PERFORMANCE CONTRACTING AND PERFORMANCE OF HEAD TEACHERS: A CASE STUDY OF KAMULI DISTRICT PRIMARY SCHOOLS

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University or for any other award.

Signature..... Date..30/12/2014.....

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APPROVAL

This research work has been under our supervision and the dissertation is hereby submitted to the Graduate School with our approval.

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DEDICATION

This piece of work is dedicated to my parents; the late Kizire Christine who never lived long to see her children grow and become what they are now and Mr. Boniface Ziraba for the sacrifice he undertook in providing for our needs and educating us. It is also dedicated to all my children, whom I want to teach virtues and values of simplicity, discipline, hard work, friendship and compassion, cornerstones for success in life.

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LIST OF ABBREVIATIONS

CEO	Chief Executive Officer
DEO	District Education Officer
HPWPs	High-Performance Work Practices
KR	Knowledge of Results
MBO	Management by Objectives
PAs	Performance Agreements
PC	Performance Contracting
PLE	Primary Living Examination
SPSS	Statistical Package for Social Scientists
UNEB	Uganda National Examination Board
UPE	Universal Primary Education

ABSTRACT

This study examined the relationship between performance contracting and head teacher performance in UPE schools in Kamuli district. The study specifically explored the relationship between goal-setting, supervision and performance appraisal on the performance of head teachers. A case study research design was used in the study. A total of 77 respondents, including 5 key informants and 72 head teachers, participated in the study. Primary data was obtained using a questionnaire and a structured interview guide. Data was analysed using descriptive and inferential quantitative as well as qualitative methods .The findings revealed that Performance contracting can improve the performance of head teachers in UPE schools. Goal setting, supervision and performance appraisal are important instruments in attaining and sustaining improved performance of UPE schools in Uganda. Goal setting enables head teachers to stay focused on performance improvement, reduce laziness, direct attention and action to important activities and develop persistence and consistence. The study also revealed that supervision of head teachers enables them place emphasis on good results, learn to strive for excellence rather than fearing to make mistakes, and, consistently improve the schools' performance. The study further revealed that performance appraisal of head teachers enables them to know performance targets as it clarifies activities by setting clear performance objectives. Therefore performance contracting which was formerly in the realm of profit making business can be useful in enhancing the performance of public servants who head public education institutions. The researcher recommended that performance contracting be implemented more seriously in all primary schools and other education institutions that are funded by the tax payers' money. This can increase effective use of public resources invested in the education sector.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

Performance contracting as a management tool has been adopted by some government organs in an effort to improve the performance of civil servants in public institutions. However, before this study, the relationship between performance contracting and the performance of head teachers in Uganda was not clear. This study therefore assessed the relationship between performance contracting and the performance of head teachers under Universal Primary Education (UPE) in Kamuli District.

1.1 Background to the study

Performance contracting (PC) has been identified as a management tool to be used in fostering performance improvements. PC in public institutions is intended to improve public service delivery (Kogei, Magugui, Yano, Chepkemei & Chebet, 2013) and it is used to define responsibilities and expectations between central government and Public Service Managers to achieve mutually agreed upon results (Ssengooba, 2010). PC is exhibited through various aspects such as goal-setting, supervision and performance appraisal.

PC requires appraisal and supervision to ensure the agreed terms are met (Mbua & Ole, 2013). Supervision ensures the promotion and maintenance of good standards of work and coordination of practice with policies of administration. In addition, it promotes the assurance of an efficient and smooth running office; full realisation of employee usefulness through educational development and the maintenance of a harmonious working relationship. Other theorists (McGregor, 1960 and Uochi, 1981) have alluded to the fact that employees should be closely monitored and supervised in order to maximise output from them. There is, however, need to

provide appropriate working conditions and institute teamwork to enhance employee productivity (Mesch, and Paarlberg, 2006). Under PC, employees are provided with clear job descriptions, schedules of duties with set targets and an open appraisal system based upon agreed performance targets/expectations (Locke and Latham, 2002).

Goal-setting as an important aspect of PC is used by both individuals and organizations to set and accomplish desired results in performance contracting agreements (Gakure, Muriu, & Orwa, 2013,Cropanzano & Byrne, 2003). Organizations often set long, medium- and short-term goals. The set goals could be aimed at: improving quality, reducing errors, becoming more customer-focused, and building better internal and public relations (Reichard, 2001). The set goals should therefore be challenging enough, understood and agreed upon to enlist commitment, provide feedback on performance and take into account the complexity of the task. Set goals should further help to attain a particular standard of performance, positively affect employee behaviour, lead to employee satisfaction, build confidence, enhance planning and thus facilitate success (Locke and Latham, 2002; Perry, Mesch, and Paarlberg, 2006).

Primary schools in Uganda play a significant role in providing basic and foundation education to children in Uganda. The Education for All (EFA) policy (2007) asserts that primary education sets a foundation for life. Primary education guarantee the rights of young children as enshrined in the Convention on the Rights of the child now ratified by 192 countries Uganda inclusive. Secondly, primary education is a highly sensitive period marked by rapid transformations in physical, cognitive, social and emotional development of children. Primary education also enables pupils to master basic literacy, numeracy and life skills. Given the significant role of

primary education in a country's human development, most primary schools in Uganda and Kamuli district are funded by government under the Universal Primary Education (UPE) program.

However, in order to achieve the intended goals, primary schools need good management. Substantial progress towards achieving Uganda's current educational objectives requires the Ministry of Education and Sports to ensure that primary schools have leadership that can efficiently use the meagre resources allocated them to effectively implement educational policies in government-aided schools. The Government of Uganda has undertaken several initiatives intended to improve the delivery of public services by public institutions, UPE schools inclusive (Quality Educators' Project- Uganda, 2011).

Despite the perceived importance of goal-setting, the influence of PC has not been extensively studied given that a number of goals, indicators and targets set by the Government to be achieved by various Ministries, Departments and Agencies in the Financial Year 2011/2012 were not achieved (Government of Uganda Annual Performance Assessment Report, 2012).

The Ministry of Public Service found it necessary to put in place a mechanism for performance improvement. Performance Agreements (PAs) were introduced to assess the extent to which government employees fulfilled performance expectations (Quality Educators' Project- Uganda, 2011). Head teachers of government aided schools are also in the category of central government employees bound by PC. PC for primary school head teachers is intended to improve school performance.

Recent reports indicate that primary education in Kamuli district is facing great challenges, including low pupil academic achievement in all classes, poor implementation of government education policies, high corruption among education managers and scarcity of modern learning materials (Uganda Radio Network 2014). This scenario has even resulted into low job commitment and work performance among teachers and subsequently leading to poor quality education. This state of affairs could significantly undermine the effectiveness primary schools. In the recent Primary Leaving Examinations (PLE), Kamuli district was among the last ten in Uganda (ACODE, 2014). A strong commitment to high performance standards by head teachers is likely to increase effectiveness of primary schools in the area. There was a need therefore to explore whether and how performance contracting can contribute to improved performance of head teachers in Kamuli district and subsequently the performance of primary schools.

1.2 Statement of the Problem

Despite efforts by the central government to improve the performance of primary schools through improved head teacher performance in Kamuli district, the performance of UPE schools in the area, is still poor(ACODE, 2014). Kamuli district was among the ten districts in Uganda which registered the highest failure rates in PLE of 2012. Thirty percent of the pupils who sat for PLE in 2012 from Kamuli district failed (UNEB, 2013).If this trend of failure continues, the district is at risk of not having many of their children attend secondary education, which could result in shortages of skilled and qualified man power essential for sustainable development of the district. It was therefore important to assess the extent to which performance contracting could contribute to improvement in the performance of head teachers in UPE schools in Kamuli District. Performance of head teachers could directly translate into improved performance of schools which could increase the number of pupils who qualify for secondary education.

1.3 Overall Objective

The overall objective of this study was to assess the relationship between performance contracting and the performance of head teachers in UPE schools in Kamuli District.

1.4 Specific objectives of the study

The study was guided by the following objectives:-

i. To assess the relationship between goal setting and the performance head teachers of UPE schools in Kamuli District.

ii. To analyse the relationship between supervision and the performance of head teachers of UPE schools in Kamuli District.

iii. To establish the relationship between performance appraisal and the performance of head teachers of UPE schools in Kamuli District.

1.5 Research questions

The study sought answers to the following questions:-

1. What is the relationship between goal setting and the performance of head teachers of UPE schools in Kamuli District?
2. Is there a relationship between supervision and the performance of head teachers of UPE schools in Kamuli District?
3. What is the relationship between performance appraisal and the performance of head teachers of UPE schools in Kamuli District?

1.6 Scope of the study

1.6.1 Content Scope

This study explored the relationship between performance contracting and performance of head teachers. The relationship between the three aspects of performance contracting; goal setting, supervision and performance appraisal and performance of head teachers of UPE schools was explored focusing on service quality, efficiency, consistency and creativity of head teachers.

1.6.2 Time scope

The study was carried out from February to September 2014. The period for data consideration ranged from 2013 to date .This was the period when performance management practices have been given utmost consideration in Primary schools after central government realising limited concern by head teachers to good performance was causing poor results in P.L.E, especially in rural based schools. This was a good time to examine the contribution of performance enhancing policies introduced by government to the productivity of head teachers.

1.6.3 Geographical scope

This study was carried out in Kamuli District. Kamuli district is located in south-eastern Uganda. It lies at an average altitude of 1,100 m above sea level and extends from 00-55' North/330-06' East. Kamuli District is bordered by River Nile and Kayunga District in the west, Jinja district in the South, Luuka district in the Southeast, and Buyende District in the north. It has a total land area of 1,557sq.km. Administratively, the district is divided into 2 Counties namely Bugabula and Buzaya. These constitute 12 sub-counties and 1 Town Council, which is Kamuli Town Council. The district is comprised of 132 parishes and 1,251 villages. The administration headquarters are located in Kamuli Town, 74 kilometres north of Jinja Town.

1.7 Significance of the study

The study came up with suggestions to enhance the use of performance contracting in the performance of head teachers of primary schools in Uganda as indicated below.

Central Government

The findings will provide to central government a basis for evaluating the efficacy of performance contracting in public education institutions. This information will be used by the central government to improve this performance enhancement tool among head teachers.

