

**MANAGEMENT OF SCHOOL RESOURCES AND TEACHERS' JOB
PERFORMANCE: A CASE OF SELECTED GOVERNMENT
SECONDARY SCHOOLS IN ZIROBWE SUB COUNTY,
LUWERO DISTRICT**

BY

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DECLARATION

I, **KAGIRI SAMSON**, hereby declare that this research report entitled “management of school resources and teacher’s job performance, a case of selected government secondary schools in Ziobwe Sub- county, Luwero District” is my original work and it has never been submitted to any University or institutional of higher education for award of a degree or any other form of academic award.

Signature:

Date

APPROVAL

This is to approve that the dissertation titled “**management of schools resources and teachers’ job performance, a case of selected government secondary schools in zirobwe Sub County, Luwero district**” is original and individual work of Mr. Kagiri Samson. It has been written under our supervision and it is ready for submission for the examination.

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DEDICATION

I dedicate this work to my beloved mother Federesi Namugga and my friend Mr. Itabaza Grant.

ACKNOWLEDGMENT

Great appreciation goes to the almighty God who enabled me with, life, courage, resources, and knowledge towards the successful completion of the master's degree course.

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ACRONYMS/ ABBREVIATIONS

CBM	Classroom and Behavioral Management
CVI	Content Validity Index
DV	Dependent Variable
ESSP	Education Sector Strategic Plan
IV	Independent Variable
LDLG	Luwero District Local Government
LMEB	Luwero Municipal Education Board
MoEs.	Ministry of Education and Sports
UNEB	Uganda National Examination Board

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ABSTRACT

The purpose of the study was to determine management of school resources and teachers' job performance in selected government secondary schools in Ziromwe Sub County, Luwero District. The objectives of the study were to establish; the relationship between management of human resources and teachers' job performance; the relationship between management of financial resources and teachers' job performance; and the relationship between management of school assets and teachers' job performance. The researcher used a cross-sectional survey design with both qualitative and quantitative techniques for data collection and data analysis. Data was collected using questionnaires and interview guide. Samples were selected using simple random and purposive sampling techniques. They comprised of 14 head teachers, 340 teacher and 4 educational officers. The Statistical Package (SPSS) was used to analyze the quantitative data using standard deviation and mean value. Also correlation analysis was used to establish the relationship between the two variables. The findings for objective one revealed that management of human resources has a positive correlation with teachers' job performance at $r=0.555$. The findings further revealed that human resources in selected government secondary Schools have the ability to create schools that are more intelligent, flexible and competent than their rivals through the application of policies and practices that concentrate on recruiting, selecting, training skilled teachers and directing their best efforts to improve teachers' job performance. The findings for objective two indicated that there is a strong positive correlation between teachers' job performance and management of financial resources at $r=0.645$. The study further showed that the schools are to have in place the qualified accounting staff to maintain proper books of accounts and prepare school budgets approved by the board of governors as the funds received from the government are not adequate to accomplish school activities in the district. The findings for objective three revealed that there is a strong positive correlation between teachers' job performance and Management of school assets at $r= 0.765$. The study further showed that the school libraries are available in the selected government schools but with limited reading materials which can easily affect the teachers' job performance. The study further recommends that the ministry of education and sports has to recruit enough teaching staff so as to meet the demands of the education system, proper management should be instituted on the head teachers' office, staffroom, guidance and counseling offices and all other administrative offices to ensure safety of all the teachers and also the government should always audit head teachers in order for them to manage school assets effectively and efficiently.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

The study focused on management of school resources and teachers' job performance in selected government secondary schools in Ziobwe Sub county Luwero District.

This chapter explored the background to the study, the statement of the problem, the purpose and study objectives, the research questions, the scope and significance of the study, definition of operation terms and concepts and the conceptual frame work.

1.1 Background of the Study

1.1.1 Historical Perspective

Poor education performance in most developing countries like Uganda has for long been riddled with a crisis of resource management in government aided schools (UNESCO, 2017). Quality and performance in education are affected by management of both human and material resources by those entrusted with the task of providing education. Head teachers carry prime responsibility for creating an effective educational environment in schools and this includes management of human and material resources (Report on World Conference on Education for All, 2016). The head teacher has to enhance teachers' welfare, develop and implement educational programs, provide proper instructions, school community relations, discipline and proper record keeping (Nsubuga, 2013).

In the United Kingdom (UK), one of the roles of a head teacher is to provide professional leadership and management for a school. This promotes a secure foundation from which to achieve high standards in all areas of the school's work. To gain this success a head teacher must

establish high quality education by effectively managing teaching and learning resources and using personalized learning to realize the potential of all pupils. The head teacher must establish a culture that promotes excellence, equality and high expectations of all pupils. He is the leading professional in the school, accountable to the governing body (Ddamulira, 2012). They have to provide vision, leadership and direction for the school and ensure that the school is managed and organized to meet its aims and targets. The head teacher should work together with all the stakeholders (board of governors, teachers and parents) because they are all responsible for evaluating the school's performance to identify the priorities for continuous improvement and raising standards; ensuring that resources are effectively and efficiently used to achieve the school's aims and objectives and for the day-to-day management, organization and administration of the school (Moor, 2010).

Teaching and learning resource availability and teachers effective classroom management and content delivery in secondary schools in Huye District, in the Republic of Rwanda established that there was a positive and significant correlation between teaching and learning resources and teacher effective classroom management, content delivery and eventual students' academic performance. This finding was in with the findings documented earlier by Orodho, Waweru, Ndichu and Nthinguri (2013) in Kenya which established that the challenges of availability and adequacy of learning resources was found to negatively affect teacher effectiveness in the use of teaching methods as well as focus on individual learner, hence fostering discipline and good attainment of good academic results. The finding also echoed the results of a study by Waweru and Orodho (2014) in secondary schools in Kiambu District, Kenya on management practices and students' academic performance which established that effective resource management is a prerequisite to enhanced students' academic performance. All the foregoing studies allude to the

fact that resource management strategy is the efficient and effective deployment of an organization's resources when they are needed, and are very critical to enhanced academic performance in schools. Such resources may include financial resources, inventory, human skills, production resources, or information technology. It consists of analysis, decisions, and actions an organization undertakes in order to create and sustain competitive advantages (Birimana & Orodho, 2014; Gregory, 2015). All teachers have equal chances to perform well in the teaching and learning process. Major difference in their conditions of life has little impact on their performance. The government in most countries of Africa allocates resources to schools but the performance differs. Therefore this study intends to find out the effect of management of school resources on teachers job performance in Zirombe Sub county, Luwero District where the performance in the UNEB results is still wanting.

Public schools in Luwero district have been performing below average in the Uganda National Examination Board (UNEB) examinations (Ddamulira, 2012). Moor (2013) reviewed and adapted items to reflect the Ugandan secondary school context. The administration and management dimension broadly includes skills related to communication, problem solving, and conflict management. The leadership scale assesses developing a mission, strategic plans, and monitoring goals. The instruction and supervision scale is comprised of items related to knowledge of curriculum changes, provision of instructional feedback and support for teachers' professional development. Finally, the community and government relations' scale assesses the involvement of parents/guardians, community stakeholders in school affairs and relations with ministry officials (Kisitu, 2010).

1.1.2 Theoretical Perspective

The study was based on the scientific management theory which is also referred to as Taylorism (Okumbe, 2016). Fredrick Winslow Taylor was the chief proponent of this theory Okumbe (2016). Curtailing waste, increasing effective production, standardizing work flows, and improving economic efficiency are some of the main aims of this theory of management. The scientific management theory has four principles. The first principle states that managers must understand the workers' job knowledge, study how workers perform tasks, and seek to improve performance. The second principle states that managers must write work rules and standardize work procedures into codes. The third principle is about establishing procedures to be the basis of hiring and training workers. The school managers should appoint and recruit teachers with necessary skills and abilities as a priority. Finally, the fourth principle states that managers must set a minimum acceptable level for performing tasks, which should also be the basis for paying bonuses.

The scientific management theory is praised for increasing production as the theory aims at introducing new and improved methods of production and removal of wastage of resources and inefficiency in undertaking the production activities. The scientific management theory is also obsolete. Although, the scientific management theory sounds obsolete some of its principles are still relevant and applicable in today's management practices. The scientific management theory to this study focuses on management practices and teachers' performance of school head teachers and the relationship between such management practices and teachers' performance. The four principles of this theory are applicable to school management as they capture the core functions of a school head teacher which focus on achieving the set standards of secondary school teachers' performance.

1.1.3 Conceptual Perspective

Management of secondary school resources was not an isolated activity but a process that exists in a social economic and political environment where political decisions affect what happens at the school level in terms of resources allocated for physical and material resources as well as what the government considers as a priority (Financial Management Standard in Schools, 2018).

Nsubuga (2017) writes that school teaching and learning resources include buildings particularly classrooms with lockable doors for storage of materials, teaching aids like textbooks, visuals aids and other scholastic materials.

According to Sood (2016), at a bare minimum level, schooling would require a building; some provision for seating children, drinking water, and sanitation facilities, teaching material; teachers and provision for upgrading skills of teachers. Lack of any of these would render the schooling experience ineffective. Therefore head teachers' management of school resources requires administrative experience, high academic qualifications, exposure to training and challenges faced in order to influence the teachers' job performance (Bush et al, 2016). This study therefore follows the input process- result framework where the management of school resources is administrative factors versus teachers' job performance in secondary schools in Ziobwe Sub County Luwero District.

Success of the head teacher depends largely on a careful and effective handling of the available school resources in terms of personnel, allocation and utilization especially money, materials and machines put under the educational managers for efficient educational services (Babalola, 2016). The problems of secondary schools in Uganda are multi-dimensional especially with the recent legislation by the Government's introduction of universal primary and secondary education

(Kigozi, 2018). Some of the management problems identified include; poor staffing, finance, infrastructure, communication, human relations and decision-making procedures (Kigozi, 2013). Teachers' job performance is also measured in terms of lesson observation, teaching methodology, marking and feedback, lesson presentation and lesson observation. The factors responsible for the poor teachers' job performance include but not limited to the following; staff shortage, inadequate funding, lack of employees' motivation, poor work environment and inadequate physical facilities (Muraina & Muraina, 2014). Consequently, improving the quality of teachers' job performance is a viable and important strategy for improving students' achievement. Recognition of this strategy led to the introduction of the minimum certificate requirement for teachers at the secondary level which is a Bachelor of Education Degree (Olaleye, 2013).

Mgbodile (2014) revealed that effective school administration is a reflection of an effective school administrator. This is because the desired teaching and learning of any school will only result from appropriate provision and utilization of the school's educational resources. Thus, the head teacher who is pivotal to a school's success should possess basic administrative skills and experience in order to efficiently harness the money, educational materials, physical inputs as well as the teaching and non-teaching staff at his disposal to bring about the desired educational outcomes. It has however been observed that the poor quality of some teachers who are currently school administrators in Luwero district arose from people who were recruited and appointed based on political affiliation and considerations. This does not allow fairness and merit.

