PERFORMANCE MANAGEMENT PRACTICES AND TEACHERS' PERFORMANCE IN THE UNIVERSAL SECONDARY EDUCATION SCHOOLS IN JINJA DISTRICT, UGANDA

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DECLARATION

I, Diana Nyende, hereby declare that this dissertation entitled "*Performance management practices and Teachers' performance in the Universal Secondary Education Schools in Jinja District, Uganda"* is my own original work and to the best of my knowledge, it has never been presented to any other University before for any award and all referenced materials contained therein have been duly acknowledged.

Signature……. Date…….

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APPROVAL

This is to certify that this research work entitled: "*Performance management practices and Teachers' performance in* the *Universal Secondary Education Schools in Jinja District, Uganda"* has been written under our supervision and guidance.

Signature…… Date……..

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Signature…… Date……..

Dr. Olive Lunyolo

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DEDICATION

I dedicate this research work to my family who have always been standing with me in all aspects to see that am successful.

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ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
CIPD	Charted Institute of Personnel and Development
CVI	Content Validity Index
DV	Dependent Variable
EDU	Department of Education
ICT	Information Communication Technology
IV	Independent Variable
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
PMS	Performance Management System
SPSS	Statistical Package for Social Sciences
UK	United Kingdom
USE	Universal Secondary Education
UTS	University of Technology Sydney

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ABSTRACT

This study sought to examine the relationship between Performance management practices and teachers' performance in the Universal Secondary Education schools in Jinja District, Uganda. The study was guided by the following objectives: to assess the relationship between Performance Planning and Teachers' performance; to examine the relationship between Performance Monitoring and Teachers' performance; and to investigate the relationship between Performance Reviewing and Teachers' performance in the Universal Secondary Education schools in Jinja District. Data was collected from 136 teachers. The respondents were selected from three categories of schools namely: rural, semi-urban and urban schools. The study employed a correlational research design in order to establish the relationship between the two study variables. Only quantitative data was collected from the study respondents using self-administered research questions. Statistical analyses including descriptive and inferential analyses were adopted in the study. Descriptive analysis involved the use of frequencies, means and standard deviations. Inferential analysis involved Pearson's correlation to examine the relationship between the study variables and the independent sample t-test and one-way ANOVA to compare the means of the respondents in light of teachers' performance.

The study findings revealed significant differences in teacher performance based on the categorical variables of location of schools, age, teaching experience and the level of education attained. However, there was no statistically significant difference between the level of teacher performance based on the variable of gender. The study also found out that there is a statistically significant positive relationship between performance planning and teacher's performance. Performance monitoring was also found to be statistically significantly related to teacher performance. Finally, the study found out that although performance reviewing is positively correlated to teacher performance, the relationship between the two variables is not statistically significant. From the study findings, it can be concluded that: performance planning as a performance management practice is a significant factor in enhancing teacher performance in USE schools; monitoring teachers' performance critical for the success of the teaching and learning processes in the USE schools and that the implementation of performance reviewing practices in USE schools is less likely to result in enhanced teachers' performance. Among the key study recommendations are the following: that the schools should improve the practice of performance monitoring by improving the user friendliness of the performance monitoring system. This can be done through the introduction of automated/ICT enabled performance monitoring systems the Universal secondary education schools. Such a move will go a long way in standardizing the practice of performance monitoring in schools.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Performance management is a means of getting better results from the whole organisation or teams or individuals within it, by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements (Armstrong, 2000). This study focused on examining the relationship between Performance management practices and teachers' performance in the Universal Secondary Education schools in Jinja District, Uganda. The independent variable is Performance management practices whereas the dependent variable is teachers' performance. Performance management practices included planning, monitoring, and reviewing of the teachers' undertakings. This chapter is an introductory chapter in which the researcher presents the background to the study, the statement of the problem, purpose of the study, research objectives, hypotheses of the study, the scope of the study, significance, justification of the study and operational definite on of key terms.

1.1 Background of the Study

In this section, the researcher presents the background to the study which is subdivided into four sections, the historical perspective, theoretical perspective, conceptual perspective and contextual perspective.

1.1.1 Historical Perspective

According to Ingvarson, (2010), research in the late 1980s and early 1990s saw a focus on teachers' performance and the provision of quality teacher education programs. The interest in the performance of teachers was extended to the public sphere in form of the promotion of quality teaching in such countries as the United Kingdom, Australia and the United States (Louden, 2000). This was emphasized as a means to aligning the needs of the organization with

the needs of individuals. As a result, for the sake of school effectiveness, for the first time, schools in UK became subjected to the human resource practices of the private sector (Department for Education and Employment, 2000).The success of schools was envisioned as the inevitable result of introducing appraisal and the measurement of competence to teachers (Mahony & Hextall, 2001). By 2007, schools were required to make explicit links between organisational improvement and the performance of individual teachers via the collection of evidence including up to three hours of teaching observation per year, staff training and the scrutiny of pupils' work (Morton, 2011).

In Uganda, there are clear expectations of what teachers are supposed to do in order to achieve good performance. The national government through its relevant agencies is responsible for setting goals and aims of education, providing and controlling the national curriculum, and determining the language and medium of instruction (Education Act 2008).The goal of Uganda Ministry of Education and Sports (MoES) is to provide inclusive and equitable quality education and promote lifelong learning opportunities (Arinaitwe, Taylor, Broadret & Oloya, 2019). The ministry acknowledges the role that quality of teachers' leadership and teachers plays in achieving this goal (Education Act 2008).

The Uganda Public Service Standing Orders provides guidelines for effective performance of teachers according to which teachers are to be appraised by head teachers or principals who together with individual teachers plan and agree on certain performance targets each year. Examples of such important performance standards and targets include: preparing schemes of work timely, preparing teaching aids, preparing lesson plans in advance of lessons, teaching lessons at the specified times, ensuring students satisfaction with lessons, giving prompt feedback to the learners and assessment of learners (Ministry of Public Service, 2007; Jaimovich, 2012).

However, the Saber Country Report for Uganda (2012) notes that, while principals and/or head teachers are expected to plan, monitor and appraise (review) teachers' performance and provide support to teachers in order to improve instructional practice, there are no specific training requirements to ensure that they have the necessary skills to act as instructional leaders and successful managers (Jaimovich, 2012). More so, though the introduction of Universal Secondary Education in 2007 increased access to secondary education; teachers' performance deteriorated due to the mismatch between the inputs and the increased enrollment (MoES, 2015; Nannyonjo, 2007). In the recent times, there have been reports of increasing examinations malpractices, levels of rote learning, coaching of students and examination-oriented teaching (MoES, 2015); which is associated with low teacher performance in secondary schools.

In order to mitigate the above challenges (MoES, 2015; Nannyonjo, 2007; Jaimovich, 2012), the Ministry of Education and Sports (2017e) proposed that teacher performance assessments, appraisal and support supervision should be competence and school based with some of the following recommendations. First, schools should set targets and goals to be achieved at the end of the year through consensus with the teachers from different departments. Second, individual teachers should set their annual competency targets and performance goals. Third, supervisors/administrators should evaluate competency level throughout the year and lastly, teachers should consult with their supervisors at the end of the year for the review. This emphasizes the fact that setting clear expectations for teacher performance is important in order to guide teachers' daily work and align necessary resources to make sure that teachers can constantly improve instructional practice especially because clear expectations can help ensure that there is coherence among different key aspects of the teaching profession(Arinaitwe, Taylor, Broadret & Oloya, 2019). Therefore, this study sought to investigate the relationship

between Performance management practices and teachers' performance in the selected Universal Secondary schools in Jinja District.

1.1.2 Theoretical perspective

The theoretical underpinning of this study was grounded in the Goal Setting theory developed by Latham and Locke (1970). The Goal theory highlights four mechanisms that connect goals to employee performance outcomes. According to the Goal theory, setting goals is used first, to direct attention of employees to priorities of the organisation, thereby, attaining focused minds. Secondly, setting goals stimulates efforts of the employees towards achieving the set goals. Thirdly, setting goals challenges employees to bring the knowledge and skills needed to increase their chances of success. Lastly, setting challenging goals will draw on employee full repertoire/collection of skills. This theory was adopted for the study because it supports the planning for the effectiveness of teachers' performance through setting of goals, objectives and targets as well as goal-based monitoring and reviewing of employee performance as critical aspects of managing employee's performance. Teachers' performance in a school, just like employee performance in any organization, is highly dependent on the goals and expectations set by management for individuals and teams. This is majorly because goals have a pervasive influence on employee behavior and performance in organizations and management practice (Latham and Locke, 2002).

1.1.3 Conceptual perspective

Different scholars have defined performance management as a compound term as follows; Briscoe & Claus, (2008) defined Performance management as the system through which organizations set work goals, determine performance standards, assign and evaluate work, provide performance feedback, determine training and development needs and distribute rewards. In agreement with Briscoe & Claus, Armstrong (2009) states that Performance management is a systematic process for improving organizational performance by developing

the performance of individuals and team; as it is a means of getting better results by understanding and managing performance within an agreed framework of planned goals, standards and competency requirements. In principle, performance management is also defined as a process of measuring and developing the individual and the team performance; by forming a set of Performance management practices with goal setting and planning, monitoring and feedback, appraising and remunerating of employees (Aguinis & Pierce, 2007, De Andres, Garcia-Lapresta, & Martinez, 2010).

While management has defined as a set of activities (including planning and decision making, organizing, leading, and controlling) directed at an organization's resources (human, financial, physical, and information), with the aim of achieving organizational goals in an efficient and effective manner (Griffin, 2013). The practices of management include: planning, organizing, commanding, coordinating and controlling (with "commanding" replaced by "leading" in modern definitions). In this current study, Performance management practices were operationalised as the performance planning, performance monitoring and performance reviewing of the teachers' performance to achieve organizational (school) goals efficiently and effectively.

Planning teachers' performance involves agreement between the manager (supervisor) and the individual (teacher) on what the latter needs to do to achieve objectives, raise standards, improve performance and develop the required competencies (Armstrong, 2009). The agreement between the supervisor and the teacher is also reached on how performance will be monitored, measured and the evidence that will be used to establish levels of competence. Monitoring teachers' performance is the systematic collection and analysis of information during implementation (teaching and learning process), based on goals, objectives, targets set and activities planned during the planning phases of work with an aim of improving the efficiency and effectiveness of the implementation (Quality Educators' Project- Uganda, 2011,

Armstrong, 2009). It helps both the supervisor and teacher to keep the work on track, most especially; it helps management know when things are going wrong (Quality Educators' Project- Uganda, 2011). Lastly, reviewing teachers' performance is the means through which the primary Performance management practices elements of planning, agreement, monitoring, measurement, feedback, positive reinforcement and dialogue can be put to good use (Armstrong, 2009). It involves some form of assessment of the reality of the individual teachers' performance.

Teachers' performance is complex to define given the complex nature of teaching because there is no agreed position on whether teacher performance should be defined using teacher qualifications, pedagogical practices or learner achievement (Stronge, Ward & Grant, 2011). Kahwa, (2002) argues that restricting teacher performance (effectiveness) to academic performance of learners in national examinations is to underestimate the overall impact that teachers have on students' lives.

Popoola & Haliso (2009) define teacher performance as the ability of a teacher to instill knowledge and skills in students, as well as positively influencing the learners' behavior for a better living. Adeoye & Popoola (2011) link teacher performance to the teacher's knowledge of subject matter, expertise and resourcefulness that enhance students' academic performance. Cash (2016) defines teachers' performance as the teacher's established impact on students' learning as established through student achievement test scores, observed, or employer or student surveys.

