HUMAN RESOURCE POLICIES AND PERFORMANCE OF TEACHERS IN GOVERNMENT AIDED PRIMARY SCHOOLS IN UGANDA: A CASE STUDY OF WAKISO DISTRICT

BY

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DECLARATION

I, Birungi Bannet, hereby declare that this is my original work. To the best of my knowledge, this work has never been presented for any award of a degree or certificate in any Institution of higher learning.

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APPROVAL

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DEDICATION

This work is dedicated to my dear wife; Ms. Kabarungi Elizabeth

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ABREVIATIONS AND ACRONYMS

CVI	Content Validity Index
CPRE	Consortium for Policy Research and Education
DC	District Council
FY	Financial Year
HR	Human Resource
KCCA	Kampala Capital City Authority
MoES	Ministry of Education and Sports
PLE	Primary Leaving Examination
PTA	Parent Teachers Association
SBPA	School Based Performance Awards
SMCs	School Management Committees
UMI	Uganda Management Institute

ABSTRACT

The study examined the influence of human resource policies on teachers' performance in government aided primary schools in Wakiso district. It was guided by three objectives; to establish the influence of staff development policy on teachers' performance, to find out the influence of recognition of achievement policy on teacher performance, to establish the influence of monetary rewards policy on teacher performance in government aided primary schools. The study used a case study design with both qualitative and quantitative approaches. Data were collected from four district education officials, twelve head teachers, sixty SMCs and seventy three teachers. The collected data were analyzed using frequency counts, percentages, mean and standard deviation. On the other hand, data from interviews and records were analyzed using thematic analysis. The study findings reveal that human resource policies are central in influencing the performance of teachers. The policies determine and influence a conducive working environment while finally the findings show that the human resource policies elevate teachers' morale to do their work thus inducing performance. The study concludes that career opportunities policy is central in activating teachers' performance in the academic achievement of pupils in primary schools. This is entirely due to the fact that when teachers undertake career opportunities, they attain skills and confidence in their activities which is translated into pupils' performance, that recognition of achievement policy catalyze and propel teachers to performance to enlist school goals. Finally the study concludes that monetary rewards make teachers release their energies towards pupils' achievement. The monetary rewards like allowances allow teachers to keep working when they have not yet received their salaries. Due to decentralization, the human resource policies vary from school to school depending on the available resources to implement the same. The study recommends that the government, MoES and schools should create avenues for teachers to enhance their skills through career opportunities and staff development practices. This can be enhanced through scholarships and study leave to the teachers, that MoES and the district education office should put in place mechanisms and schemes to recognize better performing teachers. This can be done on school open days, awarding scholarships, gifts and promotion. Finally, the study recommends that MoES and the school administration should institute a variety of incentive schemes to motivate teachers in schools. This can be done though reserving a separate fund for giving monetary rewards to teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background

The background of the study contains four systematically linked perspectives namely: historical perspective, which gives the past overview of the variables, theoretical perspective which shows the theories that underpin the study. It further shows the conceptual perspective which gives the definitions of key variables and the contextual perspective which shows the problem setting on the ground.

1.1.1 Historical Background

Human Resource issue is a product of the human relations movement of the early 20th century, when researchers began documenting ways of creating business value through the strategic management of the workforce. The function was initially dominated by transactional work, such as payroll and benefits administration. However, due to globalization, company consolidation, technological advancement and further research, human resource approaches now focuses on strategic initiatives like mergers and acquisitions, talent management, succession planning, industrial and labor relations and diversity and inclusion (Mayo, cited in Byamukama 2013).

The history of employee performance dates to the Hawthorne Studies at the Hawthorne plant in the 1920s. Prior to this period, employees were considered just as another input into the production of goods and services (James, 1998). This perception changed after the Hawthorne Studies in the 1920s conducted by Elton Mayo. Hawthorne studies found that employees' performance is not solely linked to money but linked to employee behavior and their attitudes.

During the colonial days, human resource policies were emphasized in order to enlist performance. However, it was emphasized during the 1960s when most African countries were gaining independence. They were now recruiting Africans to replace the colonial experts and thus they needed clear policies to guide their performance (Kayemba, 2010).

In Uganda, decentralization policy took root in 1994. The district local governments, in addition to central human resource policies, could enact their own policies to enhance teacher performance. This as well runs to individual schools (Senfuma, 2013). This explains why there is variance in human resource policies in primary schools. Uganda began moving toward decentralized delivery of primary education services in 1997 when the Local Government Act was adopted. However, progress among districts has been apparent though uneven. District Education Offices continue to work with local governments to allocate resources among schools keep local authorities advised of the needs and achievements of schools. They help schools share information and innovations and help communities hold schools accountable for the performance of pupils and to the Ministry of Education and Sports for compliance with standards, regulations, and reporting procedures. Since decentralization, District Education Office delivers educational services, help schools comply with standards and regulations. In addition, it monitors regularly and report accurately on school performance and ensure that schools put in place policies that do not contradict the mother Ministry (The Education Sector Strategic Plan (ESSP) 2004-2015, 2003)

1.1.2 Theoretical Background

The suitable theory chosen to guide this study is the Equity Theory of John Stacey Adams propounded in 1963. Equity theory is a theory that attempts to explain relational satisfaction in terms of perceptions of fair/unfair distributions of resources within interpersonal relationships.

The belief is that people value fair treatment which causes them to be motivated to keep the fairness maintained within the relationships of their co-workers and the organization. The structure of equity in the workplace is based on the ratio of inputs to outcomes. Inputs are the contributions made by the employee for the organization.

It is a theory that guides giving incentives and used to describe the relationship between the employees perception of how fairly he/she is being treated and how hard he/she is motivated to work. Equity Theory stipulates that a person's performance is affected by whether or not they feel they are being treated fairly relative to their peers. Akan et al (2009) affirm that fairness is crucial in human relations. Equity theory has three possible outcomes when a person compares himself/herself to her/his colleagues. One of the most important steps in promoting equity is "to tie the rewards to employee performance (Baxamusa, 2012). Linking rewards to worker inputs, managers can ensure that they are fairly distributing rewards and thus providing employees with motivation, satisfaction and trust in the organization. If an employee perceives that he/she is unfairly treated, among other things he/she will withdraw resulting into attrition (Bhardhil, 2009). Thus the equity theory forms a premise to treat the equals and unequal as regards their outputs. However, the tenets that establish equity must be fair and transparent enough not to cause dissent (Robbins, 2005).

1.1.3 Conceptual Background

Human resource policies are systems of codified decisions established by an organization to support administrative personnel functions, performance management, employee relations and resource planning. It further strengthens rewards, performance appraisal, recruitment, training and communication (Johnason, 2009) .Each Company has a different set of environment and so

develops a unique individual set of human resource policies (Collings & Wood, 2009). The establishment of policies can help an organization to demonstrate, both internally and externally, that it meets requirements for diversity, ethics in relation to regulation and corporate governance of its employees. The establishment of human resource policy which sets out obligations, standards of behavior and document disciplinary procedures is now the standard approach to meeting organizational obligations (Aquinas, 2009).

Human Resource Policies are continuing a guideline on the approach the organization intends to adopt in managing its people (Armstrong, 2010). It represents specific guidelines to human resource managers on various matters concerning employment. It states the intent of the organization about different aspects of Human Resource management such as recruitment, promotion, compensation, training and selections (Durai, 2010). They define the conception and value of the organization on how people and things should be treated. Therefore, it serves as a reference point when human resources management practices are being developed or when decisions are being made about people.

A good human resource policy could provide generalized guidance on the approach adopted by the organization concerning conditions and various aspects of employments. It shows the procedures that spell out precisely what action should be taken in line with the policy (Armstrong, 2010).However, each company has a different set of circumstances, and so develops an individual set of human resource policies (McConnell, 2005).

The Ministry of Education and Sports Human Resource Manual 2010 elaborates on how human resources for education are managed for meeting the national education goals. It compliments other instruments like teachers code of conduct and the professional ethics of teachers. The

Manual elaborates on recruitment procedures, promotion of teachers, career opportunities, recognition of outstanding performance, transfers, disciplinary action among others. Most of these functions, however, were decentralized to districts but the mother ministry retains stewardship. Individual districts and schools may also com e up with their human resource policies which are in line with national and Ministry of Education, Science Technology and Sports policies. For example, urban and municipal primary schools have different human resource policies on monetary rewards since they can levy some fees unlike the typical UPE rural primary schools.

Human resource management is a function in organizations designed to maximize employee performance in service of their employer's strategic objectives. It is primarily concerned with how people are managed within organizations (Collings & Wood, 2009). Human resource departments and units in organizations are typically responsible for a number of activities, including employee recruitment, training and development, performance appraisal, rewarding, staff relations and managing pay and benefit systems (Paauwe & Boon, 2009). Human resource is also concerned with industrial relations, that is, the balancing of organizational practices with regulations arising from collective bargaining and governmental laws (Klerck, 2009).

In this study, teacher performance is the independent variable. Armstrong (2010) mentioned that performance is the outcome of work because it provides the strongest linkage to the strategic goals of the organization. In addition, Armstrong (2000) noted that performance means both change in behavior and results of the work.

In Uganda, the 1992 Government White Paper on Education is the basis of official policy on the purposes and programs of education. While some of the programs have been revised as a result

of intervening events, the White Paper's articulation of the purposes of Uganda's education system continues to be the supreme guidance for the sector. Its aims are to promote citizenship with moral, ethical, and spiritual values; scientific, technical and cultural knowledge, skills, and attitudes; literacy and equip individuals with basic skills and knowledge. In short, the education White Paper is to contribute to the building of an integrated, self-sustaining and independent national economy (Ministry of Education and Sports Draft Revised Education Sector Strategic Plan 2007-2015).

On the other hand, Pelly and Allison (2000) define a teacher as a co-participant, assessor, facilitator, mediator and administrator in the students' learning. Banerjee et al (2007) examined the role of teachers in education and the findings indicated that teachers play a central part than any other factor in the school setting. Hoxby and Weingarth (2007) suggest that teachers can adapt their teaching even when the other facilities are missing to the initial academic achievement of students in their classroom. Teacher performance refers to teaching-learning outcomes as measured in regular attendance, punctuality, coordination with parents about pupils learning, giving and marking home work among others.

Night (2012) conducted a study on the relationship between integrating top-down and bottom-up planning approaches in the management of teachers in Luwero government aided primary schools in Uganda and operationalised teacher performance into regular attendance, punctuality, evaluation of pupils work, involvement in extracurricular activities to mention among others. These helped to formulate the indicators of teacher performance in this study.

1.1.4 Contextual Background

Wakiso District has a total of 256 government-aided primary schools and 1,419 private primary schools. Out of the 256 government-aided primary schools in the district, 85 are situated in rural areas (Wakiso District State of Affairs, FY2013/14). The Head teacher is the school accounting officer. The schools have Parent Teachers Associations (PTAs) and School Management Committees (SMCs) at the school level to oversee the management of the primary schools and ensure accountability. Most schools have foundation bodies along denominational lines which strongly influence the management operations of the schools.

The Legal Framework of Education Policies in Uganda is governed by the constitutions directive principles and statutes including Education Act and other related Acts of Parliament, including University Act, Tertiary institutions Act various other Acts and Charters for universities. The 1995 Constitution (as amended), is the norm and hence, the source of all legal authority for all human resource policies. Under the local Government Act of 1997, primary schools, schools fall under the administration and management of District Councils. Each district has the authority to formulate, approve, and execute its own development plan and policy. Decentralization has brought the schools closer to the administrative units above them and therefore potentially could be more responsive

The primary education system in Wakiso district, like elsewhere in Uganda, is decentralized. Nonetheless, the central government through the Ministry of Education, Science, Technology and Sports still plans for the schools in terms of staff ceiling, salary structure, curriculum, examinations and grading among others. The central government and Ministry of Education, Science, Technology and Sports provide stewardship. However, the District Education Office and District Service Commission implement education human resource policies such as

recruitment, promotion, transfers, regulating career opportunities to ensure that there are teachers on station, recognizing outstanding teachers for promotion who may be recommended by School Management Committees.

Wakiso district has both urban and rural characteristics. Some parts of district are only by political lines demarcated to Wakiso district but with characteristics of KCCA. The urban , government aided primary schools charge some fees which is used to reward teachers for extra work, accommodation, extracurricular activities, providing meals at schools among others. This extra source of income facilitates such schools to implement the human resource policies easily. The teachers are as well facilitated to adhere and comply with the policies.

Wakiso district being close to most national education institutions, teachers have upgraded to various levels in their academic endeavors. However, these qualifications do not attract any additional payment but can only elevate a person to promotion. In addition, teachers are not accorded study leave as the policy stipulates but teachers have to maneuver on their own and create time. Allowances remain as meager as UPE capitation grants are inadequate, and school payments are also regulated. This has led to rationing of the possible allowances and buying presents for out shining teachers in performance.