Department of Inspection

The department of inspection in the districts will use the findings to enforce effective management practices by head teachers in primary schools in Uganda. This may improve implementation of government education programs for primary schools.

Education management Institutions

Departments of education administration and management in universities and other tertiary institutions will use the findings to improve their curricula on performance enhancement among managers of primary schools. This may increase concern for result oriented management among school managers.

Literature on Institutional management in Education Institutions

The report will contribute to literature for use by future researchers and may form a basis for further studies in the area of performance enhancement among managers of public education institutions.

1.8 Definition of key terms

Performance

The accomplishment of a given task measured against pre-set known standards of accuracy, completeness, cost, and speed (Business Dictionary, 2014)

Performance Appraisal

Performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities (DuBrin, 2012).

Performance Contract

A performance contract is a signed agreement between the Accounting Officer of a spending Agency (or vote) and the Permanent Secretary or Secretary to the Treasury of the Ministry of Finance, Planning and Economic Development (Ministry of Finance). It is a tool for ensuring accountability in public spending: all spending agencies are required to complete one and declare how they intend to use public funds (Kakande & Sharma, 2012).

Performance Contracting

Performance contracting constitutes a range of management instruments used to define responsibilities and expectations between parties to achieve mutually agreed results (Ssengooba, 2010).

Goal setting

Goal setting is the process of deciding what you want to accomplish and devising a plan to achieve the result you desire (Cropanzano & Byrne, 2003).

Supervision

According to Burton & Hooblar (2006), supervision is the ability of superiors to influence the behaviour of subordinates to take a particular course of action.

Chapter Summary

This chapter presented the background to the study, the statement of the problem, the purpose of the study, objectives of the study, research questions, scope of the study, significance of the study and, definition of key terms.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This study explored the relationship between performance contracting and performance of head teachers. Specific attention was directed to the three aspects of performance contracting i.e. goal setting, supervision and performance appraisal.

2.2 Theoretical Framework

This section makes a critical review of the major theoretical underlying of this study. Three performance management theories advanced to explain the phenomenon underlying employee performance in public organizations are examined. These theories are: goal setting, supervision and performance appraisal are used to explain employee performance.

2.2.1 Goal setting

The theory of goal setting is important in performance enhancement of employees. The goal setting theory asserts that there is a direct relationship between goal setting and employee performance. According to Locke & Latham, (2002) goals have a pervasive influence on employee behaviour and performance in organizations and management practice. Nearly every modern organization has some form of goal setting in operation. Programs such as Management By Objectives (MBO), High-Performance Work Practices (HPWPs), Management Information Systems (MIS), benchmarking, stretch targets, as well as systems thinking and strategic planning, require the development of specific goals (Lunenburg, 2011). Furthermore, goal setting is the underlying explanation for all major theories of work motivation- such as Vroom's (1994), VIE Theory, Maslow's (1970) or Herzberg's (2009) Motivation Theories, Bandura's (1986) Social Cognitive Theory, or Operant-Based Behaviourism (Skinner, 1979).

faster or slower) to achieve their overall objective. Reynolds and Anderson (1979) reveals that subjects spend more time reading goal prose passages that were relevant to their goals than to reading parts that were not relevant. Terborg, (1976) demonstrates that subjects with specific goals spent a greater percentage of the time reading specific goal text material than with nonspecific goals or no goals.

Effort

Different goals may require different amounts of effort(s). Effort(s) is mobilized simultaneously with direction in regard to the perceived requirements of the goal or task. More effort is expended on hard tasks (which are accepted) than on easy tasks (Locke & Bryan, 1969; Reynolds & Anderson, 1979). Kinicki and Krcitncr (2007) assert that higher workloads produce higher subjective effort, faster heart rates, and higher output per unit time than lower workloads. People usually work faster under shorter than under longer time limits (Smith & Hulin, 1969; Wang &Feng, 2003). Higher goals therefore produce higher performance than lower goals or no goals because people simply work harder for the former subject to employee technical capacity or ability (Terborg, 1976). Performance may however, drop if subjects become highly anxious, especially on a complex or under learned task.

Persistence

Persistence is directed effort extended overtime. It is a combination of direction and effort. Field studies to date have measured only the end results of goal setting rather than how they were obtained. LaPorte and Nath (1976) allowed some subjects unlimited time to read a prose passage.

1968). Empirical evidence reveals that knowledge of scores was a necessary but not sufficient condition for improving task performance (Latham & Saari, 1979).

2.6 Supervision and Employee Performance

In 1960, Douglas McGregor formulated Theory X and Theory Y suggesting two aspects of human behaviour at work: one of which is negative, called as Theory X and the other is positive, so called as Theory Y. According to McGregor, the perception of managers on the nature of individuals is based on various assumptions.

Assumptions of Theory X

- An average employee intrinsically does not like work and tries to escape it whenever possible.
- Since the employee does not want to work, he must be persuaded, compelled, or warned with punishment so as to achieve organizational goals. A close supervision is required on part of managers. The managers adopt a more dictatorial style.
- Many employees rank job security on top, and they have little or no aspiration/ ambition.
- Employees generally dislike responsibilities.
- Employees resist change.
- An average employee needs formal direction.

Assumptions of Theory Y

- Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts in an inherent manner in their jobs.

Many organizations are using Theory Y techniques. Theory Y implies that the managers should create and encourage a work environment which provides opportunities to employees to take initiative and self-direction. Employees should be given opportunities to contribute to organizational well-being. Theory Y encourages decentralization of authority, teamwork and participative decision making in an organization. Theory Y searches and discovers the ways in which an employee can make significant contributions in an organization. It harmonizes and matches employees' needs and aspirations with organizational needs and aspirations.

Theory Z

Theory Z Managers assume the average worker wants to be involved in managing a company and building trust among all organizational members is central to raising productivity. Employee supervision is required to influence the behaviour of subordinates to take a particular course of action necessary to achieve organizational goals (Burton &Hooblar, 2006).Effective supervision therefore provides a means of tracking results, praising effective work and correcting errors which results in increased efficiency (Ray, 2014). Poor relationships with supervisors and negative reinforcement are however costly to businesses and hence there is need put in place reward and incentive systems that recognize employee innovativeness. Supervision should therefore be directed towards improvement of employee performance and productivity rather than detraction and victimisation of employees (Ray, 2014; Kinicki & Krcitncr, 2007; Westover & Tailor, 2010).

Educate

The goal for any workforce is to be able to efficiently and effectively carry out their duties without outside prompting (Abugre, 2013). This is difficult to accomplish when supervisors

- Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.
- If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to organization.
- An average employee can learn to admit and recognize the responsibility. In fact, he can even learn to obtain responsibility.
- The employees have skills and capabilities. Their logical capabilities should be fully utilized. In other words, the creativity, resourcefulness and innovative potentiality of the employees can be utilized to solve organizational problems.

Thus, we can say that Theory X presents a pessimistic view of employees' nature and behaviour at work, while Theory Y presents an optimistic view of the employees' nature and behaviour at work. If correlated with Maslow's theory, Theory X is based on the assumption that the employees emphasize on the physiological needs and the safety needs; while Theory X is based on the assumption that the social needs, esteem needs and the self-actualization needs dominate the employees. McGregor views Theory Y to be more valid and reasonable than Theory X. Thus, he encouraged cordial team relations, responsible and stimulating jobs, and participation of all in decision-making process.

Implications of Theory X and Theory Y

Quite a few organizations use Theory X today. Theory X encourages use of tight control and supervision. It implies that employees are reluctant to organizational changes. Thus, it does not encourage innovation.

misunderstand their roles. It's common for supervisors to instinctively give orders and keep a close eye on every situation instead of educating employees, perpetuating the problem. The goal of effective supervision is to impart technical knowledge and understanding to the staff which eventually lessens the need for supervision and allows employees to grow and develop (Ray, 2014).

Mentor

One of the most important purposes of supervision is to provide a supportive and comfortable atmosphere in which employees can feel comfortable at work (Ray, 2014). Lending a helping hand, listening and relating to stress and difficulties and sharing encouragement and personal experience are vital responsibilities supervisors need to incorporate to reduce job stress and increase productivity (Kinicki & Krcitncr, 2007). Most workers leave jobs due to perceived hostility. Retention rates improve dramatically when supervision fills the role of mentor, providing both emotional and technical support.

Track

Keeping track of results, creates opportunities for management to develop positive relationships with employees. By keeping careful records, supervisors have an opportunity to explain the motivation behind policy changes, rather than simply barking orders. It also encourages an inclusive environment in which the entire business is learning together as a whole (Kinicki & Krcitncr, 2007).

Those asked to read the passage to get 90% of 20 post reading questions correct spent more time on the passage than subjects asked to get 25% of the post reading questions correct.

Strategy Development

Strategy development is an indirect cognitive mechanism that involves developing strategies or action plans for attaining one's goals. The subjects who set specific goals are more likely to employ relevant learning strategies (e.g., writing notes in the margins) than those who do not set goals because they are able to obtain separate measures of direction of effort (which they called "effort") and of strategy use (which they called" direction"). There is however, no relation between goals and task performance hence some of the mechanisms by which goals are set affect performance (LaPorte & Nath 1976).

Bandura & Simon (1977) found that behaviour change in a group is greatest for participants who develop plans for evaluating their performance in relation to their goals.

Subjects who were given a high workload made more errors, than those given a low workload while those who were given a short time limit in problem solving used less complex and less adequate strategies compared to subjects given a longer time limit (Sales, 1970; Christensen-Szalanski, 1980).

Knowledge of Results (Feedback)

There have been attempts to separate the effects of feedback (i.e., knowledge of results [KR]) from the effects of goal setting to determine the extent to which KR directly influenced performance (Locke, 1967; Locke & Bryan, 1968, 1969a, 1969b; Locke, Cartledge, & Koeppel,

Managers widely accept goal setting as a means to improve and sustain performance (DuBrin, 2012). Based on hundreds of studies, the major finding of goal setting is that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all. Employees must however, have sufficient ability, accept the goals, and receive feedback related to their performance (Latham, 2003).

