

**ACADEMIC STAFFING AND SCHOOL EFFECTIVENESS IN SELECTED  
PRIMARY SCHOOLS IN APAC DISTRICT**

**BY**

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## DECLARATION

I, Oneke Philips hereby declare that this dissertation entitled “Academic staffing and school effectiveness” is my own work except where otherwise acknowledgement is made through quotations; and that it has never been submitted for any academic award in any higher institution of learning.

Sign.  .....

Date. 25/11/2014 .....

## APPROVAL

This is to certify that this dissertation prepared by Oneke Philips, a student of Master of Education in Policy, Planning and Management has been under our guidance and is now ready for submission to the Graduate School, Kyambogo University.

This dissertation is submitted with our approval.

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## **DEDICATION**

I dedicate this work to my beloved parents, Mr. Okello Wilson and Mrs. Besmansi Okello who sent me to school and gave all the support which laid down a firm foundation for my later career; my wife Mrs. Harriet Oneke who worked tirelessly in assisting me run the home and raised money without which my course would not have succeeded, my children, relatives and friends whose prayers made me complete the course without any serious problem, fellow educators whose advice was of great help in developing my career.

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## ABSTRACT

This study was an investigation on academic staffing and school effectiveness in selected primary schools in Apac District.

The study was conducted through cross-sectional survey research design. Both qualitative and quantitative methodologies were used. Oral interviews, questionnaires and documentary analysis kit were used as the major instruments of investigation. A total of 99 respondents were selected using stratified random sampling and purposive sampling techniques from a population of 1548 teachers, 120 headteachers and three District officials.

Data was collected and analyzed statistically using percentile to answer the three research questions and it was found out that academic staffing significantly affect school effectiveness in primary schools in Apac District.

In light of the fore going discussion and conclusion, the researcher recommended the followings:

The Ministry of Education and Sports should always review academic staff establishment ceiling in line with the demographic trends in school enrolment.

The Ministry of Public Service should consider decentralizing the determination of the number of teachers to be recruited at the district level if human resource gaps in primary schools are to be addressed.

The human resource managers at the district should always ensure that teachers in primary schools are deployed according to the academic staff establishment ceiling.

## CHAPTER ONE

### INTRODUCTION

#### **BACKGROUND OF THE STUDY:**

This chapter explored the historical, theoretical, conceptual and contextual background to the academic staffing and primary schools' effectiveness. It highlights the challenges that, much as academic staffing in primary schools is guided by the enrolment in those schools, in practice this seems not to be the case in the current academic staffing in Apac district. Available statistics show deficits and surplus of teachers among primary schools across the country. These disparities seem to suggest why there is ineffectiveness in most primary schools in Apac district.

According to Ssekamwa (1997), before independence the academic staffing was in the hands of denominational school supervisors. The academic staff establishment ceiling, for every primary school, teachers' recruitment and deployment was guided by pupils' enrolment in each school. The researchers' conversation with Ogwal Nicholas, a long service officer in primary education in October 2013, contended to Ssekamwa's view and added that the practice gave teachers room to maximally attend to their learners, control class sizes and promotion of learners were on merit. These practices, Ogwal said were meant to promote effective academic staffing and effectiveness in primary schools under their respective denominations. Mr. Ogwal Nicholas revealed that the practice continued after independence where the teacher-pupils ratio was increased from one teacher to 25 pupils to one teacher to 40-45 pupils. After the launch of Universal Primary Education (UPE) programme in 1997, existing information reveals that the academic staff establishment ceiling, teachers' recruitment and deployment policies and practices collapsed due to a huge shift in

enrolment. The number of teachers indicated on the academic staff establishment ceiling for schools does not correspond to the actual number of teachers found in the school resulting to class oversize. This practice, the researcher assumed to have compromised effectiveness in primary schools.

Hence, the stability of the school system and its effectiveness requires the input-process-output approach and the interrelations and interaction of the parts/ sub-systems. According to the proponents of the systems theory such as Etzioni (1951) and Mullins (2010), for a system to be effective, it must focus on the total work of the organization and the interrelations of structure behavior. A school as an organization requires a system approach for its effective management. The theme of the systems theory holds that nonlinear relationships exist between variables such that small changes in one variable can cause huge changes in another, and large changes in a variable might have only a nominal effect on another (Senge, 1990). It is assumed that the academic staff establishment ceiling, recruitment and deployment of teachers greatly affect the school effectiveness, despite interventions made.

Conceptually, the study explores both the working and the operational definitions of the variables as follow: Koontz (2011) defines staffing as filling and keeping filled positions in the organization structure. Academic staffing in the context of this study therefore refers to the ability to set an appropriate academic staff establishment ceiling, recruitment of teachers and deployment of teachers. According to Uganda Education Act (2008), a school means an institution in which not less than 80 or in certain special circumstances, not less than ten persons receive regular instruction, while effectiveness has been defined by Cole and Phil (2011) as task accomplishment and satisfaction of group members (affection) outcomes. In this respect therefore, effectiveness has been used to refer to the extent to which the set goals

and objectives of a school are accomplished. School effectiveness in this study is then taken to mean effective school leadership, improved performance in examination, improved syllabus coverage, adequate teachers' lesson preparation and commensurate teachers' workload.

Therefore, the above definitions suggest that academic staffing and school effectiveness mean designing and maintaining environment in which teaching positions are filled and kept filled by accomplishing the set tasks to achieve the stated school objectives. According to Public Service Commission circular 79 of 2011, academic staff establishment ceiling refers to a policy on terms and conditions of employment providing direction to departments or ministries to ensure equitable, accurate, consistent, transparent and timely application of terms and conditions of employment across core public administration.

Armstrong (2009) defines recruitment as the process of identifying, selecting and engaging the teachers the school needs.

By deployment in workforce management, I mean assigning the right employee with the right skills to the right job at the right time.

Contextually, a school system comprises of an established unit of ten or more persons receiving regular instruction under the guidance of a teacher (Uganda education Act 2008). Programme learning is therefore an ultimate goal of effectiveness in schools. Although primary schools in Uganda are established with this ultimate goal, the fundamental questions are whether the academic staff establishment ceiling, teachers' recruitment and teachers' deployment policy and practices are observed in academic staffing to bring about effectiveness in primary schools in Apac district? For many years the head teachers of primary schools in Apac district have been persistently submitting complaints to the office

of the District Education Officer (DEO) concerning understaffing in their respective schools, with extreme cases from rural areas; but nothing satisfactory whatsoever has been done to avert this. Worst of all most of these primary schools have continued to register poor performance in both national and internal examinations. It is upon these phenomena that this study intended to establish whether academic staffing significantly affects effectiveness in primary schools in Apac district.

### **Statement of the problem**

Academic staffing and school effectiveness in primary schools in Apac district seems to pose a great challenge. According to the Education Management Information System (EMIS) data submitted to the Ministry of Education and Sports (2010), by the office of the DEO of Apac district. On the status of teachers' deployment in primary schools, indicates that; 74% of primary schools have deficit of teachers, 7% have enough teachers, and 19% have surplus teachers. These percentages show a bigger challenge that warranted investigation in as far as school effectiveness is concerned.

### **Purpose of the study**

The purpose of the study was to investigate whether the academic staffing affects school effectiveness in primary schools in Apac district.

### **Objectives of the study**

The objectives of the study were to find out whether:

1. Academic staff establishment ceiling significantly affects effectiveness in primary schools in Apac District.

2. Recruitment of teachers significantly affects effectiveness in primary schools in Apac District.
3. Teachers' deployment significantly affects effectiveness in primary schools in Apac District.

**Research questions:**

1. Does academic staff establishment ceiling significantly affect effectiveness in primary schools in Apac district?
2. Does recruitment of teachers significantly affect effectiveness in primary schools in Apac District?
3. Does deployment of teachers significantly affect effectiveness in primary schools in Apac District?

**The scope of the study**

The study was conducted in Government Aided primary schools within Apac district. It is one of the districts where the majority of the primary schools are under Universal Primary Education (UPE) programme. The district was selected because of the statistical projections showing a higher percentage of deficits of teachers in many primary schools and surplus teachers in some primary schools in the district (EMIS data, 2010), and due to poor performance in the national Primary Leaving Examinations (PLE), by many schools with the exception of a few as reported by the district over the previous years.

The study considered the academic staff establishment ceilings, recruitment of teachers and the deployment of teachers in the selected primary schools in Apac district between 2010 and 2014; since it was a period when Apac district experienced widespread complains of shortages of teachers in many schools and very few schools showing improvement in performance at PLE and internal examinations.

### **Significance of the study**

It is hoped that the study would provide an insight to policy makers on the best practices which promote effective academic staffing and school effectiveness in primary schools. The study is expected to improve practice of setting academic staff establishment ceiling for every primary school basing on the enrolment, recruiting adequate number of teachers; and ensuring that the number of teachers deployed corresponds to the pupils enrolled in the respective government aided primary schools.

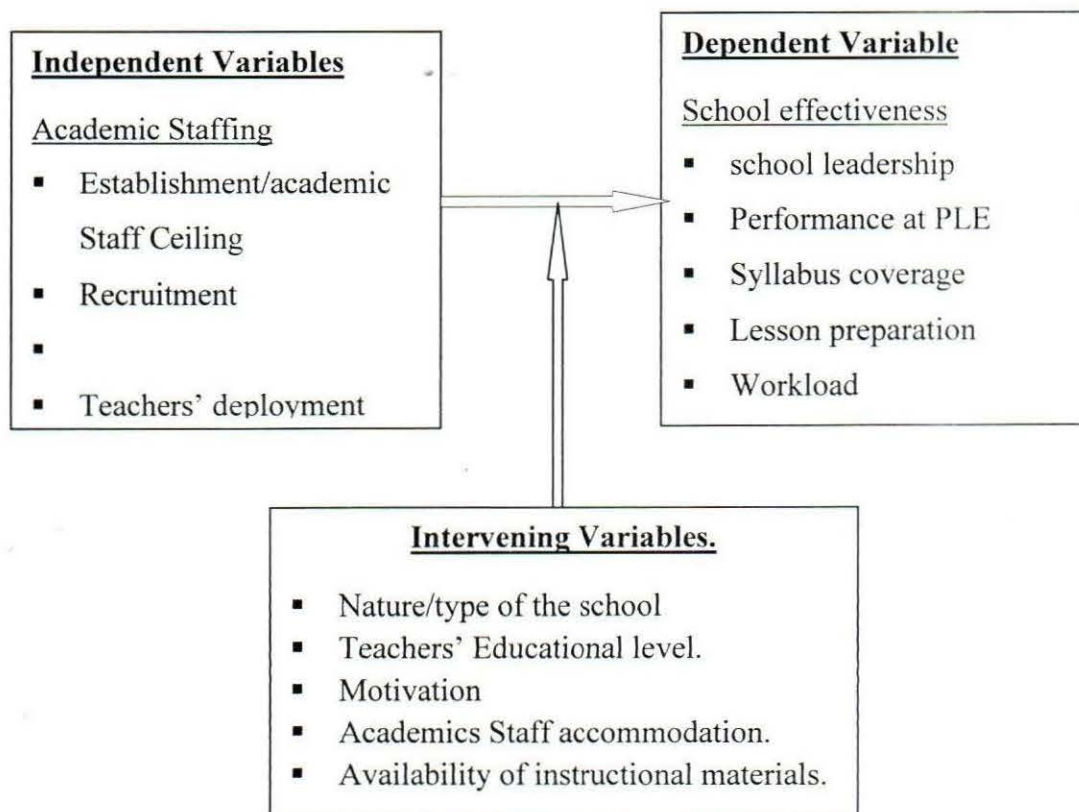
The policy makers such as members of parliament and district local councilors are assumed also to find the study useful because it is expected to give the answers to the quest as to why some schools are effective while others are not.

