher usage of instructional materials through performance monitoring, efforts need to focus on building systems that allow performance monitoring as specific activity and responsibility of the heads of departments to routinely monitor the teacher usage of instructional materials in their departments. This will require resources to equip the school managers with skills in performance monitoring and setting up proper monitoring systems that support teacher usage of instructional materials, since most of the school administrators may lack the required skills to do this as was suggested by Mullins

(2005) that many managers do not carry out performance monitoring because they are not skilled to deliver it productively to the employees.

Matthew and Grover (2012), observed that, not only is little information available on the effectiveness of most instructional materials, there is also very little systematic information on which materials are being used in which schools, periodical survey on teachers on the instructional materials they actually use, which may differ from the ones officially adopted by the school or district, this was a result of a study done in the united States of America and it could be a practice in Mukono as well to explain the fact that monitoring is not necessarily being specific to usage of instructional materials in the USE schools in Mukono district but rather a continuous assessment of teaching activities which encompasses instructional materials.

Concerning whether the supervisors conduct quarterly reviews and give feedback on how teachers perform regarding the usage of instructional materials, the findings were not in line with the requirement from the Ministry of Public Service (2007) that quarterly reviews should be organized in addition to continuous monitoring to discuss the work progress, competencies, personal developments and incidents that relate to performance that stand out and contribute in a big way to the achievement of the targets.

Results also indicated a mean of 3.0, showing that teachers did not have any opinion on whether their supervisors monitor if they use instructional materials when teaching and whether their supervisors monitor the employment of instructional materials in the lessons

to ensure that the intended objective are achieved. Iwu et al (2011) emphasizes the need for school administrators to monitor teachers in the process of teaching and learning. This still implies that efforts need to focus on building systems that allow performance monitoring as specific activity and responsibility of the heads of departments to routinely monitor teacher usage of instructional materials in the teaching and learning progress in the USE schools.

5.3 Performance rewards and teacher usage of instructional materials

The results have demonstrated a mean of 3.1 that teachers are in slight agreement that financial rewards motivate them to employ various teaching methods involving the use of appropriate instructional materials, this is in agreement with Marie and Nick (2002) who stated that rewards and compensation systems motivate employees to maximize their efforts towards achievement of objectives and can deliver legal compliance, labor cost control, perceived fairness towards employees resulting into high levels of performance and customer satisfaction.

However the findings show a mean of 2.7 indicating that the teachers do not receive praise from their supervisors or are recognized (mean of 2.5) by their supervisors over outstanding performance in as far as usage of instructional materials are concerned. This is not in line with The Uganda Public Service Standing Orders (2010), which has it that none monetary rewards such as open praise, long service awards, superior letters of appreciation to subordinates among others, merit awards of good performance. Bratton & Gold (2007), Daft (2008) and USOPM (2011), add that the non-monetary recognition can be motivating, helps to build feelings of confidence and satisfaction. The school supervisors should be

able to explore this and promote teacher usage of instructional materials in USE schools in Mukono. It therefore implies that the teachers in the USE schools in Mukono are not motivated to use instructional materials by their supervisor. Fey & Bjorkman (2001) based on the expectancy theory to suggest that employees are more likely to be motivated to perform when they perceive that there is a strong link between their performance and the reward they receive.

The results from interviews showed that most USE schools do not have an efficient reward system to reinforce the use of instructional materials, and yet rewards are very essential ingredients in a reinforcement strategy. Bratton & Gold (2007) advises that a reward system attracts new employees, elicits good work performance and maintains commitment to the organization. The reward systems affects human resource performance regardless of quantity, quality and time taken to accomplish work, therefore there is need to design reward system that rewards teachers who use instructional materials both financially and non-financially.

Qualitative findings show that the USE schools in Mukono district have no special financial rewards given to teachers for outstanding performance because they do not have other sources of income to manage their schools other than the capitation grant given to them by the government. The quantitative findings showed that very few teachers are driven by the fact that they earn salary to perform. This does not agree with the World Bank report (2002) on recruitment of secondary school teachers and principals and retaining them, which stated that raising salaries is a powerful way to attract more and

better qualified teachers and increase the quality of the education system. Probably it is assumed here that this salary rise will create a self-drive in teachers to use instructional materials adequately. This is an issue to be addressed by the government

5.4 General conclusions

The purpose of this study was to establish whether head teachers use performance management strategies to promote teacher usage of instructional materials in USE schools in Mukono district. From the findings, the study concluded that;

1. Performance planning is done regularly in relation to the use of instructional materials as structured activity in many schools, through scheming, lesson planning, and school work plans however teachers are not regularly reminded and notified of the importance and the need of using instructional materials by supervisors.
2. Performance monitoring is conducted in the USE schools in Mukono district though performance monitoring on teacher the usage of instructional materials is not a targeted activity as it is done as part of the general monitoring of teaching activities in schools which encompasses usage of instructional materials.
3. Performance rewards in relation to teacher usage of instructional materials are not one of the adopted practices in most USE schools in Mukono, there are no efficient reward system to reinforce the teacher usage of instructional materials, though financial rewards motivate teachers to employ various teaching methods involving various instructional materials.

