

**SCHOOL CLIMATE AND TEACHERS' JOB PERFORMANCE IN UGANDAN
SECONDARY SCHOOLS: A CASE OF KASESE DISTRICT**

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**A RESEARCH REPORT SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
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DECLARATION

I, Mbusa Joseph, hereby declare to the best of my knowledge that, the work presented in this research report is original and has never been presented in any university or other institution of higher learning for any award. Where other individual's information has been used, quotations have been made and references provided.

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APPROVAL

This is to certify that this research report entitled “*School Climate and Teachers’ Job Performance in Ugandan Secondary Schools: Case of Kasese District*” carried out by Mbusa Joseph is done under our supervision and has been submitted with our approval in partial fulfillment of the requirements for the award of degree of Masters of Education in Policy, Planning and Management of Kyambogo University.

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DEDICATION

I dedicate this dissertation to my parents Mr. Masereka Oniz and Mrs. Masika Violet for institutionalising a spirit of career development in my life.

May God bless you always.

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First and foremost, I thank the Almighty God for having given me life, courage, wisdom and protection that enabled me sail through this degree of Masters of Education in Policy, Planning and Management of Kyambogo University.

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May the Holy Spirit keep you forever and ever!!

LIST OF ABBREVIATIONS/ACRONYMS

ANOVA	:	Analysis of variance
CVI	:	content validity index
MoES	:	Ministry of Education and Sports
OCI	:	Organizational Climate Index
UACE	:	Uganda Advanced Certificate of Education
UCE	:	Uganda Certificate of Education
UNEB	:	Uganda National Examinations Board
UNESCO	:	United Nations Educational, Scientific and Cultural Organization

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ABSTRACT

The purpose of the study was to examine the effect of school climate (school physical environment, administrators' management behaviours, and students' behaviours) on teacher job performance (effective academic curricular execution, effective co-curricular execution, and effective student discipline management) in Ugandan secondary schools in case of Kasese District. The study adopted a cross-sectional design to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of groups of people. Both qualitative and quantitative techniques were used for the mutual validation of the data. The study sample size of 71 respondents comprising of headteachers, teachers and students was selected using simple random and purposive sampling techniques. Data were collected using questionnaires and interview. The study findings revealed that physical environment significantly affect teacher's job performance. This was explained by multi-regression analysis (adjusted R^2) found to be 0.627, implying that the effect is by 62.7%. The study findings further reveal that administrators' management behaviours and students' behaviours significantly affect teacher's job performance ($r^2 = 0.32$). The study concludes that the prevalent school climate in terms of physical environment, administrators' management behaviours, and students' behaviours significantly affect teacher's job performance. As such, strategic interventions must be considered by concerned stakeholders to ensure that a conducive school climate prevails in order to improve job performance of teachers in Kasese District. The study suggests that the government should put priority on allocating funds for renovation of school physical structures, building of new classroom blocks, equipping laboratories and school libraries. The study also advocates that school administrators should endeavor to adopt leadership behaviours that create an enabling environment for teacher job satisfaction to maximize academic performance. Students' misbehaviours must be regulated by adhering to school rules and regulations to improve teachers' performance.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study focused on examining the effect of School Climate on Teachers' Job Performance in Ugandan Secondary Schools: Case of Kasese District. This chapter consists of the background of the study, statement of the problem, purpose of the study, objectives of the study, scope of the study, significance of the study and limitations of the study.

1.1 Background to the Study

1.1.1 Historical Perspective

Every educational organization has a climate that distinguishes it from other schools and influences behaviour and feelings of teachers and students for that school (Schneider, 2011). The term "organizational climate" was coined in 1939 following a study of children's school clubs by Kurt Lewin and his colleagues. Lewin asserts that three styles (autocratic, democratic, or laissez faire) determined the "social climate" within the clubs, which led in turn to particular behavior repertoires displayed by the boys. Historically, the construct of climate preceded the construct of culture. The social context of the work environment, termed "atmosphere," was discussed as early as 1910 and during the 1930s in Britain. Climate was formally introduced in the 1960s, primarily based on the theoretical concepts proposed by Kurt Lewin and followed by empirical research. Schneider et al (2011) noted that in 1970s, organizational climate began as a field of organizational culture began to explode. Organizational culture did not become a popular issue for study in the management literature until the 1980s.

Although in the 1990s another transition took place, and interest in organizational climate appears to have eclipsed the focus on organizational culture in more recent years. The turn of the century (2000 - 2012), organizational climate or organizational culture, focused on aggregate constructs (as opposed to individual perceptions, preferences, or beliefs), such as organizational processes and outcomes and has indicated specific practices and behaviors that serve as interventions in organizations to enhance performance in those areas (Schneider, 2011). Further, the continued study of culture and climate is important because these constructs provide a context for studying organizational behaviour. That is, the social and symbolic processes associated with organizational culture and climate influence both individual and group behaviours, including turnover, job

satisfaction, job performance, citizenship, safety, customer satisfaction, service quality, and organizational level indicators of effectiveness (Schneider, 2011a).

As Zohar & Hofmann (2012) note, to clarify the distinction between molar climate and focused climate, here is what might have been a typical generic climate item followed by the strategically focused version of the item: “My supervisor says a good word whenever he sees a job well done” versus “My supervisor says a good word whenever he sees a job done according to the safety rules” (Zohar, 2000). Schneider et. Al., (2009), showed that companies with higher levels of service climate had higher customer satisfaction and subsequently superior financial performance. Salanova et al (2005), noted that service climate include: organizational resources and unit-level engagement as well as high performance work practices (Chuang & Liao, 2010). Michaelis (2010). Indeed, it is reasonable to suggest that any and all organizational processes might be usefully studied and understood through a climate lens.

1.1.2 Theoretical Perspective

The study was mainly guided by *field theory* of behavior as coined by Kurt Lewin (1939) and was supplemented by McGregor (1960) job performance theory and Vroom expectancy motivation theory. Field theory is a psychological theory which examines patterns of interaction between the individual and the total field, or environment. Lewin's field theory can be expressed by a formula: $B = f(p,e)$, meaning that behavior (B) is a function of the person (p) and his/her environment (e). The role of field theory and group dynamics was to understand how particular social groupings were formed, motivated and maintained. The rationale for field theory is Lewin's belief that all behaviour arises from the psychological forces in a person's life space and that behavioural change arises from changes to these forces (Cartwright, 1952b). Therefore, in order to understand, predict and begin to change a person's behaviour, it is necessary to take into account everything about the person and his/her perceptual or psychological environment in order to construct the person's life space (Lewin, 1943a).

The life space includes only those aspects of the environment that are perceived at some level, either consciously or unconsciously, by the individual (Lewin, 1998). Wheeler (2008, p. 1640) observed that: ‘life space is the total psychological environment that the person experiences subjectively, although not necessarily consciously’. Field theory allows an individual or group to

map out, and thus learn to understand, the totality and complexity of the life space in which their behaviour takes place, and appreciate how the forces that comprise their life space can be changed or reinterpreted in order to modify their own behaviour. Consequently, for Lewin, change was a learning process; he believed that successful behavioural change could only be achieved if individuals and groups could be helped to understand and reflect on the forces that impinge on their lives (Lewin, 1942).

In addition to the above, McGregor (1960) Job Performance theories also supplements the field theory that is 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes results in high performance. The theory postulates that a teacher exhibits influences his or her level of performance (Adeyemi, 2004). In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, extra-curricular activities, supervision, effective leadership, motivation and morale among others. High performance organisations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organisation a contributing partner to the business. Employees understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work, (Harvard Business School, 2005).

Vroom's expectancy theory by , Vroom, Deci, Penguin (1983) assumes that behavior results from conscious choices among alternatives whose purpose it is to maximize pleasure and to minimize pain. Vroom realized that an employee's performance is based on individual factors such as personality, skills, knowledge, experience and abilities. He stated that effort, performance and motivation are linked in a person's motivation. He uses the variables Expectancy, Instrumentality and Valence to account for this. Vroom suggests that an employee's beliefs about Expectancy, Instrumentality, and Valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. Vroom's expectancy theory works on perceptions – so even if an employer thinks they have provided everything appropriate for motivation, and even if this works with most people in that organisation, it doesn't mean that someone won't perceive that it doesn't work for them.

At first glance expectancy theory would seem most applicable to a traditional-attitude work situation where how motivated the employee is depends on whether they want the reward on offer for doing a good job and whether they believe more effort will lead to that reward.

However, it could equally apply to any situation where someone does something because they expect a certain outcome. For example, I recycle paper because I think it's important to conserve resources and take a stand on environmental issues (valence); I think that the more effort I put into recycling the more paper I will recycle (expectancy); and I think that the more paper I recycle then less resources will be used (instrumentality) . Thus, Vroom's expectancy theory of motivation is not about self-interest in rewards but about the associations people make towards expected outcomes and the contribution they feel they can make towards those outcomes.

Vroom's theory provides a process of cognitive variables that reflects individual differences in work motivation. In this model, employees do not act simply because of strong internal drives, unmet needs, or the application of rewards. Instead, they are rational people whose beliefs, perceptions, and probability estimates influence their behavior. From a management standpoint, the expectancy theory has some important implications for motivating employees. It identifies several important things that can be done to motivate employees by altering the person's effort-to-performance expectancy, performance-to-reward expectancy, and reward valences.

1.1.3 Conceptual Perspective

According to Thompson (2005), organisational climate can be defined as an approach in which organizational members observe and characterise their surrounding and environment in an attitudinal and value based manner. Badenhost (2008) reveals that School climate is based on patterns of people's experiences of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures (Lazaridou & Tsolakidis, 2011). School climate is a broad term that refers to teachers' perceptions of the general work environment of the school formal organisation, informal organisation, personalities of participants, and organisational leadership (Adejumobi and Rasheed, 2013). Organizational climate may be defined as the shared perceptions and the meaning attached to the policies, practices and procedures employees experience and the behaviors they observe getting rewarded and supported (Ostroff, 2003 & Schneider, 2011). Furthermore, organizational climate can be perceived as the

meanings people attach to interrelated bundles of experiences they have at work (Schneider, 2011; Zohar & Hofmann, 2012).

Pekins (2006) defines school climate as the social atmosphere of a setting or “learning environment” in which students have different experiences, depending upon the protocols set up by the teachers and administrators. Moos (1979) cited in Miller & Kathryn (2011) divides learning environments into three categories: relationship, which includes involvement, affiliation with others in the classroom and teacher support; personal growth or goal orientation, which includes the personal development and self-enhancement of all members of the environment; and system maintenance and system change, which include the orderliness of the environment, the clarity of the rules and the strictness of the teacher in enforcing the rules. Freiberg and Stein (1999) in Angus (2009) opined that School climate is the heart and soul of a school. Since the teaching and learning situation in a school seem to be a function of the atmosphere of the school, school climate is a set of unique characteristics of a school.

According to Hoy and Hoy (2006), school climate refers to school achievement. Najeemah (2012) claimed that a happy school is very motivated, with productive accomplishment which made it different from other schools. Howard (1974) defined school climate as a school’s social environment and culture which influence the behavior of its community. This means that school climate plays an important role in influencing the behavior and achievement of the community in the school. A healthy school climate is a school that focuses on academic and the leader is able to influence the teachers and develop their belief that they have an impact on learning and teaching. Najeemah (2012) and Riechl & Sipple (1966) claimed that the characteristics of a school may affect teachers’ commitment.

In one school, the head teacher and teachers may find pleasure in working together. In another school, it may be discontent among teachers. In one school, teachers may appear to be well organised, competent and exhibiting confidence in whatever they do. Yet in another school, there may be tension as the head teacher loses control (Clifton, 1999). A comprehensive assessment of school environment must reflect observations about student, teacher/staff, and parent satisfaction in addition to school climate (Smith et al., 2001). School climate emerges from the joint interactions of students, teachers, and administrators. Organizational climate is measured by the Organizational

Climate Index (OCI). The OCI is a short organizational climate descriptive measure for schools. The index has four dimensions-headteacher leadership, teacher professionalism, achievement press for students to perform academically, and vulnerability to the community (Hoy & Sabo, 1998).

Job performance assesses whether a person performs a job well. Performance is an important criterion for organizational outcomes and success. Organizations need highly performing individuals in order to meet their goals, to deliver the products and services they specialized in, and finally to achieve competitive advantage. Performance is important for the individual, because accomplishing tasks and performing at a high level can be a source of satisfaction, with feelings of mastery and pride.

Low performance and not achieving the goals might be experienced as dissatisfying or even as a personal failure, (Scotter, Motowidlo & Cross, 2000). Teacher job performance is measured in terms of teacher's lesson presentation which ranges from introduction of lesson to teacher's mastery of the subject, class participation in lessons, class control, evaluation of learners understanding and conclusion on learners' performance. Adejumobi and Rasheed (2013) assert that performance refers to an act of accomplishing or executing a given task. According to Cohen and Hill (2000), for the attainment of a high level of efficiency, secondary school teachers are expected to participate regularly in professional development activities. These activities may be intended to help teachers to learn new teaching methods, broaden their subject matter content knowledge, or stay informed of changing policies, among other purposes.

Garet (2001) identified several features of professional development that have been correlated with change in teacher knowledge and instructional practices. These features include: a focus on teachers' subject matter content or the teaching methods they employ, duration in terms of the number of hours of training and the number of weeks or months over which training is provided, and an activity format that is integrated into the daily work of teachers rather than removed from the context of direct public school teaching. Those professional development activities mentioned above are expected to increase teacher efficiency but according to this study, these activities rely mostly on elements which impact on teacher job performance (Faislat & Ojikutu, 2013).

Organizational climate for the effectiveness of an organization is very important. Climate is indicative of how well the organization is realizing its full potential. High-performance organizations tend to make optimal use of everyone's capabilities. An accurate assessment of the climate can identify the unnecessary obstacles to employees contributing their best (LDR-Organizational Climate, 2002). Thus, it is of vital importance for managers to measure organizational climate factors, which affect employees positively and negatively in order to create a climate, in which job satisfaction and effectiveness is supplied in an organizational environment.

1.1.4 Contextual Perspective

In Secondary Schools of Kasese District, teachers exhibit low morale and do not work well without bickering and griping. They are burdened by busywork. Teachers are dissatisfied due to lack of incentives to keep the schools moving which has made the school environment unhealthy, undesirable and crippled to influence students' achievement, (Kasese District Local Government Education Sector report, 2015). Schools in Kasese are failing to produce harmonious and physically balanced human capital, desired in the market which compromises realization of national goals. Ineffective school environment has resulted into; low students' development, due to lack of confidence, being inconsiderate, and insecure (Alemwa & Kiiza, 2015). Therefore, it can fairly be inferred that teachers are not committed towards the teaching and learning process which negatively affects the school's performance. Kasese schools have not succeeded in producing excellent human capital that are balanced physically, emotionally, spiritually and intellectually (Bwambale and Muhindo, 2015). It was upon this basis that the researcher was compelled to conduct a study to determine the existing relationship between school climate and teachers' job performance in selected Secondary Schools of Kasese District.

1.2 Statement of the problem

A conducive learning-environment encourages teachers to complete their tasks committedly (Ebrahim & Mohamadkhani, 2014). Nevertheless, in Kasese District secondary schools, Teachers' job performance remains wanting and continues to affect the learners' achievement in both Uganda Certificate of Education (UCE) and Uganda Advanced Certificate of Education (UACE) Examinations (Nurharani, Zahira and Kamalu, 2013). It is evidenced that, the school climate in Kasese District is characterized by lack of adequate and rehabilitated classrooms, poor sanitation, absence of multi-purpose science rooms and libraries (Kasese District Education Report, 2015).

Further still it is alleged that the school climate-characterized by indiscipline, drug abuse, students' play music in class and surf Internet (Whatsapp, Facebook and Twitter - social network sites) at school which in one way or the other hinders teachers' job performance (Mpaata, 2008). However, until now, there is limited information about the influence of school climate on teachers' job performance in Ugandan secondary schools. As such, this study was intended to address this gap by examining the effect of school climate on teachers' job performance in Ugandan secondary schools a case of Kasese District.

1.3 Purpose of the Study

The study intended to examine the effect of school climate on teachers' job performance in Ugandan secondary schools, taking Kasese Distract as a case study.