The findings and the recommendations of the study might also be useful to managers and administrators of primary schools. Hence they would not rely on haphazard personal experiences, or objective expert judgments, but base their decisions and actions on concrete knowledge of issues related to academic staffing; in relation to school effectiveness based on research findings and help them promote centre of academic excellence. The researcher hoped the study would form a basis for further research on the general academic staffing in educational institutions; which should lead to generation of new ideas for the better and more effective ways of academic staffing and enhancing school effectiveness in all the primary schools in Uganda and the world over. The findings are also intended to assist practicing managers come up with new approach that pays much attention to academic staffing as the cardinal contributor to school effectiveness. The findings and recommendations are hoped to provide education managers with deeper insight into the concept of academic staffing and school effectiveness.

**Figure I: Conceptual framework**

The construction of this conceptual framework was based on the systems theory which underpins this study. The study regarded a school as a system. The systems theory's central theme of nonlinear relationships between variables guided the researcher to come up with a presentation model, where research variables and the relationship between them are translated diagrammatically to illustrate the interconnection between independent variable, intervening variables and dependent variables as in the figure I;

**Figure I: The researcher's conceptualization of the academic staffing and school effectiveness (Task accomplishment and satisfaction of group members' affection/outcomes) in primary schools.**



It was assumed that primary school effectiveness conceptualized as school leadership, passes at PLE, syllabus coverage, lesson preparation and teachers' workload depend on the

academic staff establishment ceiling, academic staff recruited and deployed in primary schools. Further still, it was conceptualized that the nature/type of the school, teacher's educational level, motivation, academic staff accommodation and availability of instructional materials as the intervening variables influence this relationship. To ensure control over the intervening variables randomization, holding variables constant and turning them into independent variables techniques were used.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### **Introduction:**

This section discussed thematic review of literature on the academic staff establishment ceiling, teachers' recruitment and deployment in Primary Schools.

#### **Academic staff establishment ceiling and school effectiveness**

Existing literature revealed that there are provisions within the laws of Uganda for the Public Service and the Ministry of Education and Sports to ensure that academic staff establishment ceiling for every primary school in the country is established and policies regarding its implementation are set. The Constitution of Uganda (1995) provides for this under article 147, 165, 167 and 169. The Uganda Public Service Act (2008) and the Uganda Government Standing Orders provide overall guidance on the establishment of positions in the public service, and exit of officers in the Uganda public service.

The World Bank country status report (2008) concerning Uganda, expounded on this that the country uses a system of "established posts," indicating the expected number of teachers in each school. The report further points out that the Ministry of Education and Sports has the overall responsibility for policy formulation and planning for primary school teachers; and determine the basic demand for teachers by setting academic staff establishment ceilings according to enrollment, and it projects demand over the short, medium, and long terms. However, the report noted that despite recruitment drives, the actual number of teachers in recent years has been consistently below the established figure. This statement showed that much as these provisions have been put in place, there were still gaps in its implementation which needed to be investigated, if schools are to be effective.

Reynolds (1998) pointed out that school effectiveness depends on people and the resources available. World Bank (2002), in analyzing teachers' role in developing and industrialized countries observes that the role of teachers is generally accepted as crucial to learning outcomes. A case study of Uganda conducted by Muvawalal (2012), concerning determinants of learning outcomes for primary education, found out that there are serious shortfalls in teachers' supply that needs to be addressed if goals of Universal Primary Education are to be attained by 2015. The shortfall in teacher supply is described as a crisis by many, including teacher education expert Professor/Bob Moon (see "Time for Radical Change in Teacher Education", page 10) Commonwealth of Learning- In Focus [www.col.org](http://www.col.org) › ... › retrieved march 2014. Despite the fact that these views seemed to suggest that shortage of teachers in a school affects its effectiveness, there was evidence of restrictions which the study intended to investigate the causes of such. This was noted in The United Nations International Children Education Funds (UNICEF) progress report (2007), regarding "The Go-to-School, Stay-in School Campaign in Uganda", in which it was observed that restricted staff ceilings in schools continue to curtail new recruitments and result in high pupil-teacher-ratios. Yet, the Public Service Act (2008) mandates the Public Service Commission (PSC) and Education Service Commission (ESC) to review the terms and conditions of service, standing orders, training and qualifications of public officers and matters connected with the personnel management and development of the public service, and make recommendations on them to Government. On the other hand, The Ugandan Constitution (1995) under Article 200 provides for the District Service Commission (DSC) to appoint, discipline and remove all staff at the Local Government (LG) level. The constitution also provides that the terms and conditions of service, staffing norms and performance management processes are determined by the Ministry of Public Service with

the consent of Cabinet. Supervision of performance is done by the district human resources team, while service standards, supervision and monitoring are done by the centre. With all these provisions in place, one then wonders whether such reviews are done and recruitment and appointment made in accordance with academic staff establishment ceiling. It was therefore the researcher's conviction that if these reviews were done, then, there wouldn't have been cases of inadequate supply of teachers to primary schools.

According to a joint report by African Network for the Protection and Prevention of Child Abuse and Neglect (ANPPCAN) Uganda chapter, Christian Children Fund (CCF), Acenlwooro and Livelihood Development Initiative (LIDI) Uganda (2007) also observes that in Apolika primary school in Apac district, the academic staff establishment ceiling is 14 teachers, but only six teachers were deployed to the school and in Abapiri primary school, the academic staff establishment ceiling is 16, but there were only 6 teachers. United Nations Educational Scientific and Cultural Organizations (UNESCO) report (2013) on teacher issues in Uganda revealed that the then number of teachers in the schools was as follows: schools with a surplus of teachers (37%), schools with a deficit of teachers (45%) and schools with the adequate number of teachers (17%). It also showed that among the 112 districts, 31 districts have enough teachers and 27 districts have a PTR lower than 50:1. While in the remaining 54 districts, the number of teachers is not enough. The magnitude presented an alarming academic staffing gap which ought to be investigated to ascertain the route cause. This was a clear portrayal of what was on the ground in respect to academic staffing vis-a-vis school effectiveness. The researcher found it prudent to investigate why such disparities existed and established the extent to which it might affect effectiveness in primary schools, Apac district in particular. However, Erickson and Carl (1982), say, "an

effective school is one in which essentially all the students acquire the basic skills and other desired behaviors within the school”.

Hartwell and Vargas-Baron (1998) contended to the views and propose an idealistic “concept of quality that is not based on how well a few succeed, but rather on how well all succeed. Quality, thus, is attained when all students succeed in learning, according to their learning styles and abilities, not just those who are judged in traditional terms to be the most able” (p.10). *International Journal of Humanities and Social Science* Vol. 2 No. 14 [Special Issue - July 2012].

Although some existing literature showed the interventions made, such as the 46<sup>th</sup> session paper 5-7 report to the Ministry of Education and Sports (2001), on education in the last ten years, under the subject: “raising the staff establishment ceiling”, which raised the establishment ceiling from 101, 600 to 125,804 to reduce class sizes from 1:100 to 1:80 (P.1-P.2) and 1:55 (P.3-P.7). Whether such interventions provided a solution to the existing gaps in supply of teachers to primary schools in Apac district was worthy investigating. This gesture was confirmed by a report of the meeting between Ministry of Education and Sports and the Local Government (May, 2012) to negotiate conditional grant utilization for the fiscal year (FY) 2012/2013 in which the local government noted that ceiling of teachers had affected education in Karamoja region. The report further observed that the district could mobilize students to go to school, but the district could not recruit more teachers due to the set academic staff ceilings. This therefore was a clear manifestation that there were probably gaps in the implementation, review and restrictions in the academic staff establishment ceilings which the study intended to investigate in the contemporary academic staffing vis-à-vis school effectiveness, identifying the exiting gaps and propose solutions to them.

### **Teachers' recruitment and school effectiveness**

Different scholars seemed to attach a lot of emphasis on teachers' recruitment, if effectiveness is to be realized in schools. Collins (1993) observed that effective recruitment is the most profitable means by which firms may gain competitive advantage. He further argued that if the right recruitment decisions are made, the right job performance will follow. Smith (2001) on the other hand points that the recruitment of teachers is a critical element of the human resource function if schools are to be ready to meet the challenges of the twenty first century with appropriate programmes and personnel. He further observed that education managers must be aware of the national and local demographic trends as the step in environmental scanning of strategic human resource management process. This seemed to suggest that the recruitment which promotes effectiveness in primary might consider the changes in school enrolment; which the study intended to investigate.

Pilbeam and Corbridge (2006) state that effective recruitment and selection of employees is a fundamental HRM activity, one that if managed well could have a significant impact on organizational performance as well as lead to a more positive organizational image. However, they noted that ineffective recruitment had a number of cost implications for employers such as low morale which could affect employee performance as well as higher levels of labour turnover. These findings seemed to show a strong correlation between teachers' recruitment and school effectiveness.

Nevertheless some scholars came up with probable suggestions for an effective recruitment practice that could improve on supply of teachers to schools. Craig, Kraft, and du Plessis (1998) argued that "Targeted Recruitment" could be used as an alternative strategy to recruit student teachers from within each region in the hope that personal history and family connections would entice them to teach in their home area after they attain their teacher

certification. The presumption was that those individuals would have familial roots in the area and be more willing to return to and remain in those rural settings. Meanwhile Mulkeen and Chen (2008) found out that local hire system as a remedy to supply teachers to rural schools has a number of implications which they said include teachers not being sent to schools but apply to schools where they would be willing to work. No pattern of teachers refusing postings as individuals unwilling to work in rural areas do not apply for posts in those areas and the ability to select teachers locally makes it more likely that local people would be appointed and encourages volunteer teachers who may be more likely to get a post if they are known in the school. These assertions tended to imply that when the recruitment and selection of teachers to teach in primary schools is done effectively there would not have been insufficient supply of teachers to in primary schools in rural areas.