5.5 General recommendations on findings

From the findings and conclusions, the study recommends the following;

1. There is need for all the USE schools to be supported continuously to conduct formal performance planning in the teacher usage of instructional materials. This could improve and increase on teacher usage of instructional materials. The heads of departments can support the subject teachers in choosing and manipulating instructional materials for their lessons and also regularly reminded and notified the teachers of the importance and the need of using instructional in their departmental meetings.
2. There is need for the monitoring system in the USE schools to be built, specifically considering the element of teacher usage of instructional materials as key in the continuous assessment of teaching activities. Feedback on how teachers perform should be provided following quarterly reviews in addition to continuous monitoring. This will help to discuss the work progress, competencies, personal developments and incidents that relate to performance that stand out and contribute in a big way to the achievement of the targets (Usage of instructional materials), as is a requirement from the ministry of public service.
3. An efficient and formal reward system to reinforce the teacher usage of instructional materials in USE schools needs to be established since it has been observed that employees are more likely to be motivated to perform when they perceive that there is a strong link between their performance and the reward they receive. Rewards are very essential ingredients in reinforcement of a strategy so there is need to design a reward system that rewards teachers who use instructional materials both financially and non-financially.

5.6 Recommendations for further research

In order to improve on the quality of UniversalSecondary Education, the following areas can be considered for further research:

Exploring and establishing on how the nature of supervision, school culture, teachers work loads, organization communication among others, influence the teacher usage of instructional materials in secondary schools.

Since the study was limited to USE schools only then future researchers can explore performance Management and teacher Usage of Instructional Materials in academically performing private secondary schools as well.

REFERENCES

- Adeyemi, M. B. (2000). Educational technology in the teaching of Social Studies in African schools: *Social Studies in African education*. Gaborone: Pyramid. *European Journal of Educational Studies* 3(1), 2011
- Abdu, K. (2013, February, 8th). *Science worst done subjects* Daily Monitor, Page 4
- Aggarwal, J.C (2007). *Essentials of Educational Technology innovations in teaching-learning*. 2nd edition. VikasPublishing House.
- Allen, J. (1996). Learning outcomes in higher education. *Studies in Higher Education*, 21, 93-108
- Amin, M.E (2005). *Social Science Research: Conception, Methodology and Analysis*. Kampala: Makerere University Printery.
- Armstrong, M. (2011). *Personal Management*. 5th Edition. London: Kogan Page Limited.
- Armstrong, M. (2011). *How to be an even Bette Manager. A complete A-Z proven techniques and Essential skills*. 8th edition U.K. London. Kogan Pages.
- Armstrong, M. (2009). *Hand book of performance management; an evidenced guide to delivering high performance*. 4th edition, Kogan Page London and Philadelphia.
- Armstrong, M. (2006). *A hand book of human resource Management practice*. 10th edition, London Kogan Page Limited.
- Armstrong, M. (2001). *A hand book of human resource Management practice*. 8th edition, London Kogan Page Limited.

- Armstrong, M & Baron, A. Retrieved on 8th May 2013. *Performance Management. A Strategic And Integrated Approach To Achieve Success*. <http://www.jaicobooks.com>. Jaico publishing house.
- Armstrong, M. & Baron, A. (1998). *Performance Management. The new realities*. London: Institute of personnel and Development
- Anyanwu, J. M. (2003). *The effectiveness of instructional materials in teaching social studies in some selected post primary schools in Owerri Educational Zone Imo State*. (B.ed Research Project unpublished). Lagos.
- Artkinson, C. & Shaw, S. (2006). *Managing Performance*. Human Resource Management in an international context.
- Aubrey, C.D. (2006). *Performance Management: Changing Behavior that drives Organisational effectiveness*. 4th edition
- Bacal, R. (2004). *Managers guide to performance reviews*. United States. McGraw Hill Companies Inc.
- Behm, S. L., & Lloyd, G. M. (2009). Factors influencing student teachers' use of mathematics curriculum material. New York: Routledge
- Bell, J.(2004). *Doing your Research Project*. A guide for first time researchers in education and social science. Belmont, CA Wardsworth publishing company.
- Bratton, J & Gold, J. (2007). *Human resource management theory and practice* .4th edition, Baringstoke, Humpshire.U.K. Macmillan.
- Busingye, C. (2011, May, 6th). *Schools get text books, lab equipment*. The New Vision, Page4.