Given the inadequate attention to the human resource factor in Wakiso district, teachers exhibit minimal commitment as measured by regular attendance. On any school day, 10% of the teachers are absent (Wakiso District Education Fact File, 2011). There is little support of teachers to children's l earning through counseling and collaboration with parents. This has translated into high absenteeism of about 15% of pupils at any school day (Wakiso District Education Fact File, 2011). The Primary Leaving Examination (PLE) is the standard benchmark

for assessing the quality of the education system in the country. Though Wakiso district has continuously been ranked as one of the best districts in the national PLE results, it could be due to the presence of many private schools.

There is low completion rates with pupils' dropout rate estimated at 33% for P1-P6 and 38% to P7 (Wakiso District Social Services Report, 2013). Teachers are always on the lookout for greener pastures (Wakiso District Social Services Report, 2010). Given this situation, this study deemed it instrumental to examine the influence of human resource policies on teacher's performance using Wakiso district as a case.

1.2 Statement of the Problem

The increasing global networks, competitive work environments, wage and incentive structures have made the issue of human resource policies an institutional concern. There is increasing acknowledgement of people as an organization's best asset (Guy, 2003; Rodgers & Ferketish, 2005). Thus, the desire to find ways to increase employee contribution through human resource policies remains prime (Guy, 2003).In Uganda and Wakiso district in particular, human resource policies like training, recognition for achievement, rewarding, recruitment, promotion among others are emphasized for improved organizational performance. In spite of this critical attribute, staff development programmes are a personal initiative rather than an outcome of human resource policies. The teachers who have undertaken further studies have had to sponsor themselves rather than by the institution because chances to attain study leave with pay by policy are none existent (Wakiso District Social Services Report 2008). Utilization of prizes and monetary rewards are decimal due to inadequate financing. Apparently, in Wakiso district, the performance in many schools is much lacking. This is evidenced in the minimal punctuality,

irregular attendance of teachers and pupils and poor academic performance by pupils. There seems to be a mismatch between intentions of the policy and the output of primary education system. There seems to be misconduct among teachers in regard to the professional ethics (Wakiso Social Services Report, 2009). In spite of the magnitude of this problem, no study has extensively been conducted on the issue to examine whether human resource policies have any effect on teacher performance. This constitutes a gap which formed the gist of this study.

1.3 Purpose

The purpose of this study was to the examine influence of human resource policies on teachers' performance in government aided primary schools in Wakiso district.

1.4 Specific Objectives

The study was guided by the following objectives:

1. To establish the influence of career development policy on teachers performance in Wakiso district government aided primary schools
2. To establish the influence of recognition of achievement policy on teacher performance in government aided primary schools
3. To establish the influence of monetar y rewards policy on tea cher performance in government aided primary schools

1.5 Research Questions

The study attempted to seek answers to the following research questions:

1. What is the influence of staff development policy on teachers' performance in government aided primary schools?

2. What is the influence of achievement recognition policy on teacher performance in government aided primary schools?

3. How does the monetary rewards policy influence teachers' performance in government aided primary schools?

1.6 Scope

The scope of the study was considered under geographical, content and time scopes as presented here below;

1.6.1 Geographical Scope

The study was conducted in government aided primary schools in Wakiso District. The district is found in the central region of Uganda. The district borders Kampala Capital City Authority on most of its borders. It borders Mpigi and Mityana districts in the west, Luwero in the north, Mukono in the east and Lake Victoria in the south.

1.6.2 Content Scope

The study addressed the influence of human resource policies on the performance of teachers. More specifically, it addressed the effect of career development, recognition of achievement and monetary rewards policies on teacher performance.

1.6.3 Time Scope

The study considered the period between 2012 and 2014. This period is chosen because it is easy to trace and remember issues concerning the study. The two years can give a comparative aspect and produce facts on which to draw conclusions and recommendations.

1.7 Significance of the Study

It is hoped that the study results are of value to the following categories of people:

i) Education planners and policy makers: The results of the study will inform policy makers and planners to design effective human resource policies that will enhance performance of teachers.

ii) School administrators: The study findings might help the heads of schools to put in place mechanisms that respect and enforce human resource policies for better performance

iii) Teachers: The results may be useful to teachers so as to work comfortably for the attainment of school goals when they are aware of the human resource policies that affect their performance. This can be achieved through involvement in the school planning

iv) Parents and School Management Committees: The results will guide parents and members of the School Management Committees to assist school administration implement the human resource policies.

v) Students: The findings might provide literature to students and teachers of education policy and planning.

vi) Researchers: The findings might provide literature to future researchers on the subject and stimulate impetus for further research and replication in other areas of the country.

1.8. Conceptual Framework: Human resource policies and Performance of Teachers

The conceptual framework in fig 1 elaborates the relationship between the independent and dependent variables. It shows that a human resource policy is the independent variable while performance of teachers is the dependent variable.

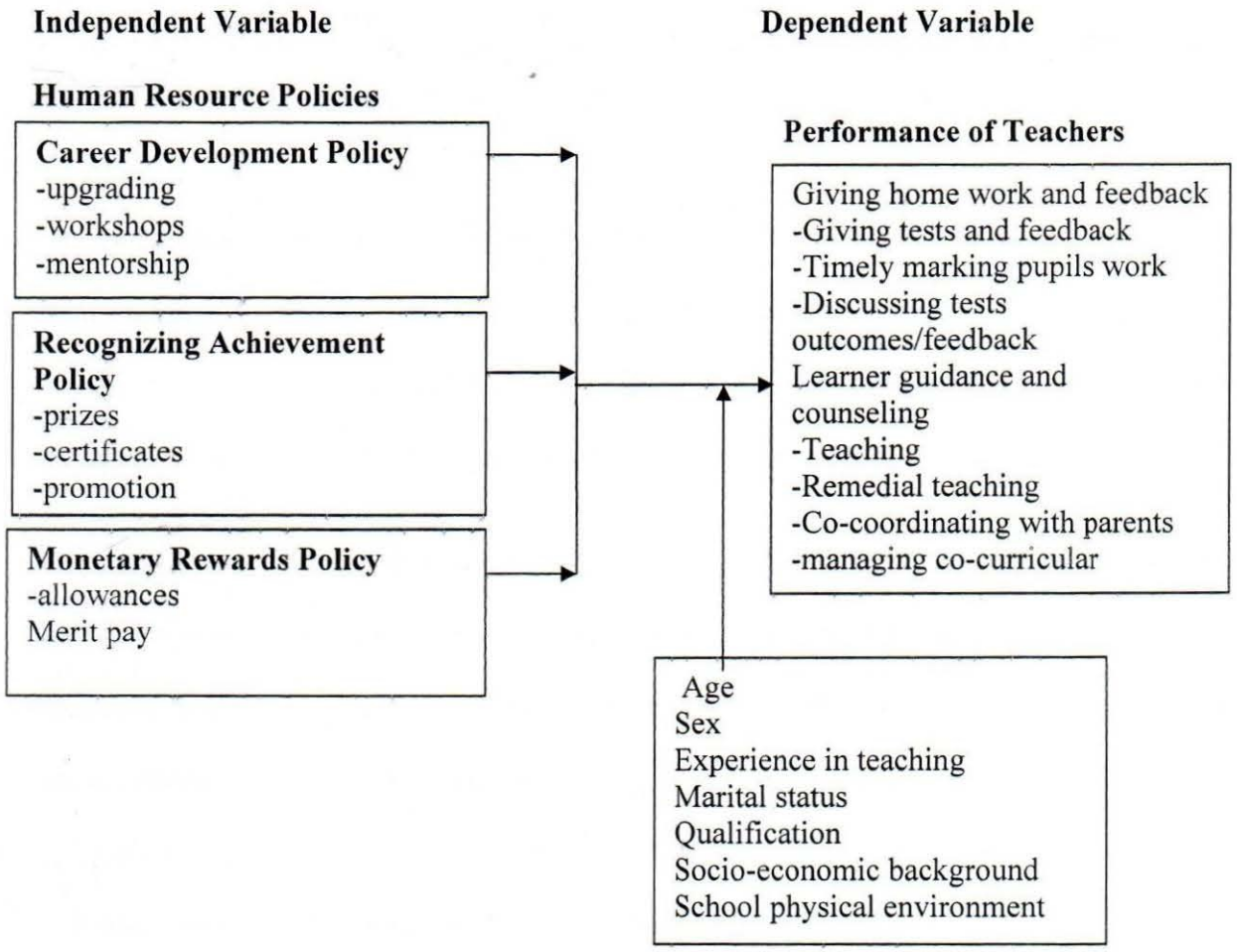


Fig 1: Human Resource Policies and Performance of Teachers in Wakiso District

Source: Adopted and refined from Johnason 2009 and Aquinas 2009

In figure 1, Human resource policies are conceived as the independent variable while performance of teachers is the dependent variable. It is therefore assumed that the performance of teachers in some way will be influenced by the human resource policies. Human resource policies are operationalised into career development, recognition for achievement and monetary rewards policies. On the other hand, performance of teachers has indicators such as giving homework and feedback, giving tests and feedback, timely marking pupils work and conducting discussions, outcomes/feedback, learner guidance and counseling, remedial teaching and managing co-curricular activities among others.

The conceptual framework was adopted and refined from Johnason 2009 and Aquinas 2009. Johnson (2009) elaborates on human resources policies which assisted to come up with the variable of the study and Aquinas (2009) substantiates on teachers performance which formed the basis of coming up with indicators of the dependent variable.

There are extraneous variables which may affect the performance of teachers but are not part of the human resource policies. These include: age, sex, teaching experience, marital status, socio economic background and the physical infrastructure of the school, the teacher- pupil ratio among others. However, these were controlled by designing questionnaires consistent and rigid to the objectives. Byamukama (2013) while looking at motivation of teachers in Kayonza district in Rwanda used the same approach to control extraneous variables.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of related literature taking into consideration of the objectives of the study. Studies in Journals, Textbooks, Research publications and Papers presented, to mention among others, that bear insight to this study have been reviewed and discussed.

2.2 Career Development Policy and Teacher Performance

Career development is critical for employee effectiveness. It equips and prepares the person ready for the job. According to Raja et al (2011), employee development is a very important tool for an organization to compete in this challenging and changing world. Thus teachers who undergo career development programs attain competence for performance.

Rukare (2011) looks at staff development as to encompass upgrading on the course, workshops, seminars and mentorship. The author goes on to elaborate on the same to include induction and orientation for example new programs that might emerge in the work methods. Lazer (2011) affirms that replenishing human faculty is as critical as a new machine or servicing the same. This is so because, all factors in any organization depend on the human factor. Accordingly, staff development is quite crucial especially to the teaching profession that is dynamic. Thus teachers globally and in Wakiso district in particular need staff development programs so as to remain competitive and meet the rapidly changing fragile environment. The above authors however were general in their findings and did not draw empirical findings specific to the teaching

profession and thus may not offer sound premise to draw conclusions basing on the same and in particular for Wakiso district which makes this study instructive.

Employees and teachers in particular need the relevant skills for the job. To this end, Maicibi (2003) mentions that many employees will resign their employment if they are not given relevant training to cope with the demands of the job. Thus lack of staff development programs can result into a swift drop in morale and ultimate fall in productivity. Similarly Nair (2012) affirms that when employees constantly get training, the issues of stress and burn out are minimized. The above results were however, general about the benefits of training without being particular to the teaching profession. What therefore takes place in the teaching profession and in Wakiso district in particular deserves investigation.

A study by Beauregard and Fitzgerald (2000), found that over 40 per cent of small business employees are dissatisfied with the amount of training they receive. The study also found a strong correlation between the dissatisfaction and frustrations surrounding the lack of opportunities to develop skills. In addition, Rodgers & Ferketish (2005) ascertain that there is increasing acknowledgement of people as an organization's best asset. The findings were arrived at in a different environmental setting of small business as opposed to teaching.

Kaguhangire (2002) looked at staff development practices and promotional procedures among none teaching staff at Makerere university. Two years later Nampijja (2004) analyzed appraisal schemes towards staff development at the same university. The findings of the study are consistent and found out that the outputs of staff development practices have been used for promotion. Similarly, Modi (2013) found that promotion is paramount in employee performance as it is consequential to salary increase. Although the above findings were arrived at in a

university setting, they could have similar implications for primary school performance and in Wakiso district as well which is an issue that this study intended to find out.

Steger(2000) and Yildirim, (2000) confirmed that career opportunities lead employees to attain their satisfaction as this enhances their pay, efficiency, esteem and job security. Maicibi (2003) emphasized that employees need to find the job interesting. This can be derived from constant training and orientation to the job demands. Modi (2013) reports that management need to provide both internal and external opportunities for further training of their employees. The same view a decade earlier had been presented by Tripathi (2004) who had suggested that if an organization wants to retain its employees, it must satisfy their innate aspirations for growth and development in their career.

Paré et al (2010) confirm a strong link between career opportunities and effective commitment particularly as such commitment is built through skills development opportunities. According to Rukare (2011), organizations that develop their employees through participatory workshops, seminars and mentoring, experience high morale among employees. Martin (2003) detected a complex relationship between job stability and training. Similarly, Aksu (2004) reports that lack of career advancement within an organization perpetuates low job commitment among staff. The findings lack empirical data and are none specific to particular geographical setting and thus may not be useful to draw conclusions for Wakiso district which warrants for investigation on the issue under investigation.

