SCHOOL MANAGEMENT STRATEGIES AND TEACHERS' PERFORMANCE: A COMPARATIVE STUDY OF GOVERNMENT-AIDED AND PRIVATE SECONDARY SCHOOLS IN BUKEDEA DISTRICT

BY

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DECLARATION

I, ERIAU LAMBERT, hereby declare that to the best of my knowledge, the information in this dissertation titled 'School Management Strategies and Teachers' Performance: A Comparative Study of Government-Aided and Private Secondary Schools in Bukedea District' is original and a result of my own effort. The research work has not been published or tendered in to any university or institution of higher learning for any award.

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APPROVAL

This is to certify that Eriau's dissertation titled, 'School Management Strategies and Teachers' Performance: A Comparative Study of Government-Aided and Private Secondary Schools in Bukedea District' is submitted for examination upon our approval as supervisors

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DEDICATION

This Dissertation is dedicated to my entire family for the unwavering support.

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Research is tedious and calls for support from many people. Therefore, I would like to acknowledge and thank first and foremost, the efforts of Dr. Peter Okello and Dr. Ejuu Godfrey for the professional and academic guidance that they continually rendered to me while I worked on this study.

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LIST OF ABBREVIATIONS/ACRONYMS

CVI	Content Validity Index
DEO	District Education Officer
DOS	Director of Studies
MoES	Ministry of Education and Sports
NAPE	National Assessment of Progress in Education
PLE	Primary Leaving Examination
SPSS	Statistical Package for Social Scientists
UNEB	Uganda National Examinations Board
UPE	Universal Primary Education
USE	Universal Secondary Education

ABSTRACT

This study set out to make a comparative analysis of the effect of school management strategies on teachers' performance in government-aided and private secondary schools in Bukedea District. Specifically, the study was restricted to whether there was a difference in assignment of responsibilities to teachers in government-aided and private secondary schools; whether there is a difference in accountability of teachers in government-aided and private secondary schools; whether there is a difference in supervision of teachers in government-aided and private secondary schools; and whether there is a difference in time management for teachers in government-aided and private secondary schools. The study adopted a descriptive survey research design in which structured questionnaires and face to face interviews were used to collect data from 325 respondents. These included headteachers, teachers in both government and private secondary schools under study, and District Education Officer in Bukedea District. The sampling of respondents was done mainly using both probabilistic and non-probabilistic sampling techniques, that is, simple random and purposive sampling of respondents. The study found out those teachers in government secondary schools reported significantly higher levels of assignment of responsibilities than those in the private secondary schools. There was an insignificant difference in assignment of responsibilities between the government and private secondary schools. Teachers in government secondary schools reported significantly lower levels of accountability than those in the private secondary schools. There was an insignificant difference in accountability of teachers between the government and private secondary schools. It was further found out those teachers in private secondary schools reported significantly higher levels of supervision than those in the government-aided secondary schools. However, there was a significant difference in supervision of teachers between the government and private secondary schools. Finally, it was found out those teachers in private secondary schools reported significantly higher levels of time management than those in the government-aided secondary schools. There was a significant difference in time management of teachers in the government and private secondary schools in Bukedea District. The study concluded that there was an insignificant difference in assignment of responsibilities between the government and private secondary schools in Bukedea District. There was also an insignificant difference in accountability by teachers between the government and private secondary schools in Bukedea

District. Furthermore, there was a significant difference in supervision of teachers between the government and private secondary schools; and finally there was a significant difference in time management of teachers in the government and private secondary schools in Bukedea District. The study recommended among other things that head teachers in both government-aided and private secondary schools should endeavor to assign responsibilities to their teachers as this will enhance performance of teachers build their capacity and ultimately lead to improved student academic performance in the secondary schools in Bukedea District. At the same time, headteachers in the secondary schools in Bukedea should fully maximize the benefits of time management of the teachers by adopting serious administrative reforms or complying with the requisite administrative practices.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study sought to make a comparative analysis of the effect of school management strategies on teachers' performance in government and private secondary schools in Bukedea District, in Eastern Uganda. Bukedea District was curved out of Kumi District. This chapter presents the background to the study, the statement of the problem, the general and specific objectives, the research questions, scope and significance of the study; the justification, conceptual framework and the definitions of operational terms.

1.1 Background to the Study

Education is a fundamental human right as well as a catalyst for economic growth and human development (Okumu, Nakajjo and Isoke, 2008). Education is valued because it contributes to the national development through the provision of an appropriate human resource. It helps to stimulate productivity and eliminate hunger, poverty, disease and ignorance (Republic of Kenya, 2005). This means that educational institutions need to design appropriate strategies that can enable them realize the goals of education. School management strategies are an important issue that each school should have. This is because they are vital mechanisms for monitoring the performance of both teachers and students (Kimbui, 2012).

1.1.1 Historical Perspective

The concept of management strategies originated in the 1950s and 1960s. Among the numerous early contributors, the most influential were Peter Drucker, Philip Selznick,

Alfred Chandler, Igor Ansoff, and Bruce Henderson (Spring 2002). The discipline draws from earlier thinking and texts on strategy dating back thousands of years. Many organizations built management strategic functions to develop and execute the formulation and implementation processes during the 1960s. Peter Drucker was a prolific management theorist and author of dozens of management books, with a career spanning five decades. He addressed fundamental strategic questions in a 1954 book *The Practice of Management* writing: "...the first responsibility of top management is to ask the question 'what is our business?' and to make sure it is carefully studied and correctly answered" (Drucker, 1954 p. 34). He recommended eight areas where objectives should be set, such as market standing, innovation, productivity, physical and financial resources, worker performance and attitude, profitability, manager performance and development, and public responsibility (Drucker, 1954). Today, several organizations, such as secondary schools; use Drucker's recommended areas in their management practice with the view to improve on teachers' performance.

1.1.2 Theoretical Perspective

The study was based on Capital Theory of School Effectiveness and Improvement by Hargreaves. Hargreaves (2001) developed a theory of school effectiveness and improvement based on: outcomes, both cognitive and moral; leverage: the relationship between teacher input and education output; intellectual capital: the sum of the school's knowledge and experience; and social capital: the networks of trust and collaboration. In this theory, Hargreaves (2001) argues that the conventional model of measuring school

effectiveness and improvement is an adequate tool for the analysis of school success and failure.

Hargreaves (2001) uses this model to present definitions of effective and improving schools stating that; an effective school mobilizes its intellectual capital (especially its capacity to create and transfer knowledge) and its social capital (especially its capacity to generate trust and sustained networks) to achieve the desired educational outcomes of intellectual and moral excellences, through the successful use of high leverage strategies grounded in evidence-informed and innovative professional practice. An improving school increases its intellectual capital especially its capacity to transfer knowledge to achieve the educational outcomes of intellectual and moral excellences, by learning to use higher leverage strategies based on evidence of 'what works' and innovative professional practice.

This study also adopted the capital theory of school effectiveness and improvement to analyze the school management strategies headteachers employ to enhance performance of teachers in secondary schools in Bukedea District. The theory is applicable in this study because all the theoretical concepts: outcomes; leverage; intellectual capital; and social capital have a bearing on performance of teachers and quality of education.

1.1.3 Conceptual Perspective

The term strategy refers to the direction and scope of an organization over the long-term: which achieves advantage for the organization through its configuration of resources within a challenging environment, to meet the needs of markets and to fulfill stakeholder expectations (Armstrong, 2009). The most common definition of management strategy is

that it is a future oriented conception in which the relationship between the organization (school) and the environment (pattern for adapting to the environment) is described and it forms the guiding principles for the people in the organization for decision making. It must be noted that the state of affairs with regard to the management strategy like the number of years for which the strategy has been planned, how minutely it has been described and for what level of people it forms the guiding principles etc., varies from organization to organization. However, it plays a fixed role towards the behavior of each organization.

Therefore, school management strategies refer to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a school time. When school-management strategies are executed effectively, teachers minimize the behaviors' that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning. Generally speaking, effective teachers tend to display strong school-management skills, while the hallmark of the inexperienced or less effective teacher is a disorderly school filled with students who are not working or paying attention. This can have adverse effects on students' performance in school.

Performance in school is evaluated in a number of ways. For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, turning in homework and participating in class activities and discussions (Nzoka and Orodho, 2014). Teachers evaluate in the form of letter or number grades and side notes, to describe how well a student has done. At the state level, students are evaluated by their

performance on standardized tests geared toward specific ages and based on a set of achievements students in each age group are expected to meet. The indicators of teacher performance in this study will be measured in terms of lesions delivered, student assessments made by the teachers, lesson preparations made and tasks completed on time with respect to the examination standard board of a country such as the Uganda National Examination Board (UNEB, 2015).

1.1.4 Contextual Perspective

Uwezo (2011) discovered that despite higher enrolment rates, education quality has remained low and may have declined. However, the Uwezo (2012) report notes that in recent years there has been enormous growth in primary school education and this has consequently led to large increases in public budgets for education in the East African States. Researchers have identified factors that are believed to cause poor performance (Miheso, 2012; Manoah, Indoshi and Othuon, 2011; Benson, 2011; Mji and Makgato, 2006). These include: teachers not using student- centered approaches, lack of experiments and practical modeling activities, and lack of professional exposures that could have articulated issues related to teaching and learning in secondary schools. Teachers attribute this performance to negative attitudes by the teachers as well as a missing link between primary and secondary school learning. Lack of application of technology including computer use, lack of parental support, and lack of motivation by both teachers and students were also noted. Eshiwani (2001), points out that poor teacher performance in many countries is due to poor teaching methods, and an acute shortage of textbooks.