In this study, teachers' performance was conceptualized as the extent to which the school achieves its set goals through the teachers' pedagogical practices, expertise and resourcefulness that enhance students' academic performance which are assessed through the teaching preparations like schemes of works, lesson plans, syllabus coverage and later the results of learners. Specific indicators of teachers' performance included: curriculum knowledge

mastery; lesson preparation through schemes of work, lesson plans, instructional aids, lesson notes; teaching techniques; syllabus coverage/completion; classroom management and learners' assessments. Accordingly, this study sought to investigate the relationship between Performance management practices (performance planning, performance monitoring, and performance reviewing) and teachers' performance.

1.1.4 Contextual Perspective

This study was carried out in selected USE schools in Jinja District. Like many districts in Eastern Uganda, the education standards in government aided secondary schools in Jinja district continue to be low. Though the introduction of Universal Secondary Education in Uganda has increased access to secondary education, teacher effectiveness deteriorated due to the mismatch between the inputs and the increased enrollment (MoES, 2015; Nannyonjo, 2007).The schools' inspection report from the Department of Education in Jinja District (EDU/212/1, 2018) highlights weaknesses in the areas of teachers' performance as measured by indicators like daily school lesson attendance, curriculum knowledge mastery; lesson preparation; teaching techniques; syllabus coverage/completion; classroom management and learners' assessments in secondary schools. The Jinja district schools' inspection report (2019) issued by the department of education (EDU/ 213/1, 2019) shows that most secondary school teachers in government aided schools, inclusive of the Universal Secondary Education schools were found with old schemes of work and lesson plan on "yellow pages". This further confirmed the complaints from the administrators regarding teachers' unsatisfactory teachers' performance about teacher's inability to prepare adequately for classes, poor teaching techniques and exam-oriented teaching and assessment of learners. However, no pertinent solution has been so far provided to curb this problem thus this study investigated the influence of the Performance management practices on teachers' performance in the USE schools in Jinja district in view of providing recommendations for improved teacher performance.

1.2 Statement of the problem

Effective teachers make students feel good about their school, learning, and also lead to increased students' achievement (Tucker & Stronge, 2005). The effectiveness of teachers can be enhanced through the implementation of performance management practices systems in schools. Accordingly, most USE schools in Jinja District have adopted Performance management practices like planning, monitoring, and reviewing the performance of teachers. Despite the above practices, the level of teachers' performance remains unsatisfactory in most of the USE schools in Jinja district (Muyingo, 2018). The schools' inspection reports of the department of education of Jinja district (EDU/212/1, 2018) show that there is ineffective lesson preparation, a good number of individual teachers are regularly dodging lessons in schools and there is inadequate assessment of learners' books by teachers in USE school.

Incase this problem persists; the learning process will be continually hampered resulting in to low students' achievement as well as continually raising a question about the quality of education offered by the USE schools. Accordingly, mitigation measures are urgently needed to curb the unsatisfactory levels of teachers' performance in the USE schools in Jinja district. Though, several factors may account for the unsatisfactory levels of teachers' performance in the USE schools in Jinja district, the most salient is performance management practices. Therefore, this study investigated the relationship between Performance management practices and teachers' performance in USE schools so that high quality of education and high student learning achievement could be realized in Jinja District.

1.3 Purpose of the study

The purpose of this study was to establish the relationship between Performance management practices and teachers' performance in the Universal Secondary schools in Jinja District.

1.4 Objectives of the study

The study was guided by the following specific objectives:

i. To assess the relationship between performance planning and teachers' performance in the Universal Secondary Education schools in Jinja District.

ii. To examine the relationship between performance monitoring and teachers' performance in the Universal Secondary Education schools in Jinja District.

iii. To investigate the relationship between performance reviewing and teachers' performance in the Universal Secondary Education schools in Jinja District.

1.5 Hypothesis of the study

H_1: There is a statistically significant relationship between performance planning and teachers' performance.

H_2: There is a statistically significant relationship between performance monitoring and teachers' performance.

H_3: There is a statistically significant relationship between performance reviewing and teachers' performance.

1.6 Scope of the study

1.6.1 Geographical Scope

The study was carried out in 8 selected Universal Secondary schools in Jinja District. Jinja District is located in the Eastern part of Uganda 80 km along Kampala-Tororo road. The district has twelve sub-counties that are; Buseede, Budondo, Bugembe, Buwenge Rural, Buwenge Tc, Buyengo, Butagaya, Central division, Kakira Tc, Mafubira, Mpumudde/ Kimaka, Masese/Walukuba. This study covered only 8 schools out of 12 schools from the twelve sub counties (taking 3 from rural, 3 from semi urban and 2 from urban areas) of Jinja District. Each of these schools has a recognized administrative structure which is directly in charge of

Performance management practices as well as a reasonable number of teaching staff that greatly contribute to the attainment of educational performance goals and objectives.

1.6.2 Content Scope

This study concentrated on establishing the relationship between performance management practices (as the independent variable) and teachers' performance (as the dependent variable). The content of the study was limited to performance management practices namely; performance planning, performance monitoring and performance reviewing in the targeted USE schools in Jinja district. Teacher performance included such indicators as curriculum knowledge mastery; lesson preparation such as schemes of work, lesson plans, instructional aids, lesson notes; teaching techniques; syllabus coverage/completion; daily attendance classroom management and learners' assessments.

1.6.3 Time Scope

This study examined a period of 3 years from 2017-2019 as a representative period, because this period covers problem of the study in all the USE schools in Jinja district. The recent teachers' performance records of 3years were selected in a bid to relate with the problem of the teachers' unsatisfactory performance in Jinja District.

1.7 Significance of the study

Practically, the results of this study may not only be useful in establishing the influence of Performance management practices on teachers' performance in the Universal Secondary Schools in Jinja District, but may also provide schools with a numerical explanation on how to improve performance of teachers through setting goals.

To the policy makers, the findings of this study will be useful in providing valuable information for the formulation of key policies aimed at improving the levels of teachers' performance in the secondary schools in Uganda.

Theoretically, the findings of this study may be of benefit to the academicians by contributing to the body of already existing knowledge relating to performance management practices and employee performance in organizations. The researcher anticipates that the study findings will act as a reference point for future scholars.

1.8 Justification of the Study

The Uganda Public Service Standing Orders provides guidelines for effective performance of teachers according to which teachers are to be appraised by head teachers or principals who together with individual teachers plan and agree on certain performance targets each year (Ministry of Public Service, 2007; Jaimovich, 2012). Given the huge investments in terms of time, effort and resources given by the Ministry of Education in Uganda to not only enforce performance management practices but also to improve the performance of teachers at institutional level, it is of utmost importance that everything be done to increase the chances of its successful implementation and subsequent use in order to enhance the performance of teachers specially but more generally, the quality of education output. Without sufficient research to quantify the impact of the heavy investment in performance management practices in USE schools, there will be limited value attained for the considerable amounts of money, resources and time spent on the current performance management. Therefore, this study sought to establish the nature and extent of relationship between performance management practices employed in USE schools and the overall performance of teachers.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the literature pertaining to the study variables is given. The chapter begins with the theoretical review followed by a conceptual framework and then the review of related literature based on the study objectives.

2.1 Theoretical Review

This study was grounded in the Goal Setting theory developed by Latham and Locke (1970). The underlying premise of goal setting theory is that conscious goals affect what is achieved (Latham, 2004). According to Locke & Latham (2006) a goal is the action or task's aim that an employee consciously desires to obtain or achieve. This theory argues that teams or individuals who have not achieved their desired goals in their current performance will be motivated to change their strategies or improve their effort or the dissatisfaction with the current performance hence set new goals so that they can better their results (Locke & Latham, 2006).

The goal setting theory postulates the relationship between goals and employee performance that when management set goals, employees performance is likely to improve; therefore, this theory forecasts that teachers as employees will direct their efforts towards achieving the goals they have set hence impacting on their performance (Odindo, Odinga , Onditi & Monari, 2020). For goals to be achieved, Locke and Latham theory of goal setting gives importance to conditions like acceptance and commitment to the goal, specificity of the goal, goal difficulty and feedback on the progress (O'Neil & Drillings, 2012). Goal set Employee performance in an organization such as, teachers' performance in a school is highly dependent on the goals and expectations set by management for individuals and teams;

especially because goals have a pervasive influence on employee behavior and performance in organizations and management practice (Latham & Locke, 2002).

Locke (1981) examined the behavioral effects of goal-setting, concluding that 90% of laboratory and field studies involving specific and challenging goals led to higher performance than did easy or no goals. In agreement, Kagaari, Munene, & Ntayi, (2010) assert that involving employees in setting goals and targets is crucial for successful management of organizations since it is not sufficient to urge employees to "do their best and doing one's best" has no external referent, which makes it useless in eliciting specific behavior''. To elicit some specific form of behavior from another person, it is important that this person has a clear view of what is expected from him/her.

Using a mixed approach, Mukonambi (2016) study on the effect of participative goal setting on employee performance found out that goal setting improves employee performance. Similarly, Odindo et al (2020) using a sample of 216 employees obtained through stratified sampling (middle level management), simple random sampling (low cadre officers) and purposive sampling (top management) in their study on "Goal Setting as an Antecedent of Teachers Performance in Public Secondary Schools", concluded that there is a positive relationship between goal setting and teacher performance in public secondary schools in Kisumu Central Sub-County where participative goals setting led to improved performance however joint goal setting was not provided for in performance management

A study by Camp (2017) on goal setting as teacher development practice in higher institutions found out that teachers favored teaching strategy goals as compared to content and course management goals. The study employed a purely qualitative approach where data was collected through full group discussion involving the 12 volunteers. The study concluded that

to realize significant progress, teachers needed to be committed to the goals they have set as commitment leads to motivation.

A study by Amponsah (2015) on goal setting as a motivation to teachers that was carried out to establish how senior high school teachers in Eastern Region of Ghana were motivated by the goal setting practices adopted the Maslow's theory of hierarchy of needs and the goal setting theory to guide the study, employing a quantitative research approach and survey design; found out that intrinsic and extrinsic factors of motivation influence goal setting and that goal setting directs the teachers' attention to the achievement of goals set and if not achieved they put extra effort after resetting the goals. The study concluded that goal setting practices enable teachers to teach effectively and efficiently. Grounded by the goal setting theory, the current study used quantitative approach to provide in-depth information on the relationship between performance management practices and teachers' performance.

However, critics of the goal theory like, Lunenburg, (2011), and Hampton, (1973) Lander, (1996) state that the limitation of the goal theory is that, first, combining goals with monetary rewards instead motivates many employees to establish easy rather than difficult goals. In some cases, employees have negotiated goals with their supervisors that they have already completed. Second, goal setting focuses employees on a narrow subset of measurable performance indicators while ignoring aspects of job performance that are difficult to measure. The saying that "what gets measured is what gets done" applies here. Third, setting performance goals is effective in established jobs, but it may not be effective when organization members are learning a new, complex job.