Mathauer and Imhoff (2006) in a study in Benin and Kenya through health worker interviews and focus groups revealed that they had low motivation due to slow and non-transparent career opportunities. In a similar study, Lindelöw, et al (2005) in Ethiopia using focus groups, health

officials complained about unfair training policies, hiring practices, nepotism, and preferential treatment for well-connected individuals. This implies that the efforts of training were negated. In addition, La Forgia et al (2004), in the study in the Dominican Republic found that "patronage propelled personnel management policies with promotions routinely relying on recommendations from politicians and military authorities leading to a mismatch between skills and career achievement. The findings of the authors were however, arrived at in a different profession and in other another parts of the country, what the situation is, as regards human resources policies in Wakiso primary schools is an onus of this study.

Another finding by Kaverlemo (2011) in a study conducted in Bosnia and Herzegovina found that 75 percent of officials and citizens reported that career advancement was submerged by bribes which were required to obtain positions and be promotion in the health sector. Azfar,et al (2001) also found a decade earlier that the out puts of the training policy were being abused in Uganda and therefore affecting performance. The findings found out that twenty percent of municipal officials in the health sector in Uganda reported that bribes being paid to secure placement or transfer to better places compared to three percent in the Philippines regardless of the placement requirements. These findings were arrived at in different countries and sector and yet it's quite long ago that it could have been overtaken by events. Whether this situation still exists and more so for the primary education in Wakiso district is not known. Again whether after a decade such irregularities on training or transfer still occur in Uganda civil service and Wakiso in particular warrants investigation.

Shah and Burke (2003) reviewed some of the literature on the relationship between turnover and training and found minimal relationship given that all human resource management policies were

streamlined. In the same connection, Green et al (2000) concluded that in aggregate, training has on average no impact on labor mobility. However, training that is wholly sponsored by the individual or their family is on balance likely to be a prelude to job search. In the same thinking, Lynch (2012) concluded that both on-the-job and off-the-job training have a significant effect on job mobility. Whether teachers' pay for their education in Uganda and how this affects their job stability and performance remains an issue of investigation.

Surline (2009) found that training and growth opportunity are culture that fosters a feeling of being valued and supported by the organization management. In the same thinking, Norusis (2006) reports that human resource practices such as training are negatively related to turnover because they motivate employees and "lock" them to their jobs. The authors premised on the assumption that retention is consequential to performance. In addition, the findings are premised on qualitative methods and therefore did not arrive at discreet findings. This creates a gap that this study intended to bridge using Wakiso district government aided primary schools.

It has been reported by Willis-Shattuck et al (2008)that opportunities to advance professionally and receive further education and training emerge as an important factor in motivating workers to stay in organizations. Willis-Shattuck et al (2008) found that in Malawi, mid-level health workers in focus groups discussion reported that one of the major reasons for their low performance was the lack of opportunities for career development and further education which consequently forced them to leave. Similarly, Bradl ey and McAuliffe (2009) in a study in Cameroon and Ghana, 5-20 percent of skilled public sector health workers cited the main reason for their low performance at work as lack of professional training opportunities. The findings

were arrived at in the health profession, and whether they hold for the teaching profession in the primary sector deserves to be ascertained which formed the onus of the study

In a study in which Chang (1999) examined the relationship between career commitment, organizational commitment and motivation among Korean researchers, found that the role of career commitment was stronger in predicting performance. Research has also shown that the presence of practices related to internal career development is often the best predictor of an employee's affective commitment to keep with the organization. Such plans include advancement plans, internal promotion and accurate career previews at the time of hiring (Meyer et al, 2003). In the same line Par'e et al (2000) confirm a strong link between career opportunities and effective commitment particularly when such commitment is built through skills development opportunities. To crown this, Rukare (2011) reports that organizations that develop their employees through participatory workshops, seminar and mentoring experience high morale among employees than those that do not.

Martin (2003) detected a complex relationship between job stability and training. He suggested that establishments that enhance the skills of existing workers have job stability rates. However, instability is higher when workers are trained to be multi-skilled, which may imply that this type of training enhances the prospects of workers to find work elsewhere. The literature on the link between motivation and need for other jobs has confirmed that off-the-job training is associated with high intrinsic search for other jobs presumably because this type of training imparts more general skills (Martin, 2003). The findings are a bit general to all situations and therefore needed to be substantiated using this study.

Training as a career growth opportunity is a culture that fosters a feeling of being valued and supported by management (Surline, 2009). Norusis (2006) also indicates that human resource practices such as training are negatively related to turnover because they motivate employees and "lock" them to their jobs. More to this, Gruber & Madrian (2004) affirm that training can define roles more clearly to employees, thereby reducing job stress.

Gregory Smith (2001) unambiguously states that make no mistake about it: All organizations will do a better motivation job by spending more resources on training and development. A business that provides education and training will be more competitive and productive and will win the loyalty of its workforce. Training and development are so enthusiastically embraced as key factors to good motivation for performance. No doubt, due to the fact that well-developed training programs are becoming ever more essential to the ongoing survival of most modern companies it is imperative that schools too should comply. This has to some extent, led to operational paradigms such as "The Learning Organization" or the "Knowledge-Based Organization (Drucker2008 & Garvin 2008). What the situation is in Wakiso district government aided primary schools and how this training steers teacher performance has not been substantiated.

Many organizations have over the years introduced good manpower training and development strategies in order to enhance better employee performance at work and increase their productivity. However, the efforts of such strategies in most cases have always been jeopardized in most organizations, as a result of some factors that impede achievement of their objectives. Some of the impeding factors include recruitment/selection problems, training procedure and inadequate facilities, government policy, the economy and labour legislation (Nguyen, 2009).

Generally, it has been observed that an environment that hosts the organizations is usually dynamic. The dynamism of the environment has many implications on the organizations: It is the determinant of the product that the organizations will produce; there must be a market before the organizations will produce a product. Thus as the consumers' taste and preference change, there is need for the organizations to also change their product and work process (Byrne, 2011). Training and development therefore, become necessary. According to Raja et al (2011) training and development is a very important tool for an organization to compete in this challenging and changing world facing fierce competition and ever rapidly changing market environments, large corporations must find ways to improve productivity, efficiency, customer service, staff retention and other key drivers of corporate profitability (Training and development) should they want to be more profitable and be competitive in the industry (Vitcet, 2014 & Nguyen, 2009).

Abeeha and Bariha (2012) report that new teaching-learning and training methods are arising due to the modern-day revolutionization in the economic, labour and technological world of workforce. These changes demand to put the theory and practice behind, while prioritizing the more global, integrated, flexible and training. Abeeha and Bariha, (2012) report that for example the introduction of e-banking system has rapidly changed work process in the banking industry, thus the need for constant up date of knowledge by the employees to meet the continuous challenges. As a result most banks in Nigeria in recent years keep retrenching and recruiting new employees (Abeeha and Bariha, 2012).

Training and development has been a subject of many studies over the years. Raja et al (2011) conducted a survey of 100 participants they observed in their studies that there is a positive

relationship between training design and organizational performance. Similarly, Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage. Bang, et al (2009) on the other hand pointed out that only off-the job (general) training improves organizational performance whereas on the job training does not. The difference in the findings could be attributed to methodology and samples used in the study.

Training and development have been acknowledged to be a very important component of organizational performance (Eleve2014). However, it is not an end goal rather training is characterized as a means to an end, the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne, 2009). Fewer than 5% of all training programs are assessed in terms of their financial benefits to the organization (Swanson in Herman and Kurt, 2009). The importance of training has been documented for variables other than organizational performance. However, many of these additional outcomes are related to performance indirectly. Training and development is basically directed at employee but its ultimate impact goes to organization, because the end user of its benefits is the organization itself (Raja et al (2011).

Depedri, et al (2010) using evidence from the Italian social enterprise found that training keeps the employees to changing dynamics of service delivery. Tymon et al (2010) reports that employee training is a crucial strategy for talent management in India for offering effective and quality services. Karlan and Valdiva (2009) in their study randomized the provision of training for the owners of micro-enterprises in Peru, including some human resource management training, and find some significant positive impact of sales and growth. Bruhn, Karlan and

Scholar (2010) provide management training for small firms in Mexico, and again find some evidence for significant improvements on a range of performance metrics. Bloom, Eifert, Mahajan, McKenzie and Roberts (2010) run experiments on large Indian firms to introduce a modern management practices, including modern human resource practices and find large effects on productivity and profitability. These findings provide evidence on a small section of the organization and therefore require to be expounded on since they may not be generalized for Wakiso district government aided primary schools.

2.3 Recognition of Achievement Policy and Teacher Performance

Webster's Dictionary defines recognition as to recognize, to know, to admit the value. To use this in today's organizations, recognition is about noticing and honoring one's performance or achievement. Hansen, et al (2002) mention that employee recognition is the communication used to identify the positive performance or outcomes conducted for the organization by the various employees. Byamukama (2013), while conducting a study on motivation and teachers' performance in secondary schools in Kayonza district, Rwanda found that recognition of outstanding performance sustains effort.

Robbins (2005) found greater link between recognition and performance. Robbins conducted various literature reviews and the results indicate that when employees are surveyed for factors that influence their performance, money is not the number one answer. The findings showed that when employees feel their efforts are appreciated with a system of fair compensation, it is more gratifying. However, Robbins' (2005) findings are based on qualitative reviews and literature and thus lacked succinct discreet and empirical evidence to specific situations. In addition, the findings were general about employees without being specific to a particular situation which

could offer a succinct basis to draw generalizations for Wakiso district government aided primary schools.

Similarly,Stajkovic and Luthans (2003) conducted a meta-analysis of 72 field studies on none financial incentives and findings show that an organizational behavior modification intervention with social recognition motivated workers by 17 percent and feedback by 10 percent. These findings show robust contribution to performance given that there are other various factors. The study however lacked analyses with originality since they analyze other studies with varying approaches and therefore not specific to one problem to draw specific conclusions which fails to offer a succinct premise to relate explicitly to issues in Wakiso primary schools making this study instructive.

Kovach (2005) discusses the results on employee survey results in Employee performance with emphasis and focus to addressing a crucial factor in organization's performance. Kovach compared results from an employee survey conducted in 1996 and in 2005, employees ranked full appreciation of work done. Obviously the change in times and work environment played a part in the slight change over the years. What seems to be on the minds of employees is interesting work and appreciation. One approach to satisfy these desires is the use of recognition. Time, and study context might present different findings for teacher performance in Wakiso district

Duflo, Dupas, and Kremer, (2007) conducted a study on School Based Governed in Kenya and found that the school committee held a formal review meeting at the end of the program's year to assess the contract teacher's performance and decide whether to renew his or her contract

or to make a replacement. This approach to recognize good performing teachers and renew their contracts had motivating ingredients and students performance outcomes.

Recognition is the most common and powerful tool that is being used in the organization to drive employee engagement (Sun, 2013). Effective use of recognition results in improved performance of the organizations. Employees take recognition as part of their feelings of value and appreciation and as a result it increases employees morale, which eventually increases efficiency of organizations. It is for that reason that Danish and Usman (2010) affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates employees to achieve high performance. Deeprose (2004) mentioned that good managers recognize people by doing things that acknowledge their accomplishments and they reward people by giving them something tangible.

Skoufi and Shapiro (2006) conducted an evaluation study of Mexico's quality schools program and found a positive and statistically significant relationship between the degree of recognition exercised at school level and teacher commitment to student achievement. The strongest positive relationship was found for variables measuring rewarding performance. The study found that repetition, dropout, and failure rates decreased overall in schools where parents and teachers jointly developed school improvement programs. Similarly Etsey, et al (2004) in a study of sixty schools from peri-urban (twenty nine schools) and rural (thirty one schools) areas in Ghana found that academic performance was better in private schools than public schools because of more effective recognition of better performing teachers .Likewise using c ross-

sectional data, Eskeland and Filmer (2002) found a positive correlation between school reward system and primary school performance in Argentina

Alam et al (2013) investigated the impact of employee recognition as a factor that predicts their contribution. The result shows a positive correlation between non monetary rewards and employee contribution. However, Murphy (2007) used an online survey to study the effects of monetary and non-monetary incentives on labor turnover. The results of the study revealed that no significant difference was found in labor turnover. Zaman (2011) examined the relationship between extrinsic rewards and intrinsic rewards on motivation among employees of three nonprofit organizations in Pakistan. The study used one hundred twenty seven respondents and the results show that extrinsic rewards correlate directly with employee motivation while intrinsic reward does not make any significant impact on employee motivation. Blanchard and Witts (2009) argue that when corporations fail to take the time to actively recognize and reward good performance, the desire for the job weakens with every unrecognized triumph. Performance feedback motivates the employees" desire to do well".

The essence of incentives is to establish linkage with desired behavior and the outcome that makes the employee feel appreciated (Whetten and Cameron, 2007). Non-monetary rewards play a significant role in the perception of the employee regarding the reward climate in the workplace (Khan et al., 2013). When organizations pay attention to non-monetary tools such as opportunity of increasing holiday and family benefits, the employee may perceive the organization as a supporting and caring organization. Rewards are important factors that explain certain job aspects that contribute significantly to the organization such as job satisfaction. Rewards, therefore, involve all monetary and non monetary benefits that are being supplied by

the organization for example pay, promotion, verbal recognition and responsibilities (Depedri, Tortia & Capita, 2010).