### **Teachers' deployment and school effectiveness**

Hann (1997), noted that “ an open system input- output model of educational organization enable one to trace possible linkages between increased flexibility in deploying resource and the intended desirable effect on educational processes and outcomes. Congruent to this view, United Nations Educational Scientific and Cultural Organization (UNESCO) report (2006), observes that an effective deployment practices aim at providing a workforce that corresponds to the organizational demands resulting to its effectiveness. According to a study by Winkle, Sondergaard, Naannyonjo, Habyarimana, and Shkaratan (2008), On efficiency of the Uganda's Public Education systems showed that teachers are the most valuable resource in improving educational outcomes. The report also observed that Practices and policies that countries were following in teachers' deployment and the effect they had on delivery and children's access and retention in school were critical factors towards the attainment of universal primary education. However, Winkle, Sondergaard,

Naannyonjo, Habyarimana, and Shkaratan report (2008) noted that in Uganda government teachers are not deployed in sufficient numbers to the neediest districts where their presence is likely to have the biggest impact on improving educational outcomes. It was upon this views that the study wished to ascertain whether it is the same deployment practice in Apac district and its resultant effects on school effectiveness.

Evidence suggested that strong financial support assists school improvement while lack of resources could undermine it (Borman, Rachuba, Datnow, Alberg, Maciver, & Stringfield, 2000; Nesselrodt, Schaffer, 1997). This assertion was supported by Piontek, Dwyer, Seager & Orsburn, (1998) and Connell (1996) that effective schools are good at deploying resources, acting as 'wise consumers' and being more proactive at finding resources. These probably would send an indication that ineffectiveness in primary schools could have resulted from ineffective deployment of teachers to those schools. Whatford (1998) however, acknowledged that extra resources were not an easy solution to raising performance as research showed that some schools did not have the management and leadership capacities to use these extra resources in a way that was likely to lead to improvement.

Meanwhile in Apac district, a joint report by African Network for the Prevention and protection against Child Abuse and Neglect (ANPPCAN) Uganda chapter, Christian Children Fund (CCF), Acenlworo and Livelihood Development Initiative (LIDI) Uganda (2007) found that education department tended to favor some schools considered top performing schools in the district by sending to those schools more competent teachers. The kind of deployment practice the researcher assumed could deny pupils from some disadvantaged primary schools from attaining their educational goals. As seen in the research carried out by (Teddlie & Stringfield, 1993) in which pupils from disadvantaged

backgrounds were observed to benefit from large amounts of positive reinforcement from the teacher and needed to receive the curriculum in smaller packages followed by rapid feedback. They generally needed more direct instruction and were more responsive to external rewards. The assertion was supported by a research conducted by Lezotte (2010) which revealed that teachers at effective schools genuinely believed that every kid had the raw materials to be a successful student. These statements seemingly look more convincing since they emphasized the role of teachers in learners' achievement but the question for this study was, "could effective deployment result in school effectiveness?"

Nonetheless, the Ministry of Education and Sports sector paper 5 (2008) noted that severe teachers under staffing could be unsafe for pupils who were not well supervised or protected inside or outside of classroom. The paper further observed that under staffing in primary schools which results from ineffective teachers deployment had compromised the education standards and promoted the use of outdated teaching methodologies such as rote learning which has failed to respond to the children's individual differences. This was confirmed by a study conducted by Hartwell et al (2003) which revealed that the majority of rural schools had P.1 and P.2 classes exceeding 100 pupils. Lazotte (2010) observed that an effective school must first be a place where students could feel safe physically and emotionally. It ought to be a supportive community where kids and teachers of all backgrounds could focus on learning. Yet, a study conducted by a national team comprising of people belonging to various Institutions (2013) noted that teacher deployment in primary schools was not in accordance to the existing rules. There were enough teachers in the system to care about currently enrolled students but teachers were not deployed adequately. Some districts lacked teachers whereas others had too many teachers. This was why the study intended to establish whether, deployment of teachers in primary schools was done according to the staff

establishment formula. UNESCO report (2013) submitted to the ministry of education and sports, concurred with the view by saying that one of the ways of ensuring an effective deployment of teachers in government primary schools was the level of enrolment. Schools with a high level of enrolment ought to be allocated a higher number of teachers as compared to schools with low level of enrolment. If there were guidelines to be followed, one would then wonder why there could be deficits or surplus of teachers in some schools therefore the researcher's question for investigation.

Lewin, Keith, (2000) noted that teacher deployment to rural schools presented a major challenge. Uneven patterns of deployment with surpluses in certain schools and shortages in others existed even in countries with sufficient number of teachers. Similarly the World Bank's country report: Lesotho, (2008) revealed that teacher deployment between schools were quite uneven in some areas while in theory the grants to schools ensured equitable distribution. It was upon those unusual occurrences in an organized system guided by policy documents that the study therefore intended to find out how such deployment of teachers affects effectiveness in primary schools in Apac district. On the other hand a number of scholars had noted that deployment of teachers to primary schools in rural areas seemed to be a problem.

Akyeampong and Lewin (2002) presented a case in Ghana where more than 80 percent of teachers said they prefer to teach in an urban school and that teachers might prefer an urban posting for a number of reasons. One was that the equality of life might not be as good in rural areas as in urban areas. Akyeampong and Stephens (2002) on the other hand said teachers had expressed concerns about the quality of accommodation. Towse (2002) cited classroom facilities, school resources, access to leisure activities and less access to health care; as reason for their preference to teach in urban schools. Akyeampong and Stephens (2002),

said a second major concern is related to health and that teachers might perceive that living in rural areas involved a greater risk of diseases. Hedges (2000) noted that teachers might also see rural areas as offering fewer opportunities for professional advancement. According to the World Bank county status report (2008) in Tanzania, the deployment of teachers in most rural areas is problematic owing to geographical limitations, shortage of housing, poor communication, shortage of clean water, lack of electricity, poor health services, and lack of social amenities such as shopping centers and places for recreation. Akyeampong and Stephens (2002) noted that the problem was further exacerbated in countries where the majority of new teachers come from a different background than the students. Hedges (2002) pointed out that in Ghana; there was profound fear among newly trained teachers with a modern individualistic outlook that if you spend too much time in an isolated village without access to further education you become “a village man,” a term which strongly conveyed the perceived ignorance of rural dwellers in the eyes of some urban educated Ghanaians. Basing on those views, the researcher wished to investigate whether such cases were the major deployment challenges for the rural schools in Apac district.

However, available literature had revealed a number of interventions that had been made to avert this. According to UNESCO report (2013), on teacher issue in Uganda, indicated that in 2001 government put in place a pay incentive and housing to foster retention of primary school teachers in hard-to-reach areas. The pay incentive was equivalent to 20 percent of the teacher’s monthly salary. Meanwhile Gottelmann-Dure and Hogan (1998) endorsed forced deployment as the best attempt to address the issue by compelling teachers to relocate to rural areas. However, they noted that although this strategy had little financial cost, it might damage teacher morale and lead to high turnover. Daun (1997) on the other hand suggested systems where a defined period in a rural area was required might be an effective strategy

for getting qualified teachers in rural schools and teachers might be more likely to accept a rural post if they see it as temporary and a path to a more desirable job. Thus the researcher therefore intended to investigate why in spite of all those interventions; there was inadequate and surplus supply of teachers across primary schools; and deployment of teacher in rural schools still remained a big challenge.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Introduction**

This section is on research design, population and sample, subject selection and instruments that were employed by the researcher in his study.

#### **Research design**

The researcher used a cross-sectional survey research design in the study; and qualitative methodology was majorly used. The use of cross-sectional design enabled researcher to extract qualitative data from respondent with similar characteristics at the same time thereby avoiding variations that might have occurred due to differences in the time of administration of research instruments. It provided an effective and an accurate data since it described the phenomena under investigation as it occurred.

#### **Population and sampling techniques**

This section considered the target population, the sample and the sampling techniques.

#### **The target population**

This study included: 1548 teachers, 120 Head teachers of primary schools, one district inspector of schools, one district education officer and one principal personnel officer. The researcher also considered 120 Government Aided Primary Schools, 11 sub-counties and two counties in Apac district.

### **The sample**

A sample of twelve (12) Government Aided Primary Schools and twelve (12) Head teachers each representing 100% as recommended by Fox, Hunn and Mather (2009) for descriptive studies were selected; 84 primary school teachers (39%), six sub-counties (55%), two counties, one district education officer, one district inspector of schools and a principal personnel officer (each 100%).

### **Sampling techniques**

The following techniques were employed in selecting samples; purposive sampling technique was used to select primary schools head teachers, since they manage academic staffing and monitor effectiveness at school level. Purposive sampling was used for District officials as they are the ones responsible for interpreting and implementing policies regarding academic staffing; and monitoring school effectiveness in their district. While stratified random sampling technique was used to select samples from primary school teachers who are the recipient of staffing practices and to ensure all the classes were represented. Stratified random sampling was used in selecting sub-counties to ensure equal numbers of samples were selected from each county to form two groups with desirable characteristics on the basis of best and worst performance at PLE. Apac district was divided into two groups in terms of counties to ensure equal numbers of sub-counties were selected. Town Council one was designated as S 1, Sub-county one as S2, Sub-county two as S3, Sub-county three as S4, Sub-county four as S5 and Town Council two as S6. The Best performing Schools was designated as BS and Worst performing Schools as WS. Primary school A was designated as BSS1, Primary school B as WSS1, Primary school C as BSS2, Primary school D as WSS2, Primary school E as BSS3, Primary school F as WSS3, Primary school G as BSS4, Primary school H as WSS4, Primary school I as BSS5, Primary school J as WSS5,

Primary school K as BSS6 and Primary school L as WSS6. The detail of the sample has been summarized in the table I below:

**Table I: Subject Selection.**

<b>Category respondents</b>	<b>of 215</b>	<b>Sample population</b>	<b>Sample</b>	<b>Percentage (%)</b>	<b>Sampling techniques</b>
Teachers	12		84	39	Stratified random sampling
Headteachers	120		12	100	Purposive sampling
District inspector of school	1	1	1	100	Purposive sampling
District education officer	1	1	1	100	Purposive sampling
Principal personnel officer	1	1	1	100	Purposive sampling
<b>Total</b>	<b>1671</b>	<b>306</b>	<b>99</b>	<b>32.4</b>	

## **Research instruments:**

### **Interview guides**

The interview guide in appendix 2 and 3 were constructed and discussed to collect qualitative data from head teachers and district officials on information concerning academic staffing of and its effects on school effectiveness in their schools and the district respectively. The oral interviews were used because it could be refocused to enable it extract in-depth information and provide a deeper understanding and credibility on the area of his study.

### **Questionnaires**

Unstructured questionnaires in appendix 4 were used to extract qualitative data from teachers on collaborative information regarding their working conditions. In using questionnaires the researcher expected to obtain result within a short time and accurate data from timid respondents who might wish not to disclose their identity.

