

THE PERCEPTION OF TEACHERS TOWARDS HEADTEACHERS'
MANAGEMENT OF THE TEACHERS' SCHEME OF SERVICE
IN GOVERNMENT PRIMARY SCHOOLS IN
NAKASONGOLA DISTRICT

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Declaration

I, Atto James, declare that this dissertation is my original work and has never been presented to any University or Institute, or any other authority for the award of a degree or any other award.

Signature..........

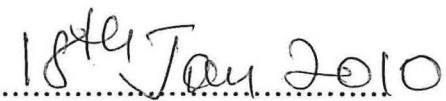
Date.....18th January, 2010.....

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Approval

This is to certify that this dissertation has been under my supervision and is submitted in partial fulfillment of the requirements for the award of the degree of Master of Education in Policy, Planning and Management of Kyambogo University.

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Dr. J.C Enon

Supervisor

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May the good Lord reward you abundantly – AMEN

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Dedication

Dedicated to my last born Attowiny Moses Christopher Japwonjo-Madit.

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List of Acronyms

ANOVA	Analysis of Variance
EFA:	Education for All
ESC:	Education Service Commission
MoV:	Moderating Variable
InV:	Intervening Variable
DV:	Dependant Variable
IV:	Independent Variable
SMC:	School Management Committee
CAO:	Chief Administrative Officer
CPD:	Continuous Professional Development
UPE:	Universal Primary Education
DEO:	District Education Officer
DIS:	District Inspector of Schools
LC5:	Local Council Five
UNICEF:	United Nations International Children's Emergency Fund.
MoES:	Ministry of Education and Sports
PLE	Primary Leaving Examinations
PTC	Primary Teachers' College
SPSS:	Statistical Package for Social Sciences
NGOs:	Non-Governmental Organizations
SEA:	Senior Education Assistant
PEA:	Principal Education Assistant

CA: Continuous Assessment

UPE: Universal Primary Education

Abstract

The study was designed to investigate the perception of teachers on management of Teachers' Scheme of Service in the selected government primary schools in Nakasongola district. Three objectives were generated; to examine the correlation between teachers' perception of head teachers' management, level of awareness and appraisal of teachers; to determine the difference in teachers' perception of head teachers' management, level of awareness and appraisal of teachers, to establish the difference among head teachers' management, level of awareness and appraisal of teachers for confirmation. Head teachers and chairmen of the twenty seven sampled schools formed part of the respondents. One hundred thirty five teachers, five from each of the twenty seven schools formed another set of respondents and five key informants were got from Nakasongola district local government. There were one hundred ninety four (n= 194) respondents, as shown in table 1. Questionnaires were administered to teachers and headteachers. Observation checklists were conducted for records in head teachers' office and interview guide were administered for key informants. The study used cross sectional survey design for quantitative data. Pearson correlation, t-test and ANOVA was used for data analysis and documentary analysis was used for qualitative data.

The major finding for objective number one show that the correlation among teachers' perception of head teachers' management, level of awareness and appraisal of teachers was generally weak. Objective number two show that male teachers perceived head teachers to be better in management than female teachers. Female teachers perceived head teachers to be more aware than male teachers. There was no statistical difference on management appraisal of teachers and experience. Objective number three show that female head teachers tended to be more aware on confirmation than male head teachers did. There was not much difference in level of awareness by age. Grade III head teachers tended to be more aware on confirmation of teachers followed by Grade V head teachers and finally graduate head teachers. In conclusion, this study on the perception of teachers towards headteachers management of the Teacher's Scheme of Service in Nakasongola district show that the correlation among teacher's perception of headteachers management, level of awareness and appraisal of teachers was generally weak. Female headteachers and Grade III headteachers tended to be more aware on confirmation of teachers.

Chapter One: Introduction

Background Information:

All along, the only two avenues for promotion in the primary schools in Uganda had been to headship and deputyship which were few and difficult to get. The limited avenues for promotion and professional development made many teachers ambitious, frustrated, demotivated and not committed to teaching with high turn over rate (Public Service Commission, 2003). To reduce this phenomenon, the Ministry of Education and Sports has introduced the Teachers' Scheme of Service. The Education Service Commission has introduced the implementation of the Scheme of Service where classroom teachers are promoted and left to work within the classroom, but there has been no documentary Scheme of Service until in 2008, when the Scheme of Service was introduced and documented.

The Scheme of Service is a Human Resource Management tool for the teaching personnel in the Education Service to provide a framework for career progression and development (Education Service Commission, 2008). The main objectives of the Scheme of Service are professional development, confirmation, training and promotion of teachers in primary schools. The promotion, however, does not take away the teaching duties of the teacher. The Teachers' Scheme of Service was to be disseminated before the end of the financial year 2007/08. The implementation was to start with the Senior Education Assistants (SEA). On evaluation and qualification, the post of Principal

Education Assistant (PEA) would be introduced (Education Service Commission, 2008). The headteacher is the overall manager. The objectives of the Teachers' Scheme of Service is in line with the enhancement of status, morale and professionalism of teachers, one of the strategies of achieving Education for All (EFA) as reported by (Little & Hoppers 1994) in the Dakar Framework of Action and Jomtien conference (1990). Posts would be declared and competed for as is the case in the rest of the public service. Teachers with records of poor performance in schools would not be promoted.

Under the Scheme of Service, the headteacher is the overall manager and the headteachers' management embraces checking and approval of scheme of work for teachers, checking the appropriateness of lesson plans for the various class levels and ensuring that they are taught timely. Others include ensuring that registers are marked on daily basis, remedial work is given to pupils, teaching learning materials are used by teachers, continuous assessment is used in assessing pupil works and supervisory roles are practiced among teachers. The way the scheme is managed contributes to its levels of success. Management comes from English verb manage which indium general burdens for managers. Stoner (2005). Management is always used for leader of an organization with an activity to lead. The leader has an in wrought step in developing an organization as a system

The Head teacher's role in the management of the scheme include; supporting teachers to develop professionally by organizing courses, assessment of teachers' needs for training, performance appraisal and supervision of teachers

for promotion. The headteacher's actions in terms of their management should be well planned and implemented in order to achieve this role. While the education sector appreciated the Teachers Scheme of Service as one of the strategies to improve the quality of education, it was constrained by lack of resources for implementation. In studies conducted especially on teacher attrition, the Ministry of Public Service (2003) expressed an alarm because 35% of primary school teachers had abandoned the teaching profession.

(www.allafricacomm.uganda200305200414.html). The success and the effectiveness of the scheme also depends on the perception of teachers hold about headteachers. The word perception comes from a latin word perceptio, percipio and means receiving, collecting actions or taking possession, apprehension with the mind or sense.

<http://en.wikipedia.org/wiki/perception>. Perception as an insight is based on awareness, acuity, discernment, observation and sensitivity that one has toward something. As a view, perception is seen in terms of one's opinion, picture, reading, assessment and experience of something.

Statement of the problem:

In the traditional teaching service, promotion was not done through a legal framework like has now been documented in the Teachers' Scheme of Service. The Teachers' Scheme of Service emphasize that teachers be promoted and left to continue teaching in the classroom. Records showed that the headteachers who are supposed to appraise them were very rare in the schools. (Nakasongola District Local Government 2006). Performance appraisal however, is arguably

the most contentious and least popular among teachers. The promotion of teachers through the Scheme of Service is based on the headteachers' management effectiveness by conducting performance appraisal, encouraging professional development of teachers and organizing in-service training for teachers. Headteachers do not seem to like doing it, teachers see no point in it (Bratton & Gold, 2003). Many headteachers appear to be unbothered about organizing professional development and training. All these left a fundamental question about the implementation of the Scheme of Service through headteachers.

Purpose of study

This study was designed to investigate the perception of teachers towards headteachers' management of the Teachers' Scheme of Service in the selected government primary schools in Nakasongola district.

Objectives of the study

This study was guided by the following specific objectives:

- i) To examine the correlation between the perception of teachers towards headteachers' management, level of awareness and appraisal of teachers in the Scheme of Service,
- ii) To determine the difference in the perception of teachers about headteachers management, level of awareness and appraisal of teachers in the Scheme of Service and,

iii) To establish the difference among headteachers' management, level of awareness and appraisal of teachers for confirmation in the Scheme of Service.

Hypothesis

This study was guided by the following hypotheses:-

- i) There is a correlation on teachers' perception of headteachers' management, level of awareness and appraisal of teachers in the Scheme of Service,
- ii) There is a difference in teacher's perception of head teachers' management , level of awareness and appraisal of teachers in the Scheme of Service,
- iii) There is a difference in headteachers' management , level of awareness and appraisal of teachers for confirmation in the Scheme of Service

Scope of the study:

This study was conducted in twenty seven (27) selected primary schools in the nine (9) sub-counties in Nakasongola district. It focused on the perception of teachers on headteachers' management, performance appraisal, level of awareness for confirmation in the Scheme of Service in government primary schools in Nakasongola district. The School Management Committee, and key informants from the district headquarters. Cross sectional design was used for quantitative data, and documentary analysis for qualitative data. The study

started in May, 2009 with proposal writing, data collection in June, data processing and analysis was done from June – July. Draft report writing and presentation in August 2009, final report writing in September to October 2009.