1.4 Objectives of the Study

The study was guided by the following objectives:

- To establish the effect of school physical environment on teachers' job performance in secondary schools in Kasese District.
- To find out the effect of school administrators' management behaviours on teachers' job performance in secondary schools in Kasese District.
- To examine the effect of students' behaviours on teachers' job performance in secondary schools in Kasese District.

1.5 Research Questions

The study was guided by the following research questions:

- What is the effect of school physical environment on teacher's job performance in secondary schools in Kasese District?
- What is the effect of school administrators' management behaviours on teachers' job performance in secondary schools in Kasese District?
- What is the effect of students' behaviours on teachers' job performance in secondary schools in Kasese District?

1.6 Significance of the study

The results of this study will be important to a number of educational stakeholders such as school boards, administrators, teachers, parents and local policy makers in a number of ways as explained below:

The study results shall contribute to the knowledge concerning school environment and factors that contribute to teachers' job performance which may be used to formulate policies on building collegial leadership, teacher professionalism, academic progress, and institutional vulnerability and thus improve the quality of the education system in Uganda.

The study results will serve as a guide or framework for understanding organizational climate's effects on teacher commitment. This will help to inculcate teacher's behaviors to accomplish tasks within the workable climates of the school to achieve desirable educational outcome.

The Ministry of Education and Sports in Uganda may utilize the study recommendations to ensure that schools have a conducive teaching environment by providing sufficient funds to improve the physical climate of the schools. Moreover, teachers' motivation and commitment often increases when they work in a secured and comfortable place, fully equipped with teaching aids such as computers.

Education agencies such as Directorate of Education Standards, National Council for Higher Education, shall make use of the study results to aid the Ministry to provide opportunities for school leaders to attend workshops or courses that can increase their leadership styles or practices so that school excellence and the education vision can be achieved. The head teachers may use the study findings to evaluate the teachers' performance, visit the classrooms to identify the teachers' capabilities in order to pertinently seek to satisfy their job needs and agitate for improved performance. The school management committee may be able to use the study findings to implement various ways of creating an intimate school environment and in this way, reinforce openness, honesty, mutual trust, and in turn, job involvement. For this purpose, direct confrontation, direct conversation with teachers as part of the agenda may enhance academic excellence. Head teachers and inspectors of schools may use the study results to create

competence-based trust in the staff as a gradual process to improve the teaching–learning process. The Head teachers and inspectors of schools will be able to assign teachers the teaching courses which they can best handle based on competence and trust to greatly influence job commitment among teachers.

1.7 Scope of the Study

1.7.1 Geographical Scope

The study was conducted from secondary schools of Kasese district. Kasese District is bordered by Kabarole District to the north, Kamwenge District to the east, Rubirizi District to the south, and the Democratic Republic of Congo to the west. The district headquarters at Kasese are located approximately 359 kilometers (223 miles), by road, west of Kampala, Uganda's capital and largest city.

1.7.2 Content Scope

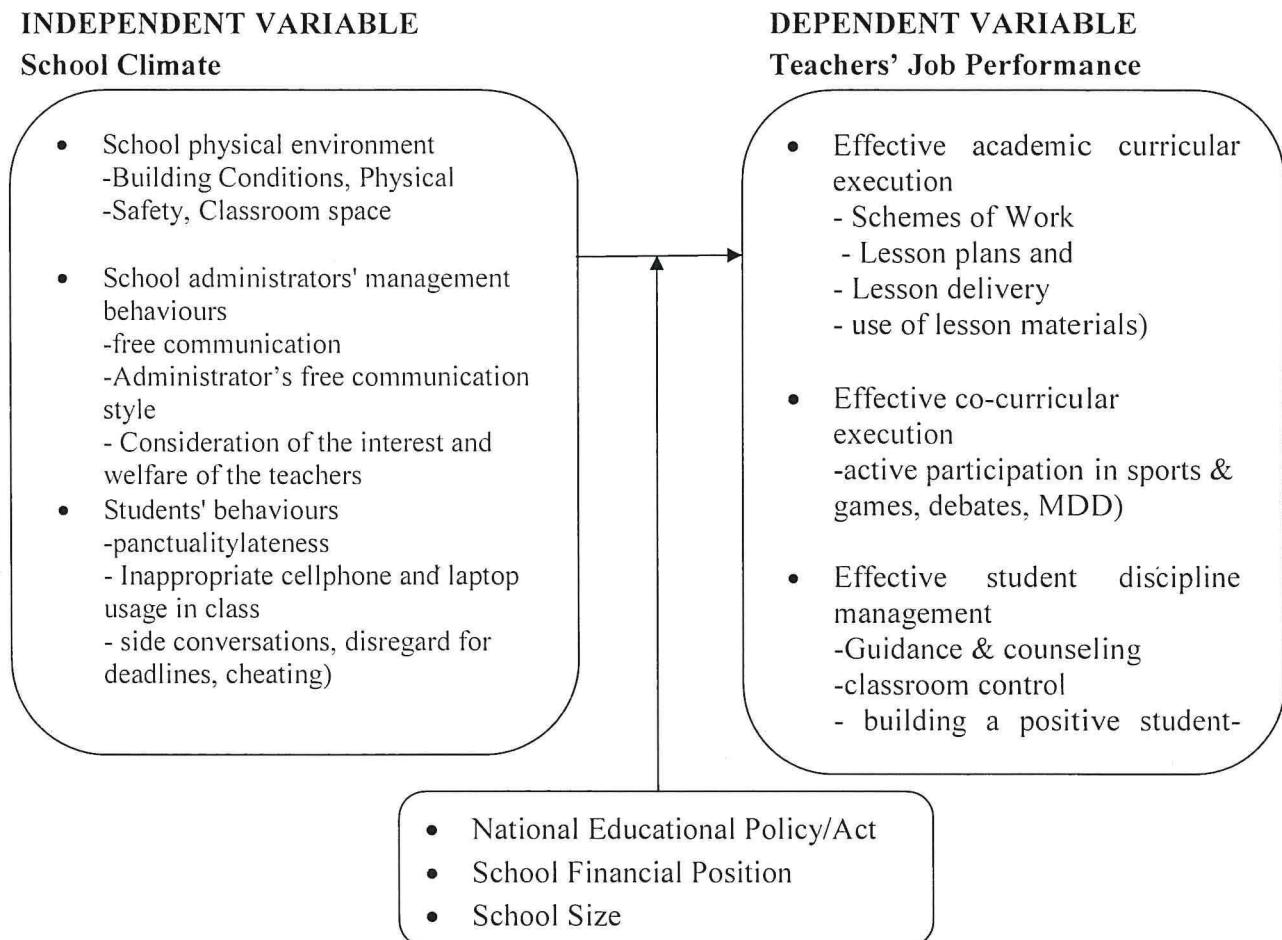
The study focused on examining the effect of school climate on teachers' job performance in selected secondary schools in Kasese District in Uganda. The study was guided by specific objectives which were to: establish the effect of school physical environment on teachers' job performance in secondary schools in Kasese District, To find out the effect of school administrators' management behaviours on teachers' job performance in secondary schools in Kasese District and To examine the effect of students' behaviours on teachers' job performance in secondary schools in Kasese District.

1.7.3 Time scope

The study was conducted within the period between January and September, 2017. The study was specifically use data regarding school climate Vis-à-vis teachers' job performance in secondary schools in Kasese District for the period ranging from 2014-2017.

1.8 Conceptual Framework

Figure 1.1: Conceptual framework showing the relationship between School Climate and Teachers' Job Performance



Source: Adapted from Ebrahim & Mohamadkhani (2014) and modified by the researcher

Figure 1 above illustrates the interrelationship between the School Climate and Teachers' Job Performance where School physical environment, Teachers' relationship and Social dimensions are the constructs likely to affect teachers' job performance in terms of effective academic curricular execution; effective co-curricular execution; effective student discipline management; effective school facility and equipment management; and effective instructional material usage. However, extraneous variables such as National Educational Policy/Act; School student population; School infrastructure capacity; a School financial position are deemed to potentially influence the results of this study unless held constant. As such, the researcher undertook the necessary measures to limit the influence of these extraneous variables by adopting an appropriate research design and data collection tools.

CHAPTER TWO

REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a theoretical review and review of literature related to School Climate and Teachers' Job Performance. The literature was reviewed under the sub headings guided by the objectives of the study mentioned in chapter one.

2.1 Theoretical review

2.1.1 *Field Theory*

Field theory is a psychological theory which examines patterns of interaction between the individual and the total field, or environment. The concept first made its appearance in psychology with roots to the holistic perspective of Gestalt theories. It was developed by Kurt Lewin, a Gestalt psychologist, in the 1940s (Burnes, Cooke & Bill, 2012). The environment as demonstrated in the life space refers to the objective situation in which the person perceives and acts. The life space environment (E) is completely subjective within each context as it depends not only on the objective situation, but also on the characteristics of the person (P), (Norman, 2001). It is necessary to consider all aspects of a person's conscious and unconscious environment in order to map out the person's life space. The combined state, influenced by the environment as well as the person's perspective, conscious, and unconscious, must be viewed as a whole. While each part can be viewed as a separate entity, to observe the totality of the situation one must take all inputs into consideration (Burnes, Bernard; Cooke, Bill, 2012).

According to Smith (2001), Kurt Lewin behaviour was determined by totality of an individual's situation. In his field theory, a field is defined as the totality of coexisting facts which are conceived of as mutually interdependent. Individuals were seen to behave differently according to the way in which tensions between perceptions of the self and of the environment were worked through. The whole psychological field, or life space, within which people acted, had to be viewed, in order to understand behaviour. Within this individuals and groups could be seen in topological terms (using map-like representations). Individuals participate in a series of life spaces (such as the family, work, school and church), and these were constructed under the influence of various force vectors.

Sundberg (2001) states that Lewin viewed the social environment as a dynamic field which impacted in an interactive way with human consciousness. In turn, the person's psychological state influences the social field or milieu. Smith (2001) states that the field theory may seem obvious to us now, but most early psychologists did not believe in behaviorism. Many psychologists at the time believed in the psychoanalytic theory that held human motives to be blind pushes from within. Lewin thought of motives as goal- directed forces. He believed "that our behavior is purposeful we live in a psychological reality or life space that includes not only those parts of our physical and social environment that are important to us but also imagined states that do not currently exist"

From the point of view of Cognitive-Field Psychology, a person learns through differentiating, generalizing, and restructuring his person and his psychological environment in such a way that he acquires new or changed insights of meanings, and achieves changes in motivation, grasps belongingness, time perspective, and ideology, and gains control of himself and his world.

Applied to the school situations, each teacher and each pupil is conceived as a person within his psychological environment. The teacher's function is to help students develop insights toward the attainment of adequate and harmonious personalities. This calls for a thorough understanding of the nature of the learner, his psychological field, the dynamic properties of his space, and the barriers to his goal. The teacher's life space should intersect with the pupil's life space. To insure a thorough understanding of the child, the teacher should go further; he has to perceive the pupil and his environment as the pupil sees himself. In so doing, he gains the confidence of the pupil and rapport between them is established. Thus, the barrier to communication is removed and learning is facilitated (Smith, 2001).

2.1.2 McGregor X' and 'Y' Theories

According to Lawter, Kopelman, & Prottas (2015), McGregor's X-Y theory is a salutary and simple reminder of the natural rules for managing people, which under the pressure of day-to-day business are all too easily forgotten. McGregor (1960) Job Performance theories also supplements the field theory that is 'X' and 'Y' theories. Theory 'X' postulates that a negative attitude brings low performance, while theory 'Y' predicts that positive attributes results in high performance. The theory that a teacher exhibits influences his or her level of performance (Adeyemi, 2004).

McGregor's ideas significantly relate in many ways to appreciate the unhelpful nature of X-Theory leadership, and the useful constructive beneficial nature of Y-Theory leadership.

Theory X (authoritarian management style) reveals that the average person dislikes work and will avoid it if he/she can. Therefore, most people must be forced with the threat of punishment to work towards organisational objectives. The average person prefers to be directed to avoid responsibility, is relatively unambitious and wants security above all else (Russ, 2011). Theory Y ('participative management' style) provides that: effort in work is as natural as work and play; people will apply self-control and self-direction in the pursuit of organisational objectives, without external control or the threat of punishment; commitment to objectives is a function of rewards associated with their achievement; and people usually accept and often seek responsibility. The capacity to use a high degree of imagination, ingenuity and creativity in solving organisational problems is widely, not narrowly, distributed in the population. In industry the intellectual potential of the average person is only partly utilised.

According to Sahin (2012) many managers tend towards theory X, and generally get poor results. Enlightened managers use theory Y, which produces better performance and results, and allows people to grow and develop. In this regard, teacher performance could be measured through a rating of his or her activities in terms of performance in teaching, lesson preparation, lesson presentation, actual teaching and teacher commitment to job, co-curricular activities, supervision, effective leadership, motivation and morale among others. High performance organisations achieve superior results by clarifying their strategy, streamlining their design (processes, systems and structure) and making each member of the organisation a contributing partner to the business. Employees who understand the business, are committed to getting results, and are organized into units or teams that take full responsibility for making decisions, solving problems, and continuously improving the quality of their work, (Griffin, Neal, and Parker, 2007).

2.1.3 Vroom's Expectancy Theory and Workers' Personal Goals

Expectancy Theory states that the strength of an individual's motivation to do something will depend on the extent to which he expects the results of his efforts to contribute towards his personal needs or goals, to reward him or to punish him. In other words, Expectancy Theory asserts that teachers decide how much they are going to put into their work or aspirations depending on the value or benefits they are likely to get from such endeavours within the school climate.

In a simple form, the Expectancy Theory can be presented in an equation (see Fig. 2).

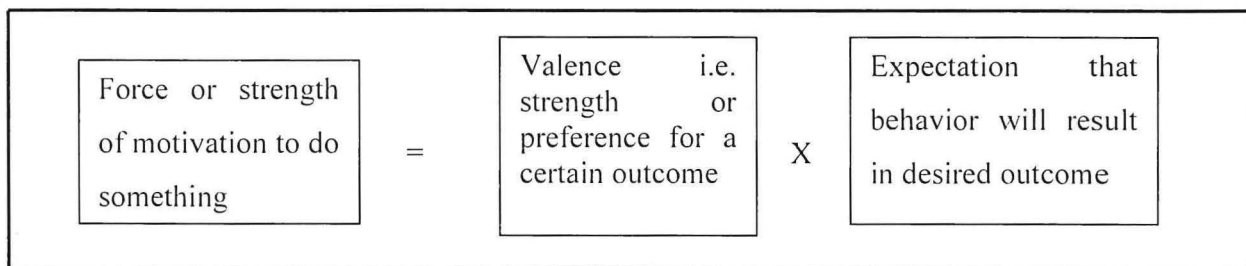


Figure 2: Vroom's Expectancy Equation

Source: Vroom (1964) as presented by Hersey, Blanchard and Johnson (2001).

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According to Hersey, Blanchard and Johnson (2001:25) the Expectancy Theory states that behaviour is generally motivated by a desire to attain some specific results. Expectancy Theory is preferred over Maslow's Hierarchy of Needs Theory owing to the fact that, academic staff career goals do not take a hierarchical dimension where gratification of one goal leads to another, as Maslow (1954) seems to suggest.

2.2 Related Literature

2.2.1 *School Physical Environment and Teacher's job performance*

According to Olufunke & Olubunmi (2016) physical facilities refer to the movable and immovable objects in schools that bring comfort to the learner. They include classrooms, laboratories, offices, toilets, desks. School physical facilities refers to the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructures that would likely motivate students towards learning. Physical facilities are relevant to effective learning and academic performance of students. In support of this, Hallak (1990), identified facilities as the main factor contributing to academic achievement in the school system. They include the school buildings, classrooms, libraries, laboratories and recreational equipment among others.

Adeyemi (2008) opined that performance is a measure of educational output. Academic performance can be viewed as the extent to which an individual learner acts or does a piece of work, how well or poor he/she does the job or the activities within a learning process. Poor performance however can be regarded as having performed below the required academic performance. Poor performance as performance that fall below the desired standard. Olufunke & Olubunmi (2016) state that, it appears that the physical facilities in the school setting go a long way to motivate students to learn. Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate students towards learning.