### **Documentary analysis kit**

The researcher extracted data by careful examination of the written records such as teachers' payroll, staff list, PLE results, teaching time-table and teachers' lesson preparation books using a guide in appendix 5. The researcher examined the written records because it would provide first hand and original data on his area of study.

### **Validity of research instruments**

According to Amin (2005) validity refers to the appropriateness of the instrument. To establish the validity of his instrument, the researcher used face validity to establish whether the tool seems appropriate to ask his /her respondents.

Content validity was used by the researcher to show how adequately the instrument samples the universe of knowledge, skills, perceptions and attitudes that the respondents expected to exhibit. Content validity is important primarily in achieving testing and various tests of skills and proficiency such as occupational skills test. The study used construct validity to assess whether the instrument reflects the concepts of academic staffing and school effectiveness. To control construct validity, the researcher requested for the academic staff establishment ceiling, academic staff list and PLE results for each of the selected primary schools. To ascertain the validity of his instruments the researcher carried out a pilot testing of interview guides and questionnaires. This was done to establish appropriateness of sentences, comprehensiveness, and its ability to tap information from the respondents, length and as to whether it had an ethical consideration for the respondents. The researcher expected to receive comments which would be helpful in making the final copy that was used to generate data. To achieve this, the researcher requested the two experts to rate the instruments to establish their validity. The results from their ratings were computed using the formula for content validity index (CVI) below.

$$\text{CVI} = \frac{\text{average number of items rated valid by experts}}{\text{total number of items in the instrument}}$$

For the instrument to be accepted as valid the average index should be 0.7 or above.

$$\text{This meant that } \text{CVI} = \frac{38}{46} = \frac{19}{23} = 0.826$$

Therefore,  $\text{CVI} = 0.8$ ; since the value obtained was above 0.7, the instruments were considered valid. To ensure qualitative validity of the instruments, data were processed into meaningful proportions through editing, coding and tabulation. The data collected were verified while in the field to ensure all questions were answered. By coding answers for each

Obtained a letter from the Chief Administrative Officer (CAO) – Apac permitting him to access information from relevant district officers and carry out research in the selected primary schools.

After the permission was granted, the researcher visited the selected schools and the respective offices to conduct interviews and administer questionnaires to his respondents. The researcher conducted individual interviews to enable him create a rapport with the respondents. For clarity on issues pertaining the researcher's area of study, follow up questions were asked. After data analysis, the draft report was compiled and submitted to Kyambogo University Graduate School.

### **Data analysis**

The qualitative data collected from interviews, questionnaires and documents were transcribed, sorted, and arranged into different themes by sources of information, coded to generate a description and categories of themes for analysis; presented into qualitative narrative and interpretation made basing on the researcher personal comparison of findings. Quantitative approaches were used to collect numerical data in order to describe the relationships between the independent and the dependent variables. Frequency counts of the gathered data were organized into narrative description through tabulation, charts, and percentages to illustrate the general trend of the researcher's findings on the variables under investigation. The researcher edited responses from interviews for each respondent to affirm uniformity, accuracy and consistency of the data. The quantitative data were analyzed using descriptive statistics through the use of frequency counts, percentages and pie charts to describe the research findings. The findings from the relevant documents examined were consulted for triangulation purpose, refined and categorized into themes and conclusions drawn.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This chapter presents, analyzes and interprets the data obtained on an investigation into the Academic Staffing and School Effectiveness in primary schools in Apac District. Three research questions of the study were answered. Each research question was answered using frequencies and percentages. Twelve primary schools were used in the study. Out of the 84 questionnaires administered, 80 were returned; and out of 15 interviewees, all were interviewed. The researcher considered the ninety five respondents to be large enough for the study.

Objective 1 stated that, “Academic staff establishment ceiling significantly affects effectiveness in primary schools in Apac District” and research question 1 stated that, “Does academic staff establishment ceiling significantly affect effectiveness in primary schools in Apac District?” The respondents’ responses were as tabulated in table II.

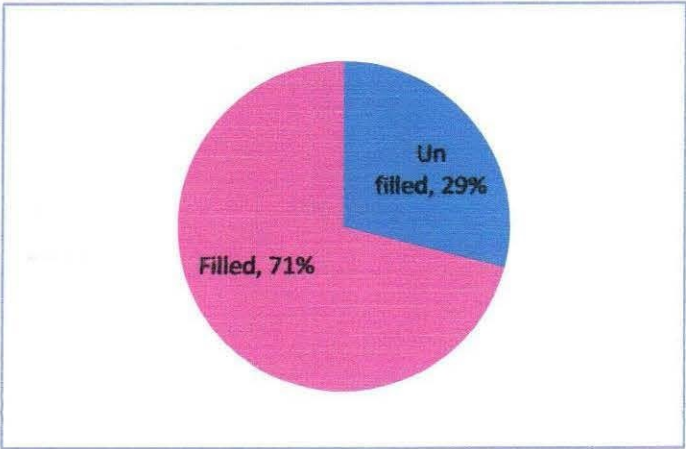
**Table II; showing records from documents on academic staff establishment ceiling management in the selected primary schools.**

<b>School</b>	<b>Enrolment</b>	<b>Observed</b>	<b>Establishment Ceiling</b>
BSS 1	622	22	22
WSS 1	737	22	24
BSS 2	1584	24	23
WSS 2	472	12	13
BSS 3	1001	13	24
WSS 3	626	8	10
BSS 4	1490	21	26
WSS 4	948	15	24
BSS 5	1159	17	12
WSS 5	322	8	13
BSS 6	608	31	86
WSS 6	1321	22	26
<b>Total</b>		<b>215</b>	<b>303</b>

Table II indicates that most of the best performing school in the selected Sub-county one (BSS1) had all the teachers required by their academic staff establishment ceiling; and in the Best performing schools in Sub-counties two and five (BSS 2 and BSS 5) had more teachers

supplied to the schools above their academic staff establishment ceiling and Best performing School in sub-counties three, four and six (BSS 3, BSS 4 and BSS 6) had less teachers supplied to the school than what was indicated on the school academic staff establishment ceiling. Meanwhile all the selected Worst performing schools in Sub-county one, two, three four, five and six (WSS 1, WSS 2, WSS 3, WSS 4, WSS 5 and WSS 6) had less teachers supplied to the school than what was indicated on the academic staff establishment ceiling. The total number of teachers supplied to all the selected schools was less than the total number indicated on the academic staff establishment ceiling of the selected primary schools. This presents a clear indication of ineffectiveness in the use of academic staff establishment ceiling in the current staffing in primary schools in Apac District.

**Figure II; showing records on how the academic staff establishment ceiling was filled in the selected primary schools.**



The Pie chart indicates that the academic staff establishment ceiling in the selected primary school was not fully filled; which had resulted in some primary schools being under staffed.

**Table III; is showing results from Records from documents on the filling of academic staff establishment ceiling in the Best and Worst performing schools in the selected Sub-counties (BSS and WSS) basing on the human resource demand in the schools.**

<b>Category</b>		<b>Best performing schools</b>	<b>Worst performing schools</b>	
<b>School</b>		<b>Filled</b>	<b>School</b>	<b>Filled</b>
BSS 1		100%	WSS 1	91.7%
BSS 2		104.30%	WSS 2	92.3%
BSS 3		54.20%	WSS 3	80%
BSS 4		80%	WSS 4	62.5%
BSS 5		141.70%	WSS 5	61.5%
BSS 6		106.90%	WSS 6	84.6%

Table III indicates the records from documents projecting that in the Best performing School in Sub-county one (BSS1), the academic staff establishment ceiling was fully filled; and in the Best performing schools in Sub-counties two, five and six (BSS 2, 5 and 6) the academic staff establishment ceiling was filled above their establishment ceiling; while in the Best performing schools in sub-counties three and four (BSS 3 and 4) had teachers supplied to the schools below the academic staff establishment ceiling.

On the other hand, both responses by all the headteachers of the worst performing schools (WSS) interviewed and records from documents indicated that the supply of academic staff was less than what was indicated on the academic staff establishment ceiling. These variations were a clear manifestation that Academic staff establishment ceiling was not being implemented in the academic staffing of primary schools in Apac District.

**The headteachers and the district officials views on the review of academic staff establishment ceiling by the Ministry of Public Service (MOPS).**

Both the headteachers and the district officials interviewed responded that the academic staff establishment ceiling of primary schools was not often reviewed by the Ministry of Public Service. This therefore implies that, the demographic trends in primary school enrolment as a yardstick in determining academic staff establishment ceiling, was not functional in the contemporary academic staffing.

**The headteachers' and the district officials' views on the implementation of academic staff establishment ceiling in the current academic staffing in primary schools**

Both the headteachers and the district officials interviewed responded that the academic staff establishment ceiling of primary schools was not being implemented in the current academic staffing of primary schools in Apac District. Which practice had resulted into some schools being over staffed while others understaffed.

**Table IV; showing the effects of academic staff establishment ceiling on school effectiveness**

Items	Teachers' responses			
	Frequency	Affects	Frequency	Doesn't affect
Leadership	71	88.80%	9	11.20%
Performance	71	88.80%	9	11.20%
Syllabus coverage	71	88.80%	9	11.20%
Lesson preparation	71	88.80%	9	11.20%
Workload	71	88.80%	9	11.20%

The information in the table IV shows teachers' responses observed that academic staff establishment ceiling affects the leadership of school, syllabus coverage, performance at PLE, lesson preparation and workload.

The majority of the headteachers and the district officials interviewed agreed with the teachers' views. Although some headteachers seemed not to agree with its effects on syllabus coverage and lesson preparation, but the percentage registered by the District officials endorsed that there was significant effects. They observed that if the academic staff establishment ceiling is not commensurate to the school enrolment, the school leadership finds it difficult hard address the human resource gaps since they have to operate within the provisions of the set academic staff establishment ceiling; which then result into inadequate

syllabus coverage, poor performance at PLE, inadequate lesson preparation, increased workload and vice-versa.

Objective 2 stated that, “recruitment of teachers significantly affects effectiveness in primary schools in Apac district”; and research question 2 stated that, “Does recruitment of teachers significantly affect effectiveness in primary schools in Apac District?” The responses were as tabulated below.

**Table V; showing recruitment of academic staff in the selected Primary schools.**

<b>School</b>	<b>Enough</b>	<b>Less</b>	<b>More</b>
BSS 1	-	-	10
WSS 1	-	-	8
BSS 2	-	6	-
WSS 2	-	-	4
BSS 3	-	5	-
WSS 3	-	3	-
BSS 4	-	6	-
WSS 4	-	5	-
BSS 5	-	2	-

BSS 6	-	-	2
WSS 6	-	2	-
<b>Percentage</b>	<b>0%</b>	<b>58.30%</b>	<b>41.70%</b>

Table V shows that there was no school with enough teachers, a greater percentage of schools with fewer teachers recruited and a considerable percentage of more teachers recruited in some schools.