- Burgess, T. (2000). The logic of learning and its implications for higher education. *Higher Education Review*, 32, 53-65.
- Cohen, L. Marion, L & Morrisson, K. (2000). *Research Methods in Education*. London, Rutledge Flam.
- Cole, G.A & Kelly, P. (2011). *Management theory and practice*. 7th edition. Book power formerly ELST.
- Collopy, R. (2003). *Curriculum materials as a professional development tool: How a mathematics textbook affected two teachers' learning*. *Elementary School Journal*, 103, 287–311.
- Cooney, T. J. (2009). *Part IV commentary: Considering the confounding nature of teachers' use of curriculum materials*, *Mathematics teachers at work: Connecting curriculum materials and classroom instruction* (pp. 266–273). New York: Routledge
- Daft, R. (2008). *New Era of Management*. (2nd Edition) China. International Student Edition.
- Durbin, A.J. (2012). *Essentials of Management*. Mason, OH: Cengage South-Western
- Enon (2010). *Data analysis using Statistics and Works*. Kampala, Makerere University.
- Fey, C.F and Bjorkman, I. (2001). The effect of human resource management practices on MNC subsidiary performance in Russia, *journal of international business studies* 32 (1): 59-75.
- Fletcher, C. (2001). Performance Appraisal and Management. *The developing research agenda journal of occupational and Organisational Psychological*, 74. 473-487

- Griffin, R.W. (2006). *Principles of Management Top of Form Bottom of Form*. South Western Cengage.
- Gravoso R.S. and Pasa A.E., Labra J.B. and Mori T. (2008), Design and Use of Instructional Materials for Student-Centered Learning: *A Case in Learning Ecological Concepts*The Asia-Pacific Education Researcher 17:1 pp. 109-120
- Haag, H. (2004). *Research Methodology for sports and exercises: A Comprehensive Introduction for Study and Research*. Berlin, Germany: Holfman
- Hannaway, C. & Hunt, G. (1992).*The management skills book*.1st edition U.K. Hampshire, Gower Publishing Limited.
- Hale, R., & Whitman, P. (1998). Target selling and Goal achievement: A practical guide for managers
- Iwu, R.U., Ijioma, B.C., Onoja ,A.I., and Nzewuihe G.U. (2011). *Teaching Aids: A Panacea for effective Instructional Delivery in Biology*.Researcher. 2011; 3(2):62-65
- Kafeero, P. (2010). *Head teachers' Management Styles and Teaches' Performance in Secondary Schools in Rakai District*.Kampala: Unpublished M.Ed dissertation, Kyambogo University.
- Krishna, G.(2007). *School administration and management* P.V.V SatyaNarayana. Sonali Publications. New Delhi (India)
- Latham, G.P. (2003). *Goal settingfive step approach to behavior change*. *Original dynamics*,32(3) 309-318

- Maani, J.S. (1999). Teacher Education Self Study materials for Diploma in Education Primary External (DEPE), Professional studies Module, Ps/I, Kampala, Unpublished Module.
- Macnee, E.A (2003). *School management and methods of teaching*. Sonali Publications. New Delhi.
- Matthew, M. C. & Grover, J. (2012). *Choosing Blindly Instructional Materials, Teacher Effectiveness, and the Common Core*. Brown centre on education policy at Brookings.
- Mafabi, P.S (2012). *Performance Management practices and Employee performance management in public service organizations. A case study of Ugandan public University*. Un published dissertation of award of Masters Degree in Management studies of Uganda Management Institute.
- Marie, K. & Nick O. (2002). *Collective and Individual Improvement Activities*. The role of reward systems; *Personal Review*; pp.320-337.
- Meyer, M. & Botha, E. (2000). *Organization development and transformation in South Africa*. Butterworth: Durban.
- Ministry Of Education and Sports. (2010). *Instructional materials manual, a guide to effective management of teaching and learning materials in schools*. Kampala.
- Ministry Of Education and Sports.(2012). *Instructional materials manual, a guide to effective management of teaching and learning materials in schools*. Kampala.
- Ministry Of Public Service. (2007). *Staff Performance Appraisal in the Public Service: Guidelines for Managers and Staff*, Kampala.