Andisi and Mege (2014) states that, experience has shown that most of the physical facilities that are relevant to effective learning/academic performance of students appear not to be sufficient in our public secondary schools today. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. The status of physical facilities especially in public secondary schools today appears to be of great concern to educators. It seems that the provision of these school facilities has dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need school physical facilities in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high performance (Caroline, 2014).

According to Caroline, (2014) a close observation of the performance of secondary school students perhaps could be related to lack of physical facilities and a motivating learning environment. Most schools seem to lack the necessary facilities that could enhance effective teaching and learning. As a result, little is expected from students in terms of academic performance. Experience shows that inadequate physical facilities have some adverse effect on students' interest to learn. Hence, this may invariably affect their academic performance. In a situation where students are not having access to normal facilities like library equipment and inadequate seats in the classroom it is observed that these could contribute to low performance of students. Apart from protecting students from sun, rain, heat and cold, there should be enough space, seats, laboratory and internet facilities and a host of other physical facilities that could enhance the level of motivation and academic performance of students.

In "The Nation" Nigeria daily newspaper of October, 2009, students were reported to have demonstrated over the condition of infrastructures in public schools in Nigeria. It was believed that where facilities are adequately provided, there seems to be an increase in students' performance. Ajayi and Ayodele (2001) emphasized that the availability of these resources are quite important to achieving effectiveness in instructional delivery and supervision in the school system. They further buttressed the fact that non-availability of basic facilities such as classrooms, office accommodation, workshops, sporting facilities, laboratories, library et cetera which is being experienced in secondary schools is a perfect reflection of what takes place in the university system. Adedeji (1998) claimed that laboratories play a key role in the teaching and learning of science and that is why Adedeji noted that these facilities have to be adequate and should be in good condition for schools to function properly.

In support of the above Ademilua (2000) said that well sited school buildings with aesthetic conditions, laboratory and playground often contribute to improved performance in the school system. He also argued that the availability of school building and other plant facilities are very important as they could enhance effective teaching and learning. Ademilua (2000) is of the view that adequate facilities are essential for academic work. Also, in support of this Chandan (1999) claimed that for effective teaching to take place in any educational setting there must be provision of adequate and quality physical facilities. Adewunmi (2000) corroborated Chandan's (1999) view,

the availability of adequate number of physical facilities had significant influence on pupil's academic performance. He further emphasized that adequate number of physical facilities should be supplied to state primary schools. Ademilua (2000) in his study observed that inadequate provision of school resources has been a major factor of poor student's academic performance. He equally remarked that without adequate physical resources/facilities there would be a continuous decline in student's academic performance.

In support of this view, Ajayi (2000) emphasized the need for the availability of physical materials in the school system in other words to boost teachers' job performance. This would, invariably, enhance academic performance of students. In a related study carried out by Mba (1994), cited in Olufunke and Olubunmi (2016) he revealed that adequate provision and maintenance of school plant is a remedy (solution) for any academic encumbrance. This means that running the school system without adequate provision and maintenance of school plant can be very cumbersome for teachers. In support of this, Olufunke and Olubunmi (2016) also maintained that the provision and maintenance of physical facilities such as building, laboratories, libraries, furniture, equipment, et cetera are very important for effective and efficient school administration and better academic performance (on the part of students).

Okunamiri (2003) revealed that although facilities were adequately provided in some schools, they were not effectively utilized. He further emphasized on the need to ensure effective and efficient realization of the goals and objectives of the educational system. This implies that the availability of physical facilities alone does not enhance learning; rather it is the adequate utilization of these facilities that can only motivate students to learn and enhance their academic performance. Omotoso (1991) reveals that most secondary schools' building were old and in a dilapidating condition. Many of the classrooms, laboratories, examination halls, libraries and office furniture were in a terrible state of disrepair and this has contributed to poor academic performance. Most windows were out of use, thereby causing hazards to life while fluorescent tubes for providing electricity were out of place.

Odeh, Oguiche, Angelina and Ivagher & Dondo (2015) reveal that School environment which include instructional spaces planning, administrative places planning, circulation spaces planning, spaces for conveniences planning, accessories planning, the teachers as well as the students

themselves are essential in teaching-learning process. The extent to which student learning could be enhanced depends on their location within the school compound, the structure of their classroom, availability of instructional facilities and accessories. It is believed that a well planned school will gear up expected outcomes of education that will facilitate good social, political and economic emancipation, effective teaching and learning process and academic performance of the students.

Relating to the above, Williams, Persaud, and Turner (2008) quoting Marsden (2005), reported that safe and orderly classroom environment (aspect of instructional space), School facilities (accessories) were significantly related to students' academic performance in schools. The physical characteristics of the school have a variety of effects on teachers, students, and the learning process. Poor lighting, noise, high levels of carbon dioxide in classrooms, and inconsistent temperatures make teaching and learning difficult. Poor maintenance and ineffective ventilation systems lead to poor health among students as well as teachers, which leads to poor performance and higher absentee rates (Lyons, 2001; Ostendorf, 2001). These factors can adversely affect student behavior and lead to higher levels of frustration among teachers, and poor learning attitude among student.

Adesina (1991) cited in Caroline Andisi and Mege (2014) identified poor and inadequate physical facilities, obsolete teaching techniques, overcrowded classrooms among others, as factors. These facilities when provided will aid teaching learning programme and consequently improve academic achievement of students. According to Hallak (1990) cited in Caroline Andisi and Mege (2014) facilities form the school buildings, classroom, accommodation, libraries, laboratories, furniture, recreational equipment, apparatus and other instructional materials. He went further to say that their availability, relevance and adequacy contribute to academic achievement of students. He however, quickly added that unattractive school buildings and overcrowded classrooms among others contribute to poor academic achievement of the students in primary and other levels of education.

Caroline et al (2014) advance that, Physical facilities in terms of adequacy and quality have been noted to have great impact on performance of students in examination. Heyneman and Loxley (1993) in their study on effect of availability of physical facilities on academic performance found out that presence of school library related significantly to achievement in Brazil, China, Botswana and Uganda. Ayoo (2002) agree that school environment such as; classrooms, desks and books have a direct impact on good performance among the students in developing countries. Classrooms are a

place where students spend the greatest part of their day. Wabuoba (2011) quoted in Chuma (2012) observed that overcrowding in classrooms make it difficult for students to write the teacher is also unable to move around the class to assist needy students and this affects the teaching-learning process.

Crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. Frazier, (2002) noted that congestion within classrooms affects teaching-learning process. This is because the teacher may not be able to move around to give individual attention to all the students in need due to the high number of students in class. Bernstein (2006) noted that in the United States of America, students who attend well maintained schools with good classrooms have a higher achievement than those who attend poorly maintained schools with poor classrooms. Schools with adequate facilities stand a better chance of providing education effectively. Hines (1996) found that student achievement was as much as 11 percentile points lower in substandard buildings as compared to above standard buildings. 15 Schools with equipped laboratory have their students performing better than their counterparts in schools without laboratories or those with ill equipped laboratories. Laboratory work stimulates learners' interests as they are made to personally engage in useful scientific activities and experimentations, (Owoeye and Yara, 2010).

Basing on the reviewed literature the state of physical facilities in secondary schools today appears to be of great concern to students, parents and all educators. There is inadequate provision of physical facilities in Kasese. The few existing ones are in a dilapidated state, while some lack good maintenance or do not function well at all. Moreover, there is increased student population or high enrolment rate. A close observation of student's performance indicates inadequate physical facilities and an enabling learning environment that does not motivate the teachers' job performance. Where these facilities are lacking, students develop negative attitude toward learning. The high levels of students' academic performance is not guaranteed where physical items within the school environment such as classrooms, libraries, technical workshops and laboratories are structurally defective. However, little is known on the effect of school physical environment on teachers' job performance in Kasese district. These problems and concerns necessitate investigation into the relevance of physical facilities on teachers Job performance in Kasese district.

2.2.2 School Administrators' Management Behaviours and Teachers' Job Performance

According to Marie and Neal (2011) administrative behaviour is a pattern of behaviours leaders prefer to use. Mosadeghrad and Yarmohammadi (2006) defined administration as a series of attitudes, characteristics and skills used by leaders in different situations in accordance with individual and organizational goals. There are as many administrative approaches as there are head teachers. Some of these administrative behaviours include autocratic, bureaucratic, charismatic democratic situational, transactional and transformational. The current study aimed to evaluate administrative behaviours from a behavioral perspective supported by four administrative behaviours of leader effectiveness which are; directive, supportive, and participative and achievement oriented. Head teachers use different behaviours in different situations and with different teachers to motivate them to perform at their utmost potential, (Wambui, 2015).

According to Mosadegharad and Yarmohammadian (2006) a leader may adapt administrative behaviours to fit different situations. Roul (2012) carried out a study on head teachers' administrative behaviours in secondary schools of North Shoa, Ethiopia. The study employed a descriptive survey method. In a recent related study Ngwala, (2014) carried out a study in Kangundo Sub-County, Kenya. Among other objectives, the study aimed to establish the administrative behaviours used by secondary school head teachers. Another study was carried out by Wambui, (2015) on dimensions of administrative behavior of public secondary school teachers in Nyanza County, Kenya. Administrators' administrative behaviours have changed over time, for instance, planning and financial accounting is no longer accepted as the only qualities of an effective leader. Soft skills, teamwork, communication and the ability to motivate and mobilize, all of which affects teachers' job satisfaction are becoming the skills increasingly desired in leaders (Wambui, 2015)

Dinham (2008) emphasized professional development and teacher inclusion in decision making as crucial to successful school administration. Meanwhile, in his research, Billingsley (2005) found that teachers with positive perceptions of their head teachers' administrative behaviours also had job satisfaction. As reported by Awiti (2009) administrative and school management issues have raised concern globally and locally. UNESCO (2006) and Mbiti (2007) recognized the important role

played by school management in achievement of school goals and its implications on the overall performance of both teachers and students. Job satisfaction is also positively related to motivation, job commitment, life satisfaction, mental health and job performance and negatively correlated to absenteeism, turnover, and perceived stress (Judge, Parker, Colbert, & Ilies, 2001). The head teacher's administrative behaviours play an important role in determining productivity among the teachers in the school. The head teacher has to balance between the jobs being performed and the personal needs of the teachers. It is necessary to have staff that is focused as far as the critical job tasks are concerned and who are comfortable as individuals. The administrative behaviours the head teachers engage in, determine and set the school climate which may facilitate or hinder academic performance. Likewise, schools with satisfied teachers are likely to be more productive in terms of effective teaching, thus, leading to better academic performance than those with unsatisfied teachers (Parker, et.al. 2001).

Vecchio, Justin and Pearce (2008) defined job satisfaction as one's feelings and thinking towards his/her work. As in the case of other attitudes, one's attitude towards their job is greatly influenced by experience, especially stressful experiences. Similarly, a teacher's expectations about the job and communication from others can play an important role to a person's level of job satisfaction. Job satisfaction is an appraisal of the perceived job characteristics, work environment and emotional experiences at work. As McShane and Glinow (2007) stated, job satisfaction represents an employee's evaluation of the job and work context. There is no doubt that teachers will experience greater work satisfaction and higher morale when they are viewed by their head teachers as the professionals they perceive themselves to be (Goodlad, 2004). Satisfaction with work life among teachers translates into job satisfaction which may in turn lead to less stress, reduced turnover, high realization of the school's goals and objectives leading to better academic performance. Studies in countries like Uganda, Tanzania, Gambia and Kenya by Barret (2005) and Hedges (2002) found that many teachers were teaching not because of internal motivation but rather due to lack of other openings elsewhere. In Kenya, schools like all other organizations are advancing in complexity with different factors impacting on school management and performance.

Consequently, challenges arise for head teachers as school leaders to create enabling working environments in order to give teachers job satisfaction by applying appropriate administrative behaviours. Momaanyi (1996) and Sisungu (2002) found that teachers with high job satisfaction

exhibited characteristics such as: (i) low turnover, (ii) always present at school, (iii) highly efficient and effective and (iv) friendly to the administration. On the other hand, teachers with low job satisfaction: (i) had apathy, (ii) worked towards promotions to other positions with better prospects or quit their jobs resulting in high teacher education costs (iii) were hostile to the administration (iv) had reduced academic performance (v) valued material rewards (vi) made frequent transfer requests (vii) and were regular absentees. According to Nkonge (2009) the teacher has become the object of constant ridicule by both the students and the public. Okumbe (1998) stated that teaching is regarded as “employment of last resort” by most school leavers and university graduates. He concluded that in Kenya’s public schools, poor teacher morale and stressed teachers have become perennial problems. Unless this trend is checked, the country may fail to equip learners with relevant skills (Njeru & Orodho, 2008).

One of the ways of boosting teacher morale is through the head teacher’s administrative behaviors since these can lead to satisfaction or dissatisfaction with work life among the academic staff (Owalabi, 2006). The school administration is a crucial factor in the success of a school. The head teacher should be in a position to ensure that all factors within the school that make the school environment favourable for teaching-learning process be put in place to ensure quality standards are maintained. The Ugandan Education Act of 1968 stipulates that the head teacher is responsible for overall management, control and maintenance of standards in the schools and is accountable for all that happens in the school. He is charged with the duty of planning, organizing, staffing, coordinating, reporting and budgeting (Okumbe, 2001). The head teacher is seen as the first supervisor and therefore should always ensure that effective teaching-learning is taking place in the school. Teaching-learning process can be measured through assessment that is done to students using continuous assessment tests (CATS), standardized examination like the sub-county mock examinations and the National Examinations Board.

2.2.3 Students' Behaviours and Teachers' Job Performance

Cawood and Gibbon (1981) cited in Stankosky (2005) regard students’ behaviours to be discipline which is the willingness to learn from someone and to be influenced by him. So discipline plays a vital role in the academic achievement of the learner especially in a secondary school. As the learner is in a very influence-able stage when in secondary school, various stakeholders are essential in the achievement of a learner. Many factors contribute towards the discipline of a learner such as

the peer pressure, family background, social background, financial status at home, as well as the school situation. According to Stankosky (2005) orderliness, guidance and effective discipline plays a significant role in giving learners direction so as to reach or achieve the expected goals and objectives in their formal schooling. The targeted academic achievement is easily achieved if there is good discipline at school.

Freedman and Benjamin (2003:7) emphasize that discipline keeps strategies and vision from becoming an unmet aspiration. Responsibility becomes more effective if there is good discipline. A learner can be delegated if he is disciplined. By delegation, he acquires responsibility through good discipline. Joubert and Prinsloo (2001:124) state that a code of conduct in school plays a leading role in the creation and the implementation of good discipline. Being prepared for the outside world can be achieved by effective discipline. Stankosky (2005:3) states that knowledge management has significance and it must be elevated to its own academic discipline with the accompanying theoretical constraints, guiding principles and professional society to serve as an evolutionary thrust. Another main aim of discipline is to eliminate disruptive behaviour.

A school needs to be a safe place for the learners. This is done through good discipline of the learners as well as the educators. If the school is safe, supported by an effective code of conduct, the disruptive behaviour among learners will be eliminated. According to Khoza (2001:1) schools should be supported to be safe havens where education and learning can flourish. The main aim of school education is to develop the learner towards adulthood. This is done with the help of effective discipline. Van (2001:13) says that learners can now attend schools of their choice. She also states that parents and learners have created a new pattern largely of their own volition, because learners can now enroll in schools which are better resourced, orderly and obtain better academic results. A good image of the learner and the school occurs through good discipline. Being exemplary and being a role model needs good discipline, that is why Sonn (1999:21) sees discipline as being about self-respect, and respect to others.

A good balance should be maintained by the learner in his school work and the other activities at school. A learner participates in extra-mural activities and is also expected to achieve well academically. He does this through good self-discipline, which promotes the culture of learning as explained by Smith and Pacheco (1996:163) as the general disposition and attitudes of learners

towards learning. If a learner prioritizes his activities, orderliness is essential as explained by Lorenz (1986:31) because there are many activities which he is expected to participate in. So a sense of priority is playing a vital role. A learner is expected to have good academic results so he needs priorities. If a learner is well disciplined, he has direction in life. A learner knows what to do at what time. A learner should also know his destination and which steps he needs to take in order to reach his destination. The continual conduct (Walters; 1992:28) being enriched on mental, emotional and moral level.