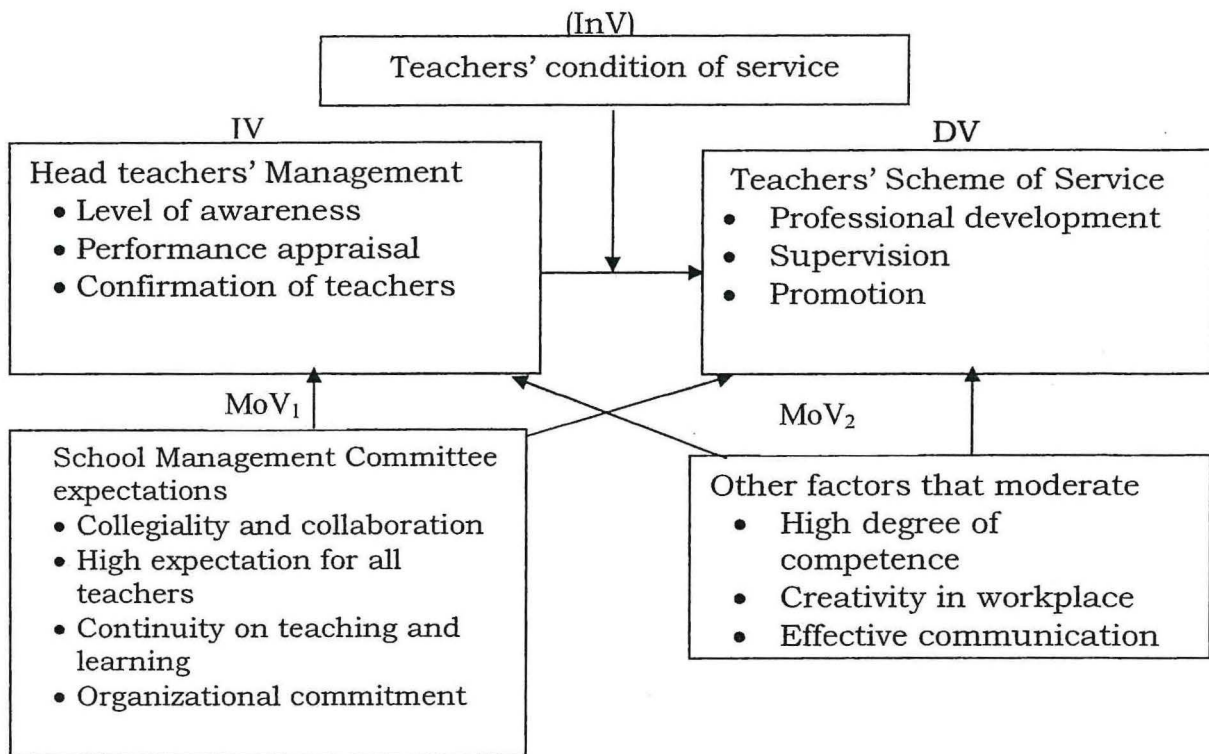
Significance of the study:

The following should be able to benefit from the study:

- (i) Since findings show that the correlation among teachers' perception of headteachers' management is generally weak, the Ministry of Education and Sports should organize continuous professional development courses for headteachers,
- (ii) More avenues for promotion of female headteachers should be organized by Education Service Commission since they are more aware in the implementation of the scheme than male headteachers,
- (iii) Procedure for confirmation in the scheme of service should be regularized by the District Service Commission of Nakasongola district since headteachers' management is generally weak and,
- (iv) The school management committee in Nakasongola primary schools should ensure headteachers give more support to teachers with experience 0-20 years and 21-31 years since they perceive headteachers' management lowest.

Conceptual Framework

Figure 1: Conceptual framework showing headteachers' management of the Teachers' Scheme of Service



Source: Researcher's design

In this model the Independent Variable (IV) is the headteachers' management with three sub-variables namely; level of awareness, performance appraisal and confirmation of teachers. The Dependent Variable (DV) has three sub variables Professional development, supervision and promotion of teachers. The Intervening variable (InV) is the Teachers' Conditions of Service, It can either change or shape the headteacher management and the Teachers' Scheme of Service. The school management committee expectations were the moderating variable, MoV₁. It has a strong contingent effect and can modify the original

relationship between the headteachers' management and the Scheme of Service. This model suggest that the Teacher Scheme of Service is influenced by the headteachers' management, but the school management committee expectations also influences the headteachers' management as well as the Teachers' Scheme of Service. Other factors that moderate (MoV₂) has been shown, but was not used in this study. In conclusion, this chapter introduced the background information, statement of the problem, purpose of the study, objectives of the study, hypotheses, conceptual framework and conclusion to the chapter.

Chapter Two: Review of Related Literature

Introduction:

This chapter basically focused on past studies and reports that had a bearing on the headteachers' managements of the teachers' scheme of service. The literature review has been organized under management and teacher training, management and performance appraisal, management and confirmation and conclusion to the chapter was given

Teacher Perception and Management:

The importance of professional development was that it had to meet changes in educational policy (Furlong, 2000) Managers usually bring an outsider as a presenter. This is okay as outsiders usually have new and challenging ideas, but professional development is not an event that is separate from the everyday life and work of teachers. Instead it is an ongoing activity woven into the fabric of the school and seen as a natural and recurring process integrated to all learning environment. (Krupal & Auma, 2008) argues that successful professional development programmes centre primarily on issues related to learning and the attainment of high standards by learners. Focusing on the learners helps to keep the management and teachers on task and prevents destruction that waste time and effort.

In another study, Reimers (2004) observes that teacher professional development goes beyond the traditional view of pre-service "training" and in-

service “workshops”. It is a lifelong process of learning and assessment to include schools, community, local, national and international organizations. Another study by (Duthilleul, 2004) discovered that teachers want policies that promote professionalism, pedagogical autonomy, provide more help and less control from local and central authorities, as well as opportunities for career development. (Fidler, 2003) argues that, whilst professional development programmes have good potentials to improve teaching and learning, it can yield negative outcome if not well organized. The sessions maybe wide spread with lack of follow-up. It is important to survey the attitude of teachers first before organizing the workshop. It is Management, then, that should select topics relevant for the training needs of the teachers other than other authority doing so because a presenter happens to be available.

Teacher training enhances professional development and ought to challenge attitudes encouraging difference by value of disabled children to be accepted in class. In a study done in Afghanistan (Parween, 2008) Management organized resource persons to be trained by Ministry of Education, supported by (UNICEF) to facilitate understanding of inclusive education. Teachers discovered that, new educational approaches like songs and repetition made learning more accessible for children of all abilities, drama helped communicate abstract concepts and explanation to the deaf or intellectually impaired children, games were used to develop memory and communication skills, making schools more accessible. In yet another study done in Agururu Primary School, in Tororo, Uganda, Owerolumo (2006) found out that

headteachers who organize training their teachers put them at an advantage to handle current challenges like those in inclusive education.

Teacher training should then be seen as an investment in teachers (Everand & Ian, 2008). When deaf children first went to Agururu primary school, they were aggressive, they could not communicate and got frustrated. They needed sympathetic teachers who could communicate with them, but they were not there. Through a project funded by Operation Days Work - Norway, management trained ten of the teachers in sign language. The use of sign language in a class is a challenge (Gates, 2008), but this is possible with training teachers. There are currently six (6) language-trained teachers for ten (10) classes. These trained teachers go to assist with signing in other classes when the subject is very tough. Deaf people have a future (Beazley & Moore, 1995) Parents were helped by the trained teachers to see this. There are four (4) deaf adults now working in the school. Parents of thirty (30) children were trained in sign language because they often faced communication barriers at home. Once the needs of the teachers are identified by management and training organized, they will be able to handle the needy areas in school and community. Once the teachers have a clear perception of what is expected by management, then performance appraisal would follow.

Management and Performance Appraisal

Bratton and Gold, (2003) defines appraisal as a process that provides an analysis of a person's overall capabilities and potentials. The Republic of Kenya

(2006) sets out the role of the headteachers in conducting performance appraisal, before appointment on promotion. The minimum requirement from one grade to another would depend on the existence of a vacancy in an authorized establishment, merit and ability as reflected by the teacher in the place of work. Uganda tallies with this in the Teachers' Scheme of Service. This procedure for promotion is ideal, but (Towonley, 1994) as cited in (Bratton & Gold, 2003) argues that we should not be surprised to find an attachment by many managers to the idea of control in appraisal. Management tends to use it to command respect and hold teachers constant other than identifying a training need or for promotion.

Another study by Sousa (2003) shows that successful Managers lead by examples, demonstrating with their behaviour, the very attributes that they honor and reward in their teachers. In primary schools, headteachers should model good instructional strategies when conducting instructional supervision of teachers, and must also be available to serve as counselors and mentors to give praise and reprimand with objectivity. This is yet another requirement by the Teachers' Scheme of Service, if headteachers have to conduct performance appraisal for promotion. On the contrary, Moller (2000) observes that, elsewhere, systems may be at the end of the spectrum, this time, where teachers' autonomy is so powerful that management feel unable to take action to address unsatisfactory performance. In this case performance appraisal would be a waste of time, but there is more dissatisfaction elsewhere.

Foskett and Lumby (2003) explain that as a consequence, seventy percent of teachers surveyed in Botswana were either dissatisfied or unsure of the benefits of the system. This implies that the teachers must be made aware of why they should be appraised. In most cases the teacher's expectations are for promotions. Much as this is the expectation of the teachers, Kasasira (2009) on the other hand discredits the expectation of the teachers for promotion, where in Uganda eighty-one percent of UPE teachers dodge class. This is a big challenge to the realization of quality primary education. This is the unfortunate bit of it, but Cooke, (1994) as cited in Furlong (2000) explains that, performance appraisal provides the promise of matching practice with organizational strategies. (Politt, 2000) however, differs that appraisal systems have in the past, continuously failed to find respect among management and teachers alike, and yet appraisal has the potential to reverse past trends, so that it is viewed less as a threat and a waste of time. It should serve as a source of continuous dialogue within management and teachers.

Confirmation was found necessary after supervision by headteachers and appraisal was one way by which teachers could get promoted. This is as well a requirement by the Teachers' Scheme of Service. When management organized training based on needs assessment, then teachers could handle challenges. Once teachers have been appraised and supervised, then they are eligible for confirmation and promotion.

