

**PERFORMANCE MANAGEMENT PRACTICES AND TEACHER PERFORMANCE
IN SELECTED PRIVATE SECONDARY SCHOOLS IN KAMPALA DISTRICT,
UGANDA.**

BY

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DECLARATION

I, Khalayi Rose Kundu, do declare that this work is my original work and has never been presented before for examination in any University.

Signed.....*Khalayi*.....

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APPROVAL


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DEDICATION

To my dear husband, Peter Mugabi and children, Royal Emmanuel Mawejje, Precious Esther Tendo, Priscillah Evelyn Kirabo and Rehoboth Aquilla Earnest Kisakye.

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Thanks are due to the Almighty God for the strength, wisdom and favor.

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ABSTRACT

The research was intended to determine the effect of Performance Management Practices on work performance of teachers in selected private secondary schools in Kampala district.

Two theories and one View were explored and used to operationalize the study. First, there was focus on Goal Setting Theory which emphasized decision rights. Secondly, there was the Agency Theory which determined the optimal incentive and performance contracts. This Theory also provided an economic explanation for the impact of Performance Management practices on performance. Then there was the Resource Based View (RBV) which provided the behavioral aspect of resources such as knowledge, skills, information and technology on performance. With the liberalization of education in Uganda, many privately owned secondary schools have been opened up. It is evident that there has not been any serious study to establish the extent to which these private secondary schools are implementing Performance Management Practices to enhance teacher performance. There was therefore need to carry out a study in this area. The study was a cross sectional survey with a sample of 310 teachers, randomly selected; 10 Heads of secondary schools, 10 Deputies, 10 Directors of Studies who were purposively selected. Tools that were used in collection of data were questionnaires and interview guides which were very instrumental during data collection. In addition, SPSS was used for data analysis. Results from the study showed that many private secondary schools in Kampala district do not adhere to Performance Management Practices like decision rights, incentives, performance contracts, organization resources and performance measurement which, in turn, affects performance and service of teachers in these schools. The researcher therefore recommended that the government, should give policy guidelines regarding teachers' remuneration, in private secondary schools; and teachers

should be given adequate housing, medical and transport allowances. In addition, teachers should be given contracts with letters of appointment, setting out clear terms of employment. Teachers should be involved in decisions made in the school if they have to perform to what is expected of them.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study was carried out to investigate the level to which private secondary schools in Uganda in general and Kampala in particular implement Performance Management Practices. The study also investigated how these Practices affect work Performance of teachers as employees in these private secondary schools in Kampala district.

This chapter presents the background to the study, the concept of performance, the statement of the problem, the purpose of the study, the study objectives, research questions, and significance of the study, justification and scope of the study.

1.2 Background to the study

1.2.1 Key concepts in the study

In this study the key concepts in the study are Performance Management Practices and performance. **Performance Management Practices** refer to decision rights, incentives, performance contracts, organization resources and performance measurement. By definition, Decision rights is the identification of who is authorized to make what range of decisions at one's work place; incentives refer to any factor, financial or non financial, that enables or motivates a particular course of action; performance contracts deal with the agreement about employee's performance goals, organization resources are any physical or virtual entity of limited availability which help to produce goods, whereas performance measurement is the process whereby an organization establishes the parameters within which programmes, investments and acquisitions are reaching the desired results.

Performance in this context therefore is the accomplishment of a given task measured against preset standards of accuracy. In this case, we are concerned with performance indicators. By performance indicators we refer to efficiency and effectiveness in teaching, innovation and high morale.

1.2.2 The Concept of performance

While the use of the word 'performance' has been common in the world of Business and service delivery for a long time, the use of this concept in education and the private sector, started relatively late. According to Marobela (2008), it was in the 1970s, when the concept was adopted by the Public Sector in the United States of America to help improve spending and services delivery of public organizations.

The same concept of performance was adopted by United Kingdom and Germany in the 1980's when they realized that the Public Sector was too big, inefficient and wasteful (Shaw, 1991).

Then International Money Lending Agencies (World Bank and International Monetary Fund) started using the term 'performance' in Africa at the end of 1980s in response to the growing economic crisis and balance of payments problems encountered by many African countries. The World Bank and International Monetary Fund instituted what they called 'Performance Standards'. These would be used to monitor the use of borrowed monies and the performance of the public sector in these countries. Performance involved the trimming of the public sectors, recruitment and training of an efficient work force and providing efficient public service (World Bank Report 1996). This was eventually named 'Performance Management, meaning that it is the activities that ensure that goals are consistently being met in an effective and efficient manner. Daniels, Aubrey (2004).

1.2.3 Concept of teacher performance

Generally speaking, the performance of a teacher is assessed in terms of teacher efficacy and teacher use of time in teaching and on teacher discipline. In the context of this research the following were identified as indicators of teacher performance; efficiency and effectiveness, accuracy, quality of work, innovation and morale.

Performance of a service in a public organization refers to improving economic efficiency and public accountability which applies to modern human resource policies so as to have a motivated work force that delivers services efficiently (de Waal, 2007). This has helped in improving quality service delivery in the public service sector in many countries.

According to (Mitala, 2006), the Government of Uganda started using the concept of Performance as late as 1991 when it began Public Service Reforms. In order to improve service delivery of Public Service, in 1989 Government appointed a Public Service Review and Reorganization Commission (PSRRC) to examine the Public Service and make appropriate recommendations to Government. In 1991 the Commission recommended right sizing of the entire Public Service, which entailed restructuring and reorganization of the public service, pay reforms and capacity building. Other recommendations were; Review of performance against pre-determined targets; holding of public organizations and public officers accountable for their performance through specific performance indicators.

Currently Performance Management Standards are being used to enhance efficiency and effectiveness of the Public Service. This has led to the rationalization and redefinition of the role of the Public Service institutions in service delivery.

In performance management, both public and private service institutions are expected to offer value for money. They are also expected to be transparent in all their activities and should be fair to employees and clients. Performance Management urges institutions to become competitive, customer-focused and mindful of shareholders' interests while demonstrating profitability. It is also expected to increase efficiency and flexibility as it improves worker incentives (Marobela, 2008; de Wall 2007; Verbeeten 2007, Shaw, World Bank Report 1991).

Various models thought to bring success to employee performance have been widely documented. For example, there is the Goal Setting Theory which assumes that there is a direct relationship between the definition of specific and measurable goals and performance. The premise is that if managers know what they want, they are likely to be motivated and exert more effort, which increases performance (Locke, and Latham, 2002).

An alternative view to the Goal Setting Theory is the Agency Theory which asserts that a relationship exists when one or more individuals called principals, employee (agents) in order to delegate responsibilities to them (Bainman, 1990 in Smith and Hitt, 2007). The rights and responsibilities of the principals and agents are specified in their mutually agreed-upon employment relationship. Individuals are presumed to have preferences for increases in wealth and increases in leisure and they will withhold effort unless it somehow contributes to their own economic well being (Smith and Hitt, 2007). The question is whether there is a relationship between decision rights, incentives, performance contracts and employee performance.

An alternative to the Agency Theory is the Resource Based View (RBV). This is a model of understanding strategic organization resources that can enhance employee performance. Key

resources have been identified as intangible assets and tangible resources such as skills and knowledge, technology and information. The issue arising here is whether resources in a form of capabilities affect employee performance in Private secondary schools in Uganda.

1.2.4 Management practices

Management practices refer to strategies used by an organization to increase the performance of her human resource. Modern human resource management practices include; giving employees attractive incentives and work contracts, providing employees with adequate quality resources and involving them in making important decisions (World Bank Report 1996). These human resource management practices are used by organizations to increase efficiency and effectiveness of workers so as to offer quality services in a transparent and fair manner to employees and clients. In this way, organizations become competitive and customer -focused (Marobela, 2008).

Human resource management practice was initiated in order to address the need for change in work methods and emphasize performance improvement in rapidly changing conditions in the world today. (Mitala 2006).

1.2.5 Performance management

Performance Management is an emerging trend in assessing the performance of institutions and employees. Performance Management applies modern human resource policies like recruitment of quality employees, motivating employees through attractive incentives, training and developing employees to perform; setting performance goals, standards and measures of performance (World Bank Report 1996).

Some countries in Africa are already using these new Performance Management Procedures (World Bank, 1993, Ayeni, 2001 in Marobela, 2008). In Botswana, for instance, Performance Management was adopted over three decades ago (Marobela, 2008). The aim was to modernize and enhance efficiency in public service. A government report (Republic of Botswana, 2000a, b) identified three important aspects which are now being implemented, namely: human resources development, the computerization of personnel management system and commercialization of government activities.

According to Kobia, and Mohammed. (2006), in Kenya, Performance Management was started way back in 1993 with the aim of improving service delivery. This has included performance contracting in government corporations and ministries. Performance contracting is part of the management strategy aimed at improving efficiency and effectiveness in the management of public affairs.

In Uganda, according to (Mitala 2006), Performance Management was introduced in 1991. It was Results Oriented Management (ROM) designed to address change in work methods, emphasize performance improvement, link inputs to outputs, review performance against pre-determined targets, hold public organizations as well as Public officers accountable for their performance through performance agreements.

Performance Management in Uganda started with the Structural Adjustment Programmes (SAPs) which were designed by two International Creditor Agencies, the World Bank and International Monetary Fund in the 1980s. The purpose was to improve service delivery of both public and private sector institutions in the countries that were receiving financial aid from World Bank and IMF (Marobela, 2008). This modern way of looking at performance,

has become a common phenomenon around the globe (Kobia and Mohammed, 2006). A number of institutions both public and private have adopted this performance strategy.

As a result of the policy of liberalization of the economy and some social services in Uganda, a number of private education institutions were started from 1990s at all levels, Nursery, primary, secondary, technical, tertiary and University. These institutions are offering a very important public social service (education) through the private sector.

The 1987 Education Policy Review Commission (EPRC) recommended that the private sector should be allowed to play a more active role in the provision of education. The recommendations were adopted in the 1992 Government White Paper on Education. This eventually led to the liberalization of education policy in early 1990s.

As already noted, allowing the private sector to actively participate in education led to a proliferation of private education institutions at all levels of education. These institutions offer a public service (education) with the aim of getting profits as well as providing a social service. While this has increased the number of people who can access education, it has also affected the quality of education being offered. These education institutions, ideally should offer this service efficiently if they are to sustain themselves in the business of education. This requires use of modern Performance Management practices like the business organizations, elsewhere referred to earlier.

Available studies show that Performance Management Practices are being used in public organizations like Kampala City Council, Ministry of Education and sports, Makerere University and Law Development Centre. No studies of this type have been done in private education institutions.

There are challenges in implementing Performance Management Practices in Uganda. Weriche, (2002), and Namutebi, (2000), indicate poor salaries, low allowances, job insecurity and absence of physical resources as some of the major hindrances to employee performance.

1.3 Statement of the problem

With the liberalization of education in Uganda from mid 1990s many private education institutions especially secondary schools, have been opened up. This rapid expansion naturally has had an impact on the quality of education including management of schools. To some extent Performance Management Practices are being implemented in government aided schools.