1.1.4 Contextual Perspective

For most school programmes to succeed in Luwero district, large sums of money are required. For instance head teachers in Ziobwe Sub County, Luwero district are supposed to cater for

human resource, school assets, finances, instructional materials and for the schools' general purposes (Mondoh, 2014). Various sources of income had to be sought to cater for the education programmes as the abolition of school fees has created additional demands like physical facilities, including water and sanitation; and shortage of teachers in view of the influx of students enrolment. The Ugandan government has been providing a varying capitation grant to assist head teachers in managing school resources and enhance teachers' job satisfaction (Republic of Uganda, 2014).

It was observed that the most successful project implemented by the government in 2013 was management of school resources that has continued to draw increasing concern among many school stakeholders in Zirobwe, Luwero district as an influencing factor to the teachers' job performance (Ilahaka, 2016). Primary school head teachers in many districts in Uganda including Luwero manage big budgets and are involved in procurement and accounting for funds and other school resources in their charge. One immediate concern has been the ability of head teachers' management of school resources to effectively execute their new roles as managers and accountants of the school resources. In effect the government and donor communities have entrusted school head teachers, to manage all the school resources to effect teachers' job performance in the implementation of the secondary education policy.

Traditionally, deputy head teachers as well as classroom teachers are appointed to headship without leadership training as it was based on merit. Good teaching abilities are not necessarily an indication that the person appointed would be a potential education manager. It is against this background that this study attempts to establish the relationship between the management of school resources and teacher job performance. The ministry of education, sports, science and

technology and entrepreneurship has always organized refresher courses for these head teachers but the impact of these courses is yet to be established (Ilahaka, 2016).

1.2 Statement of the Problem

Head teachers in secondary schools plan, organize, direct, control and command school resources in order to achieve academic excellence (Aganze, 2012). Success of teachers' performance depends on the manager's ability to use the resources available both human, financial and material in the best way possible (Kibaya, 2014). To achieve excellence, reports indicate there is a failure among the head teacher to effectively manage the available resources.

According to the daily Monitor second November, 2013, it clearly indicates how the government interdicted 25 head teachers over failure to refund unspent funds for constructions works in their schools. This is line with the complaints about financial mismanagement that is common in most secondary school in Ziromwe Sub County.

Aganze, (2012) reported that, the Ugandan education system still lacks the necessary funds and materials to implement the various programs in schools. Although the Ugandan government has made efforts to address issues of leadership, training and appointments to positions of authority through in-service courses for persons newly appointed as heads of secondary schools, there are myriad challenges that surround the secondary school heads in management. This study therefore seeks to determine the relationship between management of school resources and teachers' job performance in the selected government aided secondary schools in Luwero district. The necessity of the study is due to the fact that no other study on the same subject in Luwero district that has been carried out.

1.3 Purpose of the Study

The purpose of the study was determine the relationship between management of school resources (human, financial and school assets) and teachers' job performance in selected government aided secondary schools in Ziobwe Sub county Luwero District.

1.4 Objectives of the Study

The study was guided by the following specific objectives;

1. To find out the relationship between management of human resources and teachers' job performance in secondary schools in Ziobwe sub county, Luwero District.
2. To determine the relationship between financial resources and teachers' job performance in Ziobwe Sub County, Luwero District.
3. To establish the relationship between the management of school assets and teachers' job performance in Ziobwe sub county, Luwero District.

1.5 Research Questions

The study was guided by the following research questions

1. What is the relationship between management of human resources and teacher's job performance in government aided secondary schools in Ziobwe Sub County, Luwero District?
2. What is the relationship between management of financial resources and teachers' job performance in Ziobwe Sub County, Luwero District?
3. What is the relationship between the management of school assets and teachers' job performance in Ziobwe sub county, Luwero District?

1.6 Research Hypothesis

1. There is no relationship between management of human resources and teachers' job performance in secondary schools in Ziobwe sub county, Luwero District
2. There is no relationship between management of financial resource and teachers' job performance in Ziobwe Sub County, Luwero District.
3. There is no relationship between management of schools assets and teachers' job performance in Ziobwe Sub County, Luwero District.

1.7 Significance of the Study

Teachers are implementers of the broad aims of education broken down into specific, short-term goals and objectives. In view of the study would provide data and information that may be useful to policy makers, to the ministry of education and sports for the policy formulation budgeting, planning and decision making that facilitate initial training and in-service training of education managers and equip them with managerial skills for operational management and bring about quality performance of teachers.

The findings and recommendations of the study would be useful to education officers; operational managers namely head teachers, teachers, students and all stakeholders of schools in their day today management of schools and classroom activities to be improved.

The researcher hopes that the study would form a basis for further research on the management of educational institutions in general. This may lead to new ideas on operational management that would improve teachers' performance in Luwero district and other secondary schools in Uganda.

1.8 Scope of the Study

1.8.1 Geographical Scope

The study was carried out in Ziobwe Sub County in Luwero district which is made up of Wobulenzi town council to the East, Luwero Sub County, Katikamu to the North, Butuntumula to the Northwest, Ziobwe to the South west and Bamunanika Sub County to the South. The study was conducted in both urban and rural schools because performance varies from school to school. Ziobwe Sub County is considered for the study because it is among those regions in Luwero district where the government aided secondary schools are performing poorly. The district comprises of eight sub counties including Ziobwe Sub County with 20 government aided secondary schools (Inspector of schools Report, 2012).

1.8.2 Content scope

The study focused on the relationship between the management of school resources and teachers' job performance. The subject matter was based on the relationship between management of human resources and teacher's job performance, the relationship between management of financial resources and teachers' job performance and the relationship between the management of school assets and Teachers' job performance in Ziobwe sub county, Luwero District.

1.8.3 Time Scope

Data was collected from teachers since 2012- 2016

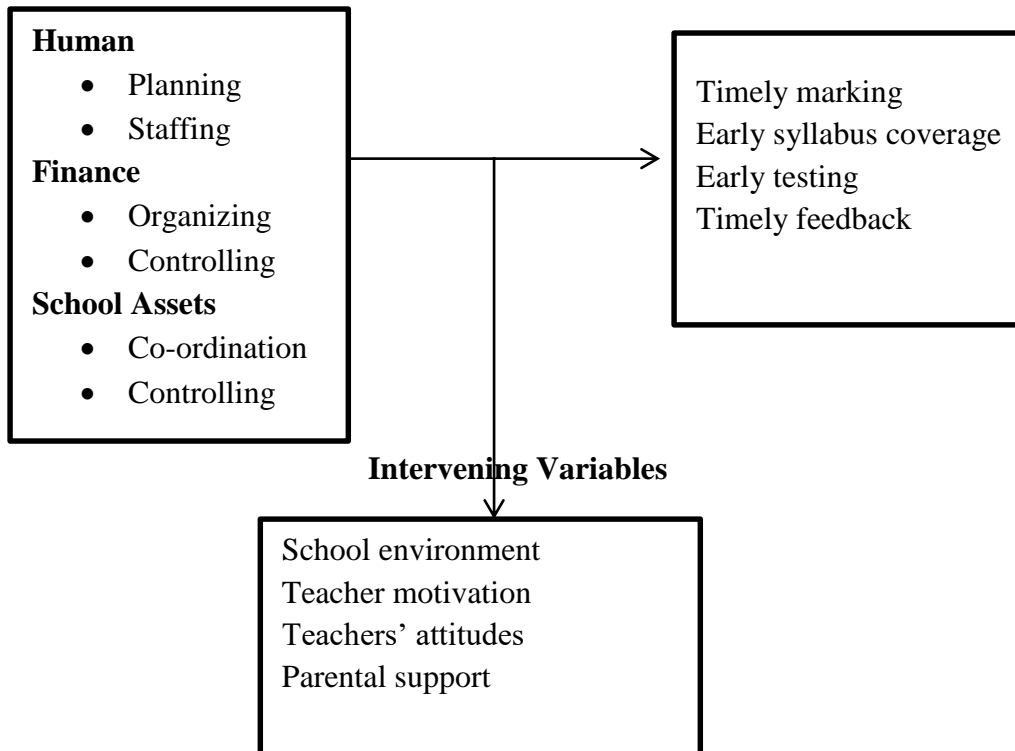
1.9 Conceptual Frame Work

The variables involved in the study are conceptualized using the model delineated in Figure 1.

The conceptual frame work in figure below shows the relationship between the management of school resources and teacher's job performance.

Management of school resources

Teachers' job performance



Source: Adapted from teachers' education management programme handbook (TEMDEP, 2018).

Management of school resources was measured in terms of human resource management, financial resource management and school assets' resources as the independent variable (IV). Teacher's job performance is measured in terms of timely marking, early syllabus coverage, early testing and timely feedback as the dependent variable (DV) and school environment, teacher motivation, teachers' attitudes and parental support as the intervening variables.

1.10 Definition of Significant Terms

The following terms are defined within the context of this study.

Head teacher refers to the person appointed by the ministry of education and sports as the administrative head of a school.

Management Practices refers to the administrative activities which the head teacher is required to execute in the school for the attainment of the school goals and objectives.

Resources are stocks or supplies of money, materials, staff and other assets that can be drawn by a person or organization in order to function effectively.

Resource management at the secondary level of education is concerned with planning, organizing, coordination and controlling of the resources in order to provide holders of the basic education Certificate with opportunity for higher level of education, irrespective of gender, social status, religious or ethnic background. For this study resource management includes human resource management, financial resource management and management of school assets.

Teachers' job performance refers to the extent to which teachers are committed to pedagogical delivery and display of moral uprightness and academic excellence in the teaching profession.

Teaching/learning resources refer to all those materials that are used to enhance the delivery of the lesson content.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter discusses, literature regarding the head teacher's management of school resources (human and financial resources, as well school assets) in relation to teachers' job performance in terms of quality output, timely accomplishment of tasks, high morale of work force in secondary schools in Zirombe Sub County Luwero district will be presented.

2.1 Theoretical Review

The theory that underpins this study was the scientific management theory also often known as Taylorism advocated by Taylor which uses scientific methods to analyze the most efficient production process in order to increase productivity (Kreitner, 2015). The scientific management theory is praised for increasing production as the theory aims at introducing new and improved methods of production and removal of wastage of resources and inefficiency in undertaking the production activities. The implication of scientific management theory to this study is that, just as in the context of management, the theory focuses on management of schools head teachers and relationship between such management practices and teachers' job performance.

The theory aimed at curtailing waste, increasing effective production, standardizing work flows and improving economic efficiency. The scientific management theory has four principles. The first principle states that, managers must understand the workers' job knowledge, study how workers perform tasks and seek to improve performance.

The second principle states that managers must write work rules and standardize, work procedures into codes. The third principle is about establishing procedures to be the basis of hiring and training workers. The schools managers should appoint and recruit teachers with necessary skills and that the managers must set minimum acceptable level of performing tasks which should be the basis for the bonuses. The four principles of this theory are applicable to school management as they capture the core functions of school head teacher which focuses on achieving the set standards of secondary school teachers' performance.