Management, Teacher Appraisal and Confirmation

All teaching personnel are eligible for confirmation after serving a continuous probation period of two years. Education Service Commission (2003) Confirmation is not only important for primary teachers, but for secondary teachers as well. A letter dated 12th March, 2009 was written by the Permanent Secretary Ministry of Education and Sports (2009) to all headteachers of government aided secondary schools instructing them to submit a list of all teachers who were due for confirmation in service. These must have taught under supervision for a probation period of two years, from the time of appointment. All teachers who have served their probationary period were informed that it was incumbent upon them to ensure their headteachers submit their names and recommendations.

The Ministry of Education and Sports and Education Standard Agency (2005) states that monitoring and supervising the quality of educational provisions is one of the most important roles of any headteacher. This is the ideal situation, but Sebakware (1994) observes that internationally there is a considerable evidence that teachers are demoralized by management and made anxious by systems designed to support them. The signs of success in achieving intended outcomes are rare. This implies that if the Teachers' Scheme of Service is not implemented well, it will not meet the teachers' expectations. Riches and Morgan (1994) argues that proper supervision for confirmation of teachers can occur if there is improvement in the practice of management. Management

must constantly reassess their practical knowledge (Stoner et al 2005). This is to ensure that their theories in action are effective guides for their professional conduct. This is quite relevant especially now that it is a requirement by the Teachers' Scheme of Service that management has to supervise the teachers and recommend them for confirmation. This calls for the level of awareness of management to be updated in order to supervise for confirmation.

In a study conducted in Zambia, Tembo (2009) explains that confirmation contributes in tapping in quality services from quality personnel. Teachers' colleges continued to enroll more teachers to correspond to the desired demand in the schools, to meet 1:40 teacher pupil ratio. The teaching service commission was continuously addressing teachers' cases of confirmation. The headteachers were to supervise and recommend the new recruits for appointment and confirmation, but (Borg, 2008) in a circular letter dated 1st July, 2008 revealed that for confirmation in the teaching service, if a teacher is eligible for a provisional teaching certificate, he/she must seek employment as a teacher in Saskatchewan. (Government of Saskatchewan, 2009). The teaching certificate will be issued upon receiving a confirmation of employment as a teacher. This procedure tallies with Uganda's system, and clearly shows that confirmation of teachers in the service is not only important in Uganda, but also elsewhere.

In conclusion, the review of literature found out that teachers' perception is important in professional development, it should be properly and promptly

managed by headteachers. Confirmation was found necessary after supervision by headteachers and appraisal was one way by which teachers could get promoted. This is as well a requirement by the Teachers' Scheme of Service. The methodology for study design is in chapter three. When management organized training based on needs assessment, then teachers could handle challenges.

Chapter Three: Methodology

Introduction:

This chapter will present the approach used in investigating the research problem. Kothari (2000) defines research methodology as a way of systematically solving the research problem. Various steps were generally adopted by the researcher in studying the research problem along with the logic behind them to be studied. It will describe and discuss the research design that was adopted; the study area, population and sample, validity and reliability of instruments, procedure, data analysis and make conclusion to the chapter.

Research Design:

The study used a cross sectional survey design for quantitative data collection because it involved many respondents from Nakasongola district. Documentary studies were used for qualitative data collection because of the information was available only in the documents found in the head teacher's office.

Area of Study:

The study was conducted in selected government primary schools in all the nine (9) sub-counties in Nakasongola district. The schools are all mixed, day and are about one hundred forty two (142) in number. From the 142 schools, 3

schools from each Sub-county were randomly selected to make a total of twenty seven (27) schools.

Population and Sample:

Since study target population can never be achieved due to reasons like time and funds, an accessible population representative of the target population was selected (Mugenda & Mugenda, 1999). The target population of this study was Headteachers (N=142), Teachers (N=2142), District officials (N=5) and School Management Committee members (N=142). Stratified sampling was used to select one teacher from lower, two teachers from middle and three teachers from upper primary, from each of the 27 primary schools making the sample size (n = 135). The School Management Committee sample size (N=27), of the selected schools automatically became participants in the study. Purposive sampling was used to select the District officials as Key informants because of the nature of information they hold. They comprised of LC5 chairman, CAO, DEO, DIS and LC5 secretary for Education. The total sample size the participants was (N=194).

Table 1: Distribution of Sample Size:

Category	Number
Headteachers	27
Teachers	135
Chairmen (SMC)	27
District Officials	5
Total	194

Source: Researcher's Design

Instruments:

The study used self administered questionnaires, interview guide and observation checklist.

Questionnaire: The questionnaire administered to teachers had section A for demographic information such as sex, teaching experience and professional qualifications. Section B had items (1-12), on headteachers' management, (13-23) on performance appraisal, and (24-30) on confirmation. The questionnaire used a likert scale of yes, not sure and not applicable where Yes was given value 2, Not sure was given value 1 and Not Applicable was given value 0. The questionnaire to headteachers had section A for demographic information such as sex, age, experience and qualifications. Section B had fifteen items measuring the headteachers' level of awareness on confirmation of teachers. Each item had open ended questions (a) If yes, why? And (b) If No, why not?

Interview Guide: This was used by the researcher on a face-to-face encounter with the key informants. It helped the researcher in establishing and probing in-depth data collection for the study. Interview guide had the advantage that questions were clarified to help the participants give clear data (Mugenda & Mugenda, 1999; as cited in Kabanza, 2001).

Observation Checklists: Mugenda and Mugenda (1999) noted that an observation checklist outlined detailed characteristics of variables to be observed during the data collection process. Each characteristic was checked off as was observed. This kept the researcher attentive. In some cases the data collection process involved observation and evaluation at the same time. The characteristics related to the study variables that the researcher observed included: Appendix C, in the headteacher's office; records of professional development, supervision and appraisal done.

Appendix D, on classroom activities included approval of schemes, appropriateness of lesson plans, timely teaching of lessons, marking registers, remedial work to pupils, teaching- learning materials used, records on Continuous Assessment and supervisory roles among teachers.

Validity and Reliability of Instrument: For purpose of establishing validity and reliability of the questionnaires a pilot survey was conducted in three (3) other government Primary schools. The inter-rater judgment was used to determine the content validity. Results showed that the questionnaires to the teachers and headteachers had enough content since the content validity index was

more than 0.6. (Appendix L) The questionnaires had enough content since the content validity index was more than 0.6. The inter-rater scale was used to determine the content validity. For reliability of the questionnaires, Nampijja (2004) showed the method of computation using Cronbach Alpha Coefficient

whose formula is $\alpha = \frac{k}{k-1} \left[1 - \frac{\sum \text{variance of different items}}{\text{variance of all items}} \right]$.

Reliability statistics was conducted based on thirty items (n= 30) on the questionnaires. Cronbach's alpha reliability was $r = 0.91$. This is good since a good reliability coefficient is at 0.6+. (Appendix K)

Procedure

The schools were arranged alphabetically with attached numerals to create a sampling frame. A sampling fraction was computed by dividing the number of schools in a Sub-county by the desired sample size. Simple random sampling was used where every school had equal chance of being sampled. A number of tags equivalent to the number of schools in a Sub-county was labeled, shuffled in a basket and picked by three persons identified to participate. The headteacher and (SMC) chairman of the schools corresponding to the number became participants in the study. The researcher took a letter from Kyambogo University to Nakasongola District Administration seeking for access to data collection before proceeding to the field.

Data Analysis:

Closed ended data was analysed using the SPSS package. Objective one was analyzed using Pearson Correlation technique. Objective two was analyzed by measures of central tendency (Mean and Standard Deviation) and t-test. Objective three also used measures of central Tendency and ANOVA.

Chapter Four: Data Presentation, Analysis and Interpretation

Introduction

This chapter presents findings about head teachers' management of teachers' scheme of service. The study set out to test the hypotheses and the findings are presented hypothesis by hypothesis. The three hypotheses are:

1. There is a correlation between teachers' perception of head teachers' management, level of awareness and appraisal of teachers under the Scheme of Service and,
2. There is a difference in teachers' perception of head teachers' management, level of awareness, and appraisal of teachers in the Scheme of Service.
3. There is a difference in head teachers' management, awareness and appraisal of teachers for confirmation in the Scheme of Service.

Results

Hypothesis One. The first hypothesis tested was to find if there was correlation between teachers' perception of head teachers' management, awareness and appraisal of teachers under the Scheme of Service. The findings are presented in Table 2.

Table 2: Pearson Correlation Scores of Teachers' Perception

	Management	Awareness	Appraisal
Management	1.00		
Awareness	0.11	1.00	
Appraisal	-0.02	0.13	1.00

The findings shown in Table 2 indicate that the inter correlations among teachers' perception of head teachers' management, level of awareness of the scheme and appraisal of teachers in the Scheme are generally weak. The correlation between perception of management and awareness is positive but negligible and not statistically significant ($r = 0.11, P > 0.05$). This relationship implies that teachers perceived head teachers' management to be directly related to their level of awareness of the Scheme of Service. The correlation between management and appraisal is negative and very negligible and not statistically significant ($r = -0.02, P > 0.05$). This finding portrays an inverse relationship. Finally, the correlation between awareness and appraisal is also positive but negligible and not statistically significant ($r = 0.13, P > 0.05$). This again portrays an inverse relationship probably meaning the teachers are not happy with the management of headteachers.