The implementation of these practices enhances teacher Performance and service delivery. But the lack of implementation of these practices also compromises teacher Performance and service delivery, which affects the proprietors and the students they teach. The researcher therefore found it necessary to embark on the study of performance management practices in selected private secondary schools in Uganda.

1.4 Purpose

The purpose of the study was to establish whether Performance Management practices were being implemented and if so, to establish their effect on teacher performance in private secondary schools in Kampala district, Uganda.

1.5 Objectives of the study

The study was guided by the following objectives:

To establish the extent to which performance management practices exist in private secondary schools in Kampala.

To find out to what extent these practices are implemented in private secondary schools in Kampala.

To find out the impact of these performance management practices on teacher performance in private secondary schools in Kampala.

1.6 Research questions

The study sought to answer the following research questions:

To what extent do performance management practices exist in private secondary schools?

To what extent are performance management practices implemented in private secondary schools?

What is the impact of performance Management practices to teacher performance?

1.7 Significance of the study

The results of this study might be used to enhance teacher performance in private education institutions such as primary, secondary schools and tertiary institutions.

The government, Educational planners, Policy makers and managers might use the findings of this study to improve the work environment which will in turn boost employee morale and performance.

Employees would be able to perform better once given equitable incentives, decision rights and adequate resources.

Operators of these secondary schools might use the findings to enrich the work environment of their employees.

The students within these schools might benefit from high morale of teachers, innovation and general efficiency.

The study will contribute to literature for use by future researchers and may form a basis for further studies in the area of Performance Management.

1.8 Scope of the study

1.8.1 Geographical scope

The study was carried out in ten selected private secondary schools in Kampala district. Many private schools have been started in Kampala in the last decade or so and they educate a good number of students in the district. Besides, they also employ a large percentage of teachers and other types of employees.

The reason for choosing Kampala was because being an urban centre it relates very well to the research topic and research objectives.

1.8.2 Content scope

The study examined whether private secondary schools are implementing work Performance Management practices and the effects on the performance of teachers in these institutions in Kampala district.

The research was carried out from June 2010 to December 2010.

1.9 Conceptual framework

The conceptual framework explains how Performance Management practices like decision rights, incentives, performance contracts, resources and performance measurement as independent variables influence employee performance (Dependent variable) which is seen through quantity of work, efficiency, accuracy, quality of work, Excellency, innovation and morale in private secondary schools. However, the intervening variable such as teacher perspective, attitude may affect employee performance.

The result of the interaction between the two variables will be high morale from the teachers and good service delivery.

Fig 1: Constructed conceptual Framework

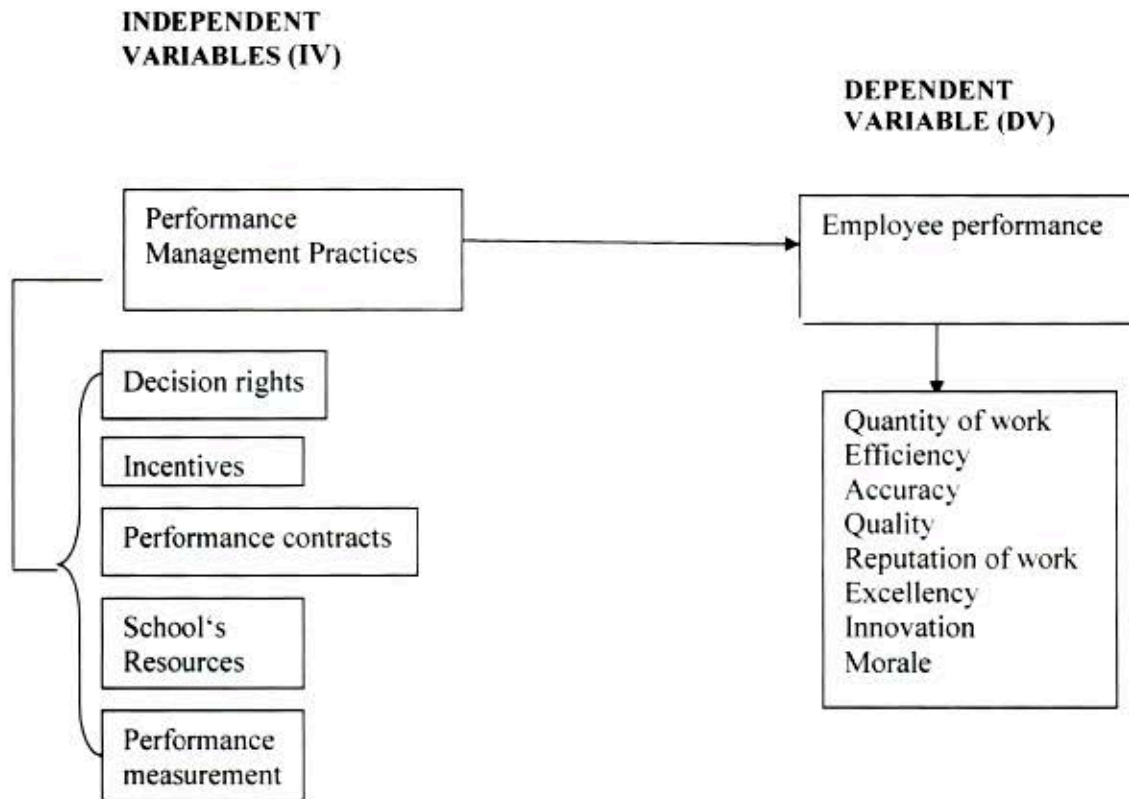


Figure 1: Performance Management practices in Private Schools and employee performance

Source: Adapted from (a) Locke and Latham, (2002) goal setting theory; (b) Bainman, (1990) agent theory; (c) (Barney, 1991) Resource Based View (RBV); (d) de Waal, (2004)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the related literature on: Performance Management Theory, Goal Setting Theory, Agency Theory, Resource Based View Theory, and Performance Management practices such as incentives practice, performance contracts practice, and Performance Measurement practice. The review was handled from two angles, Performance Management Theories and Performance Management practices.

2.1 Theoretical review and conceptual framework

2.1.1 Performance management theory

Around mid 1970s the International Monetary Fund (IMF) and the World Bank (WB) started exerting pressure on governments in developing countries, especially in the Sub-Saharan Africa, to shift to a market driven economy. This approach required modernization of accounting practices, and introduction of new management control, and information systems. Performance Management Concept is among the practices that emerged as a result of this turn of events (de Waal 2007).

Armstrong (2000) defines Performance Management as a strategic and integrated Process that delivers sustained success to public and private service institutions by improving the performance of people who work in them and by developing the capabilities of individuals and teams.

According to Moullin (2002) and de Bruijn (2001), the functions of Performance Management are:

To have more effective systems of financial accountability and greater transparency in the operation of institutions.

upgrading of employee skills , modernization of functional principles, procedures and systems; and,

development of a realistic remuneration policy based on performance.

Among other important components a Performance Management System should have are:

development of clear job descriptions;

selection of appropriate staff through an appropriate selection process;

negotiation of requirements and accomplishment-based performance standards,

Outcomes, and measures;

provision of effective orientation.

education and training;

provision of on-going coaching and feedback.

designing of effective compensation and recognition systems that reward people for their contributions;

provision of promotional/career development opportunities for staff

and assisting with exit interviews to understand why valued employees leave the organization

(Moullin, 2002, de Bruijn 2001).

2.1.2 Goal setting theory

De Waal (2007) observes that taking responsibility and owning up the outcome requires that organizational members are given the opportunity to influence their results favorably and

have the freedom to take action. This implies that employees should be authorized by their managers to independently and swiftly take action on problems.

Decision right permits involvement of organizational members in defining the right Key Performance Indicators (KPIs) for their responsibility areas. According to Armstrong (2006), employees are most likely expected to meet or exceed performance goals when they are empowered with authority to make decisions and solve problems related to the results for which they are accountable. The performance goals of an organization represent a shared responsibility among all its employees each of whom has a stake in the organization's success. A critical challenge for private and public schools alike is ensuring that this shared responsibility does not become an unfulfilled responsibility. Accountability helps organizations meet this challenge.

Underlying employment of teachers is management's view of its employees as an asset rather than a resource. The contributions of individuals and teams are a starting point for owning up the actions and results for which they are accountable. This raises the argument as to whether employees in the private secondary schools in Uganda have decision rights. This study is intended to answer this question.

Agency Theory

An Agency Theory relationship exists when one or more individuals (called principals) hire others (called agents) in order to delegate responsibilities to them (Baiman, 1990).

The rights and responsibilities of the principals and agents are specified in their mutually agreed-upon employment relationship. Agency Theory attempts to describe that relationship, using the metaphor of a contract.

Agency Theory assumes that individuals are fully rational and have well-defined preferences and beliefs that conform to the axioms of expected utility theory (Bonner and Sprinkle,

2002). Furthermore, each individual is presumed to be motivated solely by self-interest (Baiman 1990). This self-interest can be described as a utility function that contains two uses: wealth (monetary and non-monetary incentives) and leisure. Incentives are extrinsic motivators where, pay, bonuses or career perspectives and other non-monetary incentives are linked to performance by individuals (Bonner et al., 2000).

Individuals are presumed to have preferences for increases in wealth and increases in leisure. Agency Theory therefore assumes that individuals will shirk (i.e. exert no effort) on a task unless it somehow contributes to their own economic well-being (Bonner and Sprinkle, 2002). Incentives that are not contingent on performance generally do not satisfy this criterion. Thus, Agency Theory suggests that incentives play a fundamental role in motivation and the control of performance because individuals have utility for increases in wealth (Bonner and Sprinkle, 2002). However, there are no known studies conducted on the role of performance contracts and incentives on employee performance in private schools in Uganda.

Resource Based View

The Resource-Based View (RBV) advanced by Barney, (1991), is a view that explains competitive advantage and superior performance of institutions. In this regard key resources have been identified as intangible assets such as client trust and relationships as well as capabilities such as skills and knowledge (Priem, Butler, 2001).

The Resource-Based View (RBV) contends that the possession and identification of key resources embodying these essential features, along with their effective development and deployment, allows the institution to achieve and sustain competitive advantage. The competitive advantage gained by these key intangible assets and capabilities is then reflected

in superior performance of the owners of the institution, with superior performance, usually measured in financial terms such as higher profits and increased client shares (Barney, (1991). So there is need for empirical evidence about the role of resources in teacher performance in private schools in Uganda.

Performance Management Practices

Performance Management Practices have three key elements, namely:

Incentives practice

Incentives are the total rewards given to an employee in return for the services he or she gives an employer (Ivancevich, (2004). Armstrong (2006) defines rewards as all types of payments direct and indirect, or intrinsic as well as extrinsic in nature. Armstrong continues to explain every aspect of the reward namely; basic pay, contingency pay, employee benefits and non financial rewards which include intrinsic rewards from the work itself. These are linked together and treated together as an integrated and coherent whole. Total reward combines the impact of both the transactional rewards (pay benefits) and relational rewards (intangible rewards concerned with learning and development and the work experience) (Armstrong 2006). Total rewards are all the employers' available tools that may be used to attract, retain, motivate and satisfy employees. The study seeks to establish whether the incentives given to employees in private schools affect employees' performance.