2.2 Management of human resources and teacher's job performance

Management of human resources have the ability to create schools that are more intelligent, flexible and competent than their rivals through the application of policies and practices that concentrate on recruiting, selecting, training skilled teachers and directing their best efforts to cooperate within the resource bundle of the school (Afolabi, 2016). This can potentially consolidate teachers' job performance and create competitive advantage as a result of the historical sensitivity of human resource practices and the social complex of policies and practices that rivals may not be able to imitate or replicate their diversity and depth (Huselid, 2010).

Aromolaran, (2015) stipulates that good management of human resources is a key drive of teachers' job performance. This research pays special attention towards the four most important of HR aspect that influence the academic staffs' performances which are employment security, training and development, compensation and selective hiring. By adopting these practices of human resources, it will enable the organization to motivate, attract and retain employees to support the mission, objective and organizational strategy towards the enhancement of teachers' job performance (Plowman, 2010).

HRM is a source of school capabilities that allow schools to learn and capitalize on new opportunities. Specifically, management of human resources is concerned with achieving objectives in attainment of teachers' job performance. Every school principal must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning (Aromolaran, 2015).

Adewonyin (2015) stipulates that principal delegation of responsibilities is the act of assigning duties and responsibilities to the teachers by the school principal in order to ensure that there is a division of labour as well as specialization in the school system. The main reason for delegation in schools emanates from the fact that the task of running a school is too broad for one person to manage alone. There are many tasks and people to deal with in the school, so the workload has to be shared among various units and personnel.

Management involves serious decision making whereby it is the process of identifying and choosing between alternatives based on values and preferences. It is synonymous with management. Nobert (2018) believes that the control of a system is through the use of feedback from the environment. He defined a system as a means of appreciating how organization parts interact with their environment.

Decisions made affect all parts in a system. In a system, planning is very important, as it helps to simplify decision making process and also provides guidelines for goals to be achieved and the process of achievement. For effective decisions to be made, every role player in the system needs to participate at one level or the other. The problem of this study then is who should make decision, who should participate and at what level. In a school system decisions are made through various methods and participation varies from school to school (Mullins, 2015).

Bolaji (2017) posited that an important educational input, which to him was one of the most important indicators of job performance, was the human resource. It has been noted that the efficiency of the school depends largely on the teachers' competence. This is because no curriculum can be effectively implemented without the support of well qualified and highly motivated teachers (Afolabi, 2016) and no education system can rise above the level of its teachers (Obanya, 2016). Consequently, training and re-training of teachers remain the major source of redeeming the performance of the school system (Aromolaran, 2015).

Individuals in organizations are assigned particular roles in order to bring all the units to harmony with one another. If the goals are set in relevance with time, they become clear and successful (Mbiti 2014). An organization e.g. school operates on two crucial aspects; efficiency and human relations. These entail satisfaction in performance, motivation to the individual's e.g. good salaries, fringe benefits, in-service courses and other related allowances. Maximization of profits or the satisfaction of performance can thus be explained as efficiency. This can be attained through supervision. This is intervention to ascertain, maintain and improve the quality of work. It is a crucial element in the administrative set up (Olembo et al, 2014).

There are various challenges that educational administrators face in their day to day running of schools. To start with, according to Everard et.al (2014) in addition to essential teaching skills, institutional leaders have to provide focused instructional leadership. They must exhibit exemplary and effective classroom practice so that they can make accurate judgment and give useful feedback to the teachers with whom they work. They also have to be result-oriented leaders since among the factors responsible for the failure of the educational policies and programs is leadership that lack managerial and administrative skills required to succeed. These skills can only be acquired through learning and experience. In addition, they have to lead

towards change where by school leaders are change agents. Systematic change is not well understood even by experts and school leaders have little training to prepare them for the challenge. For school administrator to succeed as a change agents additional training is required (Olembo et al, 2014).

The highest quality of education at all levels is, undoubtedly, a goal aspired to in all countries. The achievement of such is dependent on many factors including numerous personnel within each education system. In particular, leaders in educational institutions assume essential roles in achieving the measure of quality to which all aspire. UNESCO (2016) notes that educational administration is considered to be a field of study concerned with the management and operation of educational organizations whose history is replete with intellectual struggles and ferments as well as reflections over the nature, methodologies, purposes, boundaries and knowledge base of the field.

2.3 Management of financial resources and teachers' job performance

According to Bolaji (2017), the school administrator makes plans for ensuring a continuous supply of resources. Adewonyin (2015) adds that supporting the aforementioned view is done by stating that the success of any school program and performance of teachers depend mainly on the way the financial livelihood of the institution is mobilized and managed. He continues to argue that resources are usually scarce. There is, therefore, a need to distribute these scarce resources appropriately to manage the disparities. In Uganda's setup, schools are public enterprises and thus are subject to statutory instruments that regulate the management of the funds that influence Teachers' job Performance.

According to the Finance act 2016, the schools are to have in place the Board of Governors and qualified account staff to maintain proper books of accounts and prepare budgets approved by the board of governors. Financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive. The objective of this regulation is to ensure that the school fund is appropriately used for the realization of the educational goals in order to improve teachers' job performance (Bozeman, 2018).

Opondo (2019) and Inyiega (2017), note that the head teachers have financial constraints especially in keeping the cash books. They have noted that there is a shortage of accounting personnel and that a head teacher who lacks proper financial management skills. Baron (2019), argues that there is a close relationship between better financial managements and teachers' job performance. He added that if successful performance does in fact lead to organizational rewards, such performance could be a motivational factor for employees. Under such conditions, they can see that their efforts result in rewards. Consequently, if they are well managed, they may be motivated to exert higher levels of effort on the job (Lyons, 2012)

The most important aspect of education finance lies in the effective management of the available financial resources. This task includes the proper allocation and distribution of resources for effectiveness (Inyiega, 2017). Head teachers in secondary schools play the role of chief accounting officers through appropriation and the direction of funds to particular development targets to meet the desired goals of school improvement. However, it should be noted that the Ministry of Education performs a supervisory role to ensure proper utilization of resources in meeting the minimum standards of school operations and the emphasis is put on the private schools (Mullins, 2015).

Bolaji (2017) in a study revealed that school administrators' shortage of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2015).

Onyango (2015) observes that head teacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transactions in the different books of accounts e.g. the ledger, journal, inventories, cashbook etc. The study relies on the optimization of financial resources and developments in secondary schools. The literature review is premised on the nature of financial support contributed by parents and the government and how these financial resources affect teachers' job performance in secondary schools.

On the other hand, financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive. A study revealed that financial resources prudently and judiciously managed by school administrators enhance teachers' job performance and students' academic achievement (Aminu, 2016). Bolaji (2017) revealed that school administrators' shortage of funds would have problems in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers (Adewonyin, 2015).

2.4 Management of school assets and Teachers' job performance

Onyango (2015) asserts that the management of school assets entails planning, acquisition; allocating, distribution and even controlling maintenance and use of those materials have greater impact on Teachers' job performance. He observes that planning for school assets involves the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials will be used either individually or communally. Olembo et.al (2014) say that most programmes of instruction and pupil services need some physical facilities which include grounds, buildings and even equipment which may be used for improving Teachers' job performance

Uko (2015) opined that effective administration and maintenance of school buildings are important aspects of the management of school physical facilities which would ultimately impact on teachers' job performance. As such the school administrators are expected to apply the available theories, principles and practices of management to ensure that all the available physical facilities were adequately utilized and managed against theft, destruction and dilapidation (Adeboyeje, 2014).

The head teacher thus must ensure all the physical facilities in the school are available and maintained properly. Some of these facilities include offices, classes, staff houses, laboratories, workshops, student dormitories dining halls and sanitations. The head teacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution. This can be achieved if the necessary plans are put in place on time. The head teacher should ensure that there is adequate classroom space that can facilitate teaching learning process to take place.

The school playing grounds should be well maintained and safe. The school physical facilities will regularly require inspection in order to make them free of hazards. Proper management should also be instituted on the head teachers' office, staffroom, guidance and counseling offices and all other administrative offices to ensure safety of all the users.

Kipkulei (2016), pointed out in his yearly permanent secretary's report that, the schools with adequate physical facilities performed better in national examinations than those that had inadequate facilities. He therefore, directed the administrators of those schools which lacked such facilities to ensure they were offered and in good time. MOE (2015) observes that, the student's text book ratios are usually very low especially in the rural areas and the urban densely populated slums in schools. This coupled with shortages of facilities made the government make a promise of providing targeted instructional materials to needy public secondary schools. At the same time, it encouraged the parents and communities to provide infrastructure and other operational costs. This underscores the importance of adequate learning facilities in schools.

Mbaabu (2014) notes that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Kamau (2016) notes that school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impact negatively on student's performance in schools especially on academics.

Uko (2015) noted that the implication of effective management of school assets must be of necessity take cognizance of the changes in teaching methods, the school grounds and environment, school curricula, designs and systems, ages and numerical strength of the children, personnel and expected outcomes. Lyons (2012) documented that learning is a complex activity

that supremely tests students' motivation, physical conditions, available resources, methods and ways of improving teacher job performance in secondary schools.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter covers the methodology that the researcher used during the study. It presents the research design, study population, sample size and selection, sampling frame, sampling techniques and procedures, data collection methods, data collection instruments, validity and reliability of the instrument, procedures of data collection, measurement of variables and data analysis.

3.1 The Research Design

The study used cross-sectional survey design with both qualitative and quantitative techniques for data collection and data analysis. This method was considered appropriate for the study owing to the fact that it used to gather data from a sample of population at particular time in order to obtain information about the concerns or interests of the group of people as noted by Amin (2015). Cross-sectional survey design refers to the selection of relatively large sample of people from a pre-determined population. The researcher therefore, used information from a sample of individuals to make some inference about a wider population. The method was able to provide qualitative and numerical description of the effect between management of school resources and teachers' job performance.

3.2 The Study Population

The study was carried out among 14 head teachers, 340 teacher and 4 educational officers. These respondents were involved in the study because of the knowledge they had on the management of school resources and the effects it has on the teachers' job performance.

3.3 Study Sample

The total sample size of the study was 199 selected using the Kregcie and Morgans (1970) sample determining Criterion as shown in the table below.

Category	Population	Sample size	Technique
Head teacher	14	14	Purposive sampling
Teachers	340	181	Simple random
Education officers	4	4	Purposive sampling
Total	358	199	

Source: Primary source: school staff list

3.4 Sampling Techniques and Procedures

Anderson, (2015:45) asserts that “a good sample is a representative of the parent population and the method of its selection often affects the validity of the research results. Studies which cannot be generalized are wasteful studies due to poor sampling procedures”. For this study, the researcher used simple random sampling since this method has the least bias and offers the most general information given up- to -date list of the population (Sekaran, 2013). Similarly, this method allows each member of the population equal chance to participate in the study (Enon, 2016). This method was used for collecting quantitative data.

On the other hand, purposive sampling was used to select the local council inspectors, Directors of studies and head teachers’ samples. This method helped the researcher to get first-hand information in the sample (Yoko and Onen, 2015). It was exploratory, cheaper, easier, quicker to

carry out since the researcher sample the respondents that have the information he required (Amin, interviews was conducted with key informants like 14 Directors of Studies, 14 head teachers from each of the schools where research was carried out according to the researcher and from local council inspectors of schools.