Recognition is the most common and powerful tool that is being used in the organization to drive employee engagement (Sun, 2013). Sun (2013) further identifies three conditions that are necessary for the effective use of recognition tool. First, recognition should be used frequently; recognition needs to be provided every one week to employees so that they can feel valued. Second, recognition should be specific, and identifying what is recognized makes it meaningful and critical. Third, rewards should be timely, that is, it should take place shortly after the employee action that deserves recognition occurs.

Deeprose (2004) affirms that recognition has a significant impact on employees motivation and productivity. Effective use of recognition results in improved performance of the organizations. Employees take recognition as part of their feelings of value and appreciation and as a result it increases employees morale, which eventually increases efficiency of organizations. It is for that reason, Danish and Usman (2010) affirm that when rewards and recognition are properly implemented, a good working atmosphere is provided that motivates employees to achieve high performance. Deeprose (1994) mentioned "Good managers recognize people by doing things that acknowledge their accomplishments and they reward people by giving them something tangible."

Blanchard and Witts (2009) argue that when corporations fail to take the time to actively recognize and reward good performance, the desire for the job weakens with every unrecognized triumph. Performance feedback motivates the employees desire to do well. Agarwal (2008) asserts that when employees are recognized and participate in the execution of transformations that affect

them, they implement transformations faster with higher performance compared to employees who are not recognized. Similarly, Across (2005) contends that employees do not perform well in conditions where recognition is not guaranteed, particularly when employees have gained adequate skills for working independently.

It has been reported that about 70 percent of employers used noncash awards in their organizations due to their strong positive impact on performance (Airoldi, 2006).Studies involving non-monetary incentives and job satisfaction show positive relationships on employee performance. Hayati and Caniago (2012) investigated the relationship between intrinsic motivation and job satisfaction and a positive relationship was realized. This means that employees that are intrinsically motivated are more satisfied and consequently deliver on their jobs. Rastand Tourani (2012) studied the factors that have a significant impact on job satisfaction and found that recognition was paramount in spurring employees to high horizons of performance.

The effect of non-monetary incentives on employees job performance has empirically been proven. Lewis (2013) posits that praise and recognition are effective ways of motivating employee behavior in the organization as they are considered the most important rewards. Aktar et al (2012) contend that nonmonetary incentives which are represented by recognition, of challenging work have been found to be an effective tool in motivating workers and consequently increase their performance.

Similarly, Erbasi and Arat (2012) examined the impact of financial and non-financial incentives for food sectors in the central Anatolian region in Turkey and found that both financial and non-financial rewards are important elements of job performance. Recognition with rewards such as

holiday tickets among others was found important for excellent performance. Agwu (2013) assessed the impact of the fair reward system on employees job performance among employees of an oil company in Nigeria and conclude that fair implementation of rewards significantly influenced employee job performance especially when tied to recognition.

2.4 Monetary Rewards Policy and Teacher Performance

Monetary rewards are financial in nature. These may be allowances, merit pays, bonuses and compensation among others (Rukare 2011). Prasetya & Masanori (2011) report that monetary rewards are increasingly gaining prominence to enlist organizational goals and employee commitment. How these have been utilized in Wakiso district local government primary schools is not clear which formed the basis of this study.

Figlio and Kenny (2006) in the National Education Longitudinal Survey on schools, students, and their families found out that test scores are higher in schools that offer individual financial incentives for good performance. The estimated relationship between the presence of merit pay in teacher compensation and student test scores is strongest in schools that may have the least parental oversight.

Prasetya and Masanori (2011) report the results of a research that was conducted at PT. Telkom Malang Regional Office, by a proportional random sampling technique with the sample size of 57 employees. The results of the descriptive statistical analysis of financial compensation showed that the compensation policy of PT. Telkom Malang Regional Office is in line with expectations of employees. Based on the results of multiple regression analysis, there is a positive significant influence of monetary rewards to the employee performance.

Therkildsen et al (2007) conducted a study on staff management and organizational performance in Tanzania and Uganda and the findings indicated that allowances had a positive and significance influence on performance given the fact that teachers received little allowance. Salary supplementation for teachers by parents and communities is common throughout Africa. The findings however, are general to Uganda and one may not draw conclusions for Wakiso primary schools specifically.

Amedahe and Edjah (2004) in a study of 60 schools from peri-urban (29 schools) and rural (31 schools) areas in Ghana found that academic performance was better in private schools than public schools because of more allowances. Using cross-sectional data. Eskeland and Filmer (2002) found a positive correlation between monetary rewards and primary school performance in Argentina.

Todd (2003) conducted a study in Ohio and Tennessee secondary schools in the US. He compared schools that used allowances to extra assignments with those that didn't offer extra assignments like extra curriculum. The findings from teachers from schools that gave allowances revealed commitment of teachers and high test scores compared to those where such allowances did not exist. Graham, (2006) presented shift pay which is presented to employees who work unusual hours, cost of living allowance which is given in response to arise in to general price level. Armstrong (2009) asserts that monetary rewards shape the attitudes for reaching certain levels of competence or skills.

The Consortium for Policy Research and Education (CPRE) (2000) examined the motivational effects of School Based Performance Awards (SBPA) on teachers and principals in three sites across the country namely; the Charlotte-Mecklenburg School District in North Carolina, the Kentucky Accountability Program, and the Maryland School Performance Program. According to this study, school-based performance awards are a popular accountability strategy intended to align individual- or school-level monetary incentives with the school's ability to meet student achievement standards. The time and geographical economic contexts may not permit to draw generalizations for Wakiso district primary schools which warrants a fresh study on the same.

Glewwe et al (2004) in the late 1990s, conducted a study among teachers at 50 rural primary schools in Western Kenya who were given sizeable pay bonuses (up to 40 per cent of basic pay) depending on student performance. The assessment of the scheme by Glewwe et al 2004 concludes that 'dropout did not fall, teacher attendance did not improve, homework assignments did not increase, and pedagogy did not change'. However, they found that pupils cramming, were more common immediately prior to the examinations. In other words, teachers concentrated on 'manipulating short-term results to enlist and justify the monetary rewards. However, the study did not suggest remedies to alleviate this pitfall that is counterproductive which forms the basis of this study. Therefore, this research confirms what some scholars have said that more pay does not automatically lead to teachers' better performance.

However, the impact of teacher's salary and other public servant's salaries should not be under rated.

Remuneration is a driver of retention, job satisfaction, as well as employee commitment (Sutherland, 2011). Compensation system should thus include attracting highly qualified employees, as well as motivating and retaining these employees through incentives desired behaviour and rewarding good performance (Grobleret al, 2011; Meyer & Kirsten, 2012). Swanepoel et al (2008) and Armstrong, Brown and Reilly (2010) mentioned that remuneration impacts the retention of employees. The same argument is supported by Phillips and Gully (2012) who stated that competitive wages and benefits have, time and again, been listed as a means of attracting and retaining employees.

According to Grobler et al (2011), job applicants compare different job offers and pay scales, putting more weight on the comparative salaries being offered to them as opposed to benefits and intrinsic rewards on offer because it is easier to compare monetary offers. Nienaber and Bussin (2011) explained that it is virtually impossible for large-sized and medium-sized companies to administer rewards based on the unique preferences of individuals, because of the difficulty such companies would experience in administering and governing thousands of unique reward profiles. One manageable way to address this issue is to design reward packages according to different employee groups or segments. This would entail clustering various types of rewards depending on the needs of certain employee segments. For example, according to Mercer's seventh global total rewards survey (Mercer, 2008), different rewards are often offered for different employee groups specifically according to job level, job family, business unit, product line or lifecycle, as well as geographic location.

Armstrong and Brown (2009) stated that strategic rewards can assist an organization in establishing itself as a 'great place to work', which will result in attracting high-performing individuals to work there and thereafter remain working there. The ability of rewards to recruit and retain can thus be incorporated as evaluation criteria for assessing the effectiveness of rewards, such as by measuring rates of involuntary turnover and the retention of high performance or key skill staff (Armstrong & Cummins, 2011).

2.6 Summary

The literature reviewed and discussed indicate that the human resource policies are critical to teachers commitment and consequently performance. The literature shows that training replenishes skills making the job interesting while recognition for achievement sustains effort. Similarly, monetary rewards foster employees to meet some of their obligations which spurs commitment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter, the methods that were used to conduct this research are elaborated. The research design, the study population, sample size and selection, sampling techniques are discussed. It further details the data collection methods, validity, reliability of instruments, the procedure of the study and data analysis approaches

3.2 Research Design

According to McMillan & Schumacher, (2006) a research design is a plan that describes the procedures, nature and strategy of the research. The study used a case study research design with both qualitative and quantitative approaches of data collection and analysis. A case study design was preferred because it focuses on an investigation of one setting that has similar situation in other organizations. It is potentially the most valuable method known for obtaining true and comprehensive picture of a social unit, institution or community in order to understand the life cycle of that particular unit (Amin 2005, Sekaran, 2003).

3.3 Study Population

The study population included District Education Officials, head teachers, teachers and primary school management committees of Wakiso district.

3.4 Sample Size and Selection.

A sample size according to Huysamen (1994) is a number of individuals selected from a population for a study, preferable in such a way that they represent the larger group from which they were selected. According to Lutz (2007), sample size is selected because population might be too big to be covered. The sample size for this study was determined by the use of the Taro Yamane's formula (Miaoulis & Michener 1976). The acceptable sampling error is usually 0.01 to 0.05 and a sampling error of 0.05 was adopted with confidence level of 95%. This was applied by the formula of proportions to attain reasonable and manageable numbers. This was applied contingently with the formula of proportions to attain reasonable and manageable numbers

Taro Yamane's formula;

n=N/[1+N(e)^2]

where:

n= sample size.

N= population size (the universe)

e = sampling error

^ = raised to the power of Yamane statistical formula; and the confidence level will be 95%

Therefore the sample size for the study will be;

n=834/[1+8300(0.05) ^2]

n=152

Table 1 Study Population and Sample Size

Category	Population (N)	Sample population (n)
District education officials	08	04
SMC members	474	56
Head Teachers	256	30
Teachers	500	62
Total	834	152

Source: Wakiso District Education Department 2015

3.5 Sampling Techniques and Procedures

According to Denscombe (2007), sampling is the application of some system into the selection of people or events. Purposive, stratified and simple random methods were used to select the study participants. The methods were used to avoid bias, attain consistence and obtain participants that can be representative to the entire population (Neil, 2005).

3.5.1 Selecting schools

Wakiso district as per 2014 had 256 government aided primary schools. All the schools had equal chance of being selected by random sampling. All government aided primary schools had equal chance of being selected. This minimized bias and consequently enlist representative samples.

3.5.2 Purposive Sampling

Using this strategy the district education officials was purposively selected to participate in the study since these respondents have a lot of expertise about the subject, are knowledgeable and have rich information needed and have a wealth of experience. Head teachers of sampled schools automatically participated in the research.

3.5.3 Simple Random Sampling

Simple random sampling was used to select teachers and school management committees.

Simple random sampling is a strategy where every element in the population has a known equal chance of being selected as a subject (Sekaran, 2003). Simple random sampling was employed because it ensures that each member of the target population has an equal and independent chance of being included in the final sample. It also helps to select a sample without bias from

the population and offers the most generalizability (Sekaran 2003). The researcher gave a random number to every subject or member of accessible population placing the number in the container and then pick any number at random; the subjects corresponding to the picked number was included in the sample. If the number already picked was selected the second time, it would be ignored. The process was repeated until the required number was obtained (Amin 2005).

3.6 Data Collection Instruments

3.6.1 Questionnaire for Teachers and School Management Committees (SMCs)

The structured questionnaire was used as a self-report instrument for gathering information about the study (Amin 2005). The researcher prepared a questionnaire consisting of interrelated questions about the research problem under investigation. The questions were based on the objectives of the study. The instruments comprised close- ended questions accompanied by a list of possible alternatives from which the respondents were requested to select the answers that best describe their opinion about the problem of investigation (Sarantakos, 2005). A five point Likert scale was used. The structured questionnaire was administered to members of SMCs and Teachers to obtain the required information.

3.6.2 Interview Guide for Head Teachers and District Education Officials

An interview guide provides a set of questions that the interviewer uses when interviewing participants (Sarantakos, 2005). An interview guide with open ended question guided the researcher to ask questions according to the objectives of the study. Questions were classified to help the respondent give relevant responses. This was intended to supplement and triangulate

questionnaire responses. The oral interviews were conducted with the District Education officials and Head teachers.

3.7 Validity and Reliability

3.7.1 Validity

According to Amin (2005) validity refers to the appropriateness of the instrument. It is the ability to produce findings that are in agreement with theoretical and conceptual values of the study. It is the ability to produce accurate results and measure what it is supposed to measure. The researcher discussed the instruments with the research supervisors. In order to ensure validity of the research instruments, Content Validity Index (CVI) was used by the researcher to get inter-judge coefficient for the items. Content Validity Index was determined by;

$$\text{CVI} = \frac{\text{Number of items declared valid}}{\text{Total number of items judged}}$$

Two judges were used to rate the instruments and these were teachers at the education level of post graduate. The results from the rating were used to compute content validity value ratio. The researcher attained 0.89 for the teacher's questionnaire and 0.87 for the SMCs questionnaire. This is a high content validity index value ratio since it is more than 0.7 value ratio as recommended by (Amin, 2005). The tools were thus deemed valid for the study and the researcher proceeded to administer the same for data collection.