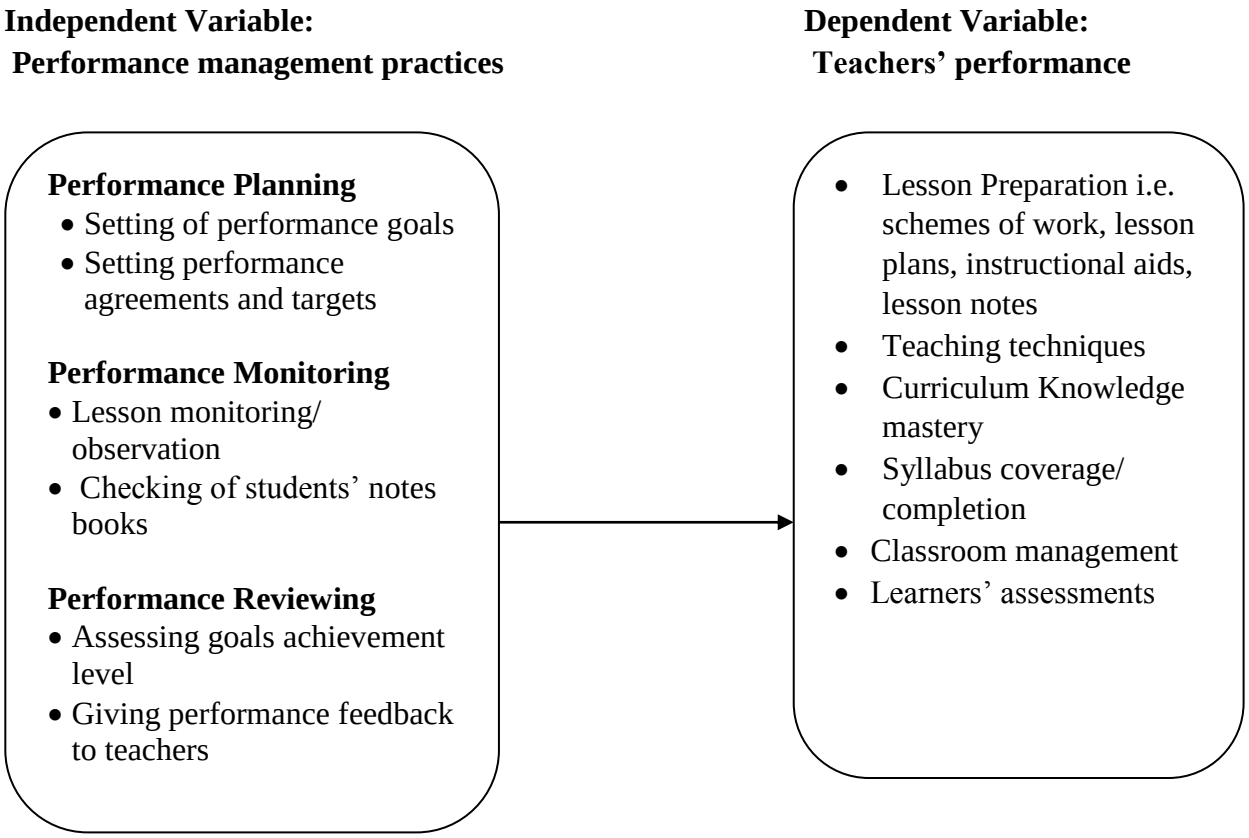
Nevertheless, this study adopted this goal theory because goals are of vital importance in managing employees' performance through linking performance management practices such as planning, monitoring and reviewing to performance outcomes as well as helping employees

such as teachers to focus their efforts in a specified direction in order to improve performance. Additionally, this theory was adopted for the study because it is the foundation upon which the concept of performance management is built. Performance management practices are about aligning individual goals with overall organisational goals and ensuring that they are accomplished through consensus, monitoring, feedback, coaching and mentoring, personal development, recognition and reward. Goal setting theory advances getting the best out of employees by setting challenging goals, communication and close monitoring (Boselie, 2010).

2.2 Conceptual Framework

As defined by Oso & Onen, (2008), the conceptual framework is a scheme of concepts which have been operationalised in this study in order to achieve the study objectives.

Figure 2. 1: Conceptual Framework for the Analysis of Performance management practices and Teachers' Performance



Source: Adapted from Cash (2016) and modified by the researcher

This conceptual framework explains the relationship between the independent variable (Performance management practices) and the dependent variable (Teachers' performance). Performance management practices were measured as performance planning, performance monitoring and performance reviewing. Teachers' performance on the other hand was operationalised as lesson preparation, regular school attendance, teaching techniques, curriculum knowledge mastery, syllabus coverage/completion, classroom management and learners' assessments.

2.3 Review of Related Literature

2.3.1 Performance planning and Teachers' performance

Performance planning at a school level involves identifying the main actions in the strategy which are important for taking the school to the desired level of performance. According to the Quality Educators' Project Uganda (QEPU) (2011), School Strategy is concerned with the overall goals, purpose and scope of the school to meet stakeholders' expectations. The report reveals that performance planning is the starting point of the performance management cycle which involves setting of key performance objectives, targets and the key performance indicators as measures of performance.

On the conceptualization of performance planning in the education set up, the report by Quality Educators' Project Uganda (QEPU) (2011) observes that performance planning involves the setting of goals and determining what needs to be done to achieve these goals. It also involves the establishment of performance expectations for the staff in view of channeling their efforts towards achieving the overall objectives of the organization. This view is shared by a number of scholars; For instance, Coates (2000) argues that effective performance planning involves the creation of a shared vision that is articulated through the organisation's objectives and well communicated to the employees. Among the key benefits of performance

planning, QEPU (2011), highlights the following: fostering of a refined understanding of the roles of employees and how they relate to the achievement of the organizational/departmental goals; understanding of the employers' expectations and those of the employees; provision of a clear understanding of how performance will be measured at the individual as well as team level and enhancement of the employee morale which results into greater employee acceptance and trust of the process of performance management.

A study carried out by Kagaari et al (2010) on performance management practices, information communication technology and managed performance found out that collaborative setting of performance standards as crucial in ensuring that the work allocated to individual workers is done according to the set plans and corrective actions are taken in case of any deviations basing on the standards, thus planning led to improving of performance. Their study further revealed that performance management practices have a positive relationship with employee performance.

However, this was contrary to Atwebembeire, Musaazi, Malunda & Namubiru (2018) whose study found out that staff were rarely consulted in the process of setting performance standards. In their study, they found that, staff had undertaken the roles assigned to them without being given opportunity to align them to their personal goals and abilities, thus planning without consulting lecturers did not improve performance. In addition, Atwebembeire et al (2018) in their study employed a mixed approach to reach those findings. This current study employed a purely quantitative approach in a different context to check if the same results would hold. This finding is further supported by Verbeeten (2008) who argues that large organisations usually find challenges in designing clear and measurable goals and this consequently results in lower quality performance.

The results from a collaborative research project between Certified Public Accountant (CPA) Australia and the University of Technology Sydney (UTS), (2009) show that greater formality in strategic planning is useful in driving organisational performance where greater formality in performance planning provide greater focus, clarity and consensus on strategic objectives, and on the actions required to realize them; moreover; continual (rather than periodic) interaction between management and subordinates may provide performance benefits. In agreement, Atwebembeire et al. (2018) found out over 85% of the lecturers planned assessment of students as an integral part of the teaching process which gave a positive contribution of performance monitoring to quality teaching and research.

However, Malunda & Atwebembeire (2018) in another study on instructional resources and teacher effectiveness, found out that although the majority of the teachers (79.5%) agreed that they made schemes of work in line with National Curriculum Development Centre (NCDC) guidelines, review of the schemes of work revealed that a great portion of teachers did not adhere to NCDC guidelines that emphasized learner-based approaches of teaching. However, the administrators associated this failure to adhere to the guidelines to the teachers' fear to complete the syllabi in time for the national examinations. Thus, through the current study among the USE schools in Jinja District, the researcher wished to investigate whether such performance planning practices like the drawing of the scheme of work as emphasized by the Ministry of Education and Sports influences the teachers' level of effectiveness.

2.3.2 Performance Monitoring and Teachers' performance

The practice of performance monitoring is described as the review of employee performance in accordance with set organizational goals and objective. It is a management strategy aimed at enhancing organizational performance through closely following what employees do at the work place in a bid to achieve the organizational goals (Musaazi, 2006).

Similarly, QEPU (2011) notes that performance monitoring involves the assessment of the progress and the achievement in view of the prepared and agreed upon action plans.

Several scholars have made attempts to link performance monitoring with the variable of teachers' performance (Waal 2007; Malunda & Atwebembeire 2018). For example, Malunda & Atwebembeire et al (2018) findings indicated that a weak positive relationship exists among the variables of performance monitoring and quality teaching and research among students. This study further revealed that enabled by lesson observations, only 33.9% of the teachers used learner-based methods. Additionally, the monitoring through the checking of the students' exercise books revealed that only 53.5% teachers administered and assessed class exercises-which are a critical component of performance monitoring in the school set up. More so, their study also revealed that most lecturers did not appreciate the practice of being monitored especially through the use of students' evaluations.

A number of other studies like Chuan & Heng (2014) and Şencana & Karabulut (2014) through their findings established the importance of monitoring teachers as one way of improving the quality of education. The study by Şencana & Karabulutb (2014) on monitoring of educational performance indicators in higher education emphasizes the necessity of performance monitoring because it ensures consistency between implementation and the planned strategic direction of the organization, as well as enhancing quality.

Similarly, Biruk (2014) emphasizes the importance of monitoring performance of individuals in an organization to assess their contribution towards realizing set organizational goals. A study by Nyongesa (2018) examined the impact of performance appraisal on teacher performance in public secondary schools in Kisumu, Kenya. This study revealed that performance appraisal is one of the basic tools that make workers to be very effective and active at work. If the system of teacher performance appraisal is properly designed and implemented, it is believed to have favorable consequences in the professional development of

teachers and ultimately their academic performance. Additionally, the study pointed out that absence of feedback, lack of participation and ineffective criteria in employee performance monitoring process as the major source of poor teacher performance. Aware of the variations in the contexts between the aforementioned studies and the current study, the researcher wished to conduct a study among the USE schools in Jinja district to ascertain the influence of performance monitoring on Teachers' effective performance.

2.3.3 Performance reviewing and Teachers' performance

Several scholars have expressed interest in the variable of reviewing performance for enhanced performance (QEPU, 2011; Armstrong, 2009; Wiener & Ariel, 2011). These scholars assert that performance review is important because it enhances employee motivation by providing feedback, recognition for good performance, praise and opportunity for growth; as well as clarifying expectations and empowering workers by encouraging them to take control of their own performance and development.

Performance review provides a basis for developing and broadening capabilities relevant both to the current role and future role that the employee may have the potential to carry out. Performance review also serves as a two-way channel for communication about roles, expectations, employee relationships, work problems and aspirations (QEPU, 2011). This report goes on to articulate how the performance review should be undertaken. During the performance review meetings, head teachers should prepare by referring to a list of agreed objectives and their notes on performance throughout the year. They should then create an environment which allows openness and friendly exchange of views. Head teachers should begin with praise for some specific achievement; but this should be sincere and deserved.

A survey by the Chartered Institute of Personnel and Development CIPD (2004), found out that though reviews lead directly to the conclusion of a performance agreement, it was argued that formal reviews are unnecessary and that it is better to conduct informal reviews as

part of normal good management practice to be carried out as and when required. Such informal reviews are valuable as part of the continuing process of Performance management practices (managing performance throughout the year). This finding is in agreement with the position of the World Bank Report (2007) that stresses that effective supervision requires supervisors to focus on providing guidance, improving performance, and enhancing professionalism and morale. With focus on performance review rather than simply concentrating on criticism, the levels of teacher effectiveness is said to improve. Taking the case study of the USE schools in Jinja district, this current study set out to test the above findings and claims using a purely quantitative approach.