- Mpeirwe, J (2007). *Management of instructional materials and performance of teachers in primary schools in Kampala*. A Dissertation submitted in Partial fulfillment for the Masters Degree in Education, Makerere: Kampala.
- Mugenda, A. & Mugenda, G (2003). *Research methods, quantitative and qualitative approaches*. Nairobi Acts press
- Mullins, J.L. (2007). *Management and Organizational Behavior*. (8th edition). London : FT. Prentice Hall. Financial Times.
- Mullins, J.L (2005). *Management and Organizational Behavior*. (6th edition). London: Financial Times.
- Mullins, J.L (1999). *Management and Organisational behavior*: 5th edition. U.K, Pearson Education limited
- Mumasi, W. (2013). *School Based Factors Influencing Students' Performance at Kenya Certificate of Secondary Education*. Narok-Kenya
- Mundi, N.E. & Alfred S.D (2006). *General teaching methods: Agricultural science methods*. Lagos, Nigeria: National Open University of Nigeria.
- Otim, N.O (2012). *Performance Management Practice and Performance of Local Government*. A case study of Abim District. A Dissertation to the higher degrees department in partial fulfillment of requirement for award of Master's Degree in Management Studies (UMI). Kampala Uganda
- Pulakos, E.D. (2004). *Performance Management: A Road Map for Development Implementing and Evaluating Performance management System* SHRM foundation.
- Torsten.H. (1994). *The international encyclopedia of Education*. New York Pergamon.

- The Uganda Public Service Standing Orders (2010). *A guide to Managers*. Kampala
- Regu, K. (2006). *Articles on management*. India.MBA.com.
- Remillard, J. T. (2005). *Examining key concepts in research on teachers' use of mathematics Curricular*. *Review of Educational Research*, 75, 211–246.
- Sekaran, U (2000). *Research Methods for Business*: New York, John Willey and sons press.
- Sekaran, U (2003). *Research methods for Business*. New York. John W. and sons press.
- SESEMAT(2013). *Mukono Region Report on Lesson Observation*. Conducted in July 2013. Namagunga office.
- Sulaiman K. O. (2013). *The use of instructional materials for effective learning of islamic studies*. *Jihāt al-Islām* Vol.6(2)
- United States Office of Personnel Management (2011). *A hand book of Measuring Employee Performance* (<http://www.opm.gov/policy-data-oversight/peformance>). Retrieved on 13th June 2013
- Uzeugbu C.P., Mbadiwe H.C., Anyolobi J.C (2013). *Wudpecker Journal of Educational Research* ISSN 2315-7267 Vol. 2(8), pp. 111 – 120.
- Walonic, D.S(1993). *General systems theories, elected survey research topic*. www.statpac.org/walonic/systems_theory.htm. Retrieved on 20th June 2013
- Wehrich, H. & Koontz, H. (2005). *Management*. New Delhi, India; McGraw-Hill Publishing Company Limited.
- Zigon, J. (1998). *Rewards and performance incentives*. Down loaded on January 15th, 2014 from <http://zigonperf.com>.

APPENDIX A

Questionnaire for teachers

Dear respondent,

This questionnaire has been designed for use in the study entitled: “Performance management and teacher usage of instructional materials,” being carried out in Universal Secondary Schools in Mukono district. You are requested to participate given your unique knowledge, skills and experience in a USE school. The information you give will be treated with utmost confidentiality and only used for academic purposes so feel free in giving your opinion. Thank you for your cooperation.

Section A: Background information:

Please tick the appropriate box of the response applicable

1. **Sex:** Male Female
2. **Age:** Below 25 between 25-35 between 36-45 above 45
3. **Highest academic qualifications:** Diploma First deg
Postgraduate Degree Post graduate diploma

Any other (specify).....

4. **Current designation :** Deputy head teacher Director of Studies
Head of Department Subject teacher
5. **Teaching experience:** Below 5years Between 5-10 years
Between 11-15 Years Above 15 years

Section B: Performance Planning and Teacher Usage of Instructional Materials

Please tick an appropriate alternative that best describes your response as follows:

Very rarely VR	Rarely R	Not applicable NA	Regularly RG	Very regularly VRG
1	2	3	4	5

s/n		VR 1	R 2	NA 3	RG 4	VRG 5
1	I usually create Goals and objectives in relation to using instructional materials with the head of Department					
2	formal planning for my subject incorporates the agenda for usage of instructional materials in my lessons					
3	I am reminded of the importance of using instructional materials in my lessons by my supervisors					
4	I usually agree with my immediate supervisor/team players on what instructional materials are best for a particular subject content					
5	I set expectations on how to use instructional materials with my team members					
6	I am notified of the need to use instructional materials by the school managers					
7	I develop a means of measuring my competence in using instructional materials with members of my department					
8	Strategies of obtaining instructional materials to be used in my department are discussed in my department meetings					
9	The elements and standards of using instructional materials are discussed in my subject meetings					
10	My subject requires that I manipulate and use instructional materials if learning is to take place.					