However, in Bukedea District, often times teachers are seen selling in their shop during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes of lesson as well as carrying out other assigned responsibilities. These are alarming rise of poor attitude to work which may lead to poor teacher performance. These problems are evidence of poor or absence of adequate school management strategies such as assignment of responsibilities to teachers, accountability, supervision as well as time management in the school system by the school heads (Bukedea District Annual Status Report, 2015). In secondary schools in Bukedea, teacher performance has been criticized as being poor. This has been reflected in the poor student performance as manifested in the results of Uganda Certificate of Education (UCE). According to the results, for the past decade (2005-2015), the results indicate persistent poor performance which implies weaknesses in school management and teacher performance. The pertinent questions that arise include; what school management strategies have been adopted by government-aided and private secondary schools in Bukedea District? Are teachers assigned responsibilities? Are they held accountable by headteachers? Are the teachers supervised and do they engage in effective time management in the school system? In order to find suitable answers to these pertinent questions, it was imperative that an empirical study had to be carried out to make a comparative analysis between the school management strategies and performance of teachers in government-aided and private secondary schools in Bukedea District.

1.2 Statement of the Problem

The teacher performance in government-aided secondary schools in Bukedea District has been persistently poor for the past decade (2005-2015). The Bukedea District Annual

Status Report (2015) indicated that often times teachers were seen hawking wares during official school hours, some absent themselves from classes to the detriment of their students while some refuse to write their notes of lesson as well as carrying out other assigned responsibilities. These problems are evidence of poor or absence of adequate school management strategies such as assignment of responsibilities to teachers, accountability, supervision as well as time management in the school system by the headteachers. On the other hand, teacher performance in the private secondary schools has better than in the government-aided secondary schools (Bukedea District Annual Status Report, 2015). Few studies have made any comparison in the way school management strategies are used in government-aided and private secondary schools and how this impacts on teachers' performance (Wilson, 2011 and Omari, 2002). These studies were conducted in places with differences in social settings and geographic location comparable to Bukedea District. This study therefore, sought to make a comparative analysis of the school management strategies used in government-aided and private secondary schools in Bukedea District.

1.3 Purpose of the Study

The purpose of the study was to compare the school management strategies employed in government-aided and private secondary schools in Bukedea District in the assignment of duties, accountability, supervision and time management.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

i. To establish the difference between assignment of responsibilities and performance of teachers in government-aided and private secondary schools in Bukedea District.
ii. To examine the difference between accountability and performance of teachers in government-aided and private secondary schools in Bukedea District.
iii. To find out the difference between supervision and performance of teachers in government-aided and private secondary schools in Bukedea District.
iv. To find out the difference between time management and performance of teachers in government-aided and private secondary schools in Bukedea District.

1.5 Research Hypotheses

H_1 There is no significant difference between assignment of responsibilities and performance of teachers in government-aided and private secondary schools in Bukedea District.

H_2 There is no significant difference between accountability and performance of teachers in government-aided and private secondary schools in Bukedea District.

H_3 There is no significant difference between supervision and performance of teachers in government-aided and private secondary schools in Bukedea District.

H_4 There is no significant difference between time management and performance for teachers in government-aided and private secondary schools in Bukedea District.

1.6 Scope of the Study

The study was carried out in government-aided and private secondary schools in Bukedea District in Teso sub-region in Eastern Uganda. In terms of content, the study focused on the differences in assignment of responsibilities to teachers; accountability of teachers, supervision of teachers and time management for teachers in government-aided and private secondary schools. The period from 2010 to 2015 was considered in this study because this was the period during which academic performance in the schools had been very poor.

1.7 Significance of the Study

Significance of the study focuses on the following set of considerations: The study dealt with an issue that has received little attention in school management strategies research literature; School strategic management attitude and teachers' self-efficacy beliefs could have a determinant influence on their persistence in demanding high learning outcomes. Boosting these efficacy beliefs would help them persist longer, try harder, and be more creative and productive in teaching/learning situations. This, in turn, would result in better learning outcomes. The study employed an action research methodology, which might be of significance in designing and conducting interventions for in-service teachers as well as pre-service ones. Being teacher-initiated and conducted, action research is more likely than traditional research methodologies to involve teachers in diagnosing and tackling their problems and thus may be more responsive.

1.8 Conceptual Framework

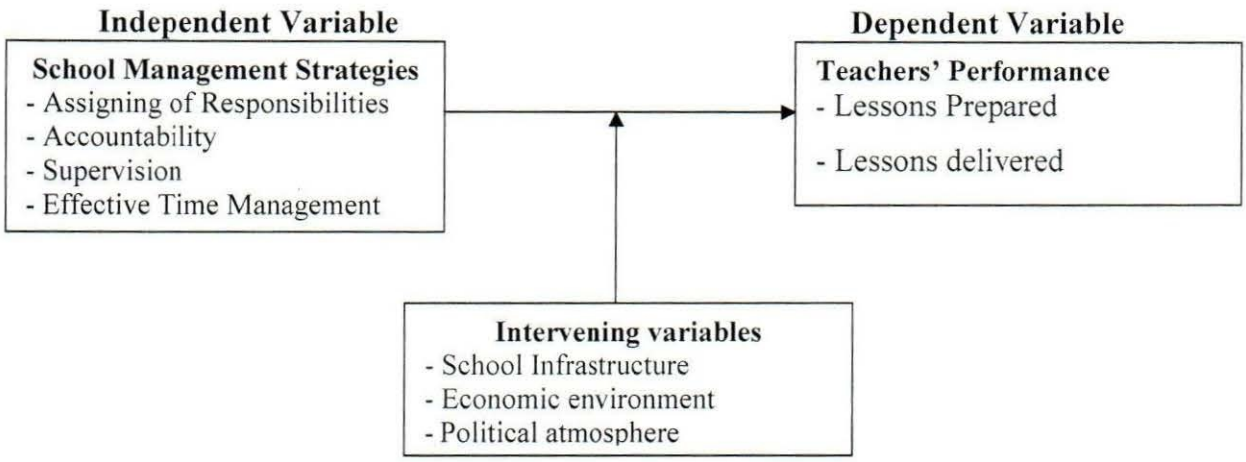


Fig 1.1 Conceptual Framework

As illustrated in the conceptual framework, school management strategies, the independent variable includes assigning of responsibilities, emphasis on accountability, close supervision and effective time management. As far as this study was concerned, these formed the constructs under school strategic management strategies. The dependent variable was the teachers' performance which was assessed by considering the number of lessons delivered termly, number of student assessments termly, number of lessons prepared termly and number of tasks accomplished termly. However, Figure 1.1 also indicates that there are several intervening variables that may have a profound effect on the interplay between the independent and dependent variables in this study. These were considered to include; school infrastructure, the economic environment in form of development fee and political atmosphere within the schools.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of related literature to the study variables as put forward by various researchers and authors. The review was done according to the research objectives of the study.

2.1 Assignment of Responsibilities and Performance of Teachers in Secondary Schools

Management of secondary schools involves the application of school management strategies in designing, developing and effecting resources towards achievement of educational goals (Okumbe, 2001). This effectiveness according to UNESCO (2009) is judged by the extent to which schools generally meet the expectations of the society within which they are established. Since independence, governments in Africa have demonstrated commitment to the provision of quality secondary school education through allocation of financial resources, provision of trained teachers and establishment of quality assurance department (Republic of Kenya, 2012a.2012b).

Literature related to school based strategies employed by school managers to improve teachers' performance has revealed mixed and contrasting range of results (Croninger & Lee, 2001; Zepeda, 2004; Fullan, 1991; Lamb, 2007; Waweru & Orodho, 2014; World Bank, 2008). Croninger and Lee (2001) reported that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. In a review of effective schools in the US, Croninger and Lee (2001)

found evidence that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult student relationships are efficient in promoting a range of academic and social outcomes reflecting teachers' engagement and commitment.

Assignment of responsibilities is an integral part of school management strategies. Matthew (2010), states that assignment of responsibilities is an integral part of every manager's work. Assignment of responsibilities is independent of the size of the school and a manager requires either upward or downward assignment of responsibilities, based on his/her position in the organizational hierarchy. Assignment of responsibilities downwards is more common place and it stems from the manager's position in the hierarchy. Though the concept of assignment of responsibilities upwards is not popular, it forms an essential aspect of management at the workplace and in school settings in particular.

Assignment of responsibilities is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. In this literature it emerges that delegation helps to tap into the skills, avoiding burning out a few leaders and allows

allow everyone to feel a part of the effort and the success automatically leading to job satisfaction. Thus it was the researchers desire to establish how the headteachers in secondary schools Bukedea District have exploited these advantages of assignment of responsibilities.

Chapman (2005) indicates that people can take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisor's, thus saving time. Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. The ideal position to reach as supervisor is one where staff members carry out all routine activities of the manager's team. This leaves the manager time to plan, think, and improve efficiency at work. This literature imperatively points out that assignment of responsibilities helps the headteacher to exploit the effort of the teachers where his expertise may be lacking and still save his time. However, in schools many headteachers may not admit their inadequacies in some areas. This guides the study in establishing how the headteachers take advantage of the teachers' expertise and save time in assignment of responsibilities and how this affected the teachers' performance.

Assignment of responsibilities makes teachers feel a deeper sense of responsibility and ownership of the school. This is an avenue for recognizing good member contributions and the supervisor as a leader has the opportunity to try out some new growth producing behaviours. The teachers are challenged by new and different responsibilities; the load of responsibility is more equally shared among a larger number of members; followers become more aware of the broad functioning of the school (Student Organization Centre,

2003). In here it was pointed out that assignment of responsibilities increases the teachers' effort as they understand the school. This will guide the study in establishing if the teachers in secondary schools in Bukedea District have been motivated to work with enthusiasm because assigning of responsibilities to them.