Ehlers (1981:25) states that a major problem in any school is to balance orderliness and direction in the instructional program against realities of human diversity and curriculum variety. He also stated that human diversity is a fact of life even in the most isolated cultures. The following characteristics of effective discipline are cited by Joubert and Prinsloo (2001:122-123): Discipline is used to create order. Effective discipline ensures that human activities in the daily process of education takes place orderly. The willful and the wayward behaviour of each individual are consequently checked by discipline. Discipline ensures fairness. Fair protection of the respective interests of the various participants and interested parties within the education system is essential. The disciplined learner is able to differentiate what is appropriate and what is not appropriate. Discipline protects the learner. In an orderly environment discipline protects a learner against the unruly and undisciplined behaviour of his fellow learners. It also protects a learner against his own waywardness. Discipline contributes to the spiritual development of the learner. Loving disciplinary action aims to help the learner develop maturity, responsibility, independence and adulthood. Discipline is prospective- the objective of education is to prepare the learner for integration and development in an adult working society. Discipline which also focuses on self-discipline must be prospective and directed at the development of the adult for the future. Discipline should be directed primarily at correction. Correction in an educational context is directed primarily at inner development (Joubert and Prinsloo, 2001).

Emmer, Sanford and Warsham (1984:102) highlight the following characteristics of effective discipline: Obedience: A learner who is well disciplined obeys every time even when arguing, he argues in a very positive manner. Full participation: A learner who participates maximally in school activities have self - discipline and self - respect. Harmony: Discipline plays a vital role in the creation of harmony within the learners at school. Politeness: Even in times of emotional

disturbances, there is that element of being polite in a well-disciplined learner. Loyalty: A learner who is well disciplined uses reasoning and is loyal to his educators. Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place.

Sonn (1999:86) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners. Possible reasons for the absence of effective discipline in schools as highlighted by Beane (1999) are: Learners are not disciplined by parents, they come late to school and they do not do their school work. They have disruptive behaviour in class, Educators do not honour their lessons, Educators come late for class, Educators come to class unprepared and Educators leave the classes early before the end of a period.

The following are characteristics of poor discipline as highlighted by Emmer, Sandford and Warsham (1984:103): rudeness, chronic avoidance, fighting, and other aggressive behavior like, defiance and hostility towards the teacher. Joubert and Prinsloo (2001:125) mention the following characteristics of ineffective discipline: infringement of the dignity and other rights of persons involved in the school, intolerant behaviour such as racism, sexism etc., harassment of others, immoral behavior, use or sale of dangerous weapons and drugs, making threats and fighting, intentionally damaging school property, disobedience to class rules, disregard of the dress code, incitement to violence, all forms of dishonesty or false statements and any criminal offences, and being under the influence of drugs or alcohol at school or while attending school activities.

Lewis and Doorlay (1995:124) state that the behavioural problems which lead to ill discipline are highly influenced by classroom conduct problem. Misbehaviour can also be described as behaviour which is unacceptable to others. In other words, students misbehaviour, refer to that behaviour which is not acceptable by other members of the class and which thereby create classroom disturbances. Behaviour problems in the classroom task the beginning teachers and challenges the experienced ones (Doyle, 1986). Misbehaviour seems to occur whenever a pupil breaks classroom rules. If learning in the school is to be effective, classes have to be kept orderly with the teacher in control at all times. This involves creating conditions, which satisfy the social and psychological needs of the students, and creating in them the desire to learn.

Essuman (1988) looked at misbehavior as activities or actions of an individual (overt or covert), which are capable of disrupting teaching and learning. Different types of misbehaviour have been identified in the classrooms, some of these misbehaviours which include whispering in the class, drawing funny pictures while the teacher is teaching, teasing others, restlessness, truancy, bullying, sleepiness, excessive yawning, frequent tardiness and absence from school without any good reasons occur as a result of lack of worthwhile curriculum and teaching method. Well-planned curriculum helps the teacher in the control of students' behaviour. Control of student's misbehaviour in the classroom rests primarily on the teacher. His attitude toward students' behaviour has profound effect on the teaching-learning situations. An effective teacher applies various elements of classroom control which involves the judicious organization of activities such as keeping of records of class progress, checking class attendance, controlling students conduct and activities, carrying out disciplinary activities, establishing routines, formulation of rules and manipulating instructional programmes and materials necessary for good classroom management.

Le Riche (1998) has maintained that the teacher's behaviour and teaching style can influence the classroom control. He further stated that behaviour problems tend to diminish when students are busily engaged in constructive students-centered activities. When the teacher monitors the students at work, he easily detects not only the slow learners but also the inappropriate behaviour of students. Thus, monitoring becomes an effective way of controlling students' classroom misbehaviours. The secondary school Head teacher as the administrator and management of his school can employ a number of techniques to help teachers reduce behaviour problems of students. He plans, organizes, directs, controls and evaluates the staff and material resources aimed at achieving the stipulated goals. However, in spite of the efforts of teachers in reducing behaviour problems of secondary school students, there are still incidences of classroom misbehaviour occurring daily among school students.

Karanja & Bowen (2012) report that, the problem of indiscipline and unrests in schools have been a common feature in the media for a long time. For instance, Muchemi (2001) gave a chronological account of protests and destruction in public schools. According to Muchemi, the issue of unrests and indiscipline in schools is of great concern. It has become a worrying trend in that it has evolved from simple protests to the destruction of property and burning of prefects. The upshot was that student disturbance was negatively affecting academic performance. The report prepared by the

Provincial Education Board (Central Province) indicated that indiscipline was rampant, not only in Central province but in the whole country. The problem of indiscipline in schools is not unique to Kenya. It is a global issue of great concern, spanning political, economic, geographical, racial and even gender boundaries.

There is a growing concern regarding indiscipline in schools within the United Arab Emirates (Khaleej Times, 2006), where teaching methods were blamed for the children's indiscipline. The parents were getting anxious and frustrated as they complained of the rising incidents of indiscipline and violence in schools. The concern was not only on the risk of destruction of property and injury to persons but also the poor academic performance associated with the growing trend of indiscipline. The standards of discipline were also reported to be deteriorating in India (India Parenting PVT online Ltd, 2007). According to this report, there was a need to find a lasting solution to the problem of indiscipline. It was concluded that a solution to the issue of indiscipline would make students education and schooling experience more productive. Cases of indiscipline have also been noted in England. The government then planned a crackdown on school indiscipline by giving schools powers to search students for weapons under new plans (Khaleej, 2006).

A positive correlation between discipline and academic performance was found in Eshiwani (1993). This finding is also similar to that of Mwangi (2003), who found out that there is a correlation between school organisations where there is discipline and academic performance. Mwangi argued that a school's climate that is characterised by social rewards for academic excellence and where discipline and scholastic achievement are valued by the teachers and students has a direct influence on students' performance. Rwamba (2004) argued that lack of democratic leadership together with communication breakdown is a major cause of indiscipline in schools. He suggested that there is a relationship between learning and indiscipline. Cognitive skills are crucial in terms of academic success, self-esteem, coping skills and overall resilience. In the absence of discipline, the learning and teaching process are hindered. Time is wasted and energy is misdirected to deal with issues emanating from unrest.

Sonn (1999:21) cites the following as the study of disruptive misbehaviour: isolation of the learner from others or other activities; inadequately prepared teachers; teachers with negative attitudes; under resourced schools; unmet special learning needs; bullying and intimidation by other learners

or teachers; a learner being ridiculed in class; a learner being different from others [accent, culture etc]; death or divorce in the family; overcrowded classrooms; educator's inappropriate disciplinary style; substance abuse by learners; over aged learners in class; learner's inability to cope with school work; poor classroom organisation; non-challenging subject matter; learner's lack of interest in school work; inadequate punishment rules for misbehavior; and failure to implement the disciplinary rules in a code of conduct.

Ramsey (1981:32) says that disciplinary problems originated from the following: sporadic employment of parents; chemical abuse by learners; low family income; poor attendance record of the learner; exclusion of a learner in sport activities at school; learner's sexually / socially mature and active; and disrupted family life. West (1982:76) suggests that criminal activities result because of dropouts caused by failure to cope with school discipline. Good discipline at school plays a vital role in the achievement of expectations and goals. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Ramsey (1981) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his/her journey to adulthood. Parents often have not had any other choice but to enroll their children in a school with poor discipline which often leads to poor academic performances.

Nkululeko, Liberty & Khuluse (2009) lament that most learner misbehaviour is quite trivial. The types of learner behaviour most frequently cited by educators are: excessive talk or talking out of turn, being noisy (both verbal, such as shouting at another learner across the room, and non-verbal, such as letting a disk lid slam shut), not paying attention to the educator, not getting on with the work required, being out of their seats without good cause, hindering other learners, and arriving late for lessons. Many secondary school students experience ineffective discipline. This lack of discipline has affected the learner's academic performance and their progress in school. According to the Daily Nation (Akala, 2002), students and teachers in schools affected by unrest find it difficult to restore working relationship after the unrest. The emotional and psychological trauma that characterises the aftermath of students' unrest strains further interaction amongst the people. The issue of emotional and psychological impact due to unrests in schools has not featured in various reports discussed so far.

Akala (2002) suggested that there would be need for training of teachers in conflict management as opposed to use of force, which brings anger and resentment. Although much has been done to establish the causes of the problem of unrests and possible remedies recommended, very little has been done in terms of the counselling needs of the parties affected by unrests. Such counselling would be important in deterring future occurrences and bringing normalcy to the schools. For example, the best that is usually done is to expel or suspend the students and when they come back to school, a penalty is imposed for damages incurred. Usually such actions breed deeper resentment and the teachers and students still have to be in the same school. Without counselling and proper “friendship” between administration and teachers on the one hand and the students on the other, such a problem is rarely solved.

Wood, Nicholson and Findley (1985:312) state that good discipline helps to develop desirable student behaviour. If a school has effective discipline, the academic performance will be good. Directions on the side of the learners as well as educators will be easy and smooth. Gawe, Vakalisa and Jacobs (2001:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. Effective discipline results in good academic achievement because self-discipline is involved which promotes the focus on the achievement of a learner’s goal but ill-discipline has negative results such as high failure rates, vandalism at schools, etc. Lewis and Doorlay (1995:95) emphasize that if the educators themselves are well disciplined and understand their work as well as their learners and possible challenges, there could be only good results in academic achievement. Educators are exemplary and know their work and understand the learners are working with them. So learners will be in a good position to achieve academically as there are educators who have self-respect and understanding.

Sonn (1999:21) stresses the fact of self-respect and respect to others. If self-respect prevails in the school situation, learners will learn self-discipline. If there is effective self-discipline, there are more chances of having direction in the fulfillment of the learners’ goal so positive academic achievement is possible. Visser (1999:435) refers to the role of partnership between parents and educators in effective discipline. If discipline is present at school and the parent at home is also aware of discipline at school and it is also applied at home, this is a good recipe for good academic achievement because what is applied at school is also applied at home. If the school is well facilitated and the needs of the learners are catered for, there will be good academic achievement.

This can also be improved by the availability of resources, relevant educators, sufficient and conducive learning space, relevant teaching style and clear code of conduct.

Willis and Williams (1982:4) state that discipline involves all stakeholders and programmes as well as personality and school climate. So the availability of the fore mentioned creates good discipline and the school's self-image is good. The academic results again are achieved with little challenges. However, if the family background is not good, different social classes are present, school is located in a socially disadvantaged area and there is bad influence of peer groups it will have a negative effect on discipline and consequently the academic achievement will also be negatively affected. This is also the opinion of Charlton and David (1993:32) when they state that if there is no proper family environment social differences and learners are from disadvantaged social areas, this could lead to bad discipline and negative results academically.

In summary the purpose of discipline is essential and it must be clear to the learners and the educators themselves because it helps in orderliness of a school and the responsibility to each and everyone in the institution. Characteristics of effective discipline should always be acknowledged so that the need of effective discipline should be understood by each and every learner at school. Examples of poor discipline should also be mentioned so that learners should not try to attempt such unacceptable behaviour. Educators should be aware of the causes of misbehaviour so that their applicable counter measures are determined. Learners should be aware of the relationship between discipline and academic achievements and also be aware that effective discipline results in good academic achievements, (Nkululeko Liberty Khuluse, 2009)

2.3 Summary of the reviewed literature

The reviewed related literature regarding School Climate and Teachers' Job Performance in Ugandan Secondary Schools: Case of Kasese District clearly indicates that school physical environment, head teacher's administrative behaviours, and the students behaviours are key considerations when it comes to teacher job performance. As such, from the reviewed literature, the researcher was able to examine how School Climate affect Teachers' Job Performance in Ugandan Secondary Schools using Kasese District as a case from an informed point of view.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the methods that were used to conduct the study about "*School Climate and Teachers' Job Performance in Ugandan Secondary Schools: Case of Kasese District*". It covers a description of the research design, population and sampling techniques, research instruments, procedures of data collection and analysis.

3.1 Research Design

The researcher used a cross-sectional design. This design is considered appropriate for the study due to the fact that it is used to gather data from a sample of a population at a particular time in order to obtain information about preferences, attitudes, practices, concerns or interests of a group of people (Amin, 2005). The researcher used both qualitative and quantitative techniques in the study in order to serve for the mutual validation of the data as well as findings for the production of more coherent and complete picture of the investigation domain than a one method research can yield (Udo, 2006).

3.2 Population and Sampling Techniques

3.2.1 Target Population

The target population consisted of: Head teachers, teachers and students of secondary schools in Kasese District. The aforementioned categories of participants were considered appropriate for this study because they have firsthand opinions, views and ideas regarding the prevalent school climate and teachers' job performance. This is based on the fact that they are key actors in the instructional process in secondary schools in Kasese District.

3.2.2 Sample

A sample is a part of the targeted population that is systematically selected to represent the whole population.

Table 3. 1: Showing the categories of respondents to be involved in the study

School	Population				Sample size			
	H/T	Deputies	Teachers	Students	H/T	Deputies	Teachers	Students
A	1	02	75	1320	1	02	15	30
B	1	02	55	851	1	02	11	30
C	1	2	35	556	1	02	07	30
D	1	02	65	1123	1	02	13	30
E	1	02	70	1305	1	02	14	30
F	1	02	55	874	1	02	11	30
Total	6	12	355	6029	6	12	71	180

Source: MoES' Statistical Abstract 2015 and UNEB Registered and Licensed Schools (2016) and School Enrollment Registers (2016)

A sample size of 269 respondents was selected to participate in the study. Kasese district has a population of 52 Government and private Aided Schools. Only 6 Government Secondary Schools found in the Kasese district were selected to participate in the study. The six schools were chosen because they belong to urban centres (Municipalities and Town Councils) and are highly populated and perform worst in Kasese district. The cause of the undesirable performance trend could be attributed to poor School climate and or low Teach job performance.

Each school has one headteacher and two deputies and all were purposively and scientifically selected to participate in the study. The total number of teachers differs per school however, only 20% of the staff were taken as a sample in agreement with Amin, (2005). On the other hand, the researcher only considered the sample size of the students' leadership to represent the students' population per school, estimated to be 30 students per school.

3.2.3 Sampling Technique

Purposive sampling was used to select six secondary schools in Municipalities and Town Councils within Kasese district. This technique was used because the schools are homogeneously located within the urban centres with similar school climate and are of similar grades. Purposive sampling was used to select headteachers because they possess adequate knowledge and information on the structure of the school environment to influence teachers' job performance. Simple random sampling was used to select teachers. This sample helped in providing relevant and adequate data for the study. The formula for selecting the sample size for teachers was determined by the use of 20% of the population (Amin, 2005). The researcher ensured gender sensitivity by allowing free participation of female and male respondents. Stratified sampling technique was used to select students of different classes that belong to student prefect body and council. Students were divided into groups of ten in their respective classes for group discussion.

3.3 Research Instruments

The researcher used questionnaires and interview as primary sources of gathering information and document analysis as a secondary method. The tools were preferred because they were considered appropriate in getting comprehensive data about a social phenomenon under investigation (Touliatos and Compton, 1988).