3.5 Data Collection Methods

The study collected qualitative and quantitative data using structured and semi-structured questionnaires, interview guides, among them the researcher also used the journals, newspapers and reports.

Questionnaire

The questionnaire consisted of interrelated questions prepared by the researcher about the research problem under investigation based on the objective of the study (Amin, 2015). These reformulated written set of questions that were administered to 181 teachers to bring out exactly what the researcher required after measurement of the variables of interest (Sekaran, 2013). Questionnaires were administered by the researcher. Questionnaires maintain privacy and the information is bias free and large respondents are covered within a short period of time (Enon, 2016).

Interview Guide

This was an oral administration of a questionnaire or an interview schedule to obtain information on issues of interest. Interview guide was had ten structured questions and these were administered to 14 head teachers, 4 directors of studies, and local council inspectors of schools. And will be conducted. The interview guides were practical and the researcher obtained accurate and reliable data since there was face to face encounter and this gave an-depth information about the variables under study from key informants (Mugenda and Mugenda, 2013).

3.6 Data Collection Instruments

Self-Administered Questionnaire

The technique used a major data collection instrument which was piloted on respondents in Luwero District. The researcher used both open and closed ended questionnaire. The open ended questions gave respondents' provision to give their own views independently and freely. Close ended questions was easy to fill and save time since each item will be followed by alternative answers (Mugenda and Mugenda, 2013) and covered the entire sample within the proposed timeframe.

Interview Guide

Interviews were carried out with the key informants who were head teachers, director of studies and local council inspectors of schools. The nature of questions for interview guides used were open ended as well as semi structured, the interviews were face to face such that detailed and diversified information was obtained about the management of school resources and teachers' job performance in selected aided government schools.

3.7 Validity of Data Collection Instruments

Validity suggests truthfulness. It refers to how well an idea "fits" with actual reality (Neuman, 2011). It is also the degree to which a test is capable of measuring what it intends to measure in terms of face, content, and format of questionnaires, interviews among others. Emphasis was put on content validity of the research instrument which requires both item validity that is whether the test items represent measurement in intended content area and sampling validity that is how well the test samples the total content area. As such tools are going to be measured by content validity index (CVI) (Amin, 2015).

$$CVI = \frac{\text{Number of items declared valid}}{\text{Total number of items in the instrument}}$$

This was applied to all instruments and the average was computed. Amin also contends that an instrument which has an average index of 0.7 or above is a valid instrument. The research instrument was passed to professionals, experts and other research authorities to ascertain the validity of the instrument.

3.8 Reliability of Data Collection Instruments

Reliability refers to the degree of consistency between two measures of the same thing or repeatability of results under slightly different conditions (Denga, 2013). The instrument was subjected to statistical analysis, the questionnaires were administered to secondary school teachers who were not part of the sample population to identify the correct and related questions, test re-test reliability was employed before the actual data collection with at least ten respondents and reliability results will be computed and the scores evaluated using the formula presented by Amin (2015: 302) as

$$A = \frac{K}{K} \left(1 - \frac{\sum \sigma^2 K}{[?][?]^2} \right)$$

Where $\sum [?][?]^2 K$ is the sum of the variances of parts that is to say terms of the instrument?

$[?][?]$ = standard deviation of the items of the instruments

K = the number of the items of the questionnaire.

Cronbach and Azuma (2016) recommend the level of reliability of an instrument at 0.7 values.

3.9 Procedure of Data Collection

Permission to conduct research and a letter of introduction was sought from the department of educational planning and management of Kyambogo University. This enabled the researcher observe all the required ethical considerations in the course of data collection. The questionnaires were administered to teachers whose job performance is influenced by the management of school resources.

An interview guide was prepared for the head teachers, directors of studies and district inspector of schools. With the help of researcher assistant, sample was done through purposive and simple random techniques while considering the fact that each teacher has equal chances of participating in the exercise. During data gathering, self-administered questionnaires were administered by respondents with the help of researcher assistants and after filling in, the researcher collected the instrument on spot.

3.10 Data analysis and management

3.10.1 Quantitative data analysis

Manual editing of questionnaires was done to eliminate errors. After coding, tabulation was done to clearly present various responses and the interpretation. Frequencies and percentages were used to portray statistics used to analyze and interpret the findings of the study. Data analysis was done using; correlation analysis to establish the relationships that exist between the variables. For ease of analysis, procedures within Statistical Package (SPSS) were used. The data was summarized by descriptive statistics of the mean and standard deviation while multiple regression analysis was used to answer the research objectives by the use of a research model. The Independent variable and the dependent variable were co-related using the Pearson

correlation Co-efficient in order to establish the relationship between management of school resources and teachers' job performance.

Descriptive analysis was applied to describe the primary variables and associated indicator item related to the study objectives. The data was put in order and structured to get meaning from data. The results of the data analysis were presented in frequency tables, bar graphs and pie-charts.

3.10.2 Qualitative data analysis

Qualitative data was transcribed and analyzed using qualitative content analysis. This involved the qualitative approach of identifying the major themes arising respondents' answers; assigning of codes to the themes: classification of the themes under the main theme and integrating the responses into the report in a more descriptive and analytical manner.

3.11 Ethical Considerations

The study was to investigate the management of school resources and teacher job performance in selected aided government secondary schools in Ziobwe Sub county Luwero district. It was important to think about ethical aspects in every state of preparation to carry out an inquiry. Ethical issues that were considered include privacy, confidentiality and sensitivity to cultural differences, gender and anonymity (Kitchin and Kate 2016). Research did not harm and therefore it was important to gain informed consent from respondents and respect their rights. The researcher disclosed the real purpose of the research and gave all the relevant facts about the research so that subjects were able to make informed decision about participation in the study.

The researcher had to seek permission from schools that were involved through the head teachers in schools that were involved in advance. Other respondents were also informed through the

researcher introductory visits. Appointment dates were fixed for interview with head teachers, director of studies and local council inspectors.

3.12 Limitations of the study

The study was carried out during week days and working hours to enable the researcher to move to the respondents' places of work after their busy hours and this was done during lunch hours and some respondents like parents, the researcher found them in their homes to get the data.

The researcher faced with a problem of biased respondents who refused to provide the information due to their reservations and the researcher had to labor to explain to them that this information had nothing to do with politics and security purposes other than study purpose.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF RESULTS

4.0 Introduction

This chapter provides an analysis of data collected from the field. The results have been presented in tables and content delivery to highlight major findings. They are also presented sequentially according to the research questions of the study. Statistical analysis of the findings was done using frequencies and percentages. Raw data was coded, evaluated and tabulated to depict clearly the relationship between management of school resources (human, financial and school assets) and teachers' job performance in selected government aided secondary schools in Ziobwe sub county Luwero district. Data collected was presented by tables, percentages distributions and graphs.

4.1 Questionnaire return rate

The return rate of the questionnaire was analyzed so as to determine whether the findings obtained would be reliable and valid. According to Mugenda and Mugenda (2015), a response rate of more than 87.5% is sufficient enough for the study while 10% were non –responsive.

Table 4.1: Response rate

Questionnaires	Number of respondents	Percentage (%)
Questionnaires issued	199	100
Questionnaires received	181	91

Source: primary data

According to the findings, 199 Questionnaires issued and 181 respondents received the questionnaires which ensured 91% response rate. A total of 199 questionnaires were

administered out of which, 181 (91%) questionnaires were fully completed and valid while 18 (9%) were either incomplete or wrongly filled. The researcher used these results for analysis and reporting because 91% return rate of the questionnaire is excellent for data analysis.

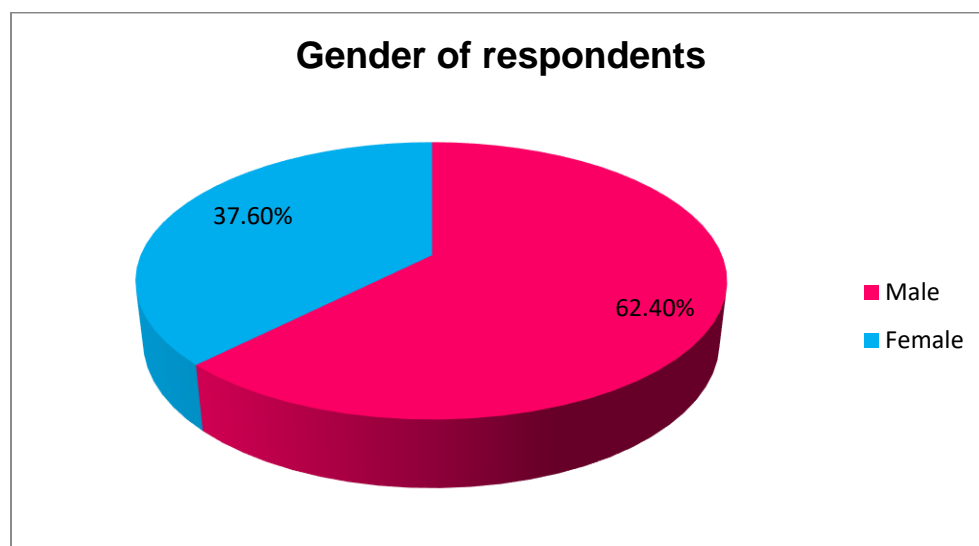
4.1 Background Characteristics of Respondents

This section was organized according to the general characteristics of respondents based on gender, age, highest level of education and years of teaching experience.

4.1.1 Gender of Respondents

Respondents were requested to indicate their gender, the researcher analyzed.

Figure 4.1: Gender of respondents



Source: primary data

The figure 4.1 above reveals both male and female were considered for the study though the majority of respondents 113 (62.4%) were male while 68(37.6%) were female. The results in figure above indicate that the majority of teachers in government aided schools in Zirowwe Luwero district are males and there were gender imbalances in recruitment process. The

researcher therefore suggests that the ministry of education and sports embraces the policy of recruiting female teachers. If this is done, it will reduce the gap between male and female teachers. This will motivate the female students in education system to admire and work hard like their female teachers since they may be their role models.