The granting of freedom to act by superior is evidence of confidence in the subordinate. The subordinate responds by developing a constructive sense of responsibility (Rao & Narayana, 2010). Assignment of responsibilities to the teachers who possess the detailed knowledge for realistic decision making makes tasks to be performed quickly and efficiently. Control can be maintained through periodic reports, special reports, informal meetings, and personal visits (Musaazi, 1988). He further pointed out that it is generally recognized that the organizational man desires self-esteem and needs fulfillment. These in turn motivate people to contribute more towards objectives of the organization they work for. Assignment of responsibilities therefore gives teachers the freedom to direct their own activities, to assume responsibility and thereby satisfy their ego needs. Teachers develop a sense of participation in the running of their school when they are given some voice in the decisions which affect them in their day-to-day work. In here, it emerges that with delegation work is performed quickly and efficiently because ego needs are satisfied. This helped the study in establishing how appointment of teachers to positions of responsibility in secondary schools in Bukedea District makes them work quickly and efficiently because they get satisfied with their jobs as they were happy with the levels of their appointment.

2.2 Accountability and Performance of Teachers in Secondary Schools

The current school-based accountability movement emerged out of a desire, particularly seen in the United States and the United Kingdom beginning in the 1980s in the Reagan and Thatcher eras respectively, to measure performance in the public and nonprofit sectors (Figlio and Kenny, 2009). The school is not the only level at which accountability could be targeted. Some policy makers favor accountability for individual teachers - through, for example, merit or performance-based pay, as advocated by President Obama and others - rather than for schools; and some researchers have found evidence indicating that performance incentives for teachers can be beneficial for student outcomes (e.g., Lavy, 2007; Figlio and Kenny, 2009). Others view accountability at the school level as preferable both because it promotes collaboration among teachers and because schools have more opportunities than do individual teachers to enact the types of changes in resource allocation and practices that may be needed to raise student achievement (Ladd, 2001). Exclusive accountability at the school district level, instead of at the school or teacher levels, could mask the substantial heterogeneity in school performance observed across schools within a district. This is particularly the case in the larger school districts with dozens or hundreds of schools, though district level accountability has the benefit of allowing the reallocation of resources across schools in response to accountability incentives.

School accountability systems have the potential benefits of aligning effort with stakeholders' goals and providing information for improvement; however, they are limited by the fact that they can only measure a small number of the dimensions that stakeholders value. Rothstein, Jacobson, and Wilder (2008) demonstrate that educational

stakeholders value a wide range of outcomes including not just academic performance and educational attainment but also areas such as citizenship, work ethic, and critical thinking. But school accountability systems generally do not cover even the full set of valued academic outcomes, instead often focusing solely on reading and mathematics performance, and the non-test measures like graduation rates or attendance rates are also crude proxies for the behavioral and attainment outcomes that stakeholders value. By focusing attention on the set of outcomes that are easily measurable, school accountability systems may lead some valued outcomes to be treated as more important than other valued outcomes.

The limitations of the outcome measures notwithstanding, school accountability can be successful in attaining its objectives if stakeholders value the information embedded within the accountability systems. A long line of papers, including work by Black (1999) and the papers summarized in the entry on real estate values by Black and Machin in Chapter 10 of this book, demonstrate that aggregate test score results are capitalized into real estate prices. Figlio and Lucas (2004) show that school accountability grades have major consequences for real estate valuation (even holding other measures of school effectiveness constant) demonstrating that the nature of the presentation of school accountability information is itself quite consequential, not only for parents of students but also for members of the general public in terms of their asset values.

In recent work, Figlio and Kenny (2009) provide new evidence that suggests that school accountability measures influence voluntary contributions to public schools. Specifically, they find that schools that experience negative accountability information "shocks" lose

financial support from parents and community members, while those that experience positive accountability information shocks gain financial support. These responses are particularly strong for schools serving minority students and lower income families that might have lower levels of monitoring of schools than might other families, and are consistent with the findings from the psychology, charitable contribution, and marketing literatures, that stakeholders tend to wish to avoid "throwing good money after bad." In sum, the weight of the available evidence indicates that stakeholders of many stripes care deeply about the outcomes of school accountability systems, and this suggests that educators are likely to wish to respond as well.

Claessens, Eerde, Rutte and Roe (2004) showed that several studies demonstrate that assigning responsibilities and activities to specific people predicts performance. For example, car salesmen who prioritize their activities reported higher sales (Drucker, 2004). College students who prioritize their study time also reported higher grade point averages (Britton & Tesser, 1991). County extension directors with prioritized activities are rated higher by their superiors (assistant regional directors)). To understand the association between prioritization of activities and job performance, researchers have investigated a series of possible linkages. Most clearly, prioritization of activities helps improve job efficiency by enabling professionals to allocate adequate time to their job's most important tasks (Armstrong, 2009). This greater attention to high-priority work areas improves worker outcomes. The expectation that increased time management would increase worker productivity by enabling employees to "work smarter" has driven

widespread investment in time management training in the private sector (Green & Skinner, 2005).

Effective devolution of responsibilities and activities also reduces job stress, which can be an important impediment to job performance (Armstrong, 2009). An important source of job stress in the workplace is the perception for an individual that what he or she needs to accomplish outpaces the time available (Drucker, 2004). School management strategies can help reduce this discrepancy. Using 7-path analysis, Macan (1994) found that subjects with better time management skills perceived that they had greater control over their time and how they spend it, which was in turn associated with both reduced feelings of job-induced tension and lower reports of somatic tension, or physical symptoms of stress such as insomnia and headaches. Job-induced stress was then negatively correlated with self-assessed job performance documented similar paths from time management to perceived time control to reduced work strain and higher job performance in a study of engineers in a semiconductor manufacturer. Other studies have documented the positive association between devolution or responsibilities and activities and employee health, mediated by other factors such as perceived control and conflicts between the demand between work and family (Drucker, 2004). This present objective sought to establish the effect of focusing on accountability on performance of teachers in secondary schools in Bukedea.

2.3 Supervision and Performance of Teachers in Secondary Schools

Beach and Reinhartz (2000), defined supervision of instruction as a complex process that involves working with teachers and other educators in a collegial, collaborative

relationship to enhance the quality of teaching and learning within schools and that promotes the career long development of teachers. According to Oliva and Pawlas (1999), supervision of instruction is a means of offering to teachers specialized help in improving instruction.

It is clear that these definitions revolve around helping teachers, facilitating and improving instructions. This obviously indicates that there are two interacting aspects of the instructional supervisory process: the supervisor and the teacher. The goal of supervision is that of quality control; that in a school, every teacher uses his optimal capability to achieve the expected level of performance. Supervision helps the new teacher to understand the purposes, responsibilities and relationships of his position and the directions of his efforts. Supervision also gives guidance to members of the school system, so that they can be self-directing and thus function effectively with minimum supervision.

From the above points, it is basic that the purpose of having supervisors in our schools is to control the quality of education received by our children. It lays emphasis on the classroom performance of teachers, especially on the duties assigned to them. With the huge amount spent on education yearly by the government, the parents would like to have a feedback to the success or failure of the system where they have huge investment. In the school system, the supervisors are representing the interest of the government and from them the government has adequate feedback. In the school system, the supervisors are quality controllers. In the school, the role of supervisors is that of monitoring officers of the school programme (Olowoye and Alani, 2000).

Oshungboye (2001) identified some qualities of a good instructional supervisor. He said; a good instructional supervisor must be strong-willed, consistent and fair in his dealings with other people. He must be cooperative and view his job as a team-type service. He must be true to his own ideals but at the same time be flexible, needs loyal and respectful of the beliefs and dignity of those around him. He must assist teachers to evolve various approaches and techniques like individualized instruction, grouping, testing and evaluation. He must be sincere, firm, approachable and ready to help people solve their problems. He must be versed in the principles and practices of current educational trends and innovations and interpret these to teachers. He must be open in his decision-making and respect people's opinion on matters affecting the school system. He must assist in the organization and proper administration of co-curricular activities for students. He must help to clarify educational objectives and goals and enlighten teachers on their implications. He must maintain, around himself, a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal. And lastly that he must be large-hearted and be prepared for oppositions without malice.

The traditional supervisory approaches relied on the early approaches to management. It was believed that if management could properly plan, organize and control jobs and organization, then, productivity would increase. This early approach emphasized the technical aspect of the job at the expense of the job's personal aspects. The aims of supervision were inspection and visitation to find reasons for closing, opening or retaining a school. It was teacher-focused and implementation of the policies, syllabus

and plans irrespective of the local conditions or factors operating in the area. School supervision was random and haphazard, they were visiting the school only when there was a report or a petition against the school. Supervision was usually done by one person who supervised the compound, tested the teachers and students, went through all school records and audited the school account. The supervisor endeavoured to make his presence and power felt through threats of discipline, expulsion or closure of school, to strike fear or impose his authority on all school members. Its result was usually in adverse criticism written in secret report compiled and submitted to the ministry of education for action months or years after the supervision. There was no follow-up visit after supervision. Therefore, the noticed faults were left unattended to.

Inherent in modern democratic approach is a new philosophy that the teacher has the power and authority to exercise self-direction through his participation in the determination of goals and in the formulation of methods and procedures for the improvement of instruction (Ajayi, 1995). This eliminates the feeling that the supervisor is a superior being while the supervisee (teacher) suffers inferiority complex.