3.3.1 Questionnaire

The questionnaire used consisted of both open and closed ended questions designed in appropriate way for the respondents to give their perception, opinions, views, and feelings about school climate and teachers job performance. The instrument was used to collect information from teachers and students. This instrument was considered appropriate for this study due to the fact that it is a tool for data collection which is less expensive to administer (Amin, 2005). Ghosh (2000) adds that, the questionnaire is also convenient for literate respondents who are able to fill it objectively and within a short time. The questionnaire items were rated in accordance to the Likert scale where respondents were required to indicate the extent to which they Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strongly Agree (SA).

3.3.2 Interview Guide

The researcher employed interviews as a tool to obtain firsthand information from the respondents about their feelings about school climate and teachers' job performance. Face to face interviews was conducted among school administrators, starting with headteachers and deputies but in cases of absence of either headteachers or deputies, directors of studies, heads of departments, were contacted to represent them. This research instrument was used to gather information from head teachers and their deputies. Each interview session lasted for a period of 20-30minutes and each school was provided one day for interviews. As noted by Amin (2005) interview is considered an appropriate data collection tool because the participants are able to freely express their views as well as making it possible for the researcher to explain and clarify the questions that were being asked.

3.3.3 Documentary Review

The researcher carefully studied written documents concerning school climate and teachers' Job performance within the secondary schools in Kasese. According to Oso and Onen (2005), document analysis is appropriate in obtaining unobtrusive information at the pleasure of the researcher without interrupting the researched information. This assisted in triangulation and discussion of the findings.

3.4 Research Procedure

The researcher obtained an introductory letter from the Head of Department, Education Planning and management, Kyambogo University which he used to introduce himself to the headteachers seeking permission to carry out the study in their respective schools. The researcher personally administered the questionnaires in the selected secondary schools. The researcher analyzed the available documents concerning school climate and teachers' job performance.

3.5 Validity and Reliability of Instruments

3.5.1 Validity of Instruments

Validity was measured by using the Content Validity Index (CVI) where 5 experts in school administration were utilized as inter-judges to vet the content in the questionnaire and in the structured interview. According to Amin (2005), the formula for finding the CVI, is as follows:

$$CVI = \frac{\text{No. of items declared valid}}{\text{Total No. of items in the instrument}}$$

In this study, the validity of the questionnaire items and structured interview items was established by computing the CVI and it was found to be above 0.7. Thus, the researcher declared the instruments as being valid; since, according to Amin (2005) an instrument which has an average index of 0.7 or above is accepted as being valid.

3.5.2 Reliability

Reliability was measured using Cronbach Alpha Coefficient after conducting a pilot study involving 4 head teachers, 10 administrators and 30 teachers from Kyabarungira and Kitswamba secondary schools in Kasese District which were not part of the selected secondary schools to be involved in the study. Teachers filled the questionnaires and the data from the questionnaire was used to calculate Cronbach's reliability coefficient. If Cronbach's reliability Analysis of the pilot study indicates that the alpha for questionnaire for teachers (Appendix A) tested is above 0.7, the instruments was considered reliable for the study (Amin, 2005).

Table 4. 1: Cronbach's Alpha coefficients for the variables under study

Variable	Anchor	Cronbach Coefficient	Alpha	Content Index	Validity
School climate	5 Point	.779		.733	
Teachers job performance	5 Point	.633		.777	

Source: Primary data

In both cases, the Cronbach Alpha and the Content Validity Index were above 0.600, showing that the research instrument was both valid and reliable. As such, it was fit for use to collect data on these study variables so as to address the research questions.

3.6 Data Analysis

The study used both quantitative and qualitative data analysis techniques. Quantitative data was checked for completeness, and entered into Statistical Package for Social Scientist (SPSS version

21.0). The data was then analyzed using descriptive statistics (mean and standard deviation). Multi-regression Analysis (Analysis of variance-ANOVA) was used to establish the effect of school climate constructs (school physical environment, school administrators' management behaviours and students' behaviours) on teachers' job performance. Qualitative data was transcribed and analyzed using content analysis technique. The emerging themes were substantiated with a few quotes from literature to illustrate the findings.

3.6.1 Model Specification

In order to investigate the effect of school climate on teachers' job performance, the following regression model was formulated:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 \dots \dots \beta_n X_n + \varepsilon \dots \dots \dots \text{Eqn.}$$

Where,

- Y = Level of teachers job performance
- α = y- intercept
- β_1 = state of school physical environment
- β_2 = rate of administrators' management behaviours
- β_3 = rate of students' behaviours
- ε = is the error term

(i) $Y = 10.7 + 0.42 \text{ school physical environment} + 0.383 \text{ administrators' management behaviours} + 0.33 \text{ students' behaviours} \dots \dots \dots \text{Eqn. (ii)}$

3.7 Ethical Considerations

The views of each respondent was treated with utmost confidentiality and the instruments are anonymous. The researcher only gathered information from respondents after consenting to participate in the study and after obtaining permission from the headteachers. However, the respondents were assured that any information provided could be used only for academic purposes. In general, a high degree of openness regarding the purpose and the nature of the research was observed by the researcher.

3.8 Limitations of the Study

Due to time and financial constraints, this study took 11 months only from November 2016 to August 2017. The study also used a smaller and manageable sample size of the respondents in the selected specific secondary schools in one district of Uganda. The study was only limited to one district and conducted within only six government secondary schools out of the 52. Covering the whole country within 8 months is a wider scope of coverage.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

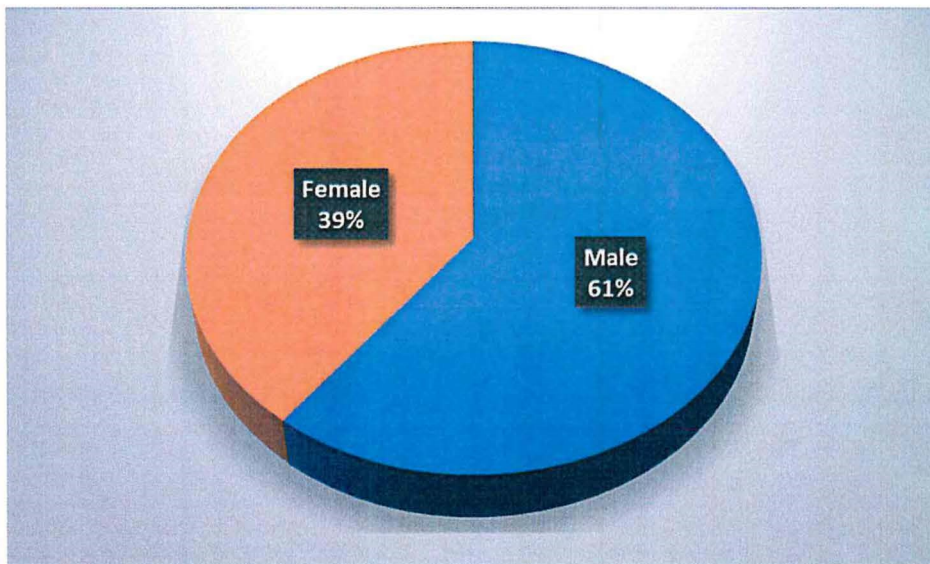
The study focused on establishing the effect of School Climate on Teachers' Job Performance in Ugandan Secondary Schools taking Kasese District as a case study. The emphasis of the study was based on; the physical environment, administrators' management behaviours and students' behaviours. The data collected was presented in tabular form. Frequencies were expressed in percentages, graphs, means and standard deviations were used to interpret and analyse results. The researcher used multi-regression analysis to establish the effect of school climate on teachers' job performance in Ugandan secondary schools.

4.1 Presentation of Bio-data Information

The researcher analyzed Questions 1, 2 and 3 of the questionnaire (Appendix A) dealing with demographic data for. The findings are presented in the Tables below:

Figure 4 1: Gender distribution of the respondents

The researcher requested respondents to indicate their gender and below is the figure showing the results.



Source: Survey data (2017)

Figure 4.1 shows that out of 71 respondents who participated in the study, majority were female 28(39%) compared to their counter parts (male respondents) who were 43 (61%). The implication of the above finding is that the study was dominated by male respondents. This reflects that the

study was not gender balanced. Although this was the case, the ideas and opinions of all the respondents were taken and thus considered very essential to accomplish the study. This helped to avoid biasness as objectivity of all responses was considered in regard to school climate and teachers' job performance.

Table 4.1: Age bracket of the respondent

The researcher elicited data about age distribution of the respondents and the findings were as below:

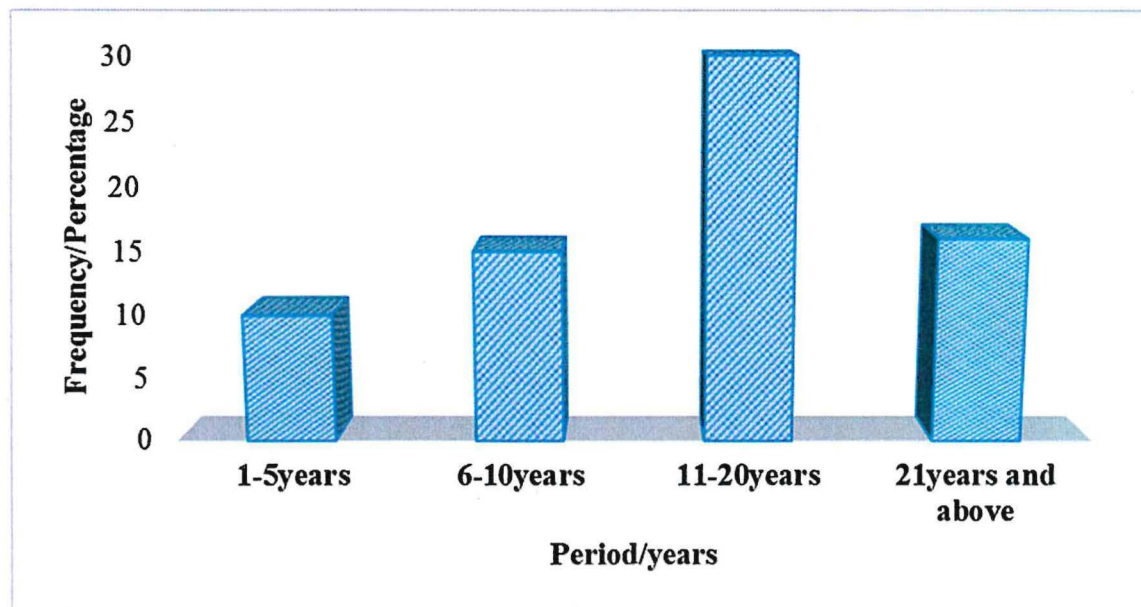
	Frequency	Percentage	Valid percentage	Cumulative percentage
Valid 19-24 years	10	14.1	14.1	14.1
25-30 years	15	21.2	21.2	35.3
31-40years	29	40.8	40.8	76.1
41 and above	17	23.9	23.9	100
Total	71			

Source: Primary data (2017)

From the table 4.1 illustrated that, majority 29 (40.8%) of the respondents were aged 31-40years, 17 (23.9%) were in the age group between 41years and above, 15 (21.2%) of the respondents were of the age group of 25-30years while 10 (14.1%) were aged 19-24 years. The implication of the above finding is that, majority of the respondents were adults and resourceful in providing relevant and valid information about the effect of school Climate on Teachers' Job Performance in Kasese secondary schools.

Figure 4. 2: Work experience with Kasese district secondary schools

The researcher asked respondents to indicate the period they have served/worked with secondary schools. The findings provided were presented as follows;



Source: Primary Data

Results in figure 4.3 suggests that majority 30 (42.3%) of the respondents had worked in Kasese secondary schools for a period between 11-20years, 16 (22.5%) had served in the district secondary schools for a period of 21years and above, 15 (21.1%) had served for a period between 16-10year, while 10 (14.1%) of the respondents had worked 1.5 years. The implication of these findings is that majority of the respondents had worked for a considerable period of time (6years and more). This means that secondary school staffs as well as student leaders were familiar with the school environment and how it influenced the teachers' job performance.

4.2 School Physical Environment and Teacher's Job Performance in Secondary Schools in Kasese District

In bid to establish the findings on the first objective, which was to analyze the effect of "School Physical Environment on Teacher's Job Performance in Secondary Schools in Kasese District"; Respondents provided their view in relation to the extent to which they; strongly disagree (1), Disagree (2), Not sure (3), Agree (4), strongly agree (5). This was presented and analysed in the table below; the interpretation of the results is based on the mean and the SD.

Table 4. 2: School Physical Environment and Teacher's Job Performance in Secondary Schools in Kasese District (n = 71)

Descriptive statistics					
No.	Statement	Min	Max	Mean	Std. Deviation
1	Our Classes are too small and congested to allow conducive teaching and learning	1	5	4.47	1.61
2	My school lacks sufficient Library space to display instruction materials which affect teacher's job performance	1	5	4.44	1.56
3	laboratories and workshops for Practical skills do not allow effective teaching	1	5	4.49	1.49
4	Inadequate sitting facilities in class rooms distort teachers ability to conduct a job	1	5	4.62	1.64
5	Compound provides conducive atmosphere for the teachers job in schools	1	5	2.68	1.67
6	Noise does not allow teachers to hear nor be heard which clearly distorts feedback	1	5	4.54	1.48
7	Providing walled and secured environment permit effective learning	1	5	2.34	1.49
	Average			3.94	1.56

Source: Primary Data (2017)

Table 4.2, explores the effect of school environment on teachers' job performance in Kasese District. Results showed our classes are too small and congested to allow conducive teaching and learning (Mean=4.47, S.D =1.61). The findings mean that majority of the respondents agreed that Kasese schools were congested to facilitate effective teaching and learning.

The respondents further stated that schools lack sufficient Library space to display instruction materials which affects teacher's job performance (Mean = 4.44, SD =1.56). The implication of the above finding is that, the library cannot accommodate the school population even if they were timetabled two hours intervals per class (class shifts). Respondents also agreed that laboratories and workshops for Practical skills do not allow effective teaching (Mean = 4.49, S.D =1.49). The implication of the above finding is that, secondary schools in Kasese district lack laboratories and laboratory equipments as well as workshops that can promote effective teaching of practical subjects like physics, chemistry, biology and agriculture. Respondents further agreed that inadequate sitting facilities in class rooms distort teachers' ability to conduct a job (Mean=4.62, S.D =1.64). The results imply that majority accepted that classes were too congested to allow effective classroom control.

The study also found out that, compound provides conducive atmosphere for the teachers job in schools (Mean = 2.68, S.D =1.67). This means that school sanitation could not favour learner's ability to play and refresh their minds for academic work. The above table further shows that, noise does not allow teachers to hear nor be heard which clearly distorts feedback (Mean=4.54, S.D =1.48). The results imply that the classroom structures were constructed wrongly to echo sound which distorts the teaching and learning process. Results showed that providing walled and secured environment permit effective learning (Mean=2.34, S.D =1.49). The implication of the above finding is that, majority disagreed that schools lacked fenced walls which left schools in open environment to disruptions.

The overall analysis of Table 4.2 results indicated that School Physical Environment affected Teacher's Job Performance in Secondary Schools in Kasese District (Mean=3.94, S.D = 1.56). The implication is that secondary schools had unconducive physical environment to enable teachers discharge their responsibilities perfectly.

Interviews held on 15th June 2017 with the headteacher in school A on what constitutes the School Physical Environment of secondary schools in Kasese district, *pointed out that,*

“the schools have, unfurnished buildings, inadequate classrooms, libraries, laboratories and recreational equipment, staffrooms, Desks, toilets facilities, laboratories, offices spaces and other materials that would likely motivate to entice teachers job performance. The headteacher also highlighted that there was inadequacy of playing fields and lack library facilities. Another headteacher of Secondary School B was asked how the inadequacy of physical facilities affects the teaching-learning process. He generally noted that for effective teaching learning to take place, the school environment should be conducive by providing all the physical facilities required. The headteacher of school C claimed that the quality, appropriateness and adequacy of these items contribute to performance in the school system, which is lacking indeed”.

The researcher administered another question to establish why headteachers would regard the School Physical Environment of secondary schools in Kasese district to be bad or good.