2.2.2 Supervision

Supervision is one concept in human resource management that is widely believed to keep employees in line with their duties (Elger, 2005). The performer is either an individual or a collection of people who are collaborating such as an academic department, research team, committee, student team, or a university (McAuley, 1998). Apart from ensuring timely implementation of tasks, the theory of supervision underscores the benefit of error elimination in supervised works (Faure-grimaud, Martimort, & Laffont, 1998; Miehls, 2010). In that regard, this study aimed at establishing the relationship between supervision and the performance of UPE Schools under performance contracting in Kamuli District.

2.2.3 Performance appraisal

Assessing the performance of employees and providing feedback is an important practice in performance management (Obisi, 2011). The theory of performance appraisal is underpinned on the basis that employees who know that their work and success will be measured to specific standards tend to raise their level of performance (Appelbaum, Roy, & Gilliland, 2011; Suciu, Mortan, & Lazăr, 2013). In order to assess the success of a performance management system, there is need to measure the structural side which deals with the structure implemented for performance measurement (Kyamanywa, 2011).

2.3 Conceptual Framework

This study measured the relationship between the independent variable, Performance Contracting (goal setting, supervision, performance appraisal) and the dependent variable, Head teacher Performance.

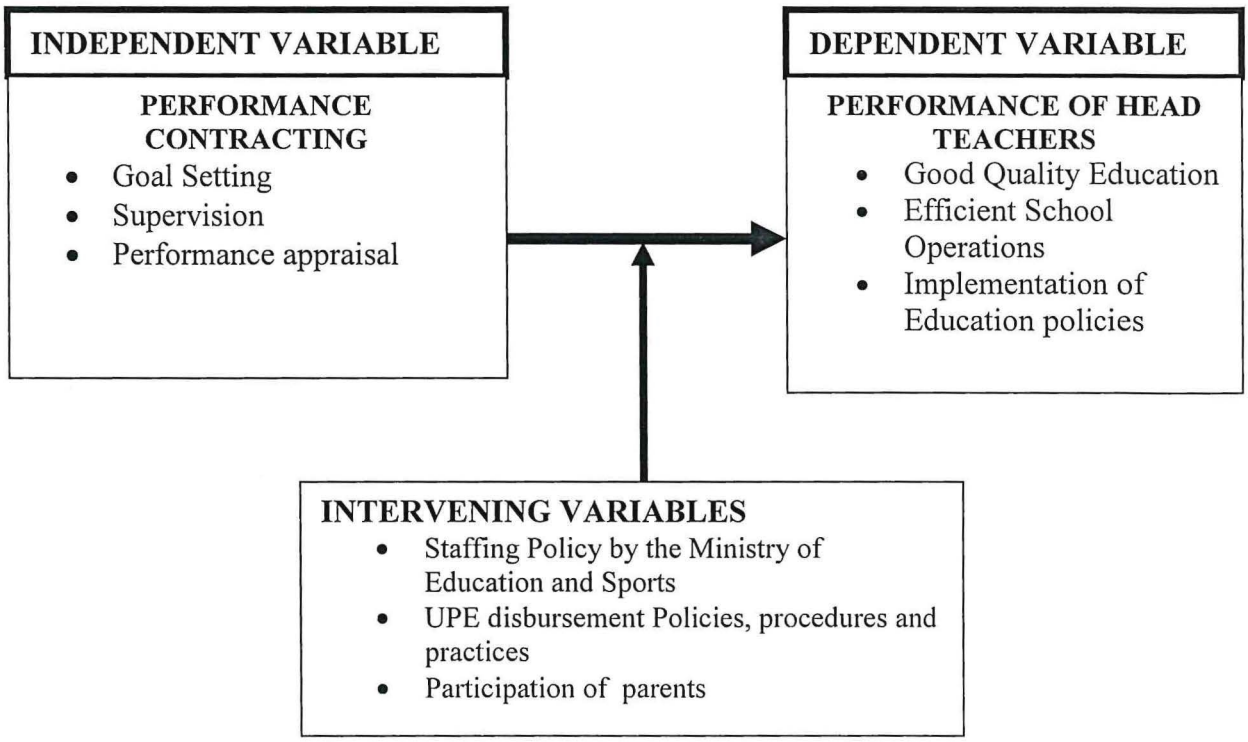


Figure 2.1: Conceptual Framework: Adapted From Locke and Latham (2002)

According to the framework above, Performance Contracting exhibited as Goal setting, Supervision and Performance Appraisal can improve the performance of an employee in charge of an institution like a primary school. Head teachers are the heads of primary schools and therefore their performance can be perceived in terms of ensuring that good quality education is provided by the school, efficient running of all school operations, good school performance and effective Implementation of all government education policies.

Quality education and good school performance was measured by the level of transformation in the performance of the school including; pupils passing PLE, increased enrolment and

satisfaction of pupils and parents. Efficiency was measured by considering the achievements given the resources the school has including; curriculum coverage, availability of budgets, reports and accountabilities, school time table or calendar, lessons plans and schemes of work, maintenance of daily pupil progressive assessment cards, daily attendance registers and pupil retention . Implementation of government education programs was measured as modes of operation within the schools like participation in co-curricular activities, school gardening programmes, vocational education, PIASCY messages and guidance and counselling. However, the quality of results of this relationship depends heavily on the intervening effect of Staffing policy by the Ministry of Education and Sports and UPE disbursement policies, procedures and practices.

2.4 Performance Contracting

The Performance Contracting System originated in France in the late 1960s. It was later developed with great deal of elaboration in Pakistan and Korea and thereafter introduced to India (Kobia, 2006). It has been adopted in developing countries in Africa, including Nigeria, Gambia, Ghana, Kenya and Uganda. The definition of Performance Contracts itself has however, been a subject of considerable debate among the scholars and human resource practitioners (Gakure etal, 2013).

Performance Contracting is a branch of management science referred to as Management Control Systems (Kobia, 2006). A Performance contract is a freely negotiated performance agreement between Government, organization and individuals on one hand and the agency itself (Odhiambo & Kamau, 2003). It is an agreement between two parties or more that clearly specify their mutual performance obligations. Performance contracting in government sectors focuses towards

incremental productivity and cost reduction that could lead to improvements in public service delivery (Gakure etal, 2013).

It is asserted that performance contracting enhances productivity, employees' motivation, organizational culture and organization effectiveness in the civil service (Muthaura 2007, and Kobia & Mohammed 2006). For performance management to be effective; employees deserve clear strategic direction from management, clear understanding of the desired results/ outcome, their roles should be clearly specified, be adequately facilitated to execute their mandates and require feedback mechanisms in place to stay on course (Kobia, 2006;Ssengooba, 2010; Gakure etal, 2013). Performance contracting therefore is a summation of various bodies of knowledge applied together with an intention of improving organization performance (Mbua & Ole, 2013). Performance contracting is both a philosophy and a tool for coordinating employees towards achievement of results (Muthaura, 2007).

2.5 Goal Setting and Employee Performance

A goal is what an individual is trying to accomplish; it is the object or aim of an action. The concept is similar in meaning to the concepts of purpose and intent (Locke & Latham, 1981). Other frequently used similar concepts include: (i) performance standard (a measuring rod for evaluating performance), (ii) quota (a minimum amount of work or production), (iii) work norm (a standard of acceptable behaviour defined by a workgroup), (iv) task (a piece of work to be accomplished), (v) objective (the ultimate aim of an action or series of actions), (vi) deadline (a time limit for completing a task) ,and (vii) budget (a spending goal or limit) (Podmoroff, 2013). Most operational planning processes require that organizational goals be set as a starting point

for fiscal year planning and budgeting (Reichard, 2001). The development of the operating plan triggers the onset of the performance management system by which individuals set their personal objectives and plan their activities which, collectively, mobilize employees' efforts in the achievement of organizational goals (Oattingen & Gollwitzer, 2010). Better understanding of organizational goal setting should result in greater achievement of those goals and increased organizational performance (Reichard, 2001).

Earlier attempts by behaviourists to reduce concepts like goal and purpose to physical events have been strongly criticized (Locke & Latham, 1981). Goal setting might be called "stimulus control" by a modern behaviourist (Ray, 2014). The regulating stimulus must be a mental event because goals are immediate regulators of human action. No one-to-one correspondence between goals and action is assumed because people may make errors, lack the ability to attain their objectives (Locke & Latham, 1981), or have subconscious conflicts or premises that subvert their conscious goals. The operating environment can influence both goal setting and goal acceptance. The extent to which goal setting affects employee performance and productivity is however an unconcluded empirical debate.

This study views goal setting primarily as a motivational mechanism used to explain the direction, amplitude (effort), and duration (persistence) of action (Burton &Hooblar, 2006).

Direction

Goals direct attention and action. Locke and Bryan, (1969) demonstrate how driving performance is affected by goal setting. The dimension for which a goal was assigned showed significantly more improvement than the four remaining dimensions for which no goals were set. Similarly, Tziner, (2006) asserts that subjects modified their speed of reaction time (to make it

2.7 Performance Appraisal and Employee Performance

Performance Appraisal has raised the level of expectations from public servants who have clear performance targets and are often assessed to evaluate the progress of their performance. The effect is usually visible in terms of service quality, efficiency, consistency and creativity.

Service Quality

Service quality was measured by the level of transformation in the performance of the school over a period of time under performance contracting. There is empirical consensus that performance contracting enhances quality (Rimmer, 1998; Domberger, 1994). The quality of the service provided by the organisation can be evaluated through: performance indicators for contracts and customer satisfaction surveys (Letangule & Letting, 2012).

Efficiency

Efficiency was measured by considering the achievements given the resources the school has. Performance contracting can result in efficiency gains by either maintaining or increasing quality levels (Odhiambo, 2009). Promoters of performance contracting assert that it minimises: the red tape problems waste and enhance value for money reporting (Letangule & Letting, 2012.

Managers therefore need to ensure that costs are contained, accountabilities are established, and outcomes monitored so that the potential strategic and financial benefits of contracting are realized without decreasing quality (Kakande & Sharma, 2012).