However, Atwebembeire et al (2018) found out that the staffs were not very satisfied with the feedback they obtained from their heads of departments especially because some of issues brought forward from the feedback were not addressed and as such the status of staff performance remains unchanged. This finding is contrary to the view of Yeoh, Ho & Chan (2012) who emphasized the need of giving feedback to the lecturers. Feedback would enable them understand their areas of strengths and weaknesses and hence devise means of improvement. Spooren & Mortelmans (2006) also add that constructive feedback is an important mechanism of improving teacher effectiveness and hence contributing to quality teaching.

Though, Murtough & Woods (2013) found that most teachers were not receiving the feedback and support they needed to become better teachers, other studies contend that monitoring alone is not good enough. This is contrary to Obwogi (2011) who found out that constructive feedback to is meant to help the employees know if they are performing their jobs to the expectation of their employers, and if not, find better mechanisms of improving their job activities . These contradictory findings necessitate that a study be conducted among the USE

schools in Jinja district to ascertain the influence of performance reviewing on teachers' performance.

2.4 Literature Summary

Based on the review of the related literature above, there are clear differences among scholars on the effect of Performance management practices and teachers' performance among USE schools in Uganda. Scholars like Kagaari (2011); Atwebembeire et al (2018) and Musaazi, (2006) suggest that teachers' performance is associated with the numerous Performance management practices. Most of these studies employed either a mixed method or only qualitative approach. The findings of these studies are also contradicting with each other and additionally, most of the available studies have been undertaken outside the Ugandan context and the few that have been done in Uganda have concentrated on Performance management practices in institutions of higher learning. Therefore, the researcher considered it necessary to carry out this study using a quantitative research approach and in the context of USE schools to clearly establish the relationship between Performance management practices (planning, monitoring and reviewing) and teachers' performance in these schools – taking a case study of Jinja district in Uganda.

CHAPTER THREE
METHODOLOGY

3.0 Introduction

This chapter presents the research methodology that was used to conduct the study about "Performance management practices and teachers' performance in selected USE schools in Jinja district". It presents the approach and design adopted for the study, study population, sample size and sampling procedure, data collection methods and instruments and data analysis process. Also included in this chapter are the reliability, validity, ethical considerations and limitations of the study.

3.1 Research Approach and Design

This study employed a quantitative research approach as recommended by Odiya (2009). Through this research approach the researcher collected numeric data that was statistically analyzed so as to find out the relationship between the two variables of performance management practices and Teachers' performance. In terms of the research design, the study adopted a correlation survey research design as the overall plan or strategy for conducting the research (Oso & Onen, 2008). A correlation design was adopted in order to describe relationships that may exist among naturally occurring phenomena like performance management practices and teachers' performance without trying in any way to alter these phenomena (Fraenkel & Wallen, 2000). That is to say, the researcher found out that this is the most appropriate design in finding out the nature of the relationship that exists between performance planning, monitoring, reviewing and teachers' performance in the selected USE schools in Jinja district.

3.2 Study Population

The target population for this study was estimated at about 320 persons consisting of all teachers in the secondary schools under USE programme in Jinja District. However, an

accessible population of 240 teachers was considered for the study. For purposes of undertaking a comprehensive quantitative study within the limitations of time and economics, only 8 schools out of 12 schools (taking 3 from rural, 3 from semi urban and 2 from urban areas) were considered for the study as representative of all the USE schools in the district. Teachers' responses are crucial for this study because they are the ones doing the actual teaching of pupils while students are the primary beneficiaries of the system.

3.3 Sample Size and Selection

From the accessible population of 240, a sample of 149 persons was considered to be a sufficient as suggested by Krejcie & Morgan (1970) whose table is appended at the end of this piece of work. The sample consisted of 149 teachers. The sample is part of the accessible population that has been procedurally selected to represent it according to Oso &Onen, (2008). The breakdown of the accessible population, the sample and the different approaches that will be used to select the sample are presented in table 3.1.

Table 3:1: Sampling Size and Selection

Category	Accessible Population	Sample Size	Sampling Strategy
Rural school: A,B,& C	98	57	
Semi Urban school: D, E & F	98	56	
Urban school: G & I	44	36	
Total Respondents	240	149	Cluster Random Sampling

3.4 Sampling Techniques

This study mainly employed cluster random sampling. Cluster random sampling is a probability sampling technique in which the population is grouped into clusters of similar characteristics and groups rather than individuals selected (Mohsin, 2016). The eight schools formed the study clusters and were selected on the basis of being USE schools and located in the different sub counties in Jinja District. A total average of 18 to 19 teachers was selected

randomly from each school to form the total of 149 teachers as Sekaran (2003) notes that this technique is an effective way of avoiding bias of respondents. The main benefit of the simple random sampling is that each member of the population has an equal chance of being chosen and it guarantees that the sample chosen is representative of the population.

3.5 Data Collection Methods and Instruments

Data was collected using a survey method which involved the use of structured self-administered questionnaires. Only structured self – administered questionnaires were used because the structured self – administered questionnaires not only favored quantitative research approach employed by the study to a large sample population of 149 respondents; thereby allowing the researcher to collect quantitative data which was suitable to be analysed using statistical tools and carrying out the correlation to determine the nature of relationship btween variables in order to generalize your findings on a big population of teachers in the USE schools in Jinja, Uganda; thus reducing on chances of the researcher bias (Amin, 2005).

The teachers' questionnaires were used in this study to collect quantitative data through capturing the teachers' perceptions as well as self-evaluation on the variables of Performance management practices and teachers' performance in the sampled USE schools in Jinja district. These questionnaires were comprised of three sections namely: demographic information, Performance management practices (IV) and teachers' performance (DV). The questions were closed ended formulated by the researcher based on a Rensis Likert scale questionnaire consisting of a five category response continuum of 5-1: strongly agree (5), agree (4), neutral (3) disagree (2) and strongly disagree (1).

3.6 Research procedure

The researcher obtained an introductory letter from the Head of Department, Education Planning and Management, Kyambogo University seeking permission to carry out the study in the selected schools. The researcher also used the introductory letter to seek for audience to

administer the teachers during the different days of their own scheduled appointments. The researcher administered the questionnaires personally with a team of three research assistants in the selected secondary schools.

3.7 Quality Control

To control the quality of the data collected, the researcher ensured that the instruments for data collection are checked for validity and reliability.

3.7.1 Validity

The validity of an instrument refers to the degree to which the resulting score truly represents the factor to be measured (Alden, 2007). Alden further notes that the instruments must be tested for face validity, content validity and concurrent validity. Content validity is concerned with the extent to which instruments measure what they are designed to measure and the extent to which they cover the variables. Face validity was determined by seeking review of the data collection tools from the research supervisors who helped the researcher to make some adjustments in terms of clarity and ambiguousness. This ensured that the test instruments measure the target variables. Furthermore, the instruments were given to three lecturers; two lecturers in the department of Educational Planning & Management at Kyambogo University and one lecturer from the Faculty of Education at Kisubi University to evaluate the relevance of each item on the scale: very relevant (4), quite relevant (3), somewhat relevant (2) and not relevant (1). Validity was arrived at after calculating the Content Validity Index as obtained using the following formula:

$$\text{CVI} = \frac{\text{No. of items judged relevant by all the judges (rated 3\& 4)}}{\text{Total number of items on the questionnaire}}$$

$$\text{CVI (Teachers Questionnaire)} = 29/33$$

$$= 0.88$$

Given that the content validity indices of the instrument were above 0.7(which is the acceptable index), then instrument were accepted as being valid (Amin, 2005).

3.7.2 Reliability

Reliability of a research instrument refers to the degree to which an instrument consistently measures whatever it is supposed to measure. Cronbach's Alpha coefficient was used to measure reliability of the instrument. The questionnaires were pre-tested through a pilot study in Mpumude High school and Cronbach's Alpha Coefficient was computed using the Statistical Package for Social Sciences (SPSS). The closer the alpha value is to 1, the higher the internal consistency of the data collection instrument as emphasized by Amin (2005). Cronbach's Alpha Coefficients for the study variables is presented in Table 3.2.

Table 3:2: Results of the Reliability Tests

Variable	**Number of Items**	**Cronbach Alpha Value**
		Teachers
Performance Planning	8	0.780
Performance Monitoring	8	0.805
Performance Reviewing	8	0.906
Teacher Performance	9	0.861

As seen in Table 3.2, the Cronbach coefficients for the scales used in the measurement of variables ranged from 0.780 to 0.906. These values meet the acceptable alpha value standard of being above 0.7. Thus, the scales used in the measurement were considered reliable.

3.8 Data Analysis

After the questionnaires were returned, the researcher edited the raw data for its completeness and accuracy. SPSS was used to process and analyze the quantitative data using the following analysis techniques. First, inferential statistics was also used to analyze data. Under inferential statistics the researcher used the independent samples t-Test and one - way ANOVA to carry out comparative analysis. The independent samples t-test is an appropriate inferential statistical test to compare the difference in mean scores for two categorical variables while one - way ANOVA is used to compare mean differences for more than two categorical variables.

Secondly, data was analyzed using descriptive statistics. This involved the use of percentages and measures of central tendency (means) and the measures of variability (Standard Deviation) where applicable. Mean values below 3 indicate disagreement while mean values above 3 represent agreement. Larger values of standard deviation indicated variability of individual points from the mean.

Lastly, also under inferential statistics, Pearson's Correlation Coefficient which shows the linear relationship between two variables was used. Pearson's correlation coefficient results always fall between -1 and +1. A result of -1 means that there is a perfect negative correlation between the study variable while a result of +1 is a perfect positive correlation between the two variables. A result of zero means that there is no linear relationship between the two variables.

3.9 Ethical Considerations

An introductory letter from Kyambogo University was obtained and presented as a proof of the study purpose to the authorities in the sampled schools. Questionnaires were distributed after explaining the study objectives and getting consent of the respondents. Respondents were assured of confidentiality of the information provided which will be used for an academic

purpose. To ensure anonymity and confidentiality, individual respondents were asked not to write their names on the questionnaires. Conclusions of the study were based on both primary and secondary data and all the information gathered was not used to the disadvantage of anybody.

3.10 Limitations of the Study

The researcher employed the questionnaire survey as the main data collection method. Although self-administered questionnaires have numerous advantages, their structured nature makes them rigid. However, the researcher ensured a high response rate by personally reaching out to the teachers in the selected USE schools. The researcher used a sample to represent both the accessible as well as target populations of the study. Though, sampling possesses methodological challenges that relate to sampling error. This was minimized by using cluster which is probability sampling techniques that offer the respondents equal chances to participate in the study to select the main respondents of the study.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

This chapter provides the presentation, analysis and interpretation of the findings of the study in accordance to the three main objectives that guided the study. The chapter begins with the analysis of the response rate and the presentation of the background information of the respondents which includes: location of school, gender, age, teaching experience and highest level of education attained. This is followed by the comparative analysis of the variable of teacher performance based on the background variables and finally the presentation of findings of the study guided by the study objectives.

4.1 Analysis of the Response Rate

A total of 149 questionnaires were given to teachers. The researcher encouraged all the respondents to answer all the questions within a time frame of one week. Presented in Table 4.1 is the response rate for the study.