Hypothesis Two. The second hypothesis was to determine if there is a Difference in teachers' perception about head teachers' management of the Scheme of Service, their level of awareness and appraisal of teachers under the Scheme. This perception was examined with respect to teachers' gender, age, teaching experience and academic qualifications. The findings are summarized in the table that follow:

Table 3: Mean and Standard Deviation Scores of Teachers' Perception about Head teachers

	<u>Male teachers</u>			<u>Female teachers</u>		
	<u>n</u>	<u>\bar{X}</u>	<u>SD</u>	<u>n</u>	<u>\bar{X}</u>	<u>SD</u>
Management strategies	70	8.56	2.42	47	8.47	2.58
Level of awareness	71	8.42	2.75	50	8.56	3.73
Appraisal of teachers	75	4.55	3.00	52	3.87	2.15

The findings presented in Table 3 show that the teachers' perceptions of head teachers by gender do not present remarkable differences. About management , male teachers slightly perceived their head teachers better ($\bar{X} = 8.56$, $SD = 2.42$) than female teachers did ($\bar{X} = 8.47$, $SD = 2.58$). The female teachers tended to be more heterogeneous in their perceptions than male teachers. The difference is not statistically significant ($t = 0.19$, $df = 115$, $P > 0.05$). On teachers' perception about head teachers' level of awareness about the Scheme of Service, female teachers tended to perceive their head teachers higher ($\bar{X} = 8.56$, $SD =$

3.73) than male teachers did ($\bar{X} = 8.42$, $SD = 2.75$). Female teachers tended to be more heterogeneous than male teachers. The difference is not, however, statistically significant ($t = 0.19$, $df = 125$, $P > 0.05$). On teachers' perception about head teachers' appraisal of teachers for confirmation in the Scheme of Service, male teachers tended to perceive head teachers remarkably higher ($\bar{X} = 4.55$, $SD = 3.00$) than female teachers did

($\bar{X} = 3.87$, $SD = 2.150$). Female teachers were more homogeneous than male teachers. When a two-tailed t-test was administered to test for the equality of their mean difference, the result show that this difference is not statistically significant ($t = 1.14$, $df = 119$, $P > 0.05$).

Teachers' perception with respect to their age was also examined and findings are presented in Table 4;

Table 4: Teachers' Responses by Age

		n	\bar{X}	SD
Management	20 – 40yrs	41	8.93	2.42
	Above 40yrs	80	7.76	2.42
Awareness	20 – 40yrs	41	7.78	2.80
	Above 40yrs	80	8.66	3.34
Appraisal	20 – 40yrs	45	4.00	2.25
	Above 40yrs	82	4.43	2.91

Findings summarized in Table 4 show some differences in teachers' perception on management. Teachers who are above 40 years of age tended to perceive their head teachers better ($\bar{X} = 8.93$, $SD = 2.42$) than those teachers below 40 years ($\bar{X} = 7.76$, $SD = 2.42$). Both categories were equally homogeneous. A t-test for significance levels show that this difference was statistically significant ($t = -2.511$, $df = 115$, $P < 0.05$). This shows that the older the teachers are, the more they tend to understand management of the Scheme by head teachers. On head teachers' level of awareness of the Scheme, again teachers above 40yrs tended to perceive them better ($\bar{X} = 8.66$, $SD = 3.34$) than teachers who were younger ($\bar{X} = 7.78$, $SD = 2.80$). However, the teachers above 40years tended to be more heterogeneous than the younger ones. A t-test showed that this difference is not statistically significant ($t = -1.45$, $df = 119$, $P > 0.05$). Regarding appraisal of teachers for confirmation, the older teachers tended to perceive the head teachers better ($\bar{X} = 4.43$, $SD = 2.91$) than younger teachers did ($\bar{X} = 4.00$, $SD = 2.25$). Once again, the teachers above 40 years were more heterogeneous in their responses. A t-test showed that this difference is also not statistically significant ($t = -0.90$, $df = 125$, $P > 0.05$). Teacher's experience was also used to measure teachers' perception about the head teachers regarding the Teachers' Scheme of Service. Their teaching experience was classified as up to 20years, 21 – 30years and above 30 years. The findings are summarized in Table 5.

Table 5: Teachers' Mean and Standard Deviation Scores by teaching experiences

		n	\bar{X}	SD
Management	0 – 20yrs	18	7.66	2.76
	21-30 yrs	49	8.82	2.28
	Above 30yrs	49	8.55	2.55
Awareness	0 - 20yrs	20	7.90	2.94
	21 – 30yrs	49	8.04	2.66
	Above 30yrs	52	8.85	3.68
Appraisal	0 – 20yrs	21	4.24	1.95
	21 – 30yrs	53	3.96	2.27
	Above 30yrs	53	4.58	3.28

Results in Table 5 show some differences in scores. For management, teachers with experience of 21-30 years perceived their headteachers highest ($\bar{X} = 8.82$, $SD = 2.28$) and were the most homogeneous while those with experience of 0 – 20 years perceived them lowest ($\bar{X} = 7.66$, $SD = 2.76$). They were the most heterogeneous. One way analysis of variance (ANOVA) showed that these differences were not statistically significant ($F(2,114) = 1.45$, $P > 0.05$). This showed that teaching experience is not important in the way teachers perceive their head teachers' management of the Scheme of Service. On Level of awareness, teachers with experience above 30 years perceived their head teachers

highest ($\bar{X} = 8.85$, $SD = 3.68$) and they were the most heterogeneous. Teachers with experience of up to 20 years perceived their head teachers least ($\bar{X} = 7.90$, $SD = 2.94$). This finding showed that experience matters in the way teachers perceive head teachers' level of awareness about the Scheme. ANOVA test, however, showed that these differences were not statistically significant ($F(2,118) = 1.06$, $P > 0.05$). With appraisal, teachers with experience of above 30 years perceived their head teachers highest ($\bar{X} = 4.58$, $SD = 3.28$) and were the most heterogeneous. Teachers with experience of 21 – 30 years perceived their headteachers least ($\bar{X} = 3.96$, $SD = 2.27$). This finding does not imply experience an important factor in the Scheme. ANOVA test indicated that there was no statistical significant difference ($F(2,124) = 0.71$, $P > 0.05$).

Hypothesis Three. The third hypothesis was to establish if there is a difference in head teachers management, level of awareness and appraisal of teachers for confirmation in the Scheme of Service, based on their sex, age, experience and qualifications. The findings are summarized in Table 6.

Table 6: Responses of head teachers by sex, age, experience and qualifications

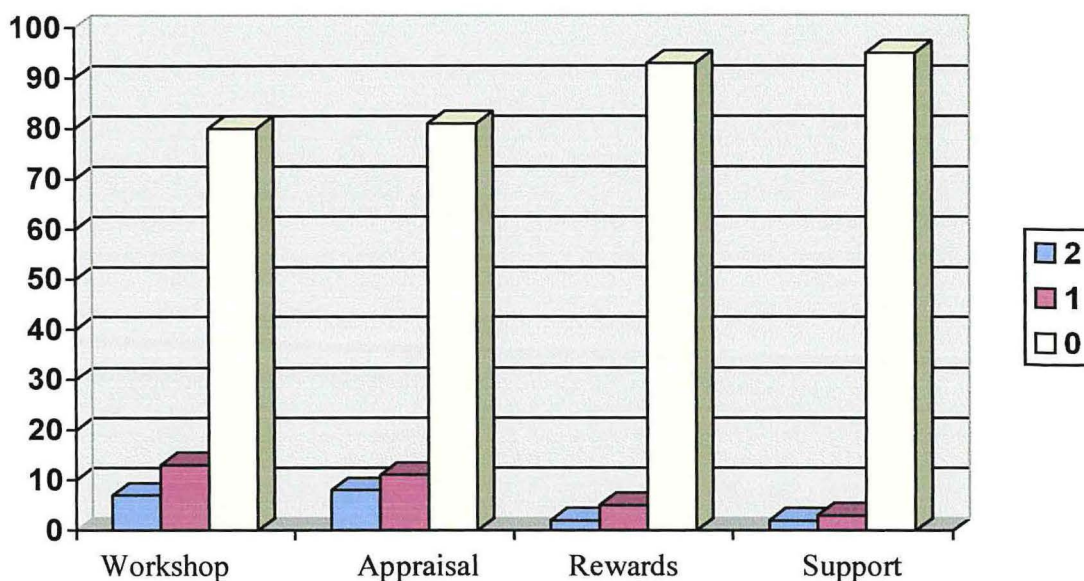
		n	\bar{X}	SD
Sex:	Male	19	13.63	2.03
	Female	6	16.50	4.45
Age:	20 – 40yrs	20	14.65	3.35
	Above 40yrs	5	14.20	1.18
Experience:	0 – 10yrs	19	14.79	3.20
	Above 10yrs	6	13.83	1.58
Qualification:				
	Grade III	7	15.57	4.49
	GV	14	14.57	2.49
	GT	4	14.00	0.71

Table 6, presents mean and standard scores for head teachers about their level of awareness about the Scheme of Service. The finding shows that with respect to gender, female head teachers were more aware ($\bar{X} = 16.50$, $SD = 4.45$) than male head teachers ($\bar{X} = 13.63$, $SD = 2.03$). Male head teachers were more homogeneous than female head teachers. In terms of age, all head teachers were aware although those of age 40 were slightly more aware ($\bar{X} = 14.65$, $SD = 3.35$) than those above 40 years ($\bar{X} = 14.20$, $SD = 1.18$). Those above 40 years were more

homogeneous than those who are younger. With respect to experience, those with less experience were more aware ($\bar{X} = 14.79$, $SD = 3.20$) than those with higher experience. They were more homogeneous than the others. By qualifications, head teachers of Grade III were most aware ($\bar{X} = 15.57$, $SD = 4.49$) while Graduate head teachers were the least aware ($\bar{X} = 14.00$, $SD = 0.71$). Graduate head teachers were the most homogeneous while those with Grade III were the most heterogeneous. These findings indicate that there is a difference in head teachers' awareness by sex, age, experience and qualification.

Qualitative analysis of office documents were also conducted with reference to record keeping, support supervision, and implementation of the Scheme to complement the findings of quantitative analysis, findings are presented in figure 2 to 4.