To Udoh, Akpa and Gaug (1997) modern trends in supervision are towards democratic principles where the supervisors is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are properly diagnosed with a view to know how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially because it does not neglect the individuality, the group and the

dynamics of the system. It also appears creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

The aim of modern supervision is to study, analyze and discover ways and means of helping the school to carry out the teaching-learning process effectively and efficiently. Its focus is on the general organization of the school including the school curriculum, methods of teaching students and staff welfare, use of resources and interpersonal relationship. Supervision examines the policies, programmes and plans with the teachers and students to find out how they can be better implemented or modified to suit the individual or local conditions of the school. School supervision is well planned and regular. The supervisor's authority is derived from his expert advice and encouragement. He endeavors to show understanding consideration and cooperation, even when he wants to make sure that a positive change is effected.

In conclusion, Abioye and Sheyin (2000) were of the opinion that a good supervisor of instruction must be physically fit, disciplined/self-controlled, be a motivator, be an effective leader, intelligent, has good character/temperament, and lastly have dignity and authority to be able to perform his work effectively. If these qualities given by experts are in instructional supervisors, they would be effective in their duties and also bring about the actualization of the goals of supervision.

2.4 Time Management and Performance of Teachers in Secondary Schools

Time is a resource that affects all aspects of human endeavours. It is a resource that is extremely limited in supply and it is a factor that affects all stakeholders in educational sector - students, teachers, administrators, supervisors etc. According to Ekundayo,

Konwea & Yusuf (2010), instances now abound where teachers complain of lack of time to do certain things which they would have done. A good teacher must make effective use of his time to have time for everything he plans to do.

Olaniyi (1998) opined that the most important asset a teacher should possess is the skill in managing his time. Such skill will enable the teacher to devote a balanced attention to interpersonal relations and production (Ekundayo 2010). In a previous assertion, Naglieri and Gottling (1997) stated that a maximization of the use of time for academic activities is required to enhance students' academic performances and attitudes.

A number of restructuring schemes particularly in North America and the United Kingdom allow schools to determine their own school day, Dimmock (1993). In Uganda time management is shown by the daily routine which begins with morning assembly followed by lessons, midday meals and the end of the school day with an assembly in some schools. They have the timetable, which they call the magic chart that regulates the pulse of the school. The timetable dictates when class begins when break occurs and when a day's work is done, (Fagbulu, 2007). This is the same in Kenyan schools. The daily routine and timetabling is done according to the curriculum and instruction.

Time is a key intangible resource in the school. The limitation of a definite amount of time is identified by many principals and teachers as one of the most serious constraints they face in attempting to meet the challenges presented by the managerial arena. Clear job specifications for staff, negotiated through sympathetic and reciprocal process of appraisal, which relate to the aims and objectives of the school and priorities identified

can be useful instruments in achieving more effective utilization of the total bank of time available to and utilized by all the staff in the schools. All in all it is a known fact that the establishment of priorities in consultation with teachers in the use of time resources and people may assist in raising the school's academic standards not only in the school but also in the republic.

Campbell, Corbally and Nystrand (2008) explain that most administrators spent about 36.5 percent of their time on organizational maintenance tasks and only17.4 percent of their time on tasks related to the academic program. The principal should set some priorities. Without established priorities principals and other teachers tend to respond to every demand regardless of its nature or by whom it is being pressed as though each is of equal importance. The process of time allocation involves the delegation of some tasks to others. Delegation means the principal turns the whole job over to the staff member in question. Until the staff member has proved in efficient then the duty delegated is withdrawn. The administrator should retain some control over their time. Time management by teachers is the way forward to success.

Jacobson, Reavis and Logsdon (2009) confirms that when school open students do not know where to go, not all classes have had teachers assigned to them and recitation groups of twice the desired size may be found to be the length of periods is forty or forty five in length as indicated in the master timetable. The principal should have time devoted for supervision. There should be regular assemblies. In most Kenyan public secondary schools the school schedule is not followed right from the beginning of the

assembly. All members of staff who have attended the assembly would all like to put a cross announcements which take too long.

Research in educational administration has documented the importance of how individual headteachers organize, allocate and control their time. Studies of head teachers' time use using in-person observations and daily logs show that head teachers time spent on organizational management (e.g., personnel, budgeting) and operations predicts student achievement and other school outcomes (Horng, Klasik, & Loeb, 2010; May, Huff, & Goldring, 2012). Studies also find that individual headteachers' participation in some instruction-related tasks, including coaching and teacher professional development, are associated with more positive student outcomes (Grissom, Loeb, & Master, 2013; Huff, & Goldring, 2012). Along literature on instructional leadership suggests a connection between head teachers' control of preparations in instructional matters in their schools and positive school performance (Robinson, Lloyd, & Rowe, 2008).

Yet studies also suggest that finding time to devote to tasks more closely associated with improving student learning is a consistent challenge. The head teachers' work day is hectic, filled with frequent interruptions and problems that require attention (Hallinger & Murphy, 2013). Head teachers are often called on to meet with parents or deal with parental concerns (Miller, 2001). They spend large portions of their days in planned and unplanned meetings and on completing administrative duties (Horng, Klasik, & Loeb, 2010). Manasse (2008) noted that the nature and pace of events often appear to control head teachers rather than the other way around. Indeed, Hallinger and Murphy (2013)

identified finding time to lead in the face of head teachers' job pressures as among the central challenges of leadership for school improvement.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter presents the methodology of how the research was carried out. It describes how the desired information concerning the effect of school management strategies on teachers' performance in government-aided and private secondary schools was obtained. It describes what was done, how and why, taking into consideration the research design, the study population, sample size, sampling methods, data collection instruments and analysis.

3.1 Research Design

According to Kothari (2006) research design is the arrangement of conditions or strategy for collection and analysis of data in a manner that aims in combining relevance to the research purpose with economy in procedure, the structuring of investigation aimed at identifying variables and their relationships to one another. It is the conceptual structure within which research is conducted. As far as this study is concerned, the descriptive research design with both qualitative and quantitative approaches were adopted and used as the blueprint for the collection, measurement and analysis of data. This design was chosen because according to Mugenda and Mugenda (2003), a descriptive design is useful when the study sought to describe issues about some phenomenon. The study sought to compare the effect of school management strategies employed in government-aided and private secondary schools on teachers' performance, so the descriptive design was appropriate for this study.

3.2 Study Population

The study population is the collection of all individual units or respondents to whom the results of a survey are to be generalised (Kothari, 2006). Population refers to the entire group of individuals or objects having common observable characteristics or conform to given specifications (Mugenda and Mugenda (2003). Such a group of individuals is called the target population. In this study, the units or individual for a target population included the District Education Officer, Inspectors of Schools, head teachers and teachers (only deputies and director of studies) of the secondary schools. All these categories of people have common characteristic in that they are all concerned about the teaching and learning process in schools. This is why they were considered to be part of the target population for this study. From the statistics in the DEO's Office, the target population of the study was 1745. This has been presented in Table 3.1.

Table 3.1: Population, Sample and Sampling Methods

Category of Respondents	Population	Sample	Percent	Sampling Methods
Education Managers (DEO, DIS)	02	02	0.6%	Purposive sampling
Headteachers	15	15	4.6%	Purposive sampling
Teachers	1728	308	94.8%	Simple random sampling
Total	**1745**	**325**	**100%**	

Source: Bukedea District (2016)

3.3 Sample, Sampling Procedure and Sample Size

A sample is a smaller group obtained from the accessible population (Mugenda and Mugenda, 2003) while ensuring that the sample size is neither too large nor too small but rather optimum, that is; one that fulfils the requirement of efficiency, representativeness,

reliability and flexibility (Kothari, 2006). In determining an optimum sample size, the Sloven Formula (1967) was used. The Sloven's formula is stated below:

$$n = \frac{N}{1+N\,(e)^2}$$ Where; n=sample size; e = the proportion of sampling error; N=Population

Thus, using Sloven's formula, the sample size of the study was as follows: Note: the error (e) is assumed to be 0.05.

$$n = \frac{1745}{1+1745\,(0.05)^2} = \frac{1745}{1+1745\,(0.0025)} = \frac{1745}{1+4.325} = \frac{1745}{1.5325} = 325$$

The above sample size of 325 respondents was classified as indicated in Table 3.1. To ensure representativeness for each category of respondents, simple proportions will be used to obtain a sample representing each unit of the population.

In this study, purposive sampling was used to select the District Education Officer and the Inspectors of Schools. These were selected purposively because purposive sampling is sampling techniques that allows a researcher to use the people that have the required information with respect to the objectives of his/her study (Mugenda and Mugenda, 2003). This is also in agreement with Kothari (2006) who states that purposive sampling is used when one is sure that those particular people have the much-needed data that the study seeks to find. In Bukedea district, the DEO and Inspectors are by virtue of their positions and responsibility, custodians of information on teaching and learning in the schools, thus; they had information that this study sought to find.

The other method of sampling that were used was simple random sampling which is a probabilistic method that offers equal chance to every subject in the target population to

be selected and avoids bias on the part of the researcher (Kothari, 2006). It was used to efficiently and carefully observe the population.

3.4 Data Collection Instruments

3.4.1 Questionnaire

To collect a large quantity of data, the questionnaire was adopted and used. Questionnaires are made of items developed to address specific objectives in a study (Mugenda , 2003). Questionnaires were considered in this study because of some of their advantages. According to Amin (2005), questionnaires are less expensive; they offer greater assurance of anonymity allowing respondents to give sensitive information without fear. In this respect, pre-tested questionnaires were used to collect data from all respondents since they could ably read and write. The questionnaires consisted of three sections: Section A collection of data on school management strategies (IV), Section B for collection of data on teachers' performance (DV) and Section C for collection of data on the possible intervening variables in the study. The questionnaire was constructed on a 4-point liekert scale (Strongly Agree, Agree, Disagree and Strongly Disagree).