SECTION C: Performance Monitoring and Teacher Usage of Instructional Materials

Please tick an appropriate alternative that best describes your response as follows:

Strongly disagree (SD)	Disagree (D)	No Opinion (NO)	Agree (A)	Strongly agree (SA)
1	2	3	4	5

Sn	Statements	SD 1	D 2	NO 3	A 4	SA 5
12	I have a supervisor who monitors if I use instructional materials when teaching.					
13	My head of department is responsible for monitoring my performance including my usage of instructional materials when teaching.					
14	My supervisor monitors my employment of instructional materials in my lessons to ensure that the intended objectives are achieved					
15	My supervisor conducts quarterly review of whether I use instructional materials in my lessons					
16	Formal appraisal on usage of instructional materials are conducted in my department					
17	I am positive with my supervisor checking on my usage of instructional materials in my lessons					
18	My supervisor encourages my views on how I can improve on using instructional materials					
19	My supervisor gives feedback on how I perform regarding my choice and usage of the instructional materials					
20	The time allocated for lessons does not allow adequate usage of instructional materials					
21	There is always a forum given for sharing experiences among subject team members and areas of improvement discussed					
22	Reviews are usually made on existing strategies on using instructional materials and easily adopted by team members					

SECTION D: Performance Rewards and Teacher Usage of Instructional Materials

23	In my school, rewarding excellence especially in the usage of instruction materials is done					
24	The staff members who usually perform extra ordinarily well when they use instructional materials are formally recognized					
25	I receive praise from my supervisor whenever I have effectively achieved my objectives in using instruction materials					
26	Outstanding performers in using instructional materials are normally recognized in the department					
27	financial rewards motivate me to employ various teaching methods involving using appropriate instructional materials					
28	Good performance in using instructional materials is immediately recognized by my supervisors without waiting					
29	Wanting behavior in the mode of content delivery and misuse of instructional materials is reprimanded by my supervisors					
30	My salary drives me to do my work as expected including using instructional materials to enhance learning					

SECTION E: Usage of instructional materials

Has the library been of importance to you in employment of instructional materials in you job? Yes No

i. If yes, how has it been of use (specify)

.....

ii. Has the laboratory been of importance to you in employment of instructional materials in your job? Yes No

iii. If yes, how has it been of use (specify)

.....

iv. Do you include instructional materials for every lesson in your scheme of work other than the chalk and chalkboard? Yes No

v. If yes, do you ensure that you use those instructional materials in every lesson you conduct? Yes No

vi. Elaborate on vi) above

.....

.....

vii. How do you rate your skills and competencies in choosing and using instructional materials?

Very good Good Not sure moderate poor

viii. What are students attitudes towards lessons conducted with instructional materials other than chalk and chalkboard? Positive Not sure Negative

ix. Could you propose the best way or strategy in which school managers could enforce increased usage of instructional materials in teaching.

.....

.....

SECTION F:

Effective performance management strategies:

Choose any three strategies and tick the order in which you would rate them according to the table below.

Most effective	Fairly effective	Effective
1	2	3

What performance management strategies do you agree with that school managers can employ to enforce increased usage of instructional material?

Performance Management strategy	Rating		
	1	2	3
Planning on usage of instructional materials in class			
Monitoring usage of instructional materials in usage			
Rewarding usage of instructional materials			

Thank you so much

APPENDIX B

Interview guide for head teachers, deputy head teachers or directors of studies:

Section A: Background information:

Age: Please tick the appropriate box of the response applicable

1. **Sex:** Male Female
2. **Age:** Below25 between25-35 between 36-45 above 45
3. **Highest academic qualifications:** Diploma First degree Post graduate
post graduate diploma PhD
4. **Teaching experience(years):** Below 5 Between 5-10 Between 11-15
Above 15 years

Section B:

1. Performance planning

- i) How is performance planning carried out in your school? (Who does it?)
- ii) Is there a tool in your school for strategic performance planning? If yes how does it address the issue usage of instructional materials by teachers?
- iii) What performance planning strategy can be useful in ensuring usage of instructional materials?