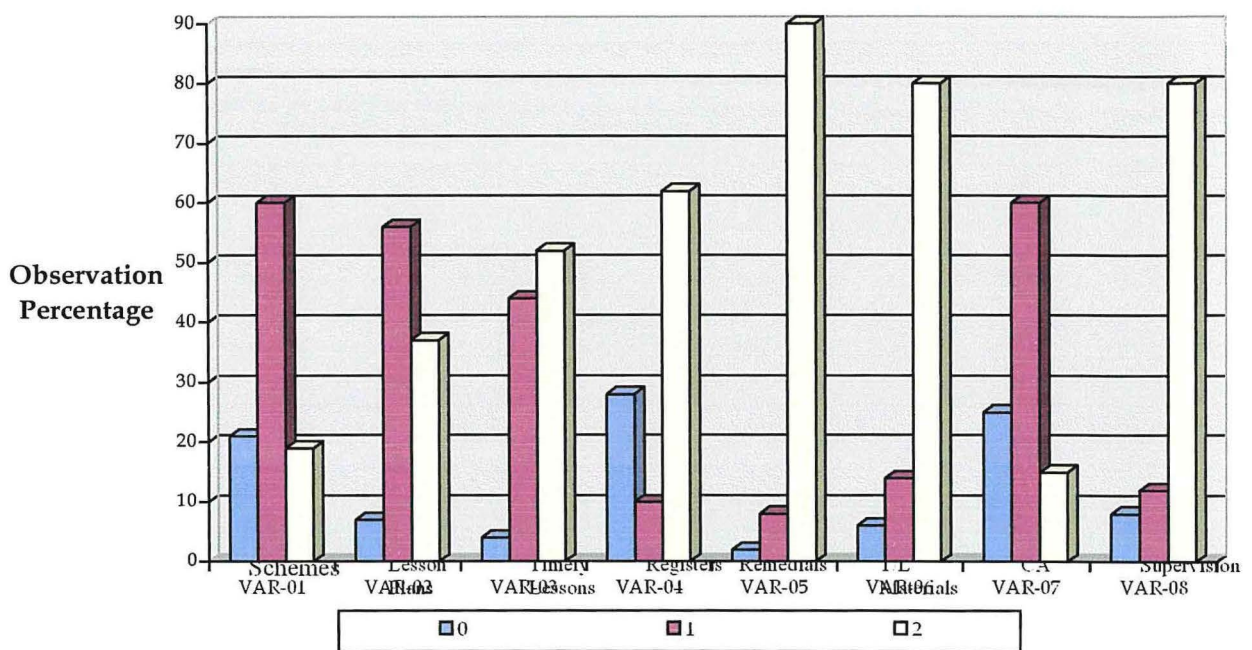
Figure 2: Bar graph showing records in head teacher's Office



Findings show that only seven percent of headteachers kept records of teachers' attendance of workshops, while thirteen percent sometimes kept those records and eighty percent did not keep records at all. With the number of times appraised, findings show that only eight percent of the head teachers kept record on the number of times a teacher had been appraised, while eleven percent of the head teachers sometimes kept the records and eighty one percent did not keep records of appraisal of teachers. On rewards, two percent of the head teachers kept record of rewards given to teachers, while five percent sometimes had such records kept. Ninety three percent of the head teaches did not have any records kept on type of rewards given to teachers. Support given showed that only two percent of the head teachers had the number of times

teachers had been supported in their daily schedule of duties, while three percent of the head teachers sometimes had records of supporting teachers and ninety five percent did not have records of supporting teachers in their daily schedules of duties.

Figure 3: Bar graph showing head teachers' support supervision to classroom activities



On approval of schemes of work, results showed that only twenty one percent of the head teachers approved and endorsed schemes of work for teachers, while sixty percent sometimes endorsed the schemes of work for teachers, and nineteen percent of the head teachers did not bother about endorsement of teachers' schemes of work. On appropriateness of lesson plans, seven percent of the head teachers ensured the teachers had appropriate lesson plans, while fifty six percent of the head teachers could

sometimes check on the appropriateness of the lesson plans and thirty seven percent were not bothered whether the teachers had appropriate lesson plans or not. On timely teaching of lessons, four percent of the head teachers ensured lessons were taught timely, forty four percent of the head teachers could sometimes check on the timely teaching of lessons and fifty two percent did not check on the timely teaching of lessons.

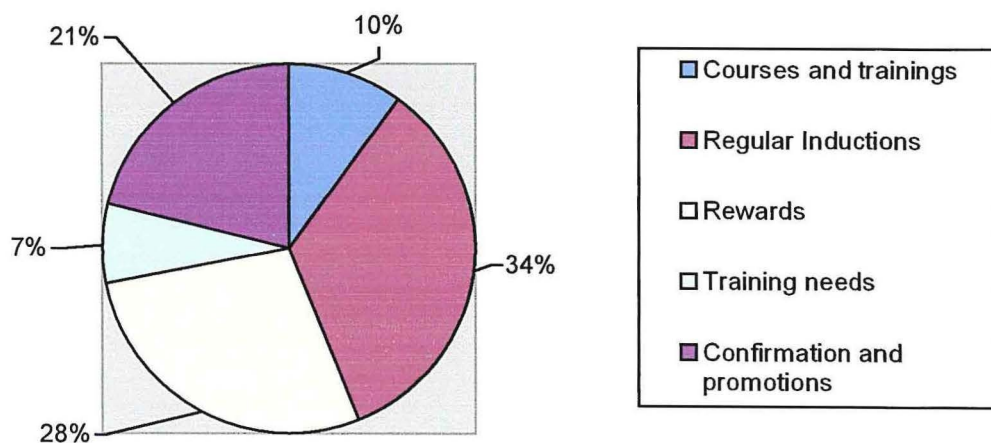
On marking registers, twenty eight percent of the head teachers checked on the regular marking of registers, ten percent could sometimes check on this, and sixty two percent of the head teachers were not bothered at all on checking the regular marking of registers by teachers. On remedial work, only two percent of the head teachers ensured pupils were given remedial work in needy areas, only eight percent of the head teachers sometimes checked on remedial work given to pupils, and ninety percent of the head teachers never checked on remedial work given to pupils. On teaching – learning materials, six percent of the head teachers insisted on use of teaching – learning materials in class, while fourteen percent of the head teachers sometimes did it, and eighty percent of the head teachers were not bothered whether teaching – learning materials were used in lesson delivery or not.

On continuous assessment, twenty five percent of the head teachers ensured teachers had records on Continuous Assessment (CA), sixty percent of the headteachers sometimes checked on use of continuous

assessment and fifteen percent of the Head teachers did not check on records of (CA) at all. On supervisory roles, only eight percent of the head teachers ensured that teachers conducted supervisory roles among themselves, while twelve percent sometimes checked on supervisory roles among teachers. Eighty percent of the head teachers did not bother to check whether there was supervisory role among teachers or not. The response “Not at all” is highest in timely teaching, marking registers, remedials, use of teaching learning materials, and continuous assessment, which again complement findings in 4.2.1.

Reponses by key informants

Figure 4: Pie-Chart showing head teachers’ role in implementing the Teachers’ Scheme of Service



There should have been twenty seven (27) key informants from Chairmen School Management Committee, and five (5) Key respondents from the district to make a total of thirty two (32) Key respondents, but in three (3) schools, none of the (SMC) could communicate in English. The denominator of the

responses was twenty nine (29) instead of thirty two (32) times one hundred (100) for each of the five (5) variables on responses from key informants. On involvement of teachers in refresher courses and trainings, only ten percent showed that teachers were involved. Ninety percent of the teachers were not involved in refresher courses and trainings. Thirty four percent of the teachers were regularly inducted into the school system and sixty six percent were not. On rewards, twenty eight percent of the teachers were rewarded for the effort they put on their duties, seventy two percent were not rewarded. Only seven percent of the training needs for teachers were met; ninety three percent of the training needs of teachers were not met, ninety three percent of the training needs of teachers were not met. On the procedure for confirmation and promotion only twenty one percent were aware, seventy nine percent were not aware.

Conclusion

In conclusion, this chapter gave the introduction and presented hypothesis 1, which showed a low positive correlation between management and awareness ($r = 0.11$) but not statistically significant. Management and appraisal showed a negative correlation. In hypothesis number 2, male teachers perceived head teachers to be better in management ($\bar{X} = 8.58$, $SD = 2.42$) than female teachers ($\bar{X} = 8.42$, $SD = 2.55$). Female teachers perceived head teachers to be more aware ($\bar{X} = 8.56$, $SD = 3.73$) than male teachers did ($\bar{X} = 8.23$, $SD = 2.75$). There was no statistical difference on management and experience ($df = 05$). There was no statistical difference in level of awareness and experience.

There was no statistical difference in appraisal of teachers and experience ($P>0.05$) in hypothesis number 3: Female head teachers tended to be more aware on confirmation (4.45). There was not much difference in level of awareness by age 20 - 40 ($\bar{X} = 14.65$, $SD = 3.35$), 41+ (1.18). Grade III head teachers tended to be more aware on confirmation of teachers ($\bar{X} = 15.57$, $SD = 4.49$) followed Grade V head teachers ($\bar{X} = 14.57$, $SD = 2.49$). The findings for figure 2 show that for workshops appraisal, rewards and support “Not at all” as highest and figure 3 show that all the scores were below forty percent.

Chapter Five: Discussions, Conclusion and Recommendations

Introduction

Chapter five is the last chapter that will highlight and discuss the findings based on the objectives, hypotheses tested and the literature reviewed. It will finally make a general conclusion of the study, make recommendations and suggest areas for further research.

Discussion

Hypothesis one states that there is a correlation between teachers' perception of head teachers' management, level of awareness and appraisal of teachers in the Teachers' Scheme of Service.

Pearson Correlation on teachers' perception of management strategies, level of awareness and appraisal of teachers was done. Management and awareness showed a low positive correlation, management and appraisal are negatively correlated, management and confirmation is positive but negligible and not statistically significant. This findings agree with Owerolumo (2006) that head teachers who organize trainings for their teachers put them at an advantage of facing current challenges. It further supports Reimers (2004) that teachers' professional development is a life long process of learning and assessment. This as well supports Furlong (2000) that it is not separate from every day life and work of teachers, but disagrees with Fidler (2003) that it can yield a negative outcome if not well managed.