The response from the headteacher of school C was that,

“having well-furnished permanent buildings and classes is important as teachers will facilitate to pupils, who are able to learn in a conducive and comfortable environment. They added that on the other hand availability of sanitary facilities in poor conditions, with some pit latrines poorly drained and sometimes submerged in water especially during rainy seasons, discourages teachers from attending to unhygienic environment. They added that the poor sanitation brings about diseases to affect learning and this tends to make learners absent especially during the rainy season as they will have no place to relieve themselves”.

During interviews with the headteacher of school D held on 21st June 2017, he lamented that,

“the effect of poor School Physical Environment on teacher’s job performance in secondary schools in Kasese District is attributed by lack of adequate physical facilities, demotivates the morale of teachers to teach because employees. Work best when the working environment is conducive”.

However, regression analysis was used to analyse the effect of School Physical Environment and Teacher’s Job Performance. The result and conclusion reached were shown below:

Table 4. 3: Model Summary the effect of School Physical Environment

			Adjusted R Square	Std. Error of the Estimate
1	.968^a	.938	.627	1601.309

a. Predictors: (Constant), School Physical Environment

Source: Field Survey, (2017)

Table 4.3 shows the result from the analysis on the effect of School Physical Environment and Teacher’s Job Performance. The coefficient of determination (adjusted R^2) is 0.627, which indicate that 62.7% variations in Teacher’s Job Performance were explained by the

independent variable which is School Physical Environment. Therefore, it is concluded that School Physical Environment significantly influences teacher job performance in Kasese district.

4.3 School Administrators Management Behaviours and Teachers' Job Performance in Secondary Schools in Kasese District

In bid to elicit data about the effect of "*School Administrators Management Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District*" the researcher administered research tools whose findings about the extent to which respondents; Strongly disagreed (1), Disagreed (2), were not sure (3), Agreed (4), Strongly agreed (5), were presented as in the table below;

Table 4.4: School Administrators Management Behaviors and Teachers' Job Performance in Secondary Schools in Kasese District (n=71)

Descriptive statistics					
No	Statement	Min	Max	Mean	Std. Deviation
1	Tight Monitoring, Inspection and supervision affects my performance	1	5	4.26	1.29
2	Exhibiting good leadership by school administration facilitates my job performance	1	5	2.60	0.46
3	Providing teaching facilities and equipments boosts my job performance	1	5	2.76	0.69
4	Providing sporting and recreational facilities improves my job performance	1	5	4.18	1.71
5	Headteachers encourage me to be resourceful to learners	1	5	2.87	0.41
6	Organizing seminars, workshops by inviting experts helps me to perform my job better	1	5	2.75	0.52
7	Adopting the right supervision strategies enhances my job performance abilities	1	5	2.27	0.23
8	Headteachers ensure that the curriculum is geared to the students interests' ability and achievement as a teachers' job performance measure	1	5	2.19	0.42
9	Establishing disciplinary action among learners improves teachers job performance	1	5	2.40	0.43
10	Encouraging effective communication supports teachers job performance	1	5	2.35	0.12
	Average			2.86	1.36

Source: Own computation based on survey data

Table 4.4 findings revealed that, Tight Monitoring, Inspection and supervision affects my performance (Mean = 4.26 & S.D =1.29). This means that headteachers practice autocratic

leadership to dictate over teachers. Table 4.5 Results revealed exhibiting good leadership by school administration facilitates my job performance (Mean=2.60, S.D =1.26). The implication of the above finding is that, majority disagreed with the view that schools in Kasese district exhibited good leadership. Respondents also agreed that providing teaching facilities and equipments boosts my job performance (Mean=2.76, S.D =0.69). The results imply that most secondary schools had inadequate resource materials which made teachers to underperform. Respondents further agreed that providing sporting and recreational facilities improves my job performance (Mean=4.18, S.D =0.52). The results imply that without giving teachers sports and recreational facilities made them incompetent to discharge sports events. The study also found out that, Head teachers encourage me to be resourceful to learners (Mean=2.27, S.D =0.23). The findings imply that headteachers demotivated teachers to perform better (mean=2.19, SD = 0.42). Table 4.3 further shows that the respondents also agreed that, organising seminars, workshops by inviting experts helps me to perform my job better (Mean =2.40, S.D =0.43). The results imply that teachers were not involved in refresher courses to build their teaching capabilities.

Results showed that Adopting the right supervision strategies enhances my job performance abilities (Mean=2.27, S.D =0.42). The results imply that teacher performance was poor due to wrong supervision strategies. Table 4.3 further reveals that Headteachers ensure that the curriculum is geared to the student's interests' ability and achievement as a teachers' job performance measure (Mean=2.4, S.D =0.43). The results imply that majority disagreed the view that curriculum implementation was done poorly to aid teachers achieve their targets. The study also found out that establishing disciplinary action among learners improves teachers job performance (Mean = 2.35, S.D = 0.12). The results imply that; most learners were unruly which distorted teachers' performance abilities. The findings also showed that encouraging effective communication supports teachers job performance (Mean=2.35, S.D =0.12). This means that decision making at secondary schools could not permit teacher participation in Kasese District.

The overall mean was 2.86 on the Likert scale as indicated in Table 4.3 which implies that School Administrators Management Behaviors disfavored effective Teachers' Job Performance in Secondary Schools in Kasese District.

INTERVIEW RESULTS

During interviews with the headteacher of school C held on 18th June, 2017, in regard to the effect of School Administrators Management behaviours on teachers' job performance in secondary schools in Kasere District;

"administrators play a great role in discharging managerial roles, administrative and financial skills that are useful in their line of roles and responsibilities so as to provide a conducive learning climate in order to manage all staff and learning amicably enjoys school life in relation to improved teaching-learning process, the quality of teaching of the teachers".

Other headteachers of school E and F interviewed on 23rd June 2017 and 27th June 2017 respectively, also said that,

"administrators play a great leadership role in terms of ensuring that they recruit competently qualified teachers who are motivated and skilled to serve the communities. One headteacher said that his role is to ensure effective teaching-learning process which requires trained and qualified teachers to design teaching-learning strategies and support learners in order to avoid repetition, absenteeism and dropouts and to improve performance of learners. This headteacher behaviour was positive in enabling a steady learning climate for both teachers and learners.

All Headteachers pointed out that chalk boards and text books were not sufficient in most of the secondary schools in Kasere district. Half the number of head teachers indicated that pieces of chalk are insufficient at (50%). In addition to insufficient teaching and learning materials, text books and wall charts were insufficient in most of our schools. This made leadership challenging where they were forced to task teachers improvise means of facilitating the teaching. This approach helped to make teachers creative though most teachers did not like it.

All head teachers (100%) noted that science kits were not available in all their schools. The results also indicate that exercise books are fairly sufficient at (40%) in most schools. The table shows that this level of sufficiency in terms of instructional materials is generally very low.

All (100%) of the headteachers lamented that "the School Administrators Management behaviours have changed over time. They said that Planning and financial accounting are no longer accepted as the only qualities of an effective leader. Soft skills, teamwork, communication and the ability to motivate and mobilize, all of which impact teachers' job performance".

The Administrators Management behaviours are the skills desired in the school heads for professional development and teacher inclusion in decision making.

Such leadership behaviours aid in achievement of school goals and its implications on the overall performance of both teachers and students.

“Most teachers are not motivated nor committed to high job performance due to poor administrative behaviours. These behaviours make teachers to be regularly absent, high turnover and stressed in Kasese secondary schools. Likewise, schools with good administrative behaviours satisfy teachers to be more productive in terms of effective teaching and consequent academic performance than those with bad administrative behaviours who unsatisfy teachers to lower their performance abilities”, said the headteachers.

Consequently, challenges arise for headteachers as school leaders to create enabling working environments in order to give teachers job satisfaction by applying appropriate leadership behaviours. High job satisfaction exhibited characteristics such as: (i) low in turnover, (ii) always present in school, (iii) highly efficient and effective and (iv) friendly to the administration. On the other hand, teachers with low job satisfaction: (i) had apathy, (ii) worked towards promotions to other positions with better prospects or quit their jobs resulting in high teacher education costs (iii) were hostile to the administration (iv) had reduced academic performance (v) valued material rewards (vi) made frequent transfer requests (vii) and were regular absentees.

Table 4. 5: Regression coefficient for students’ behaviours and teachers’ job performance in secondary schools in Kasese District

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	25.68	1278.779		-1.974	.096
Students behavior	.032	.003	.968	9.503	.000

a. Dependent Variable: teachers’ job performance

Source: Field Survey, (2017)

From the Table 4.5 above, the constant gave a value of 25.68 which is the intercept, hence establishing the extent to which students’ behaviours influence teachers job performance which refers to the slope. The table also shows the t statistics which helped to determine the relative importance of each variable in the model and this is known by the independent variable whose values are well below -2 and above +2. Any value below -2 and above +2 will be accounted for as less improvement in the procedure and techniques. The value for the independent variable is statistically significant, this also explain the establishment of a relationship between the independent variable and the dependent variable. The independent variable had a significant value of .000 which is lower than the decision rule value of 0.05. And this explains for the strong relationship that existed among the variables. Therefore, it is concluded that there is significant relationship between students’ behaviours and teachers’ job performance in secondary schools in Kasese District. This relationship will be shown in the model below: $Y = 25.68 + .032x$

Where Y = teachers’ job performance and
 X = students’ behaviours

4.4 The effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District

The third objective of the study was to establish "*The effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District*" the researcher administered research tools whose findings about the extent to which respondents strongly disagreed (1), Disagreed (2), were not sure (3), Agreed (4), Strongly agreed (5), were presented as in the table below;

Table 4.6: The effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District n = 71

Descriptive statistics					
No	Statement	Min	Max	Mean	Std. Deviation
1	Students' willingness to learn enhances teachers job performance	1	5	2.72	1.37
2	Being disciplined provides learners direction to concentrate on academic goals and eases teacher's job performance	1	5	2.83	1.59
3	Students are inspired to learn well because of good discipline	1	5	2.34	1.42
4	Teachers' job performance is difficult as they experience aggressive behaviour, Defiance and hostility among students in Kasese	1	5	4.72	1.46
5	Teachers exhibit challenges in controlling misbehaviour among the learners in school	1	5	3.63	1.55
6	Students' behaviour has caused decline in the teaching-learning process	1	5	3.94	1.32
7	Children's indiscipline frustrates teachers job performance	1	5	2.44	0.32
8	Student bullying and intimidation affect teachers job performance	1	5	3.94	0.02
	Average			3.32	1.13

Source: Primary Data (2017)

Table 4.6 indicates that, the effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District. The interpretation of the results is based on the mean and standard deviation as interpreted below;

Results revealed that Students' willingness to learn enhances teachers' job performance = 2.72, S.D = 1.37). This means that students in the studied secondary schools had low preference for academics which ruined teachers' performance levels. Being disciplined provides learners direction to concentrate on academic goals and eases teacher's job performance (Mean=2.83, S.D = 1.39). The implication of the above finding is that, controlling students' indiscipline as well classroom management was a challenge to teachers in the studied secondary schools of Kasese district. Results revealed that students are inspired to learn well because of good discipline (Mean=2.34, S.D = 1.42). This means that, most students could not learn well due to some hooliganism which interrupted teaching. Results revealed that Teachers' job performance is difficult as they experience aggressive behaviour, Defiance and hostility from students in Kasese (Mean = 4.72, S.D = 1.46). Most respondents accepted this view implying that in Kasese secondary schools, teacher-student relationship was poor which affected the teaching-learning process.

Tale 4.5 further revealed that Teachers exhibit challenges in controlling misbehaviour among the learners in school (Mean=3.63, S.D = 1.55). This means that, teacher job performance in terms of building and instituting positive morals among learners was challenging. Respondents also agreed that, Students' behaviour has caused decline in the teaching-learning process (Mean=3.94, S.D = 1.22). This means that, misconduct among learners, lack of commitment to learning as well as low esteem among learners made teachers job difficult and complex. The study also found out that, students' indiscipline frustrates teachers job performance (Mean = 2.44, S.D = 0.32). The implication of the above finding is that, students' naughtiness disrupted teachers' commitment. Respondents also agreed that student bullying and intimidation affect teachers job performance (Mean=3.94, S.D = 0.02). This means that the extent to which bullying affected teachers' job performance was uncertain.

The overall mean was 3.32 and SD = 1.1.3 on the Likert scale as indicated in table 4.4 which implies that majority of the respondents agreed that Students' Behaviours affected Teachers' Job Performance in Secondary Schools in Kasese District.

Interview results from one headteacher of school B held on 16th June 2017 indicated that,

"Headship involves encouraging teachers to conduct teaching and learning effectively. He added that this can be done through motivating them in terms of improving staff welfare which covers accommodation, feeding and transport refund. The headteachers lamented that improving teachers' pay per year would entice them to discharge their roles more perfectly. It was further observed that the general school climate in terms of improving the buildings by renovations, demolishing old

structures, equipping library and laboratory would entice teachers like their own job, gain job satisfaction and perform better”.

Further still all headteachers were able to site the major cause of poor teachers’ job performance as uncondusive school climate. Administrators encounter challenges in sourcing sufficient funding to rebuild school infrastructure, purchasing enough teaching and learning materials. Headteachers suggested that there is need to encourage school community, P.T.A, school management committees and ministry of education and sports to support infrastructure development grants to build more classroom blocks and staff quarters.

Table 4.7: Multiple Regression Analysis

The results in the Table 4.6 below show the multiple ordinary least squares regression model. This was presented for the purpose of addressing the combined effect of three predictor variables on the dependent variable teachers’ job performance.

	Unstandardized Coefficients	Standardized Coefficients	T	Sig.		
Model	B	Std. Error	Beta			
	(Constant)	1.172	.664		1.765	.087
School physical environment (a)		.326	.152	.339	2.143	.040
Administrators' management behaviours (b)		.260	.119	.345	2.184	.037
Students' behaviours (c)		.305	.146	.367	2.465	.042
Dependent Variable: Teachers Job Performance						
	R	.869				
	R Square	.755				
	Adjusted R Square	.723				
	F Statistic	7.002				
	Sig.	.003				

Source: Primary data (2017)

Table 4.7 above, shows that predictor variables School physical environment (a), Administrators' management behaviours (b), Students’ behaviours (c) and explain .723 of variations in teacher job performance.

Results show a significant model for the combined effect ($F=7.002$, $\text{sig}=0.003$) to explain a multi regression equation of teachers’ job performance $(y) = 1.172 + 0.362a + 0.260b + .305c$

4.6 Teacher Job Performance

Responses on the measurement of the dependent variable, “*Teachers’ Job Performance*” indicated by respondents in regard to the extent to which they strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

Table 4.8: The Measures of Teacher Job Performance

No.	Statement	min	Max	Mean	Std. Deviation
1	I am always punctual for my lessons	1	5	3.58	0.75
2	The quality of teaching materials, lesson plans and schemes of work enhance students understanding in my classes	1	5	2.24	0.78
3	I have the ability to handle students misconduct desirably	1	5	3.89	0.66
4	I have positive attitude towards meeting my performance targets	1	5	2.59	0.57
5	I work towards attaining high number of students excelling in examinations	1	5	2.74	1.14
6	I conduct students assessment in time	1	5	2.97	0.23
7	I rarely absentee myself enhances learners performance	1	5	2.31	1.16
8	My teaching methods encourage creativity among students	1	5	3.98	1.21
9	I work towards attainment of school vision, goals and objectives	1	5	2.53	0.87
10	My lesson preparations and presentation motivates the actual teaching-learning process	1	5	2.83	0.06
11	I am committed to co-curricular activities and supervision of students	1	5	2.75	0.08

Source: Primary Data (2017)

Table 4.8 shows the results on Teacher Job Performance in Kasese district secondary schools. Results showed that Respondents were not sure with the items on whether there are always punctual for lessons (Mean = 3.58, SD = 0.75). This means that teachers did not care about punctuality which affected their job performance. Respondents further agreed that the quality of teaching materials, lesson plans and schemes of work enhance students understanding in their classes (Mean = 2.24, SD = 0.78). Respondents further agreed that they have the ability to handle students misconduct desirably (Mean = 3.98, SD = 0.66). This means that teachers were not sure of the extent to which failing to revamp students misconduct retarded teachers’ job performance.