4.1.2 Age bracket of respondents

The age of respondents was determined under the age brackets of 20-29, 30-39, 40-49, and 50-59

Table 4.2: Age bracket of respondents

Opinion	Frequency	Percent
20-29 Years	10	5.5
30-39 Years	106	58.6
40-49 Years	58	32.0
50-59 Years	7	3.9
Total	181	100.0

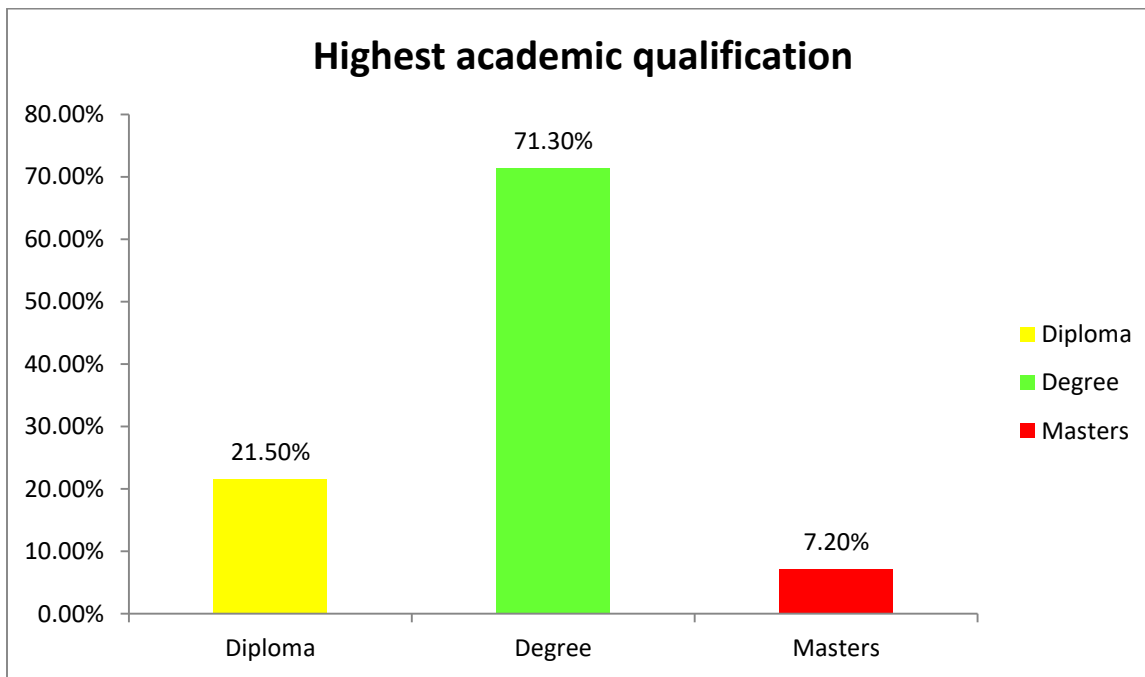
Source: Primary data (2018)

Table 4.2 shows that out 181 teacher sampled, 10(5.5%) fall within the range of 20-29 years, 106 (58.6%) was within the range 30 -39 years, 58(32.0%) fall within 40-49 years while 7(3.9%) was within the range of 50 and above. The results indicate that majority of the teachers were within the range of 30-39 years. This is the age bracket when people are committed towards work, energetic and full of knowledge, skills to exploit the glory of their respective schools.

4.1.3 Highest academic qualification of the respondents

The researcher established that the level of education of the respondents was significant in respect to management of school resources and teachers' job performance in schools as may be reflected in figure 4.2 below;

Figure 4.2: Highest academic qualification of the respondents



Source: primary data

Figure 4.2 above shows that out of 181 teachers 39 (21.5%) were diploma holders, 129 (71.3%) were bachelor's degree holders while 13(7.2%) were master's degree holders. The results clearly indicate that the majority of the teachers in secondary schools were Bachelor's degree holders which is the minimum qualification to be appointed as a graduate teacher. At the same time, the results indicate that 39 (21.5%) are diploma holders thus they need to be assisted to upgrade to higher academic qualification. The masters' degree holders were of the smallest percentage. This therefore suggests that there is need to find out the factors that might be responsible for the very low percentage of teacher with a master's degree qualification.

4.1.4 Years of teaching experience

The researcher wanted to know the years of teaching experience and the findings are presented in the study in the table below:

Table 4.3: Years of teaching experience

Opinion	Frequency	Valid Percent
1-5 Years	12	6.6
6-10 Years	58	32.0
11-15 Years	81	44.8
16 Years and above	30	16.6
Total	181	100.0

Source: Primary data

Table 4.3 shows that 12(6.6%) had spent 1-5 years in teaching profession, 58(32.0%), 6-10 years, 81 (44.8%) had spent 11-15 years and lastly 30(16.6%) had spent 16 years and above and thus implies that the respondents were experienced in teaching and that they were consequently in position to respond to the questions in an experienced manner. This is summarized with the graph below;

Objective One

4.2 Management of human resources and teacher's job performance

A number of questions were asked to the respondents in relation to management of human resources and teacher's job performance, the findings are presented in the table below:

Table 4.4: The relationship between management of human resources and teacher's job performance in secondary schools in Zirombe sub county, Luwero District

Statements		SD	D	NS	A	SA	Mean	S/dvn
The head teacher supervises time management in school	F	38	84	16	17	26	4.52	0.709
	%	21.0%	46.4%	8.8%	9.4%	14.4%		
The school has adequate teaching staff	F	85	28	5	51	12	4.21	0.76
	%	47.0%	15.5%	2.8%	28.2	6.6%		
The human resource manager manages interview sessions professionally.	F	16	36	19	66	44	4.23	0.82
	%	8.8%	19.9%	10.5%	36.5%	24.3%		
The human resource manager Selects candidates after interviews following the laid down procedures.	F	15	44	24	69	29	4.21	0.90
	%	8.3%	24.3%	13.3%	38.1%	16.0%		
The human resource manager supports and facilitates teacher job training.	F	22	71	10	57	21`	3.86	1.21
	%	12.2	39.2	5.5%	31.5%	11.6%		
The head teacher is involved in recruitment of non-teaching staff	F	7	24	13	58	79	4.61	0.55
	%	3.9%	13.3%	7.2%	32.0%	43.6%		
The school hires teachers through an open, free, competitive and objective process.	F	30	47	17	43	44	4.37	0.63
	%	16.6%	26.0%	9.4%	23.8	24.3		
Head teacher highly motivates teachers and other staff	F	20	23	30	70	38	4.44	0.79
	%	11.3%	12.7%	16.5%	38.6%	20.9%		

Source: primary data

The table 4.4 above shows that out of 181 teachers, 26(14.4%) strongly agreed that head teachers supervise time management, 17(9.4%) agreed that head teachers supervise time management in schools, 84 (46.4%) disagreed that head teacher supervise time management, 38(21.0%) strongly disagreed that head teachers supervise time management. Form the results in table above, the majority of the respondents disagreed that head teachers supervise time management in school. It clearly shows that head teachers should seriously supervise time management and that this would contribute to the improvement of teacher job performance. This was supported by the mean value of 4.52 with standard deviation of 0.709.

Table above shows that out 181 teachers 12(6.6%) strongly agreed that the school had adequate teaching staff, 51(28.2%) agreed that the school had adequate teaching staff, 28(15.5%) disagreed that the school had adequate teaching staff, 85(47.0%) strongly disagreed that school had adequate teaching staff, and 5(2.8%) were not sure whether the school had adequate teaching staff or not. From the above results, the researcher deduced that there was a gap in terms of teaching staff, and therefore the ministry of education and sports has to recruit enough teaching staff so as to meet the demands of the education system. Most of the respondents hold the view that the school had no adequate teaching staff as shown by the mean value of 4.21 and StdDeviation.0.76.

One of the teachers interviewed said that;

“Management in this case involves the utilization of physical and human resources in a co-operative manner. If this is not followed, the teachers’ job performance will be interfered. The human resource manager supports and facilitates teacher job training and also selects candidates after interviews following the laid down procedures”

The study results in the table 4.6 above indicate that 66(36.5%) of respondents agreed that the human resource manager manages interview sessions professionally, 44(24.3%) represented the respondents who strongly agreed with the findings and 19 (10.5%) of respondents were not sure whether human resource manager manages interview sessions professionally in the selected government schools in Zirombe Sub County, Luwero district or not. However, 36(19.9%) of respondents disagreed and those accounted for 16 (8.8%) who strongly disagreed with the statement. This view was supported by majority of the respondents who agreed as indicated by the mean value of 4.23 and StdDeviation.0.82.

According to the interview guide, one respondent said that;

The efficiency of the school largely depends on the teachers' competence. Poor payment for teacher participation in school activities result in low staff morale and this affects the performance of teachers. The delegation of responsibilities in schools involves assigning duties and responsibilities to the teachers by the school principal in order to ensure that the performance of teachers is improved".

The findings in the table 4.4 above reveal that majority of respondents 69(38.1%) agreed that human resource manager selects candidates after interviews following the laid down procedures of the school and 29(16.0%) of respondents strongly agreed with the results, although 24(13.3%) of respondents were not sure with statement and 44(24%) of respondents disagreed, while 15(8.3%) accounted for respondents who strongly disagreed implying that majority of respondents agreed that the selection of candidates after interviews is conducted basing on the school policies and procedures as supported by the mean value of 4.21 and StdDeviation.0.82. 0.90.

One of the head teachers interviewed said that;

“HRM is a source of school capabilities that allow schools to learn and capitalize on new opportunities. Specifically, management of human resources is concerned with achieving objectives in attainment of teachers’ job performance. Every school principal must ensure that every staff is adequately involved in making decisions that concern the school”.

Table above shows that out 181 teachers, 21(11.6%) strongly agreed that the human resource manager supports and facilitates teacher job training, 57(31.5%) agreed, 71(39.2%) disagreed, 22(12.2%) strongly disagreed, 10(5.5%) were not sure whether the human resource manager supports and facilitates teacher job training or not. The results clearly indicate that the majority of respondents disagreed that human resource manager supports and facilitates teacher job training in the selected government schools in Ziobwe Sub County, Luwero district and this was evidenced by the mean value of 3.86 and StdDeviation1.21.

Table above shows that out of 181 teachers, 79(43.6%) strongly agreed that the head teacher recruits non-teaching staff, 58(32.0%) agreed that the head teacher recruits non-teaching staff, 24(13.3%) disagreed that the head teacher recruits non-teaching staff, 7(3.9%) strongly disagreed that the head teacher recruits non-teaching staff. 13(7.2%) were not sure whether the head teacher recruits non-teaching staff. From the results in the table above, it can clearly be stated that the recruitment of support staff is in the hands of the head teacher. This is meant to improve on teachers’ job performance in the selected government schools in Ziobwe Sub County, Luwero district. This was supported by the fact that the mean value was 4.61 and StdDeviation.0.55.

Table 4.4 shows that out of 181 teachers, 44(24.3%) strongly agreed that the school hires teachers through an open, free, competitive and objective process, 43(23.3%) agreed, 47(26.0%) disagreed, 30(16.6%) strongly disagreed that the school hires teachers through a competitive and objective process and 17(9.4%) were not sure whether the school hires teachers on merit or not. The results clearly indicate that the majority of respondents disagreed. From the results in table above, the school should hire teachers on merit. This as it was based on the mean value of 4.37 and StdDeviation.0.63.

Table 4.4 shows that out of 181 teachers, 38 (20.9%) strongly agreed that the head teacher motivates the teachers, 70(38.6%) agreed that the head teacher motivates the teachers, 23(12.7%) disagreed that the head teacher motivates the teachers, 20(11.3%) strongly disagreed that the head teacher motivates the teachers, and 30(16.5%) were not sure whether the head teacher motivates the teachers. The results clearly indicate that the majority of the respondents agreed that head teacher motivates the teachers. From the results in table above, one learns that for effective teacher job performance, head teachers as managers of the educational institutions have to motivate the teachers and this is due to the fact that mean value was 4.44 and StdDeviation.0.79.