Table 4:1: Study Response Rate

	Teachers	
Category	**Frequency**	**Percent**
Questionnaires Distributed	149	100
Questionnaires Returned	136	91.3

As seen in Table 4.1, there was a generally high response rate for both teachers (91.3%). This high response rate was due to the fact that the researcher followed up the respondents throughout the time for data collection. The response rate was deemed to be very sufficient as it was above the threshold value of 50% as recommended by Mugenda and Mugenda (2003).

4.2 Analysis according to Background Information of the Respondents

This section of the study discusses the socio-demographic characteristics of the respondents from the selected schools. Simple frequency tables are used in this presentation.

4.2.1 Location of the School

The study respondents were asked to indicate the location of the schools in which they teach. Table 4.2 is a summary of the respondents according to the location of schools.

Table 4:1: Respondents According to School Location

	Teachers	
Category	**Frequency**	**Percent**
Rural	52	38.2
Semi-Urban	50	36.8
Urban	34	25.0
Total	136	100.0

The representation of teacher respondents from the three categories of schools were as follows: 38.2% from rural USE schools; 36.8% from semi-urban USE schools and 25.0 from Urban USE schools. This representativeness of the different school set-ups enabled the researcher to have a wide range of opinions on the performance practices being employed in USE schools in Jinja District.

4.2.2 Distribution of Respondents According to Gender

The researcher asked the respondents to indicate their gender. Table 4.3 below shows the results of the gender distribution of the respondents.

Table 4:1: Gender Distribution of the Respondents

Category	**Frequency**	**Percent**
Male	81	59.6
Female	55	40.4
Total	136	100.0

The results in Table 4.3 above show that more than half (59.6) of the respondents were male whereas the female respondents accounted for only 40.4%. This means that the male teachers in government USE schools could be more than their female counterparts. This is in line with the overall national trend of more male teachers in upper levels of education than the female teachers.

4.2.3 Distribution of the Respondents according to Age

The respondents also indicated the age categories to which they belong. Table 4.4 is a summary of the distribution of respondents according to Age.

Table 4:1: Age Distribution of the Respondents

Category	Frequency	Percent
20-29 Years	20	14.7
30-39 Years	83	61.0
40-49 Years	27	19.9
50 Years and above	6	4.4
Total	136	100.0

As seen in Table 4.4, majority of the respondents accounting for 61.0% were between 30-39 years. This category was followed by those respondents in the age brackets of 40-49 years and 20-29 years who accounted for 19.9% and 14.7% respectively. Only 4.4% of the teacher respondents were 50 years and above. From the above statistics, the cumulative percentage of teachers below the age of 40 was 75% - three quarters of the total respondents. This implies that the USE schools have a youthful teaching force that can be easily introduced to the principles of performance management. This could be attributed to the recent efforts by government to address staffing gaps in many of the government aided USE schools through recruiting teachers.

4.2.4 Distribution of Respondents according to the Highest Level of Education

The respondents were also asked to indicate their highest level of education attained, the results thereof are presented in Table 4.5

Table 4:1: Distribution of Respondents According to the Highest Level Attained

Category	Frequency	Percent
Diploma	52	38.2
Degree	83	61.0
Masters	1	0.7
Total	136	100.0

From Table 4.5 it is observed that majority of the respondents were degree holders followed by diploma holders and Masters holders, in that order. More than half of the respondents (61.0%) were degree holders while the diploma holders accounted for 38.2%. Only one respondent indicated having a Masters degree as the highest level of qualification. All the respondents had the qualifications required for teaching at the secondary level of education and are thus considered knowledgeable about the numerous performance management practices employed in schools.

4.2.5 Distribution of Respondent by Teaching Experience

The researcher was also interested in finding out the number of years of teaching experience from the respondents; the results thereof are summarized in Table 4.6.

Table 4:1: Distribution of Respondents According to Teaching Experience

Category	Frequency	Percent
Less than 3 years	5	3.7
3-6 Years	12	8.8
7-10 Years	80	58.8
More than 10 Years	39	28.7
Total	136	100.0

Table 4.6 above shows that majority of the respondents accounting for 58.8% of the total respondents had a teaching experience of between 7-10 years. This category was followed by those with more than 10 years teaching experience. The cumulative percentage of the respondents with six or less years of teaching experience was 12.5%. This implies that many of the respondents in this study had a substantial teaching experience and could thus have been involved in the practice of performance management in its varying forms over a long period of time.

4.3 Analysis of Teacher Performance

The researcher asked the major respondents (teachers) to do a self-rating on their own Performance on a total of 9 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the first set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.7

Table 4:7: Descriptive Statistics on Teachers' performance

Statement		SA	A	N	D	SD	Mean	SD
I find the use of learner-based methods of teaching more users friendly.	Freq	74	58	4	0	0	4.51	.558
	%	54.4	42.6	2.9	0	0		
I demonstrate curriculum knowledge mastery during lesson.	Freq	70	62	4	0	0	4.49	.558
	%	51.5	45.6	2.9	0	0		
I always cover the Syllabus completely every academic year.	Freq	37	75	15	9	0	4.03	.807
	%	27.2	55.1	11	6.6	0		
It is quite easy for me to control learners during lessons.	Freq	29	84	15	8	0	3.99	.750
	%	21.3	61.8	11	5.9	0		
I mark and assess learners' books after the end of my lessons.	Freq	31	86	15	4	0	4.06	.675
	%	22.8	63.2	11	2.9	0		
I appropriately prepare for all my lessons prior to teaching.	Freq	31	98	6	1	0	4.17	.524
	%	22.8	72.1	4.4	0.7	0		
I use appropriate and sufficient instructional materials during my lessons.	Freq	22	94	20	0	0	4.01	.558
	%	16.2	69.1	14.7	0	0		
I attend and teach all my lessons as time tabled.	Freq	14	83	35	4	0	3.79	.660
	%	10.3	61	25.7	2.9	0		
I give feedback on students' assignments and tests promptly.	Freq	11	66	42	17	0	3.52	.816
	%	8.1	48.5	30.9	12.5	0		
INDEX							4.1	.656

In regard to the rating of teachers' performance in the selected USE schools in Jinja, respondents indicated average agreement. This is generally indicated by mean values of all statements in this scale being above 3 and standard deviation values being below one. To begin with, the researcher sought to find out how teachers find the use of learner-based methods of teaching. There was agreement from the respondents that teachers find the use of learner-based methods of teaching more users friendly (Mean = 4.51, SD = .558). Teachers agreed that they demonstrate curriculum knowledge mastery during their lessons (Mean= 4.49, SD = .558) and cover the Syllabus completely every academic year (Mean = 4.03, SD = .807). This implies the

teachers are knowledgeable in their subject matter and therefore can easily cover the syllabus. However, the respondents expressed divergent responses on covering the Syllabus completely every academic year. This was indicated by a high standard deviation value of 0.807which is tending to 1 despite a mean agreement of 4.52. This could imply that covering the Syllabus completely every academic year is not done all subjects of all the selected USE schools.

When asked about how they find the task of class management and assessment of learners, the respondents agreed it was quite easy for them to control learners during lessons (Mean = 3.99, SD = .750) and they mark and assess learners' books after the end of their lessons (Mean = 4.06, SD = .675). The researcher asked the respondents about their lesson preparations and use of teaching/learning aids where the respondents also agreed that they prepare for all lessons prior to teaching (Mean = 4.17, SD = .524) and that they use appropriate and sufficient instructional materials during my lessons (Mean = 4.01, SD = .558).This implies that because of appropriate preparation for all lessons prior to teaching, it is therefore quite easy for teachers to control learners during lessons, employ the appropriate instructional materials as well as assessing learners' books after the end of their lessons.

Furthermore, the researcher asked about the lesson attendance of teachers and when feedback is given to learners after tests done. The respondents agreed that they attend and teach all my lessons as time tabled (Mean = 3.79, SD = .660) and give feedback on students' assignments and tests promptly (Mean = 3.52, SD = .816). However, the respondents expressed divergent responses on give feedback on students' assignments and tests promptly. This was indicated by a high standard deviation value of 0.816 which is tending to 1 despite a mean agreement of 3.52. This could imply that giving feedback on students' assignments and tests is done; but it may not be done promptly in all the selected USE schools.

4.4 Comparative Analysis of Teachers' Performance

The researcher wished to compare the views of the different categories of teachers in regard to the variable of teacher performance. In order to achieve this, the researcher compared the means of the respondents on the variable of teacher performance based on the background variables of school location, gender, age, number of years of teaching and the highest level of education attained. For the background variables with two categories, the researcher used the independent samples t-test, while the one-way ANOVA was used for the background variables with more than two categories.

4.4.1 Teachers' Performance According to Gender

To examine the difference of views on teacher performance between the male teachers and the female teachers, an independent samples *t*-test was performed to compare the means of the two categories. The results are presented in table 4.8.

Table 4:8: Independent Samples t-test Results for Teacher Performance and Gender

	Gender	N	Mean	Std. Deviation	SIG	T	Df
Teacher Performance					.091	1.705	128.964
	Male	81	4.11	.432			
	Female	55	3.99	.356			

As shown in Table 4.9, according to Levene's test, the homogeneity of variance assumption was satisfied (T =1.705, p =.091). Results from the independent samples t-test indicated that the male teachers' rating of teachers' performance was better (M = 4.11, SD = .432, N = 81) than the female teachers' rating (M = 3.99, SD = .356, N = 55). The independent samples t-test indicated that the difference in the means was not statistically significant (t = 1.705, df = 128.964, p = 0.91), two tailed. Therefore, there is no statistically significant difference in the rating of the teachers' performance based on gender at the 0.05 level of significance.

4.4.2. Teachers' Performance According to School Location

The study also examined whether the performance of teachers varied greatly depending on the location of the school categorized as rural, semi-urban and urban. To achieve this, a one-way ANOVA test was run and the results are summarized in Table 4. 9.

Table 4:9: ANOVA Test Results for School Location and Teacher Performance

Teacher Performance					
	N	Mean	Std. Deviation	df	F	Sig
				2	5.612	.005
Rural	52	3.96	.429			
Semi-Urban	50	4.21	.457			
Urban	34	4.01	.166			
Total	136	4.06	.406			

From Table 4.9 the dependent variable was teacher performance and the independent variable was school location categorized in three groups. The mean rating for teacher performance for each group was 3.96 (SD = .429) for the rural teachers, 4.21 (SD = .457) for the semi-urban teachers, and 4.01 (SD = .166) for the urban teachers. The ANOVA was found to be statistically significant (F = 5.612, df = 2, p = .005). This implies that there were significant differences between the levels of teacher performance based on the location of the schools.

4.4.3 Teacher Performance According to Age Categories of the Teachers

The researcher wished to find out whether the rating of the performance of teachers varied greatly depending on the age category of the respondents. To achieve this, a one-way ANOVA test was run and the results are summarized in Table 4. 10.

Table 4:10: ANOVA test results for Age and Teacher Performance

	N	Mean	Std. Deviation	Df	F	Sig
				3	7.125	.000
20-29 Years	20	4.42	.376			
30-39 Years	83	4.02	.385			
40-49 Years	27	3.93	.404			
50 Years and above	6	4.00	.070			
Total	136	4.06	.406			

Table 4.10 shows the comparison of the mean ratings of the variable of teacher performance by the different age categories of the respondents. The highest mean of teacher performance was by the category of 20-29 years (Mean = 4.42, SD = .376). This was followed by the categories of 50 years and above (Mean = 4.00, SD = .070); 30-39 year (Mean = 4.02, SD = .385) and finally those between 40-49 years (Mean = 3.93, SD = .404). The ANOVA was found to be statistically significant ($F = 7.125$, $df = 3$, $p = .000$) implying that there were significant differences between the level of teacher performance based on the age of the respondents.