This confirms the majority of head teachers' report during interview that the vacancies in some primary schools were being filled by teachers teaching in other schools at the expense of those schools.

**Table VI; showing effects of academic staff recruitment on school effectiveness.**

Items	Teachers' responses			
	Frequency	Affect	Frequency	Doesn't affect
Leadership	71	88.80%	9	11.20%
Performance	71	88.80%	9	11.20%
Syllabus coverage	71	88.80%	9	11.20%
Lesson preparation	71	88.80%	9	11.20%
Workload	71	88.80%	9	11.20%

The responses by most of the teachers in table VI show that academic staff recruitment affects the leadership of the school, syllabus coverage, pupils' performance at PLE, lesson preparation and workload.

Meanwhile the majority of headteachers and the district officials interviewed confirmed the teachers' responses that there was significant effect and pointed out that when few academic staff are recruited, the school leadership finds difficulty in allocating classes, subjects and responsibilities; thus, leading to inadequate syllabus coverage, poor performance at PLE, inadequate lesson workload and vice-versa.

This implies that if there was effectiveness in the recruitment of preparation, increased teachers in a school, there would not have been ineffectiveness in such a school.

Objective 3 stated that, “Teachers’ deployment significantly affects effectiveness in primary schools in Apac District”; and research question 3 stated that, “Does deployment of teachers significantly affect effectiveness in primary schools in Apac District?”

**Table VII; showing information gathered from school documents on the deployment of academic staff across the selected primary schools against the current demand**

School	Observed	Expected	Deficit	Surplus	Percentage
BSS 1	22	12	-	10	183%
WSS 1	22	14	-	8	157%
BSS 2	24	30	6	-	80%
WSS 2	12	8	-	4	150%
BSS 3	13	18	5	-	72%
WSS 3	8	11	3	-	73%
BSS 4	21	27	6	-	78%
WSS 4	15	18	3	-	83%
BSS 5	17	19	2	-	89%
WSS 5	8	5	-	3	160%
BSS 6	31	29	-	2	107%

WSS 6	22	24	2	-	92%
<b>Total:</b>	<b>215</b>	<b>215</b>	<b>27</b>	<b>27</b>	<b>100%</b>

The information provided in table VII indicates that there was over and under deployment of teachers in primary schools in the selected sub-counties in Apac District basing on the enrolment in those schools then. The table indicates that in the Worst performing schools (WS) WSS1, WSS2 and WSS5, there were over deployment of teachers, but they were still unable to perform better compared to their counterparts in the Best performing schools (BS) BSS1 and BSS6 which equally had over deployment of teachers. The same contrast was seen in those schools that were performing well as oppose to their counterparts, yet they all had under deployment of teachers. This confirms that there were other factors such as local hire of teachers through parents' initiatives, locally referred to as "Auxiliary teachers" and offering boarding services as reported by headteachers of the Best performing schools (BS) and in appendix 6.



**Table VIII; showing the effects of academic staff deployment on school effectiveness.**

Items	Teachers' responses			
	Frequency	Affects	Frequency	Doesn't affect
Leadership	48	60%	32	40%
Performance	48	60%	32	40%
Syllabus coverage	48	60%	32	40%
Lesson preparation	48	60%	32	40%

Table VIII indicates that most of the teachers observed that Academic staff deployment affect leadership of schools, pupils' performance at PLE, syllabus coverage, lesson preparation and workload

The majority of the headteachers and the district officials interviewed were in agreement with the teachers' observation that there was significant effect. They viewed that when the number of teachers deployed to a school does not tally with the school enrolment, the school leadership finds difficulties in allocation of classes, subjects, responsibilities; and supervision of subjects whose working conditions does not agree with their professional demands. As a result there would be inadequate syllabus coverage, poor performance PLE, inadequate lesson preparation, increased workload and vice-versa.

This therefore meant that school with fewer teachers deployed against their academic staff establishment ceilings; were bound to be ineffective.

**Table IX; showing average percentage pass and failure of pupils' at P.L.E in the selected primary schools from 2009-2013.**

School	Percentage pass	Percentage failure
BSS 1	100%	-
WSS1	93%	7%
BSS 2	97%	3%
WSS2	69%	31%
BSS 3	63.3%	36.7%
WSS3	8%	92%
BSS 4	94%	6%
WSS4	62%	38%
BSS 5	94%	6%
WSS5	36%	64%
BSS 6	96.4%	3.6%
WSS6	89.1%	10.9%

The average percentage passes and failures projection in table IX indicated that most of the Best performing schools in the selected sub-counties registered very high percentage passes of pupils with the exception of BSS3; which in this context shows their effectiveness. On the

other hand, much as the majority of the Worst performing schools in the selected sub-counties had registered either slightly above or below average pass that implied their ineffectiveness, WSS1 and WSS6 registered high percentage pass; which meant that there were other factors that contributed to their pass.

**Table X; showing syllabus coverage for the first six weeks in term II 2014.**

<b>School</b>	<b>Below average</b>	<b>Average</b>	<b>Above average</b>
BSS 1	-	-	100%
WSS 1	-	-	100%
BSS 2	-	-	100%
WSS 2	-	10%	90%
BSS 3	-	-	100%
WSS 3	-	-	100%
BSS 4	-	20%	80%
WSS 4	20%	20%	60%
BSS 5	-	-	100%
WSS 5	100%	-	-
BSS 6	-	10%	90%
WSS 6	-	-	100%

The gathered data from the teachers' lesson preparation books for the first six weeks indicated that the majority of the teacher of the selected schools table X had covered their syllabus above average with the exception of WSS5; which was significant of an effective school. This implies that coverage of the syllabus alone was not enough to make a school effective, but the way in which it is covered matters a lot that was why primary schools in the selected sub-counties had registered divergent levels of passes and failures in table IX.

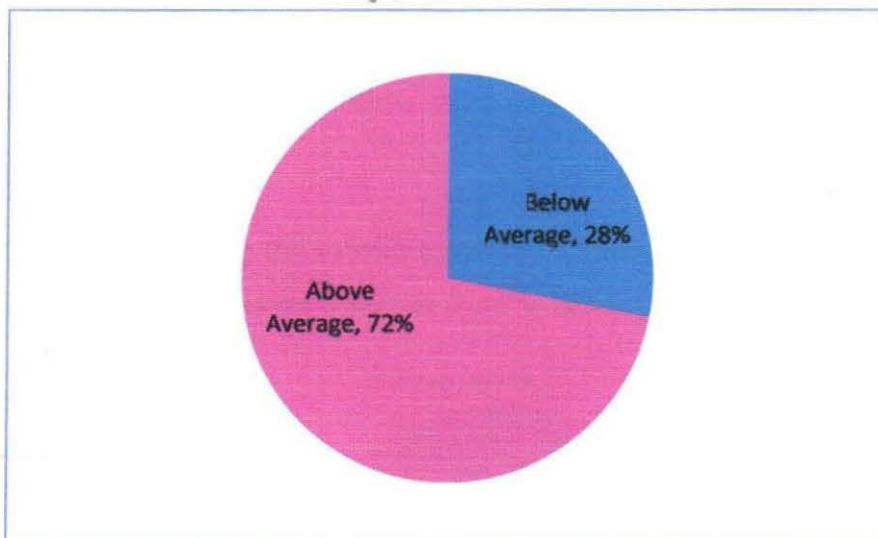
**Table XI; showing Teachers' lesson preparation for the first six weeks in term II 2014.**

School	Preparation	Below average	Average	Above average
BSS 1	Scheming	20%	-	80%
	Lesson preparation	40%	-	60%
WSS 1	Scheming	20%	-	80%
	Lesson preparation	30%	-	70%
BSS 2	Scheming	-	-	100%
	Lesson preparation	10%	10%	80%
WSS 2	Scheming	30%	10%	60%
	Lesson preparation	50%	10%	40%
BSS 3	Scheming	100%	-	-
	Lesson	100%	-	-

	preparation			
WSS 3	Scheming	100%	-	-
	Lesson preparation	90%	-	10%
BSS 4	Scheming	20%	-	80%
	Lesson preparation	20%	10%	70%
WSS 4	Scheming	-	10%	90%
	Lesson preparation	30%	10%	60%
BSS 5	Scheming	20%	-	80%
	Lesson preparation	20%	-	80%
WSS 5	Scheming	100%	-	-
	Lesson preparation	100%	-	-
BSS 6	Scheming	10%	-	90%
	Lesson preparation	10%	30%	60%
WSS 6	Scheming	20%	-	80%
	Lesson preparation	20%	10%	70%

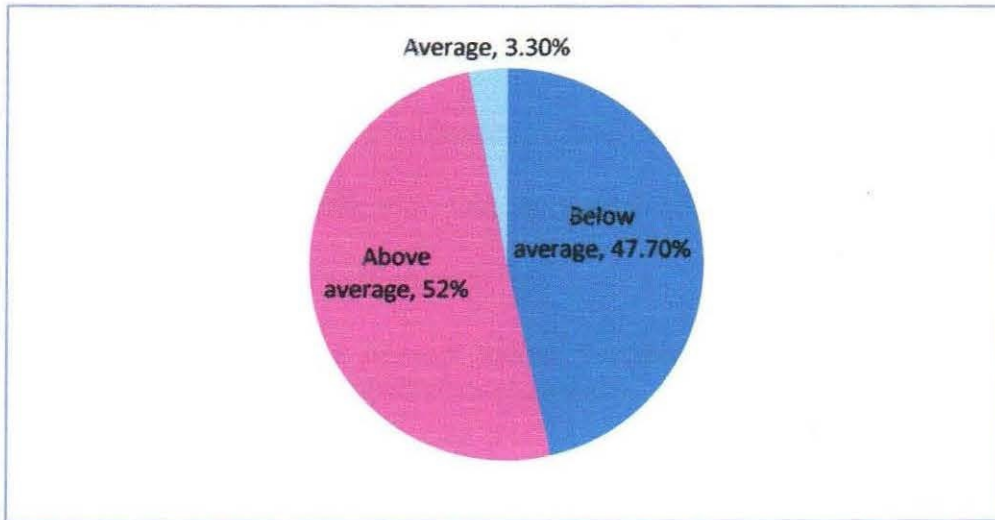
The information in table XI shows that most of the teachers in the selected primary schools in Apac District were scheming and preparing lessons above average with the exception of BSS3 and WSS5 which registered 100% scheming and lesson preparation below average. These reflections were significance of an effective school and an ineffective school respectively. This had an implication that for the worst performing primary schools in the selected sub-county, much as teachers were scheming and preparing lessons as expected of them; there were other factors that were hindrances to their effectiveness.