Performance Contracts practice

Performance Contracts are agreements between two parties that clearly specify their mutual performance obligations. Kobia and Mohammed (2006), argue that performance contracting is useful in articulating clearer definitions of objectives and supporting new management monitoring and control methods, while at the same time leaving day-to-day activities to the

managers themselves. Performance contracting organizes and defines tasks so that Management can perform them systematically, purposefully and with reasonable probability of achievement (Kobia and Mohammed 2006). Performance Contracts are based on the premise that what gets measured gets done; if you cannot see and measure success, you cannot reward it; if you cannot recognize failure, you cannot correct it and if you can demonstrate results, you can win clients support. Therefore there is need to examine the effect of performance contracts in Private secondary schools in Uganda.

Performance Measurement practice

Schmitz and Platts, (2004) observe that every organization needs a clear and cohesive performance measurement framework that is understood by all levels of the organization and which supports objectives and the collection of results. All high-performance organizations whether public or private are, and must be, interested in developing and deploying effective performance measurement and performance management systems. It is through such systems that these education institutions can remain high-performance organizations. Armstrong (2001), observes that to improve performance, managers need to know what current performance is in the organization. Measurement provides the basis for providing and generating feedback. This can build the platform for further success or identification of where things are going less well so that corrective action can be taken.

However, every effort should be made to ensure that appropriate performance measures are used to measure the right things, otherwise expected benefits may not be realized (Amaratunga and Baldry, 2002). On the other hand, using too many measures may be misleading. Individual and team performance should be capable of being linked in an understandable manner to organizational performance, and there are various approaches to

this. They include the 'balanced scorecard', a set of measures that look at service delivery from the customer care view point such as customer satisfaction, employee satisfaction, and impact on society. It is important to establish the effect of performance measures in private secondary schools in Uganda.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the following: study design that was used, target population, sampling design, sampling technique, data collection procedure and instruments, pre-testing the instruments, validity of the questionnaire, reliability of the questionnaire, data analysis.

3.1 Study design

The study was a correlational survey design that employed both quantitative and qualitative methods. Quantitative research methods were used because they enable a structured statistical measurement of variables. Qualitative methods were used so as to collect in-depth information on the research variables. Besides, this enabled triangulation of the data collected which increased its validity. Data was collected using questionnaires and interview guides. Quantitative data was statistically analyzed by means of variables and correlation coefficients. A multiple-regression analysis was run to determine overall strength or predictive power of the contribution of the Performance Management practices to teacher performance. Qualitative data obtained from interviews with the schools' Top Management and employees was classified and coded into themes. Relations, commonalities and differences in data were established, using the pragmatic content analysis.

3.2 Study population

The study population consisted of respondents from the five Divisions of Kampala district. The total number of schools in all the five divisions was 137. Out of the 137 schools within Kampala the researcher went ahead and purposively selected 43 schools located within Kampala. The sample size got consisted of 310 teachers randomly selected from the 43 schools.

This was because they contained a wealth of knowledge the researcher needed to meet her research objectives.

Two private secondary schools from each Division were targeted. The schools that were targeted from each division are shown below.

Table 1: Selected Private Secondary Schools from Each division

Division	Schools
Nakawa	Bishop Cipriano Kihangire Secondary school Luzira Lake Side Secondary school
Kawempe	Mbogo High school Mbogo college school
Central	Kampala secondary school Lohana High school
Rubaga	Rubaga girls Secondary school Nakasero secondary school
Makindye	Royal college Makindye secondary school
Total	10

The following categories of respondents were selected from each school. Top Management consisted of all the 10 Directors of Studies, 10 Head teachers and 10 Deputies. Teaching staff were made of 310 teachers.

The representative Sample size was got using Krejcie and Morgan table (Krejcie, R.V., and Morgan, D. W.(1970); Determining sample size for research activities.

3.3 Sampling techniques

3.3.1 Sampling questionnaire respondents

The sample included a cross section of respondents so as to make the findings more generalizable. A number of sampling techniques were used to select the final sample in order to have a representative sample. This strategy enabled the researcher to select a more representative sample in a cost effective way. stratified sampling was used to select the specific schools from which respondents were selected. Random sampling was finally used to select the individual respondents.

Sampling Interview Respondents

Key informants were selected. These respondents included Head teachers, Deputy Heads and Directors of studies. They were selected purposively. The reason was that they had broad knowledge of the research problem and held important information that was relevant to the objectives of the study.

Table 2: summary of respondents

Category	Number	Data
Head teachers(1 X 10 schools)	10	Qualitative
Deputies(1 X 10 schools)	10	Qualitative
DOS (1 X 10 schools)	10	Qualitative
Teachers(31 X 10 schools)	310	Quantitative
Total	340	

As indicated in the table above, a total of 340 respondents were targeted. The total number of schools in all five divisions was 137. Out of these the researcher went ahead and purposively selected 43. 10 schools out of 43 privately owned secondary schools in Kampala were targeted and from these the sample size was got.

3.4 Data collection

Data was collected using both questionnaires and interview guides as described below:

3.4.1 Questionnaire

A questionnaire with both open ended and closed items was used to collect data. The questionnaire used a 5 point Likert scale format. This was used to collect data from teaching staff. The questionnaires were also used to ensure a wide coverage of the population in a short time. The questionnaire had closed and open-ended items. Closed questions allowed collection of specific data while open-ended statements gave respondents opportunity to freely express themselves. Use of a questionnaire also allowed the respondents some time to reflect on answers to avoid hasty and misleading responses.

The questionnaire had 5 sections.

Section A consisted of demographic data on gender, age, and education, work experience in schools, marital status, nationality and religious background.

Section B collected information on decision rights. Respondents responded on a scale for which 1 was equal to 'strongly disagree' and 5 was equal to 'strongly agree.' In the questionnaire, respondents had been given 6 areas to indicate the amount of influence the school gave them.

Section C collected information on incentives. Respondents rated the level of satisfaction with performance compensation and incentives used by the school. They used a scale for which 1 was equal to 'completely dissatisfied' and 5 was equal to 'very satisfied' with the rewards. In the questionnaire, respondents were given 7 areas to indicate rewards and incentives used.

Section D collected information on performance contracts. Respondents showed the extent to which their performance contracts were clearly spelt out by responding on a 5 point Likert scale for which 1 was equal to 'completely disagree' and 5 was equal to 'completely agree.' In the questionnaire, respondents were given 7 areas of contract clarification.

Section E collected information on school resources, knowledge and skills. Respondents rated the adequacy of school resources, knowledge and skills on a 5 point Likert scale for which 1 was equal to 'Strongly disagree' and 5 was equal to 'strongly agree.' In the questionnaire, respondents were given 7 areas of resources, knowledge and skills to evaluate.

Section F collected information on performance measurement. Respondents indicated on a 5 point Likert scale for which 1 was equal to 'I entirely disagree' and 5 was equal to 'I entirely agree.' In the questionnaire, respondents were given 8 areas for performance measurement.

3.4.2 Interview guides

Interview guides were used to collect in-depth information from key informants. A semi-structured interview was used, because the study wanted to obtain respondents' real opinions on the research problem. The interview questions were focused on the major themes of the study. Interviews also gave an opportunity to the researcher to probe and obtain detailed information on the research questions. In addition, interviews were used to help the researcher to triangulate information that was collected by questionnaires and thus gave validity to the data collected. During the interview, respondents spoke while the researcher recorded the responses.

Pilot Study and pre-testing instruments

The study helped the researcher to establish validity of the research instruments and to eliminate questions that had been mistakenly repeated.

This involved pre-testing the instruments. The pilot sample was picked from each category of respondents. This was carried on 35 teachers of Kyambogo college school. According to Amin (2005), a pilot sample is done in order to identify any ambiguities, misunderstanding or inadequacies. Pilot data was also used to test the psychometric properties of the instruments.

3.5 Validity of the questionnaire and interview guides

Validity refers to the extent to which an instrument measures what it sets out to measure (Arya et al. (2002) and to show the content validity of an instrument (Davillis 2003). Subjects are less likely to complete and return questionnaires perceived to be inappropriate. Therefore, the instrument should have face validity, simple wording and clarity. Besides, the instrument should be easy to complete and the total time to complete it should be reasonable.

Before the pilot study, a panel of three experts from the Faculty of Education, Kyambogo University, evaluated the questionnaire for its content and face validity. The experts were selected, basing on their academic and practical managerial expertise in performance management. The experts included a Doctor of Management Studies, one Senior Lecturer in Educational Management and a Human Resource Management Consultant. Items they found ambiguous or the ones judged to be inappropriate were either eliminated or adjusted (Amin, 2005). The average Content Validity Index (CVI) was measured using the formula below.

Content validity index (CVI) = $\frac{\text{Number of items declared valid}}{\text{Total number of items}}$

Total number of items

The content and face validity of the instrument should be greater than or equal to 0.7 in order for the instrument to be accepted as valid (Amin 2005). Validity in this case was found to be 0.96

Table 3: Rating of the validity of questionnaires

	Item relevant	Item not relevant	Total
Judge 1	24	2	26
Judge 2	26	0	26
Judge 3	25	1	26
Total	75	3	78

$$CVI = \frac{75}{78} = 0.96$$

78

Table 4: Rating of the validity of interview guide

	Item valid	Item not valid	Total
Judge 1	7	1	8
Judge 2	6	2	8
Total	13	3	16

$$CVI = \frac{13}{16} = 0.8$$

16

Consequent upon the above calculations, the instruments were considered valid because, the value of cvi of 0.96 and 0.8 were above 0.7. The guides were taken as valid if they had an average inter-ratter validity greater than 0.7 (Amin, 2005).

3.5.1 Reliability of the questionnaire

When an instrument is reliable, it yields consistent responses because it is interpreted well. If the desired variable is not measured reliably, the information obtained will not be correct and therefore will not be reliable. Pre-testing instruments were used to help in enhancing the reliability of the instruments. The Instruments were administered to 35 respondents before a pilot study. The data was entered in the computer and analyzed using the Statistical Package for Social Sciences which provides for a Cronbach alpha coefficient test of reliability.

The instruments are said to be reliable if results were at an alpha correlation coefficient of least 0.5 and above (Amin 2005). The interview schedules were also pre-tested to check for

reliability and clarity. The interview schedules were also rated by the experts using a similar rating scale like that of a questionnaire.