3.7.2 Reliability

Amin, (2005) defined reliability as the dependability or trustworthiness in context of a measuring the instrument. It is the degree to which the instrument consistently measures what it is

measuring. The reliability of the instruments was established by a pilot study of 5 participants selected from Mukono district local government primary schools. The results from the pilot study were used for the computation of a split half reliability using Spearman Brown correlation coefficient. The researcher attained 0.93 for the teachers' questionnaires and 0.97 for the SMCs questionnaire (see appendix v & vii attached). Therefore the researcher went ahead to administer the instruments since they had a high reliability test as they were deemed reliable and representative for the study. The Split half formula = 2r split half/1+r split half was chosen because it is one of the suitable reliability measure for survey instruments like questionnaires seeking perceptions and opinions.

3.8 Procedure for Data Collection

After the approval of the research proposal, the researcher obtained an introductory letter from the Dean Kyambogo University Graduate School to help the researcher access the respondents, participants and the district education officials following the appointments made, the researcher interviewed officials from the district education department on the subject of the study. The researcher sought permission from the school head teachers who consequently introduced him to the study participants that school management committee members and teachers.

3.9 Data Analysis

Data analysis concerns the 'breaking up' of data in logical and manageable themes, categories, patterns, trends and relationships for reporting purposes (Creswell 2009). The data analysis depended on whether it is qualitative or quantitative in nature.

3.9.1 Quantitative Analysis

Data was coded by assigning numerals to responses. The study used excel spread sheets and data were entered into excel spread sheets. It was edited by double entry. It was ensured that the first entry is the same as the second entry. This generated a code sheet for the various responses. This was used for descriptive analysis of percentages, measures of central tendency like mean and standard deviation.

3.9.2 Qualitative Analysis

Data from interviews were edited, coded and analyzed by categorization under the themes studied. The content analysis and data reduction approaches were used to reduce data for reporting purposes. Direct quotations using the verbatim approach was extracted from the text and incorporated.

3. 10 Ethical Issues

No questionnaire was left behind to be filled to avoid discussion among respondents or consultations to avoid biased responses. The participants were asked for consent to participate in the study and this was provided for in the introduction of the questionnaire. According to Cohen et al, (2000), it is very important that the participants have the option to participate in the study and the researcher has to provide this option. Anonymity was another concern for the researcher, as the essence of a questionnaire for the respondent to give genuine information (Johnason 1994,) Promise of confidentiality was thus assured, after all, the names of the respondents were not requested, and emphasis was that the information would be treated in aggregate with confidentiality and purely for research purposes. Appreciation was given to the respondents after participation for ethical considerations.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter presents analyses and interprets the study findings as obtained from the field. The purpose of the study was to assess the influence of human resource policies on the performance of teachers in government aided primary schools in Wakiso district. The chapter has two sections. Section one gives the demographic characteristics of the respondents. The second section presents analyses and interprets data on research questions which were obtained from questionnaires, documents and interviews in line with study objectives.

4. 1 Demographic Characteristics of Respondents

A total of 152 participants gave their views on human resource policies and teacher performance in government-aided primary schools in Wakiso district. Various demographic characteristics of these respondents were obtained and are detailed in the following tables. These included gender, age, education, employment status and marital status.

4.1.1 Gender

Gender was an attribute that was considered among the demographic characteristics. The distribution of the respondents by gender is presented in Table 4.1.

Table 4.1: Distribution of Study Participants by Sex

Category	**Female** (f)	**Percentage** (%)	**Male** (f)	**Percentage** (%)
District Education Officials	2	50	2	50
Head teachers	10	25	20	75
Teachers	27	43	35	57
SMCs	27	48	29	52
Total	**66**	**43.4**	**86**	**56.6**

Source: Primary Data

According to Table 4.1 male participants constituted the majority with 56.5%, while the females were 43.4%. The general finding from this data implies that the responses are relatively balanced according to gender but more informed by males. Thus the views in this study are relatively representative in regard to gender. Gender characteristics present different perceptions and appreciation of the different human resource approaches. Thus all these are catered for in the findings.

4.1.2 Age

The age of the respondents was another demographic element obtained from the study participants. The distribution of the age of the study participants is presented in Table 4.2.

Table 4.2: Distribution of Study Participants by Age

Category	20-30	31-40	41-50	Above 50
District education officials	0(0%)	2(50%)	2(50%)	0(0%)
Head teachers	0(0%)	20(66.6%)	10(33.3%)	0(0%)
SMCs	08(14.3%)	31(55.3%)	10(17.8%)	7(12.5%)
Teachers	24(38.7%)	26(41.9%)	10(16.1%)	2(3.2%)
Total	32(21.1%)	79(51.9%)	32(21.1%)	9 (5.9%)

Source: Primary Data

Table 4.2 shows, that majority of the study participants (51.9 %) were aged between 31 -40 years. The least age bracket of the study participants were 5.9% in the age bracket of 50 years

and above. These findings indicate that the study participants were mature and cut across the active age brackets of the civil service. This implies that the study participants were in position to give reliable and mature information. Different age groups perceive and respond to human resource policies differently.

4.1.3 Education

Education was yet another demographic characteristic considered from the study participants. The distribution of the study participants by education level is presented in Table 4.4 below

Table 4.3 Distribution of Study Participants by Highest Level of Education

Category	Certificate/Senior Six	Diploma	Degree	Masters
District Education officials	0(0%)	0(0%)	2(50%)	2(50%)
Head teachers	0(0%)	0(0%)	30(100%)	0(0%)
Teachers	20(32.2%)	30(48.4%)	12 (19.4%)	0(%)
SMCs	19(33.9%)	16(28.6%)	14(25%)	07(12.5%)
Total	39(25.6%)	46(30.3%)	58(38.2%)	9(5.9%)

Source: Primary data

Table 4.3 shows that majority of the study participants (38.2%) had the education level of degree while the least were those who had Master of education with 5.9%. Fewer participants had master of education because it would present over qualification for class room teachers. These findings indicate that the study participants had reasonably high level of education and thus able to contribute informed data to the study. Education has a bearing on interpreting human resource policies and analyzing performance.

Table 4.4 Distribution of Study Participants by Employment Status

Category	Probation	Contract	Permanent
District Education Officials	0(%)	0(%)	4(100%)
Head teachers	0(%)	0(%)	30(100%)
Teachers	25(40.3%)	4(6.5%)	33(53.2%)
SMCs	NA	NA	NA
Total	25(26%)	4(4.2%)	67(69.8%)

Source: Primary data

Table 4.4 shows that most of the study participants 67.8% were employed on permanent terms, 26% on probation while 4.2% were on contract. All the head teachers and district education officials were on permanent terms because for one ascending to this position ought to have passed through the probation tenure. Probation is a transition stage for teachers to attain permanent terms of employment. This also explains why most teachers were permanent implying that they had finished the two years of probation. The SMCs as were not applicable to this demographic characteristic since their membership to the committee is not considered as a job. The interpretation from this finding is that the results in study are informed by cadres of varied employment status.

Table 4.5: Distribution of Respondents by Working Experience

Category	**Less1yr**	**1-5yrs**	**6-10yrs**	**16-20 yrs**	**Above 20**
Teachers	15(24.2%)	44(71%)	02(3.2%)	01(1.6%)	00(0%)
Head teachers	0(%)	0(%)	20(67%)	10(33%)	0(%)
District education officials	0(%)	0(%)	02(50%)	02(50%)	0(%)
SMCs	0(%)	21(37.5%)	30(53.6%)	04(7.1%)	01(1.8%)
Total	15(9.9%)	65(40.1%)	54(35.5%)	17(11.2%)	1(0.6%)

Source: Primary data

Table 4.5 shows that majority of the study participants 40.1% had a working experience of 1-5yrs while the least represented working experience was that of 20 years and above (0.6%). Head teachers and district education officials have experience of more than five years' because appointment to these posts is based on experience. Working experience has varying connotation on human resource policies. This implies that the findings in study are premised and informed by a wealthy of varying experience.

4.3 Presentation, Analysis and Interpretation of Results as per the study objectives

This section presents the empirical findings as established from the field. The findings are presented logically according to the study objectives and as per the method of analysis. To this end, descriptive data has been presented using frequency counts, percentages, mean and standard deviation followed qualitative data from interviews.

4.3.1 Career Development Policies on Teachers Performance

The purpose of this objective was to establish how career development policies influence teachers' performance. The items assessed were whether there were avenues for career development in the schools, whether in service training for teachers enhanced teachers skills , whether school recognized the role of multiple skilling of teachers and whether the schools encouraged training for its human resources. In addition, it assessed whether career opportunities, open avenues for promotion and whether attaining higher education leads to teacher confidence and stability. The findings are presented in Table 4.6

Table 4.6: Responses from Teachers on Career Development Policies and Teacher Performance

Items			Frequencies and percentage responses (%)				
	Mean	Std. d	SA	A	NS	D	SD
Career Opportunities							
There are avenues for career development in my school	4.06	1.49	28(45.2%)	21(33.9%)	0 (0%	1(1.6%)	12(19.3%)
In service training for teachers enhances teachers skills	4.80	.398	2948.8%)	28(45.2%)	5(8.1%)	0 ((0%	0 (0%
School recognises the role of multiple skilling of teachers	4.33	1.27	17(27.4%)	21(33.9%)	5(8.1%)	7(11.3%)	12(19.3%)
My school encourages training for its human resources.	4.35	1.27	30(48.4%)	18(29%)	2(3.2%)	2(3.2%)	10(16.1%)
Career opportunities open avenues for promotion	4.04	1.67	34(54.8%)	15(242%)	0 (0%	7(11.3%)	6(9.7%)
Attaining higher education leads to teacher confidence and stability	3.45	1.47	50(80.7%)	12(19.3%)	0 (0%	0 (0%	0 (0%

Table 4.6 shows that (45.2%) and (33.9%) strongly agreed and agreed respectively that there were avenues for career development in schools and 19.3% strongly disagreed with this statement. About whether in service training for teachers' enhanced teachers' skills, 48.8% strongly agreed and 45.2% agreed. Only 8.1% were not sure and none were disagreed or strongly disagreed. When the teachers were asked whether school recognized the role of multiple skilling of teachers, 27.4% strongly agreed and 33.9% agreed while 8.1% were not sure, 8.1% disagreed and 19.3% strongly disagreed.

On whether the schools encouraged training for its human resources, 48.4% strongly agreed and 29% while 3.2 % were not sure, 3.2% disagreed and 16.1% strongly disagreed. In addition, 54.8% strongly agreed and 24.2% agreed that career opportunities open avenues for promotion. Finally, 80.7% and 19.3% strongly agreed and agreed respectively that attaining higher education leads to teacher confidence and stability. The interpretation from this finding is that career opportunities are utilized in schools and consequently they have an influence in enhancing teacher performance.

From the documents, it was established that government teachers' career development prospects are defined by the scheme of public service as established by Education Service Commission which is revised from time to time (ESC 2008). This provides a general comprehensive framework for the professional progression and development of civil servants. The scheme describes minimum entry requirements; training requirements at each level; career paths; job descriptions and specifications; required skills, qualities and work experience and age requirements. For teaching staff, the scheme provides clear information on the requirements to upgrade within the profession. Teachers can benefit from various promotion avenues within the education sector such as gradual promotion within the same level, promotion to a higher level, such as from primary to a primary teachers' college PTC; and transfer from teaching to administrative positions at the district or central levels. These requirements are based on a series of specific criteria that teachers must meet in terms of academic qualifications and experience.

The review of documents from the Education Service Commission (2008) and Wakiso District Service Commission (2014) shows that the minimum level requirement for entry into the teaching profession consists the possession of a teaching certificate from a recognized teacher

education institution which is Grade 111 certificate, a certificate of registration with MoES in the relevant grade and a medical fitness certificate. All newly appointed teachers are subject to a probation period of six months reduced from two years after decentralization to motivate candidates, after which they are eligible for teaching, subject to their supervisors' favorable appraisal. School head teachers and inspectors request written confirmation of employment three months before the end of the probation period from the education Permanent Secretary, copied to the district Service Commission.

Professional growth according to the scheme of service as provided for by ESC (2008), teachers are expected to develop their careers through various mechanisms, including upgrading their qualifications, undertaking refresher courses, conducting research, attending workshops and seminars. The Ministry of Education and Sports (2014) in the Teacher issues in Uganda and a shared vision for an effective teachers policy, it is categorically stated that to date, continuous professional development has not been institutionalized, being based solely on each individual's initiative to use available in-service training programmes, including distance-based learning or evening classes.

The Ministerial Policy Statement (MPS) 2008-2014 (2008) affirms that quality education can be attained through quality teaching. This can be attained through career opportunities. The Ministry of Education and Sports from time to time organizes seminars for teachers and head teachers on how to improve teaching.