**Figure III; showing the overall scheming by teachers across the Best performing primary Schools in the selected Sub-counties (BSS) for the first six weeks in term II 2014.**



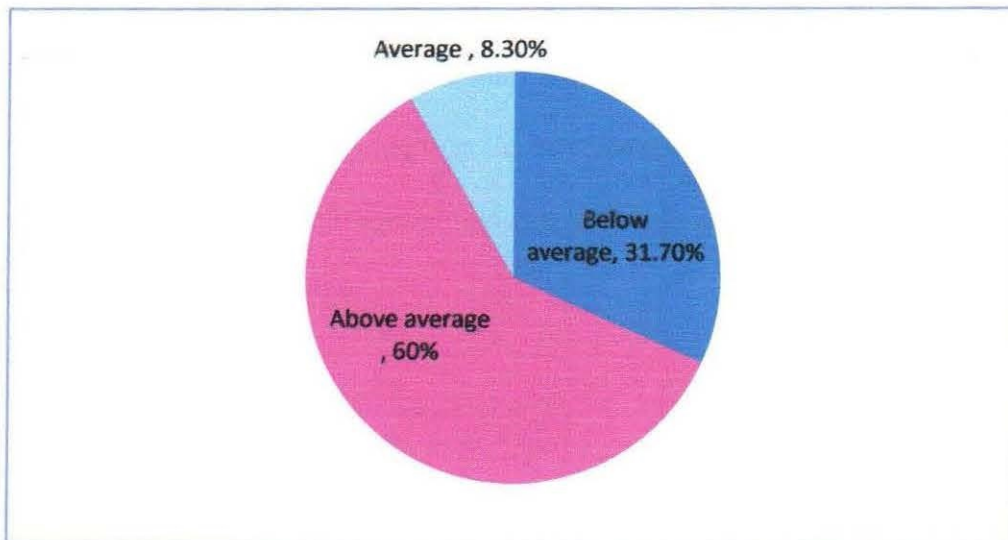
The information in pie chart figure III indicates that most of the teachers in the Best performing schools in the selected sub-counties were scheming above average which justified their best performance and for those schools scheming below average, theirs had been as a result of other factors.

**Figure IV; showing the overall scheming by teachers across Worst performing Schools in the selected Sub-counties for the first six weeks in term II 2014.**



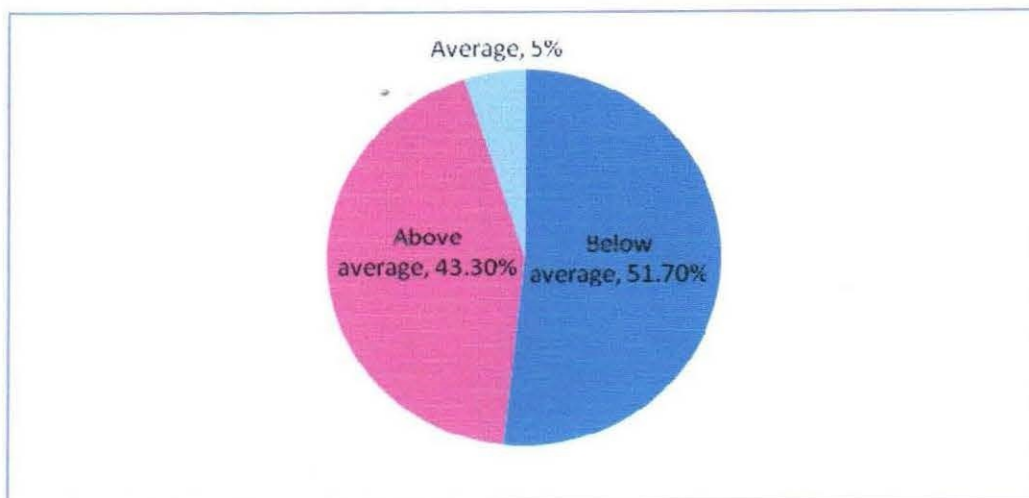
- The pie chart in figure IV shows that most of the teachers in the worst performing primary schools in the selected sub- counties in Apac District were scheming slightly above average and a significant number below average. Which confirms their inability to perform well at PLE.

**Figure V, showing the overall teachers' lesson preparation across the Best performing Schools for the first six weeks in term II 2014.**



The information in pie chart figure V shows that a greater percentage of the teachers in the best performing primary schools in the selected primary schools in Apac District prepare lesson above average; with some considerable percentage below average. For those preparing above average this pojection justifies their credibilty while for those preparing below average,it is an indication that there were other factors besides lesson preparation contributing to their best performance.

**Figure VI, showing the overall lesson preparation by teachers across the Worst performing Schools in selected Sub-counties for the first six weeks in term II 2014.**



The information in the pie chart figure VI shows that a greater percentage of teachers in worst performing primary schools in the selected sub-counties were preparing lesson slightly above average, with a substantial percentage below average. This is a justification of their incapability to excel at PLE.

**TableXII: Showing P.7 Teachers' workload across the schools in the selected sub-counties.**

School	Enrolment	No. of teachers deployed	recommended teacher pupils ratio	Observed teacher pupils ratio
BSS 1	98	2	1:55	1:49
WSS1	70	1	1:55	1:70
BSS 2	200	4	1:55	1:50
WSS2	49	1	1:55	1:49
BSS 3	75	1	1:55	1:75
WSS3	30	1	1:55	1:30
BSS 4	49	1	1:55	1:49
WSS4	50	1	1:55	1:50
BSS 5	77	1	1:55	1:77
WSS5	35	1	1:55	1:35
BSS 6	85	6	Normal pupils 1:55, Pupils with special needs 1:3	1:14
WSS6	74	1	1:55	1:74

Table XII indicates that most of the P.7 teachers in primary schools in the selected sub-counties in Apac District had teacher pupils' ratio below the recommended teacher pupils'

ratio with the exception of WSS1,BSS3,BSS5 andWSS6. In BSS3 and BSS5, the teacher pupils' ratio was above the recommended teacher pupils ratio ,but they were able to register a remarkable performance than WSS1andWSS6 in the same category of teacher pupils' ratio. BSS6 registered the lowest teacher pupils' ratio because it had a section for the pupils with special needs. This implies that there were some advantages that they enjoyed which were lacking in the latter. On the other hand those Worst performing primary schools in the selected sub-counties which registered teacher pupils' ratio below the recommended teacher pupils' ratio could not perform due to some advantages their counterpart considered best performing enjoyed over them.

## CHAPTER FIVE

### DISCUSSION, CONCLUSIONS, RECOMMENDATIONS

This section is on discussion of results, conclusion, recommendation and suggestions of the research findings.

#### **Discussion of the results:**

The problem of this study was Academic Staffing and School Effectiveness in selected primary schools in Apac District. Three research questions were formulated to investigate the problems. The research questions are restated as follows:-

1. Does academic staff establishment ceiling significantly affect effectiveness in primary schools in Apac District?
2. Does recruitment of teachers significantly affects effectiveness in primary schools in Apac District?
3. Does deployment of teachers significantly affect effectiveness in primary schools in Apac District?

Data analysis and interpretation of interviews, from headteachers, District officials, questionnaires from teachers and documentary analysis were done question by question and three research questions were answered. It was found that academic staffing significantly affect school effectiveness.

Research question one stated that; “Does academic staff establishment ceiling significantly affect effectiveness in primary schools in Apac District?” The data gathered from recorded school documents and indicated that academic staff establishment ceiling of the primary schools in Apac District were not fully filled (see table II and figure II). Although the payroll did not show any vacancy. The headteachers interviewed revealed that the

vaccancies in some schools were filled with names of teachers teaching in other primary schools (turn to page 33). This is reinforced by the same data in which some schools had teachers supplied above their academic staff establishment ceiling. This finding justifies an earlier joint report by ANPPCAN Uganda Chapter, CCF Acenlwooro and Lidi Uganda (2007) in which it was found out that Apolika Primary school, Abapiri primary schools both in Apac District, the number of teachers deployed to the schools were below the schools' academic staff establishment ceiling. According to data extracted from documents, most of the Best performing Schools in the selected Sub-counties (BSS), the number of teachers supplied was either equal or slightly below or above the academic staff establishment ceiling. While in the Worst performing schools (WSS) records from documents indicated that the observed number of academic staff was less than what was indicated on the academic staff establishment ceiling(see table III). These findings clearly justifies the differences in performance in primary schools in Apac District. This was in conformity to Hartwell and Vargas – Baron(1998)'s views that quality is attained when all students succeed in learning, according to their learning styles and abilities; but not just those who were judged in traditional terms to be most able.

Both the headteachers and the district officials interviewed responded that the academic staff establishment ceiling of primary schools was not often reviewed by the Ministry of Public Service. The headteachers and the district officials also responded that the academic staff establishment was not being implemented in the academic staffing of primary schools in Apac District (turn to page 31). This therefore implies that, the demographic trends in primary school enrolment as a yardstick in determining academic staff establishment ceiling, was not functional in the contemporary academic staffing.

Yet, the Public Service Act (2008) mandates the Public Service Commission (PSC) and Education Service Commission (ESC) to review the terms and conditions of service; and standing orders. Which in this case contradicts the report submitted by World Bank (2008), to the Ministry of Education and Sports that it had the overall responsibility for policy formulation and planning for primary school teachers; and to determine the basic demand for teachers by setting academic staff establishment ceiling according to enrollment, and it projects demand over the short, medium, and long terms. This confirms the report of a meeting between the Ministry of Education and Sports and the Ministry Local Government (2012) which noted that ceiling of teachers had affected Education in Karamoja region. And the United Nations International Children Education Funds (UNICEF) progress report (2007), regarding “The Go-to-School, Stay-in School Campaign in Uganda”, in which it was observed that restricted staff ceilings in schools continue to curtail new recruitments and result in high pupil-teacher-ratios.

The finding noted that the 46<sup>th</sup> Session Paper 5 – 7 report to the Ministry of Educations and Sports (2001) on Educations under the subject raising the staff establishment ceiling”, to reduce the class size from 1:55 for (P.3 – P.7) did not provide solution to the existing gaps,which reveal that some of the primary schools in Apac district still had class sizes above 1:55 expected by the report ( see table XII). The teachers responses put it more vividly that academic staff establishment ceiling significantly affect effectiveness in the primary schools in Apac District(see table IV). The responses from the headteacher, District officials interviewed expounded on the teachers views and added that there was significant effects in terms of the school leadership in that if the academic staff establishment ceiling is not commensurate to the school enrolment, the school leadership finds it hard to address the

human resource gaps since they have to operate within the provisions of the set academic staff establishment ceiling; which would then result into poor pupils' performance at P.L.E, inadequate syllabus coverage, lesson preparation and increased teachers workload and vice-versa(turn to page 32). This justifies Erickson and Carl(1982)'s views that an effective school is one in which essentially all the students acquire the basic skills and other desired behaviours within the school.