2. Performance monitoring

- i) Does your school monitor and evaluate teacher usage of instructional materials? If yes, how is it conducted? How often are they appraised?
- ii) What aspects of using instructional materials by teachers are appraised?

iii) Does the performance monitoring and review system in your school have any effect on teacher usage of instructional materials?

3. Performance rewards

- i. Is there a reward system for good academic performance in your school? If so which ones?
- ii. What incentives are used to motivate teachers who are outstanding in achieving expected objectives as planned?
- iii. Are there correction measures or principles applied when teachers do not adopt agreed upon strategies to effect achievement of desired objectives?

4. Best performance management strategy

Could you propose the best way or strategy in which school managers could reinforce teacher usage of instructional materials in the teaching process?

APPENDIX C

Lesson observation tool for the researcher

Objective: To establish the availability of instructional materials in class during lessons.

School	No of lessons in progress	Lessons with chalk & board only	Lessons with other IM	Text books	Charts	Experimental equipment	Others
A							
B							
C							
D							
E							
F							
G							
H							
I							
J							
K							
L							
M							
N							

Any other observation

Observed by _____

Sign & Date _____

APPENDIX D

Validity analysis of teacher questionnaire

A content validity index, CVI, based on suggestions of the experts who reviewed and judged the questionnaire items as relevant for the study or not, was used to establish the validity of the questionnaire for teachers as shown below;

		Expert one		
		Relevant	Not relevant	Total
Expert two	Relevant	33	2	35
	Not relevant	3	1	4
Total		36	3	39

$$\text{CVI} = 33/39$$

$$= 0.846$$

This means that the instrument was valid and therefore appropriate for the study.

APPENDIX E

Reliability of the instruments

The results presented in the table below shows that the internal consistency reliability coefficients (Cronbach's alpha) for the scales used in this study are all well above the level of 0.7, acceptable for the analysis purpose (Sekaran, 2005). Cronbach's alpha is a measure of how well each individual item in a scale correlates with the sum of the remaining items. It measures consistency among individual items in a scale (Steiner and Norman, 1989). These results demonstrate that the questions used to measure each variable are being answered in a consistent manner.

Table 3.1 Reliability of the questionnaire items

Questionnaire item	Average inter-item covariance	Number of items in scale	Scaled reliability coefficient	Reliability quantity
Performance planning and usage of instructional materials	0.51	10	0.82	Very good
Performance monitoring and usage of instructional materials	0.50	11	0.84	Very Good
Performance rewards and usage of instructional materials	0.74	8	0.84	Very good

Source: Primary data

APPENDIX F: Frequency tables

The codes in the tables are defined as follows from q71-q710;

Very rarely	Rarely	Not applicable	Regularly	Very regularly
1	2	3	4	5

I usually create Goals and objectives in relation to using instructional materials with the head of Department

q71	Freq.	Percent	Cum.
1	19	9.00	9.00
2	46	21.80	30.81
3	7	3.32	34.12
4	111	52.61	86.73
5	28	13.27	100.00
-----+-----			
Total	211	100.00	

formal planning for my subject incorporates the agenda for usage of instructional materials in my lessons

q72	Freq.	Percent	Cum.
1	12	5.69	5.69
2	33	15.64	21.33
3	6	2.84	24.17
4	118	55.92	80.09
5	42	19.91	100.00
-----+-----			
Total	211	100.00	

I am reminded of the importance of using instructional materials in my lessons by my supervisors

q73	Freq.	Percent	Cum.
1	56	26.54	26.54
2	49	23.22	49.76
3	32	15.17	64.93
4	51	24.17	89.10
5	23	10.90	100.00
-----+-----			
Total	211	100.00	

I usually agree with my immediate supervisor/team players on what instructional materials are best for a particular subject content

q74	Freq.	Percent	Cum.
1	19	9.00	9.00
2	34	16.11	25.12
3	13	6.16	31.28
4	105	49.76	81.04
5	40	18.96	100.00
-----+			
Total	211	100.00	

I set expectations on how to use instructional materials with my team members

q75	Freq.	Percent	Cum.
1	27	12.92	12.92
2	49	23.44	36.36
3	9	4.31	40.67
4	102	48.80	89.47
5	22	10.53	100.00
-----+			
Total	209	100.00	

I am notified of the need to use instructional materials by the school managers

q76	Freq.	Percent	Cum.
1	49	24.26	24.26
2	37	18.32	42.57
3	29	14.36	56.93
4	56	27.72	84.65
5	31	15.35	100.00
-----+			
Total	202	100.00	