The study went ahead to examine the relationship between management of human resources and teacher's job performance in secondary schools using Pearson's correlation as given in the table below:

Table 4.5: Correlation analysis between management of human resources and teacher’s job performance in secondary schools

Variables	Statistics	Teachers’ job performance	Management of human resources
Teachers’ job performance	Pearson Correlation	1	0.555
	Sig. (2-tailed)		0.001
	N	181	181
Management of human resources	Pearson Correlation	0.555	1
	Sig. (2-tailed)	0.001	
	N	181	181

** Correlation is significant at 0.05 level of confidence

Source: primary data

The correlation table 4.5 above shows that the Pearson’s correlation coefficient (0.555) means that there is a strong positive correlation of 0.555 between teachers’ job performance and management of human resources. And also since the P – Value (0.001) is less than 0.05 the confidence level, we reject the null hypothesis and conclude with the alternative that effective teacher’s job performance depends on the quality of human resource management in selected Government Secondary schools in Zirombe Sub County, Luwero District.

Objective two

4.3 Management of financial resources and teachers' job performance

A number of questions were asked to the respondents in relation to how the head teacher manages financial resources.

Table 4.6: The relationship between management of financial resources and teachers' job performance.

Statements		SD	D	NS	A	SA	Mean	S/dvn
The selected government schools receive funds from government	F	0%	0%	0%	97	84	4.10	0.88
	%	0%	0%	0%	53.6	46.4		
The funds are adequate in the selected government schools	F	29	58	0	70	24	4.29	0.48
	%	16.0%	32.0%	0%	38.7%	13.3%		
The selected government schools receive funds regularly	F	29	78	28	25	21	4.19	0.83
	%	16.0	43.1%	15.5%	13.8%	11.6%		
School has income generating activities	F	29	25	25	58	44	4.25	0.68
	%	16.0%	13.8%	13.8%	32.0%	24.3%		
Staff wages and allowances are paid through the bank	F	20	23	30	70	38	4.82	0.85
	%	11.3%	12.7%	16.5%	38.6%	20.9%		
The government school funds are appropriated following guidelines from ministry of education and sports	F	7	24	13	58	79	4.21	0.63
	%	3.9%	13.3%	7.2%	32.0%	43.6%		
Financial transactions of government schools are classified and easy to track	F	85	28	5	51	12	4.18	0.84
	%	47.0%	15.5%	2.8%	28.2	6.6%		

Source: primary data

The table 4.6 above shows that out of 181 teachers, 84 (46.6%) strongly agreed that the schools were receiving funds from the government, 97(53.6) agreed that the schools were getting funding from the government. From the above results; the researcher deduced that despite management challenges government was committed to fund education in the district and this was supported by the high mean value of 4.10 and StdDeviation 0.88.

Table above shows that out of 181 teachers 24(13.3%) strongly agreed that the funds received are adequate; 70(38.7%) agreed that the funds received are adequate, 29(16.0%) strongly disagreed that the funds received from government and other sources were not adequate. It can fairly be agreed that despite receiving the funds from government, the funds were insufficient to accomplish school activities in the district. This view was supported by majority of the respondents who strongly agreed as indicated by the mean value of 4.29 and StdDeviation 0.48

According to the **face to face interview**; one of the school administrators said that;

“The different sources of raising funds to motivate the teachers and these included fees paid by the parents, grants from Government, donations and farming activities under taken by the schools.”

The researcher concurs with the respondents in that good financial management in the school would enhance co-operation, team spirit and excellence in job performance among the teachers.

The table shows that out of 181 teachers, 21(11.6%) strongly agreed that the schools received funds regularly, 25(13.8%) agreed that the schools received funding regularly, 78(43.1%) disagreed that the schools received funding regularly, 28(15.5%) were not sure if the school received the funding regularly. From the above results, the researcher deduced that schools were not receiving funds regularly and therefore government should improve on release of funds to

schools; secondary the schools should start income generating projects of their own to ensure constant inflow of funds. This would improve teachers' job performance as it was supported by the mean value of 4.19 and StdDeviation 0.83.

One of the teachers interviewed said that:

“The schools must have in place the Board of Governors and qualified account staff to maintain proper books of accounts and prepare budgets approved by the board of governors. Financial resource is a major aspect of resource management in the education system. It is the monetary inputs available for and expended on the education system. Education is capital intensive”

Table 4.6 shows that out of 181 teachers 44 (24.3%) strongly agreed that the school has income generating activities, 58(32.0%) agreed that the school has income generating activities, 25(13.8%) disagreed that the school has income generating activities 29(16.0%) strongly disagreed that the school has income generating activities, 25(13.8%) were not sure whether the schools had income generating activities. The results clearly indicates that majority of the respondents agreed that schools have income generating activities due to the mean value of 4.25 and StdDeviation 0.68

Table 4.6 shows that out of 181 teachers, 38 (20.9%) strongly agreed that staff wages and allowances are paid through the bank, 70(38.6%) agreed, 23(12.7%) disagreed that the Staff allowances are paid to the employees through the bank, 20(11.3%) strongly disagreed and 30(16.5%) were not sure whether teachers are given allowances or not. The results clearly indicate that the majority of the respondents agreed that staff wages and allowances are paid

through the bank. This view is shown by high mean value of 4.82 and StdDeviation 0.85 indicating most of the respondents agreed with the findings.

Table above shows that out of 181 teachers, 79(43.6%) strongly agreed that the government school funds are appropriated following guidelines from ministry of education and sports, 58(32.0%) agreed, 24(13.3%) disagreed, 7(3.9%) strongly disagreed with the findings. However, 13(7.2%) were not sure whether the school funds are appropriated basing on the government policies or not. This is meant to enhance the performance of teachers in the selected government schools in Ziobwe Sub County, Luwero district. This is due to the fact that mean value was 4.21 and StdDeviation 0.63.

Table 4.6 shows that out 181 teachers 12(6.6%) strongly agreed that financial transactions of government schools are classified and easy to track, 51(28.2%) agreed, 28(15.5%) disagreed, 85(47.0%) strongly disagreed and 5(2.8%) were not sure whether the financial transactions of government schools are easy to track or not. From the above results, the researcher deduced that financial transactions of government schools are not difficult to track as shown by the mean value of 4.18 and StdDeviation.0.84.

The study went further to examine the relationship between management of financial resources and teachers' job performance in Ziobwe Sub County, Luwero District using Pearson's correlation as given in the table below:

Table 4.7: Correlation analysis between management of financial resources and teachers' job performance

Variables	Statistics	Teachers' job performance	Management of financial resources
Teachers' job performance	Pearson Correlation	1	0.645
	Sig. (2-tailed)		0.001
	N	181	181
Management of financial resources	Pearson Correlation	0.645	1
	Sig. (2-tailed)	0.001	
	N	181	181

** Correlation is significant at 0.05 level of confidence

Source: primary data

The Pearson's correlation coefficient (0.645) signifies a strong positive correlation of 0.645 between teachers' job performance and management of financial resources. Since the P – Value (0.001) is less than 0.05 the confidence level, we reject the null hypothesis and conclude with the alternative that the relationship between management of financial resources and teachers' job performance exists and it is very strong hence teachers' job performance depends on the quality of financial resource management. The hypothesis which states that management of financial

resources influences teachers' job performance is accepted. Therefore, school management should put more emphasis on improving management of financial resources.

Objective Three

4.4 Management of school assets and Teachers' job performance

A number of questions were asked to the respondents to find out whether school assets were adequately cared for. Below were the responses.

Table 4.8: The relationship between the management of school assets and Teachers' job performance in Zirombe sub county, Luwero District.

Statements		SD	D	NS	A	SA	Mean	S/dvn
The school has well maintained furniture	F	13	47	21	80	20	2.35	1.10
	%	7.2%	26.0%	11.6%	44.2	11.0%		
Students have learning resources	F	9	35	30	72	35	2.6	1.42
	%	5.0%	19.3	16.6%	39.8	19.3%		
The school has well equipped class rooms	F	13	90	2	50	26	3.59	0.93
	%	7.2%	49.7%	1.1%	27.6%	14.4%		
The head teacher conducts routine facility maintenance	F	70	45	24	29	13	2.57	1.14
	%	38.7	24.9%	13.3%	16.0	7.2%		
The schools have resource rooms	F	21	48	24	67	21	2.61	0.98
	%	11.6%	26.5	13.3	37.0%	11.6%		
The schools have enough chalk boards	F	16	65	26	44	30	2.08	1.09
	%	8.8%	35.9%	14.4%	24.3%	16.6%		
Schools have science laboratories	F	16	36	19	66	44	2.41	1.08
	%	8.8%	19.9%	10.5%	36.5%	24.3%		
Schools have libraries with reading materials	F	22	71	10	57	21	2.61	1.24
	%	12.2	39.2	5.5%	31.5%	11.6%		
Schools have toilet facilities	F	30	47	17	43	44	2.46	1.18
	%	16.6	26.0%	9.4%	23.8	24.3%		

Source: primary data

Table 4.8 shows that out of 181 teachers, 20(11.0%) strongly agreed that the school had well maintained furniture, 80(44.2%) agreed that the school had well maintained furniture 47 (26.0%) disagreed that the school had well maintained furniture 13(7.2%) strongly disagreed that the school has well maintained furniture, and 21(11.6%) were not sure whether the school had well maintained furniture or not. The results clearly indicate that the majority of the respondents agreed that the school had well maintained furniture and this was supported by mean value of 2.35 and StdDeviation 1.10.

Table 4.8 above shows that out of 101 teachers, 35 (19.3) strongly agreed that students had learning resources, 72(39.8%) agreed that students had learning resources, 35(19.3%) disagreed that the students had learning resources, 9(5.0%) strongly disagreed that the students had learning resources, 30(16.6%) were not sure whether the students had learning resources. From the above table, it can fairly be inferred that students had learning resources due to the mean value of 2.6 and StdDeviation 1.42.

One respondent interviewed said that

“The head teacher thus must ensure all the physical facilities in the school are available and maintained properly. Some of these facilities include offices, classes, staff houses, laboratories, workshops, student dormitories dining halls and sanitations. The head teacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution”

Table 4.8 shows that out of 181 teachers 26(14.4%) strongly agreed that the school had well equipped resources rooms, 50(27.6%) agreed that the school had well equipped resource rooms, 90(49.7%) disagreed that the school had well equipped resource rooms, 13(7.2%) strongly

disagreed that the school had well equipped resources rooms, 2(1.1%) were not sure whether the school had well equipped resource rooms or not. The results clearly indicate that the majority of the respondents disagreed that the school had well equipped resource rooms. From the results in table17, it can fairly be concluded that head teachers should allocate funds to equip their resource rooms so as to improve on teachers' job performance and evidenced by the mean value of 3.59 and StdDeviation 0.93.