Consistency

Consistency was measured by analysing the level of performance of the schools over a period of time. In order for employers to get desired contributions from their employees, they must provide appropriate inducements (Mbua & Ole, 2013). Satisfied and well-adjusted employees, work willingly towards organizational objectives and respond flexibly to organizational problems

(Ssengooba, 2010). It is however, not easy for employers to know what employees expect and which kinds of inducements will influence them to make desired contributions consistently. Integrating the action plans of the departments through performance contracts can be a way of checking the consistency of decisions taken at decentralized levels (Letangule & Letting, 2012). Performance contracts also put pressure on the entire services' network to work towards improving performance (Mbua & Ole, 2013). Performance contracting makes the strategy for the department clear to all its operational units, spells out resources for achieving the task targets and places special attention on the way forward for achieving long term results (Greiling, 2005).

Creativity

Creativity was measured by assessing the changes in the modes of operation within the schools. Creativity forms the core activity of a growing section of the global economy capitalistically generating (generally non-tangible) wealth through the creation and exploitation of intellectual property or through the provision of creative services and products (Gakure et al., 2013). Creativity could encourage departure from the targets set in performance contracts or organisations' strategic plans because the expectation of conformity runs contrary to the spirit of creativity (Feldman, 1999). The creativity in an employee is hence hard to achieve with performance contracting due to lack of independence in actions and target and in recognition of over performance (Korir, 2006).

Chapter Summary

This chapter presented literature review on the relationship between the three aspects of performance contracting; goal setting, supervision and performance appraisal.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This study explored the relationship between performance contracting and performance of head teachers. Specific attention was directed to the three aspects of performance contracting i.e. goal setting, supervision and performance appraisal.

3.2 Research Design

The study used a case study research design. This approach was used because it strength in collecting in-depth information from respondents and because the data collected can be sustained over a long period of time. The study employed both quantitative and qualitative approaches. Quantitative research approach was used because it enabled a structured statistical measurement of variables (Trochim, 2006). Qualitative approach was used so as to collect in-depth information on the research variables and this enabled triangulation of the data collected so as to increase its validity (Amin, 2005). Data was collected using a questionnaire and a key informant interview guide. Quantitative data was analysed using statistical methods.

3.3 Target Population

The target population for this study included District education officers and Primary school head teachers found in Kamuli district. Kamuli district personnel records (2013) indicated that the district has approximately 109 head teachers and 11 officials working in the district education department. This brought the total population to 120 respondents.

3.4 Sample size and Selection

The sample was determined using Krejcie and Morgan (1970) sample size determination guide. According to this guide for a population size of 120, the appropriate sample is 92. Therefore, the final sample consisted of 92 respondents. Ten percent (n=9) of the sample were selected as key-informants while 90 % (n= 83) were head teachers who served as the main respondents. Simple random sampling was used to select the head teachers. This was effective in choosing respondents from a homogeneous population (Nachimias & Nachimias, 1976). It gave all head teachers opportunity to be in the sample. The chances of selecting those with valid information were increased. Purposive sampling works well when dealing with specific sections of the target population that have professional knowledge and experience about the issue being studied. Also people with deeper knowledge and experience pertaining to the research issue are purposively selected to contribute to the study (Mbabazi, 2008). For that matter, respondents from the DEO's Office were selected purposively basing on the level of knowledge about the concept of performance contracting. The table below shows a summary of the sample composition.

Table 3.1: Composition of the sample

Category	Method of sample selection	Population	Target Sample	Actual Sample
District Education Officers' Office	Purposive sampling	11	9	5
Head Teachers	Random sampling	109	83	72
Total		**120**	**92**	**77**

As indicated in the table above, the targeted sample included 9 key informants from the district education offices and 83 head teachers. However, In the case of key informants, 5 were actually available to participate in the study. In case of head teachers, 83 questionnaires were distributed but 72 were returned when fully completed. This gave rise to an actual sample of 77 respondents.

3.5 Sources of Data

3.5.1 *Primary sources*

Primary sources of information are those that provide first-hand accounts of the events, practices, or conditions you are researching (Cooper & Schindler, 2001). The data in this primary source was collected through first-hand information obtained from interviews with the Head teachers, and the respondents from the DEO's office.

3.6 Data Collection Tools

3.6.1 Questionnaires

A questionnaire as a research tool can be defined as a form or blank to be filled by research respondents, or research assistant (Hussey & Hussey, 1997, Mbabazi, 2008). A structured questionnaire was supplied to selected head teachers in Kamuli District. The questions were derived from the objectives of the study. This method was chosen because it was effective in obtaining specific data (Kent, 2006).

3.6.2 Interviews

An interview is a dialogue between interviewers and interviewee for the purpose of gathering data about the study variables (Cooper & Schindler, 2001). A semi structured interview guide was designed by the researcher. The interviews were held with respondents from the DEO's office whohad practical knowledge about performance contracting. The interviews were appropriate for situations where detailed information was required (Sekaran, 2003).

3.7 Validity and Reliability of Data Collection Tools

3.7.1 Validity of Tools

Thecontent validity of the two instruments was measured. Theresearcher and supervisor evaluated the questionnaire for its content validity. As recommended by Amin (2005), items that were found to be ambiguous and those judged inappropriate were either eliminated or adjusted. Four items in the questionnaire were ambiguous and were changed to make them more relevant to the study. In the content validity test, the validity of each item were evaluated on a scale for which 1 = relevant, 2 = quite relevant 3 = somehow relevant and 4 = not relevant. The validity of the instrument was tested using the Content Validity Index (CVI). The CVI was measured using the formula:

Content Validity Index (CVI) =

The findings are shown in the table below.

Table 3.2: Content validity index (CVI)

Expert	Content validity index	
	Questionnaire	Interview guide
Supervisor 1	0.84	0.79
Supervisors 2	0.85	0.82
Average	0.85	0.81

Source: Pilot data

As indicated in Table 3.2, all CVIs for the two instruments were above 0.80, indicating that the items in the instruments actually measured the study variables. On average, the content validity index for the questionnaire was 0.84, while that of the interview guide was 0.81. These values were in the recommended range of acceptable validity levels (Amin, 2005) for a research instrument.

3.7.2 Reliability of Instruments

Pilot data was collected and used to measure and enhance the reliability of the questionnaire. Data was collected from 15 head teachers. Pilot data was also done in order to identify any ambiguities, misunderstanding or inadequacies (Amin, 2005). This data was entered in the Statistical Package for Social Sciences (SPSS) version 17. A Cronbach alpha coefficient test of reliability was calculated using the formula below;

$$\alpha = \frac{K}{K-1}\left(1 - \frac{\sum_{i=1}^{K} \sigma_{Y_i}^2}{\sigma_X^2}\right)$$

Where σ_X^2 is the variance of the observed total item scores, and $\sigma_{Y_i}^2$ is the variance of component *i* for the pilot sample. The variables with an alpha correlation coefficient of at least 0.7 were taken to be reliable (Amin, 2005).

Table 3.3: Reliability of the Instrument

Variable	**Alpha coefficient**
Goal Setting	0.724
Supervision	0.816
Performance Appraisal	0.712
Head Teacher Performance	0.789
Average	**0.76**

Source: Pilot data

Findings in table 3.3 above revealed that the alpha coefficients of the sub variables making the independent variable of performance contracting were; Goal setting = 0.724, supervision = 0.816 and performance appraisal = 0.712. The alpha coefficient for the dependent variable, Head teacher performance was 0.789. The overall reliability of the instrument was .076. All Cronbach

alpha coefficients were above 0.70 which indicated that the questionnaire was reliable enough to be used as a research instrument.

3.8 Procedure of Data collection

The researcher designed the research tools which included the questionnaire and the interview guide. The tools were evaluated by the research supervisors to ensure that they are valid enough to lead to useful findings. After the instruments were accepted, the researcher then got an introduction letter from the university authorizing and recommending the conducting of research. The introduction letter was then presented to respondents to obtain their agreement to participate in the study. The researcher explained the purpose of the research and its benefits. He assured the respondents of confidentiality in relation to the information they provided. He then distributed questionnaires to the selected respondents and collected them after one week. Key informants were also interviewed during lunch hours on the same day questionnaires were distributed.

3.9 Data Analysis

3.9.1 Quantitative Data Analysis

After data was collected, it was edited, cleaned and coded. Descriptive statistics, means, standard deviation, frequency tables were used to present and analyse descriptive and qualitative data. Correlation analysis was also done. Though the variables were measured on a nominal scale, it was turned into an ordinal scale by summing up the numbers representing the responses on each variable. Then, the Pearson's correlation coefficient was the most suitable measure of magnitude and nature of relationship between performance contracting and head teachers' performance. The correlation coefficient was calculated using the formula;

$$r = \frac{\sum_i (x_i - \overline{x})(y_i - \overline{y})}{\sqrt{\sum_i (x_i - \overline{x})^2} \sqrt{\sum_i (y_i - \overline{y})^2}}$$

In the above formula, r, was the correlation coefficient, X (independent variable) represented scores on performance contracting and Y (dependent variable) was head teacher performance. Correlational analysis was done on all the three objectives. Following the approach recommended by Saunders (2003) the responses given by each respondent in section B and F were summed up to convert ordinal measurement into a continuous scale to enable multivariate analysis possible. Higher scores on each of the variables indicated higher presence of the variable in the sample.

3.9.2 Qualitative Data Analysis

Qualitative responses were analysed using interpretational and structural analysis. Using the procedure recommended by (Saunders, 2003) interview data was examined and classified in terms of themes derived from the objectives. Then the relationships among data structures were explored. Data was broken down into component parts and examined, compared and categorized.

Chapter Summary

This chapter focused on the techniques that were used to collect and analyse data. It described the study design, target population, sampling size, sources of data, data collection tools, validity and reliability of tools, procedure used in data collection, and how data was analysed.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Introduction

This study explored the relationship between performance contracting and performance of head teachers. Specific attention was directed to the three aspects of performance contracting i.e. goal setting, supervision and performance appraisal. This chapter gives a presentation and analysis of the findings.

4.2 Characteristics of Respondents

This section present the characteristics of respondents which included their gender, level of education and their work experience. The data presented is for 72 respondents. Although 83 research questionnaires were distributed to, valid responses were obtained from 72 respondents which represented a 78% response rate. In the case of key informants 9 had been targeted and 5 participated in the study giving a response rate of 5%. Therefore, the overall response rate was 83%. The responses obtained were deemed sufficient to give reliable information.