3.4.2 Interview Guide

The study was also used an interview guide to collect qualitative data through face to face interactions with key respondents. The interview guide consisted of a set of items on school management strategies, teachers' performance and the intervening variables in their work environment.

3.5 Procedure of the Data Collection

After the designing and assessing the validity and reliability of the data collection instruments, the researcher obtained an introduction letter from the university that was useful in introducing the researcher to the District Education Officer who then communicated to the Headteachers of the secondary schools in Bukedea District. Furthermore, a supporting letter was attached to the questionnaires that were distributed and arrangements for data collection were jointly agreed upon with the office of the DEO before the process began. Consent of the individual respondents was also sought. The researcher personally administer the questionnaires and also held face to face interviews with the respondents

3.6 Validity and Reliability of Instrument

Mugenda and Mugenda (2003) define validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study while reliability is defined as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. According to Judith (1999), validity and reliability may be achieved by asking other people such as colleagues, pilot respondents or fellow students whether the instruments devised measure what they are supposed to measure.

3.6.1 Determination of Content Validity

In this study, content validity of the instrument was assessed through consultation and rating the items and then computing the Content Validity Index (CVI) which is a measure of validity of the instrument. CVI was computed from a formula;

$$CVI = \frac{VR + R}{K}$$

Where VR is for Very Relevant, R for Relevant and K is for total number of items in the questionnaire. From the supervisor's rating, 12 items were rated as very relevant (VR) while 18 of them were rated as relevant (R). By substituting in the formula above, the value of Content Validity Index (CVI) obtained was 0.789 and was interpreted as acceptable based on the George and Mallery (2003) scale.

3.6.2 Determination of Reliability

The reliability of the instrument was done by pre-testing the questionnaires and interview guide, among a few corresponding respondents in Bukedea District, other than the ones they were intended for. After pre-testing, the SPSS was used to determine the Pearson correlation which is a measure of reliability (George and Mallery, 2003). Table 3.2 presents the results from the SPSS showing that the reliability of the instrument was 0.80 indicating good on the George and Mallery (2003) scale.

Table 3.2: Reliability Results

Constructs	Alpha values
School Management Strategies used	0.73
Nature of Teachers' Performance	0.83
Strategies that promote Teachers' Performance	0.84
Average Value of Correlation Coefficient	**0.80**

Source: Primary data

3.7 Data processing and Analysis

The data collected was cleaned and edited to ensure consistency, completeness and accuracy before it was entered into the Statistical Packaged for Social Scientist (SPSS)

version 20. This involved checking through the returned completed questionnaires to find out items that may have not been responded to, so that they were not included in the data analysis process. If they were included, they were likely to affect the outcome of the results especially when computing the mean. Using the SPSS, the data was analyzed using descriptive and inferential statistics mainly use of the t-test. The analyzed data has been presented in tables for making precise interpretation and conclusions.

3.8 Ethical Considerations

The researcher respected anonymity of the respondents by ensuring confidentiality of the respondents and the data provided. This was done through assurance that the information they provided would be purely for academic purposes and that their identity would not be disclosed. This was highlighted in the introductory part of the questionnaire or before the interview sessions. Lastly but not least, objectivity was considered during report writing to avoid personal bias.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

The purpose of the study was to make a comparative analysis of the effect of school management strategies on teachers' performance in government and private secondary schools in Bukedea District, in Eastern Uganda. This chapter presents the findings in accordance with the objectives of the study. The findings are presented, analyzed and interpreted in a logical manner for purposes of clarity.

4.1 Response Rate

Table 4.1 below presents the response rate during data collection.

Table 4.1: Response Rate

Category	Planned number	Number that participated	Response rate
Education Managers (DEO, DIS)	02	02	100%
Headteachers	15	15	100%
Teachers	308	265	86.0%
Total	**325**	**282**	**86.8%**

Source: Primary data (2016)

From Table 4.1, it can be noted that 86.8% of the targeted number of respondents was accessed and the necessary data was collected from them. This response rate of 86.8% was considered good enough to validate the study findings. A survey's response rate is viewed as an important indicator of survey quality because according to Aday (1996), Rea and Parker (1997), higher response rates assure more accurate survey results. With

an overall rate of return of 86.8% it implies that the survey quality was good (Rea and Parker, 1997).

4.2 Demographic Data

The study observed the demographic characteristics of the respondents. These included gender, age and education level and the findings are presented below.

4.2.1 Age Distribution of the Respondents

The gender distribution of respondent teachers who completed the questionnaires was investigated and findings are presented in Table 4.2 below.

Table 4.2: Gender Distribution of the Respondent Teachers

Gender	Frequency		Percent (%)		Overall
Type of School	Gov't	Private	Gov't	Private	(%)
Male	93	62	35.1	23.4	58.5
Female	66	44	24.9	16.6	41. 5
Total	**159**	**106**	**60.0**	**40.0**	**100**

Source: Primary Data (2016)

From Table 4.2 above, the results about the gender distribution of the respondent teachers show that there were more male teachers (58.5%) than female teachers (41.5%) that participated in the study. From Table 4.2, it is evident that there are more male teachers than female teachers serving the secondary schools in Bukedea. This was a true reflection of the current situation in the secondary schools in the district according to the statistical returns from the DEO's Office (2016) and therefore, the findings of this study are representative in terms of the gender distribution of the target population of the study.

4.2.2 Age Distribution of the Respondents

The demographic data of the respondent teachers also indicated their ages and these are presented in Table 4.3 below.

Table 4.3: Age Distribution of the Respondent Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 20 years	2	.8	.8	.8
20-29 Year	90	34.0	34.0	34.7
30-39 Years	79	29.8	29.8	64.5
40-49 years	76	28.7	28.7	93.2
50 and Above	18	6.8	6.8	100.0
Total	265	100.0	100.0	

Source: Primary data (2016)

From Table 4.3, it was found out that 34% of the teachers were in the age bracket 20-29 years while 29.8% of them were in the age bracket 30-39 years and 28.7% of them were in the age bracket 40-49 years. Only 6.8% of them were above 50 years of age. This implies that most of the teachers were in their prime years of service, that is, between 30 and 50 years. This means that majority of the teachers in the secondary schools in Bukedea District are relatively young teachers.

4.2.3 Level of Education of the Respondents

The questionnaire also collected data on the level of education of the respondent teachers. This was analyzed and is presented in Table 4.4.

Table 4.4: Level of Education of the Respondent Teachers

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	91	34.3	34.3	34.3
Degree	154	58.1	58.1	92.5
Masters	19	7.2	7.2	99.6
Other(Specify)	1	.4	.4	100.0
Total	265	100.0	100.0	

Source: Primary data (2016)

From Table 4.4, it was found out that 34.3% of the teachers were holders of diplomas in education while 58.1% of them were degree holders. At least 7.2% of them had master's degrees in education and others were only 0.4%. This implies that majority of the teachers are well qualified to teach in the secondary schools in Uganda.

4.3 Assignment of Responsibilities and Performance of Teachers

Null Hypothesis 1: Stated that there is no significant difference between assignment of responsibilities and performance of teachers in government-aided and private secondary schools in Bukedea district. In order to ascertain whether there was a difference, the data pertaining to assignment of responsibilities in the two category of schools was compared. Table 4.5 presents the mean values pertaining to assignment of responsibilities in the government and private secondary schools in Bukedea District.

Table 4.5: Assignment of Responsibilities in secondary Schools in Bukedea

Assignment of Responsibilities in secondary schools	Mean for Gov't	Mean for Private
School management always assigns responsibilities to teachers	3.11	3.00
School management ensures accountability for all resources	2.86	2.66
There is does routine supervision of the teaching and learning	3.00	3.25
School management allows individual participation in decision making	2.95	2.75
There is effective time management in this school	3.04	3.00
School management exhibits purposeful leadership of the teachers	3.05	2.05
School management ensures involvement of the heads of department	3.02	2.02
School management has approximately structured lessons	3.13	3.15
School management ensures a work -centered environment	3.06	3.06
School management provides maximum communication for all stakeholders	2.94	1.94
School management has ensured efficient and accurate recording-keeping	3.01	3.01
School management ensures parental and community involvement	3.03	3.35
School management has provided a positive school climate	2.96	2.76
School management provides a flexible system which allows teachers to do their work	2.92	2.82
School management has provided for productive division of labour teachers	3.03	3.15
Overall Mean	**3.01**	**2.79**

Source: Primary data (2016)

From Table 4.5, it can be noted that assignment of responsibilities in government and private secondary schools in Bukedea District varies. The results in Table 4.5 indicate that on the whole more teachers in government-aided secondary schools indicated that assignment of responsibilities is well-done while it was not as good in the private secondary schools. It is not possible to conclude on how assignment of responsibilities affects teachers' performance without analyzing data on teachers' performance. Table 4.6 presents analysis of data on teachers' performance in government-aided and private secondary schools in Bukedea District.