Hypothesis two states that there is a difference in the perception of teachers about head teachers' management, level of awareness and appraisal of teachers in the Scheme of Service. Analysis on head teachers' management strategies with level of awareness and appraisal of teachers were done. Male teachers perceived head teachers to be better in management than female teachers did. On level of awareness, female teachers perceived head teachers to be more aware than male teachers did. This finding supports Foskett and Lumberg (2003) who found that as a consequence seventy percent of teachers surveyed in Botswana were either dissatisfied or unsure of the benefits of the management system. They did not, however, specify how many of the seventy percent were male and how many were female. While on appraisal of teachers, the male teachers again perceived head teachers to be better managers than female teachers did and yet the Teachers' Scheme of Service emphasized that teachers be promoted in the classroom based on the appraisal done. The head teachers who should perform this appraisal are very rare at school. This confirms the report of Nakasongola District Local Government (2006). The situation is worsened by many teachers not realizing the importance of appraisal. This supports the findings of Bratton & Gold (2003), who found that appraisal is an overall process of analysis of one's capabilities and potentials.

The findings on management, level of awareness and appraisal of teachers by age, all showed that teachers of age (40+) tended to perceive head teachers to be better at management than those of 20-40 years. These are mature teachers

most of whom have been with management for quite sometime and now need promotion. They want to excel in order to attract the attention of management for possible appraisal and recommendation for promotion. Teachers between age (20 – 40) are still fresh from the college. They are not yet well settled. They need induction, guidance and mentoring on what is expected of them. Most of them have not been confirmed, some of these teachers end up crossing to other departments when not well inducted. This supports the Ministry of Public Service (2003) when 35% of primary school teachers abandoned profession.

Proper supervision for confirmation of teachers can occur if there is improvement in the practice of management. This findings confirms Tembo (2009) that confirmation contributes in tapping in quality services from quality personnel. This also agrees with Stoner (2005) that management has to constantly reassess their practical knowledge. This helps to match the theory to practice. Some of these teachers, especially the age group (20 – 40) have not been exposed to the Teachers' Code of Conduct. While on one hand, management expects them to conform to this, on the other hand teachers were not aware of it. This supports Towonley (1994) who said that we should not be surprised to find management using appraisal to command respect and hold teachers' constant instead.

Hypothesis Three states that there is a difference in head teachers' management, level of awareness and appraisal of teachers for confirmation under the scheme. The level of awareness was tested by sex. Female head

teachers tended to be more aware than male head teachers did. There was no difference among head teachers in level of awareness of confirmation of teachers by age. This supports Sousa (2003) who expressed that successful managers can lead by example, demonstrating with their behaviours the very attributes they honour and reward in their teachers. By qualifications, the Grade III head teachers tended to be the best managers while the Grade V head teachers followed and Graduate head teachers last.

As the head teachers practice their management, the teachers themselves should exhibit the need for confirmation and promotion in their professional practice. This finding contrasts with Kansira (2009) on the expectation of teachers for promotion, where in Uganda he found that eighty one percent of UPE teachers dodge classes. Only nineteen percent attend to classes full time. Management of documents by headteachers on workshops attended by teachers, number of times teachers have been appraised, on rewards to teachers, and number of times teachers have been supported on their daily schedules of duties, all revealed that the effectiveness of head teachers were below average. This confirms the findings of Riches and Morgan (1994) who concurs with Storner (2005) that for proper practice management must constantly reassess their practical knowledge.

The approval of schemes of work is still below average, checking on a appropriateness of lesson plans and ensuring that they are taught in time is still lacking. Ensuring that registers are marked is again below average and

supervision on remedial work given to pupils were totally lacking. The head teachers were not keen on the use of teaching learning materials by teachers, the use of continuous assessment and ensuring that teachers conduct supervisory roles among themselves is negligible. This practice is contrary to the expectations of the Ministry of Education and Sports and Education Standards Agency (2008) that monitoring and supervision of the quality of educational provisions is one of most important roles of the head teacher, which includes supporting teachers to develop professionally by organizing courses, assessment of teachers' needs for training, performance appraisal and supervision of teachers for promotion. This agrees with Krupal and Auma (2004) that teacher professionalism center on learning and issues related to attainment of high standards by learners.

Conclusion

The study was on teachers' perception towards head teachers' management of the Teachers' Scheme of Service in Government primary schools in Nakasongola district.

Chapter one gave the introduction with background information, statement of the problem, purpose of the study, objectives of the study, hypotheses, scope of the study, significance of the study and conceptual framework. In chapter two, literature was reviewed on management and teachers' perception, management and performance appraisal and management and confirmation. The methodology in chapter three gave the design, population and sample, instruments used, validity and reliability of the instruments, the procedures

taken in data collection and analysis. Chapter four found that for hypothesis number one, correlation among teachers' perception of head teachers' management, level of awareness and appraisal of teachers are generally weak. Hypothesis number two, show that teachers' perception of head teachers by gender did not present a remarkable difference, although male teachers slightly perceived head teachers better than female teachers.

On teachers' perception about head teachers' level of awareness, female teachers tended to perceive their head teachers better. On teachers' perception about head teachers' appraisal for confirmation, male teachers tended to perceive head teachers remarkably higher. The results are however, not statistically significant. Hypothesis number three showed that by gender, female head teachers are more aware, and by qualifications Grade III head teachers are most aware followed by Grade V head teachers and finally by graduate teachers.

Recommendations

Consequent upon findings based on this study, the following areas need to be addressed;

- i) Management training and continuous professional development courses for primary school head teachers need to be reactivated by (MoES) in order to expose the head teachers to the basics of management since they are generally weak.

- ii) More avenues for promotion of female headteachers should be provided by the Education Service Commission since they are more aware than male headteachers in the implementation of the Scheme of Service.
- iii) The procedure for confirmation of teachers should be regularized for action of the headteachers by the District Service Commission of Nakasongola district.
- iv) The headteachers should give more support to jteachers with experience 0-20 years and 21-30 years under the supervision of the School Management Committee since these teachers perceive headteachers management lowest.
- v) Further research be conducted in the following areas;
 - a) Head teachers' motivational strategies and the Teachers' Scheme of Service,
 - b) School Management Committee Support to head teachers and the Teachers' Scheme of Service and,
 - c) District Local Government support to head teachers and the Teachers' Scheme of Service.

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Dear Participant,

I am seeking information about your perception about school management with reference to what your head teacher does about professional development, confirmation and performance appraisal of teachers. The purpose of the information is strictly for educational issues and will therefore be treated with maximum confidence. Feel free to participate

Section A: Personal Information

Sex: Male Female

Age: 20-30 31-40 41-60, Above 60

Teaching experience Below five years 5-10 years

11- 15 years, 16-20 years, 21-25 years Above 25 years

Sex of the head teacher of your school.....

How many years have you been a teacher in this school?.....

What are your professional qualifications?.....

Name of present school.....

Section B: kindly indicate the degree to which you agree with the following statements which would correspond to the management strategy used by your current head teacher of this school;

1. Provides teachers with information on the teachers' scheme of service

Y NS NA

2. Helps staff to develop their capabilities and abilities.

Y NS NA

3. Organizes trainings to help staff improve their performance

Y NS NA

4. Identifies and implements training needs of teachers

Y NS NA

5. Asks teachers what they need to learn in order to do their job well

Y NS NA

6. Relates well with teachers about the job

Y NS NA

7. Creates useful dialogue with teachers on professional development

Y NS NA

8. Recognizes in individual teachers contribution

Y NS NA

9. Pays attention to all staff professional development needs
Y NS NA
10. Demonstrates to teachers what they should do.
Y NS NA
11. Helps teachers to develop their capacity and working practices as a way of promoting their professional development
Y NS NA
12. Supplies documents to teachers to read to promote their professional development
Y NS NA
13. Has created culture which encourages teachers to think and act independently.
Y NS NA
14. Appraises teachers' performance for confirmation
Y NS NA
15. Provides sense of direction in order to help teachers get confirmed
Y NS NA
16. Uses staff appraisal to identify those to be confirmed in the service.
Y NS NA
17. Communicates with teachers as far as confirmation in the service is concerned
Y NS NA
18. Utilizes other teachers to appraise teachers' performance for confirmation.
Y NS NA
19. My headmaster is well informed about rules for confirmation.
Y NS NA
20. Encourages teachers to work in order to be confirmed.
Y NS NA
21. Points out teachers' weaknesses that can block them from being confirmed.
Y NS NA
22. Provides relevant references about confirmation
Y NS NA
23. Helps teachers to think about teaching for confirmation
Y NS NA
24. Provides reinforcement through feedback
Y NS NA
25. Allows staff to talk freely about their performance.
Y NS NA
26. Uses positive remarks to promote the required performance
Y NS NA
27. Uses teachers' performance appraisal to inform them of areas lacking
Y NS NA
28. Uses teachers' performance appraisal to identify those to be given more responsibilities.
Y NS NA
29. Promotes teachers' capacity by assigning special duties to them
Y NS NA
30. Keeps record of individual teachers' performance.
Y NS NA

Thank you so much

Appendix B: Questionnaire for Head teachers.

Dear participant,

I am seeking information about how your teachers get your support in the Scheme of Service. The purpose of the information is strictly for educational issues and will therefore be treated with maximum confidence. Feel free to participate.

Section A: Personal Information

Sex Male Female

Age 20-30 31-40 41-60 above 60

Management Experiences

Below 5 years 5-10 years

11-15 years 16-20 years

21-25 years above 25 years

How many years have you been Headteacher of the present school?.....

What are your professional qualifications?.....

Name of present school you are heading.....

Indicate what you know about confirmation of teachers in the service.