4.2.1 Gender

Information on the gender of respondents was collected and the findings are shown below.

Table 4.1: Gender of Respondents (N=77)

	Head teachers		Key informants	
Gender	**Frequency**	**Percent**	**Frequency**	**Percent**
Male	46	63.9	3	60
Female	26	36.1	2	40
Total	**72**	**100**	**5**	**100**

Source: ***Primary Data***

As shown in Table 4.1 above, 63.9% of the head teachers were male and 36.1% were female. With regard to the key informants, 60% were male while 40% were female. This implies that the study was gender sensitive although there were more male respondents that their female counterparts which could be related to the fact that there are more male teachers than females in UPE schools.

4.2.2 Highest Education Level

The research established levels of education attained by the head teachers as indicated in table below.

Table 4.2: Education Levels of Respondents (N= 72)

Education	Frequency	Percent	Cumulative Percent
Certificate	29	40.3	40.3
Diploma	29	40.3	80.6
Bachelor Degree	14	19.4	100
Total	72	100	

Source: ***Primary Data***

Respondents fell in different levels of education. As presented in Table 4.2 above, 40.3% were certificate holders, 40.3% had Diplomas and 19.4% were graduates with Bachelor Degrees. This finding means that most of the teachers in UPE schools in Kamuli District are at the level of Diploma and Grade III certificate.

4.2.3 Working experience

Respondents also indicated their working experience. The findings are shown in the table below.

Table 4.3: Respondents' working experience(N= 72)

Years	Frequency	Percent	Cumulative Percent
0-5 Years	19	26.4	26.4
6-10 Years	16	22.2	48.6
11 Years+	37	51.4	100
Total	72	100	

Source: ***Primary Data***

As revealed in Table 4.3 above, majority (51.4%) of the respondents had been working for eleven years and above. 26.2% had work experience of five years and below while 22.2% had a working experience of six to ten years. This means that most of the respondents had been in the education sector long enough to adequately respond to the queries presented in this research.

4.3 Relationship between Goal Setting and the Performance of Head Teachers in Kamuli District

The first objective of the study was to assess the relationship between goal setting and the performance of head teachers in Kamuli District. To achieve this objective, goal setting scores were correlated with head teacher performance scores using Pearson r correlation coefficient (see appendix 3). Goal setting scores were derived from the summation of likert responses on staying focused, judging between failure and success, motivation factor, introducing a work norm, reducing laziness, having common objectives, directing attention and action, effort being mobilized simultaneously with direction, developing persistence and consistence, and enhancing the development of strategies. The findings are presented in the table below.

Table 4.4: Showing Descriptive Statistics

Statistics	Goal setting	Head Teacher Performance	Valid N (listwise)
N	72	72	72
Minimum	40	40	
Maximum	75	75	
Mean	57.1	58.5	
Std. Deviation	8.98888	9.0007	

As shown in the table above, the mean scores for goal setting was 57.1 (sd=8.98),and the mean score of head teacher performance was 58.5 (sd=9.0). The mean scores for the two variables were generally high indicating that goal setting influences the performance of head teachers in Uganda.

Table 4.5: Pearson Correlation Coefficients of Goal setting and head teacher performance

Variables		Goal setting	Head Teacher Performance
Goal Setting	Pearson Correlation	1	.882**
	Sig. (2-tailed)		0
	N	72	72
Head teacher performance	Pearson Correlation	.882**	1
	Sig. (2-tailed)	0	
	N	72	72

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

(Source: Primary Data)

The correlation analysis presented above show that there is a strong relationship between goal setting and the performance of head teachers in UPE schools in Kamuli District. A Pearson

correlation coefficient was r= 0.882 relationship. This relationship was also significant at 0.01 level. This finding shows that when we increase goal setting among head teachers, their performance also increases. This implies that goal setting is an important component in determining the performance of head teachers.

The elements of goal setting that have a larger influence on the relationship between goal setting and head teacher performance were explored using frequency analysis. The findings are presented in the table below.

Table 4.6: Elements of Goal Setting that Influence Head Teacher performance (N= 72)

Elements of goal setting that influence Head teacher performance	**Disagree**		**Not sure**		**Agree**	
	F	**%**	**F**	**%**	**f**	**%**
Staying focused	3	4.2	0	0	69	95.8
Judging between failure and success	5	6.9	2	2.8	65	90.3
Motivation factor	9	12.5	11	15.3	52	72.2
Introducing a work norm	4	5.6	11	15.3	57	79.2
Reducing laziness	6	8.3	12	16.7	54	75
focusing on common objectives	0	0	3	4.2	69	95.8
Directing attention to action	7	9.7	6	8.3	59	82
Mobilizing effort simultaneously with direction	1	1.4	17	23.6	54	75
Developing Persistence and consistence	2	2.8	3	4.2	67	93
Developing effective work strategies	1	1.4	1	1.4	70	97.2

(Source: Primary Data)

As shown in Table 4.5 above, with regard to staying focused, a large 95.8% of the respondents agreed that goal setting makes head teachers to stay focused on the desired level of performance. However, 4.2% disagreed with this suggestion. This finding implies that efforts to improve performance should always encourage the practice of goal setting as this enables employees to stay focused and thus achieving their performance targets. As far as Judging between failure and success is concerned, 90.3% of the respondents agreed that goals make it easier to judge between failure and success in schools. However, 6.9% disagreed while 2.8% were not sure. This finding implies that goal setting makes possible to identify the gaps in the performance of an employee which is important in performance management.

With regard to goals being a motivation fact, a majority 72.2% of the respondents agreed that goals are a motivation factor for head teachers to achieve a particular level of performance. However, 12.5% disagreed while 15.3% were not sure. This finding where the majority of the respondents supported the role of goal setting on motivation implies that motivation to perform better in any activity is supported by having a focused goal. Working behaviour is developed over time among employees of an organisation. The findings in Table 4.5 revealed that 79.2% of the respondents agreed that goals introduce a work norm (a standard of acceptable behaviour defined by a workgroup) which can influence performance of head teachers. However, 5.6% of the respondents disagreed while 15.3% were not sure. This finding implies that goals encourage planning which in turn lead to formation of a specific work ethic that improves on the level of performance. Laziness can negatively affect the performance of an employee. The findings as presented in Table 4.5 revealed that 75% of the respondents agreed that goals enable the establishment of quota (a minimum amount of work) which can reduce laziness among head

teachers. However, 8.3% of the respondents disagreed while 16.7% were not sure. This finding implies that having goals and targets eliminate the chances of switching off from work related activities.

Focusing on common objectives is important in influencing the performance of employees in an organisation. As shown in Table 4.5 above, an overall 95.8% of the respondents agreed that with specific goals, school administration can focus on common objectives which can improve performance. 4.2% of the respondents were not sure. This finding implies that organisations which set goals are able to keep their employees focussed on common objectives which can improve performance. Directed attention is important in delivering consistent performances from employees. As shown in Table 4.5, 82% of the respondents agreed that goals direct attention and action which can positively affect the performance of head teachers. However, 9.7% disagreed while 8.3% were not sure. This finding implies that goal setting is important in directing the daily actions of employees which some up the general level of efficiency. As shown in Table 4.5, 75% of the respondents agreed that since different goals may require different amounts of effort, by setting goals, effort is mobilized simultaneously with direction in proportion to the perceived requirements of the goal or task. However, 1.4% disagreed while 23.6% were not sure.

Persistence and consistence are two important aspects required to achieve sustainable levels of high performance. As shown by Table 4.5, 93% of the respondents agreed that persistence and consistence can be developed through goal setting. 2.8% disagreed while 4.2% were not sure. This finding implies that consistent performance can only be achieved when there is a clear set of

goals to aim at. Having clear strategies of how to achieve a specific objective is very important in attaining the desired results. As shown in Table 4.5 above, 97.3% of the respondents agreed that goal setting enhances the development of strategies or action plans for attaining the desired objectives. This finding implies that having clearly set goals is one step in formulating strategies to achieve desired results.

Key informants gave interesting views on goal setting. They revealed that through regular workshops with head teachers and the district education officials, head teachers are helped to set reachable performance goals. Head teachers are also helped to be aware of these standards through written communication. Head teachers who regularly attend the workshops or discuss their goals with the district official normally have better performing schools. This because they are better focused, strive of achieve their set goals and feel motivated to achieve. These findings confirm that goal setting by head teachers helps them to improve their performance.

4.4 Relationship between Supervision on the performance of Head Teachers in Kamuli District

The second objective of this study was to analyse the relationship between supervision and the performance of head teachers in Kamuli District. To achieve this objective, Supervision scores were correlated with head teacher performance scores using Pearson r correlation coefficient (see appendix 3). Supervision scores were derived from the sum of the likert responses on ; tracking results of schools, enabling praising effective work, growth and increased efficiency becoming possible, developing a positive relationship with head teachers, explaining the motivation behind policy changes, creating an environment in which one feels part of something good, learning to

strive for excellence rather than fearing to make mistakes, consistently improving the schools' performance, enabling the imparting of technical knowledge, and providing a supportive work environment. The findings are show below.

Table 4.7: Showing Descriptive Statistics

Statistics	Supervision	Head Teacher Performance	Valid N (list wise)
N	72	72	72
Minimum	40	40	
Maximum	75	75	
Mean	56.1	57.5	
Std. Deviation	8.98888	9.0007	

As shown in the table above, the mean scores for supervision was 56.1 (sd=8.98),and the mean score of head teacher performance was 57.5 (sd=9.0). The mean scores for the two variables were generally high indicating that supervision influences the performance of head teachers in Uganda.

Table 4.8: Pearson Correlation Relationship between Supervision and performance of Head Teachers

Variables		Supervision	Head Teacher Performance
Supervision	Pearson Correlation	1	.869**
	Sig. (2-tailed)		0
	N	72	72
Head teacher performance	Pearson Correlation	.869**	1
	Sig. (2-tailed)	0	
	N	72	72

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

The correlation analysis presented above shows that there is a strong relationship between supervision and the performance of head teachers in UPE schools in Kamuli District. A Pearson correlation coefficient was r= 0.869 relationship. This relationship was also significant at 0.01 level. The correlation analysis presented above show that there is a strong relationship between supervision and the performance of head teachers in UPE schools in Kamuli District .This finding implies that supervision is an important component in determining the performance of head teachers.