I develop a means of measuring my competence in using instructional materials with members of my department

q77	Freq.	Percent	Cum.
1	21	10.00	10.00
2	52	24.76	34.76
3	15	7.14	41.90
4	87	41.43	83.33
5	35	16.67	100.00
-----+			
Total	210	100.00	

Strategies of obtaining instructional materials to be used in my department are discussed in my department meetings

q78	Freq.	Percent	Cum.
1	34	16.67	16.67
2	40	19.61	36.27
3	11	5.39	41.67
4	85	41.67	83.33
5	34	16.67	100.00
-----+			
Total	204	100.00	

The elements and standards of using instructional materials are discussed in my subject meetings

q79	Freq.	Percent	Cum.
1	25	12.14	12.14
2	50	24.27	36.41
3	20	9.71	46.12
4	85	41.26	87.38
5	26	12.62	100.00
-----+			
Total	206	100.00	

My subject requires that I manipulate and use instructional materials if learning is to take place.

q710	Freq.	Percent	Cum.
1	6	2.86	2.86
2	20	9.52	12.38
3	11	5.24	17.62
4	96	45.71	63.33
5	77	36.67	100.00
-----+			
Total	210	100.00	

The codes from q81-q98 in the tables are defined as follows

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

I have a supervisor who monitors if I use instructional materials when teaching.

q81 | Freq.Percent Cum.

1	26	12.44	12.44
2	61	29.19	41.63
3	23	11.00	52.63
4	87	41.63	94.26
5	12	5.74	100.00

Total | 209 100.00

My head of department is responsible for monitoring my performance including my usage of instructional materials when teaching.

q82 | Freq.Percent Cum.

1	13	6.25	6.25
2	26	12.50	18.75
3	16	7.69	26.44
4	112	53.85	80.29
5	41	19.71	100.00

Total | 208 100.00

My supervisor monitors my employment of instruction materials in my lessons to ensure that the intended objective are achieved

q83 | Freq.Percent Cum.

1	29	13.81	13.81
2	50	23.81	37.62
3	32	15.24	52.86
4	83	39.52	92.38
5	16	7.62	100.00

Total | 210 100.00

My supervisor conducts quarterly review of whether I use instruction materials in my lessons monitors

q84 | Freq.Percent Cum.

1	34	16.35	16.35
2	60	28.85	45.19
3	45	21.63	66.83
4	56	26.92	93.75
5	13	6.25	100.00

Total | 208 100.00

Formal appraisal on usage of instructional materials are conducted in my department

q85	Freq.	Percent	Cum.
1	27	13.30	13.30
2	48	23.65	36.95
3	38	18.72	55.67
4	66	32.51	88.18
5	24	11.82	100.00
-----+-----			
Total	203	100.00	

I am positive with my supervisor checking on my usage of instruction materials in my lessons

q86	Freq.	Percent	Cum.
1	12	5.80	5.80
2	13	6.28	12.08
3	15	7.25	19.32
4	111	53.62	72.95
5	56	27.05	100.00
-----+-----			
Total	207	100.00	

My supervisor encourages my views on how I can improve on using instruction materials

q87	Freq.	Percent	Cum.
1	18	8.61	8.61
2	31	14.83	23.44
3	27	12.92	36.36
4	97	46.41	82.78
5	36	17.22	100.00
-----+-----			
Total	209	100.00	

My supervisor gives feedback on how I perform regarding my choice and usage of the instructional materials

q88	Freq.	Percent	Cum.
1	34	16.19	16.19
2	50	23.81	40.00
3	38	18.10	58.10
4	70	33.33	91.43
5	18	8.57	100.00
-----+-----			
Total	210	100.00	

The time allocated for lessons does not allow adequate usage of instructional materials

q89	Freq.	Percent	Cum.
1	50	24.15	24.15
2	56	27.05	51.21
3	16	7.73	58.94
4	49	23.67	82.61
5	36	17.39	100.00
-----+-----			
Total	207	100.00	

There is always a forum given for sharing experiences among subject team members and areas of improvement discussed

q810	Freq.	Percent	Cum.
1	30	14.56	14.56
2	24	11.65	26.21
3	18	8.74	34.95
4	101	49.03	83.98
5	33	16.02	100.00
-----+-----			
Total	206	100.00	

Reviews are usually made on existing strategies on using instruction materials and easily adopted by team members

q811	Freq.	Percent	Cum.
1	28	14.51	14.51
2	31	16.06	30.57
3	23	11.92	42.49
4	82	42.49	84.97
5	29	15.03	100.00
-----+-----			
Total	193	100.00	