Table 4.6: Performance of Teachers in Gov't and Private Secondary Schools

Performance of Teachers in Gov't and Private Compared	Mean for Gov't	Mean for Private
All lessons are taught per week	2.71	3.73
There is high level of engagement with students	3.02	3.82
I always take responsibility in school activities	3.13	3.43
I am always engaged in marking/correcting students' work	3.18	3.78
I always ensure completion of tasks on time	3.11	3.61
I sequence material to promote children's cognitive and development growth	3.05	3.55
I use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed	3.07	3.57
I plan instruction using a variety of instruction methods	3.13	3.73
I take into account student' strengths and weaknesses as well as their interest level	3.15	3.65
I frequently, incorporate reading into the content areas	3.10	3.50
I use textbooks as a resource, not as a curriculum	3.12	3.42
I incorporate a variety of authentic literature sources to support the instruction	3.09	3.39
I plan differentiated instruction based on children's needs identified by using assessment data	3.05	3.75
I predict children's misconceptions where children will have difficulty with the curriculum	3.06	3.66
I plan a blend of whole group, small-group, and individualized instruction	3.05	3.55
Overall Mean	**3.07**	**3.61**

Source: Primary data (2016)

From Table 4.6, it was found out that performance of teachers in private secondary schools in Bukedea was better that that in government-aided secondary schools. Table 4.7 now presents the comparison of the means and standard deviation. When the mean data on assignment of responsibilities was compared with that for performance of teachers, the results indicated that there was no significant difference between the government-aided

Table 4.7: Independent Samples Test for Assignment of Responsibilities in the Schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Assignment of Responsibilities	Equal variances assumed	.054	.816	.602	159	.548	.022	.079	-.108	.204
	Equal variances not assumed			.613	106	.541	.022	.078	-.106	.201

Primary data (2016)

Table 4.7 describes independent samples t-test information to ascertain whether there is a significant difference between assignments of responsibilities between the two categories of schools. Since the F-value is 0.054 and the p-value (sig.) is 0.816 which is well above the confidence level (0.05), it means that there is no significant difference between assignment of responsibilities and performance in government-aided and private secondary schools in Bukedea District. Therefore, the null hypothesis was up-held. These results were in agreement with data collected through face to face interviews where one of the respondents said;

> *"While there might be slight differences in assignment of responsibilities, it do not think that there is any significant difference between the assignment of duties and performance of teachers in government-aided and private secondary schools in this district."*

Another respondent said;

"What I have noted is that teachers in government-aided secondary schools often have higher levels of assignment of responsibilities than those in the private secondary schools. However, compared with the performance, I would not say that there is any significant difference between the assignment of responsibilities and performance in government-aided and private secondary schools in Bukedea District."

These results were found to be in agreement with data collected through face to face interviews with the DEO, DIS and several headteachers of the secondary schools under study. In conclusion, it was found out that assignment of responsibilities was better done in government-aided secondary schools than in the private secondary schools while the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. However, on testing the null hypothesis using the independent t-test, it was found out that there was no significant difference between assignment of responsibilities and performance of teachers in government-aided and private secondary schools in Bukedea District.

4.4 Accountability and performance of Teachers

Null Hypothesis 2: Stated that there is no significant difference between accountability and performance of teachers in government-aided and private secondary schools in Bukedea district. In order to ascertain whether there was a difference, the data pertaining to accountability by teachers in the two category of schools was compared. Table 4.8 presents the mean values pertaining to accountability of teachers in the government and private secondary schools in Bukedea District.

Table 4.8: Accountability by Teachers in Secondary schools in Bukedea District

Accountability by Teachers	Mean for Gov't	Mean for Private
All lessons are taught per week	1.71	2.71
There is high level of engagement with students	2.12	3.02
I always take responsibility in school activities	2.43	3.13
I am always engaged in marking/correcting students' work	2.78	3.18
I always ensure completion of tasks on time	2.81	3.11
I sequence material to promote children's cognitive and development growth	2.95	3.05
I use knowledge of available resources to determine what instructional materials or resources need to be acquired or developed	2.67	3.07
I plan instruction using a variety of instruction methods	2.53	3.13
I take into account student' strengths and weaknesses as well as their interest level	2.75	3.15
I frequently, incorporate reading into the content areas	2.50	3.10
I use textbooks as a resource, not as a curriculum	3.19	3.12
I incorporate a variety of authentic literature sources to support the instruction	3.49	3.09
I plan differentiated instruction based on children's needs identified by using assessment data	2.85	3.05
I predict children's misconceptions where children will have difficulty with the curriculum	2.96	3.06
I plan a blend of whole group, small-group, and individualized instruction	2.65	3.05
Overall Mean	**2.692**	**2.887**

Source: Primary data (2016)

From Table 4.8, it was found out that accountability of teachers in the secondary schools in Bukedea District also varied. The results in Table 4.8 indicated that on the whole more teachers in private secondary schools indicated that they are more accountable as compared to the teachers in government-aided secondary schools. When the mean data on accountability by teachers was compared with that for performance of teachers, the results indicated that there was no significant difference between the government-aided

and private secondary schools. Table 4.9 presents the analyzed data for the independent sample test.

Table 4.9: Independent Samples Test for Accountability of the Teachers in the Schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Assignment of Responsibilities	Equal variances assumed	.043	.723	.501	159	.445	.195	.035	-.119	.214
	Equal variances not assumed			.517	106	.461	.195	.035	-.103	.211

Primary data (2016)

Table 4.10 describes independent samples t-test information to ascertain whether there is a significant difference between accountability of teachers between the two categories of schools. Since the F-value is 0.043 and the p-value (sig.) is 0.723 which is well above the confidence level (0.05), it means that there is no significant difference between accountability by teachers and performance in government-aided and private secondary schools in Bukedea District. Therefore, the null hypothesis was also up-held. These results were in agreement with data collected through face to face interviews where one of the respondents said;

> *"In some schools, teachers are really accountable while in others, they are not. However, in my opinion, I do not think that there is any significant difference between the accountability demonstrated by teachers and performance of teachers in both government-aided and private secondary schools in this district."*

Another respondent said;

"As a headteacher, I have noted that a couple of my teachers are accountable and you can always rely on them. However, it is one thing to be accountable and yet another to perform. Therefore, I think that there is any significant difference between the accountability by teachers and performance in government-aided and private secondary schools in Bukedea District."

These results were also found to be in agreement with data collected through face to face interviews with the DEO, DIS and several headteachers of the secondary schools under study. In conclusion, it was found out that accountability of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools while the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. However, on testing the null hypothesis using the independent t-test, it was found out that there was no significant difference between accountability and performance of teachers in government-aided and private secondary schools in Bukedea District.

4.5 Supervision and performance of Teachers

Null Hypothesis 3: Stated that there is no significant difference between supervision and performance of teachers in government-aided and private secondary schools in Bukedea district. In order to ascertain whether there was a difference, the data pertaining to supervision of teachers in the two category of schools was compared. Table 4.10 presents the mean values pertaining to supervision of teachers in the government and private secondary schools in Bukedea District.

Table 4.10: Supervision of Teachers in Secondary schools in Bukedea district

Supervision of Teachers	Mean for Gov't	Mean for Private
Having good administrative leadership in place	3.03	3.53
Ensuring team management in the school	3.21	3.71
Defining the school expectations to all stakeholders	3.14	3.84
Ensuring total commitment to school mission and vision	3.26	3.56
Ensuring effective teaching/learning	3.27	3.47
Proper allocation of resources	3.16	3.66
Effective monitoring of social activities and programmes	3.21	3.91
Development of decision-driven information	3.16	3.66
Overall Mean	**3.18**	**3.67**

Source: Primary data (2016)

From Table 4.10, it was found out that supervision of teachers in the secondary schools in Bukedea District also varied. The results in Table 4.10 indicated that on the whole more teachers in private secondary schools indicated that supervision of teachers was well done unlike those in the government-aided secondary schools. To be able to conclusively determine whether there was a difference in terms of supervision of the teachers and performance, a test for the independent means was done. Table 4.11 presents the analyzed data for the independent sample test.

Table 4.11: Independent Samples Test for Supervision of the Teachers in the Schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Assignment of Responsibilities	Equal variances assumed	.037	.723	.501	159	.445	.590	.035	-.108	.314
	Equal variances not assumed			.517	106	.000	.590	.035	-.107	.411

Primary data (2016)

Table 4.11 describes independent samples t-test information to ascertain whether there is a significant difference between accountability of teachers between the two categories of

schools. Since the F-value is 0.037 and the p-value (sig.) is 0.723 which is well above the confidence level (0.05), it means that there is no significant difference between supervision of teachers and performance in government-aided and private secondary schools in Bukedea District. Therefore, the null hypothesis was also up-held. These results were in agreement with data collected through face to face interviews where one of the respondents said;

> *"Personally, I am convinced that there is no significant difference between the supervision of teachers and performance of teachers in both government-aided and private secondary schools in this district."*

Another respondent said;

> *"I do not think that there is any significant difference between the supervision of teachers and performance in government-aided and private secondary schools in Bukedea District."*

These results were also found to be in agreement with data collected through face to face interviews with the DEO, DIS and several headteachers of the secondary schools under study. In conclusion, it was found out that supervision of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools while the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. However, on testing the null hypothesis using the independent t-test, it was found out that there was

no significant difference between supervision and performance of teachers in government-aided and private secondary schools in Bukedea District.

4.6 Time Management and performance of Teachers

Null Hypothesis 4: Stated that there is no significant difference between time management and performance of teachers in government-aided and private secondary schools in Bukedea district. In order to ascertain whether there was a difference, the data pertaining to time management by teachers in the two category of schools was compared. Table 4.12 presents the mean values pertaining to time management by teachers in the government and private secondary schools in Bukedea District.