The elements of supervision that have a larger influence on the relationship between supervision and head teacher performance were explored using frequency analysis. The findings are presented in table 4.7 below.

Table 4.9: Elements of supervision that Influence Head Teacher performance (N= 72)

Elements of Supervision that influence Head teacher performance	Disagree		Not sure		Agree	
	F	%	f	%	f	%
Tracking results of schools	2	2.8	3	4.2	67	93.1
Bosses praising effective work	1	1.4	4	5.6	67	93.1
Bosses supporting increased efficiency	3	4.2	3	4.2	66	91.6
Positive relationship with Bosses	2	2.4	6	8.3	64	88.9
Explaining the motivation behind policy changes	0	0	6	8.3	66	91.7

creating an environment in which one feels part of something good	1	1.4	8	11.1	63	87.5
strive for excellence, rather than fear making mistakes	5	6.9	4	5.6	63	87.5
consistently improving the schools' performance	1	1.4	5	6.9	66	91.7
imparting of technical knowledge	7	9.7	13	18.1	52	72.2
providing a supportive work environment	0	0	3	4.2	69	95.8

Tracking of results is very important in making accountability of employees' performance. As shown in Table 4.7 above, 93.1% of the respondents agreed that Supervision provides a means of tracking results of schools. However, 2.8% of the respondents disagreed while 4.2% were not sure. This finding implies that it is important for organisations to ensure that the performance of employees over a period of time is well documented by supervisors. Rewarding and praising hard workers is important in encouraging better performance. The study revealed that 93.1% of the respondents agreed that supervision of head teachers enables praising effective work and correcting errors. Only 1.4% disagreed and 5.6% were not sure. This finding implies that appreciation of good performance from employees can built morale for more effort from other employees for improved performance. Efficiency is important in maintaining high levels of performance. As indicated in Table 4.7, an overall 91.7% of the respondents agreed that through supervision of head teachers, growth and increased efficiency become possible.

Good working relationships are essential in the success of any organization. The findings of this study revealed that 88.9% of the respondents agreed that keeping track of schools' results creates another opportunity for supervisors to develop a positive relationship with employees which can improve performance. However, 2.8% disagreed while 8.3% were not sure. This finding implies that organisations should strive to ensure improved relationships between employees and supervisors as this can affect the levels of productivity on the employees' side especially if they sense mistreatment. Any form of change usually raises anxiety among employees especially if the reason for changes is not explained. As shown in Table 4.7 above, 91.7% of the respondents agreed that by keeping records, supervisors have an opportunity to explain to head teachers the motivation behind policy changes. Only 8.3% of the respondents were not sure. This finding implies that communication between supervisors and employees on policy changes is important in lifting the morale of employees to implement the required changes in performance.

Good working environment is an integral part of efforts focused on improving employees' performance. The findings of this study revealed that 87.5% of the respondents agreed that supervision can create an environment in which head teachers feel they are part of something good. Only 1.4% disagreed while 11.1% were not sure. This finding means supervisor should strive to create an environment in which those being supervised feel confident to exhibit individual qualities essential to improvements in individual performance. Fear of making a mistake can inhibit the creative potential of employees which negatively affects their performance. As shown in Table 4.7 above, 87.5% of the respondents agreed that head teachers learn to strive for excellence, rather than fear making mistakes. However, 6.9% of the

respondents disagreed while 5.6% were not sure. This finding implies that supervisors should facilitate employees to strive for excellence, rather than causing them fear of making mistakes.

Performance improvement is a continuous process. As indicated by the findings presented in Table 4.7, an overall 91.6% of the respondents agreed that supervisory intervention in schools can consistently improve the schools' performance. Only 1.4% disagreed while 6.9% were not sure. This finding implies that the achievement of consistent performance improvement in an organisation can be achieved by having an effective supervision system in place. Technical knowledge is important in any sector of the economy. The findings revealed that 72.2% of the respondents agreed that supervision of head teachers enables the imparting of technical knowledge. However, 9.7% of the respondents disagreed with this suggestion while 18.1% were not sure. This finding implies that supervisors should have technical knowledge to guide those being supervised to make improvements in the performances. Working environment is an important factor in employees' performance. As shown in Table 4.7 above, 95.8% of the respondents agreed that supervision of head teachers provides a supportive work environment. 4.2% were not sure. This finding implies that supervision should be used to provide a supportive environment for employees which can in turn positively affect their performance.

The key informants also confirmed the above findings that supervision through letting head teachers know what is expected of them and performance standard helps them to improve their performance. They revealed in schools where this supervision is regularly given those schools perform better. Key informants however revealed weakness in the supervision. They indicated that supervisors mostly prefer to visit urban schools which are near and they place little emphasis

on helping the head teacher improve. They also cited a challenge of political interference where some head teachers with strong political connections refuse to implement suggested performance improvements because they feel untouchable. In case of rural schools, key informant said they rarely visited and as result, head teachers do not feel pressure to achieve set performance standards. Other stakeholders like school governing bodies and parents are also responsible for supervising head teachers. But many do not full fill this responsibility due to the low education standards of these people. Hence they are undermined by the better educated head teachers.

4.5 Relationship between Performance Appraisal and the Performance of Head Teachers in Kamuli District

The last objective of this study was to establish the relationship between performance appraisal and the performance of head teachers in Kamuli District. Appraisal scores were correlated with head teacher performance scores using Pearson r correlation coefficient (see appendix 3). Appraisal scores were derived from the sum of the likert responses of six attributes of performance appraisal. The findings are presented in the table below.

Table 4.10: Showing Descriptive Statistics

Statistics	Performance Appraisal	Head Teacher Performance	Valid N (list wise)
N	72	72	72
Minimum	40	40	
Maximum	75	75	
Mean	56.5	57.5	
Std. Deviation	8.98888	9.0007	

As shown in the table above, the mean scores for performance appraisal was 56.5 (sd=8.88),and the mean score of head teacher performance was 57.5 (sd=9.0). The mean scores for the two

variables were generally high indicating that performance appraisal influences the performance of head teachers in Uganda.

Table 4.11: Pearson Correlation between performance appraisal and employee Performance

Variables		Performance Appraisal	Head Teacher Performance
Performance Appraisal	Pearson Correlation	1	.879**
	Sig. (2-tailed)		0
	N	72	72
Head teacher performance	Pearson Correlation	.879**	1
	Sig. (2-tailed)	0	
	N	72	72

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

The correlation findings in the table above shows that there is a strong and significant relationship (r=0.879) between performance appraisal and the performance of employees. This finding implies that performance appraisal is an important component in improving the performance of employees in an organisation. Increasing positive appraisal can significantly increase head teacher performance.

The elements of performance appraisal that have a larger influence on the relationship between appraisal and head teacher performance were explored using frequency analysis. The findings are presented in table 4.9 below.

Table 4.12: Elements of Performance Appraisal That Influence Head Teacher Performance (N= 72)

Elements of performance appraisal that influence Head teacher performance	Disagree		Not sure		Agree	
	F	%	f	%	F	%
Regular performance appraisals by district officials have improved my performance and that of my school	9	12.5	12	16.7	51	70.8
My bosses always let me know what is expected of me and the direction the school is heading	1	1.4	2	2.8	69	95.8
Having clarified activities has streamlined the direction of my performance	3	4.2	7	7.9	62	86.1
I have clear objectives as head teacher and are measurable and time bound	3	4.2	9	12.5	60	83.3
My contribution to academic performance of my school is aligned and consistent	8	11.1	17	23.6	47	65.3
I know various bodies of knowledge to apply improve the performance of my school	6	8.3	11	15.3	55	76.4

General performance of UPE schools has been a topic of debate since its introduction in 1997. The findings of this study revealed that 70.8% of the respondents agreed that regular performance appraisals by district officials improved their performance. However, an overall 12.5% of the respondents disagreed while 16.7% were not sure. This finding implies that

performance related measures such as performance appraisal as it is the practice in performance contracting are important in improving the performance of head teachers.

Having clearly defined goals in is considered in management practices to be the first step in achieving sustainable performance improvements in an organization. As shown in Table 4.9 above, 95.8% of the respondents agreed that when employees know the goals, they also know what is expected of them and the direction the school is heading to. Only 1.4% disagreed while 2.8% were not sure. This finding means that the practice of performance appraisal is based on goal achievement which is an important aspect of raising the performance of employees in an organisation.

Having a clear description of activities to be performed by an employee is essential in keeping the focus to achieve the desired objectives. The findings of this study revealed that 86.1% of the respondents agreed that having clarified activities streamlines the direction of performance among head teachers. However, 4.2% disagreed while 9.7% were not sure. This finding implies that when activities are clearly defined, performance appraisal is made easier and the focus of employees can be maintained to effectively handle their work obligations.

Performance appraisal can only be undertaken when there is a standard way of measurement. As shown in Table 4.11 above, 83.3% of the respondents agreed that performance contracting sets clear objectives for head teachers that are measurable and time bound. However, 4.2% disagreed and 12.5% were not sure. This finding implies that it is important for organisations to set measurable and time bound performance targets such that employee performance can be judged on that basis.

Consistency is the key to improving and maintaining high levels of performance. The findings of this study revealed that 65.3% of the respondents agreed that performance contracting ensures that deliverables in terms of head teachers' performance, and, measures to correct academic performance of the school are aligned and consistent. 11.1% disagreed while 23.6% were not sure. This finding implies that delivering of results has to be consistent year in and year out if schools are to maintain and improve performance standards. This means that the appraisal of a head teacher's performance is based on the performance standards set for the school given the available resources. The use of performance management systems such as performance contracting is seen as the way forward in improving the performance of public organisations. As shown in Table 4.9 above, 76.4% of the respondents agreed that performance contracting is a summation of various bodies of knowledge applied together with an intention of improving organization performance. However, 8.3% disagreed while 15.3% were not sure. This finding implies that the practices exhibited in performance contracting are good for checking and enforcing improvements in the performance of public servants such as head teachers.