Procedure of data Collection

First step was to get a letter of introduction from Kyambogo University, Department of Educational Planning and Management. The researcher then developed the instruments which were then sharpened. Comments from the supervisors, experts and pilot study results were used to refine the instruments and had a fine copy, with appropriate language, recommended validity and reliability. The researcher then selected three research assistants. These were university graduates with a research background. They were trained for one day after which they were ready to enter the field. She proceeded to request for permission from each participating school to collect data. The Research Assistants helped with the distribution and collection of the questionnaires. Respondents were requested to fill in the questionnaires truthfully. In addition, the research assistants urged the respondents to complete the questionnaires honestly. Respondents were also advised not to indicate their names. The Research Assistants finally reassured the respondents about the confidential treatment of the information given and that all data gathered was to be used for study purposes only. In the case of interviews, respondents were met in their work places and interviewed either during lunch breaks or after office hours.

3.6 Data analysis

Data analysis is the process of summarizing, presenting, analyzing and interpreting data to get information that can be used to answer research questions. The instruments which had been responded to were collected. Both quantitative and qualitative methods were used to analyze data.

3.6.1 Quantitative data analysis

Quantitative data in the form of Likert scale responses were analyzed by descriptive and inferential statistics. Data were coded, scored and entered into the Statistical Package for Social Sciences. Then descriptive statistics such as frequency tables, means and standard deviations was done. The scores of the dependent variable – employee performance, were correlated against those of the independent variables – decision rights, incentives, performance contracts and organization resources. A multiple-regression test was carried out to determine the overall strength or predictive power of the contribution of Performance Management practices to employee performance in private schools.

Qualitative Data analysis

Qualitative data obtained from the questionnaires and interviews was analyzed using the Pragmatic Content Analysis (PCA). When using Pragmatic Content Analysis; concepts are classified according to their probable causes and effects. The technique therefore examines the intensity with which certain words are used. Why something is said could be used to understand people's perceptions and beliefs. In order to use this method therefore, responses from the interview with participants was classified and recorded on a data matrix table according to frequency as an idea or a concept appeared. The frequency of concepts emphasized the measure of direction or bias in data interpretation.

CHAPTER FOUR

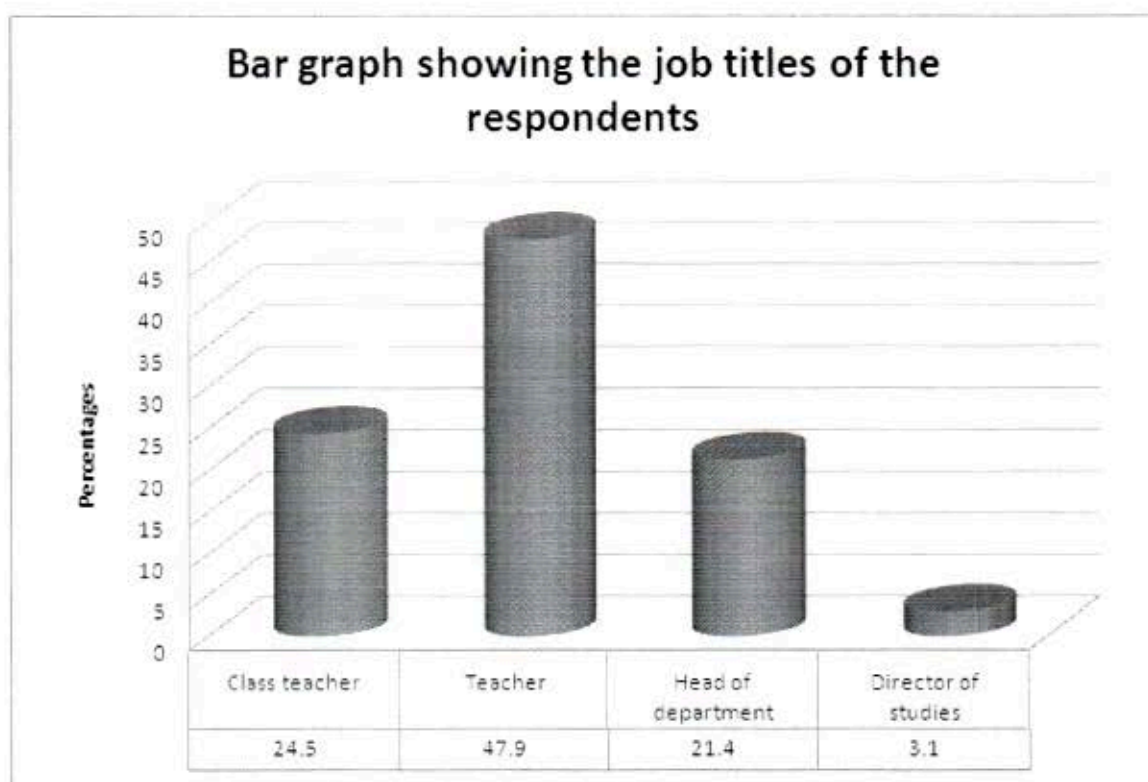
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Presentation of the data

In this chapter, the research findings are presented, analyzed and interpreted.

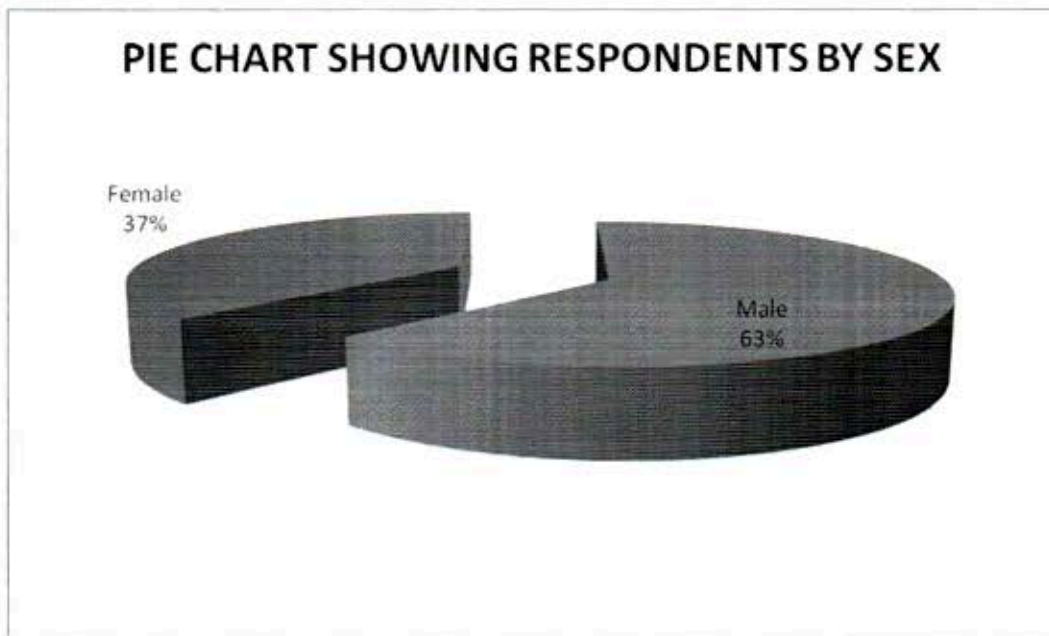
4.0.1 Demographic data

Figure 2



The above figure shows that most (47%) of the staff who filled the questionnaire were teachers, (24.5%) of them were class teachers and (21.4%) of them were Heads of department.

Figure 3



Of all the staff who filled the questionnaires, (63%) of them were male and 37% were female.

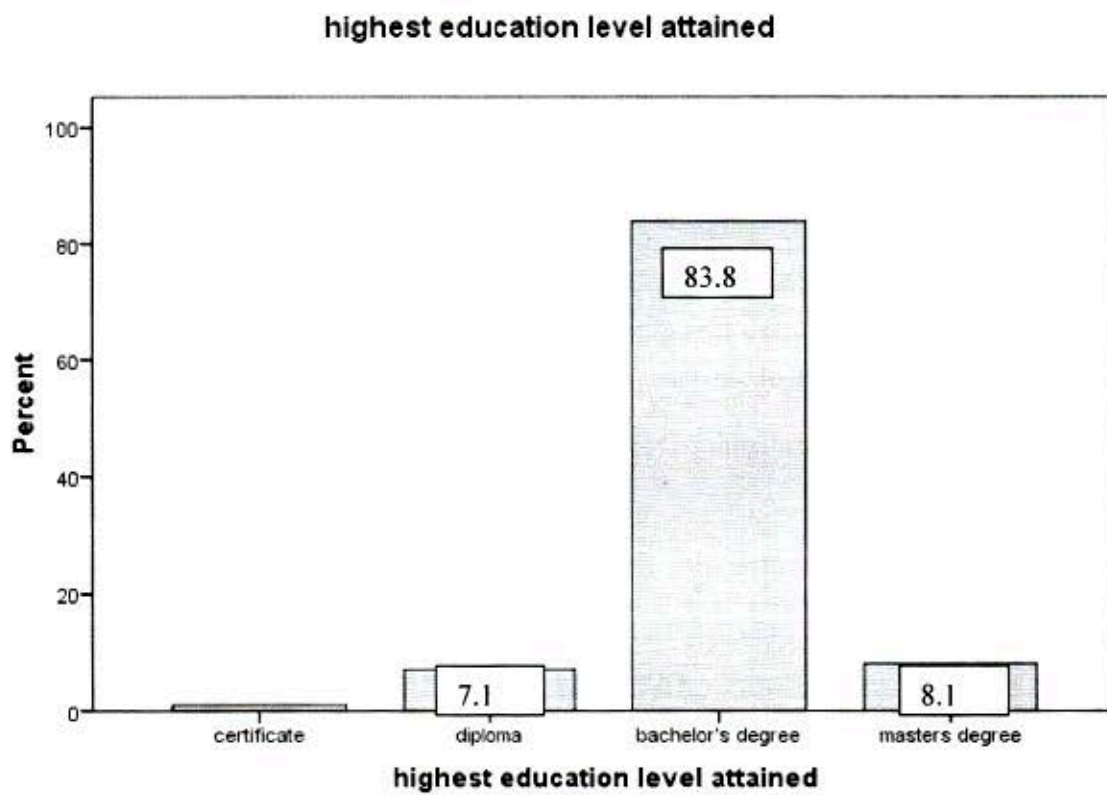
Age bracket of the respondents

Table 5: Showing respondents Ages

	Frequency	Percent	Cumulative Percent
25 years and below	21	21.2	21.2
26 - 30 years	41	41.4	62.6
31 - 35 years	22	22.2	84.8
36 - 40 years	9	9.1	93.9
41 - 45 years	6	6.1	100.0
Total	99	100.0	

As can be seen from the above table, (84.8%) of the respondents were aged below 36 years with the highest percentage of 41.4% falling in the age range of (26-30) years, followed by (31-35) years. Only (6.1%) of them were aged between (41-45) years.