The findings further show that all the means computed from the responses are above the average implying that the respondents agreed that career development policies play a big role in teachers

performance. Again the standard deviations do not show paramount deviations. This indicates that the respondent's views do not vary on career opportunities and teacher performance. This implies that respondents are in agreement that career opportunities influence teachers' performance.

For purposes of triangulation and attaining varied data, the school management committee members answered the research question and the findings are presented Table 4.9

Table 4.7: Responses from SMCs on Career Opportunities Policy and Teacher Performance

Items			Frequencies and percentage responses f (%)				
	mean	Std. d	SA	A	NS	D	SD
Career opportunities							
There are avenues for career development in the school.	3.94	1.34	33(58.9%)	11(19.6%)	5(8.9%)	4(7.1%)	3(5.4%)
In service training for teachers enhance teachers skills	4.89	.32	31(55.4%)	22(39.3%)	1(1.8%)	1(1.8%)	1(1.8%)
School recognises the role of multiple skilling of teachers	4.75	.436	2442.9%)	15(26.8%)	1(1.8%)	9(16.1%)	7(12.5%)
The school encourages training for its human resources.	3.60	.941	23(41.1%)	19(33.9%)	4(7.1%)	4(7.1%)	6(10.7%)
Career opportunities open avenues for promotion	3.45	1.27	22(41.1%)	13(23.2%)	3(5.6%)	9(16.1%)	9(16.1%)
Attaining higher education leads to teacher confidence and stability	3.10	1.33	24(42.9%)	15(25.8%)	3(5.4%)	8(14.3%)	6(10.7%)

Source: Primary data

Table 4.7 shows that 58.9% and 19.6% strongly agreed and agreed respectively that there were avenues for career development in schools, 8.9% were not sure while 7.1% disagreed and 5.4% strongly disagreed. About whether in service training for teachers enhanced skills 55.4% strongly agreed and 39.3% agreed while 1.8% were not sure, disagreed and strongly disagreed .When the

SMCs were asked whether schools recognized the role of multiple skilling of teachers, 24.9% strongly agreed and 26.8% agreed while 1.8% were not sure and 16.1% disagreed and 12.5% strongly disagreed.

On whether the school encouraged training for its human resources 41.1% strongly agreed and 33.9% while 7.1% were not sure, 7.1% disagreed and 10.7% strongly disagreed. About whether career opportunities open avenues for promotion and consequently encourage performance, 41.1% and 23.2% strongly agreed and agreed respectively. When the SMCs were asked whether attaining higher education leads to teacher confidence and stability for performance 42.9% strongly agreed and 25.8% agreed. The interpretation from these findings is that SMCs recognized that career opportunities were in place in primary school and were enhancing performance among teachers.

The findings further show that all the means computed from the responses are above the average implying that the respondents agreed that career development policies play a big role in teachers performance. Again the standard deviations do not show paramount deviations. This indicates that the respondent's views do not vary on career opportunities and teacher performance. This implies that respondents generally were in agreement that career opportunities influence teachers' performance.

Findings from interviews

From the interviews, the head teachers and district education officials mentioned that career opportunities were crucial in teacher performance. They revealed that when teachers are assured of career growth, they feel at home and serve the school because their expectation would be fulfilled like promotion and self actualization. They also mentioned that when teachers receive

training, they do not find difficulties in work, they are conversant with teaching content and work stress hardly exists.

In addition, the key informants mentioned that although the basic qualification for teaching in primary schools was grade three, most teachers in the district had upgraded to diplomas and degrees. One head teacher remarked thus;

> *Most of our teachers here have diplomas and degrees. This gives them self esteem and consequently spurs their commitment to performance. Teachers are free to organize themselves and their time to pursue high education. However, we don't give them study leave but we become flexible for them.* Head teacher Wakiso district

Another head teacher remarked thus;

> *Yeah....., even when we are appointing heads of departments, and giving other responsibilities we consider the level of education. This is premised on the fact that any education pursued replenishes the person concerned like servicing a machine. No doubt, our policies regarding career opportunities foster performance among teachers.* Head teacher Wakiso district

The findings further indicated that teachers were at liberty to pursue any course in education as long as it did not antagonize the school curriculum. It was mentioned that in addition to the basic qualification of teaching in primary school teachers had varied qualifications in other disciplines. However, on this point, the district education officer noted that this encourages turn over and being on the lookout for other jobs.

From the documents, it was established that there is no mandatory requirement for continual job training and improvement. This is a draw back since the value of an employee's contribution, and hence his income is equivalent to his knowledgebase, and where the employee does not improve, then his contribution to the market, and workplace, becomes redundant. There is no incentive regime, backed by legal and regulatory provisions that require the continual

improvement through job training. There is no comprehensive strategic plan for teacher management and development (Ministry of Education and Sports, 2014).

In addition from the documents of Ministry of education and Sports, it was established that primary school teacher's career is limited. The opportunities of promotion are narrow. UNESCO (2013) reviews of ministry of education systems and documents shows that the current career structure provides limited opportunities for real career development. Upward mobility within subsectors is particularly slack, which represent the bulk of the teaching force (80 percent): indeed, for every 100 U7 positions, there are just nine U6 positions and seven U5 positions. The new Scheme of Service, although introducing intermediate positions, still appears to be insufficient to provide primary teachers with positive career development. In addition, the pay structure is particularly flat: salary increments are small, especially among the lower grades and for primary teaching staff. Once the top of the scale has been reached (after just 10 years of teaching), the only avenues for career development are promotion to managerial posts which are few or acquiring additional academic qualifications which do not necessarily entail a raise, but can provide further promotion opportunities in case they happen to be in place.

Teacher qualification still remains an issue, although the situation has improved over the last 5 years. In 2010, 12.7 percent of primary teachers were not qualified. This proportion is however lower than that registered in 2006 were the share of the unqualified was 18 percent. Continuous Professional Development or upgrading for un/under-qualified teachers still remains a challenge. There is to date no institutionalized system for in-service teacher education/CPD to enable teachers to improve their professional competencies. In addition, current in-service capacities are insufficient to cover the needs however, if to sustain education expansion, both primary teachers and BTVET instructors

training systems will need to expand their physical intake capacity by a factor of 1.8 (under low growth scenario) to comply with teachers needs by 2025. Some evidences suggest low level of subject mastery among primary teachers, with proficiency levels averaging 37 percent in oral reading, 66 percent in numeracy, and 73 percent in literacy. The low level of mastery in oral reading is concerning and is potentially associate with an inadequate coverage in PTCs, a general lack of books, and of reading culture. More specifically, the limited use of spoken English, and the interferences with the mother tongue, associated with inadequate reading skill further limits oral reading abilities. As far as numeracy is concerned, inadequate teaching methods in PTCs, along with initial poor teacher trainees' mathematic and sciences competences,, and lack of tutors in mathematics and sciences subjects could account for poor mastery of sciences subjects among teachers (MoES, 2013).

4.3.2 Recognition for Achievement Policies and Teacher Performance.

The purpose of this objective was to assess the contribution of recognition for achievement policies to teaches' performance. The items assessed were whether schools generally recognized teachers who perform well and whether school administration compliment teachers' performance. There are occasions to recognize teacher's efforts and those teachers who perform well in the school are rewarded. Teachers' opinions on these issues are presented in Table 4:9.

Table 4.9: Recognition of Achievement Policy and Teachers Performance

Items			Frequencies and percentage responses				
	Mea	Std. dev	SA	A	NS	D	SD
Schools generally recognizes teachers who perform well	4.2	1.49	29(46.8%)	19(30.6%)	6(9.7%)	8(12.9%)	0(0%)
School administration compliment teachers' performance	4.1	1.50	30(48.4%)	22(35.5%)	0(0%)	9(14.5%)	1(1.6%)
There are occasions to recognize teachers' efforts	3.9	1.64	15(24.2%)	33(53.2%)	2(3.2%)	7(11.3%)	5(8.1%)
Teachers who perform well in your school are rewarded	3.6	1.21	56(90.3%)	6(9.7%)	0(0%)	0(0%)	0(0%)

Source: Primary data

Table 4.9 shows that 46.8% strongly agreed and 30.6% agreed that schools generally recognized teachers who perform well. On the other hand, 9.7% were not sure, 12.9% disagreed and none strongly disagreed. About whether school administration complemented teachers performance, 48.4% and 35.5% strongly agreed and agreed respectively, while 24.2% and 1.6% disagreed and strongly disagreed respectively with the view.

About whether there were occasions to recognize teachers efforts, 24.2% and 53.2% strongly agreed and agreed respectively with the view while 33% were not sure, 11.3% disagreed and 5(8.1%) strongly disagreed. About whether teachers who performed well in the school were recognized, 90.3% and 9.7% of the respondents strongly agreed and agreed respectively with the statement. The general interpretation on the objective as perceived by teachers is that recognition for achievement synergizes teachers for performance.

The findings further show that all the means computed from the responses were above the average implying that the respondents agreed that non financial incentives also play a big role in teachers performance. Again the standard deviations do not show paramount deviations. This indicates that the respondent's views do not vary significantly between non financial incentives and teacher performance. This implies that respondents are in agreement that recognition for achievement influence teachers performance.

In order to obtain extensive data on the research question for purposes of triangulation, the school management committee members were subjected to the same questionnaire. The responses are presented in Table 4.10.

4.10 SMCs Responses on Recognition of Achievement and Teachers Performance

Items			Frequencies and percentage responses (%)				
	Mean	Std. dev	SA	A	NS	D	SD
School generally recognizes teachers who perform well	4.16	1.70	13(23.2%)	33(58.9%)	1(1.8%)	3(5.4%)	6(10.7%)
School administration complement teachers performance	3.85	1.76	32(57.1%)	22(39.3%)	4(7.1%)	0 (0%)	0 (0%)
There are occasions to recognise teachers efforts	4.16	.496	35(62.5%)	21(37.5%)	0 (0%)	0 (0%)	0 (0%)
Teachers who perform well in the school are recognized	4.05	.772	56(100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Source: Primary data

Table 4.10 shows that 23.2 % strongly agreed and 58.9% agreed that schools generally recognized teachers who performed well while 1.8% were not sure. Those who disagreed were 5.4% and those who strongly disagreed were 10.7%. About whether school administration complemented teachers performance 57.1% and 39.3% strongly agreed and agreed respectively, while 7.1% were not sure, none disagreed and strongly disagreed respectively with the view. About whether there were occasions to recognize teachers efforts 62.5% and 37.5% strongly agreed and agreed respectively with the view. About whether teachers who performed well in the school were rewarded, all the SMC members 100% strongly agreed. The general interpretation on the objective as perceived by SMCs is that recognizing teachers in all aspects ranging from performance was in place in primary schools in Wakiso district and that it had an influence on teachers' performance.

The findings further show that all the means computed from the responses are above the average implying that the respondents agreed that non financial incentives play a big role in teachers' performance. Again the standard deviations do not show paramount deviations. This indicates that the respondent's views do n ot vary on recognition of achievement policy and t eacher performance. This implies that respondents were in agreement that recognition for achievement influence teachers performance.

Findings from Interviews

In order to obtain extensive data on the objective, the head teachers and district education officials were interviewed to give their views on recognition for achievement and teachers performance. All the head teachers and district education officials agreed and revealed that recognizing achievement was quite paramount in teacher's performance. They mentioned that encouraging teachers and giving them rewards gave them morale in their work. One head teacher candidly affirmed that recognizing and complementing teachers' effort was giving them serous synergy.

Another head teacher mentioned that involvement and participation in the leadership that concern them aroused teacher's interest. They also mentioned that putting in place a competitive working environment through rewards encouraged teacher performance. One head teacher mentioned that:

> *Yea, rewards are critical for teachers commitment to performance. For example teachers who exceptionally perform well especially at PLE are given presents before the SMCs. Even in games, music dance and drama, teachers who make it are given recognition. This attracts even other teachers to do well. We use such things as appreciation cards and praise on the assembly among others.* Interview with Head teacher Wakiso district on 2/4/2016

From the review of documents, it was established that there is the policy of automatic promotion introduced in 2005 by the MoES. After six years of teaching, the teacher is promoted automatically from assistant education officer to principle education officer. From this stage, the teacher is promoted to deputy head teacher when vacancies are available upon interview by the District Service Commission. The interpretation from this finding is that the automatic promotion recognizes the time and lengths of service the teacher has served. This recognition is consequential to increase in pay which translates to motivation for performance.

In addition, the review of documents revealed that there is recognition of teaching and non-teaching qualifications acquired by the in-service teachers on top of the initial teacher qualification. This act as a basis for the teachers promotion to the administrative job like head teacher, inspector of schools and district education office.

Furthermore, the documents reviewed from summary paper of teacher issues in Uganda extracted from the teachers initiative in Sub-Saharan Africa (TISSA) report presented by Dr.Yusuf Nsubuga 2013 on administration of performance contracts indicated that teachers sign performance contracts for their expected output, it is on the basis of these contracts that teachers can earn promotion more especially head teachers. However, the documents show that the performance were a source of conflict and frustration for teachers. Teacher performance contracts are used to coerce rather than motivate, in addition to which the government does not provide the inputs (capitation grants are inadequate, their release is often delayed and salaries are low) necessary for teachers to produce the expected outputs.