The key informants revealed that all teachers are aware that they are supposed to report their achievements every term to the district education offices. They respond to the key performance areas and this data is used in the district to recommend their transfer or promotion. This motivated a number of head teachers to ensure good performance in their schools. Also in the supervision meetings between the school inspectors and head teachers, head teachers report key accomplishment during the term. This practice has motivated many head teachers to be resulted oriented. Being results oriented helps to improve their personal and schools' performance.

Chapter Summary

This chapter presented the findings of the study that examined the relationship between performance contracting and head teacher performance in UPE schools in Kamuli district located in eastern Uganda. The findings were explained and presented in line with the research objectives, using quantitative and qualitative methods. The personal information of respondents was presented first.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSSION AND RECOMMENDATIONS

5.1 Introduction

This study explored the relationship between performance contracting and performance of head teachers. Specific attention was directed to the three aspects of performance contracting i.e. goal setting, supervision and performance appraisal. This chapter gives a summary of the findings, a discussion, conclusion and recommendations. This is done in line with the objectives of the study. Suggestions for future research are also given.

5.2 Summary of the findings

In view of the first objective of this study which was to assess the relationship between goal setting and the performance of head teachers in Kamuli District, the findings revealed that a strong positive relationship (r=.882) exists because goal setting and head teacher performance and it results from the head teacher staying focused, being able to judge between failure and success, seeing goals as a motivation factor, introducing a work norm and reducing laziness. Other contributors were the head teacher having common objectives, directing attention and action, effort being mobilized simultaneously with direction, developing persistence and consistence, and, enhancing the development of strategies.

The findings also revealed that there is a strong positive relationship (r=.869) between supervision and employee performance. This was because supervision especially by the district official enables the head teacher to place emphasis on school performance, to be motivated to produce good work and to have increased efficiency. It was also revealed that supervision develops a positive relationship between head teachers and their bosses and so the bosses can easily show head teachers the motivation behind policy changes. This creates an environment in

which head teachers feel part of something good. They subsequently strive for excellence rather than fearing to make mistakes, consistently work to improve schools' performance.

The study further revealed that there is a strong and positive relationship (r=.879 between performance appraisal and employee performance because; performance appraisal clarifies activities on which the head teacher should place emphasis and streamlines the direction of performance by indicating clearly the performance objectives.

5.3 Discussion of findings

5.3.1 Relationship between Goal Setting and the Performance of Head Teachers in Kamuli District

With regard to the Relationship between Goal Setting and the Performance of Head Teachers, the findings have revealed that 95.8% of head teachers agree that goal setting enables them to stay focused on the desired level of performance. This finding was in agreement with Locke & Latham, (1981) and Podmoroff (2013) who advised that efforts to improve performance should always encourage the practice of goal setting as this enables employees to stay focused and thus achieving their performance targets. A large proportion (90.3%) of head teachers also agreed that goals make it easier to judge between failure and success in schools. This finding concur with Reichard, (2001) and Oattingen and Gollwitzer, (2010) who argued that goal setting makes possible to identify the gaps in the performance of an employee which is important in performance appraisal. The findings showed that an overall 72.2% of the respondents agreed that goals are a motivation factor for head teachers to achieve a particular level of performance. This finding agrees with Ray, (2014) who stated that motivation to perform better in any activity is

supported by having a focused goal. The findings further revealed that 79.2% of the respondents agreed that goals introduce a work norm (a standard of acceptable behaviour defined by a workgroup) which can influence performance of head teachers. This finding is in agreement with Burton and Hooblar, (2006) who pointed out those goals encouraged planning which in turn lead to formation of a specific work ethic that improves on the level of performance.

The study showed that 75% of the respondents agreed that goals enable the establishment of quota (a minimum amount of work) which can reduce laziness among head teachers. This finding concurs with Locke & Bryan (1969), and Tziner (2006), who stressed that having goals and targets eliminate the chances of switching off from work related activities. The findings also revealed that an overall 95.8% of the respondents agreed that with specific goals, school administration can focus on common objectives which can improve performance. This finding agrees with Kinicki and Krcitncr (2007), Smith and Hulin (1969), and Wang and Feng (2003), who elaborated that organisations which set goals are able to keep their employees focussed on common objectives which can improve performance.

The findings indicated that 82% of the respondents agreed that goals direct attention and action which can positively affect the performance of head teachers. This finding is in agreement with LaPorte & Nath (1976), and Taber and Alliger (1995), who observed that goal setting, is important in directing the daily actions of employees which make up the general level of efficiency. The findings also revealed that 75% of the respondents agreed that since different goals may require different amounts of effort, goal setting mobilizes effort simultaneously with direction in proportion to the perceived requirements of the goal or task. This finding concurs

with Locke & Bryan (1969), and Reynolds and Anderson (1979), who argued that more effort is expended on hard tasks (which are accepted) than on easy tasks when there are targets to achieve.

The study also revealed that 93% of the respondents agreed that persistence and consistence can be developed through goal setting. This finding agrees with Christensen-Szalanski (1980), and Rosswork's (1977), who advised that consistent performance can only be achieved when there is a clear set of goals to aim at. The findings further revealed that 97.3% of the respondents agreed that goal setting enhances the development of strategies or action plans for attaining the desired objectives. This finding is in agreement with Bavelasand Lee (1978) and Wang & Feng (2003), who stressed that having clearly set goals is one step in formulating strategies to achieve desired results.

5.3.2 Relationship between Supervision on the Performance of Head Teachers in Kamuli District

As far as the Relationship between Supervision on the Performance of Head Teachers is concerned, the findings showed that 93.1% of the respondents agreed that Supervision provides a means of tracking results of schools. This finding agrees with Braden (2000), who advised that it is important for organisations to ensure that the performance of employees over a period of time is well documented by supervisors. The study revealed that 93.1% of the respondents agreed that supervision of head teachers enables praising effective work and correcting errors. This finding concurs with Burton and Hooblar (2006), who argued that appreciation of good performance from employees can provide a stepping stone to getting more improved performances from other employees.

The findings of this study revealed that 88.9% of the respondents agreed that keeping track of schools' results creates another opportunity for supervisors to develop a positive relationship with head teachers which can improve performance. This finding is in agreement with Ray, (2014), and Semmer, (2007), who pointed out that organisations should strive to ensure improved relationships between employees and supervisors as this can affect the levels of productivity on the employees' side especially if they sense mistreatment. The findings also showed that 91.7% of the respondents agreed that by keeping records, supervisors have an opportunity to explain to head teachers the motivation behind policy changes. This finding agrees with Kinicki and Krcitncr (2007), who stressed that communication between supervisors and employees on policy changes, is important in lifting the morale of employees to implement the required changes in performance.

The findings of this study revealed that 87.5% of the respondents agreed that supervision can create an environment in which head teachers feel they are part of something good. This finding concurs with Westover and Taylor (2010), who advised that supervisors should strive to create an environment in which those being supervised feel confident to exhibit individual qualities essential to improvements in individual performance. The study further revealed that 87.5% of the respondents agreed that head teachers learn to strive for excellence, rather than fear making mistakes. This finding agrees with Abugre (2013), and Kinicki and Krcitncr, (2007) who asserted that supervisors should facilitate employees to strive for excellence, rather than causing them fear of making mistakes.

The findings also showed that an overall 91.6% of the respondents agreed that supervisory intervention in schools can consistently improve the schools' performance. This finding is in agreement with Ray (2014), who argued that the achievement of consistent performance improvement in an organisation can be achieved by having an effective supervision system in place. The findings revealed that 72.2% of the respondents agreed that supervision of head teachers enables the imparting of technical knowledge. This finding agrees with Kinicki & Krcitncr (2007), who asserted that supervisors should have technical knowledge to guide those being supervised to make improvements in the performances. The study also revealed that 95.8% of the respondents agreed that supervision of head teachers provides a supportive work environment. This finding concurs with Westover and Taylor (2010), who noted that supervision should be used to provide a supportive environment for employees which can in turn positively affect their performance.

5.3.3 Relationship between Performance appraisal and the Performance of Head Teachers in Kamuli District

With regard to the Relationship between Performance appraisal and the Performance of Head Teachers, the findings of this study revealed that 70.8% of the respondents agreed that implementation of performance contracting in schools aimed at improving performance of public schools. This finding is in agreement with Letangule and Letting (2012), who stated that performance related measures such as performance appraisal as it is the practice in performance contracting are important in improving the performance of schools. The findings also showed that 95.8% of the respondents agreed that when employees know the goals, they also know what is expected of them and the direction the school is heading to. This finding concurs with Domberger (1994), and Rimmer (1998), who noted that the practice of performance appraisal is

based on goal achievement which is an important aspect of raising the performance of employees in an organisation.

The findings of this study revealed that 86.1% of the respondents agreed that performance contracting clarifies activities and this streamlines the direction of performance in schools. This finding agrees with Odhiambo and Kamau (2003), who established that when activities are clearly defined, performance appraisal is made easier and the focus of employees can be maintained to effectively handle their work obligations. The study also revealed that 83.3% of the respondents agreed that performance contracting sets clear objectives for head teachers that are measurable and time bound. This finding is in line with Korir (2006), who advised that it is important for organisations to set measurable and time bound performance targets such that employee performance can be judged on that basis.

The findings of this study revealed that 65.3% of the respondents agreed that performance contracting ensures that deliverables in terms of head teachers' performance, and, measures to correct academic performance of the school are aligned and consistent. This finding is in agreement with Lee and Kim (1999), and Kakande and Sharma(2012), who noted that delivering of results has to be consistent year in and year out if schools are to maintain and improve performance standards. This means that the appraisal of a head teacher's performance is based on the performance standards set for the school given the available resources. The findings further revealed that 76.4% of the respondents agreed that performance contracting is a summation of various bodies of knowledge applied together with an intention of improving organization performance. This finding agrees with Ssengooba (2010) and Kyamanywa (2011),

who noted that the practices exhibited in performance contracting are good for checking and enforcing improvements in the performance of public servants.