Table 4.7 above, further shows that I work towards attaining high number of students excelling in examinations (Mean =2.74, SD= 1.14). This means that most teachers said that they did not care about registering high students' excellence. The results also revealed that teachers conduct students' assessment in time (Mean = 2.97, SD = 0.23). This implies that assessing and evaluating learners was not regularized i.e. Teachers did it at their own pace. Furthermore, respondents disagreed on the item that they rarely absent myself enhances learners' performance (Mean = 2.31, SD =1.16).

Respondents were generally not sure that individual teaching methods encourage creativity among students (Mean =3.98, SD= 1.21). This implies that teachers did not inculcate creativity in their lessons while teaching. It was showed that teachers worked towards attainment of school vision, goals and objectives (Mean = 2.53, SD = 0.87).

The study shows that my lesson preparations and presentation motivates the actual teaching-learning process (Mean = 2.83; SD = 0.06). This implies that teachers experienced challenges in making suitable lesson preparations which affected their teaching potentials. It was further found out that teachers were committed to co-curricular activities and supervision of students (Mean = 2.75, SD = 0.08). This implies that teachers instilled negativity in students' participation in sports.

Table 4.9: Students' views regarding school climate and teachers' job performance

No	Statement	min	max	Mean	Std. Deviation
1	My Teachers are always punctual for their lessons	1	5	3.89	0.04
2	I understand clearly what my teachers deliver in class	1	5	3.91	0.66
3	My Teachers' normally discipline me in case I go wrong	1	5	4.07	0.76
4	I have a positive relationship with my teachers	1	5	3.86	0.73
5	I perform well in tests, homework and examinations	1	5	2.22	0.13
6	My teachers mark my assignments in time	1	5	1.65	0.02
7	My Teachers' rarely absent from their duties at school	1	5	2.87	0.14
8	Teaching methods used by teachers promote my creativity level	1	5	2.89	0.16
9	I enjoy actual lessons during teaching-learning process	1	5	1.98	0.04
10	I am motivated to participate in co-curricular activities	1	5	1.36	0.64
	Average			2.87	0.33

Source: Primary Data (2017)

Table 4.9 shows results that My Teachers are always punctual for their lessons (Mean =3.89, SD=0.66), respondents also agreed that they understand clearly what my teachers deliver in class (Mean =4.09, SD=0.76). The study also found out that My Teachers' normally discipline me in case I go wrong (Mean = 3.86, SD=0.73). Respondents also agreed that they have a positive relationship with my teachers (Mean = 2.22, SD=0.13). It further showed that teachers have a positive relationship with my teachers (Mean = 2.87), SD=0.14).

Results showed that they perform well in tests, homework and examinations (Mean =2.22, SD=0.13). My teachers mark my assignments in time (mean = 1.65, SD =0.02). Respondents also agreed that Teachers' rarely absent from their duties at school (Mean = 2.87, SD=0.14). Respondents also agreed that Teaching methods used by teachers promote my creativity level (Mean =2.88, SD=0.16). Respondents also agreed that they enjoy actual lessons during teaching-learning process ((Mean = 1.98, SD=0.04). respondents also agreed that they motivated to participate in co-curricular activities (Mean =1.36, SD =0.64). the overall mean is 2.87 and SD = 0.33. This implies that teacher poor performance was attributed by poor school environment.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the discussion, conclusions and recommendations within the context of the objectives and the corresponding research questions as outlined in chapter one. The chapter also presents suggested areas for further research.

5.1 Discussion of the major findings

5.1.1 The effect of school physical environment on teacher's job performance in secondary schools in Kasese District.

Chapter four results in Table 4.2, revealed data about the school climate of secondary schools in Kasese district comprised of unfurnished buildings, congested classrooms, limited library facilities as well as poor sanitation. The school environment constituted the factors within the school that influenced the teacher job performance measured in terms of teaching-learning process. Unfavourable teaching climate affected teachers job performance (Mean=3.94, S.D =1.56). The extent to which pupils learning could be enhanced depending on what the school environment provides to the learners and the teacher. Secondary schools in Kasese District did not have all the required physical facilities, instructional materials. Instructional materials are a major component in the process of teaching and learning and textbooks are often the most cost effective means of improving academic achievement and increasing the efficiency of schools. These suffocated teachers' job performance. The finding is in agreement with Persaud and Turner (2008) who reported that safe and orderly classroom environment, school facilities were significantly related to students' academic achievement in schools. The finding is also supported by UNICEF, report (2003) which noted that overstretching of the available resources due to increased enrolment affected teachers' job performance.

The school Physical climate of secondary schools in Kasese was characterized by Poor lighting, noise, high levels of carbon dioxide in classrooms and inconsistent temperatures make teaching-learning process difficult. Poor maintenance and ineffective ventilation systems lead to poor health among the pupils and higher absentee rates among pupils. The combination of poor facilities which creates uncomfortable and uninviting workplace for the teachers combined with frustrating

behaviour by the pupil including poor concentration also have an effect on the teaching learning process. The situation is not any different here the studied secondary schools in Kasese District where several schools suffer due to lack of or inadequacy of physical facilities and instructional materials (UNICEF, 2003). Unless schools are adequately provided with physical facilities and instructional materials, effective teacher job performance.

The respondents further stated that schools lack sufficient Library space to display instruction materials which affect teacher's job performance (Mean = 4.44, SD =1.56). The implication of the above finding is that, the library cannot accommodate the school capacities even if they were utilized at intervals. Respondents also agreed that laboratories and workshops for Practical skills do not allow effective teaching (Mean = 4.49, S.D =1.49. Schools with equipped laboratory have their pupils performing better than their counterparts in schools without laboratories or those with ill equipped laboratories. Laboratory work stimulates learners' interests as they are made to personally engage in useful scientific activities and experimentations (Owoeye and Yara, 2010) Availability of instructional materials is a core determinant in the successful implementation of any curriculum. The head teacher should ensure there is proper selection and procurement of teaching-learning resources. According to Agosiobo (2007) the use of teaching resources is important because they motivate learners to learn as they offer stimulus variation and assist in sustaining learners' attention throughout the lesson. Collin and Rosmiller (1987) assert that even highly competent teachers find it difficult to teach effectively with inadequate facilities or if they are lacking the necessary instructional materials.

The image of a school is dependent on the quality of its infrastructure. The physical facilities of the school have a variety of effects on teachers, students and the teaching-learning process. They include; administration office, staffrooms and offices, classrooms, laboratories, workshop equipment stores, libraries, hostels, staff houses and school ground. Physical facilities in terms of adequacy and quality have been noted to have great impact on performance of students in examination. The study is in agreement with Heyneman and Loxley (1993) in their study on effect of availability of physical facilities on academic performance found out that presence of school library related significantly to achievement in Brazil, China, Botswana and Uganda.

Results showed classes were too small and congested to allow conducive teaching and learning (Mean=4.47, S.D =1.61). Respondents further agreed that inadequate sitting facilities in class rooms distort teachers ability to conduct a job (Mean=4.62, S.D =1.64). Class size affects the teaching-learning process in most schools, since the inception of free secondary school education (USE), there has been increased enrolment which leads to overcrowding in classrooms making the work of the teacher difficult since he/she cannot easily move around in the classroom. The finding is synonymous to earlier literature documented in chapter two such as (Wabuoba, 2011) quoted in Chuma (2012). Classrooms are a place that pupils spend the greatest part of their day. Wabuoba (2011) quoted in Chuma (2012) observed that overcrowding in classrooms make it difficult for pupils to write. The teacher is also unable to move around the class to assist needy pupils and this affects the teaching-learning process.

Crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work. The government of Kenya in Koech Report (1968) noted that congestion within classrooms affects teaching-learning process. This is because the teacher may not be able to move around and give individual attention to all the pupils in need due to the high number of pupils in class. The influence of class size has a great impact on the teaching-learning process. The smaller the class size, the easier it is for the teacher-learner interaction thus improving the teaching-learning process since the teacher will be able to give the learner individual attention. Large class size impacts negatively to the teaching-learning process since the teacher is not even able to move freely to assess the pupils work as they do their exercises.

The small class size allows for individualized attention and this strengthens the cordial relationship between the teachers and learners. Managing a large class is a serious problem in many schools as it creates stressful working conditions for the teachers and leads to higher teacher absenteeism (Corcoran, Walker and White, 1988).

Wabuoba (2011) observed that overcrowding in class rooms make it difficult for the pupils to write and the teacher is also unable to move around to help the needy pupils. Corcoran, Walker & White (1988) noted that crowded classroom conditions not only make it difficult for learners to concentrate but inevitably limit the amount of time teachers can spend on innovative teaching methods such as cooperative learning and group work.

Similarly, the library is an essential factor in the teaching-learning process. Fuller (1986) identified a library as an instructional resource which may significantly influence the teaching-learning process and eventually the performance of pupils. Teacher job Performance of students is influenced by the availability of instructional materials and school facilities such as laboratories, libraries, textbooks, laboratory equipment among others. The quality and adequacy of such equipment as, instructional materials have a direct bearing on quality of education as they determine how effectively the curriculum is implemented by the concerned teachers. Ayoo (2002) and Eshiwani (1993) agree that school environment such as; classrooms, desks and books have a direct impact on good performance among the students in developing countries.

5.1.2 The effect of School Administrators' Management Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District

The study results in Table 4.4 revealed that the School Administrators' Management Behaviours involved handling disciplinary action among learners improves teachers job performance (Mean = 2.35, S.D = 0.12). The results implied that, most learners were unruly which distorted teachers' performance abilities. Effective teacher job performance could not take place when the rate of indiscipline attributed to repetition, drop out and high absenteeism in Kasese secondary schools.

The school administration is a crucial factor in the success of a school. The head teacher should be in a position to ensure that all factors within the school that make the school environment favourable for teaching-learning process are put in place. To ensure that quality standards are maintained, stipulates that the head teacher is responsible for overall management, control and maintenance of standards in the schools and is accountable for all that happens in the school. He is charged with the duty of planning, organizing, staffing, coordinating, reporting and budgeting (Okumbe, 2001). The head teacher is seen as the first supervisor and therefore should always ensure that effective teaching-learning is taking place in the school. Teaching-learning process can be measured through assessment that is done to pupils using continuous assessment tests (CATS), standardized examinations like Mock.

The findings also showed that encouraging effective communication supports teachers job performance (Mean=2.35, S.D = 0.12). This meant that decision making at secondary schools could not permit teacher participation in Kasese District. Common indiscipline behaviour by teachers

include; absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. These are serious threat to students' academic achievement, because teachers are the expected professionals, entrusted with the responsibility to conserve the future and destiny of the students as well as the nation.

Table 4.3 Results revealed exhibiting good leadership by school administration facilitates my job performance (Mean=2.60, S.D=1.26). This implied that, schools in Kasese district exhibited bad leadership. Headteachers provided directives which influenced bad behaviours in relation to allowing participative leadership behaviours; and participative leadership behaviours and supportive leadership behaviours which supportive positive teacher behaviours and achievement. The findings supported those of earlier studies by and Ngwala (2014) and Rambo (2013) which stated that a leader may adapt and even combine various leadership behaviours to fit different situations towards administrative leadership leaving a behavioral gap. The findings of the reviewed literature concur with the current study's findings that headteachers may use different leaderships sometimes and at other times use a mix of different leadership approaches.

The overall mean was 2.86 on the Likert scale as indicated in table 4.4, which implies that School Administrators Management Behaviors disfavored effective Teachers' Job Performance in Secondary Schools in Kasese District. Further, some of the reviewed studies like Wambui, (2015) concur with the current study that leadership factors such as recognition of effort, participation and support have positive influence on teachers' motivation, hence job satisfaction. Furthermore, some of the reviewed studies like Wambui, (2015) concur with the current study that leadership factors such as recognition of effort, participation and support have positive influence on teachers' motivation as well as job satisfaction and performance.

5.1.3 The effect of students' behaviours on teachers' job performance in secondary schools in Kasese District.

The study results in Table 4.6 indicated the effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District. The interpretation of the results is based on the mean and standard deviation. Results revealed that Students' willingness to learn enhances teachers' job performance = 2.72, S.D =1.37). This meant that students in the studied secondary schools had low preference for academics which ruined teachers' performance levels. Most learner misbehaviour is quite trivial. The types of learner behaviour most frequently cited by educators are: excessive talk or talking out of turn, being noisy (both verbal, such as shouting at another learner across the room, and non-verbal, such as letting a disk lid slam shut), not paying attention to the educator, not getting on with the work required, being out of their seats without good cause, hindering other learners, and arriving late for lessons. Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place. Sonn (1999:86) emphasizes that a school without effective discipline is unmanageable and often results in unmotivated and demoralized educators and learners.

The findings further showed that being disciplined provides learners direction to concentrate on academic goals and eases teacher's job performance (Mean=2.83, S.D =1.39). This implied that controlling students' indiscipline as well classroom management was a challenge to teachers in the studied secondary schools of Kasese district. Results revealed that students are inspired to learn well because of good discipline (Mean=2.34, S.D =1.42). This meant that, most students could not learn well due to some hooliganism which interrupted teaching. The results concur with Mafabi (1993) who opines that, success can only be achieved in school when teachers shows good example of time management. Though the practice in most of the secondary schools is that, school activities seem not to respect the designed time table. He further stated that punctuality in most times not observed by teachers, head teachers and non-teaching staff in an educational institution, as part of the efforts toward academic excellence.

Learners misbehave at school for a variety of reasons, e.g. boredom, inability to do the work, low academic self-esteem, emotional difficulties, poor attitudes, etc. The key to establishing good discipline at school lies in learners accepting the educator's authority to manage their behaviour and their progress in learning. Learning activities cannot take place effectively in a classroom of

thirty learners or more, unless one is given authority to control, manage and direct what is going on as, when and how appropriate. Much of the authority as a teacher derives from the status he has in that role, and the respect. Good discipline at school plays a vital role in the achievement of expectations and goals. Discipline also plays a vital role in the acquisition of responsibility in learners as well as educators. Educator's ability to exercise effective discipline as suggested by Dunham (1984:66) is essential. Good discipline creates a good image of the school and prepares learners for the future. Disruptive behaviour amongst learners is eliminated if there is good discipline at school. The implementation of effective discipline at school is a key for the learner in his/her journey to adulthood. Parents often have no choice but to enroll their children in a school with poor discipline which often leads to poor academic performances. The finding is in agreement with Chichi (2001), who noted that discipline is the act of orderliness, obedience and maintenance of proper subordination among employees and a check or restraint on the liberty of individual. It is the training that correct, moulds and strengthens the individual behavior.

The discipline which prevails in a classroom will not only be influenced by the educators' behaviour and expectations, but also by the expectations learners bring with them, and, importantly, by the prevailing ethos in the school. Nevertheless, a well-managed lesson coupled with a relationship based on mutual respect and rapport will do much to minimize pupil misbehaviour. In schools where it is recognized that there are a number of learners with marked emotional or academic difficulties, skillful teaching can ensure that good discipline in lessons will be the norm.

Indiscipline among teachers are their acts of behaviour that affects effective teaching and learning as well as result to retarding students' academic achievement. Common indiscipline behaviour by teachers include; absenteeism from school and lesson, lateness, non-preparation of lesson notes, failure to mark students exercise books, non-completion of school records such as diaries, registers, student results, involvement in examination malpractices, illegal collection from parent and students, unapproved study leave with pay, drinking, drug taking and sexual immorality. Effective discipline is needed in school for good academic achievement. When there is effective discipline in a school and in the classroom, effective teaching and learning can take place. Gawe, Vakalisa and Jacobs (2001:190) emphasize co-operative learning as a solution. If a school lacks effective discipline, the achievement academically will be poor. Effective discipline results in good academic achievement because self discipline is involved which promotes the focus on the

achievement of a learner's goal, but ill discipline has negative results such as high failure rates, vandalism at schools, etc. stresses the fact of self respect and respect to others. If self respect prevails in the school situation, learners will learn self discipline. If there is self discipline, there are more chances of having direction in the fulfillment of the learners' goal, so positive academic achievement is possible.