Table 4.8 shows that out of 181 teachers 13(7.2%) strongly agreed that the head teacher conducts facility maintenance, 29(16.0%) agreed that the head teacher conducts routine facility maintenance, 45(24.9) disagreed that the head teacher conducts routine facility maintenance, 70(38.79) strongly disagreed that head the teacher conducts routine facility maintenance; and 24(13.3%) teachers were not sure whether the head teacher conducts routine facility maintenance or not. The results clearly indicate that the majority of the respondents strongly disagreed that head the teacher conducts routine facility maintenance. From the results in table above, it is clear that most teachers desire to work at well maintained environment which improves their job performance due to mean value of 2.57 and StdDeviation 1.14.

One of the school administrators interviewed said that;

“Planning for school assets involves the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials will be used in schools”

Table 4.8 shows that out of 181 teacher 21(11.6%) strongly agreed that the school has resources rooms, 67(37.0%) agreed that the school has resource rooms, 48(26.6%) disagreed that the school has resource rooms, 21(11.6%) strongly disagreed that schools have resource rooms, and

24(13.3%) were not sure whether at the school had resource rooms or not. The results indicate that the majority of the respondents agreed that the schools had resource rooms as it was supported by mean value of 2.61 and StdDeviation 0.98. From the results in the table above, for the teacher to perform well, the resource room must be good.

Table 4.8 shows that out of 181 teachers, 30(16.6%) strongly agreed that the school had enough chalk boards, 44(24.3%) agreed that the school had enough chalk board, 65(35.9%) disagreed that the school had enough chalk boards , 16(8.8%) strongly disagreed that the school had enough chalkboards , 26(14.4%) were not sure that the school had enough chalkboards .the results clearly indicate that the majority of the respondents disagreed that the school had enough chalk boards due to the mean value of 2.08 and StdDeviation 1.09. From the results in the table above can fairly be concluded that for effective teachers' job performance, the school should have enough chalkboards.

Table 4.8 shows that out of 181 teachers, 44(24.3%) strongly agreed that the school had science laboratories, 66(36.5%) agreed that the school had science laboratories, 36(19.9%) disagreed that the school had science laboratories, 16(8.8%) strongly disagreed that the school had science laboratories, 19(10.5%) were not sure whether the school had science laboratories or not. The results clearly indicate that the majority of the respondents agreed that the school had science laboratories and this was supported by mean value of 2.41 and StdDeviation 1.08. From the results in the table above, for effective teacher job performance, the school should have science laboratories.

Table 4.8 shows that out 181 teachers, 21(11.6%) strongly agreed that the school had libraries, 57(31.5%) agreed that school had libraries, 71(39.2%) disagreed that the school had libraries,

22(12.2%) strongly disagreed that the school had libraries, 10(5.5%) were not sure whether the school had libraries or not. The results clearly indicate that the majority of respondents disagreed the school had libraries and this was due to the fact that mean value of 2.61 and StdDeviation 1.24. From the results in the table above for effective teaching and learning the schools should have libraries.

Table 4.8 shows that out of 181 teachers, 44(24.3%) strongly agreed that the schools had toilet facilities, 43(23.3%) agreed that the school had enough toilets facilities, 47(26.0%) disagreed that the school had enough toilet facilities, 30(16.6%) strongly disagreed that the school had enough toilet facilities, and 17(9.4%) were not sure whether the school had enough toilet facilities or not. The results clearly indicate that the majority of respondents disagreed that the school had enough schools facilities due to the mean value of 2.46 and StdDeviation 1.18. From the results in table above, the school should have enough toilet facilities for effective teaching and learning.

The study went further to examine the relationship between management of school assets and Teachers' job performance as stipulated below:

Table 4.9: Correlation analysis between management of school assets and Teachers’ job performance in Ziromwe Sub County, Luwero District.

Variables	Statistics	Teachers’ job performance	Management of school assets
Teachers’ job performance	Pearson Correlation	1	0.765
	Sig. (2-tailed)		0.001
	N	181	181
Management of school assets	Pearson Correlation	0.765	1
	Sig. (2-tailed)	0.001	
	N	181	181

** Correlation is significant at 0.05 level of confidence

Source: primary data

The correlation table 4.9 above shows that the Pearson’s correlation coefficient (0.765) means that there is a strong positive correlation of 0.765 between teachers’ job performance and Management of school assets. And also since the P – Value (0.001) is less than 0.05 the confidence level, we also reject the null hypothesis and conclude with the alternative that Teachers’ job performance relates to the management of school assets meaning that if teachers’ job performance is to be improved, schools should manage the school assets very well.

4.5 Multiple Regression Model

A regression model was run to examine the relationship between management of school resources and teachers' job performance. The study conducted a multiple regression analysis from the regression equation thus:

$$P_g = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i$$

Where P_g = Teachers' job performance, α = constant, X_1 = Management of human resources, X_2 = Management of financial resources and X_3 = Management of school assets

Ho: Teachers' job performance does not depend on management of human resources.

Ho: Teachers' job performance does not depend on management of financial resources.

Ho: Teachers' job performance does not depend on management of school assets.

Table 4.10. Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.770 ^a	.593	.565	.49817

a. Predictors: (Constant), management of school assets , management of financial resources , management of human resources

Adjusted R squared is coefficient of determination which tells us the variation in the dependent variable due to changes in the independent variable. From the findings in the table above the value of adjusted R squared (0.593) shows that 59.3% of the variations in Teachers' job

performance can be well explained by management of human resources, management of financial resources and management of school assets. Hence a moderate fit.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-134.05	.390		8.304	.000
Management of human resources	-.641	.114	.130	1.241	.221
Management of financial resources	.424	.092	.062	-.644	.000
Management of school assets	-.739	.110	-.708	-6.744	.296

a. Dependent Variable: Teachers' job performance

From the results in the above table the established regression equation was;

$$P_g = -134.05 - 641X_1 + 0.424 X_2 - 0.739X_3$$

A unit increase in provision of Management of human resources would on average (641) decreases the level of absenteeism of pupils and as a result the level of teachers' job performance is reduced. However, this is statistically insignificant at 5% level of significance since the p value $0.221 > 0.05$. Hence we conclude that Teachers' job performance does not depend on management of human resources. However, according to the researcher's observation, it is not true because when there is a quality of management of human resources in selected government

schools, teachers' job performance has to be improved and also the poor the quality of management of human resources in schools, the lower the level of teachers' job performance.

An increase in management of financial resources would on average (0.42) increases the level of teachers' job performance and this is statistically significant at 5% level of significance since the p value $(0.000) < 0.05$. Hence we reject the hypothesis and conclude that teachers' job performance depends on management of financial resources in schools. Therefore, this is very true because the higher the level of management of financial resources, the increase in teachers' job performance, the lower the level of management of financial resources, the lower the level of teachers' job performance in selected government schools.

Low level of management of school assets would on average (0.739) decreases the level of teachers' job performance. However this is statistically insignificant at 5% level of significance since the p value $0.296 > 0.05$. Hence we fail to reject the hypothesis and conclude that teachers' job performance does not only depend on management of school assets.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents discussion of findings, conclusions and recommendations based on the findings.

5.2 Discussion of the findings and conclusion

5.1 Discussion of findings

5.1.1 Management of human resources and teacher's job performance

The study found out that majority of respondents (46.4%) disagreed that head teacher supervise time management which clearly shows that head teachers should seriously supervise time management and that this would contribute to the improvement of teacher job performance. Furthermore, some respondents added that the school has adequate teaching staff members in the selected government schools in Zirombe Sub County, Luwero district. The researcher deduced that there was a gap in terms of teaching staff and therefore the ministry of education and sports has to recruit enough teaching staff so as to meet the demands of the education system. Most of the respondents hold the view that the school had no adequate teaching staff as shown by the mean value of 4.21 and StdDeviation.0.76. The findings are in line with Afolabi, (2016) who argued that management of human resources have the ability to create schools that are more intelligent, flexible and competent than their rivals through the application of policies and practices, concentrate on recruiting, selecting, training skilled teachers and directing their best efforts to improve teachers' job performance in schools.

According to the findings revealed that the human resource manager manages interview sessions professionally in the selected government schools in Ziromwe Sub County, Luwero district and that the efficiency of the school largely depends on the teachers' competence. Teacher participation in critical school issues result in low staff morale and this culminates in stressful school governance as this view was supported by majority of the respondents who agreed as indicated by the mean value of 4.23 and StdDeviation.0.82. The findings are in line with Plowman, (2010) who observed that management of human resources are concerned with achieving objectives in attainment of teachers' job performance. Every school principal must ensure that every staff is adequately involved in making decisions that concern the school. This will raise their morale to take an active part in an activity in which they were involved in the planning.

The study in addition found out that human resource manager selects candidates after interviews following the laid down procedures of the school implying that the selection of candidates after interviews in the selected government schools in Ziromwe Sub County, Luwero district is conducted basing on the school policies and procedures as supported by the mean value of 4.21 and StdDeviation.0.82. 0.90. In addition to that statement, management of human resources are concerned with achieving objectives in attainment of teachers' job performance but after selecting the best candidates. This is in line with Aromolaran, (2015) who stipulated that good management of human resources are a key drive of teachers' job performance and This pays special attention towards the four most important of HR aspect that influence the academic staffs' performances which are employment security, training and development, compensation and selective hiring. By adopting these practices of human resources, it will enable the

organization to motivate, attract and retain employees to support the mission, objective and organizational strategy towards the enhancement of teachers' job performance.

According to the findings, the human resource manager supports and facilitates teacher job training, the head teacher recruits non-teaching staff which it can clearly be stated that the recruitment of support staff is in the hands of the head teacher. This is meant to improve on teachers' job performance in the selected government schools in Ziobwe Sub County, Luwero district. The findings are in line with UNESCO (2016) who said that educational administration is considered to be a field of study concerned with the management and operation of educational organizations whose history is replete with intellectual struggles and ferments as well as reflections over the nature, methodologies, purposes, boundaries and knowledge base of the field.

The findings revealed that the school hires teachers through an open, free, competitive and objective process and also motivates the teachers to performance to the expected standards. This implies that the school should hire teachers on merit as it was based on the mean value of 4.37 and StdDeviation.0.63. The researcher one learns that for effective teacher job performance, head teachers as managers of the educational institutions have to motivate the teachers and this is due to the fact that mean value was 4.44 and StdDeviation.0.79. The findings are in line with The findings are in line with Cole (2012) who said that the overall aim of recruitment process should be to obtain at minimum cost the number and quality of teachers required to satisfy the HR needs of the school. However, Elwood & James (2014) who added that recruitment forms a major part of schools' overall resourcing strategies, which identifies and secures teachers needed for the schools to survive and succeed in the short to medium-term.

5.1.2 Management of financial resources and teachers' job performance

The study found out that the schools were receiving funds from the government; the researcher deduced that despite management challenges, government was committed to fund education in the district and this was supported by the high mean value of 4.10 and StdDeviation 0.88. The findings are in line with Bozeman, (2018) who said that the schools are to have in place the Board of Governors and qualified account staff to maintain proper books of accounts and prepare budgets approved by the board of governors and that the financial resource is a major aspect of resource management in the education system. This is to ensure that the school fund is appropriately used for the realization of the educational goals in order to improve teachers' job performance.