5.4 Conclusion

Performance management systems adopted in performance contracting by public institutions is a genuine measure towards improving the performance of public entities. Performance contracting in the education sector is coming a long way to improve the performance of head teachers. Although there is still work to be done to ensure even better performance in UPE schools, it can be argued that performance contracting is a good idea in the pursuit of improving academic performance of schools. This study has revealed that practices adopted in performance contracting such as goal setting, supervision and performance appraisal are important instruments in attaining and sustaining improved performance of UPE schools in Uganda.

5.5 Recommendations

In view of the findings, the researcher makes the following recommendations;

For primary schools which have always been under the spotlight when it comes to performance standards, it is important to emphasize efforts to improve performance through the practice of goal setting as this enables employees to stay focused and thus achieving their performance targets.

It is important for education managers at districts to ensure that the performance of head teachers over a period of time is well documented by supervisors because having a record of successes or failures can facilitate the identification of key areas for improvement.

In the pursuit to achieve better levels of performance from public servants in primary schools, motivation of employees should be applied through appreciation of good performance from employees because it can provide a stepping stone to get more improved performances from other employees.

Public education institutions using performance contracting should strive to ensure improved relationships between employees and supervisors as this can affect the levels of productivity on the employees' side especially if they sense mistreatment, productivity will be low.

Specific attention should be directed towards improving communication between supervisors and subordinates to ensure that policy changes are understood as it is essential in lifting the morale of employees to implement the required changes in performance and makes them feel part of a good cause.

Public institutions funded by the tax payers' money should embrace performance appraisal as it is the practice in performance contracting because it is important in improving the performance of employees. This results into effective use of public resources.

It is also important for UPE schools to set measurable and time bound performance targets such that employee performance can be judged on that basis.

5.6 Suggestions for further research

Further research may be undertaken to assess the challenges facing performance contracting practices in public secondary schools and higher institutions of learning Uganda.

More research may also be done to establish the relationship between the level of financial support from government and effectiveness of performance contracting in government schools.

Chapter Summary

This chapter presented a summary of the findings, a discussion, conclusion and recommendations. This was done in line with the objectives of the study. The chapter also provided suggestions for future research.

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Appendix 1: Questionnaire for Head teachers

This questionnaire seeks to solicit information that will help assess the relationship between performance contracting and the performance of head teachers in Uganda with specific reference to Kamuli District.

The information you provide will be treated with utmost confidentiality and will be used for academic purposes only. Your cooperation will be highly appreciated.

Section A: Bio Data

Gender

Male ☐ Female ☐

Level of Education

Certificate

Diploma ☐

Bachelor Degree ☐

Postgraduate ☐

Other, specify..... ☐.....

Length of service

0-5 years

6-10 years ☐

11 years+ ☐

☐

Section B: Goal Setting and the Performance of Head Teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Goal setting makes head teachers to stay focused on the desired level of performance					
2. Goals make it easier to judge between failure and success in schools					
3. Goals are a motivation factor for head teacher to achieve a particular level of performance					
4. Goals introduce a work norm (a standard of acceptable behaviour defined by a workgroup) which can influence performance of head teachers					
5. Goals enable the establishment of quota (a minimum amount of work) which can reduce laziness among head teachers					
6. With specific goals, school administration can focus on common objectives which can improve performance					
7. Goals direct attention and action which can positively affect the performance of head teachers					
8. Since different goals may require different amounts of effort, effort is mobilized simultaneously with direction in proportion to the perceived requirements of the goal or task					
9. Persistence and consistence can be developed through goal setting					
10. Goal setting enhances the development of strategies or action plans for attaining the desired objectives					

Section C: Supervision and performance of Head Teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Supervision aim given by the district officials has provided a means of tracking results of my school					
2. Supervision has enabled me produce good results in my school and correct errors					
3. Supervision by my bosses has increased my efficiency					
4. Keeping track of schools' results by my bosses has created another opportunity for me to improve performance of my school					
5. By keeping records, supervisors have an opportunity to explain to head teachers the motivation behind policy changes					
6. Supervision has created an environment in which head teachers feel they are part of something good					
7. Head teachers learn to strive for excellence, rather than fear making mistakes					
8. Supervisory intervention in schools can consistently improve the schools' performance					
9. Supervision of head teachers enables the imparting of technical knowledge					
10. Supervision of head teachers provides a supportive work environment					

Section D: Performance Appraisal and the Performance of Head Teachers

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Regular performance appraisals by district officials have improved my performance and that of my school					
2. My bosses always let me know what is expected of me and the direction the school is heading					
3. Having clarified activities has streamlined the direction of my performance					
4. I have clear objectives as head teacher and are measurable and time bound					
5. My contribution to academic performance of my school is aligned and consistent					
6. I know various bodies of knowledge to apply improve the performance of my school					

Section E: Head teacher Performance

	Strongly Agree	**Agree**	**Not Sure**	**Disagree**	**Strongly Disagree**
Regular performance appraisals have enabled me to improve the performance of my school					
Knowing my performance the goals has helped me to maintain good education standards					

Having clarified activities and streamlined has enable me to maintain effective operations at school					
The clear objectives set for me have enabled me to effectively support my teachers in their work					
Performance contracting has enabled me to implement all government education programs effectively					
Performance contracting has enable to improve my working knowledge and skills					

Appendix 2: Interview Guide for Key informants

1. What is the relationship between goal setting and the performance of head teachers in Kamuli District?
2. Is there a relationship between supervision and the performance of head teachers in Kamuli District?
3. What is the relationship between supervision and the performance of head teachers in Kamuli District?
4. What are the challenges facing performance contracting in schools?
5. What measures can be put in place to improve performance contracting in schools?

Appendix 3: Raw data

Pearson Correlation results

		Goal Setting	Employee Performance
Goal Setting	Pearson Correlation	1	.882**
	Sig. (2-tailed)		0
	Sum of Squares and Cross-products	1142.32	186.097
	Covariance	16.089	2.621
	N	72	72
Employee Performance	Pearson Correlation	.882**	1
	Sig. (2-tailed)	0	
	Sum of Squares and Cross-products	186.097	38.986
	Covariance	2.621	0.549
	N	72	72

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

		Supervision of employees	Employee Performance
Supervision of employees	Pearson Correlation	1	.869**
	Sig. (2-tailed)		0
	N	72	72
Employee Performance	Pearson Correlation	.869**	1
	Sig. (2-tailed)	0	
	N	72	72

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

		Performance Appraisal of Employees	performance of employees
Performance Appraisal of Employees	Pearson Correlation	1	.889**
	Sig. (2-tailed)		0
	N	72	71
performance of employees	Pearson Correlation	.879**	1
	Sig. (2-tailed)	0	
	N	71	71

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

Table 1: Responses to staying focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Agree	24	33.3	33.3	37.5
	Strongly Agree	45	62.5	62.5	100
	Total	72	100	100	

Table 2: Responses to judging between failure and success

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	5	6.9	6.9	6.9
	Not Sure	2	2.8	2.8	9.7
	Agree	29	40.3	40.3	50
	Strongly Agree	36	50	50	100
	Total	72	100	100	

Table 3: Responses to Motivation factor

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	9	12.5	12.5	12.5
	Not Sure	11	15.3	15.3	27.8
	Agree	23	31.9	31.9	59.7
	Strongly Agree	29	40.3	40.3	100
	Total	72	100	100	

Table 4: Responses to introducing a work norm

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	4	5.6	5.6	5.6
	Not Sure	11	15.3	15.3	20.8
	Agree	37	51.4	51.4	72.2
	Strongly Agree	20	27.8	27.8	100
	Total	72	100	100	

Table 5: Responses to reducing laziness

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	5	6.9	6.9	8.3
	Not Sure	12	16.7	16.7	25
	Agree	31	43.1	43.1	68.1
	Strongly Agree	23	31.9	31.9	100
	Total	72	100	100	

Table 6: Responses to focusing on common objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Sure	3	4.2	4.2	4.2
	Agree	34	47.2	47.2	51.4
	Strongly Agree	35	48.6	48.6	100
	Total	72	100	100	

Table 7 : Responses to directing attention and action

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	6	8.3	8.3	9.7
	Not Sure	6	8.3	8.3	18.1
	Agree	28	38.9	38.9	56.9
	Strongly Agree	31	43.1	43.1	100
	Total	72	100	100	

Table 8: Responses to having effort mobilized simultaneously with direction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Not Sure	17	23.6	23.6	25
	Agree	43	59.7	59.7	84.7
	Strongly Agree	11	15.3	15.3	100
	Total	72	100	100	

Table 9: Responses to developing persistence and consistence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	2.8	2.8	2.8
	Not Sure	3	4.2	4.2	6.9
	Agree	41	56.9	56.9	63.9
	Strongly Agree	26	36.1	36.1	100
	Total	72	100	100	

Table 10 : Responses to enhancing the development of strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Not Sure	1	1.4	1.4	2.8
	Agree	31	43.1	43.1	45.8
	Strongly Agree	39	54.2	54.2	100
	Total	72	100	100	

Table 11: Responses to tracking results of schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	1	1.4	1.4	2.8
	Not Sure	3	4.2	4.2	6.9
	Agree	30	41.7	41.7	48.6
	Strongly Agree	37	51.4	51.4	100
	Total	72	100	100	

Table 12: Responses on praising effective work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	1.4	1.4	1.4
	Not Sure	4	5.6	5.6	6.9
	Agree	31	43.1	43.1	50
	Strongly Agree	36	50	50	100
	Total	72	100	100	

Table 13: Responses to growth and increases efficiency

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	4.2	4.2	4.2
	Not Sure	3	4.2	4.2	8.3
	Agree	44	61.1	61.1	69.4
	Strongly Agree	22	30.6	30.6	100
	Total	72	100	100	

Table 14: Responses to providing a supportive work environment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Sure	3	4.2	4.2	4.2
	Agree	32	44.4	44.4	48.6
	Strongly Agree	37	51.4	51.4	100
	Total	72	100	100	

Table 15: Responses to summation of bodies of knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	1	1.4	1.4	1.4
	Disagree	5	6.9	6.9	8.3
	Not Sure	11	15.3	15.3	23.6
	Agree	35	48.6	48.6	72.2
	Strongly Agree	20	27.8	27.8	100
	Total	72	100	100	

Source : *Developed by the Researcher from Primary Data*