4.4.4 Teacher Performance according to Teaching Experience

The study sought to compare the difference in means of the variable of teacher performance based on the number of years of teaching of the respondents. To achieve this, a one-way ANOVA test was run and the results are summarized in Table 4.11.

Table 4:11: ANOVA Test Results for Teaching Experience and Teacher Performance

	N	Mean	Std. Deviation	Df	F	Sig
				3	7.469	.000
Less than 3 years	5	4.13	.199			
3-6 Years	12	4.55	.401			
7-10 Years	80	3.99	.339			
More than 10 Years	39	4.05	.459			
Total	136	4.06	.406			

Table 4.11 shows the comparison of the mean ratings of the variable of teacher performance by the different groups of the respondents based on the number of years of teaching. The highest mean of teacher performance was by the category of teachers with a teaching experience of between 3-6 years (Mean = 4.55, SD = .401). This was followed by the categories of teaching experience of less than 3 years (Mean = 4.13, SD = .199); more than 10 years (Mean = 4.05, SD = .459) and finally those between 7-10 years (Mean = 3.99, SD = .339). The Homogeneity of Variances assumption was satisfied ($p < .05$). The ANOVA was found to be statistically significant ($F = 7.469$, $df = 3$, $p = .000$) implying that there were statistically significant differences between the level of teacher performance based on the number of years of teaching of the respondents.

4.4.5 Teacher Performance According to Respondents' Highest Level of Education Attained

The study sought to compare the difference in means of the variable of teacher performance based on the number of years of teaching of the respondents. To achieve this, a one-way ANOVA test was run and the results are summarized in Table 4.12.

Table 4:12: ANOVA Test Results for Level of Education and Teacher Performance

	N	Mean	Std. Deviation	Df	F	Sig
				2	3.599	.030
Diploma	52	4.11	.496			
Degree	83	4.02	.323			
Masters	1	5.00				
Total	136	4.06	.406			

Table 4.12 shows the comparison of the mean ratings of the variable of teacher performance by the different groups of the respondents according to the highest level of education achieved. Only one teacher had a master's degree and thus a mean of 5.00. The mean rating for the teachers with diploma (Mean = 4.11, SD = .496) was higher than that of the degree holders (Mean = 4.02, SD = .323). The ANOVA was found to be statistically significant (F = 3.599, df = 2, p = .030). This implies that there were statistically significant differences between the level of teacher performance based on the highest education attained.

4.5 Findings of the Study According to the Study Objectives

The study was guided by the following research objectives: to assess the relationship between Performance Planning and Teachers' performance; to examine the relationship between Performance Monitoring and Teachers' performance and to investigate the relationship between Performance Reviewing and Teachers' performance in the Universal Secondary Education schools in Jinja District. In this section, the researcher presents the findings of the study in relation to the above three objectives that guided the study.

4.5.1 Objective One: Performance Planning and Teachers' Performance

The first objective of the study was to assess the relationship between performance planning and teachers' performance in the USE schools in Jinja District. By this objective, the researcher wished to find out the level of performance planning in the USE schools around Jinja district and whether or not it is related to the performance of teachers in the district. The

researcher asked the respondents (teachers) to do a self-rating on practice of Performance Planning on a total of 8 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.13.

Table 4:13: Descriptive Statistics on Performance Planning

Statement		**SD**	**D**	**N**	**A**	**SA**	**M**	**SD**
My supervisor demands me to develop my individual performance plans at the beginning of every term.	Freq	0	0	2	87	47	4.33	.503
	%	0	0	1.5	64.0	34.6		
My individual performance plans include the development of goals and targets.	Freq	0	0	2	94	40	4.28	.432
	%	0	0	1.5	69.1	29.4		
My individual performance goals are linked to the overall goals and targets of the school.	Freq	2	0	2	101	31	4.17	.591
	%	1.5	0	1.5	74.3	22.8		
My supervisor and I objectively and constructively discuss my individual performance plans before approval.	Freq	0	7	15	100	14	3.89	.640
	%	0	5.1	11.0	73.5	10.3		
I participate in the process of setting overall performance goals and targets for this school.	Freq	0	9	21	98	8	3.77	.655
	%	0	6.6	15.4	72.1	5.9		
I continually receive communication about the performance expectations from the administration.	Freq	0	4	33	94	5	3.74	.574
	%	0	2.9	24.3	69.1	3.7		
I implement my performance plan after being approval by the administration.	Freq	5	17	21	88	5	3.52	.894
	%	3.7	12.5	15.4	64.7	3.7		
I carry out performance planning as continuous process throughout the academic year in this school.	Freq	9	27	15	80	5	3.33	1.05
	%	6.6	19.9	11.0	58.8	3.7		
INDEX							3.87	0.667

In view of the practice of performance planning in the selected USE schools in Jinja, respondents indicated average agreement on the existence and process of performance planning. This is generally indicated by mean values of all statements in this scale being above

3 and standard deviation values being below one except for one statement. To begin with, the researcher sought to find out how the process of performance planning is carried out. There was agreement from the respondents that the teachers are involved in developing individual performance plans at the beginning of every term (Mean = 4.55, SD = .503). These individual performance plans are objectively and constructively discussed by the supervisor and the respective teacher before approval (Mean= 3.89, SD = .640) and that the implementation of the individual performance plans is only after the approval by the administration (Mean = 3.52, SD = .894). This implies that the development of individual performance plans are undertaken by the individual teachers in consultation with their supervisors and are not implemented until after the approval of the administration. The reason for this process could be that the involvement of the key stakeholders in the development of the individual performance plans is seen as an effective planning approach in enhancing teacher performance by the school administrators.

Regarding the nature of the individual performance plans, the respondents expressed agreement with the views that the individual performance plans involve the development of goals and targets (Mean = 4.28, SD = .432); which goals and targets are linked to the overall goals and targets of the school (Mean = 4.17, SD = .591) and that the respondents individually participate in the process of setting the overall performance goals and targets of the school (Mean = 3.77, SD = .655). Agreement on the above statements means that individual performance plans of the teachers are linked to the goals and targets of the school. This could be attributed to the perceived benefits of aligning the individual performance plans to the overall school strategic plans.

Furthermore, the researcher asked about the implementation of the performance plans established by the teachers. Respondents agreed with the statement that they continuously

receive communication about the performance expectations from the administration (Mean = 3.74, SD = .574). The respondents expressed divergent opinions on the practice of carrying out performance planning as a continuous process throughout the academic year in their respective schools. This was indicated by a high standard deviation value of 1.05 despite a mean agreement of 3.33. This could imply that although the performance planning process is undertaken, it may not be a continuous process in all the selected USE schools.

4.5.1.1 First Hypothesis Testing: Performance Planning and Teachers' Performance

The first hypothesis of the study was "there is a statistically significant relationship between Performances planning and Teachers' performance in the Universal Secondary Education schools in Jinja District. For purposes of testing this hypothesis, the aggregated measure of performance planning was correlated with that of teachers' performance using Pearson Product Moment Correlation (PPMC) test. The test was conducted using an alpha value of $\alpha = 0.05$ (Correlation significant at the 5%). The results of the test are shown in table 4.14.

Table 4:14: Model Table for Hypothesis One

		Performance Planning	Teachers' Performance
Performance Planning	Pearson Correlation	1	.297**
	Sig. (2-tailed)		.000
	N	136	136
Teachers' Performance	Pearson Correlation	.297**	1
	Sig. (2-tailed)	.000	
	N	136	136

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

From the table above, the Pearson Correlation between performance planning and teachers' performance was ($r = 0.297^{**}$, $p =, 0.000$) which is positive and is statistically different from zero ($p < 0.05$). Thus, the relationship between performance planning and

teachers' performance is positive and statistically significant. With this, the alternative hypothesis was upheld.

4.5.2 Objective Two: Performance Monitoring and Teachers' Performance

The second objective of the study was to examine the relationship between performance monitoring and teachers' performance in the USE schools in Jinja District. Through this objective, the researcher wished to find out the level of performance monitoring in the USE schools around Jinja district and whether or not it is related to the performance of teachers in the district. To achieve this objective, the researcher asked the respondents (teachers) to do a self-rating on the practice of Performance Monitoring on a total of 8 statements, which were based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.15

Table 4:15: Descriptive Statistics on Performance Monitoring

Statement		SD	D	N	A	SA	Mean	SD
I am comfortable with the administration's strong commitment to monitoring my individual performance in this school.	Freq	0	5	7	110	14	3.98	.551
	%	0	3.7	5.1	80.9	10.3		
The administration employs a user-friendly performance monitoring system to monitor my performance.	Freq	0	16	13	102	5	3.71	.721
	%	0	11.8	9.6	75.0	3.7		
The school administration commonly uses lesson supervision practice to monitor my performance.	Freq	0	7	16	109	4	3.81	.565
	%	0	5.1	11.8	80.1	2.9		
I comfortable with being supervised while I am teaching.	Freq	0	6	18	112	0	3.78	.521
	%	0	4.4	13.2	82.4	0		
I am comfortable with the administration monitoring my utilization of teaching and learning materials during the teaching process.	Freq	0	12	32	92	0	3.59	.649
	%	0	8.8	23.5	67.6	0		
I am comfortable with my supervisor to regularly appraise my performance.	Freq	0	23	35	78	0	3.40	.764
	%	0	16.9	25.7	57.4	0		
My supervisor objectively monitors performance in reference to the set targets and goals.	Freq	2	29	38	67	0	3.25	.841
	%	1.5	21.3	27.9	49.3	0		
Monitoring performance helps me to focus more on the core teaching activities in this school.	Freq	4	26	35	71	0	3.27	.873
	%	2.9	19.1	25.7	52.2	0		
INDEX							3.59	.685

Having operationalized performance monitoring as a key performance management practice, the researcher sought to find out how the selected USE schools in Jinja District monitor performance of their teachers. Critical to performance monitoring are the aspects of commitment from management, focus of monitoring and the system used in monitoring. The respondents expressed agreement on the existence of a user-friendly performance monitoring system (Mean = 3.71, SD = .721). This system involves the school administration applying lesson supervision to monitor performance (Mean = 3.81, SD = .565) and the monitoring of the teachers' utilization of teaching and learning materials during the teaching process (Mean = 3.59, SD = .649). Agreement on these statements from majority of respondents therefore implies the existence of functional performance monitoring systems in many of the USE

schools. This could be attributed to the emphasis by the Ministry of Education on practices to ensure the effective performance of teachers.

The researcher went on to establish the levels of comfort among the teachers on the numerous aspects of the performance monitoring systems in their respective schools. Majority of the respondents reported being comfortable with: the strong commitment of administration to monitoring individual performance (Mean = 3.98, SD = .551); being supervised while the teachers are teaching (Mean = 3.78, SD = .521) and with the supervisors regularly appraising performance (Mean = 3.40, SD = .764). The mean agreements for the statements above indicate that the teachers have a basic understanding and appreciation of the performance monitoring practices in their respective schools. This could be explained by the emphasis placed on performance management in many of the education institutions today.

The respondents further expressed agreement on the direction and purpose of performance monitoring. When asked about the role of the supervisors, the respondents agreed that the supervisors objectively monitor performance in reference to the set targets and goals (Mean = 3.25, SD = .841) Monitoring performance was reported to help the respondents to focus more on the core teaching activities in the school (Mean = 3.27, SD = .873). This implies that the performance monitoring practice derives value from the performance planning process in which goals and targets are set for the individual teacher's performance plan.