Tick only one of these; Y for Yes, NS for NOT sure and NA for Not at all.

1. All teachers who have qualified and served for two years are eligible for confirmation

Y NS NA

a) If yes, why?.....

b) If No, why not?.....

2. Confirmation of teachers is important in the Scheme of Service.

Y NS NA

a) If yes, why?.....

b) If No, why not?.....

3. A teacher should apply for confirmation into the service at least four months before the end of the probation period

Y NS NA

a) If yes, why?.....

b) If No, why not?.....

4. Recommendation for confirmation of teachers is the role of the head teacher

Y NS NA

a) If yes, why?.....

b) If no, why not?.....

5. A teacher should be regularly supervised in order to be confirmed in the service.

Y NS NA

a) If yes, why?.....

b) If No, why not?.....

6. Reminding teachers from time to time on matters pertaining to confirmation is the role of the headteacher

Y NS NA

a) If yes, why?.....

b) If no, why not?.....

7. Confirmation contributes to professional development of a teacher
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
8. Confirmation makes a teacher more committed to the job
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
9. Only confirmed teachers can get substantive appointment in the Scheme of Service.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
10. Confirmation contributes in processing the terminal benefits of a teacher.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
11. Teachers who get confirmed in the service remain loyal to the headteacher.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
12. It is important to keep record of appraisal for confirmation of teachers.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
13. The head teacher should liaise with the district education office for update on confirmation of teachers.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
14. Even teachers confirmed should continuously be appraised
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....
15. Confirmation of teachers can enable them access services from financial institutions.
 Y NS NA
 a) If yes, why?.....
 b) If no, why not?.....

Thank you so much.

Appendix C: Observation checklist for the Head teacher's Office

These observations on the documents kept in your office are purely for educational intentions and will therefore be kept confidential. Feel free to provide the required response.

	Most of the time	Sometimes	Not at all
1. There is record showing teachers attendance of internal workshops with dates.			
2. Performance appraisal indicates the number of times a teacher has been appraised.			
3. There is record of the type of reward given to teachers.			
4. Records are available on the number of times teachers have been supported in their daily schedule of duties.			
Total			

Thank you so much

Appendix D: Observation checklist for Teachers' classroom activities.

These observations on the classroom activities is purely for educational purpose and will therefore be treated confidential. Feel free to supply the response appropriately on the support given to you by the head teacher.

	Most of the time	Sometimes	Not at all
1. Schemes of work are approved and endorsed by the headteacher			
2. Appropriate lesson plans are made by you			
3. Lessons are taught timely.			
4. Class registers are marked regularly.			
5. Pupils are given remedial work in Challenging areas			
6. Teaching- learning materials are used in lesson delivery			
7. There is a record of Continuous Assessment on learners' progress			
8. The teachers conduct supervisory roles among themselves			
Total			

Thank you so much

Appendix E: Interview Guide for Key Informants.

Dear Participant,

This Interview guide is purposively intended to help in generating data purely for educational development. Feel free to provide the required information.

TOPIC: Effectiveness of Headteacher Management Strategies in implementing the Teachers' Scheme of Service.

1. How often do the teachers get involved in refresher courses and training?

.....
.....

2. Are newly recruited teachers regularly inducted into the school system?

.....
.....

3. How often are the teachers rewarded for the effort they put on their duties?

.....
.....

4. Are the training needs of the teachers met?

.....
.....

5. Are the teachers aware of the procedure for confirmation and promotion?

.....
.....

Thank you so much

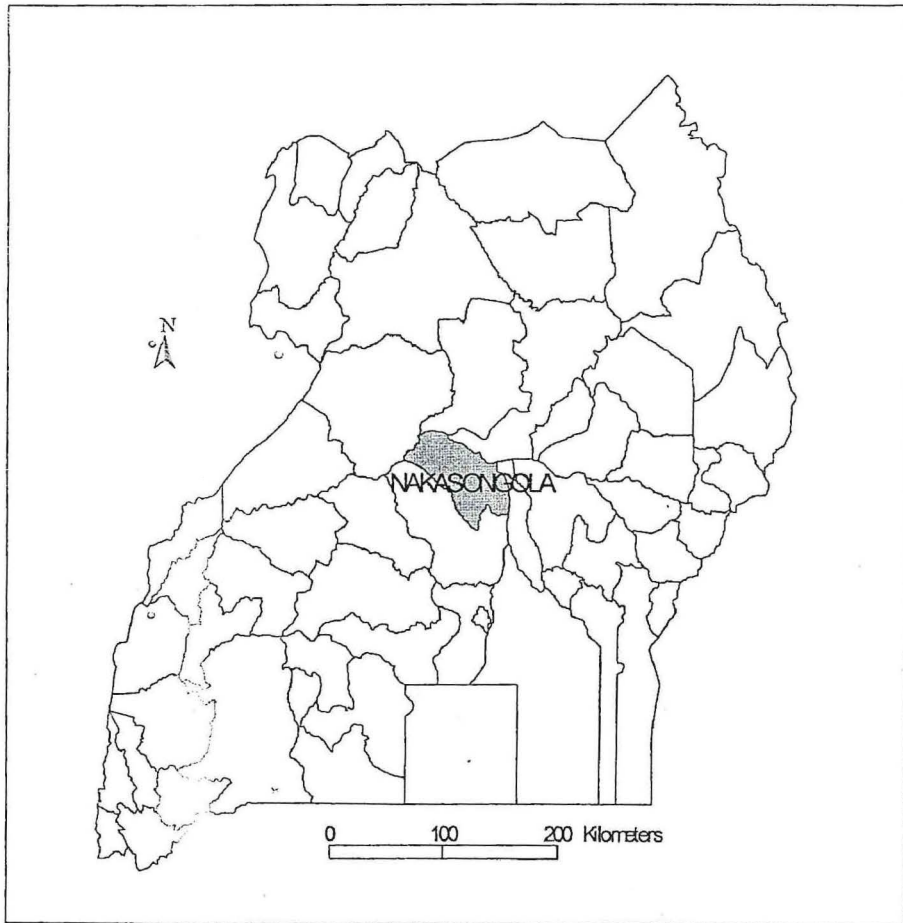
Appendix F: Budget Estimates

	Item/Description	Quantity	Unit Cost(Shs)	Total (Shs)
1	Stationary			
	Duplicating paper (Rotatrim)	2 reams	12,000	24,000
	Ruled paper	1 ream	7,000	7,000
	Pens	6pcs	300	1,800
	Sub-total			32,800
2	Transport			
	Nakasongola - Kampala	6 tripsx2	10,000	180,000
	To schools	10 tripsx2	20,000	200,000
	To meet supervisor		50,000	50,000
	Sub-total			430,000
3	Research Proposal	10 corrected copies	1000	100,000
	Type setting and printing	5 fair copies	5000	25,000
	Binding (spiral)	5 fair copies	2000	10,000
	Binding (hard cover)	5 fair copies	10,000	50,000
	Subtotal			185,000
4	Data collection and processing			
	Typesetting instruments	88pages	1000	88,000
	Printing	88 pages	500	44,000
	Binding	6 sets	15,000	90,000
	Sub-total			222,000
5	Others			
	Research Assistants	5	20,000	100,000
	Up keep while in Kampala		200,000	200,000
	Sub-total			300,000
	Grand total			1,169,800

Appendix G: Time Frame

Period/Month	Activity
May 2009	Submission of Research proposal
May – June 2009	Data Collection
June – July 2009	Data Processing and Analysis
August 2009	Writing and submission of draft report
September – October 2009	Writing and submission of final report.

Appendix H: Map of Uganda showing Nakasongola District



Nakasongola District Development Plan 2009/10 – 2011/12 prepared by Planning Unit.

Appendix K: Cronbach Reliability for Questionnaire

Case Processing Summary

		N	%
Cases	Valid	11	73.3
	Excluded	4	26.7
	Total	15	100.0

Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of items
.913	30

Item – Total Statistics

	Scale mean if item deleted	Scale variance if item Deleted	Corrected item – total correlation	Cronbach's Alpha if item Deleted
VAR00001	28.0909	126.891	.618	.908
VAR00002	27.6364	127.655	.566	.909
VAR00003	28.2727	140.418	-.006	.916
VAR00004	28.4545	139.073	.120	.914
VAR00005	27.7273	130.018	.707	.907
VAR00006	27.3636	137.255	.116	.918
VAR00007	27.5455	140.673	-.035	.918
VAR00008	27.1818	137.564	.160	.915
VAR00009	27.5455	130.473	.710	.908
VAR00010	27.5455	132.073	.463	.911
VAR00011	27.8182	128.564	.603	.908
VAR00012	28.1818	132.764	.630	.909
VAR00013	27.8182	139.364	.163	.914
VAR00014	27.8182	124.164	.740	.905
VAR00015	28.0909	123.691	.782	.905

VAR00016	27.7273	129.818	.722	.907
VAR00017	28.0000	127.600	.526	.910
VAR00018	28.1818	131.964	.699	.908
VAR00019	27.4545	134.073	.585	.910
VAR00020	27.5455	137.273	.211	.914
VAR00021	27.2727	129.618	.672	.908
VAR00022	27.9091	133.691	.367	.912
VAR00023	27.5455	136.273	.283	.913
VAR00024	27.6364	130.655	.591	.909
VAR00025	27.7273	125.818	.615	.908
VAR00026	27.8182	132.764	.320	.914
VAR00027	27.9091	128.291	.692	.907
VAR00028	28.0000	126.000	.793	.905
VAR00029	27.9091	127.691	.616	.908
VAR00030	27.3636	131.655	.752	.908