The findings revealed that the funds received from the government are insufficient to accomplish school activities in the district and the schools had limited sources funds that can be used to motivate the teachers. The researcher concurs with the respondents in that good financial management in the school would enhance co-operation, team spirit and excellence in job performance. The findings are in line with Bolaji (2017) who argued that school administrators have shortage of funds thus facing a lot of challenges in meeting staff requirement which should enhance their job performance. Hence, good financial management on the part of the school administrators would enhance collaboration, team spirit and excellence in job performance among teachers.

The study showed that the selected government schools in Ziromwe Sub County, Luwero district the schools do not receive funds regularly, From such results, the researcher deduced that schools were not receiving funds regularly and therefore government should improve on release of funds to schools; secondary the schools should start income generating projects of their own to ensure

constant inflow of funds. This would improve teachers' job performance as it was supported by the mean value of 4.19 and StdDeviation 0.83. The findings are in line with Onyango (2015) who observed that head teacher is held responsible for financial accounting and auditing. This accounting is useful in order to control the already approved budget. It is his/her responsibility to ensure proper documentation of all financial transactions in the different books of accounts e.g. the ledger, journal, inventories, cashbook etc. The study relies on the optimization of financial resources and developments in secondary schools.

According to the findings, the schools had income generating activities, staff wages and allowances are paid through the bank. The results clearly indicate that the majority of the respondents agreed that staff wages and allowances are paid through the bank. This view is shown by high mean value of 4.82 and StdDeviation 0.85 indicating most of the respondents agreed with the findings. The findings are in agreement with Lyons, (2012) who reported that the most important aspect of education finance lies in the effective management of the available financial resources and this task includes the proper allocation and distribution of financial resources for teachers' job performance.

The study found out that the government school funds are appropriated following guidelines from ministry of education and sports. This is meant to enhance the performance of teachers in the selected government schools in Ziobwe Sub County, Luwero district. This is due to the fact that the mean value was 4.21 and StdDeviation 0.63. The findings are in line with Mullins, (2015) who argued that the head teachers in secondary schools play the role of chief accounting officers through appropriation and the direction of funds to particular development targets to meet the desired goals of school improvement. However, it should be noted that the Ministry of

Education performs a supervisory role to ensure proper utilization of resources in meeting the minimum standards of school operations and the emphasis is put on the private schools.

The findings indicated that the financial transactions of government schools are classified and easy to track, from such results; the researcher deduced that financial transactions of government schools are not difficult to track as shown by the mean value of 4.18 and StdDeviation.0.84. This is in line with Adewonyin (2015) who said that supporting the aforementioned view can be done by stating that the success of any school program and performance of teachers depend mainly on the way the financial livelihood of the institution is mobilized and managed. He continues to argue that resources are usually scarce and in high demand. There is, therefore, a need to distribute these scarce resources appropriately to manage the disparities. In Uganda's setup, schools are public enterprises and thus are subject to statutory instruments that regulate the management of the funds that influence Teachers' job Performance.

5.1.3 Management of school assets and teachers' job performance

The findings indicated that the selected government schools had well maintained furniture; students had learning resources hence it can fairly be inferred that students had learning resources due to the mean value of 2.6 and StdDeviation 1.42. The head teacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution. The findings are in line with Uko (2015) who opined that effective administration and maintenance of school furniture are important aspects of the management of school physical facilities which would ultimately impact on teachers' job performance. As such the school administrators are expected to apply the available theories, principles and practices of management to ensure that all the available physical facilities were adequately utilized and managed against theft.

The study found out that the selected government schools had well equipped resources rooms and this can fairly be confirmed that head teachers should allocate funds to equip their resource rooms so as to improve on teachers' job performance and evidenced by the mean value of 3.59 and StdDeviation 0.93. In addition therefore, the head teacher conducts facility maintenance, it is clear that most teachers desire to work at well maintained environment which improves their job performance due to mean value of 2.57 and StdDeviation 1.14. The findings are in line with Lyons (2012) who reported that most programmes of instruction and students' services need some physical facilities which include grounds, buildings and even equipment which may be used for improving Teachers' job performance.

According to the findings, some respondents reported that planning for school assets involves the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials will be used in schools. The school has resources rooms, schools have resource rooms and this was supported by mean value of 2.61 and StdDeviation 0.98, for the teacher to perform well, the resource room must be good. The findings are in line with Onyango (2015) who asserted that the management of school assets entails planning, acquisition; allocating, distribution and even controlling maintenance and use of those materials have greater impact on Teachers' job performance. He observes that planning for school assets should involve the identification of the resources required, assessing of the quality in terms of the needs, establishing the criteria for standards, the costing per unit and how the materials can be used by the teachers or students.

The study results indicated that for effective teachers' job performance, the school should have enough chalkboards. In addition, the school had science laboratories and this was supported by low mean value of 2.41 and StdDeviation 1.08. From the results in the findings, above, for

effective teacher job performance, the school should have science laboratories. The findings are in line with Mbaabu (2014) who noted that, most of the schools lacked facilities like social halls, dining halls, dormitories and libraries which are attributed to lack of adequate funds, proper planning and enough support from the local leaders. Kamau (2016) added that school materials and other physical facilities are some of the administrative areas highly affected by the problem of insufficient funds in educational institutions. All these impact negatively on student's performance in schools especially on academics.

5.2 Conclusion

The researcher concluded that the management of human resources in selected Government Secondary Schools in Ziromwe Sub County, Luwero District have the ability to create schools that are more intelligent, flexible and competent than their rivals through the application of policies and practices that concentrate on recruiting, selecting, training skilled teachers and directing their best efforts to improve teachers' job performance.

The conclusion was made that the funds received from the government are not adequate to accomplish school activities in the district, the different sources of raising funds to motivate the teachers and these included fees paid by the parents, grants from Government, donations and farming activities are under taken by the schools, the schools do not receive funds regularly, some schools had income generating activities, staff wages and allowances are paid through the bank, staff wages and allowances are paid through the bank and the government school funds are appropriated following guidelines from ministry of education and sports.

Concerning management of school assets on teachers' job performance, school libraries are available but with limited reading materials, the schools didn't have enough toilet facilities and this is likely to affect the students and the teachers' performance. The Pearson Product-Moment Correlation Index test indicated that there was a significant relationship between management of school assets and teachers' job performance.

5.3 Recommendations

The ministry of education and sports has to recruit enough teaching staff so as to meet the demands of the education system. Proper management should also be instituted on the head teachers' office, staffroom, guidance and counseling offices and all other administrative offices to ensure safety of all the teachers. The Human resource should teach its teachers on the importance of their activities such that teachers work knowing that they are evaluated hence will increase more on their efficiency.

The schools must have in place the Board of Governors and qualified account staff to maintain proper books of accounts and prepare budgets approved by the board of governors. The head teacher should therefore repair the existing facilities or ensure new ones are in place depending on the needs of the institution.

Government should always audit head teachers in order for them to manage school assets effectively and efficiently. The Ministry of Education and Sports should organize workshops and seminars on management of school assets and resources for all secondary school head teachers in Uganda. The school playing grounds should be well maintained and safe. The school physical facilities require inspection in order to make them free of hazards.

5.4 Areas for Further Research

The researcher suggests that further research should be conducted on:

- ❖ The effect of school location on teachers' job performance
- ❖ The effect of school management committee structure and provision of quality education in secondary schools.
- ❖ The school organizational culture and teachers' job performance.

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APPENDICES

APPENDIX A: QUESTIONNAIRE FOR TEACHERS

Dear Respondent,

I am a student of Kyambogo University doing research on the topic entitled “management of school resources and teachers’ job performance”, a case study of selected government secondary schools in Ziobwe Sub county in Luwero district. I am humbly seeking for your consent to assist in providing the relevant information on this study. The answers given are for academic purposes and confidentiality will be given to any response given. Thank you for your kindness.

Instructions:

SECTION A

DEMOGRAPHIC DATA *(fill in the space provided)*

1. Gender (i) Male (ii) Female
2. Age group of respondents
 - A. (20-29) B. (30-39) C. (40-49) D. (50-59)
3. Qualification
 - A. Diploma B. Degree C. Masters D. PhD
4. Teaching Experience
 - A. 1-5 Years B. 6-10 years C. 11-15 years D. 16 and above

SECTION B

MANAGEMENT OF SCHOOL RESOURCES (HUMAN, FINANCIAL AND SCHOOL ASSETS) ON TEACHERS' PERFORMANCE

For the following questions please tick the number of your choice

1. Strongly agree (S.A)
2. Agree (A)
3. Undecided (UN)
4. Disagree (D)
5. Strongly disagree (SD)

Adequacy of Financial and Human Resources

Variables of Financial and Human Resources	SA	A	UN	D	SDA	%
The school receives some funds from the government						
The funds are adequate						
The school receives these funds regularly						
There is adequate teaching staff						
The students and staff are provided with essential stationery in time to ease their work.						
The head teacher is involved in recruitment of non-teaching staff						
The school has other income generating activities						
Head teacher highly motivate teachers and other staff						

Head teachers' Management of Physical and material resource

Variables of Physical and material resource Management	SA	A	UN	D	SDA	%
You constantly inspect facilities for effective teaching and learning.						
You ensure that there are enough learning resources for all students in the integration program						
Your integration program has well maintained classrooms						
Your integration program has well maintained furniture						
Your integration program has well equipped resource rooms						
You conduct routine facility maintenance and upgrading						
You supervise time management in the school						

Adequacy of Physical Resources

Facilities	Adequate	Inadequate	In bad shape	Not available
Classrooms				
Workshops				
Resource rooms				
Chalkboards				
Furniture (desks, tables, chairs etc.				
Science laboratories				
School libraries				
Toilets				

APPENDIX B: INTERVIEW GUIDE FOR HEAD TEACHERS AND DIRECTOR OF STUDIES

Head teacher’s management of human resources and teachers job performance

Do you think your human resource management has an impact on teacher’s job performance?

Yes

No

If no explain.....

In your view to extent does teachers; performance affects your management of human resources ?

A. Head teachers management of financial resources and teachers job performance

1. Do you think your management of financial resources affect your teacher’s job performance?

a. Yes

b. No

If no explain.....

2. What strategies have put to raise funds to motivate the teachers?

B. Head teachers management of school assets and teacher job performance

1. Do you think your management of school assets has an impact on teacher job performance?

a. Yes

b. No

If No how?

**APPENDIX C: TABLE 2. DETERMINING SAMPLE SIZE FROM A GIVEN
POPULATION**

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size.
S is sample size.

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Educational and psychological measurement, 1970

APPENDIX D: BUDGET

No	Item	Quality required	Unit costs (shs)	Total costs (shs)
1	Stationary	3	17,000/=	51,000/=
2	Air time for data card (internet)	2	25,000/=	50,000/=
3	Travelling	10	7000/=	70,000/=
4	Pre-testing the questionnaires	10	10,000/=	100,000/=
5	Secretarial services	1 secretary	10,000/=	100,000/=
6	Data analysis (SPSS)	1	150,000/=	150,000/=
7	Production of research report	8	8000/=	64,000/=
	Grand total			585,000/=