Figure 4 Education levels of teacher respondents

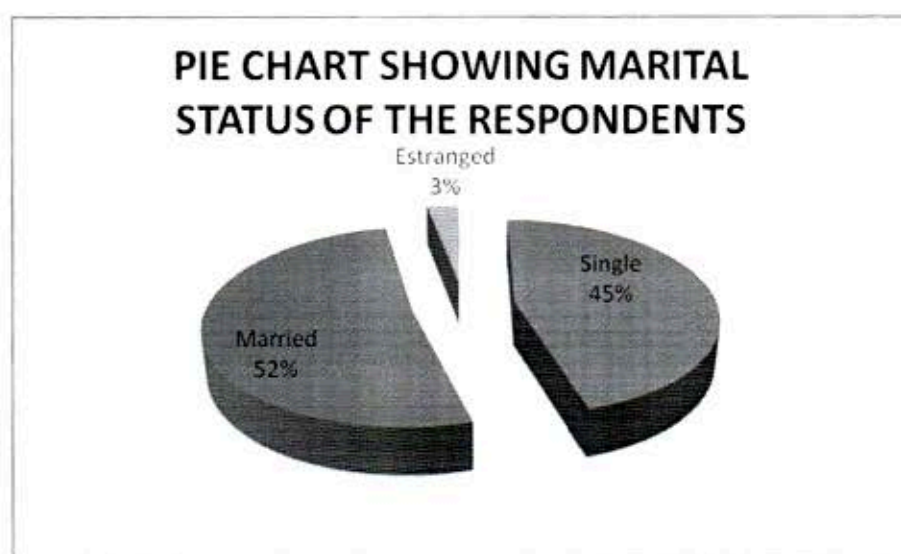


Majority (83.8%) of the staff were Bachelor degree holders, with a few (8.1%) having Master degrees.

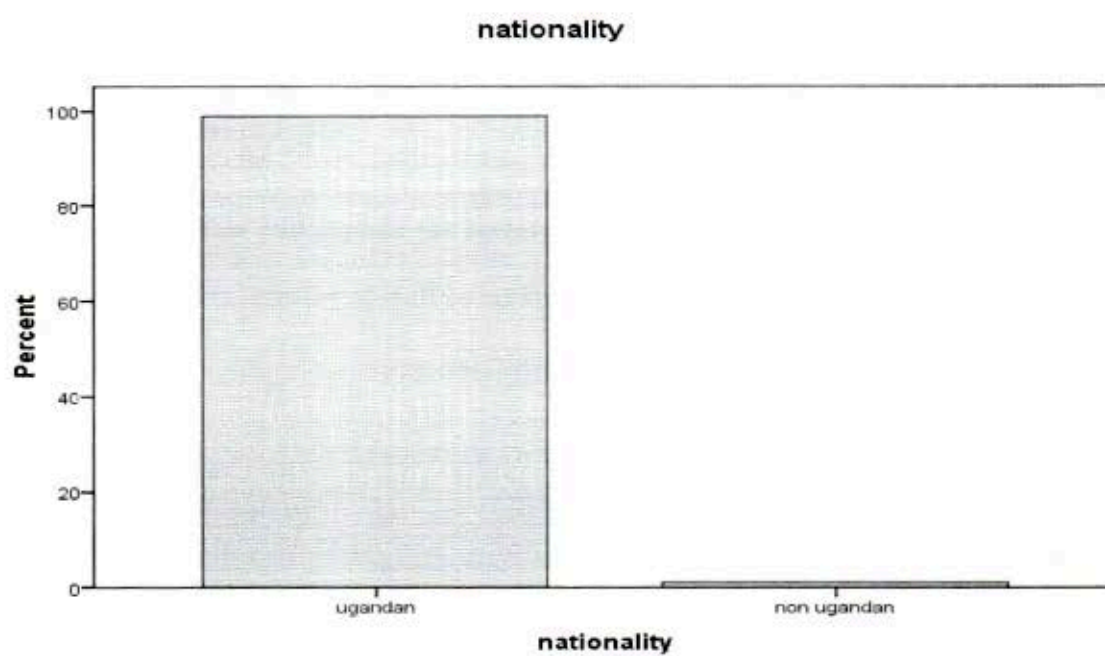
Table 6: Showing number of years teachers had worked in the schools

	Frequenc y	Percent	Cumulative Percent
less than 2 years	28	28.3	28.3
3 -5 years	32	32.3	60.6
6 - 10 years	29	29.3	89.9
11 -15 years	7	7.1	97.0
16 - 20 years	2	2.0	99.0
over 20 years	1	1.0	100.0
Total	99	100.0	

On number of years worked in schools, 32.3% of the teachers, had worked for 3-5 years, (29.3%) of them had worked for (6-10) years and (28.3%) of them had worked for (less than 2 years). Only (3%) of them had taught for over 16 years.

Figure 5

The above table shows that (51.5%) of the respondents were married, and (45.5%) of them were single.

Figure 6 Nationality of the respondents

On nationality, majority (99%) of the respondents were Ugandans.

Table 7: Showing religious affiliation

	Frequenc y	Percent	Cumulative Percent
protestant	34	34.7	34.7
roman catholic	32	32.7	67.3
Islam	10	10.2	77.6
others	22	22.4	100.0
Total	98	100.0	

Of all the staff who filled the questionnaires, (67.3%) of them were Christians (Catholics and Protestants). Only (10.2%) of them were Muslims.

4.0.2 Decision rights

The tables below show and explain the research findings on the objectives of the study.

Table 8 Showing involvement of staff in making strategic decisions in the school

	Frequency	Percent	Cumulative Percent
not involved	21	21.9	21.9
less involved	25	26.0	47.9
not sure	10	10.4	58.3
involved	32	33.3	91.7
strongly involved	8	8.3	100.0
Total	96	100.0	

The findings in the above table show that some staff were involved in making strategic decisions in school administration whereas some were not. Of all the staff who filled the questionnaire, (33.3%) of them reported that they were involved in strategic decision making, (26%) of them reported that they were less involved and (21.9%) of them reported that they were not involved at all. Generally speaking, the analysis shows that only (41.6%) of the staff were fully involved in strategic decision making in their schools. This percentage represents a relatively small group, implying that majority (58.4%) of the staff were not involved in strategic decision making in their respective schools.

Table 9 showing involvement of staff in making decisions regarding internal processes

	Frequency	Percent	Cumulative Percent
not involved	16	16.7	16.7
less involved	21	21.9	38.5
not sure	16	16.7	55.2
involved	35	36.5	91.7
strongly involved	8	8.3	100.0
Total	96	100.0	

On involvement of respondents in making decisions regarding internal processes, (36.5%) of the staff reported that they were involved in making decisions regarding internal processes, (21.9%) of them reported that they were less involved and (16.7%) of them reported that they were not involved at all. Thus the analysis indicated that only (44.8%) of the staff were well involved in making decisions regarding internal processes in the schools in this study. This percentage represents a relatively smaller percentage, implying that majority(56.2%) of the staff were not involved in making decisions regarding internal process in their respective schools.

Table 10 showing involvement of staff in decision making regarding organizational structures

	Frequency	Percent	Cumulative Percent
not involved	41	42.3	42.3
less involved	23	23.7	66.0
not sure	7	7.2	73.2
involved	20	20.6	93.8
strongly involved	6	6.2	100.0
Total	97	100.0	

As far as decision making regarding organizational structures was concerned, (42.3%) of the staff reported that they were not involved at all, (23.7%) of them reported that they were less involved and only (26.8%) of the staff were fully involved, representing the minority group. The implication is that majority of the staff were not involved in making decisions regarding organizational structures in their respective schools.

Table 11 showing staff belonging to any workers' representative committee

	Frequency	Percent	Cumulative Percent
not involved	35	36.8	36.8
less involved	8	8.4	45.3
not sure	6	6.3	51.6
involved	33	34.7	86.3
strongly involved	13	13.7	100.0
Total	95	100.0	

The results in the table on page 36 show that only (48.4%) of the staff belonged to workers' Representative Committees. Up to (36.8%) of them reported that they were not involved at all in any representative committee. The implication is that majority of the staff did not belong to Representative Committees in their respective schools.

Table 12 showing staff involvement in Decisions taken in the school

	Frequency	Percent	Cumulative Percent
not involved	24	26.1	26.1
less involved	15	16.3	42.4
not sure	12	13.0	55.4
involved	26	28.3	83.7
strongly involved	15	16.3	98.9
Total	92	100.0	

The results in the table above show that staff who were well involved in decision making were only (44.6%) i.e. those involved and those strongly involved, implying that the majority of the staff (55.4%) were either less involved or not involved at all in decision making. This has a negative connotation that the staff were not part of the school system.

The commonest additional comments from the open ended questionnaires made by the staff about decision rights were; existence of human rights abuses in private schools, improper decisions made due to few people involved in decisions making, crucial matters kept confidential and no rewarding of people for their efforts.

4.0.3 Incentives

Table 13 Showing whether staff members were satisfied with their monetary compensation

	Frequency	Percent	Cumulative Percent
very dissatisfied	11	11.3	11.3
less satisfied	50	51.5	62.9
not sure	6	6.2	69.1
satisfied	28	28.9	97.9
very satisfied	2	2.1	100.0
Total	97	100.0	

The findings in the table on page 37 show that only (31%) of the staff were satisfied with their monetary compensation, which percentage represents the minority group. Up to (51.5%) of them were less satisfied and (11.3%) of them were very dissatisfied.

Table 14 showing staff total compensation in line with my performance

	Frequency	Percent	Cumulative Percent
very dissatisfied	13	13.7	13.7
less satisfied	32	33.7	47.4
not sure	18	18.9	66.3
satisfied	29	30.5	96.8
very satisfied	3	3.2	100.0
Total	95	100.0	

The results in the above table show that only (33.7%) of the respondents were in agreement with the statement that their total compensations were in line with their performance. The rest of the staff (66.3%) were not contented with their compensations.

Table 15 Showing staff satisfaction with the housing facilities/allowance the school gives

	Frequency	Percent	Cumulative Percent
very dissatisfied	37	42.0	42.0
less satisfied	21	23.9	65.9
not sure	9	10.2	76.1
satisfied	16	18.2	94.3
very satisfied	5	5.7	100.0
Total	88	100.0	

As far as satisfaction with the housing facilities/allowances the school gives, was concerned, only (23.9%) of them reported that they were satisfied with the housing facilities the school gave. Thus the majority of the staff were not satisfied.

Table 16 Showing staff satisfaction with the medical facilities/allowance extended by the school

	Frequency	Percent	Cumulative Percent
very dissatisfied	41	46.6	46.6
less satisfied	25	28.4	75.0
not sure	6	6.8	81.8
satisfied	13	14.8	96.6
very satisfied	3	3.4	100.0
Total	88	100.0	

On satisfaction with the medical facilities/allowance extended to staff and their families by the school, only (18.2%) percent of the staff were in agreement with the statement that they were satisfied with the medical facilities/allowance extended to them and their families. This showed that the schools cared very little about the health of their staff.

Table 17 Showing staff satisfaction with the transport allowance given to them

	Frequency	Percent	Cumulative Percent
very dissatisfied	36	40.4	40.4
less satisfied	19	21.3	61.8
not sure	7	7.9	69.7
satisfied	23	25.8	95.5
very satisfied	4	4.5	100.0
Total	89	100.0	

As far as satisfaction with the transport allowances given to staff was concerned (30.3%) percent of the staff were in agreement with the statement that they were satisfied with the transport allowances given to them. This shows that majority (69.7%) of the staff footed greater percentage of their transport bills.