4.5.2.1 Second Hypothesis Testing: Performance Monitoring and Teachers' Performance

The second hypothesis of the study was "there is a statistically significant relationship between performance monitoring and Teachers' performance in the Universal Secondary Education schools in Jinja District."By way of testing this hypothesis, a Pearson Product Moment Correlation test was carried out between the aggregated measure of performance

monitoring and the performance of teachers. The test was conducted using an alpha value of α = 0.05 (Correlation significant at the 5%). The results of the test are shown in Table 4.16.

Table 4:16: Model Table for Hypothesis Two

		Performance Monitoring	Teachers' Performance
Performance Monitoring	Pearson Correlation	1	.184**
	Sig. (2-tailed)		.032
	N	136	136
Teachers' Performance	Pearson Correlation	.184**	1
	Sig. (2-tailed)	.032	
	N	136	136

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

Table 4.16 shows that Pearson's Correlation Coefficient for performance monitoring and teachers' performance was (*r = 0.184***, *p = 0.032)* which is positive and statistically significant relationship. The fact that the correlation coefficient is positive implies that as the USE schools get more involved in monitoring teachers' performance, the overall performance of the teachers equally improves. Therefore, the alternative hypothesis that stated "there is a statistically significant relationship between performance monitoring and teachers' performance was upheld.

4.5.3: Objective Three: Performance Reviewing and Teachers' Performance

The third objective of the study was to investigate the relationship between performance reviewing and teachers' performance in the USE schools in Jinja District. By this objective, the researcher wished to establish how performance reviewing is conducted in the USE schools around Jinja district and whether or not this practice is related to the performance of teachers in the district. By way of approach, the researcher asked the respondents (teachers) to do a self-rating on practice of Performance Reviewing on a total of 8 statements, which were

based on a 5-point Likert scale that ranged from strongly agree to strongly disagree in the set of questionnaires. The researcher then computed the level of agreement on each statement using the item means and standard deviations. The descriptive statistics thereof are presented in Tables 4.17.

Table 4:17: Descriptive Statistics on Performance Reviewing

Statement		**SD**	**D**	**N**	**A**	**SA**	**Mean**	**SD**
I receive regular opportunities from administration to review my performance.	Freq	0	0	18	94	24	4.04	.556
	%	0	0	13.2	69.1	17.6		
My supervisor reviews my performance basing on set and agreed performance goals and targets.	Freq	0	14	40	71	11	3.58	.785
	%	0	10.3	29.4	52.2	8.1		
I am comfortable with the reward systems for good teachers' performance in this school.	Freq	1	15	54	59	7	3.41	.784
	%	0.7	11.0	39.7	43.4	5.1		
During the performance reviews meeting, my supervisors and I come up with action plans to bridge the performance gaps.	Freq	1	16	44	71	4	3.45	.768
	%	0.7	11.8	32.4	52.2	2.9		
The feedback I receive from my head of departments about my performance is constructive.	Freq	1	30	31	74	0	3.31	.839
	%	0.7	22.1	22.8	54.4	0		
Feedback on my performance is usually timely.	Freq	4	30	25	77	0	3.29	.910
	%	2.9	22.1	18.4	56.6	0		
I use the feedback on my performance make improvements in my work.	Freq	8	18	48	59	3	3.23	.919
	%	5.9	13.2	35.3	43.4	2.2		
I implement the recommendations from performance reviews.	Freq	18	25	36	54	3	2.99	1.099
	%	13.2	18.4	26.5	39.7	2.2		
INDEX							3.84	.833

The third performance management practice considered in this study was performance reviewing. Using a set of eight items, the teacher respondents were asked to indicate their levels of agreement on the conduct of performance reviews in their respective schools. To begin with, the researcher wished to establish the basis of the performance reviewing process.

The respondents agreed with the views that the opportunities for performance reviewing are regularly provided by the administration (Mean = 4.04, SD = .556) and that the review of performance is usually based on the set and agreed performance goals and targets (Mean = 3.58, SD = .785). This agreement therefore means that the performance review practice is complementary to the performance planning in which the administration works with the individual staff to establish individual performance plans which are aligned to the goals and targets of the school. Furthermore, throughout the performance management process, the role of the school's administration cannot be underestimated.

On what is involved in the performance review process, the respondents expressed agreement that they are comfortable with the reward systems for good teachers' performance in this school (Mean = 3.41, SD = .784). They furthermore reported that during the performance reviews meeting, the supervisors work with them to come up with action plans to bridge the performance gaps (Mean = 3.45, SD = .768). These two statements highlight the value of reviewing performance in the school. Relatedly is the aspect of feedback. When asked about the feedback from the performance review process, the respondents agreed that: they receive constructive feedback from their heads of department about their performance (Mean = 3.31, SD = .839); the feedback is usually timely (Mean = 3.29, SD = .910) and that the feedback is used to improve performance (Mean = 3.23, SD = .919). The high standard deviations tending to one, indicate some wide variation of opinions among the respondents which could imply a variation of this practice in the different schools in as far as the issue of feedback is concerned.

When asked about the extent at which the recommendations from the performance reviews are implemented, the respondents disagreed with the effective implementation of these recommendations (Mean = 2.99, SD = 1.099). The high standard deviation value which is above one highlights the spread of opinions among the respondents. This implies that whereas

some of the teachers in the selected USE schools implement the recommendations from the performance reviews, many other teachers do not. This could be attributed to the associated benefits or lack thereof that comes with implementing all the recommendations of the performance reviews.

4.5.3.1 Third Hypothesis Testing: Performance Review and Teachers' Performance

The third hypothesis of the study was, "there is a statistically significant relationship between performance reviewing and Teachers' performance in the Universal Secondary Education schools in Jinja District." In order to test this hypothesis a Pearson Product Moment Correlation test was carried out in which the aggregated measure of performance reviewing was correlated with variable of teachers' performance. The test was conducted using an alpha value of $\alpha = 0.05$. The results of the test are shown in Table 18.

Table 4:18: Model Table for Hypothesis Three

		Performance Reviewing	Teachers' Performance
Performance Reviewing	Pearson Correlation	1	.163
	Sig. (2-tailed)		.058
	N	136	136
Teachers' Performance	Pearson Correlation	.163	1
	Sig. (2-tailed)	.058	
	N	136	136

Table 4.18 shows that Pearson's Correlation Coefficient for the two variables of performance reviewing and teachers' performance was $(r = .163, p = .058)$ which is positive, but has probability value $(p = .058)$ which is greater than the alpha value $\alpha = 0.05$ suggesting that the relationship between performance reviewing and teachers' performance is not statistically significant. Therefore, though the relationship between the two variables is positive, the alternative hypothesis has been rejected.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, summary, and conclusions arising out of the research findings as presented and analyzed in the previous chapter. The chapter also suggests recommendations and areas for further study.

5.1 Discussion of Findings

5.1.1 Teacher performance

Since, the problem of this study is the unsatisfactory levels of teachers' performance in the USE schools in Jinja district; the researcher asked the teachers. The respondents were selected from three categories of schools namely: rural, semi-urban and urban schools and data was collected from 136 teachers.

The study found out that teachers self-rated their performance averagely as indicated by mean values of all statements being above 3 and standard deviation values being below one. Therefore, this implies that there is still need to improve teachers' performance in all USE schools in Jinja District.

5.1.2 Teacher Performance and the background variable

The respondents were selected from three categories of schools namely: rural, semi-urban and urban schools. In terms of gender, majority of the respondents were male while in terms of highest level of education attained majority were degree holders. The demographic findings also revealed that majority of the respondents have sufficient teaching experience and are thus familiar with the numerous Performance management practices being employed in schools.

The study found statically significant differences in teacher performance based on the categorical variables of location of schools, age, teaching experience and the level of education attained. However, there was no statistically significant difference between the level of teacher performance based on the variable of gender.

5.1.3 Performance Planning and Teacher Performance

The main finding in regards to the first objective of the study is that there is a statistically significant positive relationship between performance planning and teacher's performance. The implication of this relationship is that teacher performance improves with an improvement in the performance planning practices in the organization. This is in line with the QEPU (2011) report that highlighted enhanced teacher morale and better understanding of teacher roles as important benefits of performance planning in any school set up. Consequently, these benefits are associated with enhanced teacher performance. Additionally, Coates (2000) argued that performance planning as a performance management practice involves formal organizational mechanisms aimed at setting out the performance of work tasks rationally and on a continuous basis and is associated to improved performance.

The study findings also revealed a clear process of performance planning in the USE schools. In this process teachers are involved in developing individual plans which are objectively and constructively discussed with their supervisors for approval before implementation. This finding is in agreement with Armstrong, (2009) who argues that planning teachers' performance involves agreement between the manager (supervisor) and the individual (teacher) on what the latter needs to do to achieve objectives, raise standards, improve performance and develop the required competencies.

Additionally, the study found out that the performance plans involve the development of goals and targets which are linked to the overall goals and targets of the school and that the

teachers individually participate in the process of setting the overall performance goals. This finding is supported by Kagaari et al (2010) who noted that collaborative setting of performance goals is crucial in ensuring that the work allocated to individual workers is done according to the set plans and corrective actions are taken in case of any deviations basing on the standards, thus planning led to improving of performance. In contrast to the current study findings Atwebembeire et al (2018) found out that the staff was rarely consulted in the process of setting performance standards. In their study, they found that, staff had undertaken the roles assigned to them without being given opportunity to align them to their personal goals and abilities, thus planning without consulting lecturers did not improve performance.

The study findings revealed that the implementation of the performance plans involves continuous communication between the teachers and the administrators on the performance expectations. The fact that there is communication between the teachers and their respective administrators on the performance targets is in tandem with the Uganda Public Service Standing Orders that provide guidelines for effective performance of teachers according to which teachers are to be appraised by head teachers or principals who together with individual teachers plan and agree on certain performance targets each year (Ministry of Public Service, 2007). Additionally, Coates (2000) contends that effective performance planning involves the creation of a shared vision that is articulated through the organisation's objectives and well communicated to the employees.

Finally, under the first objective, the study found out that there are weaknesses in the practice of performance planning as a continuous process. In contrast to this finding, Coates (2000) highlights that the performance planning should be periodic – yearly or half yearly – and it should involve setting of individual performance targets which are grounded in the overall organizational goals. The lack of regular planning could be attributed to a number of

factors key among them is the lack of understanding of this process. This view is supported by the Saber Country Report for Uganda (2012) where it is argued that while principals and/or head teachers are expected to plan, monitor and appraise (review) teachers' performance and provide support to teachers in order to improve instructional practice, there are no specific training requirements to ensure that they have the necessary skills to act as instructional leaders and successful managers (Jaimovich, 2012).

Basing on the fact that the findings of this study are in agreement with other scholars' findings, it is therefore vital that schools should emphasis performance planning as one of the major Performance management practices so as to improve teacher's performance.

5.1.4 Performance Monitoring and Teacher Performance

The alternative hypothesis that stated that "there is a statistically significant relationship between performance monitoring and teachers' performance" was upheld. This is the main finding under the second objective of the study. The meaning of this finding is that as the USE schools get more involved in monitoring teachers' performance, the overall performance of the teachers equally improves. This finding is in tandem with the findings by Atwebembeire et al (2018) who revealed that a weak positive relationship exists among the variables of performance monitoring and quality teaching and research among students. These scholars examined the relationship between performance monitoring and quality teaching and research in private universities in Uganda.