In my school, rewarding excellence especially in the usage of instruction materials is done

q91	Freq.	Percent	Cum.
1	76	36.71	36.71
2	61	29.47	66.18
3	30	14.49	80.68
4	23	11.11	91.79
5	17	8.21	100.00
-----+-----			
Total	207	100.00	

The staff members who usually perform extra ordinarily well when they use instructional materials are formally recognized

q92	Freq.	Percent	Cum.
1	61	29.47	29.47
2	59	28.50	57.97
3	19	9.18	67.15
4	50	24.15	91.30
5	18	8.70	100.00
-----+			
Total	207	100.00	

I receive praise from my supervisor whenever I have effectively achieved my objectives in using instruction materials

q93	Freq.	Percent	Cum.
1	52	25.37	25.37
2	51	24.88	50.24
3	27	13.17	63.41
4	52	25.37	88.78
5	23	11.22	100.00
-----+			
Total	205	100.00	

Outstanding performers in using instructional materials are normally recognized in the department

q94	Freq.	Percent	Cum.
1	56	27.18	27.18
2	50	24.27	51.46
3	27	13.11	64.56
4	50	24.27	88.83
5	23	11.17	100.00
-----+			
Total	206	100.00	

Financial rewards motivate me to employ various teaching methods involving using appropriate instructional materials

q95	Freq.	Percent	Cum.
1	52	25.12	25.12
2	25	12.08	37.20
3	35	16.91	54.11
4	49	23.67	77.78
5	46	22.22	100.00
-----+			
Total	207	100.00	

Good performance in using instructional materials is immediately recognized by my supervisors without waiting

q96	Freq.	Percent	Cum.
1	53	25.60	25.60
2	57	27.54	53.14
3	33	15.94	69.08
4	50	24.15	93.24
5	14	6.76	100.00
-----+			
Total	207	100.00	

Wanting behavior in the mode of content delivery and misuse of instructional materials is reprimanded by my supervisors

q97	Freq.	Percent	Cum.
1	47	22.93	22.93
2	42	20.49	43.41
3	48	23.41	66.83
4	56	27.32	94.15
5	12	5.85	100.00
-----+			
Total	205	100.00	

My salary drives me to do my work as expected including using instructional materials to enhance learning

q98	Freq.	Percent	Cum.
1	58	28.43	28.43
2	49	24.02	52.45
3	32	15.69	68.14
4	40	19.61	87.75
5	25	12.25	100.00
-----+			
Total	204	100.00	

From q101 –q108 responses are defined

Has the library been of importance to you in employment of instructional materials in you job?

q101	Freq.	Percent	Cum.
Yes	149	72.33	72.33
No	57	27.67	100.00
-----+			
Total	206	100.00	

Has the laboratory been of importance to you in employment of instructional materials in your job?

q103	Freq.	Percent	Cum.
Yes	115	60.53	60.53
No	75	39.47	100.00
Total	190	100.00	

Do you include instructional materials for every lesson in your scheme of work other than the chalk and chalkboard?

q105	Freq.	Percent	Cum.
Yes	133	64.88	64.88
No	72	35.12	100.00
Total	205	100.00	

Do you ensure that you use those instructional materials in every lesson you conduct

q106	Freq.	Percent	Cum.
Yes	84	51.53	51.53
No	79	48.47	100.00
Total	163	100.00	

How do you rate your skills and competencies in choosing and using instructional materials?

q108	Freq.	Percent	Cum.
Very good	39	19.02	19.02
good	136	66.34	85.37
not sure	7	3.41	88.78
moderate	20	9.76	98.54
poor	3	1.46	100.00
Total	205	100.00	

APPENDIX G

Sample size(s) required for the given population sizes (N)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	256	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	100000	384

Note: From R.V. Krejcie & D. W. Morgan (1970), Determining sample size for research activities: Educational and psychological measurement, 30, 608, Sage Publications.

APPENDIX H

KYAMBOGO



UNIVERSITY

P. O. BOX 1 KYAMBOGO, KAMPALA - UGANDA
Tel: 041 - 285211 Fax: 220464
www. Kyambogo.ac.ug

Department of Educational Planning Management

Date: 17th March 2014

TO WHOM IT MAY CONCERN

This is to certify that **Ms. AKWANGO Grace, Reg. No. 2011/U/HD/06/MED PPM** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic titled:

Performance Management and Teacher Usage of Instructional Materials in Universal Secondary Schools in Mukono District.

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 Rwaktjuma
HEAD OF DEPARTMENT