Table 18 Showing satisfaction with the total salary package given

	Frequency	Percent	Cumulative Percent
very dissatisfied	18	19.6	19.6
less satisfied	42	45.7	65.2
not sure	7	7.6	72.8
satisfied	22	23.9	96.7
very satisfied	3	3.3	100.0
Total	92	100.0	

On total salary package given to staff, only (27.2%) percent of the staff were in agreement with the statement that they were satisfied with the total salary package paid to them. This showed that the majority (72.8%) of the staff were not satisfied with their total salary package. This put their schools at risk of losing their staff should they get better paying jobs elsewhere.

Some of the additional comments made by the staff from the open ended questions on the questionnaire about incentives were that; pay increment should always be made to people who deserve it in accordance with the cost of living. They also complained that schools do not give transport, housing and medical allowances to staff and that the remunerations given were not satisfying and did not match their qualifications and the work load. Other complaints included late payments coupled with low pay offered by private schools yet the teachers had a lot of responsibilities.

4.0.4 Performance contracts

Table 19 Showing whether job requirements were clearly spelt out in the job contract

	Frequency	Percent	Cumulative Percent
completely disagree	19	20.7	20.7
do not agree	16	17.4	38.0
not sure	6	6.5	44.6
agree	42	45.7	90.2
completely agree	9	9.8	100.0
Total	92	100.0	

Most of the staff (45.7%) reported that their job requirements were spelt out in their job contracts as shown in the table 17 on page 40. 19.6% of them were very dissatisfied whereas 7.6% were not sure.

Table 20 Showing whether staff contract was written on paper and communicated to them.

	Frequenc y	Percent	Cumulative Percent
completely disagree	29	31.2	31.2
do not agree	23	24.7	55.9
not sure	8	8.6	64.5
agree	28	30.1	94.6
completely agree	5	5.4	100.0
Total	93	100.0	

Majority (55.9%) of the staff disagreed with the statement that their contracts were written on paper and communicated to them. However, (35.5%) of them were in agreement with the statement that their contracts were written on paper and communicated to them.

Table 21 Showing individual roles in the school and how they were related to the mission of their School

	Frequency	Percent	Cumulative Percent
completely disagree	14	15.7	15.7
do not agree	18	20.2	36.0
not sure	21	23.6	59.6
agree	24	27.0	86.5
completely agree	12	13.5	100.0
Total	89	100.0	

The analysis output of the findings in table 19 above shows that (40.5%) of the staff were in agreement with the statement that individual roles in the school were clearly related to the Mission of their Schools; but (36%) of them did not agree with the statement and (23.6%) of them were not sure. This distribution of the percentages shows that some of the staff were unaware of the missions of their Schools, or if they were, they did not aware of their roles as related to the mission of their Schools.

Table 22 Showing whether individual roles in the school had been documented very specifically and detailed

	Frequenc y	Percent	Cumulative Percent
completely disagree	13	13.8	13.8
do not agree	21	22.3	36.2
not sure	14	14.9	51.1
agree	36	38.3	89.4
completely agree	10	10.6	100.0
Total	94	100.0	

The findings in the above table show that almost half (48.9%) of the staff were in agreement with the statement that individual roles in the school had been documented very specifically in detail. However, a big proportion of them (36.2%) were in disagreement with the statement. Worst still some of them (14.9%) were not sure about these roles. This is a sign that a substantial number of the staff were not sure about what was expected of them in the school in terms of specific roles they were supposed to play.

Table 23 Showing the sum of job requirements to be achieved and whether they provided a complete picture of the results that should be achieved by the school

	Frequency	Percent	Cumulative Percent
completely disagree	10	10.6	10.6
do not agree	12	12.8	23.4
not sure	24	25.5	48.9
agree	44	46.8	95.7
completely agree	4	4.3	100.0
Total	94	100.0	

The majority (51.1%) of the staff were in agreement with the statement that the sum of job requirements to be achieved provided a complete picture of the results that were to be achieved by the school. Only (23.4%) of the staff disagreed with the statement.

Table 24 Showing whether performance contract enabled staff to perform better

	Frequency	Percent	Cumulative Percent
completely disagree	16	17.2	17.2
do not agree	12	12.9	30.1
not sure	15	16.1	46.2
agree	42	45.2	91.4
completely agree	8	8.6	100.0
Total	93	100.0	

In the table above it is shown that the majority (53.8%) of the staff were in agreement with the statement that their performance contracts enabled them to perform better. Only (30.1%) of them disagreed with the statement.

Table 25 Showing whether staff were happy with their performance contracts

	Frequency	Percent	Cumulative Percent
completely disagree	14	15.1	15.1
do not agree	19	20.4	35.5
not sure	15	16.1	51.6
agree	36	38.7	90.3
completely agree	9	9.7	100.0
Total	93	100.0	

From the findings in the above table, we can see that almost half (48.4%) of the staff were in agreement with the statement that they were happy with their performance contract. However, a relatively big proportion of the respondents (35.5%), were in disagreement with the statement. Up to (16.1%) of them were not sure about the term performance contracts. This was a sign that some of the staff were not sure about their performance contracts.

In addition to the above performance contract issues, staff reported through the additional notes on their questionnaires that they were not always given warning letters in the event of terminating their contract which was a very bad practice in private schools. People were always offered the jobs in the private schools without any contract documents and no specified salary was indicated. This then led to late payment of wages. To make matters

worse, there was no job security. For those who had job descriptions sometimes were required to do things that were not in their job descriptions. There was no staff appraisal in some Schools to find out whether performance standards were being met; sometimes even if rewards were promised by the school management, they were not honored. Communication was strictly one way, that is from top to bottom which was a sign that there was no consultative management in private schools. When appraisal of staff was done there was no feed back at all.

4.0.5 School resources

Table 26 Showing whether staff were enabled to acquire more knowledge and skills by the schools whenever necessary

	Frequency	Percent	Cumulative Percent
very inadequate resources	10	10.3	10.3
inadequate resources	12	12.4	22.7
not sure	14	14.4	37.1
adequate	41	42.3	79.4
very adequate	20	20.6	100.0
Total	97	100.0	

The analysis as per the table above shows that the majority (62.9%) of the staff reported that their schools had adequate resources to enable them acquire more knowledge and skills whenever needed. However, only (22.7%) of them reported that their schools had inadequate resources. The implication was that although different schools had different resource

capacities that could be availed to their staff, the majority of the schools in the study had enough resources.

Table 27 showing the availability of information technology that enabled staff to perform better

	Frequency	Percent	Cumulative Percent
very inadequate resources	14	14.9	14.9
inadequate resources	22	23.4	38.3
not sure	15	16.0	54.3
adequate	32	34.0	88.3
very adequate	11	11.7	100.0
Total	94	100.0	

On availability of information resources, (44.7%) of the staff reported that they had adequate IT resources which enabled them to perform better. However, only (38.3%) of the staff reported that there was inadequate IT resource availability which limited their abilities to perform better. Thus there was need to enhance the capabilities of such staff to enable them perform better.

Table 28 showing whether information was easily accessed by every authentic user in the school

	Frequency	Percent	Cumulative Percent
very inadequate resources	16	17.0	17.0
inadequate resources	14	14.9	31.9
not sure	22	23.4	55.3
adequate	30	31.9	87.2
very adequate	12	12.8	100.0
Total	94	100.0	

The information in the table above shows that (44.7%) of the staff reported that there was adequate information resources that could be easily accessed by every authentic user in the school. However, only (31.9%) of the staff reported that the information resources were not adequately available to be accessed by every authentic user in the school.

Table 29 Showing whether staff were always facilitated with the relevant information to enable them to do their work

	Frequency	Percent	Cumulative Percent
very inadequate resources	10	10.5	10.5
inadequate resources	15	15.8	26.3
not sure	8	8.4	34.7
adequate	47	49.5	84.2
very adequate	15	15.8	100.0
Total	95	100.0	

The data in the table above show that (65.3%) of the staff had adequate relevant information, meaning that they were always facilitated with relevant information to enable them do their

work. However, (26.3%) of them reported that they were not adequately facilitated with such relevant information to enable them do their work. This meant that some schools did not adequately facilitate their staff with the relevant information to enable them do their work.

Generally, commenting on the school resources, the staff reported that the resources were not evenly distributed and some private schools were still using old systems such as type writers, and very old text books with inadequate Information Technology (IT) resources. Those with computer labs had very small labs without up to date software.

The staff also reported that if their employers found them upgrading academically in most cases they would get fired immediately.

4.0.6 Work performance

Table 30 showing whether staff were able to produce the desired quantity of work because of incentives given by the school

	Frequency	Percent	Cumulative Percent
I entirely disagree	22	22.9	22.9
I disagree	36	37.5	60.4
neutral	19	19.8	80.2
I agree	15	15.6	95.8
I entirely agree	4	4.2	100.0
Total	96	100.0	

The findings in the table 30 show that the majority (60.4%) of the staff were in disagreement with the statement that they were not able to produce the desired quantity of work because of

insufficient incentives given to them by the school. Only (19.8%) of them agreed with the statement. This meant that most of the staff were capable of producing the desired quantity of work regardless of the amount of incentives given to them.

Table 31 showing whether staff were unable to produce quality work due to the limited knowledge and skills they had

	Frequency	Percent	Cumulative Percent
I entirely disagree	45	46.9	46.9
I disagree	28	29.2	76.0
neutral	5	5.2	81.3
I agree	6	6.3	87.5
I entirely agree	12	12.5	100.0
Total	96	100.0	

The findings in the table 31, shows that the majority (76%) of the staff were in disagreement with the statement that they were not able to produce quality work due to the limited knowledge and skills they had.

Only (18.8%) of them did agree with the statement. This meant that most of the staff had sufficient knowledge and skills to enable them produce quality work.

Table 32 showing whether staff were able to produce accurate work despite the absence of modern technology in the school

	Frequency	Percent	Cumulative Percent
i entirely disagree	25	26.0	26.0
i disagree	33	34.4	60.4
neutral	13	13.5	74.0
i agree	16	16.7	90.6
I entirely agree	9	9.4	100.0
Total	96	100.0	

The majority (60.4%) of the staff were in disagreement with the statement that they were not able to produce accurate work due to absence of modern technology in the school. Only (26.1%) of them did agree with the statement. The connotation here is that even when the schools did not have modern technology like computers, the majority of the staff were still capable of producing accurate work.

Table 33 Showing whether staff were able to come up with innovations despite lack of work autonomy in their departments.

	Frequency	Percent	Cumulative Percent
i entirely disagree	18	18.6	18.6
i disagree	24	24.7	43.3
neutral	26	26.8	70.1
i agree	24	24.7	94.8
I entirely agree	5	5.2	100.0
Total	97	100.0	

From the table 33, we can see that (43.3%) of the staff were in agreement with the statement that it was easy to come up with innovations despite lack of work autonomy in their departments. Only (29.9%) of them were in agreement that they were not able to come up with innovations due to lack of work autonomy.