The study also found out that the performance monitoring systems are user-friendly and involve school administrations supervising and monitoring the teaching and learning processes. The study findings revealed that teachers are comfortable with the strong commitment of the administration to monitoring and appraising performance. This finding contradicts the earlier

findings by Atwebembeire et al (2018) who in their study revealed that most lecturers did not appreciate the practice of being monitored especially through the use of students' evaluations.

The findings of the study further revealed that the monitoring of teachers' performance is in reference to the set targets and goals. This helps teachers to focus on their mandate and thus the practice of performance monitoring serves the purpose of enhancing performance. This finding rhymes with the views of a number of scholars like Musaazi (2006); Şencana & Karabulutb (2014). For instance, Musaazi (2006) presents performance monitoring as a management strategy aimed at enhancing organizational performance through closely following what employees do at the work place in a bid to achieve the organizational goals. Relatedly Şencana & Karabulutb (2014) in their study on monitoring of educational performance indicators in higher education emphasize the necessity of performance monitoring because it ensures consistency between implementation and the planned strategic direction of the organization, as well as enhancing quality.

The fact that the findings of this study are in agreement with most of scholars' findings about monitoring teachers' performance, it is therefore important for schools to enforce the practice of performance monitoring as one of the major Performance management practices that help to improve teacher's performance.

5.1.5 Performance Reviewing and Teacher performance

The third objective of the study was to investigate the relationship between performance reviewing and teachers' performance in the USE schools in Jinja District. The study found out that although performance reviewing is positively correlated to teacher performance, the relationship between the two variables is not statistically significant. This means that the relationship between the two variables can be attributed to chance. This finding stands in sharp contrast to the views by a number of scholars. These scholars assert that

performance review is important because it enhances employee motivation by providing feedback, recognition for good performance, praise and opportunity for growth; as well as clarifying expectations and empowering workers by encouraging them to take control of their own performance and development (Armstrong, 2009; Wiener & Ariel, 2011). Similarly, the World Bank Report (2007) observes that with focus on performance review the levels of teacher effectiveness is said to improve.

In regard to the specific details under the practice of performance reviewing the study found out that in the selected USE schools, there are a number of opportunities for performance reviewing provided by the school administrations. With the review of performance being based on the set performance goals and targets, the study revealed that the performance review practice is complementary to the performance planning phase. This view resonates with Coates (2000) who observes that for performance management to be complete and effective, a formal review of the advancement towards the set performance targets as established at the planning stage should be undertaken. Feedback from such a review can be very helpful in the identification of training needs and other continuous performance practices.

The study equally found out that feedback is a critical aspect of performance reviewing. The findings highlighted that constructive feedback is provided to the teachers about their performance, the feedback is timely and it is important for improving performance. This is in line with the recommendation by the QEPU (2011) report that noted that during the performance review meetings, emphasis should be put on the issues of performance measurement, feedback, feedback, positive reinforcement and exchange of ideas. In contrast to these findings Atwebembeire et al (2018) found out that the staffs were not very satisfied with the feedback they obtained from their heads of departments especially because some of issues

brought forward from the feedback were not addressed and as such the status of staff performance remains unchanged.

The findings of this study on the effectiveness of feedback in the performance review process are in agreement with the views of Yeoh et al (2012) who emphasized the need of giving feedback to the lecturers. Feedback would enable them understand their areas of strengths and weaknesses and hence devise means of improvement. Spooren & Mortelmans (2006) also add that constructive feedback is an important mechanism of improving teacher effectiveness and hence contributing to quality teaching. Similarly, Obwogi (2011) who found out that constructive feedback to is meant to help the employees know if they are performing their jobs to the expectation of their employers, and if not, find better mechanisms of improving their job activities.

Basing on the fact that the findings of this study are not statistically significant and in contradiction with other scholars' findings, it is therefore, vital that further research is conducted to investigate why performance reviewing is not a significant predictor of teacher's performance in the USE schools in Jinja.

5.2 Conclusions of the Study

On the basis of the key findings of this research study the following three conclusions are drawn based on the three objectives that guided the study.

Firstly, the study concludes that there is a statistically significant positive relationship between performance planning and teacher's performance in USE schools in Jinja district. Therefore, performance planning as a performance management practice is a significant factor in enhancing teacher performance in USE schools in Jinja district; consequently, improvements in the overall performance planning practices in the USE schools will bring about major dividends in terms of improvements in teacher performance.

In view of the second objective, the study concludes that there is a statistically significant positive relationship between performance monitoring and teacher's performance in USE schools in Jinja district. Therefore, monitoring teachers' performance is significant for the success of the teaching and learning processes in the USE schools; so performance monitoring helps teachers to remain focused on their core teaching activities and also more importantly helps the school administration to closely follow the performance of teachers in view of achieving the set goals.

Thirdly, regarding the third study objective, the study concludes that although performance reviewing is positively correlated to teacher performance, the relationship between the two variables is not statistically significant. Therefore, performance reviewing as a performance management practice is not a significant predictor of teacher performance in the USE schools in Jinja, district and the implementation of performance reviewing practices in USE schools is less likely to result in enhanced teachers' performance.

5.3 Recommendations of the Study

From the study findings and conclusions, the following recommendations are drawn:

i. The study recommends that schools should enforce the practice of performance planning not only at the being of the term but also as a continuous process throughout the academic year in the school. This can best be achieved through top commitment and involvement of the school teachers in the planning process.

ii. The study recommends that the schools should improve the practice of performance monitoring by improving the user friendliness of the performance monitoring system. This can be done through the introduction of automated/ICT enabled performance monitoring systems the Universal secondary education schools. Such a move will go a long way in standardizing the practice of performance monitoring in schools.

iii. For purposes of making the practices of performance reviewing more meaningful to the teachers, the study recommends adoption of performance review with feedback -based incentives by the school.

5.4 Suggested Areas for Further Research

i. The focus of this study was the relationship between Performance management practices and teachers' performance and the study was a survey. Future scholars could undertake longitudinal comparative studies of the variables of performance management and teacher performance in the rural, urban and semi-urban areas of Eastern Uganda.

ii. Additionally, this current study was purely quantitative in nature and thus was not able to capture the narratives behind the numbers from the study participants. Future researchers could adopt a triangulation of research approaches to highlight the comprehensive issues of performance management and teacher performance in USE schools.

iii. The researcher recommends that further researcher be conducted to explore the challenges of implementing effective and efficient performance management systems in the education set up in Uganda.

iv. Future scholars could also seek to quantify the importance of performance management in organizations. Such studies will provide ground for organizations to implement effective performance management systems.

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APPENDICES

Appendix I: Questionnaires

Dear Respondent,

I am a student at Kyambogo University, undertaking a master degree in Education policy, Planning, and Management. I am currently doing research on the "*Performance management practices and Teachers' performance in the Universal Secondary Schools in Jinja District, Uganda",* I kindly request you to participate in the study by filling in this questionnaire to the best of your knowledge. Be assured of the confidentiality. Thanks in advance.

SECTION A

PART I: Demographic Information (DI): (Please tick as appropriate)

D_1: Location of school: Rural ☐ Semi-urban ☐ Urban ☐

D_2: Gender: Male ☐ Female ☐

D_3Age: 20-29 years ☐ 30-39 years ☐ 40-49 years ☐ 50 years and above ☐

D_4: c.Number of Teaching years

Less than 3 years ☐ 3-6years ☐ 7-10 years ☐ More than 10 years ☐

D_5: Highest education attained

Diploma ☐ Degree ☐ Masters ☐

SECTION B

INSTRUCTIONS: *Please rank the following on the scale ranging from strongly agree to strongly disagree (Please tick ✓ the appropriate option).*

Strongly Agree(SA)	Agree(A)	Neutral (N)	Disagree(D)	Strongly Agree(SD)
5	4	3	2	1

PERFORMANCE MANAGEMENT PRACTICES

PART II: Performance planning (PP) in the USE schools in Jinja district

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
PP1.	My supervisor demands me to develop my individual performance plans at the beginning of every term.					
PP2	My individual performance plans include the development of goals and targets.					
PP3.	My individual performance goals are linked to the overall goals and targets of the school.					
PP4.	My supervisor and I objectively and constructively discuss my individual performance plans before approval.					
PP5.	I participate in the process of setting overall performance goals and targets for this school.					
PP6	I continually receive communication about the performance expectations from the administration.					
PP7.	I implement my performance plan after being approval by the administration.					
PP8.	I carryout performance planning as continuous process throughout the academic year in this school.					

Part III: Performance monitoring (PM)in the USE schools in Jinja district

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
PM1.	I am comfortable with the administration's strong commitment to monitoring my individual performance in this school.					
PM2	The administration employs a user friendly performance monitoring system to monitor my performance.					
PM3.	The school administration commonly uses lesson supervision practice to monitor my performance.					
PM4.	I comfortable with being supervised while I am teaching.					
PM5.	I am comfortable with the administration monitoring my utilization of teaching and learning materials during the teaching process.					
PM6.	I am comfortable with my supervisor to regularly appraise my performance.					
PM7.	My supervisor objectively monitors performance in reference to the set targets and goals.					
PM8.	Monitoring performance helps me to focus more on the core teaching activities in this school					

Part IV: Performance Reviewing (PR) in the USE schools in Jinja district

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
PR1.	I receive regular opportunities from administration to review my performance.					
APR2.	My supervisor reviews my performance basing on set and agreed performance goals and targets.					
PR3.	I am comfortable with the reward systems for good teacher's performance in this school.					
PR4.	During the performance reviews meeting, my supervisors and I come up with action plans to bridge the performance gaps.					
PR5.	The feedback I receive from my head of departments about my performance is constructive.					
PR6.	Feedback on my performance is usually timely.					
PR7.	I use the feedback on my performance make improvements in my work.					
PR8.	I implement the recommendations from performance reviews.					

SECTION C

TEACHER'S PERFORMANCE

Part V: Teacher performance (TP) in the USE schools in Jinja district

No	Statement	SA	A	N	D	SD
		5	4	3	2	1
TP1.	I find the use of learner-based methods of teaching more friendly.					
TP2.	I demonstrate curriculum knowledge mastery during lesson.					
TP3.	I always cover the Syllabus completely every academic year.					
TP4.	It is quite easy for me to control learners during lessons.					
TP5.	I mark and assess learners' books after the end of my lessons.					
TP6.	I appropriately prepare for all my lessons prior to teaching.					
TP7.	I use appropriate and sufficient instructional materials during my lessons.					
TP8.	I attend and teach all my lessons as time tabled.					
TP9.	I give feedback on students' assignments and tests promptly.					

Thank you very much for your time and responses

Appendix II: Sample Size Determination Table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	280	1000000	384

Source: Krejcie Morgan, (1970)

Appendix IV: Introductory Letter to the Field

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FACULTY OF EDUCATION
Department of Educational Planning and Management

Date: 31st August 2020

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: NYENDE DIANA, REG. NO. 18/U/GMED/19723/PD

This is to certify that **NYENDE DIANA, REG. NO. 18/U/GMED/19723/PD** is a student in our department pursuing a Master of Education in Policy Planning and Management. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic titled:

"Performance management practices and teachers' performance in the Universal Secondary Education Schools in Jinja 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.

Dr. George Wilson Kasule
HEAD OF DEPARTMENT

FACULTY OF EDUCATION
HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.