Table 4.12: Time Management of Teachers in Secondary Schools in Bukedea

Time Management by Teachers	Mean for Gov't	Mean for Private
I analyze data from set benchmarks timely	1.83	2.20
I use assessment tools based on division curriculum and pacing guides	1.66	2.75
I use a variety of valid, appropriate assessments	2.59	2.54
I maintain assessment information on progressive records.	3.79	2.79
I use pre-/post-assessment data on each child	3.79	3.73
I maintain appropriate records	3.75	3.75
I give constructive feedback	2.86	2.81
I teach children how to monitor their own academic progress.	2.28	3.21
I use a limited selection of assessment strategies, inconsistently	2.79	2.75
I use inadequate variety of assessment sources to assess children	3.76	3.73
I do not use baseline or feedback data to make instructional decisions	2.38	3.37
I do not report on children academic progress in a timely manner	1.79	2.79
Overall Mean	**2.772**	**3.035**

Source: Primary data (2016)

From Table 4.12, it was found out that time management of teachers in the secondary schools in Bukedea District also varied. The results in Table 4.12 indicated that on the whole more teachers in private secondary schools indicated that their time management was well done as compared to the teachers in government-aided secondary schools. To be able to conclusively determine whether there was a difference in terms of time management and performance of the teachers, a test for the independent means was done. Table 4.13 presents the results of the t-test.

Table 4.13: Independent Samples Test for Time Management of the Teachers in the Schools

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Assignment of Responsibilities	Equal variances assumed	.063	.723	.501	159	.000	.263	.035	-.119	.214
	Equal variances not assumed			.517	106	.000	.263	.035	-.103	.211

Primary data (2016)

Table 4.13 describes independent samples t-test information to ascertain whether there is a significant difference between time management and performance of teachers in the two categories of schools. Since the F-value is 0.063 and the p-value (sig.) is 0.723 which is well above the confidence level (0.05), it means that there is no significant difference between time management by teachers and performance in government-aided and private secondary schools in Bukedea District. Therefore, the null hypothesis was also up-held. These results were in agreement with data collected through face to face interviews where one of the respondents said;

"Time management is crucial in management and ultimately in performance. Despite that fact, I think that there is no significant difference between the time management by teachers and performance of teachers in both government-aided and private secondary schools in Bukedea District."

Another respondent said;

"Honestly, I do not think that there is any significant difference between the time management by teachers and performance in government-aided and private secondary schools in Bukedea District."

These results were also found to be in agreement with data collected through face to face interviews with the DEO, DIS and several headteachers of the secondary schools under study. In conclusion, it was found out that time management of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools while the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. However, on testing the null hypothesis using the independent t-test, it was found out that there was no significant difference between time management and performance of teachers in government-aided and private secondary schools in Bukedea District.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a discussion of major findings, conclusions and recommendations derived from this study on a comparative analysis of the effect of school management strategies on teachers' performance in government-aided and private secondary schools in Bukedea District.

5.1 Discussion of Findings

5.1.1 Assignment of Responsibilities and performance of teachers

Assignment of responsibilities is an important strategy in management of staff in organizations. It helps the staff to remain focused on specific issues that could ultimately lead to improvement in their performance. The study found out that teachers in government secondary schools reported significantly higher levels of assignment of responsibilities than those in the private secondary schools. However, the performance of teachers in the private secondary schools was found to be better than the performance of teachers in the government-aided secondary schools. These results were found to be in agreement with Croninger and Lee (2001) who reported that the degree of teacher caring and interaction with students reported by both parents and teachers has a significant impact on performance. In a review of effective schools in the US, Croninger and Lee (2001) found evidence that schools with a common sense of purpose and strong communal organization involving collegial relationships among staff and positive adult

student relationships are efficient in promoting a range of academic and social outcomes reflecting teachers' engagement and commitment.

Assignment of responsibilities is an integral part of school management strategies because, according to Matthew (2010), assignment of responsibilities is an integral part of every manager's work. Assignment of responsibilities is independent of the size of the school and a manager requires either upward or downward assignment of responsibilities, based on his/her position in the organizational hierarchy. Assignment of responsibilities downwards is more commonplace and it stems from the manager's position in the hierarchy. Though the concept of assignment of responsibilities upwards is not popular, it forms an essential aspect of management at the workplace and in school settings in particular. Assignment of responsibilities is used to tap into the skills and resources already within the group, avoid burning out a few leaders, get things done, prevent the group from getting too dependent on one or two leaders, enhance the functioning of the team, allow everyone to feel a part of the effort and the success, groom new successors and enable new skill development in the team. Succession planning is a dynamic, ongoing process of systematically identifying, assessing and developing leadership talent for future assignments and tasks. It provides a pool of talented and skilled personnel who are ready to take up advanced roles and bigger responsibilities. In this literature it emerges that delegation helps to tap into the skills, avoiding burning out a few leaders and allows allow everyone to feel a part of the effort and the success automatically leading to job satisfaction. Thus it is the researchers desire to establish how the headteachers in secondary schools Bukedea District have exploited these advantages of assignment of responsibilities.

People often take responsibility for the jobs the supervisor does not have time to do once they have learnt how to work with the manager. It transfers work to people whose skills in a particular area are better than the supervisor's, thus saving time (Chapman, 2005). Transfer of responsibility develops the staff, and can increase their enjoyment of their jobs. The ideal position to reach as supervisor is one where staff members carry out all routine activities of the manager's team. This leaves the manager time to plan, think, and improve efficiency at work. This literature imperatively points out that assignment of responsibilities helps the headteacher to exploit the effort of the teachers where his expertise may be lacking and still save his time. However, in schools many headteachers may not admit their inadequacies in some areas. This guides the study in establishing how the headteachers take advantage of the teachers' expertise and save time in assignment of responsibilities and how this affected the teachers' performance.

5.1.2 Accountability and Performance of Teachers

Accountability in organizations reflects the value for money in terms of activities that the staff are engaged in their daily service to the organization. The study found out that accountability of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools. The results of the study indicated that teachers in government secondary schools reported significantly lower levels of accountability than those in the private secondary schools. However, the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. These results were found to be in agreement with Figlio and Kenny (2009) who found out that school accountability measures

influence voluntary contributions to public schools. Specifically, they find that schools that experience negative accountability information "shocks" lose financial support from parents and community members, while those that experience positive accountability information shocks gain financial support. These responses are particularly strong for schools serving minority students and lower income families that might have lower levels of monitoring of schools than might other families, and are consistent with the findings from the psychology, charitable contribution, and marketing literatures, that stakeholders tend to wish to avoid "throwing good money after bad." In sum, the weight of the available evidence indicates that stakeholders of many stripes care deeply about the outcomes of school accountability systems, and this suggests that educators are likely to wish to respond as well.

On the other hand, Claessens et al. (2004) showed that several studies demonstrate that assigning responsibilities and activities to specific people predicts performance. For example, car salesmen who prioritize their activities reported higher sales (Drucker, 2004). College students who prioritize their study time also reported higher grade point averages (Britton & Tesser, 1991). County extension directors with prioritized activities are rated higher by their superiors (assistant regional directors)). To understand the association between prioritization of activities and job performance, researchers have investigated a series of possible linkages. Most clearly, prioritization of activities helps improve job efficiency by enabling professionals to allocate adequate time to their job's most important tasks (Armstrong, 2009). This greater attention to high-priority work areas improves worker outcomes. The expectation that increased time management will

increase worker productivity by enabling employees to "work smarter" has driven widespread investment in time management training in the private sector (Green & Skinner, 2005). This was also in agreement with the data from interviews.

5.1.3 Supervision and Performance of Teachers

Supervision of staff is considered important in helping them do their work better. The study found out that supervision of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools. The results of the study showed that teachers in private secondary schools reported significantly higher levels of supervision than those in the government-aided secondary schools. Similarly, the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. These results were found to be in agreement with Oshungboye (2001) found out that supervision was very important in management and identified some qualities of a good instructional supervisor. He found out that a good instructional supervisor must be strong-willed, consistent and fair in his dealings with other people. He must be cooperative and view his job as a team-type service. He must be true to his own ideals but at the same time be flexible, needs loyal and respectful of the beliefs and dignity of those around him. He must assist teachers to evolve various approaches and techniques like individualized instruction, grouping, testing and evaluation. He must be sincere, firm, approachable and ready to help people solve their problems. He must be versed in the principles and practices of current educational trends and innovations and interpret these to teachers. He must be open in his decision-making and respect people's opinion on matters affecting the school

system. He must assist in the organization and proper administration of co-curricular activities for students. He must help to clarify educational objectives and goals and enlighten teachers on their implications. He must maintain, around himself, a relaxing atmosphere that will encourage, stimulate and inspire people around him to work harmoniously to achieve the organizational goal. And lastly that he must be large-hearted and be prepared for oppositions without malice.

The results were further in agreement with Udoh, Akpa and Gaug (1997) who underscored the importance of modern trends in supervision as being focused towards democratic principles where the supervisors is considered as a friend, a helper, ready to assist and support through professional advice and discretion. Under this approach, the needs of teachers are properly diagnosed with a view to know how best to assist them. The teaching-learning process is thereafter criticized in a constructive manner and suggestions are made accordingly. This modern approach appears rational and has the potential for functionality, especially because it does not neglect the individuality, the group and the dynamics of the system. It also appears creative to all intents and purpose, since primary emphasis is placed on the growth and professional improvement of the teacher.

Generally, a good supervisor of instruction must be physically fit, disciplined/self-controlled, be a motivator, be an effective leader, intelligent, has good character/temperament, and lastly have dignity and authority to be able to perform his work effectively (Abioye and Sheyin, 2000). If these qualities given by experts are in

instructional supervisors, they will be effective in their duties and also bring about the actualization of the goals of supervision.