The implication here was that even when there was no work autonomy, majority of the staff were innovative.

Table 34 Showing whether teachers were able to acquire work excellence despite lack of sufficient modern resources

	Frequency	Percent	Cumulative Percent
I entirely disagree	19	19.8	19.8
I disagree	30	31.3	51.0
neutral	13	13.5	64.6
I agree	30	31.3	95.8
I entirely agree	4	4.2	100.0
Total	96	100.0	

The majority (51%) of the staff were in disagreement with the statement that it was difficult to acquire work excellence due to lack of sufficient modern resources. However, up to (35.5%) of them were in agreement with the statement. This meant that even with the insufficient modern resources, majority of the staff were able to acquire work excellence in what they did.

Table 35 showing whether teachers were able to attain departmental goals despite absence of performance contracts

	Frequency	Percent	Cumulative Percent
i entirely disagree	17	18.1	18.1
i disagree	30	31.9	50.0
neutral	27	28.7	78.7
i agree	18	19.1	97.9
I entirely agree	2	2.1	100.0
Total	94	100.0	

Half (50%) of the staff did not agree with the statement that it was difficult to attain their departmental goals due to absence of performance contracts. This meant that even in the absence of the performance contracts, a reasonable number of them were capable of attaining their departmental goals.

Table 36 Showing whether lack of performance measurement had contributed to the inefficiency of staff.

	Frequenc y	Percent	Cumulative Percent
i entirely disagree	17	17.7	17.7
i disagree	28	29.2	46.9
neutral	24	25.0	71.9
i agree	20	20.8	92.7
I entirely agree	7	7.3	100.0
Total	96	100.0	

Up to (46.9%) of the staff were in disagreement with the statement that lack of performance measurement had contributed to their inefficiency. Only (28.1%) of them did agree with the statement. This meant that even in the absence of performance measurement, some units were performing efficiently although others were not.

Table 37 Showing whether staff had been able to satisfy their customer needs despite insufficient resource incentives

	Frequency	Percent	Cumulative Percent
I entirely disagree	15	17.0	17.0
I disagree	31	35.2	52.3
neutral	15	17.0	69.3
I agree	15	17.0	86.4
I entirely agree	12	13.6	100.0
Total	88	100.0	

Majority (52.3%) of the staff were in disagreement with the statement that they had not been able to satisfy their customer needs due to insufficient resource incentives. However, (30.6%) of the staff were in agreement with the statement. Satisfying customer needs is a crucial issue in any business. Therefore the managers of the private schools need to address the issue of resource incentives to overcome the (30.6%) gap.

Table 38 Showing whether Morale of staff was limited by lack of decision rights

	Frequency	Percent	Cumulative Percent
i entirely disagree	16	16.5	16.5
i disagree	27	27.8	44.3
neutral	18	18.6	62.9
i agree	28	28.9	91.8
I entirely agree	8	8.2	100.0
Total	97	100.0	

On the issue of decision rights, (44.3%) of the staff were in disagreement with the statement that their morale was limited by lack of decision rights. However, up to (37.1%) of them were in agreement with the statement. This percentage (37.1%) is big enough to influence the managers of the private schools to involve their staff in decision making.

In addition to all the above issues on work performance, respondents reported that they had low morale at work which affected their performance. There was no feedback information on performance which would otherwise help to improve in weak areas. This may suggest that in the situation where the problem was from the Head of department, a teacher had no right to suggest ideas contrary to the wishes of the Head of department.

4.2 Relationship between decision rights, organization resources, incentives, performance contracts and work performance.

Correlations

		Decision rights	incentives	Performance contracts	Organization resources	Work performance
Decision rights	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	99				
incentives	Pearson Correlation	.371**	1			
	Sig. (2-tailed)	.000				
	N	99	99			

Performance contracts	Pearson Correlation	.238*	.566**	1		
	Sig. (2-tailed)	.018	.000			
	N	99	99	99		
Organization resources	Pearson Correlation	.098	.351**	.535**	1	
	Sig. (2-tailed)	.336	.000	.000		
	N	99	99	99	99	
Work performance	Pearson Correlation	.169	.037	.021	.045	1
	Sig. (2-tailed)	.094	.717	.836	.661	
	N	99	99	99	99	99

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

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

In an attempt to find out whether there was any relationship between decision rights, employee performance, incentives, performance contracts and work performance, a correlation analysis was carried out. The correlation table on p.60 shows that decision rights, performance contracts, and organization resources correlate significantly with incentives. Decision rights and organization resources also correlate significantly with performance contract. However, work performance did not correlate significantly with any of the above variables.

4.3 Presentation and interpretation of the results from the interview guide

4.3.1 Interview report from the top management

In-depth interview was carried out with the Head Teachers, Director of Studies, and Deputies to find out the following:

Extent of involvement of subordinates in decision making

Respondents reported that they involved their subordinates, to a large extent, in such areas as Counseling and guidance, curriculum supervision, assessments of students, school fees collection, discipline cases, examination issues, staff and student welfare issues, planning issues and budgeting for their individual departments.

According to the school managers, staff involvement was achieved through weekly and monthly staff briefings. Class teachers met every month and students' ideas and suggestions were also incorporated. However, some decisions were taken by the School Board, depending on their strength. In meetings some decisions were imposed on the staff because of lack of adequate time to seek their views.

Effect of involving subordinates in decision making on their work performance

By giving some mandate by management to the subordinates, the members of staff felt that they were also influential people in the school which made them feel that they were part of the school system.

Involving the subordinates in decision making gave staff motivation to work harder, leading to improved work performance, eventually leading to improvement of students' performance. Staff also felt that they were part and parcel of the system, that is to say they felt a sense of belonging in the schools in which they worked.

Teachers carry out extra lessons on their own; they honor divisions of labor; there is openness and teachers give their own views and experiences. In this way the working environment becomes free and friendly.

Some of the negative consequences associated with decision rights were that; at times the Heads of Departments recruited their friends who were not capable of teaching effectively.

Some Head teachers reported that their teachers write pamphlets and sell them to students forcefully.

It was also noted that there was reduction in respect due to too much freedom given to staff.

Nature of incentives given to employees

When Staff were interviewed, they reported that they were given both tangible and non tangible incentives. These were:

Material incentives which included food basket and housing facilities for full time teachers.

Monetary incentives such as transport allowances, giving leave with pay, performance allowances for good results; salary advancement, responsibility allowance, marking allowances, seniority allowances, responsibility allowance according to position held or tasks given, off duty allowances, teachers development scheme (teachers are given part of the fees for their further studies), and Christmas packages.

Non physical incentives which included: get together parties, Christmas parties, good working relationships, timely payment of salaries, verbal incentives by praising good performing staff, wedding contributions, good meals at school, end of year party and loan recommendations where by the school management negotiates with a given bank to secure advance loans to the staff at negotiated rate.

Effects of the incentives on the work performance of the employees

When the respondents were interviewed, they said that incentives given to employees had greatly improved performance of the employees.

- Motivation was seen when teachers put in more efforts regarding work, more creativity in class and lesson preparations.
- Teachers go an extra mile without pay and assess students' work during their free time.
- Improvement on performance due to the commitment, good students results, improved in discipline, goals and targets were being met, teachers come in time and do not miss their classes, leading to early syllabus coverage.
- Good attitudes of competition among the teachers thus encouraging lazy teachers to try to improve and make them focus to their work.

Terms of employment

The Head teachers, Deputies and Director of Studies were also interviewed to find out the extent to which the terms of employment help to enhance their subordinates' performance.

They reported that the terms of employment helped to a great extent. They also said that terms of employment kept staff accountable although in some cases constant reminders had to be issued.

This boosted teachers' confidence, kept them focused, punctual and were always at work.

This created job security and guided staff of what was expected of them.

Adequacy of subordinates' knowledge and skills in light of their job requirements.

On adequacy of the subordinates' knowledge and skills in light of their job requirements, the Head teachers, Deputies and Directors of Studies reported that all staff were qualified and

skilled with sufficient experiences, with the exception of non teaching staff some of whom were not skilled.

Teachers' qualifications were verified through interviews and were found to be sound.

Ease of access to information

It was noted that in some schools any information pertaining to staff performance was said to be discussed freely. Staff files were not confidential and staff members were free to open their files and check for any information, including recommendations by management.

However, in some cases in some schools, information in the staff files was regarded as confidential.

From the interviews, it was found out that in some cases school heads monitored teaching and discussed their observations with the teachers concerned. In this way teachers were able to access information pertaining to the monitoring out comes.

In brief, teachers easily accessed information pertaining to their performance although some teachers do not bother to find out about their performance.

In some cases, meetings were held at departmental and staff level and in these meetings individuals were told about their performance as regards teaching.

Interviews also revealed that Staff appraisals were in place and feedback was often given to the appraisees.

There was also on sport supervision by the Heads of school.

Appropriateness of performance measurement criteria.

From the interviews, one thing was apparent. There were no clear performance measurement criteria. Majority of the Head teachers, DOS, and Deputies reported that agreement on particular performance criteria had been a problem. This implied that the performance measurement criteria were not appropriate.

The example given here was the case of Head of department who is supposed to counsel a member of staff who is not attending to lessons. The obvious outcome would be hatred and counter accusations. This is because ordinarily it is hard to tell a colleague the truth and he/she takes it in good faith. Some teachers have negative attitudes about any performance measurement criteria; teachers felt they were being witch hunted.

However, some few of them reported that the performance measurement criteria were appropriate because students were also involved in evaluating of staff.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Discussion

5.1 Introduction

This chapter presents the discussion and conclusions based on the research findings, and suggests possible recommendations that could be adopted by private schools to improve on their service deliveries.

5.2 Decision rights

The findings on decision rights show that majority of the staff were not involved in strategic decision making, decisions regarding internal processes, decisions regarding organizational structures. It was also clear that the staff members to representative committees in their respective schools formed a very small percentage. Non involvement in decision making made in the school leads to low morale on the side of the teachers. This affected the teachers' attitude towards the school and their work. Therefore the chances of not achieving the school set goals are evident due to most decisions made by few people in the school.

5.3 Incentives

On incentives, most staff were not satisfied with their total monetary compensations, housing facilities/allowances, medical facilities/allowances and transport allowances. The total package of compensations was not in line with their performance and qualifications. This

coupled with late salary payments, inevitably led to low teacher morale thus low performance and poor service delivery to the students and the school as a whole.

5.4 Performance contracts

As we have seen, teachers were always offered the teaching jobs in the private schools without any contract document, and no specified salary was spelt out to these teachers. To make matters worse, teachers were always not given warning letters in the event of terminating their duties. This led to both negative attitude and job insecurity thus affecting performance.

5.5 Schools resources

The resources were not evenly distributed in the schools. The private schools were still using old systems with inadequate Information Technology (IT) resources. Those with computer labs had very small labs without up to date software. This impacted negatively on the teachers' quality of work due to lack of adequate resources.