4.3.3 Monetary Rewards Policies and Teachers' Performance

The purpose of this objective was to assess the contribution of monetary rewards for achievement on teachers' performance. The items assessed were whether school pays allowances to teachers on top of salary whether teachers are paid for night duty, whether teachers are paid for setting and marking examinations and whether Teachers are paid for invigilating examinations. The findings are presented in Table 4.11 and 4.12.

4.11 Teachers Responses on Monetary Rewards Policy and Teachers Performance

Items			Frequencies and percentage responses (%)				
	Mean	Std. Dv	SA	A	NS	D	SD
School pays allowances to teachers on top of salary.	3.45	1.47	50(80.7%)	12(19.3%)	0 (0%)	0 (0%)	0 (0%)
Teachers are paid for being on duty at night.	3.75	1.23	62 (100%)	0 (0%	0 (0%)	0 (0%)	0 (0%)
Teachers are paid for setting and marking exams	3.20	1.83	62 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Teachers are paid for invigilating exams	3.90	1.08	62 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Allowances are paid to teachers adequately	3.20	1.83	62 (100%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Source: Primary Data N=62,

Table 4.11 shows that 80.7% and 19.3% strongly agreed and agreed respectively that schools paid allowances on top of salaries. In addition, all the teachers unanimously (100%) strongly agreed that they were paid for being on duty at night, marking, setting examinations and invigilating examinations. In addition 100% strongly agreed that the allowances were paid to teachers adequately and promptly. This implies that allowances on top of teacher's salaries are quite crucial in motivating teachers to performance. The general interpretation on the objective and research question is that monetary rewards play a role in influencing teachers' performance

In addition, the results show that the mean from the responses are close to the maximum and above average. This means that the respondents were highly in agreement that financial incentives are crucial in teachers to performance. The standard deviations show a low variation from the mean. This implies that the respondent's opinions do not vary on monetary rewards policy and teachers to performance. The interpretation from this finding is that SMCs do not vary on the centrality of monetary rewards and teachers' performance.

The SMCs also responded to the same items as those administered to teachers on the monetary rewards policy and teachers' performance and their responses are presented in Table 12

4.12 SMCs Reponses on Monetary Rewards' Policy and Teachers Performance

Items			**Frequencies and percentage responses (%)**				
	Mean	**Std. d**	**SA**	**A**	**NS**	**D**	**SD**
Schools pay allowances to teachers on top of salary.	4.15	1.13	29(51.8%)	22(41.1%)	5(8.9%)	0 (0%	0 (0%
In my schools, teachers are paid for night duty.	4.01	1.28	32(57.1%)	11(18.6)	5(8.9%)	5(8.9%)	2(3.6%)
Teachers are paid for setting and marking exams	4.58	.946	18(32.1%)	24(42.9)	4(7.1%)	7(12.5%)	3(5.4%)
Teachers are paid for invigilating exams	4.11	1.21	31(55.4%)	23(41.1%)	5(8.9%)	5(8.9%)	2(3.6%)

Source primary data, N =56

Table 4.12 shows that 51.8% and 41.1% strongly agreed and agreed respectively that schools paid allowances on top of salaries, 8.9% were not sure. About whether teachers were paid for night duty 57.1% strongly agreed and 18.6 % agree while 8.9% were not sure and disagreed respectively while 3.6% and strongly disagreed respectively . On whether teachers were paid for

marking and setting examinations 32.1% and 42.9% strongly agreed and agreed while55.4% and 41.1% strongly agreed and agreed respectively that teachers were paid for invigilating examinations. All the SMCs agreed that allowances were paid on time and adequately. The interpretation from this finding is that schools used monetary rewards which influence performance of teachers.

In addition, the results show that the means were close to the maximum and above average. This implies that participants were in agreement that monetary rewards influence teachers to performance. The standard deviation shows low variations from the mean. This implies that the respondents did not vary much on the influence of monetary rewards policy and teachers performance.

Findings from Interviews

From the interviews, all the head teachers and district education officials were of the view that the incentive package for teachers was not adequate thus making monetary rewards paramount for teachers' performance. One head teacher observed that little is offered (payments/rewards) irrespective of teacher's load and cost of living. Another head teacher said that the incentive package for teachers in the school was a bit lower than other departments and needed to be revisited. Yet another head teacher noted that there are rare and minimal extra allowance for teachers. The head teacher of another school reported that teachers do a lot of work and need higher pay than they get but because parents are poor, schools cannot afford to raise teachers' pay to the expected level. All in all, it was noted that the little allowances given contributed immensely towards performance.

The district education officials said that the incentive package is little low compared to the work done. In addition, the key informants reported that in spite of all the challenges, teachers were motivated to perform and ensure pupils' good academic performance. One district official revealed that there was merit pay for exceptionally performing teachers which was acquiring results. Another head teacher mentioned that teachers were given some allowances though intermittent, and not substantial but it enabled them to move.

From the UPE stakeholders hand book 2004 on the roles and responsibilities of the different stakeholders in the schools, the parents are entrusted with the duty to put in place conditions that induce teachers towards performance. In addition the decentralization of education and the Local Government Act 1997 empowers the local people to put in place mechanisms that induce teachers towards performance.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides the discussion of the study findings on the influence of human resource policies on teacher performance in government aided primary schools in Wakiso district. The discussion has been presented according to research questions and in line with the study objectives. It is on the basis of the discussion that conclusions and recommendations are made. Areas for further research and contribution to knowledge are suggested at the end.

5.2 Discussion

5.2.1 Career Opportunities Policy and Teacher Performance

The study findings showed that teachers had the opportunities and avenues for career development in the primary schools in Wakiso district local government. This was revealed by 79.1% of the teachers, 77.5 of the SMCs, all head teachers and the Ministerial Policy Statement (2008). This implies that teachers were at liberty to undertake these career development activities. Career development is an avenue for more qualification which may translate to promotion and consequently more pay. This immensely motivates teachers as it builds self-esteem and serves as a path for self-actualization. This stimulates them to work hard towards school set goals. These findings are in agreement with Cole (2003) who observes that organizations need to place importance on employees training as knowledge is dynamic even when they were carefully selected and qualified at the time of recruitment. The findings further

agree with Pertrillose (2012) who reports that where the opportunities are not available, some employees will be demoralized towards work. Thus if teachers have to work career policies need to be enabling.

The study results further showed that in- service training for teachers' enhanced skills and facilitated knowledge replenishment among teachers and opened avenues for promotion. This was mentioned by 91.7% of the teachers, 64.7% of the SMS, all head teachers and the ESC (2008). Training and acquisition of skills enlists confidence among teachers and this arrests stress and burn out associated with the teaching professions. These findings are in agreement with Maicibi (2003) who notes that many employees will resign their employment if they are not given relevant training to cope up with the demands of the job. The findings further agree with Paré et al (2010) who confirmed a strong link between career opportunities and effective performance particularly as such is built through skills development opportunities. Definitely when teachers do not find bottlenecks in their job, they find the work interesting and have glowing morale to carry on with teaching instruction.

Furthermore, the field study findings revealed that schools recognized the role of multiple skilling of the teachers. This emerged from 61.4% of the teachers, and 69.7% of the SMC. This also emerged from Wakiso District Service Commission (2014). Promotion to a higher level like district inspector of schools, district education office and teaching in primary teachers colleges is a result of furthering education. When teachers who are well trained with additional qualifications are accordingly placed they do the needful job. These findings are in agreement with Kaguhangire (2002) and Nampijja (2004) who found that staff development practices at Makerere university were used for promotion which is consequent to salary increment, esteem

and commitment to the demands of the job. The findings further agree with Steger (2010) and Yildirim, (2010) who confirmed that additional career achievement leads to attain job satisfaction as this enhances their pay, efficiency and job security. This job satisfaction in most cases is consequential to performance.

The study results more still showed that primary schools encouraged training of the teachers. This was revealed by 77.4% of the teachers and 75 % of the SMCs. Similarly, this emerged from the Education policy on Human resource 2008 which emphasizes the quality of teachers through career training. This creates among teachers' loyalty and a sense that the school cares for them. These findings are in agreement with Smith (2011) who found that organizations are doing a better job to attract employee performance by spending more resources on training and development. To this end, most organization has human resource development policies to address personnel training interests and expectations. A business that provides education and training will be more competitive and productive as it will win the confidence of its workforce yet at same time increasing productivity.

It was found out from the study results that career opportunities open avenues for promotion. This was reported by 79% of the teachers and 64.3% of the SMCs. This was also reported by the school head teachers and district education officials. In anticipation for promotion, teachers acquire skills which are beneficial to pupils and the entire school goals. This out rightly culminates in improved performance. These findings are in agreement with Raja et al (2011) who report that training and development is a very important tool for an organization to compete in the challenging and changing world. The apparent fierce competition and ever rapidly changing market environments, organizations must find ways to improve productivity, efficiency

customer service, staff retention and other key drivers of corporate profitability that improve performance. The findings further agree with Vitcet (2014) and Nguyen (2009) who concur that training and development make an organization to be more profitable and competitive in the industry of concern. Similarly training in the teaching profession will make the schools more profitable in terms of pupils expected outcomes.

It was further found out from the field that attaining higher education leads to teacher confidence and stability. This was reported by 100% of the teachers and 78.7% of the SMCs. Confident teachers would want to translate this into outcomes of the pupils achievement hence improved teacher performance. This is in agreement with MOES 2004 which reveals that teachers skills are lacking and therefore further training could boost this gap. These findings are further in agreement with Lazer (2011) who affirms that replenishing human faculty is as critical as investing in a new machine or servicing the same. This is so because, all factors in any organization depend on the human factor. Accordingly, career development is quite crucial especially to the teaching profession that is dynamic. Thus teachers need career development programs so as to remain competitive and meet the rapidly changing fragile environment.

5.2.2 Recognition of Achievement and Teacher Performance

The study findings indicated that primary schools generally recognized teachers who performed well. This was mentioned by 77.2% of the teachers and 82.1% of the SMCs. This was also mentioned by head teachers and district education officials. In addition from the district social services documents 2008-2014, the district entered into contracts with head teachers as regards performance and the schools in turn do the same with teachers especially those teaching candidate classes. Also Sub-Saharan Africa (TISSA) education issues report presented by

Dr.Yusuf Nsubuga 2013 on administration of performance contracts indicated that teachers sign performance contracts for their expected output, it is on the basis of these contracts that teachers can earn promotion more especially head teachers. The exceptional performance of the teachers in the school does not remain in vacuum. The cause of success of students' scores is often attributed to some teachers. The findings are in agreement with Tovach (2015) findings which show that employees ranked full appreciation of work done; number 1 and number 2 respectively. Tovach's point is that based upon employee surveys, money is not a hot topic but what seems to be in the minds of employees, appreciation of work and the feeling of doing things. Generally if a teachers' contribution is not acknowledged, they find no sound reason to assert intuition and ingenuity towards school goals.

It was also confirmed from the field results that school administration complimented teachers for good performance. This was mentioned from 83.9% of the teachers, 93.4% of the SMCs and all district education officials and head teachers. Complimenting teachers with say at least, a thank you who has achieved either before the board and in school staff meeting could make a difference. This keeps the morale in teachers high and attracts others for such mention. These findings are in agreement with Mortimore et al (2001) who undertook a study on the effects of school community partnership and teacher effectiveness on the education of the child in Ohio and established that community compliments steered teachers' performance to high horizons. When school administration complements teachers' strengths, the effort is to maintain the status quo as other teachers struggle to attain this status.

The study results revealed that there are occasions in schools to recognize teacher's efforts. This was said by 77.4% and 100% of the SMCs. These could be days in most instances when the school successes say in examinations, extracurricular activities and other school events are cerebrated. The school cannot celebrate such success without recognizing the teacher who is responsible for the same. These findings are in agreement with Duflo, Dupas, and Kremer (2007) who found that School Based Governed in Kenya had school committees that held a formal review meeting at the end of the program's year to assess and recognize teachers' performance. The program assessed contract teacher's performance and decided whether to renew or to make a replacement. This approach was consequential to immense teacher performance. Schools can cast get together parties after success and this instills in teachers a culture to work hard as this replenishes effort and puts forth a realization before school community that administration appreciates their efforts.

Finally, it was discovered from the study results that there is a reward system for teachers who perform well in the school. This was established from 100% of the teachers and SMCs respectively. Organizations have found rewards more impressive and appealing to employees and teachers inclusive. They give rewards to their employees, such as certificates of merit, employer of the year, promotion to head departments to mention among others. This gives the teacher in question esteem and pride. These findings are in agreement with Stajkovic and Luthans (2003) who conducted a meta-analysis of 72 field studies on none financial incentives and findings show that an organizational behavior modification intervention with social recognition motivated workers to performance by 17percent and feedback by 10 percent. These findings show robust contribution to motivation for performance given that there are other

factors held constant. The findings further agree with Robbins (2005) who found that when employees feel their efforts are appreciated with a system of fair compensation, it is more gratifying for improved performance.