5.1.4 Time Management and Performance of Teachers

It is believed that time wasted can never be regained and so, time management is very vital in ensuring effective performance of staff in organizations. This study found out that time management of teachers in private secondary schools was found to be better than that of teachers in the government-aided secondary schools. The results of the study revealed that teachers in private secondary schools reported significantly higher levels of time management than those in the government-aided secondary schools. Similarly, the performance of teachers in the private secondary schools was better than the performance of teachers in the government-aided secondary schools. These results were found to be in agreement with Son and Sethi (2006) who found out that effective time management during learning optimality was closely related to time availability and management. On the other hand, empirical research has also related poor time management to increased stress, anxiety, and school-related tensions on the part of teachers and students alike when it comes to assessment of learning. For example, poor time management has been correlated with school-related tensions and feelings that one is less in control of time than is desired (Macan, 1994). Similarly, Esters and Castellanos (1998) related poor time management of teachers to increased levels of apprehension leading to loss of self-confidence, which in turn, affected their teaching practices and consequently their students' learning. As well, Edwards (2006) found a relationship between school teachers' time management skills and their reported levels of job performance.

Furthermore, the findings are in agreement with Grissom, Loeb, & Master (2013) who found out that the teachers' investments in time management in some instruction-related tasks, including coaching and teacher professional development, are associated with more positive pupils' outcomes. This implies that if little time is invested time management particularly with reference to pupils' assessment, then there would be limited positive outcomes. These findings are also in agreement with Huff and Goldring (2012) who also found out that limited investment in time management in the pupils' learning process leads to inadequate outcomes. A lot of literature on instructional management suggests a connection between teachers' control of preparations in instructional matters in their schools and positive school performance (Robinson, Lloyd, & Rowe, 2008). This means that for effective performance, the teachers need to heavily invest in appropriate time management strategies. This should also be true of the situation in the secondary schools in Bukedea District.

The findings are also in agreement with the views obtained through literature review in that effective time management has been depicted as an important aspect of met cognitive awareness and successful self-regulated in teaching. According to Bidjerano, (2005) and Zimmerman (2002), teachers with effective time management behaviors have more control over their teaching career. They can organize, prioritize and budget their time according to the requirements of the learning situations, and thus are better teachers than those who depend on others' regulation of their time and teaching.

5.2 Conclusions

From the findings the researcher concludes that there was no significant difference between assignment of responsibilities and performance of teachers in government-aided and private secondary schools in Bukedea District.

The researcher also concluded that there was no significant difference between accountability and performance of teachers in government and private secondary schools in Bukedea District.

Similarly, there was no significant difference between supervision and performance of teachers in government and private secondary schools in Bukedea District.

Finally, the researcher concluded that there was no significant difference between time management and performance of teachers in government and private secondary schools in Bukedea District.

5.3 Recommendations

From the findings of the study and the discussion to the findings, the study proposes the following recommendations:

5.3.1 Headteachers in Government-aided secondary schools:

i. The study found out that accountability of teachers in government-aided secondary schools was not well done. The study recommends that headteachers in the government-aided secondary schools should endeavor to enforce accountability of their teachers if performance is to improve. This can be done through auditing, monitoring and evaluation.

ii. The study further found out that supervision of teachers in government-aided secondary schools was poorly done as compared to the private schools. The study recommends that headteachers in government-aided secondary schools should improve on their supervision of teachers for their better performance. This can be used by the use of monitoring forms on daily basis.

iii. Similarly, the study found out that time management of teachers in government-aided secondary schools was poorly done. Therefore, the study recommends that headteachers in government-aided secondary schools should enforce on teachers' time management practices in order to improve on their performance. The headteacher should himself be a good time manager then he /she can introduce attendance book that should be supervised on daily basis.

iv. However, the study found out that assignment of responsibilities was better done in government-aided secondary schools than in the private secondary schools. Therefore, headteachers in the government-aided secondary schools should take advantage of this assignment of responsibilities to improve on teacher performance in their schools. Duties and responsibilities should be clearly stipulated.

5.3.2 Headteachers of Private secondary schools:

v. The study found out that assignment of responsibilities was not well done in the private secondary schools. Therefore, headteachers in the private secondary schools should endeavor to improve on assignment of responsibilities to further improve on teacher performance in their schools.

vi. The study found out that accountability of teachers, supervision and time management were well done in the private secondary schools. The study therefore, recommends that headteachers in the private schools should sustain these strategies as they can lead to sustainable good performance in their schools.

vii. The study also found that teacher performance in the private schools was better than that in the government-aided secondary schools. Therefore, headteachers of private schools should strive to sustain this good teacher performance.

5.4 Areas of further Research

The study proposes that further research be carried out in the following areas:

i. Assessment of the relationship between supervision and students' academic performance in the secondary schools in rural districts of Uganda.

ii. Challenges of widening and strengthening of time management strategies in rural secondary schools in Uganda.

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KYAMBOGO UNIVERSITY

MED RESEARCH PROJECT

APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

Request to Complete a Research Questionnaire.

I am a student of Masters of Education at Kyambogo University, conducting a study on school management strategies and teachers' performance – a comparative study of government-aided and private secondary schools in Bukedea district. This is part of the requirements for successful completion of the course. You have been selected as a potential respondent in this study. Therefore, this is to request you to complete this questionnaire as honestly as possible. Your opinion will not only be respected but will also be treated with utmost anonymity and confidentially. The responses you will give will be strictly used for the purpose of this study.

Yours sincerely,

Eriau Lambert

SECTION A

Background information of respondents

Kindly tick or circle a number of your choice in the options given.

1. **Age**
   - i. Below 20 years ☐ ii. 20-29 years ☐
   - ii. 30-39 years ☐ iv. 40-49 years ☐
   - v. 50 and above ☐
2. **Gender**
   - i. Male ☐ ii. Female ☐
3. **Level of education**
   - i. Diploma ☐
   - ii. Degree ☐
   - iii. Masters ☐
   - iv. Other (Specify) ☐

SECTION B

Please tick on the rating scale whether you "Strongly Disagree" (1), "Disagree" (2), "Agree" (3) or "Strongly Agree" (4) with each of the statements below.

SCHOOL MANAGEMENT STRATEGIES USED	1	2	3	4
1. School management always assigns responsibilities to teachers				
2. School management ensures accountability for all resources				
3. There is does routine supervision of the teaching and learning				
4. School management allows individual participation in decision making				
5.There is effective time management in this school				
6. School management exhibits purposeful leadership of the teachers				
7. School management ensures involvement of the heads of department				
8. School management has appropriately structured lessons				
9. School management ensures a work-centred environment				
10. School management provides maximum communication for all stakeholders				
11. School management has ensured efficient and accurate record-keeping				
12. School management ensures parental and community involvement				
13. School management has provided a positive school climate				
14. School management provides a flexible system which allows teachers to do their work				
15. School management has provided for productive division of labour among teachers				

SECTION C

Please tick on the rating scale whether you "Strongly Disagree" (1), "Disagree" (2), "Agree" (3) or "Strongly Agree" (4) with each of the statements below.

NATURE OF TEACHERS' PERFORMANCE	1	2	3	4
16. All lessons are taught per week				
17. There is a high level of engagement with students				
18. I always take responsibility in school activities				
19. I am always engaged in marking/correcting students' work				
20. I always ensure completion of tasks on time				
21.I sequence material to promote children's cognitive and developmental growth				
22. I use knowledge of available resources to determine what				

instructional materials or resources need to be acquired or developed				
23. I plan instruction using a variety of instructional methods				
24. I take into account students' strengths and weaknesses as well as their interest level				
25. I frequently, incorporate reading into the content areas				
26. I use textbooks as a resource, not as the curriculum				
27. I incorporate a variety of authentic literature sources to support the instruction				
28. I plan differentiated instruction based on children's needs identified by using assessment data				
29. I predict children's misconceptions where children will have difficulty with the curriculum				
30. I plan a blend of whole-group, small-group, and individualized instruction				

Thank you so much for participating in this study

END

APPENDIX II: INTERVIEW GUIDE FOR KEY INFORMANTS (DEO, DIS, Headteachers)
ITEMS

The face to face interviews will be guided by the following questions:

1. What time management strategies are employed by teachers in secondary schools in Bukedea district?
2. What is the effect of the time management strategies on teachers' planning of instruction in secondary schools in Bukedea district?
3. What is the effect of the time management strategies on teachers' delivery of instruction in secondary schools in Bukedea district?
4. How do the time management strategies affect teachers' assessment of pupils' learning in seconadry schools in Bukedea district?
5. What do you have to say about teachers' use of multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of all?
6. What is your comment on the teachers' ability to implement a variety of classroom techniques and strategies that enhance student motivation and decrease discipline problems?
7. Would you say that teachers provide in-depth explanations of academic content and cover higher-order concepts and skills thoroughly?
8. Teachers are expected to be supportive and persistent in keeping pupils on task and encouraging them to actively integrate new information with prior learning. What is your comment about the teachers in secondary schools in Bukedea district?
9. In your opinion, do you think teachers in secondary schools in Bukedea district recognize the schema or pattern in students' learning, make inferences about the situation (such as identifying the difficulties the students are having), and promptly adjust the materials, learning activities, and assessment techniques to maximize student learning?
10. How does assignment of responsibilities to teachers create teamwork among teachers?
11. Explain how assignment of responsibilities makes teachers understand the functioning of the school.
12. How does assignment of responsibility increase flexibility in the functioning of the school?

Thank you so much for participating in this study.

END