Discipline is important for maintaining order and harmony in the school and in the classroom because disruptive and anti-social behaviour can have a deleterious effect on teaching and learning. In order to promote good behaviour and discipline it is necessary for schools to have a discipline policy which would include details of school rules and expected behaviour, as well as consequences for breaking these rules. A school formulates rules and regulations which serve as guidelines for learners' behaviour and these must form part of a code of conduct for learners. It is essential that learners at school have rules and regulations in place to regulate their conduct on a daily basis, and should it be disobeyed the violator thereof is entitled to punishment which must be commensurate with the offence. Rules and regulations in a code of conduct for learners must promote self-discipline, encourage good behaviour and regulate conduct. Disciplinary rules and suitable punishment for breaking these rules should fulfill the mission of ensuring that effective discipline is maintained and sustained at school.

5.2 Summary of the major findings

Basing on the discussion of results above, Teacher job performance was found to be greatly affected by the inadequacy of school physical facilities in Kasese secondary schools which ranged from the school plant, which is the school buildings, classroom, library, laboratories, toilet facilities, learning materials and other infrastructures that would likely motivate students towards learning. Even though most teachers taught large classes, they preferred small class size which they could comfortably handle. It was notable in the responses given that the small class size promoted individualized attention, which enhances teaching-learning process as the teachers were able to identify the weak learners, attend to individual needs of the pupils and comfortably address the problems the pupils face in the learning process. There was inadequate provision of this facilities, some of the existing ones seems to be in a dilapidated state, while some seems to lack good maintenance or may not function at all. The study found out that the status of physical facilities especially in our public secondary schools today appears to be of great concern to educators. The

provision of these school facilities have dwindled over the years, perhaps due to increase in school enrolment rate which had led to population explosion in public schools. It has been observed that school physical facilities are essential tools to facilitate and stimulate learning programmes. Teachers need them in an ideal working environment. Experience shows that if physical facilities are available, students tend to have interest in learning; this will invariably lead to high teacher performance and high school performance.

Based on the second objective of the study, which was to find out the effect of school administrators' management behaviours on teachers' job performance in secondary schools in Kasere District. The study established that headteachers practiced non participatory, leadership qualities. These were unfavourable to teachers because it involved providing directives to what and how teachers should discharge their roles and responsibilities other than providing collective decision making which supports team work and high productivity. Lack of supportive leadership retarded teachers' job satisfaction, due to weak supervision and unfavourable working conditions.

The third objective of the study was to assess effect of students' behaviours on teachers' job performance in secondary schools in Kasere District. The study established that most students were undisciplined. This distorted teachers' ability to create orderliness within schools and classes. The most effective way to combat disruptive behaviour is to demonstrate to students that indiscipline incidents are not tolerated and relevant punishment will be employed. Disciplinary rules are thus essential for the smooth running of any school and should be formulated by the learners, educators and other stakeholders together. The application of rules should be consistent and should recognize both the rights and responsibilities of the learners and the educator. Disciplinary rules included in a code of conduct for learners should be few in number, clearly formulated and displayed where they can be seen by all. Learners must understand why rules are necessary and must know exactly what will happen if a rule is broken. However, teachers found it hard to enforce disciplinary actions as this required involvement of the headteacher and parents.

5.3 Conclusions

Based on the summary of the findings, it is concluded that secondary schools in Kasere district have inadequate physical facilities. In addition, insufficiency of instructional materials in schools has also been found to greatly influence the teachers' job performance. Small classes were mostly preferred

by most teachers and learners. The school physical climate facilities, instructional materials, class size, laboratories and libraries are some factors within the school physical climate that were found to have an influence on the process of teaching-learning process. Hence, the school physical climate remains an important area that can create a conducive environment for teaching and learning.

The study also established that the school administrators' behavior measured in terms of basic teacher supervision, skills to assess his/her teachers' ability/potential to practice effective teaching and learning and the correct methodologies used affected teacher job performance. Supervision by the headteacher was carried out to examine how teachers teach in class, their professional records and Pupils' books were used to check if there is teaching and learning taking place. Most headteachers and administrators practiced autocratic /dictatorial means of leadership which demoralized teachers' level of creativity, participation in decision making and free means of lesson preparation, assessment and evaluation. Although achievement oriented leadership pushes and demands results from teachers but when the headteacher gives confidence in the teachers' ability there is reassurance. Applied appropriately, each behaviours has its place in giving teachers job satisfaction for the expected students' learning outcomes.

The study revealed that most students in Kasese district were indisciplined, as they practiced irregular attendance, frequent late coming to school, failure to do home works, assignments, exercises as well as school work. These misbehaviours ruined/retarded teachers' endeavours to impart knowledge, to teach effectively and be committed. Learners need to be self- disciplined to entice and ease teacher duty for effective academic achievement.

5.4 Recommendations

Based on the conclusion presented on the findings of the empirical field study, the following are some of the practical recommendations that can be advocated for, to promote teacher job performance as well as school climate:

The study found out that most secondary schools in Kasese district had unfavourable Physical school climate. The study suggests that more priority should be accorded by government to allocate funds to the renovation of structures, building new classroom blocks, equipping laboratories and school libraries and above all providing sanitary materials. This will aid to make the physical

climate better place for conducive teaching and learning through making classes manageable by adding more streams where classes are large.

In regard to school administrator's behaviours findings, the study advocates that school administrators should endeavor to adopt leadership behaviours that create an enabling environment for teacher job satisfaction to maximize academic results. These include participation in decision making, allowing effective communication and promoting team work backed by refresher training and career development.

In regard to student and teacher indiscipline: All schools should draw up a code of conduct and implement it. Rules related content should be incorporated in the academic curriculum. Further research should be conducted concerning disruptive behaviour in the classroom in order to provide an overview of the problem. Students treated fairly by teachers and happy to be in school as well as feel they are a part of the school.

The community should be encouraged to support the development of schools to improve the facilities such as the library to improve the teaching-learning process.

The head teachers should ensure the schools have enough instructional materials as they have the responsibility of procuring the materials for effective teaching and learning and consequently improve teacher job performance.

5.4 Areas for Further Research

The researcher suggests that further research should be conducted:

To investigate the extent to which school location affects the academic achievement of secondary school students.

To examine the management of school finances on teacher job performance.

To assess the role of teachers in managing students discipline.

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APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am Joseph Mbusa, a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a study on “*School Climate and Teachers’ Job Performance in Ugandan secondary schools; a case of Kasese District-Uganda*”. You are requested to read the questionnaire given and answer the questions appropriately. The information given will be treated with utmost confidentiality and be used for academic purposes only.

Section A: Bio-data about the Respondents

1. Gender
a) Male ☐ b) Female ☐
2. Age of the respondent
a) 19-24 ☐ b) 25-30 years ☐ c) 31-40years ☐ d) 41 and above ☐
- 3) Years of service in the teaching profession
a) 1-5 years ☐ b) 6-10 years ☐
c) 11-20 years ☐ d) 21 years and above ☐

Section B: School Physical Environment and Teacher's Job Performance in Secondary Schools in Kasese District

Which of the following statements explain "*School Physical Environment and Teacher's Job Performance in Secondary Schools in Kasese District*" Please indicate the extent to which you strongly disagree (SD), disagree (D), Not sure (NS), agree (A), strongly agree (SA);

S/N	Statement	SD	D	NS	A	SA
1	Our Classes are too small and congested to allow conducive teaching and learning	1	2	3	4	5
2	My school lacks sufficient Library space to display instruction materials which affect teacher's job performance	1	2	3	4	5
3	laboratories and workshops for Practical skills do not allow effective teaching	1	2	3	4	5
4	Inadequate sitting facilities in class rooms distort teachers ability to conduct a job	1	2	3	4	5
5	Compound provides conducive atmosphere for the teachers job in schools	1	2	3	4	5
6	Noise does not allow teachers to hear nor be heard which clearly distorts feedback	1	2	3	4	5
7	Providing walled and secured environment permit effective learning	1	2	3	4	5

Section C: School Administrators Management Behaviours and Teachers' Job Performance in Secondary Schools in Kasese District

Which of the following statements explain "*School Administrators Management Behaviours and Teachers' Job Performance in Secondary Schools in Kasese District*" Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

N	Statement	SD	D	NS	A	SA
1	Tight Monitoring, Inspection and supervision affects my performance	1	2	3	4	5
2	Exhibiting good leadership by school administration facilitates my job performance	1	2	3	4	5
3	Providing teaching facilities and equipments boosts my job performance	1	2	3	4	5
4	Providing sporting and recreational facilities improves my job performance	1	2	3	4	5
5	Head teachers encourage me to be resourceful to learners	1	2	3	4	5
6	Organizing seminars, workshops by inviting experts helps me to perform my job better	1	2	3	4	5
7	Adopting the right supervision strategies enhances my job performance abilities	1	2	3	4	5
8	Headteachers ensure that the curriculum is geared to the students interests' ability and achievement as a teachers' job performance measure	1	2	3	4	5
9	Establishing disciplinary action among learners improves teachers job performance	1	2	3	4	5
10	Encouraging effective communication supports teachers job performance	1	2	3	4	5

Section D: The effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District.

Which of the following statements explain “*The effect of Students' Behaviours on Teachers' Job Performance in Secondary Schools in Kasese District*”. Please indicate the extent to which you strongly disagree (1), disagree (2), Not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	Students’ willingness to learn enhances teachers job performance	1	2	3	4	5
2	Being disciplined provides learners direction to concentrate on academic goals and eases teacher’s job performance	1	2	3	4	5
3	Students are inspired to learn well because of good discipline	1	2	3	4	5
4	Teachers’ job performance is difficult as they experience aggressive behaviour, Defiance and hostility among students in Kasese	1	2	3	4	5
5	Teachers exhibit challenges in controlling misbehaviour among the learners in school	1	2	3	4	5
6	Students’ behaviour has caused decline in the teaching-learning process	1	2	3	4	5
7	Children’s indiscipline frustrates teachers job performance	1	2	3	4	5
8	Student bullying and intimidation affect teachers job performance	1	2	3	4	5

SECTION E: TEACHER JOB PERFORMANCE (DV)

Which of the following statements explain “*Teachers’ Job Performance*”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	I am always punctual for my lessons	1	2	3	4	5
2	The quality of teaching materials, lesson plans and schemes of work enhance students understanding in my classes	1	2	3	4	5
3	I have the ability to handle students misconduct desirably	1	2	3	4	5
4	I have positive attitude towards meeting my performance targets	1	2	3	4	5
5	I work towards attaining high number of students excelling in examinations	1	2	3	4	5
6	I conduct students assessment in time	1	2	3	4	5
7	I rarely absentee myself enhances learners performance	1	2	3	4	5
8	My teaching methods encourage creativity among students	1	2	3	4	5
9	I work towards attainment of school vision, goals and objectives	1	2	3	4	5
10	My lesson preparations and presentation motivates the actual teaching-learning process	1	2	3	4	5
11	I am committed to co-curricular activities and supervision of students	1	2	3	4	5

THANKS A LOT FOR YOUR CO-OPERATION

APPENDIX B: INTERVIEW GUIDE FOR THE HEADTEACHERS

Dear Respondent,

I am Joseph Mbusa, a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a study on “*School Climate and Teachers’ Job Performance in Ugandan secondary schools; a case of Kasese District-Uganda*”. You have been carefully selected to participate in this study. I kindly ask that you provide all the necessary information to facilitate the academic purpose. I assure you that the data will be strictly kept confidential and only used for academic purposes.

1. What constitutes the School Physical Environment of secondary schools in Kasese district?
2. Why would you regard the School Physical Environment of secondary schools in Kasese district to be bad or good?
3. What is the effect of School Physical Environment on teacher’s job performance in secondary schools in Kasese District?
4. What is the effect of School Administrators' Management behaviours on teachers’ job performance in secondary schools in Kasese District?
5. What is the effect of students’ behaviours on teachers’ job performance in secondary schools in Kasese District?
6. What mechanisms do teachers and headteachers use to manage students discipline?
7. How are headteachers able to encourage teacher’s job performance?
8. What are the major causes of teachers’ poor performing?
9. What measures can be adopted to improve teachers’ job performance in your school?

THANKS A LOT FOR YOUR CO-OPERATION

APPENDIX C: QUESTIONNAIRE FOR STUDENT LEADERS

Dear Respondent,

I am Joseph Mbusa, a student of Kyambogo University pursuing a Masters Degree in Education Policy, Planning and Management. I am conducting a study on “*School Climate and Teachers’ Job Performance in Ugandan secondary schools; a case of Kasese District-Uganda*”. You have been carefully selected to participate in this study. I kindly ask that you provide all the necessary information to facilitate the academic purpose. I assure you that the data will be strictly kept confidential and only used for academic purposes.

Which of the following statements explain “*school climate and Teachers’ Job Performance*”. Please indicate the extent to which you strongly disagree (1), disagree (2), not sure (3), agree (4), strongly agree (5);

S/N	Statement	SD	D	NS	A	SA
1	My Teachers are always punctual for their lessons	1	2	3	4	5
2	I understand clearly what my teachers deliver in class	1	2	3	4	5
3	My Teachers’ normally discipline me in case I go wrong	1	2	3	4	5
4	I have a positive relationship with my teachers	1	2	3	4	5
5	I perform well in tests, homework and examinations	1	2	3	4	5
6	My teachers mark my assignments in time	1	2	3	4	5
7	My Teachers’ rarely absent from their duties at school	1	2	3	4	5
8	Teaching methods used by teachers promote my creativity level	1	2	3	4	5
9	I enjoy actual lessons during teaching-learning process	1	2	3	4	5
10	I am motivated to participate in co-curricular activities	1	2	3	4	5

THANKS A LOT FOR YOUR CO-OPERATION

APPENDIX D: LIST OF SECONDARY SCHOOLS IN KASESE DISTRICT

CenterNo	Center_Name
U0116	Saad Memorial Sec. School
U0159	Rwenzori High School
U0314	St. Charles Voc. Sec. School
U0326	Mutanywana Sec. Sch.
U0327	Kilembe S.S
U0436	Bwera S.S
U0461	Kitswamba SDA Secondary School
U0495	Karambi S.S
U0526	St. Thereza Girls' S.S Nsenyi
U0544	Kasese Sec. School
U0743	Kisinga Vocational School
U0744	St. John the Evangelist Minor Seminary
U0745	Kasese Hall C/O Kasese S.S
U0768	Kuruhe high school
U0769	Kitholhu Secondary School, Bwera
U0829	Kasese High School
U0881	Maliba Secondary School

CenterNo	Center_Name
U0941	Munkunyu Secondary School
U1089	Nyakiyumbu Secondary School
U1150	King Jesus College Kasese
U1151	Rwenzori Saad Islamic Inst.
U1259	Rugendabara YMCA Vocational S.S
U1395	Asamu Model S.S
U1454	Kibanzanga High School
U1490	Bright Academy SS, Kasese
U1491	Garama Secondary School
U1492	Uganda Martyrs College, Kyondo
U1493	Hamukungu Parents Sec. School
U1561	Celak Voc. Secondary School
U1653	Mahango Secondary School
U1654	Trinity Voc. SS, Kisinga
U1789	St. Peter Modern College, Kasese
U1790	St. Kizito Sec. School, Mahango
U1792	Hima Adventist Sec. School
U1798	Hillside S.S Kyanduli Kasese

CenterNo	Center_Name
U1799	Card. Nsubuga Mem. S.S, Kisinga
U1864	Kithende College, Bwera
U1981	Rwenzori Christian Voc. S.S
U2200	Mubuku Valley S.S, Kasese
U2254	Alliance High School, Kasese
U2311	Maryland Model Sec. School
U2312	Muhokya Parents' Sec. School
U2538	St. Kizito Voc. SS, Kituti
U2540	Karusandara Seed Sec. School
U2643	Hima Green Hill Sec. School
U2645	Kyarumba Islamic Sec. School
U2801	Ebenezer Sec. School, Kasese
U2832	Standard High School, Nyamwamba
U2910	St. Jude High School, Karujumba
U2987	Bwesumbu Peas High School
U2988	Hima High School
U3025	Kithoma Peas High School

Source: Ministry of Education and UNEB registered schools, (2016)