5.6 Work performance

The results of the study showed most of the staff were capable of producing the desired quantity of work regardless of the amount of incentives given to them. Teachers had sufficient knowledge and skills to enable them produce quality and accurate work even when the same schools did not have modern technology like computers. Even with the insufficient modern resources, majority of the staff were capable of attaining their departmental goals.

However, there was no feedback information on performance which would otherwise help to improve in weak areas. This affected teachers' performance meaning that mistakes made would not be corrected.

On the relationships between decision rights, employee performance, incentives, performance contracts and work performance, decision rights, performance contracts, and organization resources, correlate significantly with incentives. Decision rights and organization resources also correlate significantly with performance contracts. However, work performance did not correlate significantly with any of the above variables.

The implication here is that even without the school's lack of performance management practices, teachers still do their work. Teachers would however perform far much better with performance management practices in place.

5.2 Conclusions:

In view of the research findings, the researcher made the following conclusions:

- Due to less involvement of staff in decision making process, there were poor decisions made by School Management because few people who were involved in decisions making. Further, crucial matters were kept confidential and teachers were not consulted on many issues. This in many cases led to low teacher morale.
- Lack of job contracts implied that there was no job security for teachers. For the staff that had job description, sometimes they were required to carry out assignments not in their job descriptions. Further, schools offered job description but not contracts.

- As regards staff performance measurement, there was no staff appraisal to find out whether performance standards were being met or not. Communication was strictly one way, that is from top to bottom which was a sign that there was no consultative management in private schools. This created tendencies of teachers leaving private schools at anytime to look for greener pastures.
- In terms of resources availability, some of the schools did not adequately facilitate their staff with the relevant sources of information like up to date text books to enable them teach appropriately.

Since it was found that performance Management practices were not used to a large extent in private secondary schools in Kampala, it therefore implied that invariably these modern performance management practices could not have had any positive impact at all on performance of teachers.

5.3 Recommendations

Basing on the findings of this study and the conclusions, the following recommendations were made:

- Private schools should involve their staff in decision making of issues directly affecting them. This will enhance consultative management and thus make staff feel that they are part and parcel of the school system. They will work harder and be more productive.
- The Government should give policy guidelines regarding teachers' remuneration in private schools. This will help avoid complaints of low monetary compensations.

Private school authorities should make effort to pay salary on time and in the event of salary delays due to some unavoidable circumstances, Management should communicate to the staff about it and provide plausible explanation.

- The private schools should negotiate with health providers to offer medical services to their staff at a subsidized rate. This will help to increase teachers' job satisfaction.
- A policy document about terms and conditions of service should be availed to every new employee in the private school. This might increase job security, especially when teachers read and internalize what is required of them.
- There should always be contract letters in form of appointment letters regarding the teaching job. These should be offered to every staff recruited, showing clear salary structure and any other benefits.
- Staff should always be given warning letters and a disciplinary system should be created in private schools to avoid the issue of abrupt termination of contract without giving a staff a fair hearing in the event of cause for sanctions.
- Staff appraisal systems should be adopted in all private schools to find out whether performance standards are being met. There should be well established feedback criteria in these Schools.

- Private schools should make effort to adopt modern technologies like the use of computers and up to date libraries. This will enhance the capabilities of their staff to enable them perform better.

Suggestions for further research:

- Performance Management Practices and staff performance in Government Aided secondary and primary schools.
- Non Government Organizations like World Vision and Plan International on whether they have performance management practices.
- Government organizations which have adopted performance management practices but still experience low employee performance and low morale.

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Appendix I: Letter of Introduction



Our Ref:

Your Ref:

Date: 20th September 2010

TO WHOM IT MAY CONCERN

This is to certify that Ms **KHALAYI ROSE KINDU (2008/HD/37/MEPPM)** is a student in our department. She is carrying out research as one of the requirements of the course. She requires data and any other information on this topic.

***PERFORMANCE MANAGEMENT PRACTICES AND TEACHER
 PERFORMANCE IN PRIVATE SECONDARY SCHOOLS IN UGANDA. A CASE
 STUDY OF KAMPALA 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.

Yours faithfully



**OKONGO WILBERFORCE
 HEAD OF DEPARTMENT**

Appendix II: Questionnaire

This questionnaire seeks to solicit information that will help to establish the effect of performance management practices and employee performance in selected private secondary schools in Uganda. The information you provide will be treated with utmost confidentiality and will be used for academic purposes only.

Thank you for your time and cooperation.

SECTION A: BACKGROUND INFORMATION

Job title (Position held, e.g. head of dept, class teacher, teacher,)

.....

Please tick what is most appropriate to you:

Sex

Male	Female
1	2

Age bracket.

25 years and below	26-30 years	31-35 years	36-40 years	41-45 years	46 and above
1	2	3	4	5	6

Highest education level attained.

Certificate	Diploma	Bachelor's Degree	Master's Degree	PhD
1	2	3	4	5

Number of years worked in the school.

Less than 2 years	2	3-5 yrs	6-10 yrs	11-15 yrs	16-20 yrs	Over 20 years
1		2	3	4	5	6

Marital status

Single	Married	Divorced/separated	Widowed
1	2	3	4

Nationality

Ugandan	Non Ugandan
1	2

Religious background

Protestant	Roman catholic	Moslem	Others(Specify)
1	2	3	4

SECTION B: DECISION RIGHTS

Please indicate the degree of involvement extended to you by your school, (1 = strongly disagree 5 = strongly Agree)

Strongly disagree	Do not agree	Not sure	Agree	Strongly Agree
1	2	3	4	5

1	I am not involved in making strategic decisions in my school	1	2	3	4	5
3	I am not involved in decisions regarding internal processes	1	2	3	4	5
3	I am not involved in decisions regarding organizational structure(s)	1	2	3	4	5
4	I do not belong to any workers' representative committee	1	2	3	4	5
5	Decisions are taken by the top few in the school	1	2	3	4	5
6	I am frustrated by the school's failure to include me in decision making	1	2	3	4	5

Feel free to make additional comments not cited above on decision rights in the space provided below:

.....

.....

.....

SECTION C: INCENTIVES

In the following section, use the rating scale below to indicate the degree of satisfaction with your rewards given by your school. Please tick the appropriate box:

Very dissatisfied	Less satisfied	Not sure	satisfied	Very satisfied
1	2	3	4	5

Are you satisfied with the reward metrics extended to you?

(1 = very dissatisfied, 5 = very satisfied)

1	I am satisfied with all my monetary compensation	1	2	3	4	5
2	My total compensation is in line with my performance(off duty allowance, extra load)	1	2	3	4	5
3	I am satisfied with the housing facilities/housing allowance the school gives me	1	2	3	4	5
4	I am satisfied with the medical facilities/medical allowance extended to me and my family by the school	1	2	3	4	5
5	I am recognized for the good work I do in the school	1	2	3	4	5
6	I am satisfied with the transport allowance given to me					

		1	2	3	4	5
7	I am satisfied with the total salary package given to me					
		1	2	3	4	5

Feel free to make additional comments not cited above on incentives in the space provided below:

.....

.....

SECTION D: PERFORMANCE CONTRACTS

To what extent do you agree with the following statements? (1 = completely disagree, 5 = completely agree)?

Completely disagree	Do not agree	Not sure	agree	Completely agree
1	2	3	4	5

1	My job requirements are spelt out in my job contract	1	2	3	4	5
2	My contract is written on paper and communicated internally and externally	1	2	3	4	5
3	Individual roles in the school are unambiguously related to the mission of my organization	1	2	3	4	5
4	Individual roles in the school have been documented very specifically and detailed	1	2	3	4	5

5	The sum of job requirements to be achieved provides a complete picture of the results that should be achieved by my school	1	2	3	4	5
6	My performance contract enables me to perform better	1	2	3	4	5
7	I am happy with my performance contract	1	2	3	4	5

Feel free to make additional comments not cited above on performance contracts in your organization, in the spaces provided below:

.....

.....

.....

SECTION E: ORGANIZATION RESOURCES, KNOWLEDGE & SKILLS

Rate the amount of resources the school is endowed with: (1 = strongly disagree, 5 = strongly agree)

Strongly disagree	Do not agree	Not sure	agree	Strongly disagree
1	2	3	4	5

1	I have sufficient knowledge to enable me do my job well	1	2	3	4	5
2	I have adequate skills required to do my job	1	2	3	4	5
3	I am enabled to acquire more knowledge and skills by my organization whenever necessary	1	2	3	4	5
4	The organization has efficient information technology	1	2	3	4	5
5	The available information technology enables me to perform better	1	2	3	4	5
6	Information is easily accessed by every authentic user in the organization	1	2	3	4	5
7	I am always facilitated with the relevant information to enable me to do my work	1	2	3	4	5

Feel free to make additional comments not cited above on resources in the space provided below:

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SECTION F: Work Performance

State whether you agree with the following statement regarding deterrents to your work performance. (1 = I entirely disagree, 5 = I entirely agree)

I entirely disagree	I disagree	Neutral	I agree	I entirely agree
1	2	3	4	5

1	I am not able to produce the desired quantity of work because of insufficient incentives given to me by the school.	1	2	3	4	5
2	I am not able to produce quality work due to the limited knowledge and skills I have.	1	2	3	4	5
3	I am not able to produce accurate work due to absence of modern technology in the school	1	2	3	4	5
4	It is not easy to come up with innovations due to lack of work autonomy in my unit.	1	2	3	4	5
5	It is difficult to acquire "work excellence" due to lack of sufficient modern resources.	1	2	3	4	5
6	It is difficult to attain my departmental goals due to absence of performance contracts.	1	2	3	4	5
7	Lack of performance measurement has contributed to the inefficiency of unit operations.	1	2	3	4	5
8	I have not been able satisfy our customer needs due to insufficient					

	resources incentives.					
9	Morale of unit personnel is limited by lack of decision rights.	1	2	3	4	5

Feel free to make additional comments not cited above on performance in the space provided

below:

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Appendix III: Interview Guide for Head Teachers, Dos and Deputies

(a) To what extent do you involve your subordinates in decision making?

(b) How has this involvement affected their work performance?

(a) Mention the nature of incentives you give to your employees?

(b) In what ways have these incentives affected the work performance of the employees?

To what extent do terms of employment help to enhance your subordinates' performance?

How adequate is your subordinates' knowledge and skills in light of their job requirements?

How easy is it for your subordinates to access necessary information pertaining to their performance?

How appropriate is your school's performance measurement criteria?

Appendix IV: Work Plan

Proposal writing	1 month	June 2010
Refining of Proposal	1 week	July 2010
Designing of Research instruments	2 weeks	August 2010
Pilot study and pre-testing of instruments	1 month	September 2010
Refining the instruments after pre-testing	1 week	October 2010
Collecting data using refined final instruments	2 weeks	November 2010
Data processing and analysis	1 week	November 2010
Writing first draft of the report	1 week	November 2010
Sharing the draft report with the supervisor	2 weeks	December 2010
Final report output and approval by supervisor(s)	1 week	December 2010
Submission of the Thesis to the Department for examination		December 2010