5.2.3 Monetary Rewards Policy and Teacher Performance

The study results indicated that schools paid allowances to teachers on top of their salaries. This was ascertained by 100% of the teachers and 91.1% of the SMCs. The district social services reports 2013, the decentralization policy and Education Act 1997 empowers schools through SMCs to work out polices that simulate teachers performance. This helps to supplement teachers income given the fact low income countries like Uganda have low pay and limited alternatives of income sources. These findings are in agreement with Todd (2003 who found out that in Tennessee secondary schools in the US, schools that used allowances to extra assignments revealed commitment of teachers and high test scores compared to those where such allowances did not exist. When a person is aware that there is remuneration after an activity, there is no doubt the individual will put additional effort because of the expectation.

It was also established that schools paid teachers allowances for being on duty as designed in the school. This was ascertained by 100% of the teachers and 75.7% of the SMCs. Such an allowances paid for duty attracts the teachers to exercise due diligence in execution if the same. It promotes responsibility in ensuring that the objectives intended to be obtained from the duty are realized. The findings are in agreement with Therkildsen et al (2007) who conducted a study on staff management and organizational performance in Tanzania and Uganda and the findings indicated that allowances had a positive and significance influence on performance given the fact that teachers received little salary. This equally can work well for Wakiso district given that the

characteristics of the education system are similar. Salary supplementation for teachers by parents and communities is a common phenomenon throughout Africa and spurs teachers' performance.

Furthermore, it was ascertained from the field study results that teachers are paid for setting and marking as well as for invigilating examinations. This was affirmed by 100% of the teachers, 75% of the SMCs and the head teachers. This can stimulate teachers to set meaning examinations for students achievement and give timely feedback. There are common instances where teachers set easy to mark tests which can even be evaluated by students exchanging their work. Such allowances can help school administration to set bench marks for improved performance. These findings are in agreement with Armstrong (1999) who asserts that financial motivators provide and attract individuals to shape mechanisms of attaining their targets and reaching certain levels of competence. This has ingredients for teachers improved performance in various aspects.

The study results indicated that allowances in schools were paid to teachers promptly. This was ascertained by 100% of the teachers and the head teachers. The Ministry of Education and Sports in the Draft Revised Education Sector Strategic Plan 2007-2015 and the policy of parents in the management of primary schools 2008 empowers schools to pay possible allowances to teachers to spur their performance. This was also affirmed by the UPE stakeholder hand book 2004 on the roles and responsibilities of the different stakeholders which entrusts schools to motivate teacher to induce performance. When allowances are paid promptly they can impact on teacher performance. If allowances are delayed they may not a positive precedence and a difference of

the deficiencies created by salary. The findings are in agreement with Valentine (2006) who found that in Uganda and Tanzania schools complimented allowances to support teachers. The survey showed that allowances are equally – or more – important for most teachers' income than pay. In the mean time when teachers are waiting for the end of the month salary, the allowance keeps them moving with effort. The findings further agree with OECD Report (2006) which affirms that employees need a variety of motivators as the critical factors in current efforts to meet the Millennium Development Goals (MDGs). Definitely morale among teachers may not be registered if they are not motivated because teachers are central factors in schools' achievement and thus deserve to be given greater and more careful attention.

5.3 Conclusions

On the basis of study findings and the discussion, the following conclusions were made in line with the study objectives:

The study concludes that career opportunities policy is central in activating teachers' performance in the academic achievement of pupils in primary schools in Wakiso district local government. This is entirely due to the fact that when teachers undertake career opportunities, they attain skills and confidence in their activities which is translated in improved outputs and consequently pupils performance

The study also concludes that recognition of achievement policy and effort was evident as a measure to catalyze and propel teachers to performance to enlist school goals. Appreciating teachers efforts by praise and gifts enhance teachers' morale and competition towards the performance. This develops the culture of maintenance among those who are recognized and attracts others to work hard towards this culture.

Furthermore, the study concludes that monetary rewards policy synergizes teacher performance. This makes teachers release their energies towards pupil's achievement. The monetary rewards like allowances allow teachers to keep moving when they have not received their salaries. This improves teacher performance.

5.4 Recommendations

On the basis of the above discussion and conclusions, the following recommendations were made in line with study objectives.

The study recommends that the government of Uganda, MoES and schools should create avenues for teachers to enhance their skills through career opportunities and staff development practices. This can be enhanced through scholarships and study leave to the teachers.

The study also recommends that MoES, district education office should put in place mechanisms and schemes to recognize better performing teachers. This can be done on school open days, awarding scholarships, mention, gifts and promotion

The study further recommends that, MoES, school administration and school founder members should institute a variety of incentive schemes to motivate teachers in schools. This can be done through reserving a separate fund for giving monetary rewards to teachers.

5.5 Areas for Further Research

This study recommends other areas for further research on:

1. Human resource policies and organizational voluntary turnover
2. The effects of performance appraisal process on employee performance

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APPENDICES

APPENDIX 1: QUESTIONAIRE FOR SMCs ON HUMAN RESOURCE POLICIES AND PERFOMANCE OF TEACHERS IN GOVERNMENT AIDED PRIMARYSCHOOLS IN WAKISO DISTRICT

Dear Sir/Madam,

You have been selected to participate in this study because of your knowledge and expertise. You are therefore kindly requested to spare some of your valuable time and respond to these questions. Note that all responses including your identity will be treated with utmost confidentiality and shall be exclusively for purposes of this study.

I wish to thank you in advance for your co-operation.

Section A: BIODATA

Please tick the appropriate box, any response you give will be respected.

1. Age: 20-30 ☐ 31-40 ☐ 40-50 ☐ 51 and Above ☐

2. Sex/gender: Male ☐ Female ☐

3. Highest level of Education: Certificate ☐ Diploma ☐ Bachelor's Degree ☐

Post Graduate Diploma ☐ Masters Degree ☐

4. Employment Status: Probation ☐ contract ☐ Permanent ☐

5. Duration of service/ working experience

Less than 1year ☐
1-5 year ☐
6-10 Years ☐
11-15 Years ☐
16-20 Years ☐
20yrs above ☐

Put a tick that best expresses your opinion

Scale	5 (SA)	4(A)	3 (NS)	2 (D)	1 (SD)
Response	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strong Disagree

ITEMS	SA	A	NS	D	SD
6.1 Career Opportunities					
6.1.1. There are avenues for career development in the school.					
6.1.2. In service training for teachers enhances skills replenishment among teachers.					
6.1.3 .My school recognises the role of multiple skilling of its teachers.					
6.1.4 .My school has a training plan for its human resources/staff.					
6.1.5. Career opportunities open avenues for promotion					
6.1.6. Attaining higher education leads to teacher confidence and stability					
6.2. Recognition for Achievement					
6.2.1. My school recognises teachers who perform well					
6.2.2. Supervisors in my school compliment teachers for good performance.					
6.2.3 .There are Teachers days in my school every year-end to recognize teachers efforts.					
6.2.4 .There is a reward system for teachers who perform well in the school.					
6..3 Monetary Rewards					
6.3.1. Allowances given to teachers on top of salary spurs their commitment to school goals					
6.3.2 .Teachers work hard to achieve school goals because they given performance pay					
6.3.3 .In my school, teachers are paid for being on duty at school					
6.3.4. In my school teachers are paid for marking of students work.					
6.3.5 .In my school teachers are paid for setting and invigilating examination					

APPENDIX 11: QUESTIONAIRE FOR TEACHERS ON HUMAN RESOURCE POLICIES AND PERFOMANCE OF TEACHERS IN GOVERNMENT AIDED PRIMARY SCHOOLS IN WAKISO DISTRICT

Dear Sir/Madam,

You have been selected to participate in this study because of your knowledge and expertise.

You are therefore kindly requested to spare some of your valuable time and respond to these questions. Note that all responses including your identity will be treated with utmost confidentiality and shall be exclusively for purposes of this study.

I wish to thank you in advance for your co-operation.

Section A: BIODATA

Please tick the appropriate box, any response you give will be respected.

1. Age: 20-30 ☐ 31-40 ☐ 40-50 ☐ 51 and Above ☐

2. Sex/gender: Male ☐ Female ☐

3. Highest level of Education: Certificate ☐ Diploma ☐ Bachelor's Degree ☐

Post Graduate Diploma ☐ Masters Degree ☐

4. Employment Status: Probation ☐ contract ☐ Permanent ☐

5. Duration of service/ working experience

Less than 1year ☐

1-5 year ☐

6-10 Years ☐

11-15 Years ☐

16-20 Years ☐

20yrs above ☐

Put a tick that best expresses your opinion

Scale	5 (SA)	4(A)	3 (NS)	2 (D)	1 (SD)
Response	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strong Disagree

ITEMS	(SA)	(A)	(NS)	(D)	(SD)
6. 1. Staff Development Programs					
6.1.1. There are avenues for career development in my school.					
6.1.2. In service training for teachers enhances skills replenishment among teachers.					
6.1.3. My school recognises the role of multiple skilling of its teachers.					
6.1.4 .My school encourages training for its human resources.					
6.1.5. Career opportunities open avenues for promotion					
6.1.6. Attaining higher education leads to teacher confidence and stability					
6.2. Recognition for Achievement					
6.2.1. My school generally recognises teachers who perform well					
6.2.2. School administration compliment me/teachers for good performance.					
6.2.3. There are occasions in my school to recognise teachers efforts.					
6.2.4. There is a reward system for teachers who perform well in the school.					
6.3. Monetary Rewards					
6.3.1 Allowances given to teachers on top of salary spurs their commitment to school goals					
6.3.2 Teachers work hard to achieve school goals because they given performance pay					
6.3.3 In my school, teachers are paid for being on duty at school					
6.3.4 In my school teachers are paid for marking of students work.					
6.3.5 In my school teachers are paid for setting and invigilating examination					

APPENDIX 111: INTERVIEW GUIDE FOR HEAD TEACHERS AND DISTRICT EDUCATION OFFICIALS

1. In your opinion, what do you comment on staff development program and its effects on teachers performance?

2. What are your comments on the support given to teachers on upgrading and how this influences teacher performance?

3. How do you find new skills acquired through training encouraging teachers to work?

4. What are some of the school internal arrangements for replenishing teachers' skills? How do these affect teachers' performance?

5. How do you find multi skilled training among teachers impacting on teacher performance?

6. In your view how does recognizing achievement and performance influence teachers in their work?

7. What do you comment on the current rewards given to teachers and how they influence their performance?

8. How do allowances encourage teachers to take on extra responsibility?

9. Comment on allowances and teachers compliance to school schedules?

APPENDIX IV: VALIDITY FOR QUESTIONNAIRES

Judge Number	Suitable Items	Unsuitable Items	Total Items
1	35	4	39
2	34	5	39
3	36	3	39
4	35	4	39
Total	140	16	156

The validity of the questionnaires was established using the content validity index (CVI)

CVI= Number of items judged suitable /relevant

Total number of items being judged

CVI= 140/156

Content validity value ratio =0.897

APPENDIX V: RELIABILITY TEST FOR THE PUPILS QUESTIONNAIRE

Let X represents the first test responses and Y represent the re-test responses

Items	X	Y
1-2	2	2
3-4	2	3
5-6	2	3
7-8	3	2
8-10	4	3
11-14	3	2
Total	**16**	**15**

$$\text{User r} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\frac{\sum X^2}{N} - (\sum X)\right]\left[\frac{\sum Y^2}{N} - \sum Y^2\right]}}$$

Then:

Items	X	Y	X^2	Y^2	XY
12	2	2	4	4	4
3-4	2	3	4	9	6
5-6	2	3	4	9	6
7-8	3	2	9	4	6
9-10	4	3	12	9	12
11-14	3	2	9	4	6
Total	16	15	41	39	40

Total test=0.97

Let X represents the first test responses and Y represent the re-test responses

Items	X	Y
1-4	2	2
4-8	2	3
9-12	3	3
13-15	3	4
Total	**10**	**12**

$$\text{User r} = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left[\frac{\sum X^2}{N} - (\sum X)\right]\left[\frac{\sum Y^2}{N} - \sum Y^2\right]}}$$

Then:

Items	X	Y	X^2	Y^2	XY
1-4	2	2	4	4	4
4-8	2	3	4	9	6
9-12	3	3	9	9	9
13-15	3	4	9	12	12
Total	10	12	12	9	31

Total test=0.93

Conclusion:

The pilot tests were reliable because of high coefficient stability

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Department of Educational Planning Management

Date: 20th November 2015

TO WHOM IT MAY CONCERN

Dear Sir

RE: BIRUNGI BANNET, REG. No. 13/U/1944/GMED/PE

This is to certify that **Birungi Bannet, Reg. No. 13/U/1944/GMED/PE** is a student in our department pursuing a Master's Degree of Education in Policy Planning and Management. He is carrying out research as one of the requirements of the course. He requires data and any other information on this topic entitled:

Human Resource Policies and Performance of Teachers in Government Aided Primary Schools in Uganda: A case study of Wakiso 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.

Kyambogo University
FACULTY OF EDUCATION
Komba
20 NOV 2015

Leticia Komba Rwakijuma (Mrs.)
HEAD OF DEPARTMENT

HEAD OF DEPT.
EDUCATIONAL PLANNING & MGT.