Research question 2 stated that "Does recruitment of teachers significantly affect effectiveness in primary schools in Apac District?" The data got from school documents revealed that the Best performing schools had more teachers recruited while the Worst performing schools had fewer teachers recruited (see table V); which affected either positively or negatively the teachers' pupils' interaction and the learning process in the primary schools in Apac District. This ignores the teachers' roles as a cardinal human resource and aguide in the teaching learning process as viewed by Smith (2001) that . "the recruitment of teacher is a critical element of the human resource function if schools are to be ready to meet the challenges of the twenty first Century with appropriate programmes and personnel". The findings also undermines Smith's suggestions that Education Managers ought to be aware of the National and Local demographic trends as a step in environmental scanning of strategic human resource management process. The teachers provided an answer to this(see table VI ), in which they observed that academic staff establishment ceiling affects school leadership, pupils' performance at P.L.E, syllabus coverage, teachers lesson preparation and workload

The majority of headteachers and the district officials interviewed confirmed the teachers' responses that there was significant effect and pointed out that when few academic staff are

recruited, the school leadership finds difficulty in allocating classes, subjects and responsibilities; thus, leading to inadequate syllabus coverage, poor performance at PLE, inadequate lesson workload and vice-versa (turn to page 34); which justifies Collins (1993)'s argument that if the right recruitment decisions were made, then the right job performance would follow. It further agreed with Pilbeam and Corbridge (2006)'s assertions that effective recruitment and selection of employees is a fundamental HRM activity, if managed well could have significant impact on organisational performance as well as it's image.

Research question 3 stated that, "Does deployment of teachers significantly affect effectiveness in primary schools in Apac District?" Data gathered from records in school documents revealed that there was irregularity in the deployment of teachers in the sampled schools as reflected by the observed and the expected number of teachers basing on the schools enrolment then (see tableVII) . This was in agreement with a study conducted by a national team comprising of people belonging to various Institutions (2013) in which it was noted that teachers' deployment in primary schools was not in accordance to the existing rules. This was confirmed by the same data which showed that the overall figure of the observed number of teachers deployed to the sampled schools were equal to the figure expected; and deficit figure which was the same as the surplus figure. This justifies a joint report by ANPPCAN Uganda chapter, CCF Acenlworu and LIDI Uganda's (2007) that found out that Education Department in Apac District tends to favour some schools considered top performing schools in the district by sending to those schools more competent teachers. Contrary to the assertion by Piontek, Dwyer, Seager & Orsbum (1998) and Connell (1996)'s views that effective schools are good at deploying resources.

Thus confirming that ineffectiveness in those Worst performing Schools were caused by ineffective deployment of teachers as noted by the Ministry of Education and Sports sector paper 5 (2008) ,that severe teachers under staffing could be unsafe for pupils who were not well supervised or protected inside or outside of classroom and that under staffing in primary schools which results from ineffective teachers deployment had compromised the education standards and promoted the use of outdated teaching methodologies such as rote learning which had failed to respond to the children's individual differences.. Although a study conducted by Whatford (1998) seemed to attach other factors such as management and leadership capabilities to use the extra resources that is likely to bring improvement. This justifies the responses by most of headteachers and District officials during interview that academic staff deployment significantly affect school leadership, pupils performance, syllabus coverage, lesson preparation and work load (turn to page36); which was confirmed by the teachers views (see table VIII). Although some few headteachers and teachers seemed not to agree with this, but the District officials wholly agreed to this and a greater number registered by other headteachers and a higher percentage registered by teachers implies that there was significant effect. The variations in responses indicated that there were other factors. This variations was most common in Best performing Schools, which confirms Teddie & Stringfield (1993)'s views that pupils from disadvantage background benefit from large amount of positive reinforcement from the teacher and need to receive the curriculum in smaller packages followed by rapid feedback which situation could only occur when there is adequate teachers' deployment. These statement was supported by data showing the average percentage pass and failures of pupils' at P.L.E in the selected primary schools for the last 5 years ( see appendix 6) , and local hire of teachers through parents'

initiatives, locally referred to as “Auxiliary teachers” and offering boarding services as reported by headteachers of the Best performing primary schools in the selected sub-counties in Apac District as a remedy to bridge the staffing gaps. This practice of recruitment adopts Mulkeen and Chen(2008)’s views on local hire system as a remedy to supply teachers to rural schools; while only two schools out of six Worst performing Schools offer day and boarding services and a fairly good deployment of academic staff and had a fair performance.

The records from teachers’ lesson preparation books, further confirms this. It was shown statistically that the syllabus coverage in the Best performing Schools in the sampled area were either average or above (see table X). While according to teachers’ lesson preparation records, many schools in the sample area had registered considerable percentage of some schools scheming and lesson preparation below average and a greater percentage above average (see table XI). Which probably accrued from differences in teachers’ deployment across the sample schools. This is confirmed by data analysis(see Figure III), indicating a greater percentage of Best performing Schools scheming above average and lower percentage in the Worst performing Schools (see Figure IV). The same reflection was seen in the best performing primary schools in which a greater percentage of the teachers in the selected primary schools in Apac District were preparing lesson above average(see Figure V) unlike their counterparts in the worst performing (see figure VI); with some considerable percentage below average. For those preparing above average this pojection justifies their credibilty while for those preparing below average, inability. Contrary to these, information from school documents indicated that most of the P.7 teachers in primary schools in the selected sub-counties in Apac District had teacher pupils’ ratio below the recommended

teacher pupils' ratio with the exception of a few (see table XII). This kind of deployment was in support to United Nations Educational Scientific and Cultural Organization (UNESCO) report (2006)'s which observed that an effective deployment practices aim at providing a workforce that corresponds to the organizational demands resulting to its effectiveness; and a study by Winkle, Sondergaard, Naannyonjo, Habyarimana, and Shkaratan (2008), On efficiency of the Uganda's Public Education systems which showed that teachers are the most valuable resource in improving educational outcomes. The data gathered from school records had shown that although WSS1 and WSS6 had more work load as reflected by high teacher pupils' ratio (see table XII) ,but since they offered boarding services which provided them with funds to recruit some teachers locally according to the headteachers (see appendix 6);they perform fairly well as compared to their counterparts in the same category.

**Conclusion:**

The study investigated academic staffing and school effectiveness in selected primary schools in Apac District. The study specifically sought to find out whether:

1. Academic staff establishment ceiling significantly affects effectiveness in primary schools in Apac District.
2. Recruitment of teachers significantly affects effectiveness in primary schools in Apac District.
3. Teachers' deployment significantly affects effectiveness in primary schools in Apac District.

Data were collected and analyzed statistically to test the research questions. Discussions of the findings were made and conclusion reached.

It was established that academic staff establishment ceiling significantly affect school effectiveness. According to the discussion, it was established that academic staff ceiling affects school leadership, performance at P.L.E, syllabus coverage, lesson preparation and teachers' workload. The study then concluded that academic staff establishment ceiling significantly affect effectiveness in primary schools in Apac District since it was found out that schools with academic staff establishment duely filled had effective leadership, performed better at PLE, good syllabus coverage, lesson preparation and commensurate workload.

Recruitment of teachers' affects school leadership, performance at P.L.E, syllabus coverage, lesson preparation and workload. The study then concluded that recruitment of teachers significantly affects effectiveness in primary schools in Apac District as it was noted that schools with adequate teachers recruited were having effective school leadership, performed better at PLE, good syllabus coverage, lesson preparation and commensurate workload.

Teachers' deployment affects school leadership, performance at P.L.E. syllabus coverage, lesson preparation and workload. The study then concluded that academic staff deployment significantly affect effectiveness in primary schools in Apac District as it was established that schools with adequate teachers deployed had effective school leadership, better performance at P.L.E, good syllabus coverage, lesson preparation and realistic workload.

**Recommendations:**

Basing on the findings of this study, the researcher therefore recommends the following:-

In policy:

Policy makers should always design an appropriate policy on academic staff establishment ceiling which outfits for manageable class sizes.

The Ministry of Education and Sports should always review academic staff establishment ceiling in line with the demographic trends in school enrolment.

The Ministry of Public Service should consider decentralizing the determination of the number of teachers to be recruited at the district level if human resource gaps in primary schools are to be addressed.

In practice:

The Ministry of Education and Sports should always monitor the deployment of teachers in primary schools to check whether it is in accordance to the academic staff establishment ceiling.

The human resource managers at the district should always ensure that teachers in primary schools are deployed according to the academic staff establishment ceiling.

### **Suggested areas of further research**

Basing on the study findings, the researcher found out that the following areas deserved further investigation:

1. The Nature/Type of schools and school effectiveness.
2. The location of the schools and school effectiveness.
3. Government Financial Policies and School effectiveness.
4. School infra-structural development and school effectiveness.
5. Headteachers' leadership styles and school effectiveness.
6. Academic staff motivation and school effectiveness

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**Appendix 1: An introductory letter from the Department of Educational Planning and Management-Kyambogo University.**

**KYAMBOGO**



**UNIVERSITY**

P.O. BOX 1 KYAMBOGO, KAMPALA - UGANDA  
Tel: 041 - 285211 Fax: 220464  
www: Kyambogo.ac.ug

*Department of Educational Planning Management*

Date: 02 June 2014

*Remember to  
check date is handy  
Send to A. 1/1/14 of district  
to be deposited with the district for  
family on file  
P. 2/16/14*

**TO WHOM IT MAY CONCERN**

This is to certify that **ONEKE Philips, Reg. No. 012/U/HD/118/GMED/PE**, is a student in our department. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

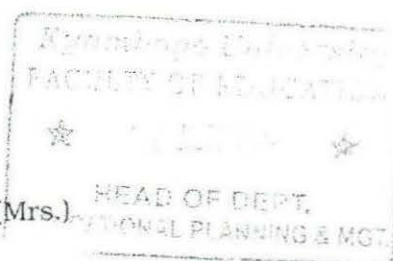
***Management of Academic Staffing and School Effectiveness in Selected Primary Schools in Apac District.***

Any assistance accorded to him is highly welcome. He is strictly under instructions to use the data and any other information gathered for research purposes only.

Thank you

*Komba*

Leticia Komba Rwakijuma (Mrs.)  
**HEAD OF DEPARTMENT**



**Appendix 2: Interview guide for the district officials:**

I will start by making an appointment with the interviewee prior to the interview date for convenience, clearly stating the purpose for the meeting.

Designation of the Officer .....

Year of service; .....

1) Information on Staff Establishment Ceilings policy and practices;

- Current policy on academic staff establishment ceiling,
- Its implementation in the current academic staffing,
- How often it is reviewed,
- Its effects on school effectiveness
- Suggestions for improvement

2) Information on recruitment of primary school teachers;

- Current policies on recruitment,
- Whether the current recruitment fill all the vacancies in primary schools,
- Its effects on school effectiveness,
- Suggestions for improvement

3) Information on policy and practices regarding teachers' deployment in primary schools in the district;

- Current policies on teachers deployment,
- Ways of ensuring effective deployment,
- Current practices of deployment
- Effects of deployment on school effectiveness (e.g. leadership, Performance at PLE.

syllabus coverage, lesson preparation and workload) -ways enhancing effective deployment

### **Appendix 3: Interview guide for head teachers:**

I will start by making an appointment with the head teachers prior to the interview and questionnaire administration date for convenience, clearly stating the purpose for the meeting.