Scale Statistics

Mean	Variance	Std. Deviation	No. of items
28.7273	140.618	11.85825	30

	VAR00001	VAR00002	VAR00003	VAR00004	VAR00005	VAR00006	VAR00007
1	2.00	2.00	1.00	1.00	2.00	1.00	2.00
2	.00	.00	1.00	.00	1.00	.00	2.00
3	2.00	2.00	1.00	1.00	2.00	2.00	1.00
4	2.00	2.00	1.00	1.00	2.00	2.00	2.00
5	.00	.00	1.00	.00	1.00	2.00	2.00
6	.00	.00	1.00	.00	.00	.00	1.00
7	2.00	2.00	.00	.00	2.00	.00	1.00
8	2.00	2.00	1.00	1.00	1.00	2.00	1.00
9	1.00	2.00	.00	.00	1.00	2.00	.00
10	.00	.00	.00	1.00	1.00	2.00	2.00
11	.00	2.00	.00	.00	1.00	2.00	1.00
12	.00	1.00	.00	.00	1.00	2.00	1.00
13	2.00	1.00	2.00	1.00	1.00	1.00	2.00
14	2.00	2.00	.00	1.00	2.00	2.00	.00
15	.00	1.00	.00	.00	.00	1.00	.00

	VAR00008	VAR00009	VAR00010	VAR00011	VAR00012	VAR00013	VAR00014
1	1.00	1.00	2.00	2.00	2.00	2.00	2.00
2	2.00	1.00	1.00	2.00	1.00	1.00	.00
3	2.00	2.00	2.00	1.00	2.00	1.00	2.00
4	2.00	2.00	2.00	2.00	1.00	1.00	2.00
5	.00	1.00	1.00	1.00	1.00	1.00	2.00
6	1.00	.00	.00	.00	.00	1.00	.00
7	2.00	1.00	1.00	.00	1.00	1.00	2.00
8	2.00	1.00	1.00	1.00	.00	1.00	1.00
9	1.00	2.00	2.00	2.00	1.00	1.00	2.00
10	1.00	1.00	2.00	.00	.00	1.00	.00
11	2.00	2.00	.00	.00	.00	1.00	.00
12	2.00	1.00	1.00	1.00	1.00	.00	.00
13	1.00	1.00	1.00	2.00	2.00	.00	1.00
14	1.00	1.00	.00	2.00	1.00	2.00	2.00
15	2.00	1.00	2.00	1.00	.00	1.00	1.00

	VAR00015	VAR00016	VAR00017	VAR00018	VAR00019	VAR00020	VAR00021
1	2.00	2.00	2.00	2.00	2.00	1.00	1.00
2	.00	1.00	2.00	1.00	2.00	1.00	2.00
3	2.00	2.00	2.00	2.00	2.00	2.00	2.00
4	2.00	2.00	2.00	1.00	2.00	1.00	2.00
5	.00	.00	.00	1.00	1.00	1.00	1.00
6	.00	.00	.00	.00	1.00	1.00	.00
7	2.00	1.00	.00	1.00	2.00	2.00	2.00
8	.00	1.00	.00	1.00	1.00	.00	2.00
9	2.00	2.00	2.00	1.00	1.00	2.00	2.00
10	.00	1.00	.00	.00	1.00	1.00	1.00
11	.00	1.00	.00	.00	1.00	1.00	1.00
12	.00	1.00	.00	.00	1.00	2.00	2.00
13	2.00	1.00	.	1.00	1.00	2.00	2.00
14	1.00	.	1.00	.00	1.00	1.00	1.00
15	1.00	1.00	2.00	.00	1.00	1.00	1.00

Appendix L: Pearsons Correlations

		MANASTRA	AWARENES	APPRAISA
MANASTRA	Pearson	1.000	.114	-.016
	Correlation		.238	.864
	Sig. (2 - tailed)		.108	.113
	N	117		
AWARENES	Pearson	.114	1.000	.126
	Correlation	.238		.172
	Sig. (2 - tailed)	.108		.118
	N			
APPRAISA	Pearson	-.016	.126	1.000
	Correlation	.864	.172	
	Sig. (2 - tailed)	.113	.118	
	N			117

T - Test

Group Statistics

		MANASTRA	AWARENES	APPRAISA
MANASTRA	Female	47	8.4681	.3760
	male	70	8.5571	.2897
AWARENES	Female	50	8.5600	.5277
	male	71	8.2254	.3261
APPRAISA	Female	52	3.8654	.2983
	male	75	4.5467	.3460

Independent samples test

		Levene's Test for Equality of Variances	
		F	Sig.
MANASTRA	Equal variances assumed	.007	.933
	equal variances not assumed		
AWARENES	Equal variances assumed	.338	.562
	equal variances not assumed		
APPRAISA	Equal variances assumed	.603	.439
	equal variances not assumed		

Independent samples test

		t - test for Equality of Means			
		t	df	Sig (2 - tailed)	Mean Difference
MANASTRA	Equal variances assumed	-.190	115	.850	08.9058E - 02
	equal variances not assumed	-.188	94.587	.852	-8.9058E- 02
AWARENES	Equal variances assumed	.568	119	.571	.3346
	equal variances not assumed	.539	84.892	.591	.3346
APPRAISA	Equal variances assumed	-1.406	125	.162	-.6813
	equal variances not assumed	-1.491	124.825	.138	-.6813

Frequencies

Statistics

AGE

N Valid	131
Missing	0

AGE

	Frequency	Percent	Valid Percent	Cumulative percent
Valid 1.00	3	2.3	2.3	2.3
2.00	42	32.1	32.1	34.4
3.00	86	65.6	65.6	100.0
Total	131	100.0	100.0	

Frequencies

Statistics

Age 2

N Valid	131
Missing	0

	Frequency	Percent	Valid Percent	Cumulative percent
Valid	45	34.4	34.4	34.4
2.00	86	65.6	65.6	100.0
3.00	131	100.0	100.0	
Total				

T - Test

Group Statistics

	Age 2	N	Mean	Std. Deviation	Std. Error Mean
MANASTRA	2.00	41	7.7561	2.4164	.3774
	3.00	76	8.9342	2.4240	.2780
AWARENES	2.00	41	7.7805	2.7974	.4369
	3.00	80	8.6625	3.3373	.3731
APPRAISA	2.00	45	3.9778	2.2512	.3356
	3.00	82	4.4268	2.9103	.3214

Experience

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 00	1	.8	.8	.8
1.00	1	.8	.8	1.5
2.00	7	5.3	5.3	6.9
3.00	12	9.2	9.2	16.0
4.00	54	41.2	41.2	57.3
5.00	56	42.7	42.7	100.0
Total	131	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
EXPERIE2	131	3.00	5.00	4.2672	.7214
Valid N (listwise)	131				

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% confidence interval for mean	
						Lower Bound	Upper Bound
MANASTRA	3.00	19	7.6842	2.7091	.6215	6.3785	8.9900
	4.00	49	8.8163	2.2792	.3256	8.1617	9.4710
	5.00	49	8.5510	2.5500	.3643	7.8186	9.2835
	Total	117	8.5214	2.4761	.2289	8.0680	8.9748
AWARENES	3.00	20	7.9000	2.9362	.6565	6.5258	9.2742
	4.00	49	8.0408	2.6611	.3802	7.2764	8.8052
	5.00	52	8.8462	3.6750	.5096	7.8230	9.8693
	Total	121	8.3636	3.1807	.2892	7.7911	8.9361
APPRAISA	3.00	21	4.2381	1.9469	.4249	3.3519	5.1243
	4.00	53	3.9623	2.2699	.3118	3.3366	4.5879
	5.00	53	4.5849	3.2842	.4511	3.6797	5.4901
	Total	127	4.2677	2.6846	.2391	3.7945	4.7409

Appendix M: Sampled schools of study and their headteachers

Code	School	Sub county	Headteacher	Sex	Contact
1	Bamusuta	Kakooge	Nabikolo Deborah	F	0773 -125893
2	Budengedde	Kalongo	Kizito David	M	0777-657514
3	Bujjabe	Nakitoma	Kyambadde Amos	M	0782-445915
4	Ddagala	Kalungi	Ssanyu Allen	F	0779-526815
5	Irimba	Lwampanga	Bogere Samuel	M	0775-196023
6	Kageri C/ U	Wabinyonyi	Ndyoneri Mary	F	0782-905139
7	Kalalu	Kalongo	Kisisaki Wilson	M	0782-751046
8	Kalinda	Lwabiyata	Sevume Fredrick	M	0774-620611
9	Kalungi	Kalungi	Balyebuuza Saul	M	0772-084310
10	Kiguli Army	Lwampanga	Serunjogi CD	M	0772-524402
11	Kikooba	Nakitoma	Ssenjogo Charles	M	0775-170262
12	Kimaga	Nabiswera	Tebandeke James	M	0782-449100
13	Kitanga Kakooge	Kakooge	Muwonge James	M	0772-578777
14	Kisweramaindu(UMEA)	Kalongo	Bahemuka Swaleh	M	0774-788981
15	Kyangogolo	Nabiswera	Semaganda Ronald	M	0782-866335
16	Kyeyindula	Kakooge	Songo John G	M	0782-655021
17	Mitanzi	Wabinyonyi	Mutebi Patrick	M	0772-661114
18	Nabyetereka	Nakasongola TC	Senozi Edward	M	0772-886601
19	Nakasongola RC	Nakasongola TC	Rev. Sr. Gorreti	F	0774-665577
20	Nakataka	Kalungi	Semwalia Emmanuel	M	0782-749803
21	Nakatoogo	Lwabiyata	Byekwaso James	M	0782-750340
22	Nakitoma C/U	Nakitooma	Ogong Johnson	M	0774-112708
23	Namasa C/U	Nabiswera	Namuwonge Prossy	F	0779-104812
24	Namiika	Lwabiyata	Katalikawe Geroge	M	0782-805593
25	Ssaasiira R/C	Wabinyonyi	Mukyala Irene	F	0772-535005
26	Wabinyonyi SDA	Nakasongola TC	Gayana M. Rebecca	F	0772-630778
27	Zengebe	Lwampanga	Wasswa Stephenson	M	0772-387198