- 1) Particulars of the school.....
- 2) Information on the school academic staff establishment ceiling;
  - School academic staff establishment ceiling
  - Whether it is filled or not
  - Its effects on school effectiveness (e.g. leadership, Performance at PLE, syllabus coverage, lesson preparation and workload)
  - How it can be improved
- 3) Information on teachers' recruitment for the school;
  - are all the vacancies in your school filled?
  - If not, why is it not filled?
  - Its effects on school effectiveness (e.g. leadership, Performance at PLE, syllabus coverage, lesson preparation and workload)
- 4) Information on teachers' deployment in the school;
  - How many teachers do you have?-does their number correspond to academic staff establishment?-its effects on school effectiveness (e.g. leadership, Performance at PLE, syllabus coverage, lesson preparation and workload)
  - How it can be improved
- 5) Records of five years School performance in Primary leaving Examination
  - What do you think influences these performances?

6) Information regarding academic staffing and school effectiveness

- In your own view suggest ways in which academic staffing could be done to promote schools effectiveness.

#### **Appendix 4: Questionnaire for teachers.**

Dear Teachers, I am Oneke Philips currently pursuing a Master Degree of Education in Policy, Planning and Management at Kyambogo University. This research seeks to investigate the impact of Management of academic staffing on school effectiveness in primary schools. You are kindly requested to respond to the questionnaire to the best of your knowledge, experience and personal judgment. Your sincere respond will give a projection which will appeal to the various Education Stakeholders the current working condition teachers are facing. All the information you will provide shall be handled with strict confidentiality as it will in no way be associated to your name and will only be used for the purpose of this research.

Name of the school ..... Grade .....

Class you teach ..... Enrolment .....

1. a) What is your professional qualification? (Grade III, V, GT, Master Degree)  
b) Number of years in service? .....
2. a) How many subjects do you teach? .....
- b) How many periods do you teach per week? .....
- c) What is the actual number of period you are expected to teach per week as per the time-table? .....
- d) Number of the lessons prepared for the day..... out of.....
3. a) How many schemes of work are you expected to prepare?  
.....
- b) What is the actual number of scheme you have? .....
4. d) With the current work load, do you think you can complete the syllabus?

- .....
- e) Are you comfortable with:
- i. Number of subjects allocated to you? .....
  - ii. Class size? .....
  - iii. Basing on the current academic staffing, do you think you are doing your  
work effectively .....
  - iv. If not, what do you think should be done to enable you perform your work  
effectively? .....
  - v. Do you think academic staffing of the school affect its effectiveness (e.g.  
leadership, Performance at PLE, syllabus coverage, lesson preparation and  
workload?) .....
  - vi. If yes, in which ways. ....
  - vii. If no, in which ways. ....

**Appendix 5: Documentary analysis kit**

**1. Academic staff establishment ceiling;**

<b>School</b>	<b>Observed</b>	<b>Expected</b>	<b>Percentage</b>
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			

2. Teachers' recruitment;

School	Observed	Expected	Percentage
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			

### 3. Teachers' Deployment;

School	observed	Expected	Percentage
A			
B			
C			
D			
E			
F			
G			
H			
I			
J			
K			
L			

4. Class Sizes;

<b>CLASSES</b>	<b>NO.OF PUPILS</b>	<b>OBSERVED NO.OF TEACHERS</b>	<b>EXPECTED NO. OF TEACHERS</b>
P. 1			
P. 2			
P. 3			
P. 4			
P. 5			
P. 6			
P. 7			

**I. Class Sizes;**

<b>CLASSES</b>	<b>NO.OF PUPILS</b>	<b>OBSERVED NO.OF TEACHERS</b>	<b>EXPECTED NO. OF TEACHERS</b>
P. 1			
P. 2			
P. 3			
P. 4			
P. 5			
P. 6			
P. 7			

**5. Performances in the National Examination (UNEB) 2009 – 2013;**

School Code	Academic Year	Grade scored	No. of pupils	Percentage
	2009	Div. 1		
		Div. 2		
		Div. 3		
		Div. 4		
		Div. X		
		Div. U		
		Total		
	2010	Div. 1		
		Div. 2		
		Div. 3		
		Div. 4		
		Div. X		
		Div. U		
		Total		
	2011	Div. 1		
		Div. 2		
		Div. 3		
		Div. 4		
		Div. X		
		Div. U		
		Total		
		Div. 1		

	2012	Div. 2		
		Div. 3		
		Div. 4		
		Div. X		
		Div. U		
		Total		
	2013	Div. 1		
		Div. 2		
		Div. 3		
		Div. 4		
		Div. X		
		Div. U		
		Total		

**6. Teachers' preparation;**

<b>School</b>	<b>Aspect</b>	<b>No. of subjects</b>	<b>Observed</b>	<b>Expected</b>	<b>Percentage</b>
	Scheming				
	Lesson Preparation				
	Syllabus Coverage				

**7. Teaching Load;**

<b>School</b>	<b>Class</b>	<b>Enrolment</b>	<b>recommended teacher pupils' ratio</b>	<b>Observed teacher pupils'</b>
	P. 7			

**Appendix 6; showing average percentage pass and failures of pupils' at P.L.E in the selected primary schools for the last 5 years**

School	Year	Div 1	Div 2	Div 3	% age Pass	Div 4	Div X	Div U	% age Failure	Total	Nature of school
BSS 1	2009	27	46	-	100%	00	00	00	00	73	Day and Boarding
	2010	29	59	01	100%	00	00	00	00	89	
	2011	44	39	-	100%	00	00	00	00	83	
	2012	44	45	-	100%	00	00	00	00	89	
	2013	31	68	01	100%	00	00	00	00	100	
<b>Average percentage</b>					<b>100%</b>				<b>00%</b>		
WSS 1	2009	00	35	17	78%	12	03	00	22%	67	Day and Boarding
	2010	01	34	07	95.5%	02	00	00	4.5%	44	
	2011	04	55	06	94%	00	00	00	6%	68	
	2012	03	53	06	97%	02	00	00	3%	64	
	2013	03	64	08	97.4%	01	00	01	2.6%	77	
<b>Average percentage</b>					<b>93%</b>				<b>7%</b>		
BSS 2	2009	08	77	17	93.7%	06	02	01	6.3%	111	Day and Boarding
	2010	19	122	30	98%	04	00	00	2%	175	
	2011	21	84	06	98.2%	01	01	00	1.8%	113	
	2012	24	164	33	99.1%	01	00	00	0.9%	224	
	2013	17	160	25	97%	04	03	00	3%	209	
<b>Average percentage</b>					<b>97%</b>				<b>3%</b>		
WSS 2	2009	00	10	10	59%	05	01	08	41%	34	Day
	2010	00	07	22	81%	04	01	02	29%	36	
	2011	00	12	06	64.3%	08	00	02	35.7%	28	
	2012	00	13	09	73%	04	01	03	27%	30	
	2013	00	04	09	65%	05	00	02	35%	20	
<b>Average percentage</b>					<b>69%</b>				<b>31%</b>		

	2009	00	17	18	66%	08	00	10	34%	53	
	2010	01	18	17	55%	09	00	21	45%	66	
BSS 3	2011	02	21	31	75%	11	00	07	25%	72	Day and Boarding
	2012	00	29	17	73%	12	00	05	27%	63	
	2013	00	13	22	47%	13	01	25	53%	74	
<b>Average percentage</b>					<b>63.3%</b>	<b>36.7%</b>					
School	Year	Div I	Div 2	Div 3	% age Pass	Div 4	Div X	Div U	% age Failure	Total	Nature of school
	2009	-	-	-	-	-	-	-	-	-	
	2010	-	-	-	-	-	-	-	-	-	
WSS 3	2011	-	-	-	-	-	-	-	-	-	
	2012	00	00	00	00%	00	06	09	100%	15	Day
	2013	00	01	03	16%	05	01	15	84%	25	
<b>Average percentage</b>					<b>08%</b>	<b>92%</b>					
	2009	04	37	11	84%	06	00	04	16%	62	
	2010	00	43	05	94.1%	03	00	00	5.9%	51	
BSS 4	2011	02	28	04	97.1%	01	00	00	2.9%	35	Day and Boarding
	2012	02	30	05	92.5%	01	02	00	7.5%	40	
	2013	07	34	02	100%	00	00	00	00%	43	
<b>Average percentage</b>					<b>94%</b>	<b>06%</b>					
	2009	00	24	31	64%	17	01	13	36%	86	
	2010	00	17	20	65%	16	00	04	35%	57	
WSS 4	2011	00	20	17	75%	10	00	02	25%	49	Day
	2012	00	15	17	58.2%	16	01	06	41.8%	55	
	2013	01	15	03	47.5%	18	00	04	52.5%	40	
<b>Average percentage</b>					<b>62%</b>	<b>38%</b>					
	2009	00	15	16	74%	06	02	02	26%	42	
	2010	01	19	10	97%	01	00	00	03%	31	
BSS 5	2011	04	29	01	100%	00	00	00	00	34	Day and
	2012	06	33	01	100%	00	00	00	00	40	

	2013	04	55	02	97%	02	00	00	03%	60	Boarding
<b>Average percentage</b>					<b>94%</b>	<b>06%</b>					
WSS 5	2010	00	02	05	33.3%	06	01	07	62.7%	21	Day
		00	00	03	15%	12	01	04	85%	20	
	2011	-	-	-	-	-	-	-	-	-	
	2012	00	06	05	32%	03	02	18	68%	34	
	2013	00	02	15	63%	07	01	02	37%	27	
<b>Average percentage</b>					<b>36%</b>	<b>64%</b>					
School	Year	Div 1	Div 2	Div 3	% age Pass	Div 4	Div X	Div U	% age Failure	Total	Nature of school
BSS 6	2009	14	39	03	95%	01	00	02	05%	59	Boarding
	2010	31	29	00	100%	00	00	00	00	60	
	2011	16	37	02	93.2%	04	00	00	6.8%	59	
	2012	23	43	00	94.4%	00	00	04	5.6%	71	
	2013	15	68	06	98%	01	01	00	02%	91	
<b>Average percentage</b>					<b>96.4%</b>	<b>3.6%</b>					
WSS 6	2009	01	42	13	88%	07	00	01	12%	64	Day and Boarding
	2010	01	42	08	89.5%	01	02	03	10.5%	57	
	2011	02	42	18	90%	06	01	00	10%	69	
	2012	02	15	13	85%	11	01	00	15%	78	
	2013	01	42	21	93%	05	00	00	07%	69	
<b>Average percentage</b>					<b>89.1%</b>	<b>10.9%</b>					

**Appendix 7: MAP OF APAC DISTRICT SHOWING SUB-COUNTIES**

